

Pedagogical Policy Plan

Twinkel Daycare Hoofddorp



Twinkel Kinderdagverblijf Hoofddorp BV

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Note:

- When the term *parents* is used in this pedagogical policy plan, it always refers to parent(s) and/or caregiver(s).
 - The child is described in the masculine form, but this refers to both boys and girls.
 - When the term *PP-er* is used, it refers to a pedagogical professional.
 - When the term *BKR* is used, it refers to the Professional-Child Ratio.
 - This document is translated from Dutch and could have some mis-translations. Ask us personally if you have questions.
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Introduction

With this pedagogical policy plan, we aim to provide information about the objectives and working methods of Twinkel Daycare. Twinkel aims to offer children, in addition to their family situation, a protected, homely environment where they can play and develop, and where upbringing is supported and shared with parents. Twinkel strives to create an environment that meets children's needs to gain their own experiences; an environment in which adult caregivers also encourage each other to gain their own experiences. Working with children is not without obligations. It requires vision, quality, and professionalism. Through this pedagogical policy plan, we can engage in discussions about our vision, quality, and professionalism with colleagues, parents, and institutions. It is not a fixed plan but a tool to test, evaluate, and, if necessary, adjust our working methods.

Using this plan as a source of inspiration does not mean that we always fully adhere to it. That would be both impossible and undesirable, as the development of the various individuals at Twinkel must be authentic, based on their own strengths and talents, just like those of your children. Therefore, Twinkel works with a pedagogical policy plan that is regularly revised, adapted, and improved.

Mission

Twinkel's pedagogical policy prioritizes the child's best interests. Childcare is upbringing. The family remains the most important upbringing environment for the child, but childcare can be a highly valuable addition to family upbringing. Not only for the growing child but also for working parents. The interests of children are served by the continuity and stability of pedagogical professionals (PP-ers), groups, and spaces at the daycare. Young children are less able to cope with unpredictable changes. They benefit from a trusted environment where they can rely on a loving PM-er in times of stress or uncertainty. At Twinkel, it is only logical that a PM-er gets to know her children well, enabling her to respond empathetically to their wishes and needs.

Childcare is a matter of trust. Parents entrust their most precious possession to a professional caregiver. Twinkel aims to provide parents with the assurance that their child is safely cared for and offered responsible upbringing. The child must be able to trust that, in the absence of their parents, they can rely on a trusted PM-er and explore their environment carefree while learning to interact with peers.

A pedagogical policy encourages reflection on the goals and means of complementary family upbringing. It shows what parents can expect when they entrust their child to a professional caregiver. Twinkel clearly outlines its possibilities and limitations in its pedagogical policy. This provides a clear picture of the overall service, allowing parents to hold Twinkel accountable for its responsibilities, promises, and expertise. The policy invites dialogue between parents and the daycare. Twinkel acknowledges parents' desire for mutual discussions about their child's best interests. For this reason, the policy is always provisional, and practical experiences will lead to ongoing adjustments and improvements. Upbringing is about shaping the future of the youngest generation. Twinkel can make a significant contribution to this and help ease the parents' responsibilities, which is why it is essential to continually strive for quality.

Vision

Twinkel's vision on childcare is based on several principles for pedagogical practice. The difference from home is that a child at daycare belongs to a group. When parents bring their child to Twinkel, they choose group-based care. Children come together, interact with peers, and gain new experiences that aid their development. The group enables children to learn from each other. They share experiences, find recognition in one another, receive solidarity and support, stimulate each other, and collaborate. However, a child is not only a group member but also an individual. Twinkel pays focused attention to this as well. Every child is a unique individual and must be accepted and valued as such. Every child has the right to develop their own identity and requires personal relationships to do so. At Twinkel, a child can expect understanding, tolerance, and respect. It is essential that the individual child does not suffer under the group, just as the group must not suffer under the individual child.

A child must feel safe and trusted; this fosters self-confidence. Self-confidence encourages a child to seek new challenges and become more independent. Physical safety must be ensured so that a child can move freely in their environment. Twinkel considers not only physical safety but also emotional safety important. Emotional safety means the opportunity for a child to express personal feelings and have them responded to in a caring and professional manner by the PP-er. The most important quality of a PP-er is sensitivity. This empathetic ability forms the foundation of the attachment relationship between the PM-er and the child. The child's freedom is paramount. The PP-er continuously observes, remains open to what the child wants, and gives the child the opportunity to explore their environment and world step by step. The child gets the chance to learn various new things, such as language, independence, personal abilities, playing with other children, handling toys, and engaging in creative activities. The PP-er creates conditions for an optimal living environment. She ensures an inviting and challenging space, provides materials, encouragement, and stimulation, and supports the processing of experiences. Moreover, attention is given to norms and values. It is important that children learn to deal with rules and boundaries.

Twinkel considers good contact between the daycare and parents essential. Therefore, effective communication between PP-ers and parents is of great importance. This way, PP-ers learn everything about the child, better understand their behavior, and can respond more effectively. This involvement of PP-ers with the child also applies to parents' involvement with Twinkel. This can manifest in various ways, such as chatting with PP-ers when dropping off or picking up the child, participating in the parent committee, or joining outings and other activities. There are also opportunities for digital contact between PP-ers and parents via the parent portal.

The expertise of staff, good contact with parents, and involvement with the children indicate that childcare revolves around people. These factors all influence the personal development of the children. However, the spaces in and around the daycare and their design also affect this development. At Twinkel, these are inviting and challenging, offering opportunities for group play while also providing places where a child can retreat. Additionally, Twinkel places extra emphasis on safety and hygiene. Several times a year, the situation regarding safety and health is assessed

through QuickScans and our Safety and Health Policy. PP-ers are actively involved in this process. This provides an up-to-date picture of these critical aspects, leading to any necessary adjustments and improvements to elevate both to a higher quality level.

The Four Pedagogical Basic Goals of Twinkel

1. Provide children with emotional and physical safety.
2. Offer children the opportunity to develop personal competencies.
3. Offer children the opportunity to develop social competencies.
4. Provide children with the chance to adopt norms and values.

Twinkel's mission and vision are already translated into the above basic goals, but these goals are further elaborated throughout the rest of the pedagogical policy.

Four Eyes Principle

Twinkel has implemented the four eyes principle through the following measures:

1. Twinkel fosters an open, professional work environment where the threshold to address each other's behavior is very low. We hold group discussions for each group, led by the coordinator. During these discussions, we evaluate the behavior of all PP-ers and discuss, among other things, interactions with the children. We adhere to the behavioral rules outlined in the professional code established by the FNV.
2. All professionals are qualified, possess a valid Certificate of Good Conduct, and are periodically checked according to new guidelines starting from January 1. In case of deviation from the BKR regulation, additional PP-ers are deployed.
3. A PP-er in training supports PM-ers in daily tasks and participates in the daily routine. They are present during group opening and closing and contribute to the four eyes principle.
4. Staffing levels are monitored daily, with adjustments made as needed.
5. Compliance with the BKR regulation is always ensured. In case of deviation, additional PP-ers are deployed.
6. Twinkel does not use temporary or substitute staff.
7. At the start and end of the day, two groups open and close together during the first and last hour, always on the red group of the paired group. A fixed PP-er from each base group is present.
8. For brief moments when a PP-er is alone, Twinkel has installed extra windows and half-doors throughout the building, allowing visibility from other groups. Planned moments of being alone are minimized. During drop-off and pick-up, we work together, and during breaks, we collaborate as much as possible. Twinkel strictly adheres to the three-hour rule (see page 7).
9. All bedrooms at Twinkel are within earshot, located next to the groups. When all children sleep simultaneously, one PP-er is present in the bedroom, visible and supported by other PM-ers or trainees in the group through the bedroom door window.

10. The parent committee is annually informed about the implementation of the four eyes principle at the location.
11. We use the government's calculation tool to determine the Professional-Child Ratio for childcare: <http://1ratio.nl/>.

Three-Hour Rule

According to the IKK law, a PP-er may not be alone with a group for more than three hours per day. At Twinkel, we strive to work with three or sometimes four shifts per group.

The various shifts throughout the day are:

- 07:00 to 17:00
- 07:00 to 16:30
- 07:30 to 17:00
- 07:30 to 17:30
- 08:15 to 17:45
- 08:30 to 18:30
- 09:00 to 18:30

Each PP-er is entitled to a half-hour or one-hour break per day, scheduled between 13:00 and 15:00, determined daily per group based on convenience. This is included in the staff schedule, and staff are informed. This ensures all PP-ers are present when children wake up. If we deviate from the three-hour rule, our coordinator, Shemana (on-call), who is qualified as a PP-er, is always involved.

Upon arrival, all children are registered in Jaamo. Previous insights show that before 08:00, the number of children present does not exceed the BKR allowance.

Each age group opens together on the main (red) groups. If the BKR allows, the groups split, and children go to their fixed base group with the PP-ers. They also close together from 17:00 due to the BKR. During staff breaks, groups are merged to avoid deviating from the BKR.

Examples of deviation moments:

Deviation (possible) BKR:	Moment 1:	Moment 2:	Moment 3:	Moment 4:	Moment 5:
2 PM-ers	8:00 to 9:00	13:30 to 14:00	14:30 to 15:00	17:00 to 18:00	
3 PM-ers	8:00 to 8:15	13:30 to 14:00	14:30 to 15:00	14:30 to 15:00	17:00 to 17:30
4 PM-ers	8:30 to 9:00	13:30 to 14:00	14:30 to 15:00	17:00 to 17:30	
5 PM-ers	8:00 to 9:00	13:30 to 14:00	14:00 to 14:30	14:30 to 15:00	17:00 to 17:30

On days when we do not reach the maximum of three hours, we have extra time to schedule meetings and other activities outside the group. For the remaining hours, we do not deviate from the three-hour rule and maintain a good professional-child ratio. If someone is sick or we face staffing issues for other reasons, our coordinator is called in, as mentioned earlier.

Fixed Faces Criterion (Stability)

For all children, a trusted PP-er in the group is essential. If one or two pedagogical employees are present in the baby group, a baby may have a maximum of two fixed faces. At Twinkel, there are three PM-ers in the group, so a baby may have three fixed faces. From the age of one, if three PM-ers are present, a child may have four fixed faces, which applies to our toddler group. In the preschool and preschool/kindergarten groups, where two PM-ers are present, each child has three fixed faces.

In case of vacation, we ensure, as much as possible, that one of these fixed faces is present. We may deviate from this for children with two or three fixed faces if a PM-er is absent due to illness or vacation, but this may not last longer than four consecutive weeks. We ensure that a PM-er who regularly works with the group and has the appropriate experience is present, and the child is not removed from their own base group. This ensures emotional safety as much as possible.

For children with a flexible contract, childcare organizations are not required to comply with the fixed faces rule. Twinkel, however, strives to take this into account as much as possible. In other words, we have fixed faces in every age group and ensure that one of these fixed faces is present for children aged 0 to 4 years.

Twinkel informs parents in advance about the group their child will join (the red or yellow base group) and which PM-ers are in the group. A child may use a maximum of two group spaces at the daycare. At Twinkel, this refers to the red or yellow age group. Playing in another space for an activity does not fall under this rule. If a child is (temporarily) placed in a second base group, two forms of merging apply.

Merging

Legislation stipulates that a child at Twinkel is placed in one fixed base group. The law allows temporary deviation from this rule. With written parental consent, (extra) care can temporarily take place in a group other than the child's base group.

When is your child placed in another base group? Your child may be placed in a second base group incidentally for a day (part) or a specific period or structurally in another base group.

Incidental:

- At your request, e.g., because there is no space on different days in the same group upon placement.
- When, on quieter days, the yellow groups are closed, your child will play with peers in the red group.
- Due to (over- or under-) occupancy in the group or for pedagogical reasons. The PM-ers in the group inform you of an incidental or temporary change in your child's base group.
- If there is no space for a requested swap day in your child's fixed base group.

- If there is no space for a requested extra care day in your child's fixed base group.
- Vacation periods: We survey when children will be absent. This allows Twinkel to map out days with very low attendance. Based on this inventory, Twinkel determines when and how base groups will merge. We ask parents in advance, via a letter, when and if they will be on vacation. This means that during vacation periods, children may be cared for in another base group.

Structural:

- We open at 7:00 AM on the red base group, where we start the day together. After the arrival of a second or third PM-er, we split the group, and your child goes to their own group at 8:00 AM or 8:30 AM, depending on our three-hour rule.
- If your child's base group is the yellow group, this group is closed on Wednesdays and Fridays because we care for fewer children. On these days, your child will be cared for in the red base group. Parents sign a form specifying the period and group. This form is kept in the office.
- Twinkel ensures that a fixed face from both the yellow and red groups is present. When groups are structurally merged, we can accommodate up to 9 children in the baby group, 13 in the toddler group, and 16 in the preschool and preschool/kindergarten groups.
- At the end of the day, we merge on the red base group as soon as the number of children allows. This occurs at 5:00 PM or 5:30 PM until 6:30 PM, depending on the three-hour rule.

Twinkel uses two different forms for signing: one for incidental and one for structural merging. Parents always give permission for merging into another base group. In some cases, a child is incidentally cared for in another base group during the day. We call parents to request permission, and at the end of the day, the form is signed. Parents are informed during the intake interview that merging is a possibility. All signed forms are submitted to the office and stored in a folder, accessible to the GGD at all times.

Leaving the Base Group: At Twinkel, children sometimes leave their base group for activities, such as:

1. Outdoor play: Each base group has its own playground, designed for the respective age group. Our policy is to go outside daily so children can expend energy and get fresh air. We adhere to the safety and health policy outdoors.
2. Parties: We primarily celebrate parties downstairs in our hall, which is suitable for merging all groups with sufficient space for all children.
3. Outings: We organize an annual outing for three-year-olds and their fathers.
4. Before a child transitions to the next age group, they regularly visit the new group according to an agreed-upon acclimatization schedule to gradually feel at home.

Child Abuse Protocol

The child abuse reporting code is accessible to all parents and can be found in the hall in our general policy folder. All Twinkel Daycare employees are aware of and work according to this reporting code. The coordinators also serve as child abuse liaison officers. The parent council receives a new reporting code annually.

General Development

From the first to the fourth year, a child undergoes tremendous development. A newborn baby is entirely dependent on others, but within four years, they learn to move independently, express themselves through language, play with other children, acquire numerous skills, and understand norms and values. In a short time, a child grows from complete dependence to a significant degree of independence.

The way and pace of this development vary per child, but it is important to understand how development generally unfolds in the early years. Twinkel's PM-ers pedagogically monitor the child's development, stimulating them in four developmental areas: sensory, motor, cognitive, and social-emotional.

Below is a brief description of a child's development in these areas during the first four years.

The First Year: The Baby A baby achieves many milestones during their first year. Sensory development is in full swing, prompting the baby to actively engage with their environment. Sounds, smells, colors, and shapes constantly stimulate exploration. Babies continuously observe and listen to the world around them and prefer to touch everything they encounter. As the muscular system develops, motor skills progress. Gradually, the baby learns to sit, crawl, pull up, stand, and sometimes walk. Gross motor skills develop faster than fine motor skills. A baby initially swings at objects aimlessly before deliberately grasping them, linked to cognitive development. Cognitive development grows through exploration and an increasing understanding of cause and effect. Language is a key part of cognitive development. From birth, a baby is exposed to communication—people talk to them, respond to their sounds, and name their surroundings. By intuitively expressing mood and feelings through sounds, the baby learns to understand sounds and assign meaning. Babies notice they are being spoken to and begin to imitate. Sounds gradually develop into varied babbling with specific melodies and intonations. The baby increasingly engages with their environment and tries to influence it. The social-emotional aspect plays a role here, with growing interest in other children. Babies seek contact, play, laugh, and babble with each other.

One to Two Years: The Toddler By one year, a baby typically masters the basics of walking, gains more control over refined movements, and progresses from babbling to saying first words. From one to two-and-a-half years, we refer to them as toddlers. Toddlers have a great need for movement and are physically active. Motor development is in full swing, with improved walking and more active engagement with their environment. Sensory development continues, allowing toddlers to see, hear, feel, and taste the world in greater detail. They gradually learn shapes, sizes, and concepts, form mental images, make plans, and execute them. Cognitive development increases significantly. A characteristic of toddlers is their egocentric thinking—everything revolves around them. However, feelings of empathy for those

closest to them begin to emerge, marking the start of moral development. In terms of language, toddlers move beyond single words to two-word sentences, the early beginnings of grammar. Language comprehension precedes expression; toddlers understand more than they can say. Through language, toddlers gain more control over their environment, becoming aware of its power and using it with parents, PM-ers, and other children. Toddlers do not yet play together but enjoy each other's presence while playing side by side.

Two to Three Years: The Preschooler Growing independence becomes increasingly important after age two. The toddler becomes a preschooler and wants more than they can achieve. Difficulty accepting “no” often leads to conflicts, a highly educational phase where the child seeks boundaries, develops self-awareness, and builds willpower. Motor skills advance, with preschoolers learning to run, climb, and ride a tricycle. Fine motor skills improve significantly, moving from scribbling to drawing, supported by growing cognitive abilities. By around three years, preschoolers can generally express themselves clearly. Social-emotional development progresses, with the emergence of a “you” awareness, allowing them to consider others. Preschoolers start playing together, form friendships, and participate better in group activities. They become social individuals striving for independence.

Three to Four Years: The Preschooler/Kindergartener In these groups, we focus on self-reliance with a specific goal: preparing for primary school. Activities mirror those encountered in primary school, such as sitting in a circle and listening to each other or playing in various activity corners. Activities are tailored to developmental stages, with older children engaging in tasks like cutting and pasting. We also promote functional skills, encouraging children to wash their hands after using the toilet and put on their coats and shoes independently, with minimal assistance under PM-er supervision. Children learn through experience. We ensure children are not overwhelmed, providing ample time for free play and trying new things.

Observing and Identifying Noticeable Behavior

Through training and experience, a pedagogical professional is well equipped to identify problems and unusual behavior in children. After observing and collecting signals, parents are informed about the findings. An observation provides a clear and detailed picture of the child.

We observe each child at least twice a year, per group — halfway through the year and at the end of the year. For this purpose, we use our own observation forms, tailored to the age group. After completing an observation form, the pedagogical professional shares the results with the parents, and we upload the completed form to Jaamo so that it is accessible to them.

The primary school contacts Twinkel regarding the child's development. This contact usually takes place when the child is around 3.5 years old. We always ask parents for permission before sharing any information with the school.

At the end of the preschool group, before the child transitions to primary school, we provide all observation forms digitally to the parents. The number of observation forms depends on how long the child has attended Twinkel. Parents can choose to share these observation forms with the school if requested. If the school asks us to complete a preschool transfer form (*peuterestafette*), we can do so — provided the

parents have given their consent.

A child who feels comfortable and at ease is open, curious, lively, content, relaxed, confident, and balanced. Sometimes, due to various reasons, a child's development may not progress well, potentially lagging due to environmental factors, temperament, or (medical) conditions. Children may exhibit this through behaviors such as being withdrawn, defensive, listless, discontent, tense, insecure, or unbalanced. Observing a child's well-being and engagement can be an effective tool to improve their functioning and experience at daycare.

The pedagogical employee carefully and tactfully informs parents about concerns regarding their child and discusses a potential plan of action.

The steps are outlined in detail below:

- **Identifying Notable Behavior:** PM-ers closely monitor children and pick up on signals they exhibit. These signals are documented and discussed with the fixed PM-er. If concerns persist, they are discussed with parents in a low-threshold manner. There may be various reasons for a child's changed behavior. If a parent can explain the behavior, the PM-er continues to monitor the child's development closely. If no clarity arises from the parent discussion, we proceed to the next step.
- **Observation:** When the cause of the behavior is unclear, we review previous observations and conduct a new, objective observation during the altered behavior. This is discussed with the fixed PM-ers and parents. If insufficient clarity is reached, we involve Alert4You.
- **External Support:** Based on prior observations and parent discussions, we assess whether we have enough information to determine the behavior's cause. If not, we involve Alert4You and/or speech therapy from educational advice, always in consultation with parents and a coordinator. External support provides alternative observations and advice for us and the parents.

Mentorship and Child Tracking System

Each child at Twinkel is assigned a mentor. As a child progresses through four age groups, they receive four different mentors. Parents are informed in advance via the information booklet and intake interview. The mentor is always a fixed PM-er per group, and this is visible in Jaamo. The child is monitored throughout the year using our child tracking system, with observations twice yearly—mid-year and before transitioning to the next group. We monitor children daily and record everything on tablets, ensuring all PM-ers are informed even if absent. A 10-minute parent-mentor meeting is scheduled annually at year-end, before the child transitions to the next group, with the coordinator optionally present. Parents can opt out of this meeting by signing a form at the start of the year, which can be changed at any time.

Developmental Areas

Every child has immense potential. The environment and people surrounding the child play a significant role in how and at what pace this potential is realized.

Childcare makes an important contribution. Twinkel is aware of its responsibility to optimally nurture each child's potential, identifying and maximizing talents while promptly addressing developmental issues. The daycare environment is designed to allow children to spend the day safely and pleasantly, with group and individual activities tailored to their developmental stage to promote personal growth. The following developmental areas are distinguished:

- Motor development
- Cognitive development
- Social-emotional development
- Identity development
- Independence development
- Creative development

Below is an explanation of how Twinkel promotes these areas in practice.

Motor Development

From 0 to 4 years, children make significant strides in motor skills. Gross motor skills involve coordinating the torso, arms, and legs and are stimulated at Twinkel through age-appropriate, challenging play opportunities. Babies are encouraged to roll over, sit up, crawl, and stand. Toddlers are supported to walk and climb. Preschoolers learn to climb, slide, run, cycle, and jump, discovering their capabilities.

Preschool/kindergarteners further practice gross motor skills, such as hopping or walking a line. Fine motor skills involve small movements requiring eye-hand coordination. Children grasp, pick up, and mouth objects. Fine motor skills are stimulated through educational toys, crayons, beads, and puzzles, and for babies, through rattles, games, and baby gym.

Cognitive Development

Cognitive development involves language and thinking skills. Language includes understanding and speaking, while thinking involves organizing, remembering, applying, and combining environmental information. Language and thinking are closely linked, with language helping children understand their world. PM-ers actively engage by talking to children, responding to every language expression—from a baby's first sounds to a preschooler's questions and stories. Baby talk is avoided. Language development is supported through singing, language games, and sound activities. Play is learning, with children learning through example and imitation. Daily events are discussed to create order in the child's world. PP-ers explain, name objects, and encourage children to express themselves, fostering problem-solving skills. Diverse materials are provided to keep children thinking.

Creative Development

Creative development is stimulated through various materials (toys, water, sand, paint, clay, dress-up clothes, makeup) and activities (music, dance, yoga). For young children, handling materials is exploratory, learning their properties without focusing on results. Creativity is expressed through imagination, storytelling, or role-playing. Children are valued and given ample room for their contributions.

Social-Emotional Development

Social development involves experiencing interactions with other children and adults.

Through interactions with peers and PM-ers, children learn the impact of their behavior and associated feelings, gaining insight into their emotions and response options. They learn the importance of sharing, comforting, helping, considering others, and handling conflicts. Recognizing and taking children's feelings seriously is crucial, with PM-ers' sensitive empathy being essential. PM-ers help children process feelings like joy, anger, happiness, sadness, confidence, fear, love, and indifference, teaching them to recognize and manage emotions through play, such as fantasy and role-playing, using materials like dolls, puppet theaters, and dress-up clothes.

Identity Development

Children gradually realize they are unique individuals. PM-ers approach this positively to boost self-confidence, encouraging children to share personal stories, express themselves, and make choices. Differences in activity preferences, pace, and spontaneity are valued, and identity is reinforced by regularly mentioning full names.

Independence Development

Independent movement boosts self-esteem and confidence. Competent children are eager to learn and show what they can do. PM-ers encourage independence at every age, such as eating meals, putting on coats, or helping others. Each developmental step builds confidence. If a child hesitates to take initiative, PM-ers identify and address this, picking up on signals like talking, babbling, singing, dancing, drawing, or silence. Activities and situations are tailored to encourage children's initiatives. Responsibility is closely related to independence. From a young age, children can take responsibility, such as comforting a peer or cleaning up a spill, learning their responsibilities with PM-er guidance.

Values and Norms

Teaching values and norms is a constant part of child upbringing. Values express the importance people attach to behaviors, ideas, or events, while norms translate values into rules for behavior. Values are culturally influenced, changing over time and varying across societies. For example, the value of respect translates to the norm that physical aggression is not allowed. Children are shaped by interactions with adults and peers. At daycare, PM-ers are professionally involved, interacting with individual children and the group, exchanging values and norms through communication and interaction. Children encounter these values daily as PM-ers explain, praise, or correct them. This is a continuous, partly conscious, partly unconscious process, with language facilitating conscious exchanges and nonverbal cues conveying feelings. Twinkel carefully handles values and norms, as they significantly contribute to personality development and social interactions. Respecting each child's uniqueness is key, ensuring everyone—adult or child—is respected regardless of gender, intelligence, age, religion, ethnicity, or sexual orientation.

Work Method

Twinkel sees itself as a co-educator by providing professional childcare. Once parents leave their children, the daycare is responsible for their well-being, upbringing, and safety—a significant responsibility requiring a clear, consistent approach. Before a child is placed, thorough preparation takes place. The first introduction involves a tour of the daycare for parents, allowing them to meet PM-ers, view facilities, and experience the atmosphere. The tour provides information on working methods, agreements, and daily operations. Twinkel also learns about parents' specific needs and expectations to align with their wishes, avoid misunderstandings, and determine mutual compatibility. This communication is vital from the start and continues throughout the care period.

If parents are interested in placing their child at Twinkel after the tour, an intake interview is scheduled, laying the foundation for a trusting relationship. The interview builds parental confidence in quality care, providing detailed information about child care and Twinkel's organization. Agreements are made, and parents receive written information about daily operations. Acclimatization arrangements are discussed to help the child adjust to the group space, PM-ers, peers, and schedule at their own pace, while parents adapt to leaving their child and build trust with PM-ers.

Groups

Twinkel Daycare has the following group structure:

- **Baby Group Yellow Star:** 10 children aged 0 to 1.5 years, 3 PP-ers
- **Baby Group Red Star:** 10 children aged 0 to 1.5 years, 3 PP-ers
- **Toddler Group Yellow Star:** 14 children aged 1 to 2 years, 3 PP-ers
- **Toddler Group Red Star:** 14 children aged 1 to 2 years, 3 PP-ers
- **Preschool Group Yellow Star:** 16 children aged 2 to 3 years, 2 PP-ers
- **Preschool Group Red Star:** 16 children aged 2 to 3 years, 2 PP-ers
- **Preschool/Kindergarten Group Red Star:** 16 children aged 3 to 4 years, 2 PP-ers
- **Preschool/Kindergarten Group Yellow Star:** 16 children aged 3 to 4 years, 2 PP-ers

Twinkel has play areas in the downstairs hall (100 m²) and upstairs hall (20 m²), accessible to all groups. www.1ratio.nl

Age divisions are not strictly enforced, as children develop at their own pace. Developmental differences among same-aged children may make it unsuitable for them to play together. Group placement considers developmental level over age, allowing some children to transition earlier or later for optimal development. A minimum two-week acclimatization period is implemented before transitioning to a new group (e.g., from baby to toddler group) to ensure a smooth adjustment, with a possible transition meeting involving parents and a PM-er from the new group.

Twinkel adheres to the Ministry of Social Affairs and Employment's regulations on maximum group size and child-PM-er ratios. The baby group has a maximum of nine children, with at least one PM-er per three children. For ages up to four, groups have up to 16 children, with one PM-er per five children in the toddler group, one per eight in the preschool group, and one per eight in the preschool/kindergarten group. For horizontal baby groups, a maximum of 10 children with three PM-ers applies.

Quality care is based on strong relationships between PM-ers and children. Children need attachment figures for healthy development, forming emotional bonds with PM-ers. This attachment provides a safe base and confidence for independent exploration. PM-ers are mindful of this relationship, ensuring children feel valued, respected, trusted, and understood. At least one fixed PM-er is present in each group daily to maintain a trusted presence, allowing carefree play. PM-ers are parents' primary contacts. Each group has a dedicated play space meeting minimum surface area standards, designed for the number and age of children, with separate bedrooms (except for the preschool/kindergarten group). Sleeping preschool/kindergarteners use their own beds in the preschool bedroom. Group spaces meet safety and hygiene requirements, fostering carefree play while ensuring safety. They are cozy, colorful, familiar, and inviting, promoting independence, movement, and challenges while offering retreat spaces. The decor, including children's artwork, reflects their contributions. Sufficient, accessible play materials and various retreat corners are provided.

For extra days/parts, Twinkel strives to place children in their base group. If the child-PM-er ratio is exceeded, children may be placed in another group with available space, always with parental consent and signed documentation.

Daily Rhythm

Eating and Drinking During care, Twinkel is responsible for nutrition, composed responsibly based on Nutrition Centre guidelines. Children eat meals and snacks together, fostering contact, a cozy atmosphere, fixed rituals, and rest moments. Conversations, singing, and listening occur during meals, with PM-ers teaching simple table manners, making eating a learning experience (e.g., using forks and cups correctly, not talking with a full mouth). PM-ers model behavior. As children develop, they express preferences, boosting confidence and enjoyment. Eating and drinking are never forced but encouraged playfully and positively. For children on diets, Twinkel collaborates with parents to continue the diet, ensuring inclusion at the table. If treats do not fit the diet, Twinkel provides adapted alternatives.

Sleeping Sleep is a fixed daily ritual, essential for processing a busy day's impressions. Children are prepared for sleep with consistent pre-bed routines, making it a habit they anticipate. PM-ers undress children, encouraging toddlers and preschoolers to do so independently. Children are changed or use the toilet, receive their pacifier or cuddly toy, and are tucked into their own bed in a fixed spot. A PM-er supervises during sleep. Each age group has a separate sleep space, ensuring safety and familiarity through routines, pacifiers, cuddly toys, PM-er presence, and fixed beds. Young babies follow their home sleep rhythm, with PM-ers adapting to individual needs. Older babies sleep twice daily, then once in the afternoon, with shorter sleep times as children age. Daycare days are often more tiring than home, so children who rarely nap at home may need rest at daycare. Around age three-and-a-half, rest periods are gradually phased out to prepare for primary school.

Daily Schedule

Baby Group

Babies are dropped off at the Baby Group Red Star for joint opening, with at least one fixed, recognizable PM-er present. Babies' home eating and sleeping rhythms are discussed with parents to maintain consistency. Around 9:30 AM, they eat fruit and drink tea/water. From 10:00 to 11:00 AM, most nap. Upon waking, they receive milk, and older babies eat a warm meal at 11:30 AM. They sleep again from 1:00 to 3:00 PM. From 3:00 PM, younger babies get a bottle, while older ones have tea/water and yogurt or a biscuit. Pick-up starts at 4:00 PM. At 4:30 PM, older babies eat gingerbread and drink water. At 5:00 PM, all babies move to the Baby Group Red Star for joint closing, with at least one fixed PM-er. Besides this schedule, babies play, cuddle, and receive individual developmental attention, practicing drinking from a sippy cup, sitting, crawling, or walking.

Toddler Group

Toddlers are dropped off at the Toddler Group Red Star for joint opening if fewer than four PM-ers are present, with at least one fixed PM-er. Groups open and close separately once two PM-ers per group are present. Around 9:15 AM, toddlers are changed, then eat fruit and drink water/tea. At 11:30 AM, they eat a warm meal and drink tea/water. They nap at 12:30 PM, waking around 2:30 PM for another change. At 3:00 PM, they eat a healthy snack (yogurt or a cracker with spread) and drink tea. A final change occurs before pick-up from 4:00 PM. At 4:30 PM, they eat a corn wafer and drink water. From 5:00 PM, toddlers move to the Toddler Group Red Star for joint closing, unless the yellow group is busier, then merging occurs there. At 5:45 PM, remaining children eat raisins. Besides this schedule, toddlers play, cuddle, and work on individual development, practicing walking, learning words, and singing.

Preschool Group

Preschoolers are dropped off at the Preschool Group Red Star for joint opening, with at least one fixed PM-er. The schedule includes fixed rest moments. At 9:15 AM, a change/toilet round occurs, followed by fruit and water/tea at 9:30 AM, with time for storytelling, singing, or reading. Until the 11:30 AM warm meal (with water/tea), they play, dance, craft, or do other activities. After a change/toilet round, they nap, waking at 2:30 PM for another round. At 3:00 PM, they eat a healthy snack (yogurt with granola or a cracker with spread) and drink tea. Pick-up starts at 4:00 PM. At 4:30 PM, they eat gingerbread and drink water. From 5:00 PM, closing occurs at the Preschool Group Red Star. At 5:45 PM, remaining children eat raisins. Preschoolers are encouraged to explore through free play, group activities, dancing, singing, and potty training. They play outside on their playground in good weather.

Preschool/Kindergarten Group

Preschool/kindergarteners are dropped off at the Preschool/Kindergarten Group Red Star for joint opening, with at least one fixed PM-er. The schedule mirrors the preschool group's, with free play until 9:15 AM, followed by a toilet round and fruit with tea at 9:30 AM, including storytelling, singing, or reading. Until the 12:00 PM warm meal (with water), they play, dance, or craft. Some nap afterward, waking at 2:30 PM for a toilet round. At 3:00 PM, they eat a healthy snack (yogurt with granola or a cracker with spread) and drink tea. Pick-up starts at 4:00 PM. At 4:30 PM, they eat gingerbread and drink water. From 5:00 PM, both groups play together at the

Preschool/Kindergarten Group Red Star. At 5:45 PM, remaining children eat raisins. This age group prepares for primary school with specific materials and skills, emphasizing social development (playing and sharing), independence, creativity, and functional tasks like toileting and dressing. They play outside on their playground in good weather.

Staff

Job descriptions for various roles are documented. PP-ers hold a diploma compliant with the CAO for childcare. Twinkel provides training and courses as needed. All staff have a valid Certificate of Good Conduct.

ManagementThe management is solely or primarily responsible for ensuring the daycare's optimal functioning, performing tasks such as:

- Staying informed about relevant childcare policy developments and preparing the daycare's policy framework.
- Leading staff hierarchically and substantively.
- Allocating work, monitoring quality, and ensuring effective and efficient operations.
- Evaluating and adjusting work methods and procedures, contributing to (national) childcare methodology development.
- Coordinating with other daycare centers and childcare forms.
- Implementing personnel policy.
- Managing finances, including drafting budgets, financial statements, and subsidy applications.
- Representing the daycare in discussions with municipalities and other authorities regarding policy and funding.

CoordinationThe general coordinator, under the management's responsibility, ensures optimal functioning, performing tasks such as:

- Leading staff in the management's absence.
- Providing information and explanations about childcare to parents.
- Evaluating parental experiences and reporting findings to management.
- Mediating disputes between parents, staff, and the daycare.
- Organizing meetings and work discussions, ensuring decisions are implemented.
- Developing programs to enhance staff expertise and performance.
- Staying informed about childcare policy developments and preparing policy frameworks.
- Evaluating and adjusting work methods and procedures, contributing to childcare methodology development.

AdministrationThe administrative employee performs non-routine tasks with clear norms and examples, requiring practical execution, reasonable expertise, and proficiency in standard methods. Tasks include:

- Answering and transferring calls, providing information.
- Receiving and directing visitors.

- Typing Dutch texts from incomplete drafts.
- Drafting simple letters, announcements, or information requests based on instructions.
- Managing agendas, scheduling appointments, preparing meeting documents, performing basic minute-taking, tracking progress, and handling administrative inquiries.
- Collecting, organizing, and processing numerical and administrative data in forms, card systems, or overviews.

Planning Coordinator The planning coordinator handles administrative tasks related to daycare scheduling and client invoicing, including:

- Periodically drafting children's schedules.
- Verifying declarations, invoices, and bills.

Pedagogical Professional The PP-er, under the coordinator's responsibility, is primarily responsible for the daily care and upbringing of children aged 0 to 4, performing tasks such as:

- Guiding children individually and in groups, creating a safe environment that stimulates development, with relevant socio-pedagogical and hygienic knowledge and insight into the daycare's goals and plans.
- Maintaining regular contact with parents, inquiring about specific needs (daily rhythm, nutrition, etc.) and notable details.
- Monitoring and reporting on children's development periodically or when behavior warrants.
- Attending group discussions and meetings.
- Maintaining the group's space and inventory and performing light household tasks.

Interns

Training Structure

At Twinkel, we offer internship placements for both the **BOL** (school-based learning pathway) and **BBL** (work-based learning pathway). In the BOL program, theory takes priority: about 70% of the curriculum is taught at school, and at least 20% is learned through practical experience. This means that many skills are already taught in theory and can then be applied during the internship.

For a BBL student, employability and practical skills are gradually developed over the course of the training program.

Purpose of the Practical Training (BPV)

The purpose of practical training is to give interns the opportunity to meet the final learning outcomes of their educational program. These learning outcomes are listed in the materials provided by the school.

General Guidance

During the practical training at the childcare center, the intern receives guidance in applying theoretical knowledge to practical situations. The goal is that, by the end of

the program, the intern has gained sufficient knowledge and skills to practice the profession independently.

Guidance in practice is described as:

“Monitoring the learning route and the individual learning process of the student, in order to support, motivate, and guide the student towards independent professional practice.”

What This Means in Practice

Interns learn through experience within a young, dynamic, independent, and collegial team. Each intern has their own responsibilities within the group, with the child's best interest as the top priority. By working on structured assignments in practice, the student's professional skills and sense of responsibility grow.

Each period, the skills to be developed are linked to practical assignments. These are based on the intern's personal learning goals, the goals set by the daycare, the final learning outcomes, the school's assignments, and the opportunities within our team.

The program emphasizes independence and responsibility for one's own learning process, as these qualities are essential in the childcare profession. This means we expect a lot from our interns: taking initiative in planning learning goals and competencies, and asking for support when challenges arise. Interns are also expected to prepare assignments independently before discussing them with their work supervisor.

Initially, supervision and control will be intensive. As the training progresses, expectations regarding independence and responsibility will increase. The supervisor is responsible for clearly communicating expectations in advance and providing explanation, feedback, and guidance when necessary. This process is supported by professional attitude forms and progress forms, which both the intern, work supervisor, and training supervisor use to record areas for improvement and achieved goals.

Placement Structure

Each base group has space for one intern per day. This ensures a calm atmosphere in the group and gives the intern sufficient room for personal development.

People Involved in Supervision

Coordinator

Reports directly to the management. The coordinator monitors the learning process from a distance and receives reports from the training supervisor. They support and encourage the training supervisor and report to management. The coordinator only becomes directly involved in the learning process when serious issues arise or when the training supervisor requests it.

Training Supervisor

The training supervisor oversees the learning process and progress of all interns. They guide interns on how to achieve their learning goals, organize the internship periods, and document completed learning outcomes, school assignments, and practical results.

They are responsible for the admission and introduction interviews, mid-term evaluations, and final evaluations. Once a month, they hold a reflection meeting with each intern. The training supervisor also supports the work supervisors and is ultimately responsible for all interns.

Work Supervisor

The work supervisor, in addition to daily responsibilities within the group, provides direct guidance to one or more interns under the supervision and with the support of the training supervisor. They assist interns in performing the skills and tasks needed for daily childcare duties, support and encourage their development, and connect these activities to learning assignments. The work supervisor holds a reflection meeting with each intern once every two weeks.

Admission

BOL students apply through their educational institution. The school contacts Twinkel to ask how many placements are available, and students are referred accordingly. Applicants send a motivation letter and are invited for an interview, attended by the training supervisor. If the interview goes well, the student is invited for a trial day at Twinkel, during which they are observed by the work supervisor to assess whether they fit within the team.

Afterward, the student is contacted by phone and, if approved, a first internship day is scheduled.

Introduction Phase

This phase focuses on getting to know Twinkel, the children, the colleagues, the parents, and our working methods. In the first two weeks, the intern meets with the training supervisor and work supervisor to discuss:

- Our working methods
- Parent interactions
- Explanation of the work plan
- Roles of the intern, work supervisor, and training supervisor
- School assignments

The introduction phase lasts one month. During the first four weeks, the intern's schedule runs from 10:00 a.m. to 4:00 p.m. We expect the intern to become familiar with the children and the daily routine during this period. After these four weeks, the intern will begin working full-time within the group and start meeting parents.

After two weeks, a progress meeting is held with the work supervisor, followed by a final progress review with both the work supervisor and training supervisor at the end of the introduction phase.

Work/Learning Phase

This is the main and longest phase, covering the period between introduction and evaluation.

Reflection Meetings

During these meetings, the progress of the learning process is discussed — what is going well, what could improve, and what the focus will be for the next four weeks. All learning goals are reviewed, and the intern emails a summary of the discussion to the training supervisor afterward. Once every two months, a formal internship meeting is held with the training supervisor; the work supervisor may also attend.

Reflection Form

This form includes several key points: general development, review of learning goals, new goals, comments from the work supervisor, professional attitude, and assignments. It is used to document discussions during reflection meetings.

Role of the Work Supervisor

The work supervisor guides the intern in daily routines and activities such as the day's schedule, contact with parents, and small activities. They also help the intern complete their school assignments.

The work supervisor assesses:

- Mastery of skills
 - Independent performance of skills
 - Ability to explain and justify actions
 - Professional attitude
 - Enthusiasm
-

Professional Attitude

At Twinkel, we place great importance on professional attitude. Therefore, its evaluation runs throughout the supervision process. It includes collaboration and the way interns engage in practical learning.

We see our interns as equals and expect them to behave accordingly — taking responsibility for their own learning, being assertive, receptive to feedback, and reflective. The work supervisor serves as a role model and should be aware of this.

We are a young, forward-thinking team that continuously evaluates our practices, and we expect the same attitude from interns.

Key aspects of professional attitude include teamwork, flexibility, collegiality, and maintaining informal yet respectful contact with parents — who are one of our most important stakeholders. Interns are expected to build relationships with parents based on trust and mutual respect, with the work supervisor again serving as an example and motivator.

We expect the same professional conduct from interns as from permanent staff — including punctuality and proper reporting of illness. If an intern is absent twice, the missed hours must be made up.

Role of the Intern

We expect the intern to take responsibility for their own learning process and to regularly discuss progress with their work supervisor. The intern plans and submits assignments on time (at least two weeks before the deadline) and schedules evaluation meetings with the school.

As the internship progresses, we expect increasing independence and initiative — along with spontaneity, enthusiasm, responsibility, flexibility, creativity, assertiveness, sensitivity, eagerness to learn, and social-pedagogical insight.

Being open to feedback greatly enhances learning.

Interns may change diapers under supervision until they have mastered the skill. The last diaper change of the day is always done by a permanent staff member.

Final-year interns may take a child's temperature and/or administer medication under the supervision of a qualified staff member.

Evaluation Phase

This final phase concludes the internship. The intern is responsible for arranging a final evaluation meeting with the school. Prior to that, Twinkel holds an evaluation meeting with the intern.

If the intern is in their second year, new learning goals are set together for the next placement. This takes place three weeks before the final internship day.

We also expect the intern to organize their own farewell in the form of a small activity, treat, or celebration.

Fire and Evacuation Plan

A key aspect of evacuating Twinkel Daycare is that children are not self-reliant, requiring staff to think and act on their behalf. A fire and evacuation plan aids this process. Due to potential panic during emergencies, Twinkel deems it desirable to practice evacuation with staff and children at least twice yearly. Safety instructions for

emergencies are detailed in Twinkel's fire and evacuation plan, available in groups and the office. First aid for accidents involving children is a critical part of safety management. Twinkel ensures sufficient staff are trained in Business Emergency Response (BHV) and pediatric first aid, with adequate materials always available. A first aider is present every day Twinkel is open. We are under fire department oversight, and any fire plan changes are advised by them.

Safety and Health Policy Plan

Since January 2018, Twinkel has operated under a safety and health policy plan. Several times a year, the coordinator conducts QuickScans with PM-ers, who work daily with children and are best positioned to identify and assess risks. Meetings are scheduled to keep safety and health current. Twinkel prioritizes children's safety and health, designing care to minimize risks while accounting for children's playful and unpredictable behavior.

Vaccinations

We ask whether all children placed at Twinkel are vaccinated according to the National Vaccination Program, providing a clear overview of vaccinated and unvaccinated children. For more information, visit: <https://rijksvaccinatieprogramma.nl>. Children whose mothers were vaccinated against whooping cough during pregnancy are protected from the first month against whooping cough, diphtheria, tetanus, and sometimes polio (vaccine-dependent) and are welcome at Twinkel.

Twinkel Heat Plan

When temperatures are forecasted to reach 25°C or higher for multiple days, Twinkel's heat plan takes effect. This includes offering extra drinks, with water taps for preschoolers and kindergarteners to serve themselves and additional water cups for babies and toddlers. Parents are asked to apply sunscreen at home in the morning for immediate outdoor play when it's cooler. We avoid outdoor play from 1:00 to 3:00 PM. If it remains too hot after 3:00 PM and water offers insufficient cooling, we play indoors. Children sensitive to heat can choose to stay inside. The downstairs hall is often the coolest, where preschoolers and kindergarteners can eat or play. Extra parasols provide shade, and supervised water play (buckets, pools, hoses, sprinklers) is offered. Preschool groups may play downstairs with kindergarteners instead of on the rooftop terrace if it's too hot or windless. The kindergarten playground may offer a cooling breeze. Fans are used in bedrooms and groups, children sleep without sleeping bags, wear minimal clothing, and ventilation is ensured through open windows. No air conditioning is available, only mechanical ventilation. Parents are contacted earlier for fever to prevent febrile seizures.

The Cancelled Child

If a child is cancelled in Jaamo but wishes to attend, management will do its utmost to accommodate this plan-wise. If the child-PP-er ratio does not allow it, Twinkel reserves the right to refuse the cancelled child due to applicable regulations and the IKK law.