

House Concept

Daycare Center KiKu Heli Kids

Industriestraße 26
86609 Donauwörth

(Effective: September 2014)



Supporting Agency:
Kinderzentren Kunterbunt
Gemeinnützige GmbH
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1. Staff

Superordinate staff

1 full time, state approved educator as the facultative head (40h) – B.A. Social Work, M.A. Management of Social and Health Facilities

Educational staff

4 state-approved pre-school/nursery teachers full-time (40h)

3 care giver full time (40h)

optionally 3 interns

Other staff

1 cleaning and housekeeping staff (20h)



2. Opening hours

Our opening hours are oriented to the needs and demands of the parents. They are regularly re-examined and flexibly fixed.

2.1 Opening Hours

Monday – Friday our facility is open from 7.00 a.m. – 6.00 p.m.

Opening hours on demand: Mondays – Fridays from 6.00 a.m. to 8.00 p.m.

For pedagogical, organizational and conceptual reasons, the children should not be dropped off or picked up during the core hours of 9 a.m. – 1 p.m.

1.2 Holiday closure

The facility's holiday closure times comply with the company calendar of the Airbus Helicopters Deutschland GmbH. Thus, the facility is closed 2 weeks in August as well as between 24 Dec. and 06 Jan. Furthermore, the facility is closed on the bridging days as stated on the company's calendar.

We will carry out a parental query of demand concerning the summer closing times. If the demand exceeds the care of more that 6 children, we will provide an emergency care within the two holiday weeks.



3. Groups

The daycare center, in co-operation with Airbus Helicopters, located in Industriestraße 26, 86609 Donauwörth includes two nursery groups with 12 children each that are aged six months to three years and one kindergarten group with 25 spaces for children from three years to school start.

Each group is cared for by two preschool/nursery teachers. One teacher as educational specialist assumes the duties of the group leadership and is responsible for the educational work in the group, especially for the implementation of the concept in the educational life. The care giver supports the group as an additional educational staff.

The principal is partially exempt from group service. Thus, he/she can focus on his/her management function and the associated administrative activities. The facility management bears the responsibility for the facility. We make sure that the facility leadership has appropriate qualifications and is prepared for the management function.

If possible, three caregiver interns support the team.

4. Premises

The facility is located in Industriestraße 26, 86609 Donauwörth, in immediate vicinity to the compound the Airbus Helicopter Deutschland GmbH and reaches out over app 650 sqm.

4.1 Outdoor area and surroundings

The facility has a large outdoor area with a garden. We attach great importance to a play-friendly, nature-oriented exterior design and age-appropriate toys (e.g., nest swing, shaded sandpits, climbing wall with slide, children's atrium). This includes ensuring that the terrain with different levels motivates both older and younger children to move, all natural materials stimulate creative interaction, games and communication and many sensory experiences can be made.

A major concern is that the facility is not perceived as an "island" by the children. Thus regular joint excursions into the surrounding countryside or surroundings are a part of everyday life in order to bring them closer. The children perceive the annual cycle of nature consciously and can gain experience in this way.

4.2 Group rooms



The three group rooms (nursery 42 sqm each; Kindergarten 98,75 sqm) are brightly and friendly designed. The group rooms are used for playing and group activities. Clearly articulated playing areas aid in the free- and role-play. The children also have their meals in these rooms. The individual group rooms are connected to the corridor area and the relaxation rooms/side rooms by means of a door.

4.3 Foyer/Parent's waiting area

The foyer (87 sqm) is the central area of the daycare center and includes the wardrobes spaces which are directly assigned to the group rooms. Every child has a permanent wardrobe space with an integrated shelf. A separate parent's waiting room (20 sqm). Information boards in this room inform the parent's about news.



4.4 Bedrooms

The facility has two nursery bedrooms (24 sqm each) that are connected to the respective nursery room by means of a door. Each nursery child has his/her own sleeping space. Since most of the bedding options are made of flexible foam it is possible to use the bedroom as well outside the nap times for daily educational activities.

4.5 Side rooms

The kindergarten group has its own side room which reaches out over 22,35 sqm. It can be used as an individual function room, so at some point of the day, the children can decide what program they would like to join. This room can be converted into an arts studio, work shop or snoezle room. It is possible to separate a small group of children in order to offer a specific nurturing program.

4.6 Sanitary areas

The sanitary areas (nursery 24 sqm, kindergarten 15 sqm) are adjacent to the group rooms. The nursery's sanitary area is provided with a diaper changing station, nursery toilets and nursery sinks.

The kindergarten's sanitary area is accordingly equipped. Thus it is possible to support the cleaning and health education also within the sanitary areas. Furthermore, there are barrier-free restrooms for staff and visitors provided in the facility.



4.7 Kitchen area

The kitchen (30 qm) serves the purpose of a careful preparation of the meals. Access only by staff.

4.8 Principal's office

The principal's office (17 sqm) is right next to the entrance area and can be used for meetings and parent-teacher conversations.

4.9 Employees room

This room enables the employees to have a break in a comfortable atmosphere. A small own tea-kitchen is provided, here.

4.10 Multi-purpose room

The 56 sqm big multi-purpose room is used for additional programs like special motoric exercise parcours, music and dance as well as other classes. Furthermore, it provides space for parties and parent's evenings.

4.11 Storage/utility room

Additionally, there are three storage rooms for educational material as well as a utility room including a washing machine and a tumble dryer and a room for cleaning detergents.

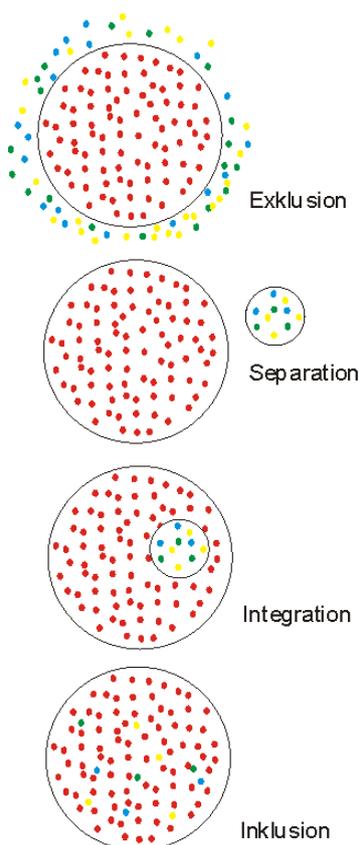
5. Educational Concept

The basis for our educational work within the facility is illustrated in our general daycare center profile. In this concept, we explain all our strategic objectives. You can find our general daycare concept and our model on www.kinderzentren.de. The facility's works in compliance with the Bayerischen Bildungs- und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Grundschule (BEP) [Bavarian education and education plan for daycare facilities].

In addition to the legal basis and the general daycare concept of Kinderzentren Kunterbunt gGmbH, the facility will generate own individual educational objectives and key aspects. The team will develop these objectives and aspects within the first year.

Special suggestions and desires that Airbus Helicopters contributes regarding core topics and their implementation will particularly be integrated to the conception.

Inklusion



As an inclusive oriented facility we care for children in their entire diversity. We understand the inclusion we are living not only as a principle of work but also of life. In this correlation, a permanent revision of our own position is a basic requirement to ensure a good co-operation with the children. We want children with "bright eyes". This means, that we do not exclude disabled children but have them participate everything. Our view is not deficit but resource oriented. In our educational work, inclusion also means to realize the differences of all children and parents in order to be able to notice and develop the engagement under the consideration of the individual special needs.

Due to our inclusive attitude we equally appreciate all children and parents which strengthen the resilience abilities. Our task is to become effective as a resilient for both, parents and children and to arouse the „mental resistibility“ within the children.

(illustration taken from: Index for inclusion, source GWE)

Settling-in

Settling-in period means that a related person accompanies the child in the group in which it will later stay on its own within the first few weeks. In this time, the child will experience many changes in its life and gain many new impressions.

The child's entry to the daycare facility is something new and unfamiliar which can be tainted with discomfort for the respective family. In order to make the separation run well, we want to give the child the possibility to familiarize with the new situation step by step in a gentle manner. For this learning process the children depend on their parents support. But it is not only the "new" child who needs a smooth transition; it is also a new experience for the parents.



It is therefore necessary to design the settling-in phase in a way that gives every party the option to actively engage with the situation, to get to know each other, to head for a common understanding from one's own point of view and to learn how to master this new situation positively. Each party has the right that his/her feelings are being respected. The necessity of the settling-in is given for every stage of age, however, the procedure will be different.

Settling-in procedure

Our settling-in procedure is oriented towards the „Berlin Settling-in Concept“, which intends a smooth settling-in, step by step in the course of 2 weeks. Relevant here is, that the settling-in procedure is carried out by only one individual caring staff within the respective group. During the first three days, the children visit our facility in the company of a familiar person for one or two hours without being separated from them. On the fourth day, we will make a first attempt to separate them for a maximum of half an hour. Depending on the child's reaction to this first separation we will decide how to proceed with the further settling-in process.

Within the first week, the presence of a father, mother or any other related person is mandatory, if necessary also longer. The settling-in phase will only be completed once the child accepts the respective caring staff as a safe base and allows him/her to soothe him/her.

We therefore appeal to our parents to take enough time for the settling-in for themselves and the children. During this time, the parents or the related person actively experience the behavior and within the group and how they deal with it and have direct contact to the professional caring staff.

In addition to the comprehensive conversations, the parents initially receive a comprehensive information sheet which explains the settling-in process. The settling-in process of each child will be protocolled and documented on a form, especially created for this purpose.

Our daycare center – a place for children as of 0 to the beginning of school

The age of the children we care for ranges from 0 years up to the time when they leave for school which entails clear differences in their skills and capabilities. The children are being individually and holistically nurtured according to their development.



Parts of the day the groups are open. In general, each child is assigned to a group which means, the children experience a social home by having their meals together and conducting joint activities, which makes him/her identify him/herself with this group. However, part of the daily program is that in-house, the children meet open doors, which enables them to find group crossing contacts and playing activities. Additionally, at certain times of the day the children can participate at group crossing activities, e.g. at the function rooms. Based on the „Bavarian education plan“ („Bayrischen Bildungs- und Erziehungsplan“), we offer group crossing activities and projects in addition to the individual and group programs. This expands the range of playing and learning options and it allows the children to make contacts beyond their own group.

Thus, they learn about acceptance and to perceive and accept alternatives. The children make contact to children and employees from other groups and get involved into „something new“. This strengthens the social competence.

They learn how to orientate in an environment that is less familiar to them. This form of educational work nurture the children’s different skills and affinities.

Our target is to enable an age-appropriate development by means of an equitable nurturing according to the state of development and thereby to meet the children’s needs. The basic needs of children between six month and three years vary immensely from the needs of children in the age of three to six years. This applies for physical, emotional as well as for social needs. Children under three years need to be accompanied much closer in their daily life regarding all concerns. Kindergarten children as of three years are already more independent and do therefore have other possibilities to operate, to be challenged or nurtured. Examples for this are motor and language skills, hygiene education and sleep rhythm.

We respond to these differences in our interior design, our educational orientation, the materials we provide and the well trained professional staff. This way, the children under three learn the partially opened work e.g. by means of group crossing projects for a certain stage of age or by applying one of the „big one’s“ function room for specified activities. For kindergarten children as of three years age, it is necessary, that the function areas are differentiated and can daily be used so their great curiosity can be fulfilled. In our work it is important not to isolate the children within the groups. Group and age crossing contacts are therefore possible.

During the daily course the professional staff enables situation oriented various and exciting activities. The children are confronted with life situations in which they can gain cognitive, social and emotional competences. It is important to respect the children’s needs and wishes. This applies for the subject of the project as well as its duration which are both oriented towards the children’s interest.



The children select their project themselves in the frame of a children's conference. Self-determination and personal responsibility are very important. In such a children's conference, the kindergarten children themselves suggest topics about which we decide by means of a democratic election. Nursery children can also assume their right of co-decision. The contents are more comprehensible and means of election are age-related.

The main concern in the development of children between 0 years and the beginning of school is to practice and to gain independence. For children under three and kindergarten children, visiting each other and having joint activities facilitate the change from nursery to kindergarten, and the kindergarten children also profit as they can keep up their new friendships. In addition to the points of contact that result from the children's community, such as rooms that are used by both stages or the outside area, the coop-

eration of the groups under three years is particularly cared for by means of the planning and execution of joint parties and fests.

Kindergarten children can also take over sponsorships for nursery children. This nurtures the social and emotional competences as well as the children's value orientation. Emotional and social competences are a pre-condition for a child to learn how to integrate to a social society. Social understanding implies that a child is able to feel into other children, put him/herself into the other child's position and realizes his/her perspective (like feelings, wishes, needs). The kindergarten children practice to take over responsibility, respect others and practice tolerance.

Supplementary to the play and spare time programs, the children have various free play options. In addition to the group rooms that contain age-appropriate games, literature and role play materials, there are the function rooms that provide a selection of craft and handicraft materials, research utilities as well as music and rhythm instruments. The facility also provides several retreat options to where the children can play with their friends without being disturbed. There are rules for unobserved playing situations that we agree on with the children and that must be complied with. We slowly introduce them to this kind of space.

Educational focus of the Kiku Heli Kids: Playtime

In the framework of „Playtime“, we implement the bilingual education (German-English) to our daily life. In age-appropriate small groups we begin with songs, rhymes and exercise games

that address the world of experience and day-to-day situations in English. In doing so, we nurture the children's intercultural competences in an intuitive and playful way. They gain the capability to recognize cultural differences, to scope with them and to accept them. Each group meets for 20 to 30 minutes for the playtime. The employees appointed for this purpose impart the secondary language by means of facial expression, gestures, examples of action, pictures, painting templates, books and games.

The language skills that the children have learned at the playtime are repeated and consolidated in recurring day-to-day situation that the children are familiar with. (e.g.: putting on/off cloth, breakfast and lunch, good morning circles, etc.). The employee moderates every action. For certain topics (e.g.: my body, seasons, fests), we include the children tot he projects and work them out together. We want to nurture the children's interest in and the fun with the English language at any time.



Education without a cut: Smooth transition from kindergarten to elementary school

The pre-school education begins with the child's entry to the daycare center as the essential preparation for school majorly concerns the further development of emotional and social competences as well as the development of skills and the acquisition of knowledge (specified knowledge). However, in our facility as well, the last year of kindergarten contains special pre-school programs.

This includes the co-operation with elementary schools in our vicinity. Visiting each other and having joint activities facilitate the children's transfer from kindergarten to school. In addition to the scheduled points of contact at the regular pre-school education classes, joint parties and projects can support the merge.

Participation of complaint management for children

Under participation, we understand the participation of people on decision making processes and procedures. In order to grow up to an independent personality it is important that children are able to take clear positions and that their decisions are taken seriously.

At the daycare center, we offer the children the possibility to participate in and contribute to decisions. There are various decision making processes occurring during the course of the day,

such as who to play with or which area to play at, in which the children can contribute their wishes. The toys and objects of utility are freely accessible for the children and we also provide the option to retreat. The child itself decides which need it would like to fulfill.

We place great value on the children's contribution to the planning of the interior design, the projects and the different events. The educators include the children to all decision making processes and support them to find their own strategies and solutions. This includes the selection of project subjects as previously described.

A serious participation also entails that the children have the option to complain. Critical feedback from the children is also important and appreciated. This option is assured at any time and is being treated differently depending on the age and the state of development. At the nursery, e.g., the oral complaint management is of minor importance. Here, we react on signals like purposive ignorance or offensive body tension by listening actively or asking specific question, so we can individually respond to each child. We also pay attention to any changes of the children's behavior at the kindergarten, for example aggression or conspicuous dissociation and try to have an open ear for the children's needs. In addition to this, the children can tell their discontentment at the children's conference. The older the children become, the more important becomes the oral complaint management. On one side, the children have the option to solve their problems independently by deciding to accept the offer of a confident individual conversation with one of the educators and on the other side, there are group conversations regarding specific topics. In general, the educating staff has an open ear for the children's personal issues. Thus, they signalize a general interest in the positive as well as the negative experiences of each child.

Social room orientation

At the facility, we pick up the condition of the social room and turn it into a subject of our educational work. We see ourselves as a part of the educational network for children and cooperate with institutions like e.g. the „Jugendamt“ (German youth welfare service), elementary schools, libraries, consulting agencies, sports and civil offices, medicals, etc.

5.1 Objectives of the educational work

1. Inclusion

The concept of our programs allows all children to participate in all projects, independent from their heritage, social environment, other group specific characteristic features and intellectual or physical skills. We are always prepared to reveal organizational or educational mechanisms of exclusion, to reflect them critically and to reduce them.

2. Development of social competences

Together, children explore the world with other children. They inspire each other to explore and ask; they tell each other what they think, know and experience. The facility provides the necessary space to the children to do so as well as numerous inspirations and aids. This way, the children grow into a sensible lively society. Nurturing the social interaction is therefore an essential aspect of the work. Premise for it is the acceptance and tolerance towards other people. This sense of community is being nurtured in daily situations as well as in joint activities and during parties.



3. Nurturing of independence

At the facility, we support the children's attempt to become independent as off he beginning and do thus contribute to the foundation and development of their personality. We provide the children the respective space, time and rooms in which they can become actively independent. We see each child as an individual person and offer him/her the possibility to develop in his/her own way. Our educational staff helps him/her to realize the counterpart and to accept the group members with their wishes and needs. We help the children to develop trust and faith in their own skills and capabilities and to contribute these to the society.

4. Enabling self-determination

The free-play is of great importance for the children. During this time they can decide on their own what, where, how long and who to play with. They learn to act on their own responsibility and to develop a sense for „What is good for me?“, „What do I want?“. The free-play time provides the time to establish contacts and make friends, strengthens the self-esteem and the independence. The educational staff provides aid and responds to the children.

5. Creating space for self-education

Children are naturally nosy, they are interested to learn and explore new things. We pick up this interest and offer our children age-appropriate possibilities to gain experience and learn. In the free-play, we address the children's explorer spirit by means of special materials within the function rooms, educational programs and projects. Our objective is to support each child in its individual development of its skills.

5.2 Educational partnership with the parents

Parents are experts for their children. With them, we enter into a partnership which has the target to co-jointly support and accompany the child's educational process ideally.

Registrational conversations

Prior to the registration of a child, we have a conversation with the parents. The parents have the possibility to speak to the principal and/or the group's teacher and receive information regarding the educational work. Questions and wishes can be discussed. They also have the possibility to see the premises and to make contact to the teachers of the respective group.

Door chats

During the bringing and picking up times, both, the parents as well as the educational staff have the possibility to talk about situation related issues.

Development conversations

These conversations between parents and the respective care taking person take place once or twice a year. We take out time for an intense conversation regarding the development status of the child. There is also the possibilities to talk about personal issues.

Parents – Information

In order to make every day's life transparent, we provide various means of information:

- » The information wall at the entrance area
- » Parent evenings
- » Parent letters
- » Pictures from the daily life
- » Written information material (flyers, brochures, magazines)
- » Sitting-ins if previously agreed

Parents' council

Another option for an active contribution is the involvement in the parents' council. The election of the parents' council takes place in autumn. The counselors represent the parents' interests towards the staff and the supporting agency. To do so, they meet for regular exchanges. The supporting agency or the principal informs them about everything important that concerns the daycare center. We are happy, if the parents' council supports us in the organization and planning of parties and activities as well as in other concerns.

Parents' evenings

In the beginning of the kindergarten year, there is an introduction evening for parents. Furthermore, there are group related parents' evenings as well as special evenings for nursery or kindergarten groups. There is also the possibility to take part at subject oriented parents' evenings; this includes the parents' evenings concerning the subject of the practiced inclusion.

Parent-child-activities

We celebrate parties with the families like e.g. St. Martin's, summer fest, etc. and we like to use family excursions and parent-child-afternoons to get together. These events offer a non-daily form of interaction and support the set-up and the maintenance of relations among each other: The basis for a trustful co-existence.

6. Food Supply

Lunch is provided by the Airbus Helicopter's canteen. The meals are of course appropriate for children.

Every day, we provide fruits, salad and vegetables. The children get water and unsweetened tea to drink. The children bring in their own breakfast and snack.

Our facility is run in compliance with the HCCP hygiene standard. A hygiene manual which was specifically issued for this purpose contains all hygiene instructions, cleaning plans, checklists and memoranda. This ensures that all tasks necessary for the maintenance of the hygiene standard are being documented and that we comply with all legal requirements. The facility's hygiene representative is responsible for this. The manual is open to inspection at the facility and is checked and updated twice a year. All checklists must be filed for at least one year.

All employees attend an instruction lesson concerning the Infection Protection Act by the German health department. Our hygiene representative instructs all team members regularly. She is responsible for the realization of the legal obligations and directives within the facility.



7. Measures of Quality Assurance

The professional staff's personality and qualification in a daycare facility are essential for the children's development and a competent support of the parents in their educational. For this reason, our staff works following the guidelines of the "Qualitätshandbuch für Einrichtungen der Kinderzentren Kunterbunt gGmbH" (KiKu Quality Management Manual). This manual is provided in our facility and is reviewed every six months. The supporting agency is responsible for its maintenance.

Especially qualified and trained quality managers (teachers with a university degree in education) are available for the support, quality assurance and development of the educational work within the facilities as well as for the cooperation with expert committees. They support the facilities in their educational work and are available for any specialized questions. In addition to this, the quality management administers the planning phase of new buildings and develops room and equipment concepts.

To review the educational quality in our facilities and to initiate improvement measurements, each facility is rated regularly by means of the kindergarten rating scale (KES-R).

We improve our own work by means of written employee and parent queries that we carry out on a regular base. Regular case discussions and weekly individual, group and team meetings as well as consultations, individual and team training ensure the high quality of our work.

The consultation of the quality management is regarded as an element of the quality assurance and employee development. The focus of the team consultation is the interaction among the individual team members, the further development of educational positions or case discussions. The consultation of the management concerns the management's tasks.

Each employee receives a separate training budget for external trainings during the year. The training courses are approved or required by the quality management. Furthermore, regular internal training activities are carried out by the quality representative. The quality management ensures that the trainings of different themes are addressed to cover as broad a range as possible. An internal agency catalogue has been developed for this purpose which contains the educational objectives.

The visited trainings are assigned to the educational objectives in this catalogue. This shows in which areas the facility's employees' knowledge is up to date and which areas still need to be improved. The knowledge that has been gained in these trainings is documented and passed on to the team members.

One time per year there is an executive meeting of the agency's management which lasts two days. This provides the managements of the different facilities the opportunity to exchange ideas on one hand, and on the other hand, to intensify the educational qualifications. Additionally, once a year each facility carries out a staff internal workshop within the respective facility which takes place on a weekend day.

The facility's team determines the topics that are to be discussed.

To ensure the implementation of the institution's educational goals, the group leaders create a quarterly educational plan verification in which the educational objectives are documented which are being met in their group. The educational plan verification is reviewed by the quality management.

Two times a year, goal-setting conversations are held with each employee and the goals, desires and expectations of the employee are integrated into this setting process.

Once or twice a year we meet the parents to have a conversation about their children's development. In these conversations, we concern the children's development and their successes, but we also point out possible difficulties. The group leaders and the principal also offer regular consultation hours and refer them to experts if needed. On the parents' evenings, we inform the parents about the day-to-day life at the daycare center and all changes.

In addition, we have concerned the subject of electro smog and radiation of mobile devices. Especially for the protection of the little ones, we shall only apply devices that are safe and certified. These devices have a low radiation and switch into a so called stand-by mode if needed and do thus no longer show any radiation. Another important subject is the regulation and application of cellphones within our daycare centers. All our employees are instructed to switch of their phones while on duty. In return, we would like to ask all parents who spend a longer period within the facility, e.g. in the framework of a settling-in phase or because of a sit-in, to switch off their communication devices as well and also not to bring in such a device when bringing or picking up the children.



Complaint management for parents and co-operation partners as a chance

There will always be situations during the course of the day in a kindergarten that lead to misunderstandings and maybe to discontentment. We understand complaints as a helpful hint to improve our work. A consistent standard concerning the handling of complaints within our centers is very important to us. Our quality manual therefore also includes clear instructions about how to handle complaints and criticisms as well as rules for complaint and criticism conversations.