

Pedagogical policy plan





Index

Introduction..... 3

1. Pedagogical mission and vision 4

2. Pedagogical goals..... 6

 2.1 Providing emotional security..... 6

 2.2 Personal competence 8

 2.3 Social competence..... 8

 2.4 Familiarizing yourself with norms and values 10

3. The organisation Sportstuif..... 11

 3.1 Locations..... 12

 3.2 Program 12

 3.3 Basic group 13

 3.4 Professional worker - child ratio..... 14

 3.5 Pedagogical policy officer and pedagogical coach 15

 3.6 Mentorship 15

 3.7 Structural observation and registration of development 16

 3.8 Accommodating children at other Sportstuif location during school-free days 16

 3.9 Evaluation interviews 18

 3.10 The role of interns 18

 3.11 Back-up 19

 3.12 Support professionals..... 19

 3.13 Adjustment policy..... 19

 3.14 Extra day parts..... 19

 3.15 Child abuse reporting code 20



Introduction

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

- Directs pedagogical actions and ensures a like-minded approach;
- Gives parents/caregivers insight into our approach.

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

The plan is drawn up by the management team and branch managers, adopted by the Sportstuif staff and submitted to the parents' committee for advice.

Everything to do with parenting at a care facility is described in the pedagogical policy plan.

Besides the pedagogical policy plan, each care location of Sportstuif has a location plan, in which location-specific characteristics are described.

1. Pedagogical mission and vision

Sportstuif is a sports after-school care where children between the ages of 4 and 12 are introduced to sports and games in a playful way. We offer different branches of sports and games, adjusting them to the level of the individual and the group. During these activities, children are challenged and stimulated by us to bring out the best in themselves. We want to guide children in their development. We do all this on the basis of safety and trust. By adhering to our pedagogical climate, we ensure that the children can be active with the aim of stimulating motor, social emotional and communication skills based on safety and fun. We believe in the positive effects of sports and exercise, both physically and mentally. We try to achieve this by approaching the children positively. With us, every child can be themselves.

Mission:

Creating a healthy basis for a vital lifestyle. Sportstuif has established the following mission: "Sportstuif wants to broaden the horizons of children through sports and games, so they can develop playfully to having a healthy and active lifestyle." To achieve this we work with:

- Challenging sports and games adapted to the level of the child.
- A challenging, safe and green environment.
- Good communication between staff, children and their parents/guardians.
- Well-trained staff with a sports and/or educational background.

Vision

At Sportstuif we believe in the power of sports and a vital lifestyle. Sport and exercise is important and provides a lot. It's great to do and contributes to health, motoric development and social-emotional development. Learning technical, communicative and social-emotional skills stimulates children's resilience, self-confidence and perseverance. We do all this on the basis of safety and trust.

Objectives:

- Contribute to children's movement skills by running, climbing, scrambling, balancing, jumping and aiming.
- Contribute to social-emotional development through sports and games, including learning to play together, dealing with wins and losses, dealing with other children (competitive) and dealing with emotions.
- Development of fine motor skills through the opportunity to be creative in addition to outdoor activities.
- Improving fitness, strength, agility, endurance, speed and coordination.
- Contribute to a healthy and active lifestyle.
- Contributing to the overall development of the child.





2. Pedagogical goals

According to the Child Care Act, the educational staff at Sportstuif works with Marianne Riksen Walraven's four educational goals. These goals are:

1. **Emotional safety:** Giving the child a sense of safety, security and self-confidence.
2. **Personal competence:** To ensure that children have the opportunity to develop, master certain skills, become independent and build self-confidence.
3. **Social competence:** Ensuring that children learn to get along with each other and others and to be considerate of everyone.
4. **Instilling norms and values:** Teaching children how to behave in the society in which we live, what is and is not allowed.

By working with these four educational goals, we as Sportstuif offer responsible childcare.

As part of providing responsible child care, Sportstuif ensures that there are

1. Dealing with children in a sensitive and responsive manner, respecting children's autonomy and setting boundaries and providing structure for children's behavior so that children can feel emotionally safe and secure.
2. Children are playfully challenged in the development of their motor, cognitive, language and creative skills in order to enable children to feel increasingly able to function independently in a changing environment.
3. Children are guided in their interactions, playfully imparting social knowledge and skills, in order to enable children to build and maintain increasingly independent relationships with others.
4. Children are encouraged to become acquainted with the generally accepted values and norms in society in an open manner in order to interact respectfully with others and participate actively in society.

Each educational goal will be described and how this goal is concretely implemented at Sportstuif.

2.1 Providing emotional security

At Sportstuif, emotional safety means giving the child a sense of safety, security and self-confidence. From this safety a child can start to 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 basis for the development of the child.

Three sources of safety can be distinguished:

- steady and sensitive caregivers;
- presence of familiar peers;
- the design of the environment.

The basis of good development is a sense of safety and (self)confidence. The daily program at Sportstuif gives the children a sense of security by offering a structure of play, activities, food and all this is adapted to their needs and developmental stage. Every child has confidence in themselves and their environment.

It is the job of the pedagogical staff to nurture and protect this trust, by making the child feel seen, known and loved by living with, 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



teaching staff are aware of their role model function. Efforts are made to have trusted staff members in 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 behavior. We thus help children 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 many dangers. It is an important task for the educational staff to ensure a safe environment. When children grow up and understand what we mean, we talk about dangers and make arrangements. As children begin to understand the dangers and adhere well to agreements, the boundaries can be widened more and more. In this way, children learn to deal with dangers; this is part of developing independence.

Concrete fulfillment of this pedagogical goal by Sportstuif:

- Permanent pedagogical staff members are scheduled for childcare.
- Prior to reception, an introductory meeting with the location manager and any trial moments have taken place.
- A mentor is appointed at the start (see 3.6 mentoring).
- Interaction with (if possible) other children present is reviewed.
- Care is provided in a safe and challenging location.
- There is an exchange/transfer of care information between parent and pedagogical staff member. Incidental and minor details about a child go through an app group of the staff or are discussed during a team meeting. Structural or important things are also registered through the Client Tracking System.

The pedagogical staff member offers a child emotional safety by:

- A new child can come to acclimatize for two afternoons free of charge, before the child starts in care. The parents can stay with the child the first time if they prefer. This allows the child to quietly get used to the pedagogical staff, the room and the other children.
- The location manager/ mentor talks with parents at intake and at the time of bringing and picking up the child.
- The pedagogical staff member provides a fixed daily rhythm and clear rules. This way the child knows what is expected of him.
- The pedagogical staff member sets an example for the children in the group and sets a good example in, for example, contact with other children.
- The pedagogical staff member shows children that their behavior has consequences. For example: If the pedagogical staff member sees that a child hits another child, they speak to the child about it. The child that hit learns that this behavior is not desirable and the other child sees that the pedagogical staff member stands up for him. This makes the child feel safe.
- The pedagogical staff member ensures a pleasant and sociable atmosphere in the group. For example: The pedagogical staff member puts the children at the table and discusses the day together while eating fruit. The children all sit together, creating a pleasant atmosphere. This creates a bond between children and between the pedagogical staff member and the child.
- In addition to group activities, the pedagogical staff member also offers activities to individual children. In doing so, the pedagogical staff member stimulates the developmental level and interest of the individual child. It strengthens their self-confidence. It is important that the pedagogical staff member encourages self-reliance. A child is allowed to experiment; this is how a child learns to make choices.



2.2 Personal competence

At Sportstuif, personal competence means 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 develop personality traits such as independence, self-reliance, self-confidence, flexibility and creativity. This is because it enables them to deal adequately with all types of problems and to adapt well to changing circumstances. Basically, the development of personal competence happens from the child himself, through play and by discovering the world around him. We find it 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.

Concrete implementation of this goal by Sportstuif

- Children naturally have the need to explore and experiment. They especially need a challenging space for this and pedagogical staff who support them in this.
- We let the children do as much as possible what they can already do themselves. The pedagogical
- staff member tries as much as possible to be aware of what a child can already do and where help may be needed. Think, especially with the younger children, of everyday actions such as tying shoe laces, zipping up the coat, but also learning to ride a bike or build with construction materials. By stimulating the child, encouraging, looking for solutions together and complimenting when things go well, we try to help the child. This stimulates the child's self-confidence and self-reliance. Here, older children are encouraged to develop more independence by helping pedagogical staff. This may include preparing the fruit and/or lunch time, organizing a sports activity, and providing support to younger children, helping them develop a sense of responsibility and leadership.
- The group space is arranged so that a child has exploration space, can play safely, as well as practice. This helps the child in developing physical and mental skills.
- After the school day, children have a set daily schedule. During the day/afternoon, rest and action alternate. There is a corner in the group where children can relax. After a moment of rest, the child can fully concentrate and develop again.
- Every day we try to offer one hour of sports and play activities. These activities will mainly be offered outside.
- If the weather does not allow it, indoor (game) activities will be offered. Besides sports and game 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 room is set up in such a way that children can do what they want and pick up the play or craft materials they want themselves. As much as possible, we let the children make up their own minds on how to play a game, or what and how to do crafts.
- We regularly let the children choose for themselves what activity they want to do, offering new possibilities and materials. If children don't know what to do/are bored, we may suggest a few activities.
- The pedagogical staff member respects that each child develops in their own way. The pedagogical staff member stays in contact with parents about this.

2.3 Social competence

At Sportstuif, social competence means ensuring that the children learn to get along with each other and learn to be considerate of each other. The child learns to communicate well, cooperate, help others, prevent and resolve conflicts. Teaching children social competencies allows them to develop into individuals who function correctly in society.



The concept of social competence encompasses a range of social knowledge and skills, such as being able to put oneself in another person's shoes, deal with wins and losses, be able to communicate, cooperate, help others, prevent and resolve conflicts and develop social responsibility. Interacting with peers, being part of a group and participating in group events provides children with a learning environment for acquiring social competencies. Children have a right to information and participation. It gives children the opportunity to develop into persons who function well in society.

It is important that the pedagogical staff is familiar and that the child knows peers. The professionals guide the children in their interaction with each other and support them in preventing and resolving conflicts. The pedagogical staff try to let children have meaningful experiences together. At Sportstuif, the professionals communicate with the children and have a respectful attitude towards the children.

The pedagogical staff supports the children in the interaction between children and in preventing and resolving conflicts. There are agreements and rules and there is clarity about manners. A relaxed and open atmosphere is aimed for in every group. The children are invited by the pedagogical staff to participate, stimulate and support.

The pedagogical staff offer children the opportunity to have their own experiences by means of play materials, activities and design of the group space that is tailored to the age of the children.

Multilingual out-of-school care design

At Sportstuif we also offer care to children who do not (yet) master the Dutch language. With these children we speak English if necessary. When a child begins to get used to the Dutch language, we will increasingly switch to the Dutch language in communication with this child. When talking in groups, we do this in Dutch. Should children not understand the explanation in Dutch, we will explain it in English. Dutch remains the main language in our childcare.

Concrete fulfillment of this goal by Sportstuif

- Sportstuif works with permanent employees on the group. We strive to have two or three permanent employees in the group every day, supplemented by interns and, if necessary, a substitute employee.
- The pedagogical staff regularly discuss the rules with the children. In this way, the children know what is expected of them.
- The pedagogical staff members know the children in the group. Through observation, they see how a child is doing. If things are not going well, action is taken, for example by talking to parents and child or by extra supervision. Because of this and by stating the rules and expectations, quarrels can be prevented.
- Sportstuif finds child participation important and so we talk with children and let them think along with the pedagogical staff about for example group rules, design of the space, activities etc. The staff also regularly meet with the children (individually and in groups) to talk about the BSO (e.g. rules) and how the children are doing.
- The pedagogical staff offer (sports) activities that stimulate cooperation, such as team games and relay races.
- The pedagogical staff encourage the children to help each other, for example by giving them a task together. We encourage the older children to organize an activity together (e.g. coming up with a sports and game activity).
- Sportstuif finds it important to positively stimulate children. Children receive compliments when they behave pleasantly. To make everything run as smoothly as possible there are



several rules. These are drawn up as much as possible with and by the children. If a child does not comply with the rules, the pedagogical staff can respond and speak to the child in question.

- Swearing, yelling, cursing, hitting, etc. will not be tolerated. Together with the children, a compromise is sought in which we try to explain to them what is and is not acceptable and how we can be considerate of each other in that situation.
- There are plenty of play materials available that encourage children's social competence. Outdoor toys such as a soccer, field hockey, jump rope, etc. get children to play with each other. Inside there are several games that the children can do together. These games teach the children to wait their turn, deal with winning and losing. Through this, children learn to interact with each other in an appropriate way.
- The pedagogical staff encourage a certain degree of responsibility. The older children help and guide the younger children in certain activities. This may be very small and simple in nature, but promotes a sense of responsibility.
- The pedagogical staff member helps the children when arguments arise. When the children are young, the pedagogical staff member resolves the argument. As the children get older, the pedagogical staff member supports the children in solving a quarrel as independently as possible.
- The pedagogical staff member names what he/she sees in the child so that the child can recognize it and then learn to verbalize it. For example: I see that you are "sad" or "angry" or "happy." The pedagogical staff member also verbalizes how the other person experiences something. For example: Pete doesn't 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 staff member/mentor remains in conversation with parents about their child's social competence.

2.4 Familiarizing yourself with norms and values

By making standards and values our own, we at Sportstuif mean that children learn what is and is not allowed and how they should behave in the society in which we live. We 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 behaviors, things or events. They are ideas or beliefs that indicate how important people think something is. Norms translate values into rules and regulations. A child is shaped in part by interactions with adults and other children. Interaction between adults and children is different within child care than at home. We try to explain to a child that not everything and everyone is the same. Each family has its own culture and each culture has its own values and norms. 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 deal with values and norms. At Sportstuif we find it important that respect for others is expressed through the basic attitude of the leaders. Respect for others means to us that on the one hand we consider each person as a valuable person and on the other hand to let others have their value. We teach children to consider the needs of another and to express their own needs. Children are addressed and corrected if behavior or expressions are disrespectful.

We teach children to handle toys and other materials carefully. We believe it is important that children have respect for their own and others' belongings. The children are encouraged to clean up



the materials they have played with. When playing outside or on outings, there is care for the environment.

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

Concrete fulfillment of this goal by Sportstuif:

- The teaching staff member has an example role and shows children what is and is not allowed and what manners are. For example: A child gives a toy to the pedagogical staff member. The pedagogical staff member responds by saying “thank you.” This teaches the child that you say thank you when you get something.
- The pedagogical staff member teaches children to respect each other. For example, if the pedagogical staff member sees behavior from a child that the pedagogical staff member does not like, the pedagogical staff member names the behavior and explains why this behavior is not allowed. Also, the pedagogical staff member says what behavior he/she does want to see.
- The pedagogical staff member teaches the children to accept everyone as they are. Each child is unique and therefore they are different (closed, busy, shy) and need their own approach. If the pedagogical staff member notices that children are not doing this, he/she talks to the child about it. For example: A child makes a comment that another child is talking crazy.
- The pedagogical staff member explains that the child comes from another country and is still learning to speak the same language. This helps the children understand and respect each other.
- The pedagogical staff member stimulates the children in a positive way to deal with each other in a good social manner. The pedagogical staff member does this by complimenting and explaining behavior.
- The pedagogical staff member encourages the children to take other people's qualities and pitfalls into account. Children who would like to play soccer but are scared are allowed during the game and his or her level is taken into account.

3. The organisation Sportstuif

The emphasis of Sportstuif is to offer low-threshold sports and game activities. Every day there is a sports activity offered to the children, this can vary from tag to soccer. Sportstuif has a shed with lots of equipment to offer a wider range of sports. Every day the children are offered a different sports activity, so they are introduced to a wide range of sports and games. There is also plenty of time for the children to spend on their own, they can choose to read inside, draw, rest or the like, build, but also the children can play outside.

At Sportstuif, we believe in promoting an active lifestyle for your child. We provide an environment where your child can enjoy supervised (outdoor) activities. Our main theme is sports. When designing the program we take into account the different ages of the children. As a result, the games are accessible to every child or the sports and games activity is adapted to the child's level. It is important to us that the children feel at home and have a good time. Our pedagogical staff are all trained with an educational and/or sports background in order to guide the children so well.

The different ages and interests of the children are taken into account when planning the daily program.

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 offers care for children between the ages of 4 and 12. The indoor areas, where the children stay during the time they are cared for have a minimum of 3.5 m² per child present. In addition, the spaces are safe, accessible and appropriately equipped for the children present. The outdoor area has a minimum of 3 m² per child present.

A basic group can accommodate a maximum of 30 children per day depending on the age of the children. The minimum number of professionals to be deployed in relation to the number of children present is determined based on the formula at www.1ratio.nl. When more children are present on a day, an additional base group is created. Base groups are reviewed and assigned based on friendships and interests. From the time we have two or more base groups, then each application is reviewed to see where the child fits best.

The division of the base groups is structural and is made by the teaching staff based on friendships and interests. There are permanent staff members in the groups; the attendance list shows which staff member works in which group. A mentor is present in each base group. Children eat and drink in the base group. The children are then divided, independently or by pedagogical staff, into groups for sports and exercise activities. If there are two base groups or more, the parents of the children concerned are informed. The parents sign a form for this in which they agree to the group the child is in. Each Sportstuif location has a different basic group structure. Differences here are the number of children and possibilities in the rooms. We refer to the location plan for each location, which can be found on the Sportstuif website or can be requested from the location manager in question.

Deviation from the basic groups occurs on the following three occasions:

- Incidental care of a child or children in another group in the event of emergencies (e.g. illness of a worker, one-time extra care of a child due to the home situation) is permitted with the consent of the parent(s).
- When there is an exchange day or extra care day and there is no room in the own basic group. Parents will be informed prior to the extra day.
- If there are low numbers of children, the two groups may be combined into one group with a maximum of 30 children.
- During outings, we merge the base groups together. Parents will be told in advance via email/WhatsApp which outing is planned and which staff member(s) will be present.
- The above also applies during vacations. Parents will be told in advance via email/WhatsApp which staff members will be present.

Changing base groups

It may happen that base groups are changed. This happens at the following times.

- If there are new registrations, a new base group may be added. Children from another base group may be moved to the new base group based on interests and friendships.
- If contracts are terminated, children may be moved to another base group based on interests and friendships.

When any of the above situations occur parents/caregivers will sign for this on paper.

Implementation Sportstuif for activities in groups larger than 30 children

The outdoor space has a minimum of 3 m² per child present. During the sports and exercise moments we classify children according to the sports activity. This means that the children leave the basic group as soon as the sports activity starts. During sports activities, children are assigned according to their motor skills, interests and needs. The same applies to activities of other kinds. They return to the base groups at shared eating and drinking times. Other exceptions for deviating from base groups are indicated at the bottom of the page.

3.4 Professional worker - child ratio

Sportstuif ensures there are enough professionals on the group. We prefer to have a surplus of professionals. This ensures extra attention for the children and easier supervision. To calculate how many professionals are needed, calculation tools can be found at: www.1ratio.nl

Pedagogical staff have a working time from the end of school until 6:30 p.m. during the 40 school weeks. During school vacations, pedagogical staff can be deployed between 7:30 am and 6:30 pm. The specific times per staff member are described in the work schedule for each location. You will also find the number of staff per group here. Regarding break times, staff members in school vacations have a half-hour break between 12:00 pm and 2:00 pm.

During a regular BSO afternoon, half an hour may be deviated from the professional staff-child ratio. This will mainly be at the start of the BSO (between 14:15-15:15) when the children are picked up from school. There will be no deviation from the worker-child ratio from 3:15-6:30 pm. The site plan explains the times more specifically.

For consecutive opening hours of 10 hours or more per day (in holidays/during study days), a maximum of three hours per day may be deviated from the required professional worker-child ratio. The deviation can take place throughout the day (07.30 - 18.30) as a result of breaks by pedagogical staff or if children need to be taken to sports clubs. At least half of the required BKR is used. Pedagogical staff take their break prior to or after the children's lunch time, as the children are playing freely at that time, which creates more peace and quiet at the BSO. The break moment halfway through the day ensures that the pedagogical staff also remain sharp and alert during the second part of the working day, which improves the quality of their work. The break time ensures that pedagogical staff remain effective both mentally and physically. It does not occur that one pedagogical staff member is the only adult on site with more children than allowed by BKR. By recording pedagogical staff members' hours and children's attendance records, including arrival and departure times, the three-hour rule can be justified.

When deviating from the BKR, in the situations mentioned above, it is important that structure and routine are present in the group. A safe and supportive environment is important. This is created by a clear daily schedule with fixed moments of activities, rest, eating and free time. In addition, there is sufficient individual attention for each child. Pedagogical staff members listen to children's conversations and guide them during individual activities. At the beginning of the day, parents are informed if there is a deviation from the BKR. The situation is explained and pedagogical considerations are named.

Sportstuif provides permanent faces in the group. There are at least two permanent faces per child in the group. If a permanent face is absent due to illness, vacation or leave, another trusted professional from the own location will be deployed. If this is not possible, a trusted substitute staff member will be deployed. The trusted substitute staff, like the permanent faces, ensures the emotional safety and stability of the children. The location manager provides a transfer in which the details of children and agreements, norms and procedures of the BSO are mentioned.

3.5 Pedagogical policy officer and pedagogical coach

Sportstuif Kinderopvang BV has appointed the following employees as pedagogical coach per 01-01-2019: Rachelle Scheepers and as of 01-02-2023: Jessica Clevers. Sportstuif Kinderopvang BV has appointed the following employee as policy officer per 01-01-2019: Joep Pouls and as of 01-01-2024: Martine Sanders.

The position of pedagogical policy officer/coach is characterized by developing, translating and implementing the pedagogical policy within the organization. The position of pedagogical policy officer/coach translates policy into concrete work practice. As all-round coach, the functionary also has an active role in the improvement of the pedagogical quality of service and professional development of the pedagogical staff members the focus area (also in complex work situations). As a coach, the officer ensures the correct implementation of the pedagogical policy on the work floor.

FTE calculation

The holder determines annually on January 1, being the reference date, the number of children's centers it operates and the total number of FTEs for which professionals work at the children's center or, if the holder operates more than one children's center, the children's centers. Based on the number of children's centers operated by the holder and the total number of FTEs for which professionals work at the children's centers, the minimum number of hours for which the holder deploys pedagogical policy officers for the year in which the reference date falls is determined according to the following formula: fifty hours for the creation and implementation of pedagogical policy intentions times the number of children's centers operated by the holder on the reference date plus ten hours for coaching professionals in the execution of their work times the number of FTEs for which professionals work at the children's centers on the reference date.

The hours accounted for by Sportstuif's pedagogical coach and policy officer are described per location in the vision document pedagogical policy officer and pedagogical coach (PBM/C). This document is available to professionals and can be requested by parents from the location manager of the location in question.

3.6 Mentorship

All teaching staff at Sportstuif are attentive to the development of all children. Each child at Sportstuif is assigned a mentor depending on the base group in which they are placed. Children are introduced to the mentor at the start of the first day, usually during the fruit time. At that time, the children also sit with the base group, so they are immediately aware of the base group and mentor. Parents find the mentor on the contract and, among other things, sign for an agreement of the child's mentorship. The mentor is the first point of contact for parents with questions about the child's development and well-being, provided this staff member is present in the group. If not, the pedagogical staff member currently in the group is the first point of contact for the parent/guardian. This pedagogical staff member provides feedback to the mentor of the child in question. The mentor together with the branch manager is the one who takes action if there are peculiarities in the child's development. Details are noted by the mentor in the reporting in the Client Tracking System (CVS). Sportstuif invites parents for an evaluation interview when this is deemed necessary or when there is a need for a conversation from parent/caretaker of the child. The evaluation always takes place with the mentor and location manager. The results of this evaluation conversation are processed in a document and also stored in CVS under the heading documents. If the mentor is absent due to illness, special leave or vacation, the pedagogical staff member in the same base group is the replacement mentor. When there is a final change of mentor, parents will receive an email with the reason for the change. For final approval of the change of mentor, the parent/guardian puts a signature on the base group overview of the relevant location. This shows both the base group and mentor of the child.

3.7 Structural observation and registration of development

The pedagogical staff have each child “in view” and follow their development. This way they can connect to the development of the child and encourage it to take the next step. The development of the child at Sportstuif is followed structurally (through reporting) and these findings are written down in the Client Tracking System. Children are also discussed during team meetings.

If a pedagogical staff member notices abnormalities in the development, the pedagogical staff member reports this to the location manager. The location manager assesses whether the particularity can be discussed and resolved internally. To this end, the branch manager enlists the help of one of our pedagogical coaches in order to make a proper assessment. Based on this joint assessment, we can conclude whether help should be sought from other agencies, such as the GGD, Bureau Jeugdzorg, Safe Thuis, speech therapy, etc. Parents receive a referral when Sportstuif deems it necessary based on the observations we have made at the group. This is done through a personal conversation with the parents. Before outside help is actually called in, the parents are always informed first.

3.8 Accommodating children at other Sportstuif location during school-free days

At Sportstuif, we strive to provide high-quality childcare that contributes to the development and well-being of each child. On school-free days, we offer the opportunity to care for children at another childcare center of the same holder. Below we describe how we organize this care to ensure the social-emotional safety of the children and how this contributes to their development.

Social-emotional safety

We highly value the social-emotional safety of children. When childcare is provided at another childcare center, we ensure that:

- Regular faces: children are supervised by familiar pedagogical staff where possible, so that there is a sense of continuity and safety.
- Introduction and getting used to: new environments are introduced step by step. Time is spent getting used to the new environment and getting to know the staff and children present.
- Communication with parents: we communicate clearly and timely with parents about the care location, the program and the pedagogical staff members who will take care of their child.
- Observation and evaluation: during the care days we observe the well-being of the children and evaluate with them how they experience the new environment. Adjustments are made where necessary.

Registered facilities for childcare centers

Sportstuif has several childcare centers that are registered and meet the requirements of the GGD. These are the locations where care can take place. Each location is fully equipped and furnished to provide a safe and stimulating environment for children of different ages. Please refer to chapter 3.1 for more information.

At Sportstuif, we are committed to creating a familiar and comfortable environment for the children we care for. To ensure this, we have carefully divided our working area into different regions. This division is not arbitrary, but is based on a thorough consideration of various factors, including travel distances between locations. See the region breakdown below:

Regio 1	Regio 2	Regio 3	Regio 4	Regio 5	Regio 6	Regio 7
Bergeijk	Best	Son en Breugel	Cuijk	Asten	Echt	Oudenbosch
Budel	Boxtel	Helmond	Horst	Deurne	Weert	Roosendaal
Valkenswaard	Eindhoven	Beek en Donk	Tegelen	Geldrop	Nederweert	Etten-Leur
Veldhoven	Meerhoven	Gemert	Venlo	Heeze	Heerlen	
Bladel	Oirschot	Uden	Venray	Somereren		
Eersel	Schijndel	Nijnsel	Malden			
	Wintelre					

During school-free days, when we are forced to provide care at a different location than usual, we always consciously choose a location within the same region as where the children are normally cared for. We do this because we feel it is important that the children remain in an environment where they feel comfortable and are surrounded by familiar faces. By choosing a location within the same region, we ensure that the children receive care in a place with which they are already familiar and where they meet familiar staff and other children. This contributes to a sense of continuity and safety, which is essential for the children's well-being.

So at Sportstuif we always strive to maintain the familiarity and closeness the children are used to during school-free days, when care at another location is needed. We do this by carefully choosing a suitable location within the same region so that both travel time and proximity are optimal for the children. If we find ourselves in the situation of accommodating children during school-free days at another location within the same region, we will notify parents in writing via email or WhatsApp.

Child Development

The opportunity to receive care at another location offers several benefits for child development:

Social skills: children meet new peers, which increases their social network and skills.

Adaptability: getting used to a new environment and new routines helps children become flexible and resilient.

New experiences: different locations can offer unique activities and facilities, contributing to a wider range of learning experiences.

Independence and self-confidence: children learn to deal with new situations, which promotes self-confidence and independence.

Group assignment

When providing care at another child care center, we ensure careful assignment of children to base groups. In doing so, we take into account:

- **Interests and level of development:** children are assigned to groups appropriate to their interests and stage of development.
- **Existing friendships:** where possible, we take existing friendships into account to promote the children's well-being.
- **Pedagogical staff:** each basic group is supervised by permanent pedagogical staff who are familiar with the children's specific needs and character traits.
- **Group size:** we ensure that groups are a safe and workable size so that each child receives adequate attention and care.

Provision of information to parents.

Parents are given timely and comprehensive information about care options on school-free days.

This is done through:

- **Emails and newsletters:** periodic updates with relevant information.

- Telephone contact: low-threshold contact via WhatsApp and calling.
- Face-to-face meetings: opportunity for parents to discuss individual questions and concerns with the educational staff.

At Sportstuif, we are committed to providing a safe, stimulating and enjoyable care environment, even when children are cared for at another location.

3.9 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.

3.10 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, under the guidance of a pedagogical worker from Sportstuif;
 - 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.

3.11 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, available on www.sportstuif.nl.

3.12 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.

3.13 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'.

3.14 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.

3.15 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.