

## House Concept

### “Quantenzwerge” Day-Care Centre

Saupfercheckweg 1  
69117 Heidelberg

(Version as of: August 2018)



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## 1. At a glance

Since October 2014, up to 50 children have been playing, learning and laughing together in four groups at our “Quantenzwerge” day-care centre. A caring, dedicated and highly qualified teaching team is available as contacts for children, parents and visitors. If the day-care places are used to capacity, the staffing plan is as follows:

1 manager	(full time)
4 group managers	(full time)
7 additional members of staff	(full time)
3 qualified members of staff working across the groups	(full time & part time)
1 language development teacher	(optional)
1 housekeeper	(part time)
1 caretaker	(part time)
1 cleaning company	

We are also committed to the further training of qualified staff and, as an option, also offer internship places for trainee teachers.



## 2. Our centre's opening hours

Our opening hours are based on parents' requirements and demand. They are regularly reviewed and determined under consideration thereof.

### 2.1 Opening times

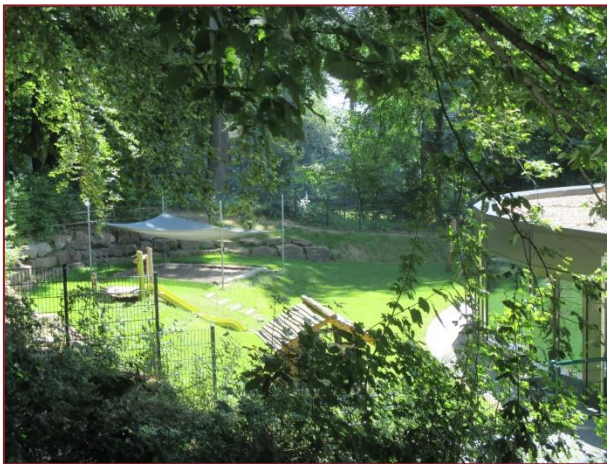
Our facility is open from 07:00 to 17:00 from Mondays to Fridays.

For teaching, organisational and educational reasons, children should not be brought in or picked up during the core period from 9:00 to 13:00.

### 2.2 Vacation close-down

Our centre is closed from 24th December to 1st January.

Moreover, every year, there are two teacher-training days on which the facility is closed. These are announced to the parents, at least, two months in advance. Apart from this, the "Quantenzwerge" day-care centre is open all year - also during school holidays and on days between official holidays and weekends.



### 3. Groups

Our centre has 50 places for children from six months until school starting age (6 to 7 years). The places are distributed as follows:

<b>Nursery group:</b>	Daisy group Up to 10 places for children from 6 months to 3 years
<b>Nursery group:</b>	Sunflower group Up to 10 places for children from 6 months to 3 years
<b>Nursery group:</b>	Dandelion group Up to 10 places for children from 6 months to 3 years
<b>Kindergarten group:</b>	Toadstool group Up to 20 places for children from 3 years to school starting age

Every group is run by one group manager and one to two additional teachers. Under this structure, the nursery school teacher manages the group and, as a result, holds responsibility for the educational work in the group and, in particular, the implementation of our concept in the day-to-day educational activities. The second teacher supports the educational work and assists the group manager in its implementation. Qualified staff who work across the different groups provide support in case of illnesses and holidays.

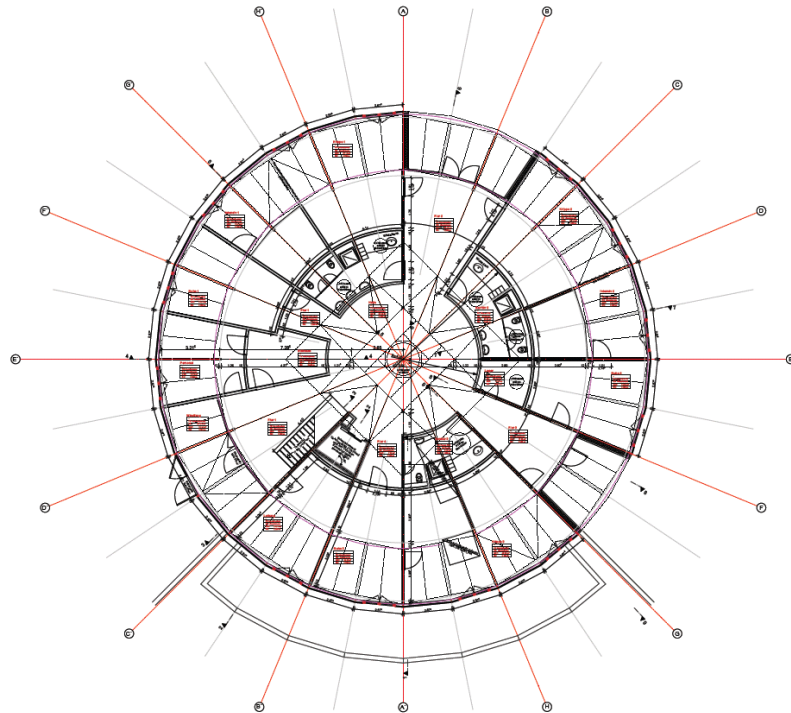
Our centre management is exempt from this, which means that the centre manager does not run a group. As a result, she can focus on her management role and the administrative activities connected with this. In this context, the centre manager holds responsibility for the centre and reports to its operating company. Moreover, the manager also has the function of a qualified teacher working across the different groups to ensure sufficient staffing during holidays and further training courses. We ensure that the centre management has a corresponding qualification and is well prepared for the management function.

If possible, trainees and interns also support the team.

### 4. Premises

Our day-care centre's round building is located in Saupfercheckweg 1 in Heidelberg. It has a basement and a ground floor with an entrance at both levels. The building's round shape provides ideal lighting so that we have natural light in the rooms throughout the day.

Our centre is accessible both by car and by public transport. Parking spaces for bringing in and picking up the children are available at the premises of the Max Planck Institute.



#### 4.1 Playing, living and learning - Teaching areas

##### Group, intensive and sleep areas

Every group has its own, colour-coded group room with child-friendly furnishings designed in line with the group's requirements. This is where a large part of the day-to-day educational activities, including free play, meals, morning circle and targeted offers takes place. Clearly structured play areas support the children in their free play and provide orientation.

In the nursery rooms, the sleep areas are located between the group rooms and link the entire nursery area via direct access doors. Every child has his/her own bed for the midday nap or rest during the day.

In the kindergarten area, the adjoining room is primarily used for free play, educational offers and work in small groups; however, this area is also used for the resting period for our kindergarten children.



In addition, all groups can use two adjoining rooms for small group activities - the “dream room” (for cuddling, looking at picture books, reading stories and sensory perception, etc.) and the “young scientists’ room” (creative and science room).



The large play hall with the cloakroom and the climbing tower is available for all groups. Moreover, it also provides space in which the children can run around and make music, for courses, parties and festivities.

### **Sanitary and changing area**

The age-appropriate sanitary facilities (each group has its own sanitary room) are opposite the group rooms on the other side of the hall.

As a result, the children only have short distances to reach the toilets - which is important, especially during toilet training.

The nursery children’s sanitary room also has a changing table with children’s stairs to ensure ergonomic work for the staff.

Moreover, there is a separate staff toilet and a barrier-free visitor toilet.

## Outdoor area and surroundings

The round “Quantenzwerge” building is surrounded by a garden, trees and adjacent green spaces. The centre’s playground offers development-friendly play equipment, bushes for hiding in, a sandbox and a free area for the children to play and run around in. The outdoor area is a dual use area, so that the nursery children have a protected space in which they can play and discover the world. The flowing transition invites the nursery and kindergarten children to meet and get to know each other.

We place high value on a natural design of the outdoor area which can be used for play and age-appropriate play equipment which permits a multitude of sensory experiences. With various types of terrain, the area encourages both nursery and kindergarten children to “get moving”.



The day-care centre is located at the corporate premises of the Max Planck Institute and offers views of green spaces, the forest, farms and nature in the immediate vicinity. Excursions are part of the day-to-day life and raise

the children’s awareness of nature’s annual cycle, the urban environment as well as their own living space and environment and encourage them to experience these.

### 4.2 Planning, coordination and meeting - office space

A large part of the necessary organisation work takes place at the central office of the centre’s management. The management team plans and coordinates the day-care centre’s operation here. Moreover, contract negotiations, meetings with parents or staff and the exchange with special services also take place at the management office which has the necessary technical equipment for management activities.

In order to facilitate arrangements regarding the use of the office the centre has its own staff room. It is used as a meeting room for team meetings, to prepare and plan the educational work in the group team or alone. Moreover, it is also the break and team room. Every employee has a locker available for storage of valuables.

Next to the entrance on the ground floor, there is a small waiting area for the parents. Current information is available there for the parents to read (education plan, pedagogical framework concept and house concept, etc.).

### 4.3 Supply, housekeeping and storage - housekeeping areas

In the preparation room for the children's catering, the lunches which are delivered deep-frozen are gently heated in the convectomat and, if applicable, fresh components are added by the housekeeper. Moreover, the kitchen is also used for pedagogical offers for the children. However, for safety reasons, the children may only enter the kitchen accompanied by their caregivers.

There are specific storage areas for food, toys, outdoor play equipment and cleaning utensils which are separate from other materials. Specific areas are provided for this purpose.

## 5. Pedagogical concept

### 5.1 Brief overview of our framework concept

Our house concept provides a summary of our pedagogical vision, quality standards and processes. These aspects are presented in detail in our pedagogical framework concept.

Co-construction is the overall concept of the pedagogical activities at the day-care centres of Kinderzentren Kunterbunt gGmbH. It describes how we cooperate and interact with each other.

#### Vision of mankind and basic approach

Every child is a human being of immeasurable value. We respect the child as a full personality and meet him or her with our full respect and sincere appreciation. We approach everyone we meet with a positive attitude, friendly interest and human kindness.

#### Participation, co-determination and right of appeal

A child who is taken seriously in every respect has the right to be actively involved. We define participation as the involvement of persons in decision-making processes and procedures.

Our day-care facilities offer the children many of these options - of having a say and participating. They have a right to participate in decision-making and a right to complain. The children's critical feedback is taken and treated just as positively as their positive feedback or complaints by adults.





## Inclusion and diversity

Inclusion empowers children as members of their community - regardless of whether they are physically and mentally healthy or at risk of a handicap or affected by such. At our day-care centres, people from diverse family and cultural backgrounds with very different needs, interests and capabilities meet. At our centres, we want to create a framework within which diversity becomes enriching and empowering.

## Our definition of education

Education processes based on co-construction are based on the child's needs, interests and strengths. Our teachers provide educational impulses and support the children in situation- and age-appropriate education experiences. This takes place through the interplay between the children's ideas, interests and inquisitive questions and the suggestions of the teacher who sensitively understands the subjects the children are interested in and adequately takes these up.

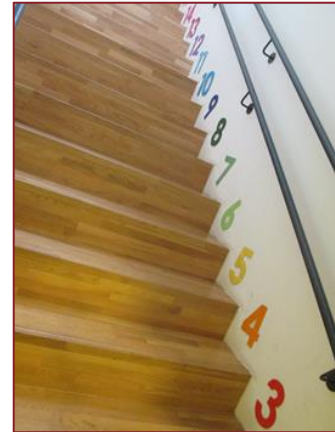


## Our educational vision

The girls and boys who are cared for at one of the centres of Kinderzentren Kunterbunt gGmbH are responsible, cooperative and involved human beings and they develop these competences further during their time at our day-care centres. We want to support each and every child in the full development of his/her competences.

Our educational vision describes

1. Active and well-balanced children who enjoy physical activity
2. Children with well-developed communication and media competences
3. Creative, artistic children
4. Learning, inquisitive and exploring children
5. Strong and competent children
6. Children who act based on values



## Education partnership and cooperation

Our most important education partner is, of course, the child himself/herself. In addition, we also want to develop a child-based education process together with the parents within our education partnership.

Furthermore, a wide range of structures of an educational partnership involving a whole group of parents with their parents are conceivable. The elected parent representatives (parents' council) are of central importance in this.

The day-care centre has also established a network with other organisations outside the day-care centre: other social institutions, schools, associations, corporate cooperation partners, education institutes, the social departments on site, the competent youth welfare or health office as well as local boards and working groups.



### Transition - Settling in

The start of day-care is a big change for many families. In order to support children and their parents upon the start of this new phase of life, we have adopted the approach of an attachment-sensitive and individualised settling-in phase.

“**Attachment-sensitive**” means that the trust-based relationship between the child and the caregiver is taken into account during the settling-in phase.

“**Individualised**” means that the process, duration and structure of the settling-in phase is adjusted to every child with his/her needs and his/her specific situation.



In this process, we use the scientifically tried and tested settling-in method of the “Munich model”. At the beginning, mum or dad are still there in the group. During the settling-in phase, the child stays at the centre without the parents a little longer every day. Depending on the dynamics of the situation, the settling-in phase takes between two and six weeks.

### **Health and well-being**

We care deeply about the emotional and mental well-being of each and every child.

In the field of children’s mental and physical well-being, the day-care centres’ duty of protection is an essential feature of serious institutional care.

To safeguard the duty of protection, the respectively competent local operator of youth welfare services concludes a protection agreement with us specifying concrete process steps and points of contact.

Kinderzentren Kunterbunt gGmbH emphasises a well-thought-out safety concept, it has a hygiene concept adjusted to the day-care centre’s requirements and provides an age-appropriate diet concept to ensure the well-being of the children cared for at the centre, especially, with regard to their physical health.

### **Quality of teaching and quality assurance**

Our quality considerations always focus on the individual child. Therefore, the educational work performed at the day-care centre must be measured with regard to whether it takes account of the diverse requirements of the child and promotes the child's well-being and development.

The structural framework conditions (structural quality) are in line with the requirements of the state-specific education agreement.

Process quality describes the possible forms of interaction in the network of relationships within the day-care centre and the interaction with the relevant external parties involved.

As an operator of day-care centres, Kinderzentren Kunterbunt gGmbH sees itself as having a special responsibility to safeguard and maintain the good quality of the day-care services offered. Therefore, the operator's work is also based on the aim of consideration of the actual and diverse needs of children in their development process. The total and quality of the individual operator's functions are continuously reviewed and optimised with regard to this.

## **6. Catering system**

Our lunches are delivered as deep-frozen lunches by Gourmet and then heated gently in a convectomat. The meals are, of course, appropriate for children.

We emphasise a balanced and healthy diet in our child-friendly meals. At our centre, the children drink water or unsweetened tea.

Our centre is managed according to the HACCP hygiene standard. A hygiene manual prepared specifically to this end includes all hygiene instructions, cleaning schedules, checklists and leaflets. This ensures that all activities necessary for compliance with the hygiene standard are documented and that, as a result, we comply with the legal requirements of the hygiene regulations. The hygiene officer at our centre is responsible for this. The manual is available at the centre. Moreover, it is reviewed every six months and updated, if required, to ensure that it is up-to-date. All checklists are archived for, at least, one year.

Upon the start of their work with us, all employees take part in an instruction session given by the Health Office (according to the German infection protection law). After this, our hygiene officer regularly provides refresher courses for all other team members once a year. She is responsible for its implementation.