Pedagogical policy plan

sportstuif
Buitenschoolse
Sportieve
Opvang

Inhoudsopgave

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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 way of working.

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 location is described in the pedagogical policy plan.

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

1. Educational mission and vision

Sportstuif is a sporty after-school program where children aged 4 to 12 are introduced to sports and games in a playful way.
We offer various sports and games, tailored to the level of both the individual and the group. During these activities children are challenged to get the best out of themselves, while we guide them in their development.

We work from safety and trust. By adhering to our pedagogical climate, we ensure that children can be actively engaged in an environment that stimulates their motor, social-emotional and communication skills, with fun as the basis.
We believe in the positive effects of sports and exercise, both physical and mental. We convey this through a positive approach.

At Sportstuif every child is allowed to be themselves.

Mission

Sportstuif wants to create a healthy foundation for a vital lifestyle. Our mission statement reads: “Sportstuif wants to broaden children's horizons through sports and games, so that they develop playfully into having a healthy and active lifestyle.”

To achieve this we work with:

- A varied range of sports and games, tailored to the level of the child.
- A challenging,, safe and greener environment.
- Open and clear communication between staff, children and parents/caregivers.
- Well-trained staff with a sports and/or educational background.

Vision

At Sportstuif, we believe in the power of sports and a vital lifestyle. Exercise is not only healthy, but also fun and valuable. Sports and games contribute to the motoric and social-emotional development of children. By developing technical, communicative and social skills, children work on their resilience, self-confidence and perseverance. Everything happens within a safe environment where trust is key.

The goals of Sportstuif are:

- Contribute to the promotion of movement skills through running, climbing, scrambling, balancing, jumping and aiming.
- Encourage social-emotional development through sports and games, including playing together, learning to handle wins and losses, and regulating emotions.
- Support fine motor skills through creative activities in addition to outdoor play.
- Contribute to improving physical skills such as fitness, strength, agility, endurance, speed and coordination.
- Contribute to a healthy and active lifestyle.
- Contribute to the overall development of the child.

2. Educational goals

In accordance with the Child Care Act, the educational staff member at Sportstuif works according to the four educational goals outlined by Marianne Riksen Walraven.
These goals are:

- **Emotional security:** Giving children a sense of security, safety, and self-confidence.
- **Personal competence:** Ensuring that children have the opportunity to develop, master certain skills, become independent, and build self-confidence.
- **Social competence:** Ensuring that children learn to interact with each other and others and to be considerate of everyone.
- **Internalizing norms and values**: Teaching children how to behave in the society in which we live, what is and is not acceptable.

By working with these four pedagogical goals, we at Sportstuif offer responsible childcare.

In the context of providing responsible childcare, Sportstuif ensures:

- **Emotional safety**: Ensuring that children feel safe and secure through sensitive and responsive interaction with them. We show respect for their autonomy, provide structure, and set clear boundaries so that children feel safe and secure.
- **Personal competence:** Children are stimulated by challenging them in a playful way in the areas of motor skills, cognition, language, and creativity. In this way, children grow in their independence and resilience within a constantly changing world.
- **Social competence:** Children are actively guided in their interactions. We teach them social knowledge and skills in a playful manner, enabling them to build and maintain relationships with others.
- **Norms and values:** Children are taught in an open and positive manner. Children learn to treat others with respect and develop an attitude that is appropriate for active participation in society.

2.1 Providing emotional security

At Sportstuif, providing emotional security is central. We want every child to feel safe, secure, and confident. From this foundation, a child can explore, develop, and be themselves.
A safe environment is essential, not only for current well-being, but also as a basis for further development.

We distinguish three sources of security:

- Permanent and sensitive pedagogical staff;
- The presence of familiar peers;
- A child-friendly, clear, and stimulating environment.

The daily routine at Sportstuif offers structure and recognition, adapted to the needs and developmental stage of the children. This predictability contributes to a feeling of safety. We believe that every child has their own qualities and we encourage self-confidence through positive reinforcement. Our pedagogical staff members serve as important role models and are preferably familiar faces in the group.
Both the indoor and outdoor areas are child-oriented and safely designed. In this environment, children can explore independently and learn to deal with risks in a playful way. Depending on their age and developmental level, we discuss dangers and make agreements so that children learn step by step to deal with risks as part of their growth toward independence.

Trust and cooperation

We strive to build a relationship of trust between the child and the educational staff member. Parents are the most important educators; our role is complementary. Good communication and cooperation between parents and staff members creates continuity in the guidance provided. Specific details are shared via the group app or discussed in team meetings. Important or structural matters are recorded in the client tracking system (CVS).

Concrete implementation at Sportstuif:

- As many permanent pedagogical staff members as possible are scheduled.
- Prior to the start, an introductory meeting takes place with the branch manager and, if necessary, a trial afternoon.
- Each child is assigned a mentor (see section 3.6).
- The group composition and existing social relationships are taken into account.
- The childcare locations are safe, challenging, and child-oriented.
- There is regular communication between parents and pedagogical staff.

Practical implementation by the pedagogical staff:

- Each new child is allowed to come twice to get used to the environment free of charge. Parents are welcome to be present if they wish.
- During intake and handover moments, the mentor consults with parents about habits, structure, and parenting style.
- The staff member ensures a fixed daily routine and clear rules, so that the child knows what is expected.
- By setting a good example in manners, staff members demonstrate desired behavior.
- Behavior is discussed and corrected in a constructive manner. For example, if a child hits another child, this behavior is immediately addressed and limited. This makes the child who was hit feel protected and teaches the other child that the behavior is not acceptable.
- The pedagogical employee creates a positive atmosphere, for example by discussing the day together at the table during snack time.
- In addition to group activities, individual activities are also offered, tailored to the child's developmental level and interests. This strengthens self-confidence and independence.

2.2 Personal competence

At Sportstuif, promoting personal competence means helping children to develop, become independent, learn skills, and build self-confidence.

Children should be given the opportunity to develop qualities such as independence, self-reliance, flexibility, creativity, and resilience. These qualities help them adapt to changing situations and tackle challenges independently. The basis for this lies in play and in discovering the world for themselves. We actively encourage children to do things themselves, so that they experience what they are already capable of, which strengthens their self-confidence and promotes further growth.

Concrete implementation of this goal by Sportstuif:

- **Space for discovery and initiative:** Children have a natural need to explore and experiment. We offer them a challenging, safe, and child-friendly environment for this. The group space is designed so that children can independently choose what they want to do, pick up materials themselves, and play or do crafts freely.
- **Encouraging independence:** Pedagogical staff observe what a child can already do independently and where support is still needed. Think of everyday skills such as tying shoelaces, zipping up a jacket, or building with construction materials. By encouraging, thinking along, looking for solutions, and giving compliments, we stimulate the child in his or her independent development.
- **Empowering older children:** Older children are given responsibilities that are appropriate for their level of development. For example, they may help prepare fruit snacks, supervise a sports activity, or support younger children. This helps them develop leadership skills and a sense of responsibility.
- **Alternating between rest and action:** After school, we follow a fixed daily routine with a balance between active and quiet moments. A special corner has been set up where children can relax. After these moments, they can concentrate optimally again and continue to develop.
- **Range of activities and materials:** Every day, we offer at least one hour of sports and games activities, preferably outdoors. In case of bad weather, there are indoor activities with materials that are appropriate for the child's development, such as craft supplies, construction materials, role-playing props, and educational games. We update the range of activities based on the children's wishes and needs.
- **Room for personal choices and input:** Children are allowed to choose which activity they want to do and are encouraged to develop their own ideas. When they are lacking inspiration, we make suggestions, but we continue to encourage children to take the initiative and be creative.
- **Respect for individual development:** Every child develops at their own pace. Pedagogical staff take this into account and remain in dialogue with parents so that tailored guidance and stimulation is possible.

2.3 Social compentence

At Sportstuif, social competence means that children learn to interact with each other, learn to work together, and learn to be considerate of others. They develop skills such as communicating, collaborating, helping each other, preventing conflicts, and resolving conflicts. By acquiring these social skills, children grow up to be people who can function well within society.

Social competence includes:

- the ability to empathize with others;
- learning to deal with winning and losing;
- communicating with others;
- cooperating and making decisions together;
- developing social responsibility;
- preventing and resolving conflicts.

Interacting with peers, being part of a group, and participating in joint activities provide a rich learning environment for developing social skills. Children also have the right to information and participation. This contributes to their sense of involvement and strengthens their social development.

Concrete implementation at Sportstuif:

- **Trusted staff and familiar peers**: A safe base with familiar faces promotes the formation of social relationships. Permanent pedagogical staff actively guide children in their interactions with others.
- **Guidance in social interactions:** The pedagogical staff support the children in establishing contact with peers, collaborating during activities, and resolving conflicts. They encourage positive behavior and intervene where necessary, always in a respectful manner.
- **Respectful communication and role modeling:** Pedagogical staff communicate openly and respectfully with children and serve as role models. They create an atmosphere in which every child feels seen and heard.
- **Clear agreements and manners:** Each group has clear rules and manners that are regularly discussed and adhered to. This provides structure and predictability, which promotes children's social behavior.
- **Room for participation:** Children are encouraged to think for themselves, make choices, and take responsibility. They are allowed to participate in decisions about activities and are encouraged to express their opinions.
- **A stimulating environment:** The group space is equipped with appropriate play materials and activities that encourage cooperation, role-playing, discussion, and shared experiences. This setting supports the acquisition of social experiences.
- **Gaining meaningful experiences together:** By playing sports, playing games, eating, and undertaking activities together, children experience the value of being together and group dynamics. Pedagogical staff actively encourage this and use these moments as learning opportunities.

Design of multilingual after-school care

At Sportstuif, we also offer care for children who do not (yet) fully master the Dutch language. When communicating with these children, we switch to English where necessary. As a child becomes more familiar with Dutch, we increasingly use Dutch in our contact with them. We always speak Dutch in group settings. If a child does not understand an explanation, we clarify it in English. Dutch remains the primary language within our childcare facility.

Concrete implementation of this goal by Sportstuif:

- **Familiar faces in the group:** We work with a permanent team of pedagogical staff per location. Every day, we strive to have two to three permanent staff members on duty, possibly supplemented by interns or substitute staff. This ensures continuity and a familiar environment for the children.
- **Regular conversations with children:** Employees actively engage in conversation with the children about the state of affairs, group rules, activities, and how they feel. In this way, we create involvement, calm, and clarity within the group.
- **Active observation and appropriate action:** By observing carefully, pedagogical staff know how a child is doing. If they notice signs of unrest or discomfort, they take action, such as talking to the child or parents, or providing extra guidance.
- **Encouraging child participation:** Children actively contribute ideas about group rules, the layout of the space, and the activities on offer, for example. By discussing things together, they feel heard and responsible.
- **Promoting cooperation through sports and games:** We offer sports and games activities that focus on cooperation, such as team games or relay races. This teaches children to consult, cooperate, and encourage each other.
- **Children help each other**: We encourage children to perform tasks together. Older children are given a role model, for example by organizing an activity together or supervising younger children.
- **Positive reinforcement and clear boundaries:** Good behavior is rewarded with compliments. We set clear rules, preferably together with the children. If children cross boundaries, we talk to them and calmly explain what is and is not acceptable.
- **Respectful interaction and conflict management**: Name-calling, shouting, hitting, or swearing is not accepted. Together, we look for solutions and explain how to treat each other with respect. Younger children are helped to resolve conflicts; older children are encouraged to resolve them independently as much as possible, with guidance if necessary.
- **Space and materials for social interaction:** Both indoors and outdoors, there are plenty of play materials available that encourage cooperation. These include sports equipment such as a soccer ball or jump rope, and board games that teach children how to deal with waiting, winning, and losing.
- **Developing a sense of responsibility**: We encourage children to take responsibility, for example by giving them a role in group activities. This teaches them to take care of themselves and others.
- **Guidance in identifying feelings:** Educational staff help children recognize and identify emotions. For example: “I can see that you are angry” or “Pete doesn't like it when you take his toys.” This also teaches children to understand the feelings of others.
- **Cooperation with parents:** The mentor or educational staff member maintains regular contact with parents about their child's social development. We believe that good cooperation contributes to a safe and stimulating environment for the child.

2.4 Learning norms and values

At Sportstuif, we believe it is important for children to learn what is and is not acceptable, how they should behave in our society, and what we collectively consider important in life. Norms and values are an essential part of education. Values are the ideas and beliefs that people have about what is important. Norms are the rules of behavior that arise from these values.

Children are shaped by their environment, by their interactions with adults and other children. In childcare, these interactions are different from those at home. We explain to children that not everyone is the same: every family has its own culture, with its own norms and values. Every child is unique and has their own character, ideas, and beliefs. Within this diversity, we provide a clear structure, a safe atmosphere, and predictability.

The pedagogical staff serve as role models in this regard. By demonstrating respectful behavior ourselves, we teach children how to behave in a socially responsible manner. We believe it is important for children to respect others, materials, and their environment. This means, among other things:

- Being considerate of others.
- Expressing one's feelings in an appropriate manner.
- Handling toys and other items with care.
- Taking care of the environment, including during outings or outdoor activities.

Children learn norms and values through daily contact and interaction with both their peers and adults. Pedagogical staff guide these learning processes by identifying behavior, setting boundaries, and encouraging desired behavior.

Concrete implementation of this goal by Sportstuif:

- **The pedagogical staff member as a role model:** Staff members show what is desirable through their own behavior. For example: a child gives something to a staff member, who then says, “Thank you.” This teaches the child to express gratitude.
- **Identifying and correcting behavior:** If a child exhibits undesirable behavior, the staff member identifies the behavior and explains why it is inappropriate. They then explain what behavior is desirable. This provides clarity and guidance.
- **Encouraging acceptance and respect for differences:** Every child is different: shy, hyperactive, quiet, or extroverted. Staff members guide children to accept each other as they are. For example: if a child laughs at another child because he “talks differently,” the staff member explains that the child comes from another country and is still learning English. This creates understanding and respect.
- **Encouraging positive social interaction:** By giving compliments and pointing out positive behavior, children are encouraged to interact with each other in a social and respectful manner.
- **Taking each other into account:** Children learn to be aware of each other's qualities and challenges. If a child wants to participate in an activity but finds it daunting, they are still welcomed and their pace or level is taken into account.

3. The Sportstuif organization

At Sportstuif, the focus is on offering accessible sports and games activities. Every day, we organize a sports activity, which can range from simple games such as tag to organized team sports such as soccer. Thanks to our warehouse with a wide range of sports equipment, we can offer a varied and challenging range of sports. By changing activities every day, children are introduced to different sports in a playful way.

In addition to the organized sports activities, there is also plenty of room for free play. Children can choose to read, draw, build, or rest indoors. Outdoor play is also an option. This gives children the freedom to spend their time in a way that suits them.

We believe in the importance of an active and healthy lifestyle. That is why we create an environment in which children can exercise, discover, and have fun in a relaxed way. Our main program is tailored to the ages and interests of the children. Activities are adapted to the child's level if necessary, so that everyone can participate and experience success.

Our pedagogical staff are trained in pedagogy and/or sports. This enables them to provide expert guidance to the children and offer a safe, stimulating environment in which sports and games contribute to their development and enjoyment.

3.1 Locations

Sportstuif has several locations spread across North Brabant, Limburg and Gelderland. An up-to-date overview of all locations can be found on our website.

Opening hours during school weeks:
Sportstuif is open on school days at the following times:

- **Monday to Friday:** from the end of school until **6:30 p.m.**

Opening hours during holidays and study days:
During school holidays and study days, Sportstuif is open:

- **Monday to Friday:** from **7:30 a.m. to 6:30 p.m.**

Closed on:
Sportstuif is closed on Saturdays, Sundays, and official holidays:

- New Year's Day
- King's Day
- May 5
- Easter Sunday and Easter Monday
- Ascension Day
- Pentecost Sunday and Pentecost Monday
- Christmas Day and Boxing Day

During public holidays, exchange hours are accumulated.

- **If a public holiday falls during a school week**, the hours after school time are accumulated as exchange hours in accordance with the contract.
- **If the public holiday falls during a holiday week,** exchange hours are accumulated for a whole day (11 hours).

3.2 Program

At Sportstuif, every afternoon has a fixed structure, depending on the duration of the childcare and the day. The children are picked up from school by our pedagogical staff and, upon arrival at Sportstuif, they can start playing freely, both indoors and outdoors. This gives the children the opportunity to relax and burn off their energy. This is followed by a fruit break, after which the children participate in organized sports and games activities.

On Mondays, Tuesdays, and Thursdays, the afternoons are structured as follows:

- **Pick-up from school and free play:** The children are picked up by our pedagogical staff and have the opportunity to play freely indoors and outdoors.
- **Fruit break:** After playing, the children eat fruit together.
- **Sports and games activities:** The pedagogical staff organize various sports and games activities.
- **Snacks:** Between activities, the children are offered one or two snacks, depending on their pick-up time.

On Wednesdays and Fridays, the schedule is similar, but with a few variations:

- **Pick-up from school and free play:** After pick-up, the children can play freely indoors and outdoors again.
- **Lunch:** Lunch is eaten together with the children who are present at that time.
- **Free play:** After lunch, there is time for free play.
- **Fruit break and sports activities:** As on other days, fruit is eaten together, followed by sports and games activities.
- **Snacks:** On these days, the children are also offered one or two snacks, depending on their pick-up time.

Holidays and study days

During holidays and study days, Sportstuif has a modified program. In addition to the daily sports activities, there is ample opportunity for free play, crafts, building, and other creative or relaxing activities.
The pedagogical staff tailor the activities to the interests and needs of the children present, so that every child has a fun day.

We also have lunch with the children on these days. Fun outings are often organized during holidays. These include:

- a visit to another Sportstuif location;
- a trip to an indoor or outdoor playground;
- a day at the zoo or trampoline park.

Prior to each holiday, parents receive an email with the programme. More information about our outings can be found in our outing protocol.

3.3 Base group

Sportstuif offers after-school care for children aged 4 to 12. The indoor areas where children stay comply with the legal standard of at least 3.5 m² per child present. The areas are safe, accessible, and appropriately furnished. The outdoor area also complies with the standard of at least 3 m² per child.

Each location works with base groups of up to 30 children per day, depending on their ages. The minimum number of pedagogical staff per group is determined according to the calculation tool at www.1ratio.nl.

If there are more than 30 children present on a given day, an additional base group is formed. The group division is then reviewed and adjusted based on friendships and interests. From the moment there are two or more base groups, each new registration is carefully reviewed to determine which group best suits the child. The division is done structurally and with attention to the social connection of each child.

Each base group has permanent pedagogical staff. The attendance list indicates which staff member works in which group each day. Each group has a mentor who can offer the child extra guidance. The children eat and drink within their own base group. For sports and exercise activities, they are divided into other groups, either independently or under supervision, depending on the activity.

If there are multiple base groups, parents will be informed. They will receive a form on which they give their consent for their child to be placed in a specific group.
The division into base groups varies per location, depending on the number of children and the available space. More information about the division per location can be found in the location plan for the location. This plan is available on the Sportstuif website or can be requested from the relevant location manager.

Deviations from base groups

There are situations in which temporary deviations from the fixed base groups occur. This happens, for example, in the case of:

- **Emergencies:** such as illness of an employee or occasional extra childcare.
- **Exchange days or extra childcare:** when your own group is closed.
- **Low Attendance Numbers:** In cases of low attendance, two groups may be temporarily combined (up to a maximum of 30 children).
- **Field Trips:** During field trips, base groups may be merged. Parents will be informed in advance via email or WhatsApp.
- **Holidays:** During vacation periods, groups may also be combined. Parents will receive prior notice about the schedule and which staff members will be present

Changes to Base Groups

Occasionally, base groups may be adjusted. This may happen, for example:

- When new children enroll and an additional group is created.
- When children leave due to contract termination.

In both cases, children may be moved to another base group based on friendships and interests. Parents will always be informed and asked to sign for approval.

Procedure for Group Activities Exceeding 30 Children

At Sportstuif, we ensure safety, oversight, and a strong pedagogical environment—even when working with groups larger than 30 children. We follow the principles and procedures outlined below:

Sufficient Outdoor Space

The outdoor spaces where we offer activities provide a minimum of 3 square meters (approx. 32 square feet) per child present. This ensures adequate play space, freedom of movement, and safety for all children.

Dividing Children During Activities

During sports, movement-based, or themed activities, children are temporarily grouped based on:

- **Motor skills** (to ensure activities are suitable and challenging),
- **Interests** (to promote engagement and motivation),
- **Needs** (such as age, temperament, or social-emotional factors).

When organizing activities, it may happen that children temporarily leave their regular base group. The pedagogical staff carefully prepare these arrangements and provide guidance to the children throughout the process. At the start of an activity, the staff direct the children to the appropriate group, ensuring that everyone knows which activity they are participating in.

Supervision and Guidance

Each activity group is supervised by at least one pedagogical staff member. We always maintain child-to-staff ratios in accordance with legal requirements. Staff members provide active supervision and create clear structure within each activity.

Return to Base Groups

After the activity, children always return to their designated base group. This happens at set times, such as during shared meals and snack breaks. Within the base groups, the focus is on calmness, consistency, and emotional security.

Ensuring Structure and Continuity

To maintain structure and continuity, we work with:

- Set daily routines familiar to children, staff, and parents,
- Designated mentors for each base group,
- Clear agreements on where children are and which staff are responsible for which groups,
- Visual aids, such as boards or printed group lists, to give staff insight into group composition.

Departing from Base Groups

In addition to the situations above, we may deviate from the base group structure during the following pre-planned moments (as outlined at the beginning of this document):

- During shared celebrations or events,
- During field trips,
- During group-wide openings or closings of the day.

In all cases, the safety, well-being, and pedagogical quality remain guaranteed through clear agreements, sufficient supervision, and open communication with children, parents, and staff.

3.4 Staff-to-Child Ratio

Sportstuif ensures that there are always enough qualified staff members present in each group. In fact, we aim for a slight surplus of staff to provide extra attention and better support for the children. The required number of staff members can be calculated using the tool available at www.1ratio.nl.

During the 40 school weeks, pedagogical staff work from the end of the school day until 6:30 PM. During school holidays, they may work between 7:30 AM and 6:30 PM. Exact working hours for each employee are outlined in the location's staff schedule, which also indicates how many staff members are assigned to each group. During school holidays, employees are entitled to a 30-minute break between 12:00 PM and 2:00 PM.

Deviations from the Staff-to-Child Ratio (SCR)

In exceptional cases—such as illness or unforeseen absence—there may temporarily be only one staff member present within the legal SCR. In such cases, the following measures are taken:

- **Continuous supervision:** Children must remain within sight and hearing distance. Clear agreements are made with the children about where they are allowed to play.
- **Support from another location:** We assess whether a staff member from a nearby location can assist.
- **On-call backup:** In emergency situations, the designated backup staff member will be contacted.
- **Closing shift:** These same measures apply when a staff member is closing the location alone at the end of the day.

During a regular after-school care (BSO) afternoon, deviations from the SCR are permitted for a maximum of 30 minutes—for example, during pick-up times, introductory meetings with parents, or when children are being taken to sports practice. Staff are aware of these moments to ensure care remains safe and responsible.

To safeguard children's safety and ensure responsible care, staff are informed in a timely manner about colleague absences so they can anticipate accordingly. Every staff member knows who the backup contact is for their location and how to reach them. During periods of SCR deviation, clear boundaries are established with the children regarding where they may and may not be. In these cases, pedagogical staff are always reachable by phone—both those present and those absent.

Sportstuif never deviates from the SCR for more than 30 minutes during a regular after-school care afternoon. This procedure is documented in the location's site plan.

Three-Hour Rule During Holidays and In-Service Days

In cases where the facility is open for ten consecutive hours or more per day (such as during school holidays or teacher training days), the required staff-to-child ratio (BKR) may be adjusted for a maximum of three hours per day. We utilize this provision for purposes such as staff breaks, introductory meetings with parents, and taking children to sports clubs. Whenever such an adjustment is in effect, at least half of the required staff-to-child ratio will always be present.

Breaks are preferably scheduled before or after the children's lunch break, as they typically engage in free play during those times. This creates a calm and spacious environment at the after-school care. A break in the middle of the day allows staff to remain focused and alert during the second half of their shift, which positively impacts the quality of care. It supports both the mental and physical effectiveness of the staff.

There is never a situation in which only one staff member is the sole adult present on-site with more children than permitted under the SCR. Accurate records of staff hours and children's presence—including arrival and departure times—ensure the responsible application of the three-hour rule.

When deviating from the SCR in the situations mentioned above, it is important that the group maintains sufficient structure and routine. The same measures apply as during temporary deviations on regular after-school care days.

A safe and supportive environment is created through a clear daily schedule that includes set times for activities, rest, meals, and free play. There is room for individual attention; staff listen actively to the children and guide them in personal activities.
At the start of the day, parents are informed when there is a deviation from the SCR. The situation is explained, along with the pedagogical considerations that were taken into account.

Consistent Staff Presence

Sportstuif ensures consistent staff within each group. Each child has at least two familiar caregivers. In cases of absence due to illness, leave, or vacation, another trusted staff member from the same location will be assigned. If this is not possible, a familiar substitute will be used. These substitutes, like permanent staff, safeguard the children's emotional security and sense of stability. The site manager ensures a proper handover that includes information about the children, agreements, behavioral guidelines, and the after-school care's procedures.

3.5 Pedagogical Policy Staff Member and Pedagogical Coach

Sportstuif Kinderopvang BV has appointed Rachelle Scheepers as pedagogical coach as of January 1, 2019, and Jessica Clevers as of February 1, 2023. Joep Pouls has been appointed as policy staff member as of January 1, 2019, and Martine Sanders as of January 1, 2024.

The role of pedagogical policy staff member/coach focuses on developing, translating, and implementing the pedagogical policy within the organization. The policy staff member/coach translates this policy into daily work practice and supports pedagogical staff in its implementation. In addition, the staff member plays an active role as coach in improving the pedagogical quality and promoting the professional development of staff, also in complex work situations. The coach monitors the correct application of the pedagogical policy in the workplace and contributes to continuous quality improvement within the childcare services.

FTE Calculation

On January 1 of each year, being the reference date, the provider determines the number of childcare centers it operates, as well as the total number of FTEs for which staff are employed at the childcare center—or if there are multiple centers—at the centers collectively. Based on this, the minimum number of hours is determined for which the provider deploys pedagogical policy staff in the relevant calendar year.
The calculation is as follows:
(50 hours × number of childcare centers) + (10 hours × total number of staff FTEs)
Where 50 hours represents the development and implementation of pedagogical policy, and 10 hours represents the coaching of staff in the performance of their duties.

The hour accountability of the pedagogical coach and policy staff member of Sportstuif is described per location in the Vision Document Pedagogical Policy Staff Member and Pedagogical Coach (PBM/C). This document is accessible to staff members and can be requested by parents from the location manager of the relevant site.

3.6 Mentorship

At Sportstuif, every pedagogical staff member pays attention to the development of each child. Upon placement in a base group, each child is assigned a mentor. This mentor is a permanent pedagogical staff member within the base group.
On the first day, the child is introduced to the mentor, usually during the fruit moment. At that time, the child also gets to know the base group. Parents can find out who their child's mentor is in the contract. By signing, they give their consent to the mentorship.

The mentor is – if present – the first point of contact for parents with questions about the well-being and development of their child. If the mentor is absent, the pedagogical staff member present in the group will temporarily take over this role. This staff member always reports any particularities back to the mentor.
Together with the location manager, the mentor takes action when there are any particularities in the child's development. These are recorded in the Client Tracking System (CVS). If necessary, or at the request of parents, an evaluation meeting is scheduled. This meeting always takes place with the mentor and the location manager at the location. The findings are documented and stored in the CVS under the section 'documents'.

In the event of the mentor's temporary absence (for example due to illness or vacation), a colleague from the same base group takes over the mentorship. In the case of a permanent change of mentor, parents receive an email stating the reason for the change. Parents give their consent to this change by signing the base group overview of the relevant location. This overview lists both the base group and the (new) mentor.

3.7 The Structural Observation and Recording of Development

Pedagogical staff at Sportstuif have each child “in view” and closely monitor their development. By responding appropriately to the child’s developmental phase, they can stimulate the child to take the next step. Development is structurally monitored and recorded through reports in the Client Tracking System (CVS). In addition, children are regularly discussed during team meetings.

When a pedagogical staff member notices any particularities in a child's development, he or she reports this to the location manager. The location manager then assesses whether the situation can be discussed and resolved internally. If necessary, one of Sportstuif’s pedagogical coaches is involved to ensure a careful evaluation.

Based on this joint evaluation, it may be decided to call in external help, such as from the **P**ublic Health Service (GGD), Youth Care Office, Safe at Home, speech therapy, or other relevant agencies. If a referral is considered necessary, parents are always informed personally beforehand. This takes place in an individual meeting, during which the observations and considerations are explained. Only after this conversation, and with the consent of the parents, will external professionals be involved.

3.8 Evaluation Meetings

At Sportstuif, we offer an annual opportunity for a conversation between the mentor and the parent(s) of a child. During this conversation, any particularities in the child’s development are discussed, and action is taken if necessary. The conversation focuses on the child’s well-being within the childcare setting.

1. The procedure is as follows:
   Parents may request a meeting themselves or may be invited by the mentor for a conversation of up to 30 minutes. The date and time are determined in consultation.
2. For the conversation, the questionnaire “Well-being of children at Sportstuif – parents” may be used. The conversation may be based on this questionnaire or on questions and events occurring at home, at school, or at the after-school care.
3. After the conversation, the mentor prepares a report using the form “*Final Evaluation of Child Well-being at Sportstuif”.*
4. The report is sent by email to the parent(s).
5. Both the evaluation report and the completed questionnaires are stored in the Client Tracking System (CVS) under the child’s profile.

3.9 The Role of Interns and Work-Based Learners

Out-of-school care is constantly evolving, and Sportstuif considers it important to actively involve students in these developments. During the internship, personal responsibility, independence, a respectful approach, and confidence in the intern's abilities are central. Interns are supervised by a designated internship supervisor. Throughout the internship period, knowledge and skills are shared that support the intern in their further development.

Important aspects of Sportstuif's internship policy:

- Parents are informed about the cooperation with an intern.
- The intern is supervised by a designated pedagogical staff member.
- The pedagogical staff member determines the intern's activities and level of independence.
- The intern contributes to practice-oriented learning, aimed at their future professional role.
- The intern learns the professional attitude required for working in childcare.
- The intern's personal development is encouraged.
- Independent working is promoted.
- The pedagogical staff member remains responsible for the out-of-school care at all times. Under supervision, the intern performs the following tasks:
    - Household tasks
    - Carrying out activities with children
    - Supervising children
    - Picking up children from school (under the supervision of a Sportstuif pedagogical staff member)
    - Contact with parents

Any comments or concerns regarding the intern can be discussed by parents with the location manager of the relevant Sportstuif location.

Sportstuif welcomes interns from various educational programmes and at different educational levels, ranging from secondary vocational education (MBO), higher professional education (HBO), and university education (WO) to secondary school levels (VMBO, HAVO, VWO, and Special Education). For further education programmes, it is important that the programme is relevant to the internship position. For more information, please refer to Sportstuif's internship policy protocol.

All interns aged 16 and over who complete an internship lasting longer than two weeks are required to apply for a **Certificate of Good Conduct (VOG)** and have it linked to the Sportstuif organisation. The internship may only begin once the VOG has been linked to the **Person Register for Childcare (Personenregister Kinderopvang)**. Interns at Sportstuif are not counted as part of the staffing capacity, meaning that they do not affect the legally required staff-to-child ratio.

3.9.1 The Role of Work-Based Learners (BBL)

Sportstuif also provides opportunities for work-based learners (BBL) within the organisation. A BBL student combines working and learning and develops into a pedagogical staff member during their training programme. Sportstuif considers it important that BBL students can develop within a safe and professional working environment while making a valuable contribution to the childcare provided.

BBL students may be included in the staffing capacity at Sportstuif. The deployment and responsibilities of a BBL student are adjusted according to the employee's stage of training,

knowledge, skills, and development. The level of independence is gradually increased throughout the training programme. The tasks and responsibilities are agreed upon with the practical training supervisor and recorded in the individual supervision plan.

A BBL student works in accordance with Sportstuif's pedagogical policy and receives supervision when carrying out pedagogical activities. Depending on the stage of training and the agreements made, a BBL student may, among other things, be involved in supervising children, organising sports and games activities, carrying out personal care and household tasks, assisting during meals and drinks, and maintaining contact with children and parents.

The practical training supervisor guides the BBL student throughout the training programme and supports the development of knowledge, skills, and a professional attitude. The BBL student's progress and development are discussed regularly. Based on these discussions, the level of independence and the deployment of the BBL student may be adjusted.

The BBL student is part of the team and is included in daily handovers, team agreements, and relevant meetings. The pedagogical staff members and location manager ensure that the BBL student is familiar with the pedagogical principles, agreements, and responsibilities applicable at the location.

The deployment of BBL students takes place in accordance with applicable legislation and regulations, as well as the agreements applicable to the BBL student regarding training, supervision, and inclusion in the staffing capacity. Pedagogical quality, safety, and the well-being of the children are always central to this.

The specific deployment and supervision arrangements may differ for each BBL student, depending on their programme of study, stage of training, and development. These agreements are recorded in the individual supervision plan.

3.10 On-Call Backup

Our pedagogical staff members are always present during after-school care. However, in the event of an emergency, an (pedagogical) on-call backup is arranged who can be on-site quickly. For a more detailed description, please consult the safety and health policy at www.sportstuif.nl.

3.11 Support for Professional Staff

The team of pedagogical staff is managed by a location manager. Pedagogical staff can always turn to the location manager and/or pedagogical coaches for Sportstuif-related questions and issues. The location manager supports the pedagogical staff both in daily practice and on content-related and policy matters. This support takes place, among other things, during team meetings, which are held at least twice per calendar year.
During these meetings, topics such as the pedagogical policy plan, the location plan, the safety and health policy, and various protocols (for example, for transporting children, missing child procedures, administering medication, child illness, parent contacts, hygiene, transportation policy, and so forth) are discussed.

The location manager also holds consultations with the management of Sportstuif regarding the affairs at his/her location. There is also a training plan available which describes how Sportstuif organizes the training of its staff. All pedagogical staff members hold a valid Child First Aid certificate and meet the mandatory B2/3F level for oral language proficiency and reading.

3.12 Acclimation Policy

When a child begins at Sportstuif, we implement an adjustment period of approximately one month. This period is intended to help the child get used to the new environment, the staff, and the other children in a calm and positive way.

During the acclimation period, the child's well-being and emotional safety are central.

During the acclimation period:

- **Extra attention and guidance:** The child receives extra personal attention from the pedagogical staff. This means actively involving the child in activities, explaining the daily schedule, and repeatedly explaining where materials are located. We also support the child in forming social contacts within the group.
- **Introduction to the group:** During the first group moment, the child is introduced to the other children. If the child feels comfortable, he or she may share who they are, their hobbies, and other personal interests. Pedagogical staff support this process by guiding the conversation and encouraging other children to ask introductory questions.
- **Fixed mentor:** The child is assigned a fixed mentor. The mentor is the first point of contact for both the child and the parents. The mentor:
    - Ensures a warm handover at pick-up and drop-off;
    - Observes the child's behavior and well-being throughout the month, for example in terms of attachment, play behavior, participation in the group, and emotional safety;
    - Has at least 2 to 3 additional one-on-one contact moments with the child during the acclimation period. During these moments, the mentor asks how the child feels, whether they feel comfortable in the group, and if they understand everything.
- **Coordination with parents:** There is regular coordination with parents about the progress of the acclimation period. Both the child and the parents are involved. The mentor:
    - Gives brief feedback immediately after pick-up about how the day went;
    - If the child needs extra guidance, we consult with the parents about what the child requires.

When a child moves to a different base group—for instance, because an additional base group is being formed—parents are informed in advance and asked to sign their consent (see section 3.3). For each child, it is evaluated whether the previously described steps of the settling-in period need to be repeated. In the case of children who have been with Sportstuif for a longer period and are already acquainted with the children in the other base group, an individual assessment is made to determine what level of guidance or support is still required.

3.13 Additional Sessions

Parents at Sportstuif purchase fixed days. It is possible, provided this fits within the planning, the staff-to-child ratio, and the base groups, that children can attend additional days (or sessions) on other days. Additional sessions can be booked alongside the fixed contract days, always in consultation with the location manager.

In the first instance, parents can use their exchange credit to book additional sessions. This exchange credit is accumulated when they cancel a contractually fixed day before 9:00 AM. If no exchange credit is available, parents may occasionally book extra sessions at the 40-weeks rate. The 40-weeks rate can be found on the Sportstuif website.

Sportstuif strives to ensure that children with a contract can always make use of the care.
We ensure that sufficient space is available, so exchanging days is possible in most cases.

3.14 Reporting Code for Child Abuse

Sportstuif operates, like every childcare organization, according to the reporting code for domestic violence and child abuse. This reporting code for Sportstuif childcare is based on the basic reporting code for domestic violence and child abuse from the Ministry of Health, Welfare, and Sport. The code was developed on behalf of the Childcare Sector Organization.

The designated contact person within Sportstuif is Rachelle Scheepers.

All pedagogical staff are familiar with the reporting code. The code contains, for each Sportstuif location, a social map with local support agencies. The location manager has also installed the reporting code app on their work phone. Pedagogical staff are required to inform the location manager if they suspect domestic violence or child abuse. The location manager will always contact the designated contact person in case of suspected domestic violence or child abuse.