

Pedagogisch beleidsplan:
House by the Park
2024/ 2024



Duinweg 1
2585JT Den Haag
070 - 404 9750

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Introduction

House by the park is a small scale International daycare/ after school for children aged 2 months to 13 years of age, for full-time working parents with demanding work schedules. We are the only childcare facility in the Hague that has a unique concept: we only accept children from 3, 4 or 5 days a week. The days are fixed to ensure stability, we don't trade days. Parents or caregivers can request an extra day if necessary. We do this to ensure stability and continuity. Our experience shows us that children get used to the daycare easier than usual.

Closeby you can find the forest, the beach, the park, playgrounds, a farm and a swimming pool. Which provides us with all the necessities to go and explore. We are a homing environment and a small type of Daycare. This means Familiar faces and a comfortable/ safe environment for the children. We at House by the Park feel that children come first and all have their own pace at learning. We stimulate them by playful learning activities based on their own developments. The teachers work closely with the parents to help the children grow and get to their goals.

Also we thinks its important to give the children the opportunity to be children and have a good time growing up to be their own individual selves.

Founder and director Drs. Fariba Motamedi has a Master of Arts in special Education Needs and child nursing. She strives for an efficient and pedagogically sound form of childcare, suited to our present dynamic world. She also strives to make daycare a stress-free experience for the parents.

Comme à la Maison is located in Scheveningen close to the center of The Hague at Duinweg 1, 2585 JT Den Haag. We are open Monday to Friday between 7:10 a.m. and 18:10 p.m. all year long with the exception of 1 week and 1 day during the summer vacation. And we are also closed on all official Dutch holidays. Children arrive in the morning: from 7:10 a.m. to 10:00 a.m.. The children can be picked up in the afternoon: from 16:00 p.m. till 18:10 p.m.

1. Combined group

Currently we have one combined group. Which contains space for 18 children. Both daycare and afterschool.

Within our childcare center, we strive to provide a stimulating and inclusive environment where all children can develop at their own pace and level. An important and unique aspect of our pedagogical vision is working with a mixed-age group for children aged 0 to 13 years. We strongly believe that this approach offers many benefits for the development of all children.

Working with a mixed-age group allows children to learn from and with each other, regardless of their age. Younger children can look up to older children and are encouraged to develop new skills through observation and interaction. Older children learn to be patient, show empathy, and take responsibility for the younger ones, thus promoting their social and emotional development.

Furthermore, a mixed-age group provides a richer and more varied learning environment. Children are challenged to play together, solve problems, and think creatively in an environment with different ages and skill levels. This contributes to their cognitive development and prepares them for the diverse social contexts they will encounter later in life.

To ensure that the space and materials are suitable for all ages, we take into account the needs and interests of both younger and older children. Play areas and materials are carefully selected and adapted to be challenging for older children, while ensuring that the space remains safe and accessible for the younger ones.

Our childcare center is thoughtfully designed to cater to the needs of all age groups. In the main room, we have a high playpen where babies can rest safely and comfortably. This ensures a peaceful environment for the youngest children. For those who are starting to crawl, we prioritize providing ample freedom of movement, allowing them to explore the room.

We have a cozy corner where children can retreat to read a book. On days when we have multiple babies, we sometimes convert this corner into a designated baby area, ensuring a secure and quiet space for them.

Our after-school (BSO) children have their own storage cabinet in the main room, filled with age-appropriate materials. This includes board games and arts and crafts supplies, which they can easily access themselves. Additionally, we have the option to use a separate room where the BSO children can play and experiment with activities such as creating with Perler beads, without posing a risk to the younger children.

This setup allows us to provide a safe, engaging, and flexible environment that meets the diverse needs of all the children in our care.

We create an environment where each child has the freedom to explore, discover, and learn in their own way, while respecting individual developmental needs and paces. By promoting interaction between different ages and providing an inclusive and challenging environment, we aim to support all children in their growth and development, socially, emotionally, cognitively, and physically.

2. Familiar faces:

Each child has two steady teachers. A permanent employee who knows the child, knows how he or she develops and what the child needs. There are several permanent faces for the children and no unknown or temporary employees are used to work at the day-care. As we have a small daycare, all the teachers know all the children. There is always at least one backup teacher available in case one of the teacher's gets sick or is not available. The founder and director of CALM, Fariba Motamedi lives in the building and she takes the function of our backup teacher, as she is flexible and always available on short notice. If the director is absent her son Kourosh is available to take over. Each group has one fixed play/class room. We also have our neighbor Mr. Tinneke H. who agreed to help us if we need extra hands and eyes; 06 53384662.

Your child will always be cared for by a known teacher, as we never work with any temporary teachers. Sometimes we do have an intern with us who will be screened in the same level as our employees (VOG) and properly introduced to the parents. To keep a stable environment the interns will only be accepted for at least six months or for a longer period. You can find more information below in the next section. Activities will always be pursued according to the age and needs of the child. The planning and the formation of groups follows the teacher-child-ratio rules (pedagogisch medewerker/kindratio.nl). We communicate with parents about the possible changes in groups through our parent app, regular digital newsletter, emails, letters in the entrance hall or through the daily child books.

Our daily schedule:

Please note that we use this schedule as a guideline. In case of an outing or a smaller number of children during (for example) the holiday, the schedule can be a bit different than usual.

07:10 - 10:00	Children arriving at daycare.
07:10 - 09:00	Free play
09:00 - 09:30	Fruit time
09:30 - 09:45	Diaper change and toilet rounds.
09:45 - 10:00	Dutch Circle Time.
10:00 - 11:30	Activity/ Outing
11:30 - 12:00	Warm lunch

12:00 - 12:15	Diaper change and toilet rounds.
12:15 - 12:30	Story time (based on our monthly theme)
12:30 - 14:30	Quiet time/ Nap time.
14:30 - 15:00	Diaper change and toilet rounds. + BSO children pick up at school.
15:00 - 15:30	Crackers/ bread time.
15:30 - 16:00	English circle time.
16:00 - 17:00	Activity/ Outing
17:00 - 17:10	Healthy Snack / Diaper check.
17:10 - 18:00	Free Play
16:00 - 18:00	children being picked up

1. Drop of and pick up times:

Children will be dropped off between 07:10 and 10:00, and picked up from 16:00 - 18:00. If your child arrives later or will be picked up earlier you need to let us know beforehand. So that we can plan our activities and meals correctly. You can do so by sending an email (info@calmkid.nl) or calling us ([070 404 9750](tel:0704049750)).

2. Free play:

In this period the kids are allowed to choose their activity from a number of toys that we put available in the room. There are many options and they come with rules. You choose a toy or activity to play with, when you are done. You need to tidy up yourself or at least help to tidy up, before you choose another activity (depending on their age and abilities). By doing so the other children can also make use of the activities or toys.

3. Snack times:

Our morning snack contains fruit. We offer a variety of fruits based on their ages, they get what they are allowed to eat and taste. This is in agreement and talked over with the Parents and or Caretakers. Most common fruits we use are: banana, pear and apple. In summer we like to use watermelon. And occasionally we use fruits such as Mandarins, Grapes, Strawberries etc.

In the afternoon we offer them bread or crackers. We use Creamcheese, avocado and hummus as a base.

4. Diaper change/ toilet rounds:

During diaper change and toilet rounds the babies get changed and the older kids go to the toilet. The teacher helps the kids who are still learning to go to the toilet. They walk to the toilet together and sit down in a row in the hallway. One by one they go and we let them do as much as they can by themselves. We remind them when they forget something. For example "Don't forget to wash your hands". By going in a group they feel more comfortable to try. Afterwards they are rewarded by chooching a sticker for their toilet diploma. When they are able to go without help and no more use of diapers they can take the diploma home. When a child doesn't want to try we will not push and tell the child that it's fine. They can try another time. In this way the child won't feel pushed or feel uncomfortable. As it is very

important they develop at their own pace. All of course will be exchanged and talked over with the parents.

5. Circle Time:

In the morning we have a dutch circle time and in the afternoon an english one. During circle time we practice Numbers, Days of the week, Colors, the weather, emotions and the monthly theme. These are the basics. We expand by singing songs and reading books. Also the kids are often given a turn to share something with the group. This could be showing a toy from home or telling something about their weekend.

6. Activities/ outings:

all our activities we base on our monthly team. For example: We make animal masks when we have an animal theme. Or we dance hokey pokey when we have a sports theme. All our activities are adapted to the abilities of the kids. The younger ones get an easier but still challenging activity and the older ones get a more difficult one. For example: the babies do fingerpainting, the Toddlers work with sponges and the BSO gets to work with lines and shades using fine brushes. This way we help and challenge the children to develop at their own pace.

As we are an outdoor type of daycare we often go on an outing. You can think of visiting a farm or playground. But also going to the beach or visiting places such as Avontura. On every Tuesday one or two teachers go swimming with a small group of children.

Swimming pool

We aim to go swimming with the children at the Blinkerd (swimming pool) on every Tuesday morning. We are allowed to take two children per teacher. Parents give us permission to take their child to the pool, the cost are 15 euro per child, this include swimming suits, swimming diapers, towels, something to eat and drink after swimming and the extra teacher to go to the swimming pool. At the pool they are enjoying and getting used to water at the same time.

We have concluded that at some point children learn to swim on their own, become accustomed to water and a lot of other benefits.

7. Warm meal:

Here at House By The Park we offer the kids a warm meal at lunchtime. This meal is freshly made by our own staff every morning. It is adjusted to the children and their needs. Based on their background, age and allergies. If a child doesn't want to eat it or doesn't like it an alternative such as bread is offered.

8. Storytime:

Before going to bed or starting quiet time we have story time. During this we read a book in English or Dutch linked to our monthly theme. We ask questions during and afterwards to see if the children understood the story and to help them process well.

Our Team :

We work with experienced and motivated teachers that have the development and growth of the children at heart. It is important to us that the children feel as if they are at home. The daycare employees of House by the Park are well trained in child pedagogy and very motivated. All pedagogical employees have a relevant education and experience in childcare. Also they possess a valid first aid diploma. During the day-care opening hours, there is always a minimum of one adult with valid and recognized children's first aid certificate.

All teachers have an obligation to report on evidence of a colleague using violence against a child. The teachers are also aware of how to observe the children and to recognize abuse. Therefore we have an instrument (meld code kinder mishandeling). This allows us to follow a step-by-step plan on how to recognize abuse and how to report it.

Volunteers:

Sometimes we are in need of extra assistance at daycare. At this time we make use of our volunteers. We have a fixed group of volunteers containing close family friends. They are in possession of a VOG and properly introduced to our parents. Also it's nicer for the kids if they know the people that are present at our location.

Working with Tadaah

Within our childcare center, we strive to ensure continuity and quality in the care we provide to the children. To achieve this, we collaborate with Tadaah, a professional organization specialized in providing qualified substitute childcare workers.

When a regular childcare worker is absent due to illness, leave, or other reasons, we deploy experienced and skilled substitute workers from Tadaah to ensure continuity of care. These childcare workers are carefully selected based on their experience, education, and skills in working with children.

All substitute childcare workers from Tadaah are well-trained and possess the necessary qualifications required to work in childcare. They have a passion for working with children and are familiar with the pedagogical vision and practices of our childcare center.

By partnering with Tadaah, we can ensure that there is always an adequate pool of qualified staff available to continue the care and guidance of the children in a professional and responsible manner, even in the event of unexpected absences of regular staff members. This contributes to a safe and stable environment where children can thrive and develop optimally.

Time out:

One of our pedagogical rules is to always be clear to the children about what they are allowed and not allowed to do and how they have to behave with the staff and the rest of the children. When children don't behave in the right manner, the teacher will first explain what they did wrong and how they can improve themselves. by explaining to them what they see and what they hear, and what needs to change. When the child still doesn't listen, it will be put in a time out and have time to think about what he/she has done. The teacher will then again tell the child what they did wrong and put them for a number of minutes based on their age. For example if a child is two it will have to sit for two minutes. After this the teacher and the child talk again to see what we can do to change the situation. This method we use for children who are able to understand the meaning of time out. When a younger child does something we simply try to distract the child and take it away from the situation.

When a child behaves in a proper manner, it will be praised and its behavior will be promoted to the other children as an example. On a daily basis, we also teach the children how to eat, drink, sneeze, cough and use the toilet in a hygienic and safe way.

To make sure that all the teachers will follow our pedagogical policy, we organize regular meetings to actively involve everyone. And we often ask our teachers to read the plan once more and reflect on the use of it.

We have at least eight staff meetings a year. We have standardized themes such as safety and health and we evaluate and discuss each child's developments and needs. All teachers are updated about the well-being of every child. The idea of this is to get to know all the children and their needs, allergies, diets, sleep patterns and their progress. This way we can assist each child individually in the best way. It also ensures a pedagogical and consistent environment, where children experience the same rules and limitations and feel safe throughout the day. During these meetings we also evaluate our work methods, discuss parental matters, seasonal matters, and subjects stressed by the parents committee. We also explain and discuss new rules and regulations of the GGD. During this meeting we give each other practical ideas to improve ourselves as professionals. It is very important to follow the same policy and be consequent to the children. This way they can adapt to our structure.

Fariba is a pedagogue and if one child has a behavioral problem, she will discuss the matter with the parent(s) first, and then also with the entire staff, in order to form a consistent solution. It is important always to work hand in hand with the parents, so the child will feel a consistent approach to his behavior. If we need an external consultant, Fariba will talk about it with parents and share the outcome with the team. We also work together with different agencies to keep the children's development as smooth as possible.

Here below the Cooperating bodies that we work with:

Cooperating bodies

1. Reporting code abuse (meld code kindermishandeling)

Within our day care center we are obliged to work with a reporting code child abuse. This report code contains a list of signals where our pedagogical employees must be alert.

Reporting code abuse is there for everyone, young and old, to make it has with domestic violence or child abuse. Reporting child abuse gives advice and offers support, also to professionals working in childcare. We can contact reporting code of child abuse anytime to contact them or asking for advice in a specific situation.

2. Local primary schools

To make the transition of our 3-year-olds so prosperous, we are in contact with several primary schools in the area. Before your child starts getting used to the primary school, we will fill in the form from the relevant elementary school. This contains information about your child in different development areas. This way the teacher, together with your child, can make a good start immediately.

The relevant primary school can always contact us if they have questions about the child.

3. GGD / Municipality

As a childcare center we are of course always in contact with the municipality. We can always ask questions or for customized advice. The GGD, as part of the municipal interests also plays an important role in this. That way we can ask questions about a clinical picture in children or the risks of certain childhood diseases.

4. Speech therapist

Within our nursery we pay a lot of attention to the language development of our children. Unfortunately, a child's speech development sometimes develops not sufficiently. In this case we will contact the parents for a conversation. We will ask the parents to consult the consultation office, they will give their advice and, if necessary, refer the child to a speech therapist.

The annual risk assessment safety and health has changed to the current safety and health policy. The Educational staff knows the safety and health policy and implements this in practice. Educational staff also have a role in keeping and evaluating safety and health policies up-to-date. The main risks with major consequences are described and the children learn how to deal with all kinds of risks.

We also know all the parents, the grandparents and the babysitters, to avoid that a child gets picked up by someone unfamiliar. If parents want their child to be picked up by a family member we don't know yet, they should send us a request with the name of the person, who then needs to show an ID in order to pick up the child. If a teacher is sick or on vacation, all the teachers know the information of every child here at the daycare. We also have a daily notebook about each child through which the staff and parents can communicate with each other on a daily basis. It also updates us about the changing schedules of the children.

5. Pedagogical coach

Within our childcare organization, we highly value the professional development of our staff and the continuous improvement of our pedagogical practice. Therefore, we collaborate with an (external) pedagogical coach who plays an essential role in supporting, guiding, and inspiring our childcare workers.

The pedagogical coach is an experienced and qualified professional in the field of pedagogy and childcare. The main task is to support our childcare workers in strengthening their pedagogical qualities and developing their professional skills. This is achieved through individual coaching, on-the-job observations, organizing workshops and training sessions, and providing feedback and reflection moments.

By working with a pedagogical coach, we aim to cultivate a culture of continuous growth and development within our organization. The coach acts as a mentor and guide for our staff, encouraging them to reflect on their practice and acquire new knowledge and insights.

In short, working with a pedagogical coach is a valuable investment in the professionalism and quality of our childcare organization. It enables us to strengthen our pedagogical vision, support our staff in their growth and development, and provide a high level of care and guidance to the children under our care.

Mentoring

Since 2019 a mentor has been assigned to each child. The mentor is a pedagogical employee who works in the group of your child. The mentor is the point of contact for you as parents to discuss the development and well-being of your child.

To be able to follow the development of your child, the mentor must really know your child. That is why the mentor is directly involved in the care and development of your child. The mentor is one of the pedagogical employees of the group in which your child is placed. The parents will hear who the mentor is during the intake of their child. If necessary, the mentor also fills a role in contact with other professionals, with permission from you as parents.

1. Individual needs of the child

By following the development of a child, pedagogical employees connect to the individual needs of a child. In addition, consultation with parents can be used to coordinate how the wishes and needs of the child can be met.

The combination of development-oriented working and the use of a mentor ensures that important development steps are followed well. This method makes it possible to signal details in a timely manner.

Our pedagogical staff is dedicated to providing high-quality care to our children. We also meet the parents at least once a year in October to discuss the well-being of each child, the

changing of groups in the short and long term periods and the consistency of the groups. This ensures the involvement of the parents to the daycare and the continuity of focus on the well-being of the children in our care.

During the new-year party, the Halloween party and our summer BBQ we also have the chance to meet the parents and for the parents to meet each other.

House by the Park mentor list, 2024:

child	mentor
	Eliza
	Marjan
	Eliza
	Leyla
	Marjan
	Eliza
	Marjan
	Leyla
	Marjan
	Marjan

	Marjan
	Marjan

Pedagogical principles and methods.

Pedagogical vision:

F.W. Kok and J. Korczak - An inspiration for our pedagogy

The pedagogical approach developed by Mrs. Fariba Motamedi, founder and director of Comme à la Maison, is inspired by the pedagogy of J.F.W. Kok. This pedagogy focuses on three specific aspects:

- The relationships the pedagogic employee has with the child
- The pedagogical climate
- Using situation for certain goals

Another source of inspiration is the Polish pediatrician and pedagogue J. Korczak (1870-1942) according to whom respect and trust are central to child development.

Each individual child is cared for, listened to and accepted as he/she is. To bridge the physical distance between the pedagogic employee and the child, the former should always kneel down to speak at eye level with the child and not from above.

Children are informed at all times regarding what is about to happen. For example with babies, inform them of what you intend to do with them: “why are you yawning? I will put you to bed, I will lift you now...”

Goals

Stability and continuity a basis for trust and friendship

To allow children to develop trust and friendship with other children and with their teachers House By the Park is acting on several aspects:

Our groups are small to ensure the proper attention each child needs for his personal development. Our groups are usually smaller than in other daycare centers.

Each pedagogical employee is responsible for a specific group to ensure a lasting relationship with the children.

We ask parents to enroll their child for at least 3 days a week to provide stable groups of children where friendship between classmates can fully develop.

In this setting children can fully develop in a stable, reliable environment and teachers develop better insight in each child. Children and teachers are like one big happy family.

Stability is especially important for Expat children. Most of House by the Park's children come from Expat families. This has allowed us to develop a good understanding and appreciation for the different challenges families meet when moving to a new country including change of language, housing or weather. This understanding enables us to provide friendly customer service for 13 years.

1.A pedagogy adapted to each phase of a child's life

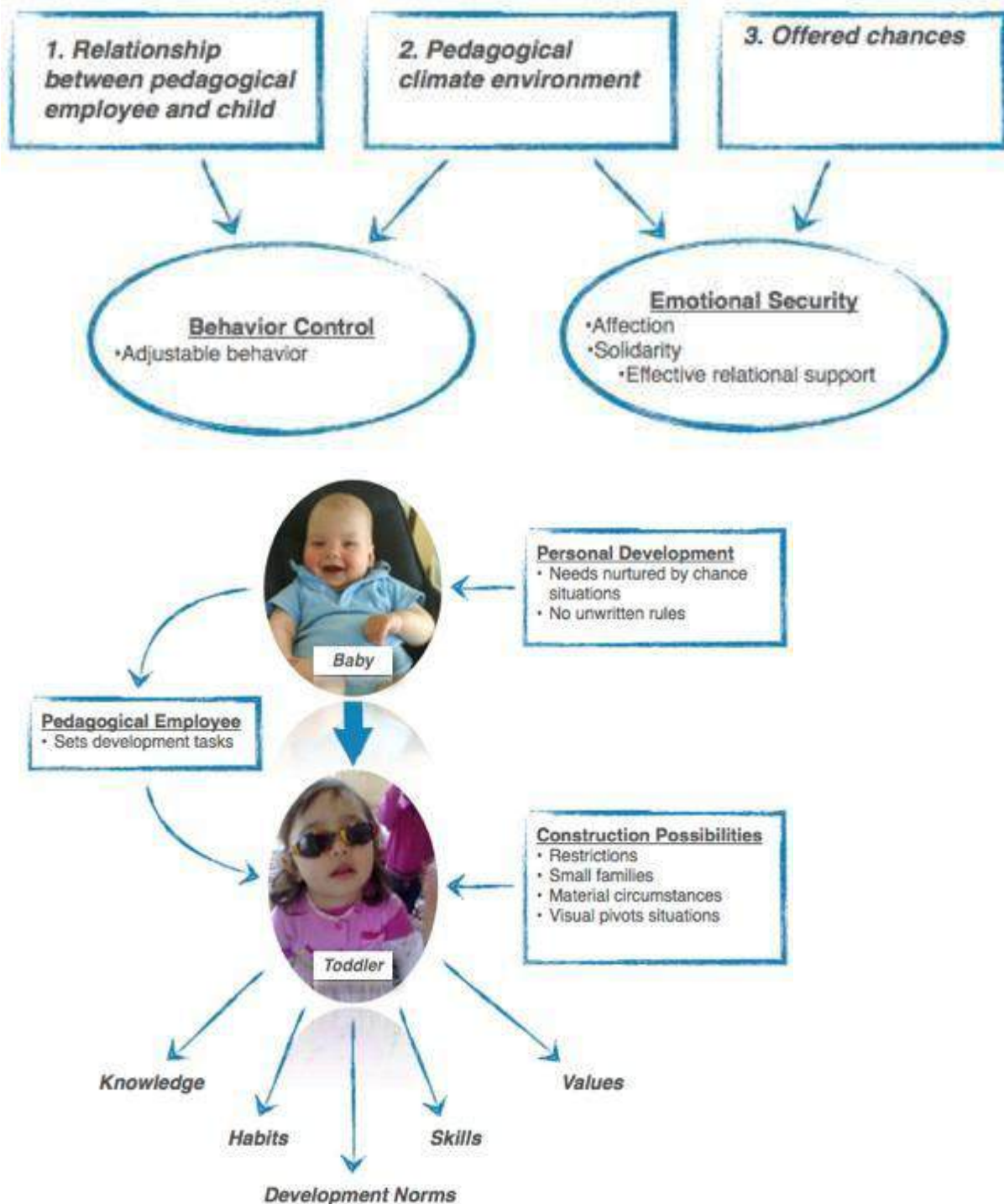
Babies have the basic needs for good care, attention, emotional security and rest. Their days are paced by their own rhythm: being looked after; lying or sitting on someone's lap for a while; playing in the playpen or sleeping in bed or, perhaps, crawling about a little.

The pedagogical employees create a safe environment so children can feel safe and learn to trust their environment and people. They are supporting and stimulating the children to develop themselves and promote the well-being of the babies with rewards for their achievements. They also set clear borders and rules.

When babies do new things the pedagogical employees reward and encourage them. In time these will become acquired personal competences.

This stimulation to try new activities also comes from other children in the group. When a baby tries to crawl, it can stimulate his friends to crawl too. By seeing older children move and doing their daily activities, it encourages the babies to do the same.

Informative support set by pedagogical employee



toddlers need a more recognizable and fixed day-rhythm. They eat, play, go outside, sleep and do various activities within the group. Comme à la Maison offers lots of material that children can play with and create and build things with. This offers them the opportunities to develop their personal competences. They learn to share things with the group and wait for their turn as they learn to interact socially.

Pedagogical activities to help your child reach the full potential Personal competence

We wish to provide day-care that is both efficient and educationally responsible. As such, all children’s activities are carefully tailored to be both instructive and fun. These activities help develop the children’s social, creative and intellectual abilities allowing them to reach their full potential. We encourage the children in a safe pleasant environment giving them the chance to make friends, gain self-confidence and feel secure in their emotional development.

Our pedagogical team engages the children in different activities to promote their development:

- Use of age-specific toys and books
- Cognitive and creative activities such as story-telling, playing, reading and baking
- Artistic activities such as drawing, paper folding, singing songs or playing and listening to music
- Physical activities such as dancing, gymnastics and yoga
- Outdoor activities: going to the park or the animal farm nearby

These activities can make use of diverse pedagogical support and material such as age-specific toys or books, which are carefully selected according to pedagogical requirements.

Carried-out alone or in group these activities promote body-consciousness, help the development of sensorial abilities such as seeing, hearing, smelling and talking, and encourage children to become more aware of their environment. These activities also stimulate their creativity and teach them to express their feelings and to talk about them. The variety of activities provides diverse opportunities for their development.



By engaging in group activities children develop their personal and social competences. They learn about solidarity and friendship: they are encouraged to help one another, to learn from others. The activities are adapted to match each child personal skill level. This helps each child to become gradually more independent and self-confident.

1. Teach the children that they can play with others: do they have friends?
2. Looking for “behavior” of the children (listening, sharing, being nice to each other and waiting for the other).

Routine of the day care

1.Application, Intake and adjustment policy

We aim to become one Big Happy Family. At Comme à la Maison we have noticed that it is beneficial for children to attend day-care for three or more days per week. This minimum presence ensures more stable groups and helps children develop a relation of trust and friendship with their classmates and teachers. As a result children and teachers are like one big happy family. Stability also helps stimulate development and learning. We therefore require that children enroll for a minimum of three days.

The application procedure is fixed and stays the same for all our candidates. Applicants receive all relevant documents and information for their information and consideration.

If they agree with the content of the draft contract, our general terms and conditions and house rules we proceed with the formal application procedure, such as: making an appointment to visit our facility. The visits can be made daily. After the visit we communicate by email whether or not to proceed with the application procedures, we discuss the amount of attendance days and starting date that represents your child’s need. We send applicants the final contract and the authorization card for automatic monthly payments. After receipt of the signed contract and the authorization card and the payment of the administration fee, a place for the child is guaranteed.

1. Intake and Adjustment/getting used to policy (Wen beleid)

- A week before the starting date we will schedule an intake meeting with the new child, parents and the pedagogical employees. During this intake we will ask about the child’s daily routine, eating and sleeping schedule and the parents specific wishes and dislikes. At this intake meeting, together with parents we make a plan for

the smooth integration and adjustment of the child into our daycare. We ask for a copy of the vaccination papers of the child to be delivered for an intake. We will also inform the parents about the possibility to request an extra day, if there is a place in our planning. The cost of an extra day is 110 euro per child in 2024. New children always start with three adjustment moments that take place in the week or two weeks before the start of their contract. This works as followed:

first moment : 09:00 - 12:00.

second moment: 09:00 - 15:00.

third moment: 09:00 - 17:00.

2. **Yearly parents/teacher meetings**

Every year in October/November, we have an evaluation / observation meeting for all children in our daycare. The observation/evaluation results of all personal aspects of the development and individual progress of the children are discussed with parents (see annual plan). Depending on the development of the child, the team of House By The Park, discusses during the staff meeting whether a child is competent in a number of ways and how we can stimulate the child to support them in their developments. This is also discussed with the parents, as they read about the progress of their child in a day book/diary daily. Parents can communicate their wishes with our pedagogical employees by sending an email or by writing in a child's day book/diary, or by telephone call. Depending on the adaptability of children the adjustment period may take from one to two weeks.

Additional care:

You might sometimes need an extra day of care for your child. House By The Park can provide this additional care if we have enough teachers and space. It will cost €110 per day.

1. **Day diary and personal baskets:**

All of the children have their own basket with personal belongings in it and have their own daybook. The teachers write all the happenings of the day, so the parents can read what their child did, ate and at what time and how long their child slept. The parents can also write in the daybook anything about their child. For example, new feeding routines, special happenings, holidays etc...

2. **Parents app**

We recently launched a parent app, in which parents are informed about important matters and announcements are made. We also share photos of the children and the activities. If we are closed on official holidays, parents will receive a reminder. We noticed that an app works better for parents than informing them by email.

3. **Feeding policy**

The use of a meal or snack takes a character of a joint activity! We offer organic, healthy and nutritious food to our children. The diet of each child is considered individually and depends on their needs, for example: vegetarian, halal.

To babies we offer a regular milk formula, and depending on parents' needs we allow for any other hypoallergenic or special milk formulas provided by parents.

Daily diet of our children consists mostly of:

- fresh fruit and vegetables
- biscuits, rice cookies,
- water, milk
- sandwich with various toppings, such as chicken spread, cheese, cucumber.

- warm meals, such as pasta, potatoes or rice with steamed vegetables and meat or chicken. We are paying special attention to allergies! Therefore we don't offer any foods containing nuts, and any other ingredient that our children are allergic to.

4. **Sleeping**

As sleep is a very important element of a child's development, we aim to follow the same sleeping routine the child has at home. For babies the sleeping routine shapes the rhythm of their day. This rhythm differs per child and we take that into account in our day-care. For older children, we also have a fixed sleeping routine.

As children get older, we create a group rhythm: all children go to sleep at about the same time. Some of them once or twice a day. Whether and how long the children sleep in the afternoon is regularly discussed with the parents and we respect their suggestions. Older children may not need to go to bed and have to take it easy while the others are sleeping. The group leaders base the day program of each child on the individual needs of the child.

Communication

The parents get sufficient chances with the pedagogic employees for the communication purposes:

1. Dropping off time; in the morning
2. Picking up time; in the afternoon

Every child has a nursery book in which a daily report of the day is entered. Furthermore there are meetings with the parents committee where everyone can be present. We have an annual New Year's drink, Halloween party and a BBQ in the summer.

Everybody can reach us through phone, e-mail or make an appointment. The parents can also write the things they want to tell, or their questions in the daybook of their child.

1. **Daily communication**

Did your child have a bad night due to teething? Is he in a brilliant mood this morning? Is she a bit sad, because mommy is on a business trip? You can communicate this directly with the pedagogical staff in the morning or write it down in the nursery book.

The nursery book is the log book of your child's life at the daycare but also at home. We write when your child ate and what it ate, when it slept, if anything special occurred. You can tell us how the night went or if something special happened at home (it started walking this week-end). It's also a good souvenir for later.

Parents can also always talk to our pedagogical staff in the morning and evening during drop-off and pick-up time. And if you need to talk to a special person we will gladly make an appointment. We can be reached by email or phone.

Absence

If your child is ill or cannot come to day-care for any other reason, please let us know before 10 a.m. You can call House by the park: 070-404 9750 or you can email us at: info@calmkid.nl.

If you have plans to go on holiday, we kindly ask you to inform us (by email or write it in the daybook) at least one week in advance. This way we can take this into account.

Policy illness and medicine

Disease protocol

Children are not allowed to come to daycare when they:

- have fever in the morning, more than 38.0 degrees
- are tearful,
- have more than three times diarrhea and vomiting at home
- have lice and nits, they must be treated first with head lice shampoo or lotion and they have to be lice free to attend day-care
- have a contagious diseases such as impetigo, hand, foot and mouth disease, chicken-pox etc..

Medicine policy

If a child needs medication that must be given at the day-care, parents always have to fill in a medicine form in advance where they authorize the employees to give the medicine to their child.

The medicine needs to be in the original packaging with leaflet with the name of the child and the medicine must already have been administered at home.

House by the park is not liable for any side effects that may occur due to the medication given by her staff.

Medication is only administered in consultation with parents. If a child has fever, we always contact the parents and inform them about the situation etc. If parents give permission to us, to give paracetamol (zetpil) they need to sign a form in advance to authorize the employees to give paracetamol to the child. If the fever goes down we inform the parents and keep observing the child, to make sure the child is doing well. In case the fever does not go down,

we contact the parents to pick up their child immediately and advise them to go to the GP or the GP service

Parents Committee

The parents committee ensures proper alignment of the interests of the parents with the services provided by House By The Park. The parents committee holds bi-monthly meetings with the management of House By The Park. Participation in these meetings is open to all parents.

The parents committee considers requests, discusses with the management of House By The Park and recommends actions when required. Our parent committee advises the holder (Fariba) about: offering responsible childcare, the policy plan, rates, health and safety policy, and about complaints procedure. The parents committee is also involved with the organization of special events gathering teachers, parents and children such as the annual BBQ, the New Year's drink, open days or outline the year plan.

Bi-monthly parents' committee meetings

The parents committee holds bi-monthly meetings with the management of House By The Park (minimal 4 times a year). These meetings offer a platform to share mutual information and feedback and decide on actions that make House By The Park a better place for all children. Participation in these meetings is open to all parents. Parents are also invited to

provide their thoughts, concerns, ideas by the chairman of the committee prior to each meeting.

The well-being of your child is our daily measure of quality

Well-being can be described as a general positive state, which a child is in. Expressions such as “feeling good about yourself”, “happy in your nappy” come close to describing this idea best. As young children are unable to verbally express their feelings, it is important to read their behavior. A child who feels comfortable and happy is open, curious, satisfied, relaxed, full of self-confidence and balanced with a lust for life. These aspects are our measure of quality for the care we provide to your child. “Being a second home for many children we are always aware of the children’s welfare.” At Comme à la Maison we strive to make sure your child is happy and work effectively with that purpose in mind. Well-being is the most basic requirement for optimal development; without it there is no development.

Maintenance and continuity of quality

The parents committee, pedagogical employees and the director work hand in hand to ensure the quality of the care provided to your child. Any issues can be addressed through the regular meetings between the parents committee and House By The Park management. If required additional meetings can be arranged on short notice.

Relevant authorities:

The quality of the care provided by House By The Park is strictly controlled and regulated by relevant authorities:

- The fire department checks the (fire) security.
- The GGD is the agency checking the law nursery, covenant quality, and remaining legislation concerning health, hygiene, security, toys etc. The GGD also checks whether the childcare centers have made a report with a risk inventory concerning security and health with an action plan. Lastly the GGD requires that all daycare centers publish a yearly accident report available to the public. You can find these reports on the yearly accident declaration page.
- House By The Park is registered with the GGD and has a certificate of safety from the fire department. Our registration ensures two things: that we provide good quality daycare and that our parents can receive a daycare allowance from the Dutch government.

BKR arrangements

1. BKR scheme

For the flexibility within our day nursery we also use the 3- hourly regulation. Because of this regulation it is possible to use three hours per day to use fewer professionals than is required by the teacher-child ratio. We will use these hours within our combined group between 07:30 a.m. and 9.10 a.m. between 12:30 to 14.30 and between 17:00 p.m. and 18:10 p.m. And at other times we comply with the BKR. This is based on 3 shifts per day. When we have afterschool somebody from Tadaa will come and help out in the group.

Openingsdagen en tijden	Diensttijd	Pauze	Afwijking BKR	Voldoen aan BKR
ma,di,wo,do en vr. 07:30 - 18:10	Pm-er 1: 7.15 tot 17.00 (children arrive at 7:30) PM-er 2: 9.10 tot 18.10 PM-er 3: 13:30 tot 17:30	Pm-er 1: 12.30 tot 13.30 PM-er 2*: 13.30 tot 14.30 PM-er 3: N.V.T.	7.30 – 9:10 17:30 – 18.10 1 PM-er	09:10-13:30 2 PM-ers 13:30- 17:30 3 PM-ers

2. Working plan with less teachers:

During our break time there are less teachers available in the group. Also this is at the same time as quiet time. which means that most children will be sleeping. The small group that doesn't sleep is offered a table activity. The teacher then makes puzzles or does an arts and crafts activity with these kids. This time is also used to give the older children more one on one attention. During this time the kids and teachers are with a lesser number and they are not allowed to go outside. When a teacher needs assistance, the manager or director will help out with the group.

3. Working with subs:

Sometimes a teacher gets sick or goes on holidays. When this happens their teacher will be replaced by another teacher from our daycare. We make use of the same replacements as we are a small daycare. We have a small group of teachers who cover for each other if necessary. All our teachers are familiar with the children and the parents. As they work on different days it's easier to cover for each other.

Within our childcare center, we strive to ensure continuity and quality in the care we provide to the children. To achieve this, we collaborate with Tadaah, a professional organization specialized in providing qualified substitute childcare workers.

When a regular childcare worker is absent due to illness, leave, or other reasons, we deploy experienced and skilled substitute workers from Tadaah to ensure continuity of care. These childcare workers are carefully selected based on their experience, education, and skills in working with children.

All substitute childcare workers from Tadaah are well-trained and possess the necessary qualifications required to work in childcare. They have a passion for working with children and are familiar with the pedagogical vision and practices of our childcare center.

Complaints Procedure

Complaints regarding the execution of the contract must be clearly and completely described in writing and submitted to management. This should be done in time after the contracting party has established or could have established deficiencies. A formal complaint made within two weeks of this moment is considered timely. Late submission of a complaint may result in the contracting party losing his / her rights in the matter.

Are you not satisfied with the way in which your complaint has been handled within the reception centre?

Are you afraid that the situation will arise more often or do you expect that filing a complaint will not yield any results? In those cases you can use the external complaints procedure. You can report your complaint to this Childcare Complaints Desk. If you choose this option, an independent employee of the complaints desk will review your complaint. This will try to resolve your complaint through light mediation between you and the childcare organisation.

If this is unsuccessful, or if it is estimated that the complaint cannot be resolved through light mediation, the employee can recommend mediation or you can submit the complaint to the Childcare Disputes Committee.

To submit a complaint to the Disputes Committee (your complaint will then become a dispute), you must follow a certain procedure, read about this on the website of the Disputes Committee: www.geschillencommissie.nl Turning your complaint into a dispute has certain advantages. For example, there will be an independent decision that creates clarity for you and the reception.

Disease and drug delivery

All group leaders are in possession of valid first aid certificates and know how to act in case of an emergency. There are regular training and retraining courses. When the child has a contagious disease, severe vomiting or diarrhea, the child cannot attend the reception. The decision shall be based on the guidelines issued by the GGD. When a child becomes ill at the daycare, the parents or guardians shall be notified. In consultation with the parents or guardians, we will then decide what action should be taken. In an emergency situation this will of course immediately take place with the local physician. Full details are recorded in the diary of the childcare center. Accidents are also recorded in a register of accidents. We discuss what additional measures can prevent this in the future. In addition, the RI & E used to further improve health.

Physical safety and risk assessment

Working with a group of small children makes it necessary that the material and the design of the space group meets the strictest safety standards.

Regularly, the space and materials on security are checked according to the house rules of the childcare center. In addition, the RI & E used to further improve safety.

During the opening of the childcare center a business counselor (BHV staff) is present.

Outside the collection and delivery times from inside the building closed.

In the area of health, safety and hygiene guidelines of the Public Health Service and the elaboration of the annual Risk Assessment and Evaluation (RI & E) followed. Is also working with guidelines and work instructions on the following areas.

The after school age group

House By The Park offers after schooling for the children of the Lycée Francais Vincent van Gogh and het Volle leven. This includes all holidays, thus also the Summers Holidays. In cooperation with Lycee François we will pick up the children at 15.15 on Monday, Tuesday, Thursday and Friday's and on Wednesday's at 11.30 hrs. Since the Lycee is very close to our venue (5 minute walking distance) we come to pick up the children by foot. they will then join our combined group for a number of hours in the afternoon.

1. **Transfer to primary school.**

Before your child starts getting used to the primary school, we will fill in the form from the relevant elementary school. This contains information about your child in different development areas. This way the teacher, together with your child, can make a good start immediately. We also work with an evaluation form that we fill in for primary school before the child starts. It includes, among other things, the social, cognitive development of the child.

2. **Personal development**

At House By The Park we stimulate your child to be themselves. Every child is unique and valuable. We promote personal competence by:

- planning activities every day that stimulate personal development
- step aside and let your child practice on their own. We encourage it, however don't always intervene and let the child come up with his own solutions
- we let the child know that we appreciate it for who he or she is and that it can always come to us
- we stimulate self-confidence by approaching the child positively

A child who acquires personal skills, for example, is curious about new things, has a positive self-image, gets to know himself well in new situations and is confident.

We give the child the most self-confidence by being positive, giving compliments however also being honest. Also telling the child what went wrong. In this way the child gets to know his talents however also his or her mistakes. It is also important that you show an interest in what the child is experiencing. We watch the children but also talk to them and doing activities together. Compliments, attention and support remain important.

3. **Emotional development**

The school child is often reluctant to express emotions. The uncertainty in particular is increasing. The young school child wonders what can happen to him or her. Not being able to sleep or scary dreams often occur. Only when feelings or emotions become too severe, only when they become too much of the child, do they get out of it. For the pedagogical staff it is important that they show their own emotions to children and talk about it, offer a listening ear and teach the children to identify the emotions they feel. The child then feels safe and can express his feelings. This will also benefit the relationship of trust between the pedagogic employee and the child.

4. Social development

Social development for children is an indispensable aspect in their development. By organizing joint activities in which children learn to cooperate and learn to share, we stimulate their social development. They learn to listen to each other, to consult, to take account of each other and to take the initiative.

Children who master these social skills step by step are well able to participate in groups. They are also able to make new friends easier. Through free play they learn how they can play together and share. The pedagogical employees motivate the children as much as possible to take an activity together.

5. Norms and values

By being a role model for the children, we show them how to behave and to be honest. The transfer of norms and values is actually a piece of education. In groups the children learn and understand the aspect of norms and values and why certain things are not allowed, the child learns to have respect and understanding for another child.

Rules:

Respecting each other; is our top priority. To indicate this, the pedagogical staff teach the children making eye contact with someone when you talk to him.

Use a friendly tone when talking to someone.

Use entire sentences when you talk to someone and do not shout at each other when you get angry.

Do not walk away when someone talks to you.

clean up your toys when you're done.

Wait for your turn.

Do not talk through someone else.

Do not take a toy from another child.

Help each other:

For example, older children can help younger children dress up after sleeping.

Children can help each other with cleaning up toys or with a job.

Children can help the pedagogical staff with the table and clear the table.

The children are encouraged to help each other and adults. They learn that it is important to help each other.

Bullying:

Bullying is definitely not tolerated. The pedagogical staff see to it that this does not happen. For example, the pedagogical staff also pays attention to this subject by asking the children the question: 'How would you like it when you are being bullied?'

The desire of children to play alone; is always respected. This takes into account the individuality of the child and the fact that a child sometimes needs rest or some time alone to play.

After School care during the holidays

We offer after school also during the holidays. This means that you can bring your child from 7.10 in the morning and collect your child from 16:00 until 18.10 during the school holidays. The following holidays are the official holidays of Lycee Vincent van Gogh and het Volle leven. On these days we run the After School, except for the days that we are closed ourselves.

During the holidays we plan regular visits to the Museum, we play in the park, we visit the beach, animal farm and so on. We work with monthly themes (see our Year plan) and organize activities around these themes.

These are the days that the French School and het Volle leven is closed and you can bring your child to Comme a la Maison for the whole day:

Behavior code for group leaders

- We have got a lot of children from out of this country. These children speak a different language than us. Daily we speak Dutch to each other.
- Treat children and staff with dignity and respect.
- Set an example you would wish others to follow, model good behavior at all times.
- Treat all children equally, show no favoritism and set clear and consistent rules .
- Plan activities that involve more than one person being present, or at least are within sight and hearing of others.
- Show professionalism by behaving and dressing appropriately at all times towards children, colleagues and parents/ caretakers
- Follow recommended adult/young people ratios for meetings and activities.
- Allow children, parents/ care takers and staff to talk about any concerns they may have.
- Encourage others to challenge any attitudes or behaviors they do not like.
- Avoid being drawn into inappropriate attention seeking behavior e.g. tantrums, model positive behavior instead.
- Keep other group leaders informed of where you are and what you are doing.
- Remember someone else might misinterpret your actions, no matter how well-intentioned.
- Take any allegations or concerns of abuse seriously and refer immediately to the Director, who will take further action.
- Do not form a relationship with a young person that is an abuse of trust.
- Never engage in inappropriate physical, verbal or sexual behavior or contact.
- Do not play physical contact games with children.
- Do not make suggestive remarks or threats to a young person, even in fun.
- Always use appropriate language when talking, writing, phoning, using email or internet.
- Do not bring valuable items to work and keep personals away from children at all times(no mobile phones at working hours).
- Never let allegations, suspicions, or concerns about abuse go unreported.
- Use verbal praise as a reward for children, don't persuade with food or toys.

Year plan 2024

Januari

01/01 Nieuwjaarsdag (maandag)

Creatief thema Januari: Ziekenhuis

Februari

11/02 Carnaval (zondag)

14/02 Valentijnsdag (woensdag) Creatief thema: De oceaan

Maart

28/03 Paaslunch (donderdag)

29/03 Goede Vrijdag (vrijdag) House by the park is gesloten

31/03 (Pasen (zondag) Creatief thema: Lente

April

01/04 Pasen (maandag) House by the park is gesloten

27/04 Koningsdag (zaterdag)

Creatief thema: Mijn huis

Mei

06-08/05 Moederdag activiteiten

09/05 Hemelvaartsdag (donderdag) House by the park is gesloten

10/05 Dag na Hemelvaartsdag (Vrijdag) House by the park is gesloten

12/05 Moederdag (zondag)

19/05 Pinksteren (zondag)

20/05 2e Pinksterdag (maandag) House by the park gesloten Creatief thema: Verschillende landen en hun gerechten

Juni 10-14/06 Vaderdag activiteiten

16/06 Vaderdag (zondag) Creatief thema: Summer

Juli

Creatief thema: De natuur en de dieren

Jaarlijkse zomersluiting: 15/07 tot en met 22/07 op dinsdag 23/07 zijn we weer open

Augustus

Creatief thema: Disney

September

..... Jaarlijkse zomer BBQ (donderdag)

Creatief thema: Beroepen

Oktober

07/10-10/10-Jaarlijkse ouder/leidster gesprekken

31/10 Halloween-feest (donderdag) Creatief thema: Herfst en Halloween

November Creatief thema: The weather

December 05/12 Sinterklaas (donderdag)

20/12 Kerstlunch (Vrijdag)

24/12 Kerstavond (dinsdag) House by the park sluit eerder om 17.00.

25/12 1e Kerstdag (woensdag) House by the park gesloten

26/12 2e Kerstdag (donderdag) House by the park gesloten.

31/12 Oudejaarsdag (dinsdag) House by the park sluit om 17:00

Creatief thema: Winter

Familiar faces list, House by the Park. 2024:

child	days	familiar face 1	familiar face 2
	Mon, Tue and Thu	Eliza	Leyla
	Tue, Wed and Thu	Eliza	Marjan
	Mon, Tue, Wed, Thu and Fri.	Eliza	Leyla
	Mon, Tue, Wed, Thu and Fri.	Eliza	Marjan
	Mon, Tue, Wed and Fri.	Marjan	Eliza
	Tue, Wed, Thu and Fri.	Eliza	Leyla
	Mon, Tue, Wed and Thu.	Eliza	Marjan
	Mon, Tue, Wed, Thu and Fri.	Eliza	Leyla
	Thu and Fri.	Eliza	Marjan
	Mon, Tue and Fri.	Leyla	Marjan
	Mon, Wed and Fri.	Marjan	Leyla
	Mon, Wed and Fri.	Marjan	Leyla