



Seefeld - Wiedikon - Oerlikon - Affoltern

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Pedagogical Concept of Krippen Kinderparadies GmbH

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The following educational concept of Krippen Kinderparadies GmbH was translated by a layman.

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Pedagogical concept of Krippen Kinderparadies GmbH

The educational concept informs the parents, our employees and interested parties about the basic educational attitude of Krippen Kinderparadies GmbH.

1 Introduction

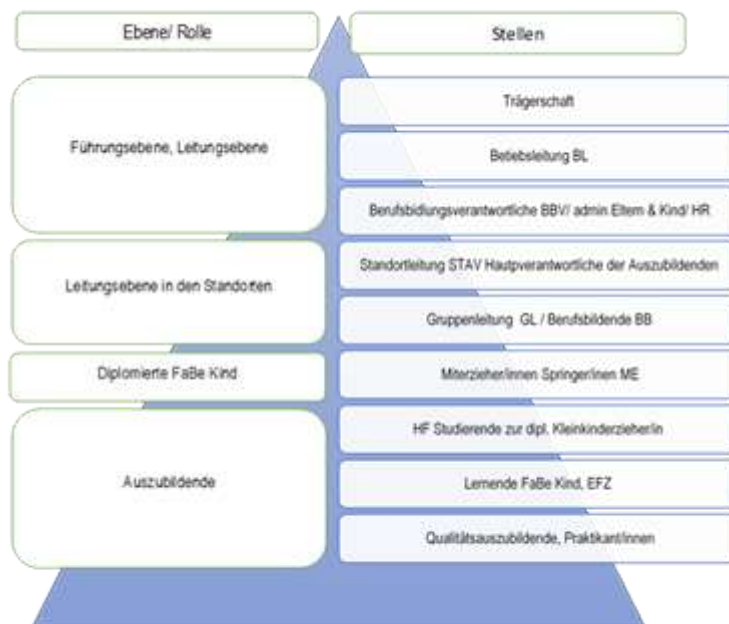
The changing way of life and the diversity of family forms in our society and the claim to equal opportunities require the establishment of good childcare facilities.

Krippen Kinderparadies GmbH is a day care facility that supplements family activities and is aimed at pre-school and kindergarten children and their parents or caregivers.

2 Our organisation

The Kinderparadies is a limited company under the management of Urs Brugger. He bought this organization out of social commitment. Krippe Kinderparadies GmbH is managed by a company management, the site managers, the qualified specialists and the apprentices. They are supported by a cook, cleaning staff, trainers and the office.

Organigramm der Krippen Kinderparadies GmbH



Krippen Kinderparadies GmbH offers a total of 137.5 childcare places and 16 pre-kindergarten group places. The creches are located in four very different locations in the city of Zurich: Affoltern, Wiedikon, Oerlikon and Seefeld. The groups, each with 11 children, are mixed age groups. Children from the age of 3 months up to school entry can be looked after in the Kinderparadies creche. Only in Seefeld do we run a pre-kindergarten group for children up to 6 years of age. Kindergarten children who have already been looked after internally have the possibility of supplementing their after-school care with us during this time.

2.1 Office location

The administrative office handles matters relating to parents, staff and all other administrative processes.

Address: Wehntalerstrasse 470, 8046 Zurich, Tel. 044 451 04 42, email: administration@krippekinderparadies.ch

2.2 Location In Böden

The creche in Zurich Affoltern runs two mixed-age groups in a cooperative settlement. The housing estate is very family and quiet. The nursery is located on the ground floor and has a lot of change with its own garden and a large sandpit. In addition, there is a large forecourt which is ideal for cycling and other activities.

Address: in Böden 45, 8046 Zurich, Tel: 044 577 17 97, email: tlinboeden@krippekinderparadies.ch

2.3 Location Magda

The creche in Zurich Oerlikon is located on a quiet side street between the Apfelbaum school building and the Schwamendingerstrasse/Überlandstrasse junction. The house with a beautiful, large garden has a lot of charm and offers the children enough possibilities to play. There are two groups in the house. The children are allowed to move freely on three floors.

Address: Magdalenenstrasse 74, 8050 Zurich, Tel: 044 321 05 20, email: tlmagda@krippekinderparadies.ch

2.4 Location Sieber

The nursery in Zurich Wiedikon is located between Tiergarten and Friesenbergstrasse. It offers open and modern rooms with an area of approx. 280m². The spacious play areas invite the children to linger. In front of the house there is a very large forecourt, which is well suited for movement activities. The playground with slide and swing is right next to the crib. It has four mixed-age groups.

Address: Sieberstrasse 16, 8055 Zurich, Tel: 043 960 94 41, email: tlsieberstrasse@krippekinderparadies.ch

2.5 Location Seefeld

The nursery in Zurich Seefeld is located opposite the Münchhalde school building, three minutes' walk from the Fröhlichstrasse tram station. The day nursery with its spacious premises offers plenty of space to design the games in a way that promotes development and interests. The garden stretches along the crib and offers a variety of play options with a hard court, meadow, sandbox and garden bed. It runs a pre-kindergarten group of 3-6 years, three mixed-age groups and an additional German/Spanish group.

Address: Münchhaldenstrasse 33, 8008 Zurich, Tel: 044 382 84 51, email: seefeld@krippekinderparadies.ch

3 Guiding principles for the pedagogical principles

It is our main concern to create an atmosphere of security, well-being and stimulation for the child in the nursery. In the Kinderparadies creche, familiar processes and rituals that are adapted to the children are very important components of everyday life. These give the children a feeling of security and recognition. They also help the children to orient themselves in their daily routine.

The focus of our activities is the child and its well-being. The experience of security and safety is an indispensable prerequisite for healthy human development. The needs of the children are perceived and

it is individually adapted to the stage of development and responded to. The care is free of role-specific characteristics such as appearance, religion, culture, gender and origin.

3.1 Our cornerstones of pedagogy

The Krippe Kinderparadies GmbH takes care of the space and the structure around the well-being of the child.

4 Admission to the day care centre

4.1 Cooperation with parents

In order to create a trusting atmosphere, parents are the most important partners. We look forward to getting to know them. We regularly try to inform them comprehensively and openly. We also create structures to involve parents in our work in a meaningful way. In addition, we would like to receive constructive feedback at any time in order to improve our quality.

For a good cooperation we wish for acceptance, respect, trust and honesty. It is our goal to take the expectations, wishes and peculiarities of parents and children seriously and to respond to them as far as possible. We expect parents to respect the framework of our organisation. We appreciate the trust that parents place in our work and are aware that in some cases we must adhere to our rules or procedures.

The person responsible for the child in question offers the parents a location interview once a year. The aim of this is to gain an exchange about the habits and everyday life of the child, from the nursery and from home. For our own protection, no written, detailed descriptions of the children will be given.

4.2 Settling in

An individual and development-oriented acclimatisation is the basic prerequisite for the child to have a good start in our creche. With the entry into the creche a new phase begins for the child, as well as for the parents. In order to optimally accompany this step, we create an individual acclimatisation period, which is adapted to the child, parents and employees. We include several factors in the planning process, such as the child's rhythm, part-time employees or the number of care days that have been defined.

The settling-in period is extremely important for the child, the legal guardian and the caregiver. During this time, Krippen Kinderparadies GmbH gives the child and its parents the opportunity to get to know the new environment, the children's group, the day-to-day routine at the nursery and the caregivers. At the first meeting we attach importance to getting to know each other and exchanging all important information.

Getting accustomed begins with the start of the contract. At the beginning of each settling-in period, a conversation is held with the parents. In these conversations, habits, interests and important information about the child are exchanged. Throughout the time that the child spends in the nursery, we attach great importance to the

| 1. step | 2. step | 3. step | 4. step |
|-------------|--------------------|---------------------|-------------|
| Basic phase | Separation phase | Stabilization phase | Final phase |
| 1-3/4 T. | earliest on 4th T. | 4-8 T. | 9+10. T. |

The duration of the stay in the creche increases according to the behaviour of the child. The first separation with the parents takes place only for short 15 minutes, which are then increased daily. Only after the end of the final phase is the child cared for in the creche for a whole day. The end of the settling-in period is only when the child has established a firm relationship with its caregiver. This process is not completed after two weeks. The deepening of the relationship is an ongoing process which takes place on each day of the nursery until complete trust has been established. After three months an evaluation interview with the parents takes place. The aim is to facilitate an exchange during the acclimatisation period as well as the best possible settling in in the future.

4.3 Bringing and picking up the children

We consider the short time of bringing and picking up the children by the parents as very important. Bringing and collecting situations always have to do with saying goodbye. The child has to adjust to a different everyday life and say goodbye to the parents. When they are picked up, they separate from their group, their "Gspänli" and say goodbye to their day at the nursery.

The child needs time for both to get involved. It is therefore important that the children are prepared for what is to come and that both sides - parents or nursery staff - give them the time and space they need for this change. The nursery staff supports the parents and the child in saying goodbye and gives them the feeling that the child is in good hands in the nursery. When the child is picked up by the parents in the evening, the child may also need a few minutes to say goodbye to the group activity.

The time for bringing and picking up the child is for us the time for short conversations and exchange of information among each other. The regular exchange is a chance to make both sides transparent. The educator learns important things for the day with the child and the parents learn what their child has experienced and with which feelings and memories it goes home. In principle, there are fixed delivery and pick-up times. In the morning, the children must be in the creche by 8.50 a.m. at the latest. In the evening they must be picked up at 4 p.m. at the earliest and no later than 10 minutes before the creche closes. This will allow them to freely organise their daily routine with the children (excursions, etc.) and the fixed rituals can take place on time. For extraordinary appointments, such as doctor's appointments, the fixed times can be discussed/arranged individually with the lines.

The children are always handed over personally to a caregiver at the creche. The same applies to the collection. Children are only handed over to their parents. Otherwise, the nursery staff must be informed and an identity card must be presented. During the admission interview, parents have the option of indicating other persons authorised to pick up the child.

4.4 Late collection of children:

If a child is picked up late by a parent or legal guardian, Krippen Kinderparadies GmbH, or the employee, reserves the right to charge a fee of

to demand 20 francs. This amount must be paid directly in cash to the nursery staff present, within 5 working days at the latest. The full amount will be paid to the nursery staff who will care for your child during this time.

4.5 Additional care

In addition to the contractually agreed care days, it is possible to book an extra day at the crèche on request. These costs will be charged at full cost. On the morning of the respective day, a parent or guardian will sign a confirmation that the additional day is to be paid with the next monthly bill. The additional days are agreed individually with the team or group leader and are always possible if there is room on the group.

4.6 Occasions

At regular intervals, the creche organises events for parents and their children. It is our aim to get to know each other in a relaxed atmosphere. In this way, we offer parents a platform to exchange ideas with their child's caregiver. In addition, there is an annual parents' evening without children. The dates are announced at the beginning of the calendar year.

5 Daily structure and rituals

5.1 Daily structure

The daily rituals and procedures help the child to orientate himself in the daily routine and give him security. The rituals are reflected again and again and adapted to the group. These help the child to get involved in changes.

For example, the morning circle serves to strengthen the group's sense of belonging and it brings structure and orientation into the daily routine. In addition, singing at the table, brushing teeth after meals, cleaning up and saying goodbye are part of the fixed rituals. In addition, there are also annual rituals such as birthdays, parties and farewells to friendships when leaving the creche.

5.2 Home Groups

In order to make it easier for the child to enter the day care center, there are so-called home groups. These consist of fixed caregivers and a constant group of children.

The home groups strengthen the group dynamics. In this way the child can build trust, experience the feeling of security and deepen the bond with the individual members. With this stable bond, the child can develop individually and can further develop its personality and discover new abilities.

We see our tasks in supporting the child, giving it the opportunity to deepen its interests and topics where it is in its development.

5.3 Related persons system

Each child is assigned to a caregiver. She is the direct contact person for everything concerning the child. She knows the child's eating habits and sleep rhythms. The caregiver has the primary responsibility to ensure that the arrangements made are carried out at the child's premises. In everyday life, the child is looked after by all educators as soon as the relationship is right.

In the day nursery, the caregiver does not deal exclusively with his or her children. In the event of any abnormalities, the caregiver discusses any measures with the group management. For example, if the child bites others, then the caregiver is the responsible process companion in cooperation with the child.

In addition, the reference person discusses the birthday with the parents. This is done two weeks in advance. In addition, the caregiver is responsible for managing the portfolios of his or her children.

In the educational rooms, the children are intensively observed by all educators and their perceptions are recorded in writing.

5.4 Time schedule of the day

Serves as orientation for what the children are allowed to experience in their reference groups. Individual needs are taken into account at all times (diapers, food, rest periods). Times may vary slightly depending on location.

Time: Activities and agreements:

06.30 - 07.00 The Krippen Kinderparadies GmbH are opened

*the Seefeld location opens at 6.30 a.m., the other daycare centers at 7.00 a.m.

06.30/07.00 - 09.00 Bringing time: During this time the children are brought to the nursery. The caregiver communicates with the accompanying persons and accompanies farewells sensitively. The children are allowed to pursue their needs. (Playing, arriving in peace, helping with housework)

07.45 - 08.30 A rich breakfast buffet is offered. The children may serve themselves and have breakfast together at the table.

09.00 - 09.15 As soon as all children and carers are present, a morning circle will take place in the respective home groups. A welcoming song will be sung as an introduction. Afterwards the daily routine is shown and discussed together.

09.15 - 10.45 Morning block

The activity block is varied. The children are at least every day for a period of time in the open nature. During their stay in the indoor rooms they can pursue their abilities and interests in the educational rooms. Through our work according to the BULG pedagogy there are also targeted and interest-related activities.

10.45 - 11.15 Accompanied by the caregiver, the child is supported in his daily body hygiene according to his age. The children then meet in a circle to conclude the morning together with a movement activity.

11.15 - 12.00 Lunch will be delivered fresh by our qualified chef. Lunch will be taken together with the home groups.

12.00 - 14.00 Brushing the teeth, naps at noon and resting phase for recovery take place. Also after sleeping, the children are supported in their daily body hygiene according to their age.

14.00 - 15.30 Afternoon block

The activity block is varied. The children are at least every day for a period of time in the open nature. During their stay in the indoor rooms they can pursue their abilities and interests in the educational rooms. Through our work according to the BULG pedagogy, targeted and interest-related activities also take place.

15.30 - 16.00 The Z'vieri meal takes place on the home groups.

16.00 - 16.15 Accompanied by the caregiver, the child is supported in his daily body hygiene according to his age.

The pick-up time starts and the first children are picked up. The caregiver informs about the experiences of the child's day and says goodbye to the family.

16.15 - 17.45 The children may immerse themselves again in their game. There are various rooms or facilities available for the children to use.

17.45 – 18.20/ 18.50 Cleaning up together and ending the day with a small vegetable snack. Parents receive a daily report on the child up to 10 minutes before the creche closes. *Seefeld 18.50 hrs

18.30/ 19.00 Krippen Kinderparadies GmbH closes its doors.

* The Seefeld location does not close until 7 p.m., the other daycare centres as early as 6.30 p.m..

5.5 Insight into our menu planning

Breakfast daily:

- Water and unsweetened tea
- Vegetables and fruits

Other fine delicacies are offered alternately at the breakfast buffet:

- various unsweetened types of porridge
- Homemade muesli made from various cereal flakes and dried fruits
- homemade, fibre-rich bread (fruit bread, vegetable bread, pumpernickel)
- various spreads (cream cheese, hard cheese, cottage cheese, tuna spread, pearnell, sea buckthorn, homemade fruit spread),
- Natural yoghurt enriched with fresh fruits
- Free-range eggs prepared in various ways (omelettes, scrambled eggs) optionally supplemented with vegetables

Lunch daily:

- vitamin-rich salad, prepared by our children's chefs (corn salad, Greek salad, green salad) salad, beetroot salad, tomato salad, Russian salad, cucumber salad, bean salad) incl. lettuce sauce:
With
Yoghurt, bouillon, cream fraich, vinegar, oil, spices, salt and pepper, dried herbs,
Garlic, Herbamare
- two steamed vegetables in the summer months
- two steamed vegetables plus a vegetable soup once a week during the winter months
- raw vegetable sticks

Lunch menu components:

- Meat: Twice a week, sausages max. 1x month or for the forest day
- Fish: two to three times a month

Z'vieri:

- Water and unsweetened tea
- Fruit, vegetable dip
- Darvida, corn and rice wafers, bread, crispbread, unsugared zwieback and microc
- Birchermüesli, yoghurt with fruits or berries
- Fruit bread, plait
- side dishes turkey cold cuts, vegetable cream cheese spread, avocado spread, frozen fruits, egg spread, cheese and cream cheese
- Fruit Chips, Vegetable Chips

6 Short concept description of the pre-kindergarten 3 - 6 years old

The pre-kindergarten is a stage between the creche group (3 months - 3 years) and the kindergarten. This system is offered at the Seefeld site for children between the ages of 3 and 6. The everyday life of the pre-kindergarten group is structured in the same way as the creche days of our children's groups. This means that the educational areas are open once a day and the children go outside once a day, with the proviso that they are in the creche all day. Free play is also central in the pre-kindergarten, which is very important for the 3 - 6 year-old children. Mainly in the play with peers a lot is learned in the social area. In the pre-kindergarten, the child's enthusiasm and thirst for knowledge is put into practice in a playful way. Children between 3 - 6 years have other play interests therefore the education ranges are adapted according to their age. In the year before entering kindergarten, the children change to the pre-kindergarten group and must be at least 3 years old. Younger children between 2.5 - 3 years of age are only accepted after exact agreement between the parents and the site management. Even a younger child is not overburdened and receives more or less help from the care personnel depending on the task.

Children who are already in kindergarten attend the pre-kindergarten group mainly at noon and in the afternoon. During the school holidays there is the possibility to use the morning additionally, depending on the availability of places. After the arrival from the kindergarten, around 12.00 p.m., lunch will be served in the premises of the pre-kindergarten group. Then they join the other children of the prekindergarten group for the lunch break. From then on, the kindergarten children are integrated into the daily routine of the creche. The children's needs are supported by the educational areas or outdoor activities. The kindergarten children experience safety and security through the caregivers. A great deal of attention is paid to the rest periods which they need for regeneration after attending the kindergarten.

In the pre-kindergarten, each child has a portfolio which he or she can manage independently. The care staff supports the children wherever they wish.

7 Educational areas, portfolio, educational and learning histories

7.1 Areas of education

We see our task in supporting the child in his learning processes and abilities, we make this possible for the children by making seven educational areas freely available to them. The child forms self-educating learning processes in the educational spaces, in which it has the opportunity to pursue its own needs and strengths. In each of our locations, the following seven areas can be found in the creche premises.

- Movement, body and health = red
- Basic nature and technical experience = dark brown
- Social and Cultural Environment = Pink
- Music and Rhythm = Orange
- Building and construction = Light green
- mathematical basic experiences = dark blue
- Creativity = Yellow

All rooms are equipped with materials and furniture suitable for children. This ensures that the children can work independently. The materials are continuously adapted to the interests and needs of the children, roofed over and supplemented in every area of education. Each educational area is inscribed with its own colour, which gives the children orientation in the premises of the creche. All educational areas are connected to each other, and the child can change rooms at any time if he or she wishes.

7.2 Educational area: movement, body and health

The movement has a great significance in our creche. Since the fundamental importance for the young life is of great importance for the physical, as well as for the cognitive development, the speech understanding as well as for the mathematical basic understanding. In the areas of movement, body and health, we offer children a movement-friendly environment both indoors and outdoors. This gives the child the opportunity to gain a lot of experience in movement. The freedom of movement enables the children to experience new situations and to test themselves as well as their environment. In addition to movement, the promotion of various sensory perceptions and the associated emotions is of importance here. The child learns to live feelings, to control the body in a differentiated and conscious way. By responding to the individual needs of the child, we create the basis for the children to develop the ability to live and take responsibility for themselves and their own bodies. The education room Movement, Body & Health offers the children various materials such as cloths, tires, ropes, balls, mattresses or gymnastics bars, with which the children can try out differentiated movement possibilities.

The area of health is the link between physical exercise, experiencing feelings and a healthy diet. In addition to the educational area of exercise, we actively deal with a healthy and balanced diet during meals in the day nursery.

7.3 Education: Nature and technology

In the field of nature and technology we offer children various materials to explore, discover and observe nature. In this room the children find various natural materials for experimenting and exploring. Experiments with the various natural elements are important sensory experiences. The reference persons

always offer different experiments, such as what happens when oxygen is extracted from a candle. The children learn to proceed systematically, to ask questions and to recognize simple technical connections. The experience with the four elements water, air, fire and earth is of great importance for the promotion and development of the children. This leads to the fact that we can discover and explore these elements again and again in the exterior and interior spaces. In this room the children can also gather technical experience such as hammering in a nail with a hammer or screwing on and off a screw. Many exciting techniques and experiments await the children in this room.

Daily we go outside together with the children and the children can gather further experiences with nature and the environment. Be it in the garden, on the forecourt or on one of our forest days. The children are equipped so that they can go outside in any weather. They experience the effects of weather and seasons on plants, animals and people.

7.4 Educational Areas: Social and Cultural Environment

Social relations are a basic prerequisite for all educational processes.

In the area of the social and cultural environment, we enable the children to meet in a group with their different needs, life worlds and cultures.

In this area, the children have various materials at their disposal, which enable them to slip into other roles or get to know other cultures on the basis of differentiated materials such as hats from other countries. At the same time the children have a world map, which discusses the world view.

In this educational space the children have the opportunity to deal with other people, values and cultures or with themselves. In role play, the children deepen their social relationships and further develop their social skills. In this context, sharing and exchanging is a major learning process. At the same time, the persons they relate to convey a positive and neutral basic attitude to language and the human image through polite, respectful interaction. They encourage the children to express their thoughts and needs and support them in doing so. In this way they learn to understand the values and concepts of our society.

In addition to everyday games in the social and cultural environment of the educational area, celebrating festivals or carrying out customs and traditions is also part of our daily routine at the nursery. They are suitable for getting to know one's own and foreign culture. The caregivers make sure that the other cultural backgrounds of the children with a migration background are included in the various celebrations.

7.5 Education: Music and Rhythmics

The children's development takes place in an active and creative confrontation with the world. This requires a wide range of sensory experiences and numerous expressive possibilities. The children have various music and rhythm instruments at their disposal, which they can use in free play. In addition, there are various activities such as singing circles, language games, rhythm groups, etc. The caregivers support the children in trying out and practicing.

Music has always been one of mankind's elementary needs. Our voice is an instrument and making and listening to music has a positive influence on our mood. It stimulates, relaxes or cheers. Music brings people together to dance or sing together. It contributes to social and cultural integration and is a way of verbal and non-verbal communication. Making music together conveys self-confidence and is seen and felt as a sense of achievement.

Music promotes cognitive abilities, attention and concentration. The sense of rhythm, the ability to react, motor skills and memory are trained and promoted. Rhythm serves as a means to improve perception, space recognition and conceptualization. In addition, the children can experience regularities in the field of music. This takes place while clapping and singing choruses.

7.6 Education: Building and Construction

The creation of one's own environment makes the child a constructor. This experience is very important and relevant for the child's development. Building and constructing promotes endurance, imagination, spatial thinking and imagination. In addition, the

common goal to build something together the team spirit among the children.

In the building corner the children discover the laws of physics in a playful way and can test them out there. The children have Legos, Briobahn, building blocks in different shapes and sizes, cars, different tools and Duplos and many other materials at their disposal. There are also different levels for the children to build on. We illustrate the architecture of our world with pictures of different constructions and buildings.

7.7 Educational area Basic mathematical experience

The area of mathematics cannot be compared with the school subject. Here the child can experience that mathematics occurs in all areas of life and is omnipresent. It thereby develops a positive attitude and experiences itself competently. Through various materials in various forms or even numbers, the child learns to compare, assign, classify and recognize repetitions. Numbers can be related to people and objects and are also an important aid in spatial as well as temporal perception. Since mathematics occurs constantly in everyday life, we ask again and again for quantities and numbers. The children learn to deal with boundaries and logical thinking in a playful way. For example, counting the children in our group or counting the required plates, setting the table.

7.8 Education: Creativity

Design processes are knowledge processes. To get to know and understand the world, children go their own way. By experimenting and trying out, they deal with the environment, process experiences and express feelings. In the field of education creativity the child gets the opportunity to experience his different senses anew and to express his fantasy. In this space cognitive and magical thinking, reality processing and fantasy as well as observation and imagination come together in a special way. Here the child learns more about his different senses. The children have the possibility to try out and recognize their creativity individually. The freedoms that are made possible allow the child to engage in social exchange and thus process what they have experienced and fantasize about their dreams.

For the children various materials like glue, colours, fabrics, scissors, brushes and much more are available. The children develop visions, which we support by letting them design freely in this room. The children can experience themselves as designers of their world.

7.9 Actions, works and activities in the educational fields

We give the child the opportunity to decide for himself what he wants to do, in which area and with which materials he wants to play. This is reinforced by the Bulgarian concept. In the educational space of time,

the children are first gathered in a large circle. There the children are shown the play areas and offers by means of photos. The child gets his or her own portrait photo and places it in the desired space in which he or she would like to pursue his or her interests. We give the children enough time to decide for their own space. Children who still have trouble deciding for themselves what they want to play are accompanied in the process by a familiar educator. The children have at any time the possibility to change the room according to their needs. It is determined how many children can stay in the same room to create peace and optimal conditions for development. This is depicted on the posters.

The children distribute themselves in the educational spaces they have chosen and can pursue their interests and learning processes there. There is always at least one familiar educator in the room to support them. The educator adopts an observant attitude and gives the children inputs and support if necessary.

The children can gain valuable experience at all levels of competence by dealing with others as well as with themselves. New friendships and communities of interest with other children develop.

7.10 Educational and learning stories

The 'educational and learning stories' include an observation process for the caregivers which aims to identify the strengths and interests of the child and to support educational dialogues with children.

The teachers of the group observe in writing, using the internal observation sheet, children assigned to the group for two weeks. They record which interests the child shows in the observations, which needs and learning processes it is pursuing at this time. In the following week, the so-called collegial exchange between the educators with the existing observations takes place and the offer for the child is determined and scheduled. The groups thus alternate in a three-week rhythm.

In a collegial exchange, the reference persons (at least two specialists) talk about the children's observations. Learning interests, needs and strengths of the child are taken up. In addition, everyday observations are explained and remarkable characteristics of the child are listed. An offer is planned and prepared for the child, which is adapted to the interests and learning processes.

An educator then records a so-called learning story about the child's developmental steps and observations. The learning history also includes the offer planned for the child. The learning history is read to the child, with the teacher and child interacting positively about the observations and the forthcoming offer.

The reading is followed by an offer which is prepared for the child. If desired, other children can take part in this offer. The offer is photographed and then filed in the portfolio together with the learning history on the basis of the offer documentation. This gives the parents an insight into everyday life and the topics.

For infants, photo tolerance stories are created, which illustrate the learning process of the infant by means of photos and short documentations. In this way we give the infant the opportunity to visually perceive its success.

7.11 Portfolio

Each child receives a folder at the entrance to the nursery. This is called a portfolio and stands for a folder in which the sheets designed by the children are collected and stored.

The portfolio folder is labelled with the child's name. A photo of the child is also clearly affixed to the folder. The portfolios are accessible to the children at all times. The children always have the opportunity to actively work on their portfolios and to view them with an educator and the parents. The child determines his or her portfolio and decides who is allowed to view it.

The portfolio is treated at least once a year on an occasion, so we give the parents the opportunity to work on it together with their children. Be it with a small text, a photo or something creative.

8 Basic needs

8.1 Nutrition and table atmosphere

We pay attention to a healthy, balanced, regional and seasonal diet. We follow the current nutritional recommendations of the specialist agencies. In our nursery the children receive breakfast, lunch and a z'Vieri. In addition, we take into account the individual needs of the children.

The children receive fresh, seasonal fruits or vegetables every day. Water and unsweetened tea are available throughout the day. Our qualified cook prepares the lunch daily fresh. Food should be an enjoyable, shared experience in a relaxed atmosphere. The caregivers pay attention to appreciative table discussions with the children as well as conversations between the children. We are constantly aware of our role model function.

Before we start eating, we wish ourselves a good appetite by performing a ritual. The children decide independently what and how much they want to eat. For us all food is of equal value. We name the foods differentiated and offer them to the children neutrally.

In order to promote independence, the older children are allowed to create their own food. In this way we support a sensible handling of food and fine motor skills. We promote an appreciative approach to food and address its origin. Krippe Kinderparadies GmbH has a supplementary infant concept for handling infant food.

8.2 Body care, hygiene and health

Hygiene is an essential part of a healthy lifestyle. The child should experience the care of his body as something pleasant, therefore we respect his privacy. Through a positive attitude towards the child's body and regular body care, the child is helped to develop a sense of cleanliness. The body care takes place in a pleasant atmosphere that meets the needs of the children.

The child is accompanied, if necessary, by the caregiver and the conversation explains exactly what is happening. The child is motivated to actively participate in processes such as diapering, washing hands and changing clothes. We take care to perceive and respect the needs of closeness and distance. The caregivers are aware of the role model function in body care and hygiene. They perceive this especially in the following everyday areas: washing hands, cleaning the nose, appearance, clothing, brushing teeth and going to the toilet.

8.3 Changing and going to the toilet

The crib has integrated changing and toilet times during the day. They are before lunch, after the lunch break and after the afternoon snack. If necessary, the children will of course also be changed outside these times.

The necessary utensils will be placed ready before the changing, the hands will be washed before the changing. The child is informed communicatively about the different procedures by the caregiver. The caregiver cleans the child's intimate region with homemade coconut wipes and warm water.

We avoid harmful ingredients as far as possible and do not use care products. Cleaning always takes place from front to back. In this way it prevents intestinal bacteria from getting lost and prevents possible inflammation of the genitals. The child is never left alone on the changing table.

The caregiver cleans the changing table, changes the child's changing mat and takes care of it. She then leaves the work area clean and washes her hands.

The children are accompanied to the toilets according to their age and supported in cleaning their intimate areas. The toilet is left clean. The child and the caregiver wash their hands.

8.4 Brushing teeth and facial care

Each child has its own toothbrush, a rinsing cup and its own washcloth. After breakfast and lunch the children brush their teeth. The caregiver shows the children the correct dental care procedure. She brushes them and checks them according to their age. She acts as a role model by brushing the teeth herself.

We use toothpaste without fluoride for children under the age of two and toothpaste recommended by dentists from the age of two. Each child can carry out and experience the process independently.

After the Z'vieri situation, the children have the opportunity to satisfy their need for cleanliness once again. For example, they can put on fresh clothes, clean their face and hands or comb their hair.

8.5 Sleeping

We offer the children enough rest, retreat and sleep in everyday life. Children who wish to sleep go into the bedroom with one or two caregivers. An individual sleep ritual is performed. The caregiver pays attention to the child's need, where and how he or she wants to fall asleep. Each child may have its personal objects with it (Nuschi, Tierli...). Children who no longer need a midday nap are occupied with quiet activities during the rest period. This time serves also them as a rest phase, in which they can recover.

9 Philosophy and values

Integrity, self-determination such as autonomy, participation and emotions

9.1 Self-determination

We respect every child as an autonomous personality.

The urge to become independent and to test one's own strength is present in every child. They want to do more and more things themselves. It shows an amazing endurance early on, when its effort gets support and recognition. The caregiver picks up the child's initiative and striving for independence from the beginning, encourages and supports it. He or she makes sure that the child has enough time to do something himself or herself. In this way, the child builds self-confidence and becomes independent.

The autonomy of the children is one of our highest commandments. Through autonomy, or self-determination, the child is encouraged to make its own decisions and thus take responsibility. The fact that we offer the children the possible space to apply their decision-making competences strengthens their confidence in themselves, which is very important for a healthy development.

At Krippen Kinderparadies GmbH, we provide children with a structured and protected framework where they feel safe and protected in a serious and emotional way. We offer the child our closeness, but respect the individual wishes and put the needs of the child in the foreground. We do not exceed the children's limits, so that we do not violate their privacy. Comforting children is part of everyday life. We pay attention to the verbal and non-verbal signals of the child. In order to provide professional care, it is important to have an appropriate approach to closeness and distance. Thus, no private relationships are maintained with the children.

The children experience participation by being able to support and participate in everyday tasks and situations. Be it preparing food, tables, cleaning, tidying up or deciding which game to play. The children show us when and how they want to participate and we caretakers create the offers for them. Through age-appropriate communication, the children can tell us if they would like to help us. The children experience so consciously that their opinion is important. In this way they learn certain social and moral values.

Emotions and feelings such as anger, frustration and sadness are part of life. The child should learn to live out these feelings within an appropriate framework, with the emphasis on non-violent interaction. Situations such as disputes, brawls and harassment, which are part of the everyday life of many children, are taken up by us in the day nursery everyday life and we thematize these. In order to accompany the children autonomously and in a self-determined way, we create a framework in which concrete occasions can be discussed in the chair circle and the children learn to deal with their feelings and share their experiences through exercises, stories and role plays. We support them in resolving their conflicts respectfully and accompany them attentively. We achieve this firstly by being aware of our role model function and by showing the children how we solve conflicts. We also take enough time for the conflicts. Together with a lot of communication we look for a tailor-made solution together with the children.

This strategy strengthens the children's resilience. Like the character of the children, our resilience is individual. It accompanies us throughout our lives and is vital for our survival. The children have the opportunity to get to know and deepen this quality in the day-care routine.

Our employees are aware that there are rules and limits in our profession with clear consequences. Not only in relation to the children, but also for them themselves and for the team, namely as role models. The perception of one's own body and the corresponding reaction, e.g. to feeling unwell, being ill or to extreme psychological stress, is very important in order to prevent long-term consequences. Communication also plays an important role here. Looking at and discussing the various symptoms is part of the conversation. In addition, there is situational action and further action.

9.2 Respectful communication and interaction with each other in everyday life

It is important to us to perceive each child in its individuality and thus to preserve and respect its uniqueness. Every child receives recognition from us.

By treating the children as well as our team members with respect and authenticity, we offer them a role model function in order to learn a suitable way of dealing with human relationships. We teach them our rules and values and show them that communication is the be-all and end-all. Kinder Krippenparadies

GmbH speaks a positive, cultivated language. For the educators, derogatory, insulting or even racist remarks and swear words are taboo. The children are explained age-appropriately and in a "I" message which words are not tolerated and what meaning they have.

Through our non-verbal or verbal feedback, the children feel strengthened in their eyes and continue to strive for this positive feeling of feedback.

Communication and Conflicts with Children: Belongs to the Prevention Concept

Through language we share our feelings and thoughts. We exchange information and deal with conflicts through language. We are aware of our role model function in verbal and non-verbal communication and behave accordingly.

We explain our actions and call objects by their names. The children are supported to express themselves verbally and non-verbally with their bodies, to communicate and to differentiate.

By dealing with the group and its limits, by the experience of being accepted and tolerated by others, but also to argue with others, as well as by the role model function of the reference persons, the child can adopt positive models for its social behavior. It learns to cope with conflict situations, to show its own feelings, to suggest solutions and to make compromises.

9.3 Trust and security

At Krippen Kinderparadies GmbH, familiar procedures and rituals that are adapted to the children are very important components of everyday life. Through trusting and stable relationships with the educators, a feeling of security and security is created for the child. The child should feel that the nursery nurses are present and open to their concerns and wishes. We are convinced that not every child needs immediate physical contact, sometimes an intensive eye contact or quiet speech is enough. They perceive it and learn to regulate themselves. When the time has been reached and the child has been able to form a secure bond, it now has the opportunity to unfold.

10 Care in case of illness

Krippen Kinderparadies GmbH is not equipped to accept sick children. The management of the respective locations decides on the admission of a slightly ill child. Children with infectious diseases are never cared for. In medical emergencies, we turn to the medical officer or the hospital. Otherwise, the well-being of the child is taken into account and whether they can participate in the daily routine. If the child becomes ill or has an accident during the stay in the creche, the parents will be informed by telephone. A parent or legal guardian must be available by telephone at all times during the child's stay in the creche. The child must be picked up immediately from the creche and may only return to the creche after recovery. Allergies and other sensitivities of the child must be discussed with the caregiver of the child and entered in the emergency sheet. In the event of uncertainty, the decision-making authority lies clearly with the company management and the site management. If a child urgently needs a medical consultation, the nursery staff is entitled to give the child immediate medical treatment. As a rule, contact is made with the child's personal physician. Otherwise a nearby doctor or the nearest hospital will be consulted. If psychological irregularities occur, the company or site management can call in further specialists or specialist units. If the child or one of its family members has an infectious disease, the company management must be informed. Management should be informed of serious and long-term illnesses (HIV, AIDS, hepatitis, epilepsy) at the time of admission.

11 Forest pedagogy

"The children should experience that in spring the flowers awaken from their hibernation, in summer the butterflies dance on the flower meadows, in autumn the trees lose their coloured leaves and in winter the landscape is wrapped in white icing sugar.

With the daily walks and the forest day we offer a variety of outdoor activities. This gives the children the appropriate space to get to know their senses, perception and motor skills better and to develop them further. The forest offers the ideal environment to bring the children closer to nature. We are in the forest all year round at least once a week for a whole day or half a day. During these days we also have lunch, body hygiene and rest in the forest. There are exceptions during the cold winter months when we only visit the forest for half a day without rest and bedtime, depending on the weather also with or without lunch. In the forest it is important to us to give the children the opportunity to choose their own game and to immerse themselves in it. In some cases we also offer prepared play activities. We prepare the food for the forest days directly in the forest over the fire or prepare it already in the crib. However, it is not the food that is in the foreground, but the preparation of the food, the experience of cooking in nature and safety.

12 Prevention and management of physical and psychological violence

Through the team culture of Krippen Kinderparadies GmbH, we perceive the signs of physical and psychological violence more sensitively. Since the employees know their own strengths and weaknesses, as well as those of the team members, they know when they reach their limits and how to react in stressful situations. Our feedback culture, which includes regular and very honest feedback, prevents such extreme situations. If we follow the day-care routine with an alert mind, then we can observe that the children repeatedly offer occasions to integrate prevention into the daily routine. All our employees have an impeccable special private and criminal record extract. We are aware that we have a great responsibility towards children and employees. For this reason we have developed an extremely detailed prevention concept. Everyone reads and signs this prevention concept at the beginning of the employment relationship.

This concept is regularly discussed and refreshed at meetings.

Topics such as

Kissing children

individual supervision

wrapping

toilet corridor

temperature measurements

midday nap

bath

Language

elucidation

administration of medis

photography

Violence against property

Violence against nature

Violence against animals

Violence against internal and external children

Violence against adults

Structural violence

Institutional Violence

frustration

12.1 Experiencing one's own body

Discovering one's own body is part of the child's normal development. However, we are aware that the way we deal with them is very individual. It is therefore very important to us that an exchange takes place with the parents. If the child feels the need to live out this feeling of discovery here in the creche, we would like to draw their attention to the fact that the appropriate, safe setting cannot be provided here.

12.2 Data protection and confidentiality

Krippen Kinderparadies GmbH works according to the legal regulations for data protection and confidentiality. The personal data of employees as well as of our customers are treated absolutely confidentially and no information is disclosed to third parties. Neither personal information nor life situations, family histories or other intimate family matters are disclosed to the public.

13 Quality assurance

As a day nursery with the mission to care for children and ensure their safety, quality assurance is an important part of our everyday life. We take this mission seriously and regularly work on ways to improve it.

13.1 Concepts

In our various concepts, many procedures and guidelines are recorded in writing in order to guarantee safety in everyday life for indoor and outdoor spaces. We always try to minimize the sources of danger and to limit them to a minimum without restricting the freedom of the children. It is expected of all our employees that they are attentive during their daily work and that they immediately address any deficiencies and remedy them as quickly as possible.

The following concepts are available: Pedagogical concept, infant concept, prevention concept for sexual and psychological violence, emergency concept and hygiene concept.

13.2 Qualification and personnel development

In order to ensure quality, we pay attention to targeted and qualified personnel.

Our selection process is accompanied by an intensive application process (interview, trial run, references). All our employees have an impeccable special private and criminal record extract and our specialists all have a recognised pedagogical training. Our qualified specialists are selected on the basis of our required skills and recruited according to resources. It is also very important to us to train interns and apprentices well. These are accompanied by our vocational training officers.

13.3 Cooperation within the team

Functioning teamwork characterises the daily and professional care of the children. We are open and respectful towards each other. We are aware of the importance of our own person and their well-being for successful work with the children. We regularly hold team meetings. The regular meeting containers make it possible to discuss organisational matters. In addition, they ensure the constant exchange and further development of the pedagogical work. At the same time, employees actively exchange ideas and information and are thus able to inform themselves regularly about current topics, ideas, problems and wishes. The group leaders set an example and behave accordingly. We communicate our concerns and needs openly. Only when constructive communication, independence, a sense of responsibility, initiative and self-criticism go hand in hand is it possible to work goal-oriented and achieve common goals. An information booklet and the agenda also serve to ensure a good flow of information. The managers are contact persons in all matters and actively support the employees. The following meeting venues are available: Management meeting, status quo meeting, team meetings, group management meetings, learner meeting. The management meetings (the meetings with the site management) take place every 6 weeks.

The current status meetings at which current topics are discussed take place every 3 months with the employees and their superiors. Team meetings and group management meetings take place every 6 weeks, if necessary every 4 weeks. We are in daily contact with each other via telephone conversations and e-mails. In this way we can react quickly if necessary and help each other. In addition, there are regular workshops under the leadership of the trainers, the learners or the entire team. On average, these workshops take place 4-8 times a year. In addition, our employees are allowed to continue their education with at least 5 training days per year. Our aim is to be an attractive employer. We achieve this by having team-building events twice a year in addition to our day-to-day work. All team members from Krippen Kinderparadies GmbH are present at these team events.

In addition to these cross-location events, the individual locations also have individual occasions such as group dinners or group excursions. With these offers we ensure that the team gets to know each other better and builds trust. We become one.