

# Doremi

KINDERDAGVERBLIJF

## Pedagogical policy plan

Version 2023



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## MISSION STATEMENT

DOREMI aims to provide high-quality and safe care to children aged 0 to 3 years.

We believe that fun, self-discovery and personal interaction with guidance, together with peers, are essential building blocks for children's well-being and positive development.

We see small living groups as the ideal environment for this. At DOREMI, we strive to share all these moments of growth and fun with the child's parents, grandparents and others directly involved, through open and personal dialogue.

## VISION

The vision of nursery DOREMI is focused on striving to fulfil our mission statement in the best possible way, with quality, safety and fun being the fundamental pillars.

Safety, quality and fun are at the heart of DOREMI.



## PEDAGOGICAL WORK PLAN

With the help of our pedagogical work plan, we aim to provide a clear picture of how the pedagogical policy of nursery DOREMI is put into practice.

### 1. BRINGING AND COLLECTING CHILDREN

The nursery is open from Monday to Friday from 7 am to 6 pm.

Within the established day and time schedules, parents can bring or pick up their child at any time.

Parents always have access to their child's stay and rest areas, where they can exchange written and verbal information with the supervisors.

We ask parents to allow for toddlers' afternoon nap between noon and 2pm.

Other arrangements can be made for the baby and crawling group after consultation.

In the evening, we ask parents to collect their children no later than 15 minutes before closing time. That way, the supervisor has some time to update parents on how the day went.

If you cannot be on time to collect your child, please inform us by phone. In this case, we are obliged to charge a fee of €3 per quarter-hour started for each child who is picked up late.

There is a drop-off and pick-up procedure. This procedure hangs out in each living group.



## 2. CLASSIFICATION

At the DOREMI daycare centre, children aged between 0 and 3 years can be cared for.

The groups are divided according to the child's age and individual development. We have three separate groups: babies, crawlers and toddlers. The classrooms for each group are specifically set up and equipped with appropriate play materials tailored to the children's age. By bringing peers together, we encourage social skills and motor skills in an optimal way. Activities can be more easily organised according to the needs of each age group.

Infant enclosures are open from 7am to 6pm. Depending on your child's allocated enclosure, you can drop off and pick up your child in the respective enclosure at any time.

The groups for babies are 'The Turtles' and 'The Sheep'. Both groups are located on the ground floor.

The opening hours of the creeping enclosures vary.

The Fish' enclosure is open from 8 am to 5.30 pm.

Living space 'The Bees' is open from 8.24am to 6pm.

Children who are still in the enclosure called 'The Little Fish' after 5.30pm can be collected in the enclosure called 'The Bees'. Before 8.00 am, crawlers can be dropped off at the toddler group called 'The Butterflies'.

The toddler living groups are named 'The Butterflies' and 'The Girafkes'.

Before 8.24am, toddlers can be dropped off at 'De Vlindertjes'.

Both living groups are open until 6pm.

The children can eat their own brought breakfast until 8.30am.



There are six living groups:

Ground floor:

The Turtles:	9 children up to 10-12 months
The Giraffes:	9 children up to 36 months
The Little Sheep:	9 children up to 10-12 months

First floor:

The Fishies	9 children up to 18-20 months
The Butterflies:	9 children up to 36 months
The Bees:	9 children up to 18-20 months

Each residential group has a permanent carer, which provides structure and the opportunity to build a strong relationship between the child and carer.

When children move on to another living group, we try to make this transition period as pleasant as possible. We provide sufficient time and structure for the child to adjust. When transferring to another group, we take into account the child's individual needs, the parents' wishes and the inflow and outflow of other children in the nursery. If a child is transferred to another living group, the parents are informed and it is discussed whether they also agree to this change.

### 3. PERSONNEL

All supervisors at Kinderdagverblijf DOREMI are qualified and have expertise in childcare and childcare. Qualifications range from qualified childcare supervisors to bachelors and masters in related fields.

For medical knowledge, we have a graduate hospital nurse and a specialised nurse in emergency and intensive care.

All staff have recently completed first aid training and their knowledge is regularly updated through official refresher programmes.



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#### 4. VISION OF SOCIAL - EMOTIONAL SAFETY

A safe and trusted environment is essential for children's development, as also emphasised by educationalist Emmi Pikler.

The nursery acts as a meeting place where children can play and develop freely and in a structured manner. It is important that children can build confidence and feel that they have their own place in this world.

We aim to encourage children to explore the world through a variety of activities and appropriate infrastructure. This can only be achieved from a safe and trusted base. From there, children can establish trusting relationships with other children and adults.

To give children a sense of security, we create an environment where they have recognisable, emotionally stable and consistent adults who interact with them in a trusting and loving manner.

We offer positive responses and affirmation of their behaviour, so that they feel valuable and unique as individuals. This helps them develop a positive self-image and feel at home in childcare.

We also encourage a loving and respectful approach, avoiding using derogatory child language, to encourage children to build trusting relationships with others.



## HOW DO WE WORK ON SOCIAL-EMOTIONAL SAFETY?

### 4.1 The role of the pedagogical staff member

The approach of our staff has a major impact on both the children's socio-emotional development and the group as a whole. A fixed daily rhythm plays an important role here. Our staff approach the children with respect and equality. They understand that each child develops in their own unique way, and they support this process by communicating openly and actively listening to what is said (as also emphasised by educationalist Thomas Gordon). In addition, they provide space for showing and discussing emotions and feelings.

### 4.2 Interaction with the children

Our staff play an important role in guiding the children in their development. Contact and attention start as early as very young children, with an emphasis on loving physical contact. Children are addressed in a gentle and soothing manner, encouraging the use of general Dutch and avoiding the use of dialect. Individual attention is of great importance, with staff often communicating with the children at eye level, playing with them, cuddling and comforting them. We organise various activities, including at least one major activity a day, to develop social and technical skills.

In our approach to parenting, we make conscious choices. We teach children values and norms to strive for in their lives. This includes, for example, listening to guidance, completing tasks when asked, loving other children, continence training and politeness rules.

We deliberately avoid comforting through food or sweets, giving personal attention instead. No aggression of any kind is ever shown, whether verbal or physical. Children are corrected in a respectful manner through gentle verbal communication and/or a short time-out period (1-2 minutes) during which they are explained why it is necessary. When reprimanded, children are never excluded from the living group.





### 4.3 Interaction with parents

With our staff, personal, polite and respectful communication is paramount. On arrival, you are immediately addressed in such a way. If communication in general Dutch is not possible, we will switch to English.

The relationship between staff and parents is friendly, but at the same time professional. Personal information about parents or staff members is not discussed or requested unless it is necessary for the proper care and upbringing of the child. In such cases, personal information is treated with due discretion.

During drop-off and pick-up times, all important information about their child is communicated to parents.

For this purpose, a back-and-forth booklet specially designed in our nursery is used. This booklet ensures that all essential information is exchanged in a structured manner.

The briefing and/or debriefing can be short or extensive, depending on the parents' needs and wishes.

In addition, a ZIKO-VO form is completed about the child three times a year. This form provides a very detailed description of the child's development in various areas.

### 4.4 Living groups and open-door policy

At the nursery, there are a total of six living groups, with each group having a permanent supervisor. Sometimes children like to play in a group other than their own assigned group and want to 'hang out' with their friends. As long as the children are comfortable with this, this is allowed.

When moving to another living group, the child's well-being is closely monitored. In consultation with the parents, the desirability of moving to another group is discussed. An effort is made to ensure a smooth transition by using 'settling-in days', during which the child can get used to the new group.

The nursery has an open-door policy, which means that parents can bring and collect their children in the social groups themselves. All groups are open to parents. However, it is important to note that kitchens, storage areas and the staff area (third floor) are not public areas and are therefore not accessible to parents.



## 4.5 Habituation

Avoiding stress in children is indeed very important. Although children can naturally experience stress when changes occur, it is crucial that stress moments do not last too long and that they can be processed.

At Kindergarten DOREMI, we strive to create a calm environment so that children feel comfortable as soon as possible.

This includes regular moments of rest in comfortable sleeping areas that are quiet, darkened, well ventilated and at the right temperature.

In this way, children have the opportunity to make new contacts with supervisors and their environment.

It is true that stressed children have an increased risk of cot death (Sudden Infant Death Syndrome) due to change.

Although cot death cannot be diagnosed in advance, at DOREMI Nursery, we do not take risks.

Therefore, in addition to active visual observation, babies younger than 1 year can be monitored for breathing while sleeping.

If breathing drops below 8 times per minute, an audible alarm is activated. This enables the attendants to intervene in time and without any risk to the baby's life.

Parents who would like their child to get used to the nursery's new environment can discuss this during the intake interview.

An individual wish list can then be drawn up that is practical for the child, the parents and the nursery.

Please note that settling-in days are charged according to our daily rates.

We stress the importance of slowly building up the number of care hours per day.

We recognise the value of bonding and gradually controlled 'detachment'. This means that it is generally best to build up the number of care hours gradually.



## 4.6 Infrastructure

Nursery DOREMI is located in a modern building specifically designed as a nursery. The layout of the building has been discussed with Child & Family, which ensures that the building is very child-friendly.

Some features of the building include underfloor heating, spacious living areas with plenty of natural light, industrial ventilation and air conditioning.

There is also an adjacent large garden with a terrace. This garden is specially designed to be safe and child-friendly, and it is fully enclosed, so children can play freely without having to worry about their safety.

To ensure the principle of "four eyes" or the "rear guard", both the infrastructure and the organisation of the nursery are well coordinated.

This means that measures have been taken to ensure that there is always sufficient supervision and support to ensure the safety and well-being of the children at all times.

The use of sliding panels to connect classrooms offers several advantages.

It allows supervisors to work together and support each other when needed, even if they are in different living groups.

This can be useful in situations where a supervisor is temporarily unable to supervise but needs assistance.

At the same time, the sliding panels can remain closed when the supervisors are in their own living groups. This helps keep the living groups small and prevents noise pollution, creating a calm and organised environment for the children.

This design contributes to the flexibility and efficiency of the nursery, supporting both collaboration and the ability to work separately, depending on the needs of the situation.

Ensuring the presence of at least two staff members at all times is an important safety measure in the nursery.

This ensures an adequate supervision and attendance ratio in relation to the number of children present.



By always having at least two staff members present, they can support each other, work together and ensure that there is adequate supervision of all children. This contributes to the safety, well-being and overall care of the children in the nursery.

Moreover, having multiple staff members allows for consultation, cooperation and sharing of responsibilities, which can improve the quality of care and supervision.

The nursery's policy of having a minimum of two staff members present provides a safe and supportive environment for both the children and staff.

#### 4.7 Bonding<sup>3</sup>

Bonding is crucial to a child's development, and creating a safe and trusted environment is essential to foster this attachment.

The fact that the nursery works with permanent staff and group mates contributes to this sense of safety and trust.

By working with fixed groups, both staff and children can build a bond and develop a sense of belonging and togetherness.

Offering recognisable moments and fixed daily rituals helps create structure and predictability, which in turn contributes to a sense of security for the children.

The nursery's policy of enrolling children at least 2.5 days a week also aims to promote bonding and continuity. Regular attendance gives children the opportunity to become familiar with the environment, the staff and their group mates, which strengthens their sense of security and trust.

In this way, the nursery creates an environment in which children have the opportunity to build healthy bonding relationships and develop emotionally and socially.



## 4.8 Correcting and stimulating

It is very valuable that the nursery is aware of the importance of acting carefully when correcting and stimulating.

Creating a social-emotional safe environment is essential to promote children's self-confidence and positive self-image.

Standing beside and encouraging the child increases the child's self-esteem. Expressing appreciation, showing respect for the child's uniqueness and meeting the child's needs, both verbally and non-verbally, contribute to the feeling of recognition and appreciation.

Offering hugs, compliments and extra personal attention are ways to encourage and support children in their development.

When correcting, the focus is on naming desired behaviour and explaining it. It is important that this is done in an eye-level conversation, showing respect and equality. Involving pedagogical insights, such as those of Janusz Korczak, can help staff in correcting behaviour effectively.

Having clear agreements in place between staff members on encouraging and correcting behaviour ensures consistency and clarity for the children.

These agreements are communicated to parents and children in the form of group rules and house rules. This ensures that even when children move to a different group, they can expect the same rules and agreements, which contributes to a sense of safety and continuity.



## 5. DEVELOPMENTS AND COMPETENCES

### 5.1 Vision of developing social competences

We promote the development of social behaviour in children by paying targeted attention to specific competences.

An example of this is sharing experiences.

Children are encouraged to share experiences by regularly sitting together at the table or in a circle, as suggested by pedagogue Célestin Freinet.

In this way, children are encouraged to take initiative, but also to wait patiently and listen to others.

Playing together, cooperating, performing tasks and making choices are other important focal points.

Children are encouraged to perform small tasks, such as helping to set the table or giving something to a supervisor.

Playing together and cooperating are encouraged during group activities as well as free play.

Staff observe and adjust where necessary.

Throughout the day, staff guide the children in groups.

They show, encourage, correct and, above all, they let children see and experience the consequences of their own behaviour.



## 5.2 Vision on developing personal competences

Developing personal competences is the basis for children's growth.

By personal competences, we refer to the skills and attitude a child needs to be able to be himself, be resilient, have self-confidence and express creativity. It is important that a child dares and knows that they can develop in a safe and trusted environment.

Our staff create a familiar environment by paying attention to each child's individual needs, actively listening to what the child has to say and providing space for expressing emotions.

We work with a fixed daily routine and have permanent staff in the living group. The living group has a homely atmosphere. Our staff make sure they give personal attention to each child every day. This can be done in various ways, for example during circle discussions, changing times, individual or group activities, reading a book together or just relaxing against a staff member.

To encourage the development of personal competences, we respond to the following aspects:

- Self-confidence and independence:  
Through play, children learn to trust their own understanding and ideas.
- Dealing with emotions:  
We guide children in expressing their emotions.
- Dealing with one's own body:  
Children learn to enjoy and respect their own bodies. We pay attention to exercise, healthy eating, clothing and have low mirrors at children's height.
- Self-sufficiency:  
We encourage children to come up with their own solutions to everyday situations. They are encouraged and supported to take responsibility for their personal care, such as putting on coats, socks and shoes, preparing meals together, cleaning up and going to the toilet.
- Dealing with the group:  
Within the group, children can practise being themselves. Through play, drama and stories about the home situation, they can show who they are and learn to deal with their possibilities and limits.



### 5.3 Vision of cognitive and language development

#### Cognitive development:

We playfully encourage children's cognitive development.

Through play, building and offering challenging material, a child learns to understand.

During group and meal times, there is room for thinking games.

Our supervisors encourage cognitive development by getting children to think about their actions and their consequences, give compliments and let them think of their own solutions.

#### Language development:

Language is very important as it allows us to communicate with our environment.

At the daycare centre, the working language is 'general Dutch'.

New words are learned through play and reading aloud.

If a child does not pronounce a word or sentence correctly, our staff will repeat it correctly in 'Algemeen Nederlands'.

Dialects are not used when communicating with the children.





## 5.4 Vision of physical development

Moving is fun and important!

From a fully dependent baby, a child grows into an independent toddler ready for kindergarten.

It all starts with floundering and rolling over for the first time, to riding a tricycle and being able to hold a pencil.

With us, we encourage movement by being active ourselves.

Children are encouraged to play and move by watching us play and move.

Fun and experience are paramount, and by offering movement activities, children learn to know their own bodies and feel their limits.

The play materials and infrastructure are carefully chosen for each living group so that they support the children's physical development and are challenging.



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## 5.5 Vision of play development

Every day we have set rituals that children come to recognise over time. These rituals provide overview and offer children a sense of security.

These include eating fruit, changing nappies, lunch, free play and bedtime. Besides these daily activities, we offer the children many other learning moments, such as creative, active and cognitive activities.

We work with themes that last several weeks, and all activities are linked to these themes.

This is also reflected in the living groups, where songs and booklets are adapted to the theme as much as possible.

We also ensure a good balance between exercise and relaxation, free play and guided play.

### Indoor play:

Each living group has a diverse range of developmental toys, and the space is designed to be challenging. Each living group has different toys and colours that are both stimulating and relaxing.

### Outdoor play:

Our outdoor play area is an enclosed space divided into three play areas:

- A large enclosed play area with artificial carpet, bench, playhouse, a castle and slide.
- A large grassy square adjacent to a spacious terrace. The terrace is made of bluestone to minimise abrasions from falls. On sunny days, two large parasols provide the necessary shade.
- A smaller side courtyard with a small terrace. Here you will find, among other things, fun chalkboards, a slide, tricycles and cars.

In the outdoor playground, staff play with the children. Before the children go outside, the outdoor play area is always checked first.

In sunny weather, the children are smeared with sun cream and given a hat.

Due to safety and practical reasons, outings to other outdoor locations are not organised.

Our staff strictly follow a procedure when going outside with the children, focusing on footwear, clothing, hygiene and safety.



## 5.6 Vision of developing identity and self-reliance

From the moment a child enters our nursery, we work on developing their own identity. Our staff give babies encouragement and space to roll and crawl on their own in the living space.

Toddlers are allowed to playfully dress and undress themselves before and after sleeping.

By providing a safe environment, we create a situation where the child can be themselves.

We give the children space to work on something independently (see also pedagogue - Emmi Pikler 1) but also in groups.

It is important to praise the children as this increases their self-confidence.



## 6. CELEBRATIONS AND RITUALS

Celebrations and rituals have different purposes: they strengthen group cohesion, promote interaction and are also simply moments of celebration, joy and shared experiences.

Some celebrations that are celebrated together with the children include Saint Nicholas, Christmas, Carnival, Mother's Day, Father's Day and Easter.

Rituals offer children structure and support within the daily and weekly programme. They are linked to fixed moments, such as cleaning up, celebrating, eating, playing outside and sleeping.

These rituals may differ per living group, so each living group within the daycare centre has its own identity that is recognisable for the children.

Some examples include singing the song "tasty food" before eating, or singing "clean up, don't play" while cleaning up.

Of course, it is negotiable and taken into account if, for whatever reason, parents would rather their child not participate in certain celebrations and/or rituals.

## 7. BIRTHDAYS

We attach great importance to celebrating children's birthdays.

On the birthday itself, the birthday boy or girl receives a festive birthday crown and photos are taken as a nice souvenir. These photos are sent to the parents of the birthday boy or girl.

A suitable time on the day is found to celebrate the birthday. During this celebration, birthday songs are sung and the birthday boy or girl is given extra attention.

The birthday boy or girl is not supposed to bring treats. The nursery provides a tasty cake and candles to blow out. We aim to celebrate every birthday in the same way. Therefore, there is no need for parents to bring cake, cakes, fruit, sweets or presents.

The nursery mainly provides a fun party and the birthday boy or girl gets a nice balloon to take home.

Should a parent specifically wish not to celebrate a birthday, this can be notified in advance and we will of course take this into account.



## 8. TRANSMISSION OF VALUES AND NORMS

The staff at the nursery are constantly working on imparting values and norms to the children.

Children develop an awareness of values and norms through the example behaviour and language they see and hear from the staff, and through active conversations about them.

Each child comes from a unique home situation and each parent uses their own unique parenting style. In childcare, all these children come together in one group. It is important for children that home and the living group are not separate worlds (see also pedagogue - John Bowlby<sup>3</sup>).

This is why we are open to consultation with parents and can address parents during drop-off and pick-up.

We work on the basis of generally accepted regional values and norms. However, this does not mean that there is no room for consultation and adaptation.

To the extent that this does not conflict with generally accepted values and norms, we take into account beliefs, daily rhythms, parenting methods and any cultural practices.



## 9. FOOD

At Kinderdagblijf DOREMI, food is carefully composed, ordered and prepared.

We make all meals ourselves, which gives us a good overview of the quality and allows us to be flexible with allergies, diets and dietary recommendations for different ages.

We also take into account parents' dietary requirements, such as religious or vegetarian preferences.

We only use fresh ingredients for our meals.

To ensure freshness and maintain proper traceability, we work with suppliers who work according to HACCP guidelines, which we ourselves follow.

Vegetables, fruit and meat are supplied by Solucious® (Colruyt Group).

Our food is properly stored in new temperature-controlled refrigeration units until just before consumption.

The hot midday meal is freshly prepared every morning and stored in our warming facilities according to HACCP guidelines.



## Baby groups

In the baby groups, we offer different types of food.

Bottle formula in powder form is brought from home by the parents themselves.

They can choose to use measuring jars or bring a large original powder box.

For bottles (Avent®), bottle water and nipples (all numbers available), we use materials from the nursery itself.

We ask parents to take home any remaining powdered feedings at the end of the week.

Of course, pumped breast milk can also be given at the nursery.

Both frozen portions and freshly pumped milk are stored correctly and prepared for breastfeeding using specific bottle warmers.

If it is practical and desirable for the parents, the mother can also breastfeed herself in the nursery.

We provide privacy and a comfortable chair where the mother can quietly breastfeed her baby.

The introduction of vegetable porridge (approximately from 4 months), meat/fish (approximately from 6 months) and fruit porridge (approximately from 5 months) is done in consultation with the parents.

We use a build-up schedule to gradually get babies used to new foods.

Detailed information about what and how much your baby has eaten and/or drunk is documented for briefing.

Babies follow their own individual eating rhythms, which are discussed with parents during the intake interview.

The intake interview takes place shortly before the first day of care (read more under 'Intake interview').



## Toddler groups

Toddlers follow a common eating routine, which helps them learn a fun and recognisable eating ritual.

During meals, toddlers learn about correct eating methods and eating culture. We also turn meal times into educational moments by explaining, what they are going to eat, about different types of food, colours, textures, smells, , ....

Around 11 o'clock we start the table ritual.

Each child gets a bib on and rolls up their sleeves, after which soup and food are scooped out on the spot.

Toddlers can indicate if they want extra portions of soup and/or food. They are never forced to eat more than they indicate.

They eat and drink by themselves, but are given guidance in doing so. After each shared meal, toddlers are given one or more cups of water.

Around 3pm, we offer a healthy fruit snack (seasonal fruit), fresh pudding (vanilla, strawberry or chocolate) or fruit yoghurt.

In the late afternoon, we serve fresh bread with various toppings such as jam, syrup, meat, speculoos spread, chocolate spread, honey and cheese spread. During the day, water is available and offered at the child's request between meals.

When the weather is nice, we play outside a lot.

No sandwiches or sweets are eaten outside to avoid problems with insects, but water is offered outside.

The social aspect of food is important.

Meals are seen as moments of togetherness, conversation, enjoyment, sharing and learning to wait on each other.

Our staff at DOREMI pay close attention to promoting proper table manners. This means toddlers should be calm and quiet while eating, not grab food from other children, not run away from the table, eat neatly with fork or spoon and try to spill as little as possible.

It is a learning moment in which children can develop skills.

During meals, no music is played and a quiet environment is aimed for.

All toddlers eat together at one table at the same time.





## 10. CARING FOR THE CHILD

### 10.1 Developmental delays

Children develop at their own pace and in unique ways (see also pedagogue Maria Montessori).

Within DOREMI, we respect the individuality of each child and do not impose high pressure or expectations if a child is not yet able to do something. Nevertheless, we do have a general idea of what children can do at a certain stage. We closely monitor children's development in the nursery.

For children up to 36 months, we use the DENVER<sup>7</sup> and 'Van Wiechen' development charts. These charts are frequently used to assess the development of children up to 36 months.

The 'Van Wiechen' scheme indicates the time period within which children learn new skills and is also used by 'Kind & Gezin'.

The 'Van Wiechen' schedule focuses on:

- General characteristics
- Fine motor skills, adaptation, personal and social behaviour
- Communication
- Gross motor skills

If we notice that a child lags significantly behind peers, we give the child extra encouragement and adapt the approach specifically to the delay.

We discuss the approach and progress with the parents and, if necessary, engage external help.

For example, physiotherapists may come by to have the child do specific exercises in childcare.

Exercises that need to be repeated during the day without the physiotherapist are continued by the supervisors.

Direct communication (phone, text, e-mail) with external parties is possible to make arrangements for, for example, exercises at specific times.

The (de)briefing is designed so that all necessary information for a good follow-up policy, can be communicated.



## 10.2 Disease policy

Qualified nurses are employed who are up to date with first aid and paediatric resuscitation techniques.

In addition, all staff have the necessary practical in-service training and certificates in CPR.

If your child falls ill during their stay at DOREMI Nursery, they can stay in care the same day.

Our nurses will assess what care is needed.

If the child has a temperature of 39°C or higher, parents will be informed. This enables them to make any necessary appointments with a GP or paediatrician.

Prescription medication can also be administered during care.

Children with contagious diseases are not admitted to the nursery.

This mainly concerns children who show the following symptoms:

- Diarrhoea: running or watery stools with fever or bloody stools
- Vomiting accompanied by general symptoms of illness
- Severe cough with general symptoms of illness and/or breathing difficulties
- Fever (above 38.5°C) combined with sore throat, vomiting, diarrhoea, earache, irritability, confusion or rash.
- Any child who due to illness requires so much attention that the health and/or safety of other children can no longer be guaranteed (e.g. due to overexcitability or incessant crying).
- Any child who cannot participate in normal care activities due to illness.
- Untreated head lice.

On the 'Kind & Gezin' website (<http://www.kindengezin.be/gezondheid-en-vaccineren/ziek/>) you can read which illnesses are or are not allowed in childcare.

The guidelines from 'Kind & Gezin' are strictly followed.



### 10.3 Biting behaviour in children

Kinderdagverblijf DOREMI has a specific work plan to describe the policy on children's biting behaviour within the nursery.

It is normal for children to experiment by biting, as this is a way they learn. However, it is important for everyone involved in raising a child to set a clear boundary in terms of socially acceptable behaviour.

Toddlers in particular may go through a phase where they bite regularly. It is essential that all involved, including the child themselves, parents and all other stakeholders such as educators and carers, work together to address unwanted biting behaviour.

Our work plan highlights the following points:

- Background information
- Possible causes
- Prevention
- Approach after an incident by each party involved
- Communication

Nursery DOREMI has prepared a brochure on this topic, which is available on our website in the library section. We recommend going through this brochure if your child encounters biting behaviour.



## 10.4 CPR & Medical equipment

As mentioned earlier, specialised nurses are employed at DOREMI Nursery. They are trained and have extensive practical experience to provide the best care if needed.

We have specialised medical equipment for support, including:

- Automatic defibrillator for both paediatric and adult emergencies.
- Ambu-breathing mask and balloon for paediatric use.
- Mayo cannulas in all paediatric sizes.
- Oxygen saturation monitor.

All staff are trained in the use of this equipment.

In addition, Nursery DOREMI also has the following facilities:

- Aerosol device.
- Electronic scales.
- Professional dressing materials such as adhesive bandages, steri-strips, etc.
- Decontamination material.
- ...



## 11. PARTNERSHIP WITH PARENTS

All employees at DOREMI play an important role in the upbringing and guidance of your children.

We are aware that we are co-responsible for the upbringing over a longer period of time.

It is very important to communicate with parents about parenting styles and ideas.

Our educational policy plan is based on scientific studies and advice from leading experts in the field.

### 11.1 Information meeting

If you are considering enrolling your child with us, you can sign up for an informal tour. These tours take place every first Tuesday of the month.

You can register via our website: <https://form.123formbuilder.com/5395403//>

Our Pedagogical Coach will enthusiastically show you the facilities and answer all your questions.

Registration is also via our website: <https://form.123formbuilder.com/5310378//>



## 11.2 Intake interview

We will contact parents to make an appointment for the intake interview. This meeting is scheduled as close as possible to the starting date.

During the interview, the intake form is reviewed and, if necessary, supplemented. Through specific questions, we try to get a picture of the child.

On average, the interview lasts about 30 minutes.

The aim of the intake interview is that the supervisors are well informed about your child, so that the first day goes more smoothly when saying goodbye. We also want parents to gain confidence in our organisation by having a good briefing before the start.

During the intake interview, we listen to the parents' wishes, the child's needs and usual routines.

Parenting and care visions can be discussed at any time.

In practice, these topics are discussed more often during daily contact moments and at events the child has experienced.

The intake interview can be prepared in advance using an online form:

<https://form.123formbuilder.com/5344192//>



### 11.3 Contract

Your child is definitively enrolled after the enrolment form (online) has been completed with agreement for the 'Internal Regulations':

<https://form.123formbuilder.com/5310378//>

In addition, a registration fee is required to complete the registration.

The registration fee can be paid directly at the time of registration via bank transfer.

Only in the event of a miscarriage will the registration fee be refunded.



## 11.4 Assessments

After a minimum of four months of attendance, children are evaluated at set times. Parents receive an evaluation sheet describing the child's well-being and involvement in care.

Within DOREMI, we use the following instruments:

- ZiKo-Vo
- MeMoQ

ZiKo-Vo helps us get to know each child better.

It tracks the child's development, as well as how he/she feels and is involved during his/her play in care.

It offers a portrait of the child, looking at who the child is and what he/she is capable of.

Its purpose is:

- Discovering the child's areas of interest and relationships with others
- Providing a tailored approach for each child
- Improving communication between parents and caregivers

MemoQ is a tool for mapping the quality of care.

It helps us identify what is going well and where there are opportunities to improve the approach.

Well-being and engagement form the basis for quality care. These are scored on a daily basis.

Parents have the opportunity to rate our organisation monthly (anonymously) via an online survey.

The link to this survey is sent by e-mail together with the monthly invoice.

Your concise monthly feedback allows us to make quick adjustments if necessary and contributes to delivering a better service.

Of course, staff are always approachable and comments can be discussed directly with special attention.

We have a clear complaints procedure that can be reviewed in our 'Internal Regulations'.





### 11.5 Drop-off and pick-up times

The drop-off and pick-up times are not strictly defined within DOREMI.

Parents have the freedom to determine the time of bringing and picking up themselves. These moments offer an excellent opportunity to exchange information.

Parents can indicate how the child is feeling and share any particularities, both verbally and in writing via the 'Back and forth booklet'.

### 11.6 Parental participation

DOREMI recognises the importance of parental participation.

Parents and grandparents have the opportunity to participate in the activities in their (grand)child's group.

A maximum of two people (parents or grandparents) per living group can participate. Participation can take place at any time, but only after making an appointment.

If you would like to participate, please refer to the annex at the back for more information.



## 12. OTHER ISSUES

### 12.1 Privacy

All data relating to you, your child and everything related to Kinderdagverblijf DOREMI will be very strictly protected and not shared with third parties, unless you have been specifically informed about this in advance and have given your consent.

Not only will your personal data be shielded, but also all information related to your child's care will remain confidential.

All staff at DOREMI have signed a specific charter as part of the employment regulations stating that no situation, image, etc will be made public. Nothing is shared via social media or other information channels.

However, certain information can be requested and viewed by 'Growing up' ('Child & Family') and 'Inspection Care' (Government). These bodies check the quality of our organisation. Naturally, these bodies are also bound by professional secrecy and protection regulations regarding personal information.



## 13. APPENDICES

### 13.1 Emmi Pikler

Emmi Pikler's website:

<http://pikler.nl/emmi-pikler/leven-werk>

Wikipedia - Emmi Pikler:

[http://en.wikipedia.org/wiki/Emmi\\_Pikler](http://en.wikipedia.org/wiki/Emmi_Pikler)

### 13.2 Thomas Gordon

Thomas Gordon's website:

<http://thomasgordon.webklik.nl/page/visie>

Wikipedia - Thomas Gordon:

[http://nl.wikipedia.org/wiki/Thomas\\_Gordon](http://nl.wikipedia.org/wiki/Thomas_Gordon)

### 13.3 John Bowlby

Wikipedia - John Bowlby:

[http://nl.wikipedia.org/wiki/John\\_Bowlby](http://nl.wikipedia.org/wiki/John_Bowlby)

De hechtingstheorie van John Bowlby:

<http://www.google.be/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CFgQFjAG&url=http%3A%2F%2Fwww.researchgate.net%2Fpublication%2F28647512+Niet+alle+banden+binden+even+va+st.+De+gehechtheidstheorie+van+John+Bowlby%2Ffile%2F72e7e52657c78e595c.pdf&ei=S2uoUo7>

### 13.4 Janusz Korczak

Wikipedia - Janusz Korczak:

[http://nl.wikipedia.org/wiki/Janusz\\_Korczak](http://nl.wikipedia.org/wiki/Janusz_Korczak)

Janusz Korczak's website:

<http://www.korczak.nl/2004/index.html>

### 13.5 Célestin Freinet

Wikipedia - Célestin Freinet:

[http://nl.wikipedia.org/wiki/Célestin\\_Freinet](http://nl.wikipedia.org/wiki/Célestin_Freinet)

Célestin Freinet's website:

<http://www.freinet.nl/nl/home.html>

### 13.6 Maria Montessori

Wikipedia - Maria Montessori

[http://nl.wikipedia.org/wiki/Maria\\_Montessori](http://nl.wikipedia.org/wiki/Maria_Montessori)

Maria Montessori's website

<http://www.montessori.nl/20/maria-montessori.html>



### 13.7 Denver ontwikkeling

Wikipedia - Denver ontwikkeling [http://en.wikipedia.org/wiki/Denver\\_Developmental\\_Screening\\_Test](http://en.wikipedia.org/wiki/Denver_Developmental_Screening_Test)

The Denver development is a commonly used schedule to assess the development of children up to 36 months. The chart indicates the time period within which children learn new skills.

It looks at 4 categories:

- Personal-social behaviour
- Language
- Fine motor skills
- Gross motor skills



## PERSONAL - SOCIAL BEHAVIOUR:

- |                    |   |
|--------------------|---|
| Age 0-1 month:     | <ul style="list-style-type: none"> <li>- Looks at face</li> <li>- Smiles back</li> </ul>  |
| Age 1-3 months:    | <ul style="list-style-type: none"> <li>- Looks at own hand</li> </ul>   |
| Age 4-5 months:    | <ul style="list-style-type: none"> <li>- Reaches for toy out of reach</li> <li>- Reaches for toys within reach</li> </ul>   |
| Age 5-6 months:    | <ul style="list-style-type: none"> <li>- Eats by himself</li> </ul>   |
| Age 5-9 months:    | <ul style="list-style-type: none"> <li>- Searches for dot wool</li> <li>- Takes over cubes</li> <li>- Takes sultana</li> <li>- Takes 2 cubes</li> </ul>   |
| Age 7-10 months:   | <ul style="list-style-type: none"> <li>- Swings day-day</li> <li>- Smashes blocks against each other</li> <li>- Plays hand-to-hand</li> <li>- Indicates wishes</li> <li>- Picks up with thumb-finger grip</li> </ul>  |
| Age 9-12 months:   | <ul style="list-style-type: none"> <li>- Drinks from cup</li> <li>- Plays with ball</li> <li>- Puts blocks in box</li> </ul>  |
| Age 11-13 months:  | <ul style="list-style-type: none"> <li>- Mimics things</li> <li>- Scribbles</li> </ul>  |
| Age 12-13 months:  | <ul style="list-style-type: none"> <li>- Retrieves sultana from bottle (following example)</li> </ul>   |
| Age 13-16 months:  | <ul style="list-style-type: none"> <li>- Helps with housework</li> <li>- Eats with spoon and fork</li> <li>- Builds tower from 2 blocks</li> <li>- Undresses</li> <li>- Feeds doll</li> <li>- Builds tower</li> </ul> |
| Age 16 -18 months: | <ul style="list-style-type: none"> <li>- Combs hair</li> </ul>  |



## LANGUAGE SKILLS:

	Gemiddelde leeftijd	Vroege praters	Late praters
Babbelen (1 lettergreep)	7-8 maanden	6 maanden	9-10 maanden
Eerste woordjes	12-15 maanden	10 maanden	16-18 maanden
Zinnen met 2 woorden	20-24 maanden	18-20 maanden	24-30 maanden
Zinnen met 3 woorden	24-26 maanden	21-24 maanden	tot 36 maanden
Begrijpt opdrachten	15 maanden	12-14 maanden	16-17 maanden
Benoemt lichaamsdelen	15 maanden	12-14 maanden	16-18 maanden
Telt tot 10	26-30 maanden	24-26 maanden	30-36 maanden



## KEY DEVELOPMENTAL MILESTONES:

- Age 0-3 months:
- Lifts head when his shoulder is touched
  - Moves with arms and legs
  - Can increasingly follow and concentrate on objects
  - Makes sounds
  - Smiles spontaneously and smiles back
  - Likes to be cuddled and rocked
- Age 3-6 months:
- Rolls from tummy to back
  - Lifts up his knees
  - Reaches for objects
  - Can sit with support
  - Looks at objects in his hand
  - Grabs objects with both hands
  - Follows a moving object with his eyes
  - Starts cooing/mumbling
  - Can chuckle/shriek
  - Smiles back
  - Laughs out loud
  - Makes expressive sounds
  - Recognises its main carer
  - Anticipates seeing food
- Age 6-9 months:
- Rolls from back to tummy
  - Can lift head when lying on back
  - Can climb stairs
  - Learns to crawl
  - Eats by himself
  - Takes dropped toys
  - Curious, puts everything in his/her mouth
  - Reacts to hearing his/her own name
  - Uses single syllables (da-da, ba-ba)
  - Mimics sounds
  - Can cry when he sees a strange person
  - Can cry when parent leaves the room
- Age 9-12 months:
- Can crawl
  - Stands upright with the help of furniture
  - Learns to grasp objects with thumb and finger
  - Learns objects in box and takes them out
  - Likes to look at pictures
  - Drops objects on purpose
  - Understands 'no'
  - Says 'mummy' and 'daddy'
  - Knows the meaning of 1-3 words
  - Participates in a game
  - Plays peekaboo and hand clapping



- Age 12-18 months:
- Crawls up the stairs
  - Can walk by himself
  - Can bend down to pick up an object
  - Sits on a chair by himself
  - Mainly wants to eat by himself
  - Looks at pictures in books
  - Spontaneously doodles with colours
  - Uses a spoon
  - Holds own cup and drinks from it
  - Follows one or two directions
  - Uses 3-5 words
  - Points to at least one body part
  - Points to at least one picture
  - Uses slang
  - Points or uses voice to express wishes
  - Participates in dressing
- Age 18-24 months:
- Runs and jumps
  - Has good finger skills
  - Turns pages of a book
  - Walks backwards
  - Can point to 2-3 body parts
  - Uses at least 20 words
  - Combines 2 words into a sentence
  - Verbalises wishes with words
  - Uses a spoon
  - Can drink well from a cup
  - Does household chores
  - Can take off a piece of clothing
- Age 2-3 years:
- Is ready for toilet training
  - Is highly mobile - good fine motor skills
  - Eats by himself with a spoon
  - Throws and kicks a ball
  - Can disassemble and reassemble simple objects
  - Can do simple puzzles, string a chain and stack toys
  - Can think before doing something
  - Likes to play fantasy games and imitates what they see others doing
  - Participates in creative activities such as playing with blocks and crafts
  - Uses plural forms
  - Names at least one picture
  - Uses 100-300 words
  - Makes sentences of 2-4 words
  - Can name more than 5 parts of own body
  - Has difficulty sharing
  - Has strong wants and desires, learns self-control
  - Wants to satisfy parents but sometimes has difficulty controlling his impulses
  - Shows affection - especially towards his caregiver(s)
  - Imitates own play and can entertain himself
  - Becomes interested in peers

### 13.8 Lev Vygotsky

Wikipedia - Lev Vygotski:



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### 13.9 Parent participation

In order to make the participation moment for parents, grandparents, children and supervisors run smoothly, we have written down the following framework:

**Schedule:** Every opening day is possible and can only be done by appointment.

**Registration:** A request can only be made via e-mail: [info@kdv-doremi.be](mailto:info@kdv-doremi.be).  
Double bookings are avoided via a central agenda.

**Goal:** The goal is for (grand)parents, together with their (grand)child to experience the fun atmosphere within DOREMI.

**How:** The participation event is an interactive moment (not a mere observation). This means that you can help with some general tasks. The best thing is that you come up with your own fun initiative, towards play and relaxation. Both the children and the supervisors can find this very instructive

(e.g. a grandfather who comes to play a nice song on a guitar, read a nice book, dress up, explain a certain cool attribute, ...).

If you want to do something creative yourselves, this will be discussed in advance so that any necessary preparations can be made.

The exact times of arrival and departure are determined by yourself.

General tasks can be carried out together and the class leader will assist you.

Care tasks to your own child or grandchild can be done by yourself, but are not compulsory.

**Please note:** Caring for children who are not your child or grandchild is the sole responsibility of the child minders. Therefore, you are not supposed to help with the grooming aspect of other children besides your own (grand)child.



## ADDENDUM - Literature of interest

### Pedagoog Célestin Freinet (1896-1966):

- Tans, J., Bronkhorst, J., Freinetonderwijs, een eigen wijze van onderwijs (Bekadidact, Baarn 1993)
- Barré, M., Célestin Freinet, een pedagoog voor onze tijd (De Freinetbeweging, Valthe 2006)

### Pedagoog Maria Montessori (1870-1952):

- Marjan Schwegman, Maria Montessori 1870-1952 Amsterdam: Amsterdam University Press, 1999
- Rita Kramer, "Maria Montessori a Biography" Capricorn Books G.P. Putman's Sons, New York, 1975

### Pedagoog Janusz Korczak (1878-1942):

- Momenty wychowawcze (Warschau, 1919, 2e druk 1924)
- Hoe houd je van een kind (Jak kochać dziecko, Warschau 1919, 2e druk 1920 als Jak kochać dzieci)
- Het recht van het kind op respect (Prawo dziecka do szacunku, Warschau, 1929)
- Pedagogika żartobliwa (Warschau, 1933)

### Pedagoog Emmi Pikler (1902-1984):

- Laßt mir Zeit. Die selbständige Bewegungsentwicklung des Kindes bis zum freien Gehen. Untersuchungsergebnisse, Aufsätze und Vorträge. (Give me time. The independent movement of the child's development to go free. Findings, articles and lectures.) (with Anna Tardos). Pflaum, München 2001 / 3. Reprint [ISBN 3-7905-0842-X](#)
- Friedliche Babys - zufriedene Mütter. Pädagogische Ratschläge einer Kinderärztin. (Peaceful baby - happy mothers. Pedagogical advice of a pediatrician.) Herder, Freiburg 2008/9. Reprint [ISBN 978-3-451-04986-6](#)

### Pedagoog Thomas Gordon (1918 – 2002) :

- Luisteren naar kinderen. De nieuwe methode voor overleg in het gezin
- Beter omgaan met kinderen. De nieuwe manier van samenwerken op school en thuis.
- Synergie in sales (Thomas Gordon & C.D. Zaiss)
- Opvoeden tot zelfdiscipline. Nieuwe manieren voor ouders en leerkrachten om zelfbeheersing, zelfwaardering en zelfvertrouwen bij kinderen te bevorderen.
- Effectief leiding geven.
- Kinderen zijn zichzelf. Uit de serie 'werken met kinderen', over Gordon in de kinderopvang, door Joyce Gabeler e.a.
- De Gordon Methode - Bewust omgaan met kinderen. De manier van samenwerken en communiceren in het onderwijs. (herziene editie, Tirion, 2005)

