

# Pedagogical policy plan





## 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 .....	11
3.2 Program .....	11
3.3 Basic group.....	12
3.4 Professional worker - child ratio.....	13
3.5 Pedagogical policy officer and pedagogical coach .....	14
3.6 Mentorship .....	14
3.7 Structural observation and registration of development.....	15
3.8 Evaluation interviews .....	15
3.9 The role of interns.....	15
3.10 Back-up .....	16
3.11 Support professionals.....	16
3.12 Adjustment policy .....	16
3.13 Extra day parts.....	17
3.14 Child abuse reporting code .....	17



## 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 location managers, 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

### Mission

Creating a healthy foundation for a vital lifestyle. Sportstuif has formulated the following mission: "Sportstuif aims to broaden the horizons of children through sports and games, so that they can develop a healthy and active lifestyle in a playful manner." To achieve this, we work with:

- Challenging sports and game offerings, tailored to the child's level.
- Stimulating, safe, and green environment.
- Good communication between staff, children, and their parents/guardians.
- Well-trained staff with a background in sports and/or pedagogy.

### Vision

At Sportstuif, we believe in the power of sports and a vital lifestyle. Sports and physical activity are important and bring many benefits. It's fantastic to engage in and contributes to health, motor development, and socio-emotional development. Learning technical, communicative, and socio-emotional skills enhances children's resilience, self-confidence, and perseverance. All of this is done based on safety and trust.

### Objectives:

- Contributing to children's motor skills by running, climbing, balancing, jumping, and aiming.
- Contributing to socio-emotional development through sports and games, including learning to play together, dealing with winning and losing, interacting with other children (competitively), and managing emotions.
- Developing fine motor skills by providing opportunities for creative activities alongside outdoor activities.
- Improving fitness, strength, flexibility, endurance, speed, and coordination.
- Promoting a healthy and active lifestyle.
- Contributing to the overall development of the child.

## 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 how to behave in the society in which we live, what is and what is not allowed.

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 location manager 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 location manager / 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 to be as aware as possible of what a child can already do and where help may still be needed. This includes, especially for younger children, daily activities such as tying shoelaces, zipping the jacket, but also learning to ride a bicycle or building with construction materials. We try to help the child by stimulating, encouraging, looking for solutions together and complimenting when things are going well. This stimulates the child's self-confidence and self-reliance. Older children are encouraged to develop more independence by helping pedagogical staff. This may include preparing fruit and/or lunch, organizing a sporting activity, and offering support to younger children, helping them develop a sense of responsibility and leadership.
- 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.'

#### **Design multilingual afterschool care**

Within Sportstuif we also offer care to children who do not (yet) master the Dutch language. We speak English with these children if necessary. When a child starts to get used to the Dutch language, we will increasingly switch to the Dutch language in communication with this child. When speaking in groups, we do this in Dutch. If children do not understand the explanation in Dutch, we will explain it in English. Dutch remains the working language within our childcare.

#### 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.
- 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 in the group. Through observation they see how a child is doing. If things do not go well, action is taken, for example by talking to parents and child or by providing extra supervision. This and by indicating the rules and expectations can prevent quarrels.
- Sportstuif believes that children's participation is important, so we talk to children and let them think along with the pedagogical staff about, for example, group rules, room layout, activities, etc. The staff also regularly talk to the children (individually and in groups). to talk about the out-of-school care (eg 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 several branches in Brabant and Limburg. The overview of this can be found on our website.

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, First Easter day, Second Easter day, Ascension Day, Whit Monday, May 5, 1x per 5 years, King's Day). Exchange hours are also built up during the holidays. If the holiday falls in a school week, the hours after school hours are accrued as exchange hours according to the contract. If the public holiday falls in a holiday week, exchange hours are accrued for a whole day (11 hours).

### 3.2 Program

At Sportstuif, every afternoon has a fixed structure. Depending on the length of the day, the afternoon will look like this.

#### *Monday, Tuesday and Thursday:*

Children are picked up from school by our pedagogical staff. After arriving at Sportstuif, the children can play freely (inside and outside). Then fruit is eaten together. After the fruit moment, sports and games activities are organized by our pedagogical staff. After this, the children can play freely until they are picked up. In between, the children are offered one or two snacks, depending on the pick-up time.

#### *Wednesday Friday:*

Children are picked up from school by our pedagogical staff. After arriving at Sportstuif, the children can play freely (inside and outside). Lunch is served with the children present at that time. After this, the children have the opportunity to play freely. Then fruit is eaten together. After the fruit moment, sports and games activities are organized by our pedagogical staff. After this, the children can play freely until they are picked up. In between, the children are offered one or two snacks, depending on the pick-up time.

#### **Holidays and study days**

There is a different program during the holidays and during study days. In addition to the sports offer, there is opportunity for free play, crafts, building, etc. The activities that are carried out are tailored to the interests and needs of the children. We also have lunch with the children on these days. During the holidays, trips are often planned, such as a visit to another branch, a visit to an indoor or outdoor playground, zoo, trampoline park, etc. Before each holiday, parents receive an email with the program. More about our outings can be found in our outings protocol.

### 3.3 Basic group

Sportstuif provides childcare for children aged between 4 and 13 years old. The indoor spaces where the children stay during their time in care have a minimum of 3.5 square meters per child present. Additionally, the indoor spaces are safe, accessible, and appropriately furnished for the children present. The outdoor area has a minimum of 3 square meters per child present.

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 <sup>1</sup>	2	22 <sup>2</sup>	----	----

<sup>1</sup> Waarvan maximaal negen kinderen van 4 tot 7 jaar.

<sup>2</sup> Waarvan maximaal achttien kinderen van 4 tot 7 jaar.

**Table 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>

A basic group can accommodate a maximum of 22 children per day, depending on the age of the children, see table 1. The number of children and professionals per basic group can be read from this. When more children are present on a day, an extra basic group is created. The basic groups are reviewed and classified according to friendships and interests. From the moment we have two or more basic groups, we will see where the child fits best for each registration.

The division of the basic groups is structural and is made by the pedagogical staff on the basis of friendships and interests. There are permanent employees on the groups, the attendance list shows which employee works on which group. A mentor is present in each basic group. Children eat and drink in the basic group. Subsequently, the children, independently or by pedagogical staff, are divided into groups for sports and exercise activities. If there are two basic groups or more, the parents of the children concerned will be informed. The parents sign a form in which they agree with the group in which the child belongs. The basic groups are divided differently per Sportstuif location. Differences are the number of children and possibilities in the rooms. For this we refer to the location plan per location, which can be found on the Sportstuif website or can be requested from the relevant location manager.

There are three instances where deviations from the basic groups are allowed:

- Incidentally accommodating a child/children in a different group in emergencies (e.g., when a staff member is sick, or for one-time extra care due to home circumstances) is permitted with parental consent.
- If two groups merge, this is allowed with prior parental consent.
- On days with fewer children than usual, fewer staff members are deployed. If the Childcare Staffing Standards (BKR) require it, we may merge basic groups. This may occur on days when significantly fewer children attend than usual, such as during school holidays. Parents will be informed of this in writing and will provide consent.



#### Changing of Basic Groups:

It may occur that basic groups are changed. This happens when there are new enrolments, when a contract is terminated, or when children find a better fit in another basic group due to friendships and interests. When any of the above situations occur, parents provide written consent.

#### Implementation of Sportstuif during activities in groups larger than 30 children:

There are always activities available for the children to participate in. We take into account the interests and needs of the children. At least two activities are offered. These activities are always supervised by childcare professionals. We use a rotating schedule or organize two or more activities. Children choose one activity they would like to do that afternoon, or they are assigned by the childcare professionals. If a group activity is chosen, it is supervised by all childcare professionals.

### **3.4 Professional worker - child ratio**

Sportstuif ensures that there are sufficient professionals in the group. We prefer to have a surplus of professionals. This ensures extra attention from the children and makes it easier to guide the children. To calculate how many professionals are needed, calculation tools can be found at:

[www.1ratio.nl](http://www.1ratio.nl)

Pedagogical staff members have working hours from the end of school until 6:30 PM during the 40 school weeks. During school vacations, pedagogical staff members can be deployed between 7:30 AM and 6:30 PM. The specific times for each staff member are described in the work schedule per location. Additionally, the number of staff members per group is listed there. Regarding break times, during school vacations, staff members have a half-hour break between 12:00 PM and 2:00 PM.

During a regular after-school care (BSO) afternoon, there can be a half-hour deviation from the staff-to-child ratio. This will mainly occur at the beginning of the BSO (between 2:15 PM and 3:15 PM) when children are picked up from school. There will be no deviation from the staff-to-child ratio from 3:15 PM to 6:30 PM. The specific times are further explained in the location plan.

During continuous opening hours of 10 hours or more per day (during vacations or on study days), there can be a maximum deviation of three hours per day from the required staff-to-child ratio. Deviations can occur throughout the day (from 7:30 AM to 6:30 PM) due to staff breaks or when children need to be taken to sports clubs. Additionally, at least half of the required staff-to-child ratio is maintained. Staff members take their break before or after the children's lunchtime, as children engage in free play at that time, creating a more peaceful atmosphere at the BSO. The mid-day break ensures that staff members remain sharp and alert for the second part of the workday, thus improving the quality of their work. This break helps staff members remain effective both mentally and physically. It is ensured that there is never only one staff member as the sole adult on-site with more children than allowed according to the staff-to-child ratio. The three-hour rule can be accounted for through the time records of staff members and the attendance list of children, including their arrival and departure times.

When deviating from the staff-to-child ratio in the aforementioned situations, it's important to maintain structure and routine within the group. A safe and supportive environment is essential. This is achieved through a clear daily schedule with fixed times for activities, rest, meals, and free time. Additionally, there is sufficient individual attention given to each child. Staff members listen to children's conversations and guide them during individual activities. At the beginning of the day, parents are informed if there will be a deviation from the staff-to-child ratio. The situation is explained, and pedagogical considerations are discussed.



Sportstuif ensures consistent staff presence within the group. Each child is assigned at least two consistent staff members. If a consistent staff member is absent due to illness, vacation, or leave, another trusted staff member from the same location is deployed. If this is not possible, a trusted substitute staff member is brought in. The trusted substitute staff member, like the consistent staff members, ensures the emotional safety and stability of the children. The site manager ensures a handover where specifics about the children and agreements, norms, and procedures of the BSO are discussed.

### 3.5 Pedagogical policy officer and pedagogical coach

Sportstuif Childcare BV appointed the following employees as pedagogical coaches as of 01-01-2019: Rachelle Scheepers, and as of 01-02-2023: Jessica Clevers. Sportstuif Childcare BV also appointed the following employee as a policy officer as of 01-01-2019: Joep Pouls, and as of 01-01-2024: Martine Sanders.

The role of pedagogical policy officer/coach is characterized by developing, translating, and implementing pedagogical policies within the organization. The role of pedagogical policy officer/coach translates policies into concrete work practices. Additionally, as an all-round coach, the incumbent plays an active role in improving the pedagogical quality of services and the professional development of childcare staff, particularly in complex work situations. The incumbent, as a coach, ensures the correct implementation of pedagogical policies in the workplace.

#### **FTE Calculation:**

Annually, on January 1st, being the reference date, the owner determines the number of childcare centers they operate and the total number of full-time equivalents (FTEs) employed by the childcare center(s) or, if the owner operates more than one childcare center, the centers. Based on the number of childcare centers the owner operates and the total number of FTEs employed by the centers, the minimum number of hours for which the owner employs pedagogical policy officers is determined for the year in which the reference date falls, according to the following formula: fifty hours for the development and implementation of pedagogical policy intentions times the number of childcare centers the owner operates on the reference date, plus ten hours for coaching childcare staff in their duties times the number of FTEs employed by the centers on the reference date.

The hour allocations of the pedagogical coach and policy officer at Sportstuif are described per location in the Pedagogical Policy Officer and Pedagogical Coach (PPO/C) vision document. This document is accessible to staff members and can be requested by parents from the location manager of the respective center..

### 3.6 Mentorship

At Sportstuif, all childcare staff members are attentive to the development of every child. Each child at Sportstuif is assigned a mentor depending on the basic group they are placed in. Children are introduced to their mentor at the beginning of their first day, usually during snack time. At that moment, the children are also seated with their basic group, so they are immediately aware of both their basic group and mentor. Parents can find the mentor's name on the contract and sign for their agreement to the child's mentorship among other terms. The mentor serves as the primary point of contact for parents regarding questions about the child's development and well-being, provided that this staff member is present in the group. If not, the childcare staff member present in the group at that time becomes the primary point of contact for the parent/guardian. This staff member ensures feedback is provided to the mentor of the respective child. The mentor, together with the site manager, takes action if there are any concerns about the child's development. Any concerns noted by the mentor are documented in the Client Tracking System (CTS) report.



Sportstuif invites parents for an evaluation meeting when necessary or upon request from the child's parent/guardian. The evaluation meeting always involves the mentor and site manager of the location. The results of this evaluation meeting are documented and stored in CTS under the "documents" section. In the absence of the mentor due to illness, special leave, or vacation, the childcare staff member in the same basic group acts as the substitute mentor. In the case of a permanent change in mentorship, parents receive an email explaining the reason for the change. For final approval of the mentorship change, the parent/guardian signs the basic group overview of the respective location, which includes both the basic group and mentor of the child.

### 3.7 Structural observation and registration of development

The childcare staff at Sportstuif keeps track of each child's development and has a comprehensive understanding of their progress. This allows them to align with the child's development and encourage them to take the next steps. The child's development at Sportstuif is systematically monitored through reporting, and these findings are documented in the Client Tracking System. Children are also discussed during team meetings.

If a childcare staff member notices any particularities in the child's development, they report them to the site manager. The site manager assesses whether the particularity can be discussed and resolved internally. To do this, the site manager may enlist the help of one of our pedagogical coaches to assess the situation properly. Based on this joint assessment, we determine whether additional assistance is needed from other agencies, such as the Public Health Service (GGD), Youth Care Agency, Child Protective Services, speech therapy, etc. Parents receive a referral if Sportstuif deems it necessary based on the observations made in the group. This is done through a personal conversation with the parents. Before external assistance is sought, parents are always informed.

### 3.8 Evaluation interviews

At Sportstuif we offer the opportunity for an annual meeting between the mentor and the parents. Any details in the development are identified and action is taken. The purpose of this conversation is to discuss the well-being of the child at Sportstuif.

1. Parents request a meeting or are invited by the mentor for a meeting of a maximum of 30 minutes. Determination of the date and time jointly by parent(s) and Sportstuif employee.
2. We can use a questionnaire for this: questionnaire well-being children Sportstuif parents. The interview takes place on the basis of the questionnaire or on the basis of questions or events in the home situation, school, at the BSO, etc.
3. After the interview, the Sportstuif employee writes a report using the form: final evaluation of well-being of Sportstuif children.
4. The employee sends this report to the parent(s) by e-mail.
5. The evaluation report and 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 location manager 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 safety and health guide for further information.

### 3.11 Support professionals

The team of pedagogical employees is managed by a branch manager. Pedagogical employees can always contact the location manager and/or pedagogical coaches for Sportstuif-related questions and problems. The branch manager informs pedagogical employees about daily practice, but also about content and policy. This happens in the team meetings that take place at least twice per calendar year.

Consider, for example, the pedagogical policy plan, the location plan, the safety and health policy and various protocols such as the transport of children, missing child, administering medicines, children being ill, parent contacts, hygiene, transport policy, etc.

The location manager consults with the management of Sportstuif about the state of affairs at his/her location.

There is also a training plan available that states how Sportstuif shapes the training of the employees. All pedagogical staff are in possession of a valid Pediatric First Aid certificate. 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 will come and see how Sportstuif works. If the parents bring the children, the children have the opportunity to play along. In addition, children are allowed to come and test two more times without a parent. Before, during and after this trial day, we keep in touch with parents about progress. During the test run, 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 he/she wants to, who he/she is, what he/she does, hobbies, etc. Furthermore, we will introduce "the new child" the first time (about one month) give some extra attention and extra guidance until he/she is integrated in the group.



If a child changes basic group, this is signed by the parents and the child is told that he/she is changing basic group. The basic groups of Sportstuif can be located in one room or spread over several rooms. After eating fruit in the basic groups, the children from the basic groups are divided over the activities of that afternoon. If children move to a different basic group, they will experience little change as a result. In addition, we also offer the children the opportunity to get used to their new basic 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.

For friends who are interested in coming to Sportstuif, we invite those children at the same time to put them at ease right away. We call these trial days 'Sportstuif friendsday'.

### **3.13 Extra day parts**

Parents reserve fixed days or a set schedule with Sportstuif. Within this arrangement, it is possible, subject to availability, staff-to-child ratios, and basic groups, for children to attend on additional days or time slots. Parents can request extra sessions alongside their regular contracted days, which are always subject to discussion with the site manager of the location. The outcome of this discussion is communicated back to the parents. Sportstuif aims to ensure that children who already have a contract with Sportstuif can always make use of childcare services. We ensure that we have sufficient space available, allowing for flexibility in scheduling in most cases.

### **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 location manager of the location has also installed the Report code app on the work phone. Pedagogical staff are obliged to inform the location manager if there is a suspicion of domestic violence or child abuse. The location manager always approaches the attention officer if there is a suspicion of domestic violence abuse.