

Pedagogical policy plan



sport *stuif*

Buitenschoolse
Sportieve
Opvang



Index

Introduction.....	3
1. Pedagogical mission and vision	4
2. Pedagogical goals.....	5
2.1 Providing emotional security.....	5
2.2 Personal competence	7
2.3 Social competence.....	8
2.4 Familiarizing yourself with norms and values	9
3. The organisation Sportstuif.....	10
3.1 Locations.....	10
3.2 Program	11
3.3 Basic group	11
3.4 Professional worker - child ratio.....	13
3.5 Pedagogical policy officer and pedagogical coach	13
3.6 Mentorship	14
3.7 Structural observation and registration of development	14
3.8 Evaluation interviews	14
3.9 The role of interns	15
3.10 Back-up	15
3.11 Support professionals.....	16
3.12 Adjustment policy.....	16
3.13 Extra day parts.....	16
3.14 Child abuse reporting code	16



Introduction

This is the pedagogical policy plan of Sportstuif Kinderopvang. The pedagogical policy:

- Gives direction to pedagogical actions and ensures a like-minded approach;
- Provides parents / carers with insight into our working method.

The content of this pedagogical policy plan is reflected in the actions of daily practice. This increases the quality and makes the (co-) raising of children a conscious process.

The plan is drawn up by the management and team leaders, adopted by the employees of Sportstuif and submitted to the parent committee for advice.

Everything that has to do with parenting in a daycare is described in the pedagogical policy plan.

In addition to the pedagogical policy plan, each Sportstuif daycare location is in possession of a location plan, in which location-specific properties are described.

1. Pedagogical mission and vision

The goal of Sportstuif is to offer children a sporty out-of-school care:

- In a place where the children feel comfortable and safe;
 - where we introduce the children to sports and games in a playful way;
 - so that the children become acquainted with different sports;
 - by adapting the activities to the level of the group;
 - and because the children are active to improve their locomotive skills, among other things.
- The gross locomotive skills are mainly improved in the sports and games activities;
- The fine locomotive skills are addressed in the creative activities. In addition to the outdoor activities, there is the possibility to be creative (indoors) through colouring, crafts, etc. ;
- Besides the locomotive skills, there are of course more aspects covered:
 - learn to play together;
 - learning to deal with win and loss;
 - learning to deal with rules;
 - learning to interact with other children (in a competitive context);
 - learning to deal with emotions;
 - and learn to deal with material.
- We want to teach the children that it is good and healthy to exercise enough, because by exercising enough children feel fitter, more energetic and more confident.
- Nowadays children have a lot of choice in their leisure activities, often choosing the computer or TV. We want to teach the children that there are many more possibilities for leisure activities, and let them experience that it is pleasant and fun to be active.
- The advantage of being active is that the condition, strength, flexibility, endurance and coordination will improve. In addition, the children are introduced to the basic forms of movement (running, climbing, balancing, jumping, aiming etc.).
- At Sportstuif we want to involve the children in the activities. There will also be different type of activities (“free play”, intensive, structured, open, etc.). Here we teach the children to deal with each other, the rules, win and loss, emotions and the material.
- In this way we provide a safe place for the child to play together with other children in a pleasant way.

2. Pedagogical goals

According to the Childcare Act, the pedagogical employee of Sportstuif works with the four pedagogical goals of Marianne Riksen Walraven. These goals are:

1. **Emotional safety:** To give the child the feeling of safety, security and self-confidence.
2. **Personal competence:** Ensuring that children have the opportunity to develop, master certain skills, become independent and build self-confidence.
3. **Social competence:** Ensuring that the children learn to interact with each other and others, take each other and others into account
4. **Making norms and values their own:** Children learn what is and what is not allowed, how they should behave in the society in which we live.

By working with these 4 pedagogical goals, we as Sportstuif offer responsible childcare.

In the context of providing responsible childcare, Sportstuif ensures that:

1. Interact with children in a sensitive and responsive way, show respect for children's autonomy, and set boundaries and structure for children's behaviour so that children can feel emotionally safe and secure.
2. Children are challenged in the development of their locomotive-, cognitive-, language- and creative skills in a playful way, in order to enable children to function more and more independently in a changing environment.
3. Children are guided in their interactions, teaching them social knowledge and skills in a playful way, in order to enable children to build and maintain increasingly independent relationships with others.
4. Children are encouraged to become acquainted in an open manner with generally accepted values and norms in society with a view to respectful interaction with others and active participation in society.

Each pedagogical goal will be described and how this goal is concretely fulfilled at Sportstuif.

2.1 Providing emotional security

At Sportstuif we mean emotional safety to give the child the feeling of safety, security and self-confidence. From this safety, a child can discover the world around him and develop himself.

Providing a safe environment is of primary importance, not only because it contributes to the well-being of the children now, but also because a safe climate is the base for the development of the child.

Three sources of security can be distinguished:

- permanent and sensitive carers;
- presence of known peers;
- the layout of the environment.

The base of good development is a sense of security and (self) confidence. The day program at Sportstuif gives the children a sense of security by offering a structure of games, activities, food and all this is adapted to their needs and stage of development. Every child has confidence in himself and in his environment. It is the task of the pedagogical staff to nurture and protect this trust, by making the child feel that they are seen, known and loved by empathizing, listening and being there for the child. Our philosophy is to affirm to a child what it is good at and ensure that sooner or later

it brings out the best in the child. The pedagogical staff are aware of their exemplary role. The aim is to have trusted employees of the group.

Both the indoor and outdoor areas at Sportstuif are child-friendly. In a safe environment, children can explore independently, which increases their self-confidence.

We teach children to deal with the consequences and risks of their own behaviour. We help children to become more independent and deal with dangers. What is or is not dangerous for children depends on age and development. Small children do not yet see any dangers. It is an important task for the pedagogical staff to ensure a safe environment. When children grow up and understand what we mean, we talk about dangers and make agreements. If children face the dangers and stick to agreements, the boundaries can be broadened more. In this way children learn to deal with dangers, this is part of the development of independence.

We strive for a relationship of trust between pedagogical employee and child (ren). Parents are the primary educators and the experts of their kind, our pedagogical staff have knowledge of parenting and development and share parenting responsibilities with them. It is in the interest of the child that the communication between pedagogical employee and parents runs smoothly. There is therefore an interaction between parents and pedagogical employee with regard to the development of the child.

Specific implementation of this pedagogical goal by Sportstuif:

- Permanent pedagogical employees are scheduled for childcare.
- Prior to the childcare, an introductory meeting with the team leader and one or two trial moments took place.
- A mentor is appointed at the start (see 3.6 mentorship)
- Dealing with (if possible) other children present is monitored.
- Childcare is provided in a safe and challenging location.
- There is an exchange / transfer of information from the childcare between parent and pedagogical employee. Incidental and minor details about a child go through an app group of the employees. Structural or important things are also registered via the Client Tracking System.

The pedagogical employee offers a child emotional security by:

- A new child can get trial days free of charge, before the child starts at the childcare. The parents can stay with the child the first time if they like it. In this way the child can get used to the pedagogical employee, the space and the other children in a calm way.
- The team leader / mentor discusses the child, rules and structure with the parents during the intake and during the drop off and pick up moments, and ensures that they are in line with the parents regarding upbringing.
- The pedagogical employee ensures a fixed daily routine and clear rules. This way the child knows what is expected of him.
- The pedagogical employee sets an example for the children in the group and thus sets a good example in contact with other children, for example.
- The pedagogical employee shows children that their behaviour has consequences. For example: If the pedagogical employee sees that a child is hitting another child, he or she will address the child about this. The child who has hit learns that this behaviour is not desired and the other child sees that the pedagogical employee is standing up for them. This makes the child feel safe.
- The pedagogical employee ensures a pleasant atmosphere in the group. For example: The pedagogical employee puts the children at the table and discusses the day together while eating fruit. The children are all together and this creates a cosy atmosphere. This creates a bond between the children themselves and between the pedagogical employee and the child. In addition to group activities, the pedagogical employee also offers activities for individual



children. The pedagogical employee thus stimulates the development level and interest of the individual child. It boosts their self-confidence. It is important that the pedagogical employee encourages self-reliance. A child is allowed to experiment, that is how a child learns to make choices.

2.2 Personal competence

At Sportstuif, we mean by personal competence ensuring that children have the opportunity to develop, master certain skills, become independent and build self-confidence.

It is important that children are given the opportunity to have personality traits such as develop independence, self-reliance, self-confidence, flexibility and creativity. This enables them to adequately tackle all types of problems and to adapt well to changing circumstances. In principle, the development of personal competence takes place from within the child, through play and by discovering the world around him. We think it is important to encourage children to do things themselves in order to let them experience that they can already do many things themselves. This gives the child self-confidence and can be an opportunity for further development.

Specific implementation of this goal by Sportstuif:

- Children naturally have the need to explore and experiment. Above all, they need a challenging space and pedagogical staff to support them in this.
- We let the children do as much as possible what they can already do themselves. The pedagogical employee tries as much as possible to be aware of what a child is already able to do, and where help is possibly still necessary. Think of daily activities such as tying shoelaces, zipping up the jacket, but also learning to cycle or building with construction material. By stimulating, encouraging, looking for solutions together and complimenting the child when things go well, we try to help the child. This stimulates the child's self-confidence and self-reliance.
- The employee tries as much as possible to be aware of what a child is already capable of, and where help may be needed. Think of daily activities such as tying shoelaces, zipping the jacket, but also learning to ride a bike or building with construction material. By stimulating, encouraging the child, looking for solutions together and complimenting when things go well, we try to help the child. This stimulates the child's self-confidence and self-reliance.
- The group room is designed in such a way that a child has space for exploration, can play safely, but can also practice. This helps the child to develop their physical and mental skills.
- After the school day there is a fixed day program for the children. During the (mid) day, rest and action alternate. The group has a corner where children can relax. After a moment of rest, the child can fully concentrate and develop again.
- Every day we try to offer sports and play activities with the children for an hour. These activities will be offered mostly outside.
- If the weather does not allow it, indoor (play) activities are offered. In addition to sports and play materials, there are also development materials available. Think of craft materials, construction materials, educational games, and toys that promote role play. Based on the wishes and needs of children, new materials are purchased if necessary.
- The space is designed in such a way that children can do what they want themselves and can pick up the play or craft material they want. We let the children invent as much as possible how a game should be played, or what and how to make crafts.
- We let the children choose which activity they want to do, and we offer new possibilities and materials. If children don't know what to do / are bored, we can suggest a few activities.
- The pedagogical employee respects that every child develops in its own way. The pedagogical employee will continue to discuss this with the parents.



2.3 Social competence

At Sportstuif we mean by social competence ensuring that the children learn to interact with each other and teach others to take each other into account. The child learns to communicate well, to cooperate, to help others, to prevent and solve conflicts. By learning social competences you give children the opportunity to develop into persons who can function well in society.

The concept of social competence encompasses a range of social knowledge and skills, such as being able to put oneself in someone else's shoes, to deal with win and loss, to communicate, to cooperate, to help others, to prevent and resolve conflict and to develop social responsibility. Interacting with peers, being part of a group and participating in group events offers children a learning environment for gaining social competences. Children have the right to information and participation. It gives children opportunities to develop into persons who function well in society.

It is important that the pedagogical staff are familiar and that the child knows their peers. The professionals guide the children in their mutual interaction and support them in the prevention and resolution of conflicts. The pedagogical staff try to let children gain meaningful experiences together. At Sportstuif, the professional communicates with the children and has a respectful attitude towards the children.

The pedagogical staff support the children in the interaction between children and in the prevention and resolution of conflicts. There are agreements and rules and there is clarity about the manners. Each group strives for a relaxed and open atmosphere. The children are invited to participate, stimulated and supported by the pedagogical staff.

The pedagogical staff offer children the opportunity to gain their own experiences by means of play material, activities and the layout of the group room that is tailored to the age of the children.

Specific implementation of this goal by Sportstuif

- Sportstuif works with permanent employees per group. We aim to have 2 or 3 permanent employees on the group every day, supplemented with interns and, if necessary, a substitute worker.
- Sportstuif works with HBO and MBO students and with a different, in our eyes better, professional worker-child ratio than recommended. Sportstuif strives for two employees in a group with one to fourteen children. Also see chapter 3.4. With twenty children or more, we work in two basic groups with sufficient pedagogical employees in each group. We also work with interns who are not deployed formatively so that we have more time to support children in their personal and social competence.
- The pedagogical staff regularly talk to the children and discuss the rules with them. This way children know what is expected of them.
- The pedagogical staff know the children of the group. They can see how a child is doing through observation. If things do not go well, action is taken, for example by talking to parents and child or by extra supervision. This and by specifying the rules and expectations can prevent quarrels. Should a quarrel nevertheless arise, the pedagogical employee will talk to them (in a quiet place). The employees help the children to solve the quarrel (with the pedagogical employee of Sportstuif as a supporter) together.
- Sportstuif finds child participation important and so we talk to children and let them think about, for example, group rules, layout of the space, activities, etc. The employees also regularly have a conversation with the children (individually and in groups) to discuss out-of-school care (for example rules) and how the children are doing.
- The pedagogical employees offer (sports) activities that stimulate cooperation, for example team games and relay.



- The pedagogical staff encourage the children to help each other, for example by assigning them a task together. We encourage the older children to organize an activity together (for example, coming up with a sport and play activity).
- Sportstuif considers it important to stimulate children positively. Children receive compliments when they behave pleasantly. To ensure that everything runs as smoothly as possible, there are various rules, which have been made with and by the children as much as possible. If a child does not comply with the rules, the pedagogical staff can respond to this and address the child in question.
- Swearing, yelling, swearing, hitting, etc. will not be tolerated. Together with the children, a compromise is sought whereby the aim is to explain to them what is and what is not acceptable, and how we can take each other into account in that situation.
- There is sufficient play material available that stimulates the social competence of the children. Outdoor toys such as football, hockey, skipping rope, etc. ensure that children play together. Inside there are several games that the children can play together. These games teach the children to wait their turn, to deal with winning and losing. This teaches children to interact with each other in an appropriate way.
- The pedagogical staff stimulate a certain degree of responsibility. The older children help and guide the younger children in certain activities. This can be very small and simple in nature, but it does promote a sense of responsibility.
- The pedagogical employee helps the children when quarrels arise. When the children are young, the pedagogical employee resolves the quarrel. As the children get older, the pedagogical employee supports the children in resolving an argument as independently as possible.
- The pedagogical employee appoints what he sees in the child so that the child can recognize it and then learn to express it. For example, I see that you are "sad" or "angry" or "happy". The pedagogical employee also expresses how the other experiences something. For example: Piet does not like it when you take away toys, it makes him sad. In this way, children also learn to recognize the feelings of others.
- The pedagogical employee / mentor remains in discussion with parents about the social competence of their child.

2.4 Familiarizing yourself with norms and values

At Sportstuif, by making standards and values their own, we mean that children learn what is and is not allowed, how they should behave in the society in which we live. You also teach children what we find important in life.

Helping the child deal with norms and values plays an important role in the upbringing of children. Values express the meaning people attach to certain behaviours, things, or events. They are ideas or beliefs that indicate how important people find something. Standards translate the values into rules and regulations. A child is partly formed by interacting with adults and other children. The interaction between adults and children is different within childcare than at home. We try to explain to a child that not everything and everyone is the same. Every family has its own culture, and every culture has its own values and standards. Each child is an individual with their own views and ideas. We provide a clear structure, a good atmosphere and safety.

By setting a good example ourselves, we want to help the child to deal with values and norms. At Sportstuif we find it important that respect for others is propagated through the basic attitude of the management. To us, respect for others means that on the one hand we regard each person as a valuable person, and on the other hand, accept another as he is. We teach the children to take the needs of others into account and to express their own needs. Children are addressed and corrected if behaviour or expressions are disrespectful.

We teach children to handle toys and other materials with care. We think it is important that children respect their own and other people's things. The children are encouraged to clean up the group and the materials with which they have played. When playing outside or during trips, the environment is taken care of.

Children should be given the opportunity to master the values and norms, the culture, etc. of the society of which they are a part. A pedagogical employee has an exemplary role in this. A child is formed by interacting with adults and other children. Children learn values and norms in the relationship, communication and interaction between children and adults. Children learn from each other and from adults what normal behaviour is (norms). Values express the meaning people attach to certain behaviours or events. They are ideas or beliefs that indicate how important people find something.

Specific implementation of this goal by Sportstuif:

- The pedagogical employee has an exemplary role and shows children what is and is not allowed and what manners are. For example: A child gives toys to the pedagogical employee. The pedagogical employee says to this: "Thank you." This way the child learns that you say thank you when you get something.
- The pedagogical employee teaches children to respect each other. They show this, for example: If the pedagogical employee sees behaviour of a child that they do not like, they name the behaviour and explain why this behaviour is not allowed. The pedagogical employee also says what behaviour they would like to see.
- The pedagogical employee teaches the children to accept everyone as they are. Every child is unique and therefore they are different (closed, active, shy) and they need their own approach. If they notice that children are not doing this, they will talk to the child about this. For example: A child makes a comment that another child is talking silly. The pedagogical employee explains that the child is from another country and is still learning to speak the same language. This gives the children understanding and respect for each other.
- The pedagogical employee stimulates the children in a positive way to interact with each other in a good social way. They do this by complimenting and explaining behaviour.
- The pedagogical employee encourages the children to consider other's qualities and pitfalls. Children who would like to play soccer with us but are still afraid are allowed during the game and his or her level is taken into account.

3. The organisation Sportstuif

Sportstuif offers sporty after school care. The emphasis of the shelter is on offering sports and games activities. Think of football, hockey, dodgeball, softball, golf, frisbee, etc. And games such as tag, turncoat, hints and all kinds of games that children can easily connect. In addition, there is plenty of opportunity to read a book, relax, do homework or play indoors. Sports and games are our main theme, but the most important thing we think is that after school the children have a place where they feel at home and have a good time.

Sportstuif settles on sports fields or schools, but does not believe in the so-called "broad" school where the child stays from early morning to evening. The child will no longer feel that he or she is at school and is in fact playing outside under supervision. So back to a healthy basis.

The day program takes into account the different ages and interests of the children.

3.1 Locations

Sportstuif currently has branches in Asten, Beek en Donk, Best, Deurne, Helmond, Eindhoven, Oirschot, Schijndel, Someren, Son en Breugel, Valkenswaard, Veldhoven and Venray.



Sportstuif is open on school days on:

Monday: after school - 6.30 pm
 Tuesday: after school - 6.30 pm
 Wednesday: after school - 6:30 pm
 Thursday: after school - 6:30 pm
 Friday: after school - 6.30 pm

During holidays and study days, Sportstuif is open from Monday to Friday from 7.30 am to 6.30 pm.

Sportstuif is closed on Saturdays and Sundays and during official holidays (Christmas Day, Boxing Day, New Year's Day, Easter Monday, Ascension Day, Whit Monday, May 5, 1x per 5 years, King's Day). During the holidays you accrue exchange hours. If the public holiday falls in a school week, you will receive the exchange hours after school according to the contract. If the public holiday falls in a holiday week, you will receive 11 hours.

3.2 Program

What does a day at Sportstuif look like?

Monday, Tuesday and Thursday:

2:30 – 3:15 pm Entry of the children
 2:45 – 3:30 pm Free play (indoors and outdoors).
 3:30 – 4:00 pm Fruit moment
 4:00 – 5:00 pm Sports and games activities
 5:00 – 6:30 pm Free play (indoor and outdoor).

Wednesday Friday:

12:30 – 1:00 pm Arrival of the children
 1:00 – 1:30 pm Lunch
 1:30 – 2:30 pm Free play (indoor and outdoor)
 2:30 – 3:30 pm Sports and games
 3.30 – 4:00 pm Fruit moment
 4.00 – 6:30 pm Free play (indoor and outdoor)

There is a different program during the holidays and during study days. In addition to the sports offer, there is an opportunity for free play, crafts, building, etc. The activities that are done are tailored to the interests and needs of the children. Also on these days we have lunch together with the children at noon. During holidays, combinations are often made with other Sportstuif locations. Parents will receive an email about this before each holiday. More about our trips can be found in our protocol trips.

3.3 Basic group

There is a possibility of 30-60 children on Sportstuif days. Sportstuif offers care for children between the ages of 4 and 12. The indoor areas have a minimum of 3.5 m² per child present. In addition, the indoor areas, where the children stay during the time they are cared for, are safe, accessible and appropriately furnished with the number and age of the children to be cared for. The outdoor area has a minimum of 3 m² per child present and is adjacent to the child centre at the Sportstuif locations.

If the number of children on a day exceeds 20, we make a division between two basic groups. The number of children per base group depends on the age of the children. See table 1. The number of children and professionals per basic group can be read here.

Leeftijd Kinderen	Minimaal aantal beroepskrachten	Maximaal aantal kinderen	Minimaal aantal beroepskrachten	Maximaal aantal kinderen	Minimaal aantal beroepskrachten	Maximaal aantal kinderen
4 tot 7	1	10	2	20	----	----
7 tot de leeftijd waarop het basisonderwijs eindigt	1	12	2	24	3	30
4 tot de leeftijd waarop het basisonderwijs eindigt	1	11 ¹	2	22 ²	----	----

¹ Waarvan maximaal negen kinderen van 4 tot 7 jaar.

² Waarvan maximaal achttien kinderen van 4 tot 7 jaar.

Tabel 1. Calculation of the minimum number of professionals to be deployed and the maximum group size for groups in out-of-school care. Taken from: <https://wetten.overheid.nl/BWBR0039936/2019-01-01#Bijlage1>

The distribution is structural and is made by the employees based on age and interests (and end times of the schools). We call these group 1 and group 2. There are permanent employees in the groups, the attendance list shows which employee works for which group. A mentor is present in each basic group. Children eat fruit and drink in the base group. Then children choose which activity they join.

If there are two basic groups, the parents of the respective children will be notified. The parents sign a form for this in which they agree with the group in which the child is present. The basic groups are classified differently for each Sportstuif location. Differences in this are the number of children, school times and possibilities in the rooms. For this we refer you to the Location plan per location, which can be found on the Sportstuif website or can be requested from the relevant team leader.

There is a deviation from the two basic groups at the following three moments:

- Incidental care for a child / children in another group in case of calamities (for example in the event of illness of a professional, one time extra care of a child because of the home situation) is permitted without the prior consent of the parent (s).
- If two groups merge and each group has its own professional, this is also permitted without the prior consent of the parents.
- In holidays we merge two groups if we have less than 20 children. Parents will be informed in advance by e-mail / on paper which employees are present.

Changing base groups

It is possible that base groups are changed. This happens on the following three moments.

- If there are new registrations, a new base group can be added. Children from a different base group can be moved to the new base group based on age, primary school and interests.
 - If contracts are terminated, children can be placed in a different base group based on age, primary school and interests.
 - Change of base group based on age, primary school and interests. (eg when children get older).
- When one of the above situations occurs, parents will sign for this on paper.



Outlook of Sportstuif for activities in groups larger than 30 children

Our base groups are no larger than 20 children. There are always activities for the children to participate in. When there are two base groups on a day, we choose at least 2 activities and the children are divided into subgroups. We then take into account the interests and needs of the children. The activities are always supervised by pedagogical staff from the basic groups. After the first activity, we switch activities. We may also have two or more activities and the children choose one activity that afternoon that they would like to do. At this point, the child may leave his/her primary group. For activities for one group of more than 30 children at the same time, we ensure that the group is divided into subgroups. At this point, the child may leave his/her primary group.

3.4 Professional worker - child ratio

Sportstuif ensures sufficient professionals in the group. We prefer to have a surplus of professionals. With an amount of nine children, there are two professionals at Sportstuif. This ensures extra attention from the children and easier supervision of the children. To calculate how many professionals are needed, calculation tools can be found at: www.1ratio.nl.

During a regular out-of-school care afternoon it is allowed to deviate from the Professional child ratio for half an hour. This will mainly be at the start of the out-of-school care (between 2:15 pm and 3:15 pm) or at the end of a day (between 5:00 pm and 6:30 pm) when a pedagogical employee has gone home according to schedule. There is no deviation from the professional -child ratio of 15.15-17.00. In the location plan the times will be subscribed more specific.

With a consecutive opening of 10 hours or more per day (during holidays / during study days), a maximum of three hours per day can be deviated from the required professional worker-child ratio. At least half of the required BKR (profession-child ratio) is used for this. There is a deviation from the professional worker-child ratio during holidays or study day care, if an employee opens or closes alone or during breaks of the employees. There is no deviation from the BKR between 9 a.m. and 5 p.m. We may deviate between 7.30am and 9am and between 5pm and 6.30pm.

In the event of an emergency (such as immediate doctor's visit / accident or illness), the professional worker-child ratio can also be deviated from. Volunteers do not use Sportstuif formatively.

3.5 Pedagogical policy officer and pedagogical coach

Sportstuif Kinderopvang BV has appointed the following employee as Pedagogical coach per 01-01-2019: Rachelle Scheepers. Sportstuif Kinderopvang BV has appointed the following employee as Policy Officer as of 01-01-2019: Joep Pouls.

The position Pedagogical Policy Officer/Coach is characterized by developing, translating and implementing the pedagogical policy within the organization. The position of Pedagogical Policy Officer/Coach translates policy into concrete work practice. As an all-round coach, the official also plays an active role in improving the pedagogical quality of services and professional development of the pedagogical employees (also in complex work situations). As a coach, the official is responsible for the correct implementation of the pedagogical policy in the workplace.

FTE calculation

Each year on January first, being the reference date, the holder determines the number of childcare centres that he operates and the total number of FTEs for which professionals are employed at the childcare centre or, if the holder operates more than one childcare centre, the childcare centres. Based on the number of childcare centres that the holder operates and the total number of FTEs for which professionals are employed at the childcare centre or, if the holder operates more than one



childcare centre, the childcare centres, the minimum number of hours for which the holder deploys pedagogical policy staff for the year is to which the reference date falls, determined according to the following formula: fifty hours for the creation and implementation of pedagogical policy intentions times the number of childcare centres that the holder operates on the reference date, plus ten hours for coaching professionals in the performance of their work times the number of FTEs for which professionals are employed at the childcare centre on the reference date or, if the holder operates more than one childcare centre, the childcare centres.

The timesheets of the pedagogical coach and policy officer of Sportstuif are described per location in the Vision Document Pedagogical Policy Officer and Pedagogical Coach (PBM/C). This document is available to professionals and can be requested by parents from the team leader of the relevant location.

3.6 Mentorship

All pedagogical employees at Sportstuif have an eye for the development of all children in their group, but the mentor pays specific attention to their development and well-being. Each child at Sportstuif is assigned a mentor in writing during the intake interview. The mentor is a pedagogical employee who works on the base group of the child. The mentor monitors the development of the child and is the first point of contact for the parents with questions about the development and well-being of the child. The mentor is also the contact person for the child. The mentor is also the one who takes action if there are any particularities in the child's development.

The mentor keeps parents informed of the child's development and well-being by arranging for a verbal transfer to the parent at the end of the day. The mentor notes the details in the report in the Client Tracking System. Once a year, the mentor invites the parents of the child for an evaluation interview if this is desired by the parents and / or the pedagogical staff member.

3.7 Structural observation and registration of development

The pedagogical employees have each child "in the picture" and follow its development. In this way they can link up with the development of the child and encourage them to take the next step. The development of the child at Sportstuif is structurally monitored (by means of reporting) and these findings are recorded in the Client Tracking System. Children are also discussed during the team meeting.

If a pedagogical employee notices details in the development, the pedagogical employee reports these to the team leader. The team leader assesses whether the particularity can be discussed and resolved internally, or whether help should be called in from other authorities, such as the GGD, Youth Care Agency, etc. The parents are always first informed before external help is called in.

3.8 Evaluation interviews

At Sportstuif we offer an annual meeting between the mentor and the parents. Any details in the development are identified and action is taken.

The purpose of this meeting is to discuss the well-being of the child at Sportstuif.

1. Parents are invited by the mentor for an interview of a maximum of 30 minutes. Determination of the date and time jointly by parent(s) and pedagogical staff member.
2. Have the parent complete the questionnaire for the well-being of children. Sports pigeon parents.

This questionnaire is provided on paper.

3. The pedagogical staff member also fills in a questionnaire: questionnaire well-being of children Sports training staff member.
4. The conversation takes place on the basis of the questionnaires.
5. After the interview, the pedagogical employee writes a report and uses the form: final evaluation of children's well-being Sportstuif.
6. Pedagogical employee sends this report by email to the parent (s).
7. The evaluation report and the pre-filled forms are stored in the Client Tracking System.

3.9 The role of interns

After school care is always on the move and Sportstuif believes it is important to involve students in these developments. During the internship, personal responsibility and self-motivation, a respectful approach and confidence in the possibilities form the basis. The interns are supervised by a permanent internship supervisor.

During the internship, knowledge and skills will be transferred to the students.

The following aspects are important:

- Parents are informed in advance of the collaboration with a trainee;
- The intern is accompanied by a permanent supervisor (pedagogical employee)
- The pedagogical employee determines the work of the trainee and the independence with which they can do their work;
- Contributing knowledge and skills in practice aimed at the future professional position;
- Learning a professional attitude;
- Promoting personal development;
- Promoting independent working;
- The pedagogical staff member remains responsible for out-of-school care. The intern will perform tasks such as:
 - Household tasks;
 - Performing activities with children;
 - Guiding children;
 - Picking up children at school;
 - Parent contacts;
- Comments regarding the trainees can be discussed by parents with the team leader at the relevant location of Sportstuif.

Sportstuif receives interns from various courses. This is possible in all educational levels (MBO, HBO, WO) as well as secondary levels (VMBO, HAVO, VWO). In further education it is important that the training is relevant to the internship position.

All interns from the age of 16 who do an internship for more than two weeks apply for a Certificate of Good Behaviour on behalf of Sportstuif. The internship can start as soon as the certificate has arrived at Sportstuif.

Trainees are not deployed formatively by Sportstuif and therefore have no effect on the professional strength-child ratio.

3.10 Back-up

Our pedagogical employees are of course present during the out-of-school care. However, should a calamity break out, a (pedagogical) back-up has been arranged, who can arrive quickly on site. See the location plan for further information.



3.11 Support professionals

The team of pedagogical employees is managed by a team leader. Pedagogical employees can always contact the team leader for Sportstuif-related questions and problems. The team leader updates pedagogical employees when it comes to daily practice, but also in terms of content and policy. This takes place in the team meetings that take place at least four times per calendar year. Consider, for example, the pedagogical policy plan, the location plan, safety and health policy and various protocols such as the transport of children, missing child, administering medicines, illness of children, contact with parents, hygiene, transport policy, etc.

The team leader consults with the director of Sportstuif about the state of affairs within his / her location.

A training plan is also available which states how Sportstuif gives shape to the training of employees. All pedagogical employees are in possession of a valid Children's First Aid diploma. In addition, all pedagogical staff meet the mandatory level B2 / 3F for oral language skills and reading.

3.12 Adjustment policy

If parents are interested in Sportstuif, the parents come to see how Sportstuif works. If the parents bring the children, the children have the opportunity to play. In addition, children are allowed to do a trial day twice without a parent. During the trial day, extra attention is given to the child so that he / she immediately feels at ease. During the group moment everyone is introduced to "the new child" and he / she tells, if they want to, who he / she is, what he / she does, hobbies, etc. Furthermore, we will discuss "the new child" the first time (about one month) and give some extra attention and extra guidance until he / she is integrated into the group.

If a child changes base group, this is signed by the parents and also told to the child. The two base groups of Sportstuif are often located together in one room and after eating fruit, the children from a base group are divided over the activities of that afternoon. So a new primary group is not a very big change for the child.

In addition, we also offer the children the opportunity to get used to their new base group. This adjustment period will be about a month. During this month, the child has extra contact moments with his/her mentor and there is an extensive transfer. If during this adjustment period it appears that the child would be better placed in another base group, this will be discussed with the parents, the child and the team leader of the location.

3.13 Extra day parts

Until now, no use has been made of childcare on extra day parts (for example before school or during the lunch break of the schools). Nor is this a plan that will come in the near future. Sportstuif only provides out-of-school care, in this it is possible, provided that this fits within the planning, that children can come extra on other days (parts of the day).

It is possible to purchase extra day parts in addition to the fixed contract days. This is always in consultation with the team leader of the location. The team leader of the location will check whether this fits within the professional-child ratio and the base groups and will provide feedback to the parents. Sportstuif strives to ensure that children who already have a contract with Sportstuif can use the childcare at all times. We ensure that we have enough space/space, so that exchanges are possible.

3.14 Child abuse reporting code

Like any childcare organization, Sportstuif works according to the Reporting Code for Domestic Violence and Child Abuse. This reporting code for the Childcare of Sportstuif is based on the basic



reporting code for domestic violence and child abuse, Ministry of Health, Welfare and Sport. This was developed on behalf of the branch organization Childcare. Attention officer within Sportstuif is Rachelle Scheepers.

All pedagogical staff are aware of the Reporting Code. The Reporting Code contains a social map for each Sportstuif location, of emergency services in the area. The team leader of the location has also installed the Report code app on the work phone. Pedagogical staff are obliged to inform the team leader if there is a suspicion of domestic violence or child abuse. The team leader always approaches the attention officer if there is a suspicion of domestic violence abuse.