

Kita Wunderfitz

Seestrasse 296, 8810 Horgen

Tel. 043 244 08 32, E-Mail: info@kita-wunderfitz.ch

Pedagogical concept

Date 02/17

Sabina Krauer

06.02.2017

This is the Pedagogical concept of the Kita Wunderfitz. It is our working paper for everyday life and is checked and adapted at regular intervals.

Table of contents

	Page
1. Introduction and principles	2
2. Style of education	3
3. Admission criteria	3
4. Settling in	4
5. Diet and food	4/5
6. Body awareness	5
7. Illness	5/6
8. Main focus of our pedagogical activities	6
9. Designing learning environments and stimulating educational processes	6/7
10. Communication	7
11. Community	8
12. Cooperation with parents	8
13. Cooperation with other institutions	8
14. Cooperation in a team	9

1. Introduction and Principles

Our basic pedagogical ideas are based on the orientation framework for early childhood education, care and education in Switzerland. (Wustmann&Simoni 2012)

„Kinder sind von Geburt an kompetent, aktiv und wissbegierig. Sie versuchen, die Welt mit all ihren Sinnen zu entdecken und zu verstehen.“

Auszug aus dem Orientierungsrahmen für frühkindliche Bildung, Betreuung und Erziehung in der Schweiz (Wustmann&Simoni 2012)

This results in the following principles for us:

- The well-being and needs of each individual child are at the heart of all our activities
- Every child has its own potential, abilities and needs and therefore it needs individual support
- We give all children the necessary stability and security in everyday life through appreciative understanding and attentive interaction
- Through freely available time, space and materials, we give the child the opportunity to develop their learning instincts and curiosity through play.
- We enable children to experience themselves as part of a community. Therefore we support and encourage interaction with other children
- We encourage the children in their actions and experiences and thus give them a sense of achievement
- We support the independence of the children in all areas of day care

2. Style of Education

The paediatrician Emmi Pikler*'s approaches are the basic pillars of pedagogical work with the youngest children. The following points are important for us:

- **Building and maintaining relationships, encouraging and emotionally supporting the child**
- **Design the environment according to development needs and adapt it continuously**
- **Observe and perceive what the child needs for its holistic development and react to it at the relationship level and in the environment and everyday life design.**

Every child is a unique being. In babyhood, the nurturing act such as feeding, washing and wrapping takes up a large part of the child's waking time. Careful care includes the caregiver's focusing their attention entirely on the child they are caring for. The sequence of different actions takes place smoothly. Brain research has shown that the child's understanding of words up to the age of two is closely linked to people, objects, actions and situations. Therefore, the child should be able to see, hear or feel everything that we address at the same time. Talking to the child promotes the formation of brain connections and increases its language development.

Emmi Pikler's approach is always based on, his observations and perceptions of the child. By establishing a "privileged" relationship, the toddler feels secure and this acts as a "motor of development".

As required by the child's stage of development, the material environment must offer physical security, opportunities for movement and discovery. Enough objects (simple stimulating toys) should be provided to enable the child to be active, discover and try out new things. The child needs (undisturbed) time and a 'prepared' environment to be able to develop its independent exploration.

For older children, participation is the cornerstone of a democratic community. This means that the children take part in everyday life, are allowed to express themselves and be heard, can participate and take part in decisions. For this purpose, however, the children must be familiar and secure with the available Caregiver and the daily routines and feel that they belong.

**Emmi Pikler 1902-1984, Ungarische Kinderärztin und Gründerin des Säuglingsheim Lóczy, Ungarn
Literatur bzw. ausführliche Illustrationen dazu finden sich in: E. Pikler ‚Lasst mir Zeit‘, Richard Pflaum Verlag,
ISBN :978-3-7905-0988-5
und z.T. auch im Aufsatz von Anna Tardos ‚Aktives Leben – die Aktivität des Kindes vom 2. Bis 36. Monat*

3. Admission Criteria

„Die Verschiedenheit und Individualität von Kindern und Familien sowie die Vielfalt ihrer Herkunft sind für eine Gemeinschaft bereichernd“

Auszug aus dem Orientierungsrahmen für frühkindliche Bildung, Betreuung und Erziehung in der Schweiz (Wustmann&Simoni 2012)

For us, this means that supplementary family care is open to all children, regardless of nationality, skin colour, religion or why the parents bring their child to the Nursery.

The allocation of places is based on a waiting list. The registration date, age and desired place are taken into account. Siblings of children who are already in the Nursery are preferred. In addition, we strive for a balanced age mix.

4. Settling In

Getting used to the Nursery is the first important step so that the child feels comfortable permanently. To do this, new bonds and relationships have to be built up and the child determines the pace itself. Parental support is important for the child to settle in as stress-free as possible. Without the parents input, the settling in period cannot be carried out professionally. Due to the child being overwhelmed by their new environment.

At first a responsible pedagogical expert will meet with the parents to discuss the child's interests, habits, dietary needs etc., and this information is recorded. The actual settling in period then takes place in three phases over approximately two to four weeks. This is described in detail in our Settling In Guide, which is given to all families when they arrive.

The aim of our settling in period is to familiarise the child with the caregivers, the other children and the Nursery's daily routine. It gives the child time to find its place in the group, learn the daily routine and feel comfortable in its new surroundings. We only consider the settling in period to be complete when the child accepts its caregiver in our Nursery and when the child feels secure and comforted by him or her.

Literaturhinweis:

*„Ohne Eltern geht es nicht“ Hans-Joachim Laewen, Beate Andres, Eva Hédervari, 6. Auflage, Cornelsen
ISBN 978-3-589-24766-0*

5. Diet and Food

Healthy, well-balanced, seasonal meals are prepared according to the nutrition pyramid and forms the basis of our Nursery's menu plan. We prepare the dishes daily in a stimulating, varied and fresh way. The meals are taken together with the children in a cosy and relaxed atmosphere. The tables are inviting for the children and set with plates, glass, cutlery and napkins/bib. The dishes are placed in glass bowls in the middle of the table, with water in small, handy glass jugs.

Water is available throughout the day and at meals for the children.

Eating the food should be a fun and enjoyable experience for the children. All children are allowed to scoop their own food, giving the child practice in assessing too much or too little and their own sense of fullness which we accept and respect. Children who need help of any kind are supported by the closest caregiver. The children who have finished eating are allowed to leave the table and brush their teeth.

In addition to stopping hunger and feeding, eating together also has a sense of togetherness. Here, thoughts, experiences and the future can be discussed and social contacts maintained.

Once a month we have a "Pirate Dinner". The pirate meal is taken at the table without cutlery (napkins, headgear) and possibly with the help of straws. However, the following rules apply: the food is not smeared around, on their friends or the table, though they are allowed to eat from each others plates if this person agrees.

For the little ones we take over the individual eating and drinking rhythm and adjust the daily routine accordingly.

6. Body Awareness

We give the children affection and security through loving care. Particularly for the youngest we take our time when we are changing them and with their daily care. We verbalise every action on and around the child, naming all body parts, as well as the intimate areas, with the right names. (see also Guide to the Prevention of Sexual Violence, Kibesuisse)

Doing this in a natural way and according to the age of the child, we support the children in gradually taking care of their bodies themselves. A child's wishes for physical privacy is respected, helping him or her to maintain a self-confident attitude towards others. The children, who are toilet trained are allowed to go to the toilet alone and close the door. The children are also given space to examine each other in role-play such as when playing mother-father games or being doctors. The carers observe from a distance to ensure no intimate or awkward situations occur.

To prevent tooth decay, we brush the children's teeth after breakfast and lunch. Correct cleaning must first be practiced and therefore the children are allowed to brush their teeth on their own first and depending on their age and skill we will help them afterwards. We will instruct them to brush their teeth in the same way what ever their ages.

-> siehe Merkblatt des Zahnärztlichen Institut der Universität Zürich.

7. Illness

Sick children do not belong at Nursery, they feel better at home. This prevents spreading the illness and allows the child rest and recuperate at home integration comfort of their own home. If a child falls ill at Nursery, the parents will be informed as soon as possible and the situation discussed with them. If the parent is unable to pick up their child immediately he or she will be well observed and given special attention understanding and consideration. The child will be encouraged to drink fluids and will be constantly observed for changes. When measuring a fever, the time and temperature is recorded. If necessary and the fever is high, Dafalganzäpfli is given in consultation with the parents.

There are some types of viral eye infections which are harmless, but this is extremely rare. Therefore, treatment for an eye infection, as recommended by a paediatrician are as follows :

- If the child is upset and uncomfortable, rubbing their eyes continuously with visibly swollen eyelids a doctor should be consulted. He may prescribe some antibiotic eye drops.
- Parents can, however, try to see if an improvement can be achieved by applying unscented black tea bag on the eye or Euphrasia eye drops.
- We advise against treating eye inflammations with breast milk, as milk residues always remain under the eyelid and this is an ideal breeding ground for bacteria. Do not treat with chamomile (allergy).

Children with infectious childhood diseases (chickenpox, measles, rubella, scarlet fever etc.) should be kept at home and not brought into the Nursery until they are full recovered and no longer infectious.

Children with vomiting and diarrhoea, fever and all other infectious diseases (ear infections, flu-like inflammations, fungal diseases, pseudocroup etc.) should be kept at home, until the disease has subsided and the child has been symptom-free and fever-free for 24 hours.

In the case of head lice, it is important that the head of the Nursery is informed as soon as possible so that further preventative measures can be taken to avoid it spreading.

8. Main focus of our pedagogical activities

"Perceive, observe, observe." These three pillars are the most important for us and aim at strengthening the abilities and potentials of the child. The view is directed towards what the child already knows and understands what interests it is pursuing, what questions and topics it is dealing with, how it acts with other children in a learning community and what next steps the child needs to take for its further development. Carers observe the children and regularly recorded their development. The observations are stored in the children's portfolios and serve as a basis for a mutual exchange with parents and children alike.

Using this information the carer evaluates the individual, educational and developmental path of the child - the competences they have acquired, what progress they have made, and if any new support is necessary. We also look at the over all development of the child socially, emotionally and physically.

9. Designing learning environments and stimulating educational processes

„Ein Kind lernt nicht fragmentiert, sondern mit allen Sinnen. Ein Kind lernt handelnd, beobachtend und im Austausch mit anderen. Es erweitert dabei seine emotionalen, sozialen, motorischen und kognitiven Kompetenzen sowie seine Ausdrucksfähigkeit. Ein Kind braucht Anregungen, die zu seinem Entwicklungsstand und zu seinen Erfahrungen passen“

Auszug aus dem Orientierungsrahmen für frühkindliche Bildung, Betreuung und Erziehung in der Schweiz (Wustmann&Simoni 2012)

A young child is mainly motivated by his or her inner drive to expand his or her knowledge and skills. For a healthy development, various stimuli such as colours, smells, shapes, tastes or noises are important. However, emotional stability, security and constancy provided by the pedagogical specialists is also relevant. Therefore the Nursery provides varied and freely accessible areas of education and experience for children, enabling them to acquire basic skills, confidence and independence. The rooms are flexibly furnished and designed in such a way that the child can deal with versatile materials. The play material is varied and invites children to discover, explore, construct, role-play and design according to their interests and themes. The children have free access to the materials in shelves and drawers and can choose this independently and according to their interests.

Stimulating learning spaces are often referred to as "secret co-educators". For us, this means that they offer both children and adults a sense of security, challenge and stimulation. The children can make different experiences and strengthen their competences:

What?	Where?
Independence and self-activity	Eating, dressing, brushing your teeth, etc.
Interaction and communication	Exchange, arguing, negotiating, listening to stories, etc.
Security and well-being	Care of the caregivers
Structure and Orientation	Singing Circle, eating together, various rituals
Community experiences	Rule games, role plays, rhythmic
Opportunities for retreat	Snoozele, protected niches, quiet areas/ book corner

Body and movement experiences	Jumping, running, climbing, dancing, etc.
Places for creative design	Painting, working, gluing, pasting, etc.
Places of relaxation	Sleeping, resting, quiet area

10. Communication

„Die Erwachsenen begleiten die Bildungsprozesse der Kinder sprachlich“

Auszug aus dem Orientierungsrahmen für frühkindliche Bildung, Betreuung und Erziehung in der Schweiz (Wustmann&Simoni 2012)

We support the children's learning processes by using thought-provoking situations and activities as a "framework". This is to encourage the child to seek out their own incentives and solutions when dealing with a problem or conflict. As they become confident in solving tasks independently the adult can take a step back and hand over the responsibility to the child for their actions.

We encourage children to learn and develop their language skills through dialogue. We verbalise our and their actions in games, books, wrapping, etc.. In the smallest children we take part in their language games, repeat sounds, form word rhymes and finger games. In everyday life we support communication between the children and use multilingualism as a resource.

11. Community

„Jedes Kind möchte sich überall, wo es sich aufhält, willkommen fühlen und einbezogen werden“

Auszug aus dem Orientierungsrahmen für frühkindliche Bildung, Betreuung und Erziehung in der Schweiz (Wustmann&Simoni 2012)

Small children meet other people curiously and impartially, as long as they feel sufficiently secure. We support children in expressing their own wishes, interests and needs and to be aware of others feelings, desires and needs. We take the right to self-determination seriously and support them when dealing with new freedoms and boundaries. Our task is to allow each child to take their own initiative and to promote it. Through the organisation of activities and the routines of everyday life, they experience appreciation for what they have learnt or achieved, but also learn to take care of the environment through our example in the daily handling of play and consumable materials.

We accompany the children in their daily interaction and togetherness with other children and thus enable them to expand their social skills.

12. Cooperation with parents

„Der gemeinsame Dialog über individuelle Bildungs- und Entwicklungswege des Kindes ist wertschätzend. Die Erziehenden machen die Eltern auf Stärken, Fortschritte und Potentiale ihres Kindes aufmerksam“.

Auszug aus dem Orientierungsrahmen für frühkindliche Bildung, Betreuung und Erziehung in der Schweiz (Wustmann&Simoni 2012)

We attach great importance to good cooperation and educational partnerships with parents. The exchange of information when bringing and fetching the children about their experiences in the Nursery and at home is as important as parent teacher meetings. We get together at least once a year to discuss their child's development. The parents are informed in detail about the child progress in the Nursery and if it is felt that further support l'd needed is also discussed. The premises of the Nursery are used for documentation and information, giving parents an insight into everyday Nursery life. We promote the exchange between the families and enable them to form a network through regular events for parents.

13. Cooperation with other institutions

An important part of our daily work is the use of various networks and institutions around the Nursery. Depending on the questions, the professional resources of the specialist agencies for small children, maternal counselling, paediatricians, educational counselling or the RGZ are consulted. In order to be up to date in the professional part as well, the kibesuisse specialist unit and, of course, the BFS, the vocational school for specialist women/men care of children, are consulted on matters of concern. The management is networked with other Nursery management companies, this is very well possible in the ERFA group of Zimmerberg. Also around the Nursery we are constantly looking for contacts within the neighbourhood, for places where the Nursery children can visit and our suppliers for food.

14. Cooperation in a team

Our jointly written team guidelines have a binding character and are read, signed and upheld by all employees. In the regular team meetings they are constantly checked for their implementation.

General:

1. Each team member is responsible for himself. Everybody looks after their health and well-being as well as offering support.
2. We focus on the positive aspects of our work and concentrate on good pedagogical work with the children and good teamwork. We are always a role model for children, parents, employees and third parties, which we endeavour to reflect in our behaviour.

Cooperation:

1. We work together and achieve our goals together as a team. We help each other out and support each other in our daily lives.
2. We take each other seriously and take note of any concerns of other employees. We deal professionally with our private problems and worries while working and do not carry them into the work situation.
3. We regard the strengths of all our employees as valuable for our work.
4. We maintain a fair and equitable relationship and treat each other with consideration.
5. We undertake group-wide activities, paying attention to all children and responding to their wishes and needs.

Communication:

1. We pay attention to reliable, professional, truthful and correct passing on of information. Information is consistently forwarded to the relevant person. Each employee has their own clear information container, where messages will be placed or given to the appropriate employee, depending on the function (all sessions: Group, team, core team, training, PR, as well as the morning briefing.)
2. We give constructive and appreciative feedback. Our exchange within the team is professional-objective and value-free and we look for practicable solutions together in case of differences.

Conflicts:

1. In conflicts and problems are addressed directly and openly.
2. Feedback is honest, clear, with I-messages and according to the "feedback rules".
3. If, however, we are unable to make progress in a conflict, we may get a neutral third party in and clarify the misunderstandings. This third party should listen actively, but remain neutral.

This pedagogical concept was developed in the core team over a longer period of time and reflects our pedagogical attitude. It is our working paper, which is constantly reviewed and, if necessary, adapted.

Horgen, February 2017