

House Concept for the daycare facility "World of Kids"

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Introduction

Dear Parents,

Our modern and changing society makes needs-based, family-oriented childcare necessary. The desire to optimally combine family and working life is constantly growing in our world. That is why we, as the provider, and adidas, as your employer, have our sights on genuine work-life balance with this daycare facility.

Kinderzentren Kunterbunt is a nationwide provider with a lot of experience and professionalism in childcare. Together with educators, scientists and adidas AG, we have created a concept that is specifically tailored to your needs.

Starting at the nursery or kindergarten marks the beginning of a new phase of life for you, your family, and your child.

For many children, it is the first step out of the familiar realm of the family and into a larger community. Your child meets new playmates and new caregivers. This leads to new friendships and relationships of trust.

As a parent, you will be temporarily placing your child in the care of someone else. This requires a lot of trust, but also information. Many things will be unfamiliar to you at first, and many questions will arise for you.

With this house concept, we outline the quality standard of adidas daycare facility. Our concept lives, changes and evolves. We involve you, the children and the educational staff in this.

Of course, in addition to quality and agreement, the well-being of the children always comes first for us. With our "World of Kids" daycare facility, we want to offer the children a second home and give you a secure and good feeling for your family.

We look forward to welcoming you and your child.

Jasmin Dechant
Overall management of Woki 1 and 2

Markus Kraft
Educational quality management

1. The Team

At our two daycare centres, World of Kids 1 and World of Kids 2 (hereinafter referred to as Woki 1 and Woki 2), up to 250 children play, learn and laugh.

There is a kindergarten and a nursery in both buildings. This offer is expanded by our forest group, which has its own group room in Woki 1.

A committed, multi-professional team of German- and English-speaking educators work together with the families in a trusting educational partnership.

We have staff in the following positions in our two buildings:

Staff	Woki 1	Woki 2
1 overall manager for both buildings		
Building manager	1	1
Kindergarten		
Divisional manager	1	1
German-speaking specialist/supplementary staff	8	8
English-speaking educators	3	4
Nursery		
Divisional manager	1	1
German-speaking specialist/supplementary staff	9	7
English-speaking educators	5	5
Housekeeper (supervises lunch)	1	1
Forest group		
Divisional manager	1	
German-speaking specialist/supplementary staff	3	
English-speaking educators	2	
<u>Supplementary staff for both buildings:</u> 1 kitchen manager, 4 chefs, 1 dietitian 5 housekeepers, 1 caretaker, 1 office assistant 2 remedial teachers, 2 movement educators, 1 coordinator each for the start of school/further training		

We are committed to training qualified specialists and also hire those completing practical work experience and practice-integrated vocational training.

2. Our opening hours

Our opening hours are geared to your needs and demand. They are regularly reviewed and, if necessary, adjusted.

Opening hours (as of 01/09/2023)

- » Monday - Thursday from 7.30 am to 5.30 pm
- » Friday from 7:30 am to 4:30 pm

For educational, organisational and conceptual reasons, the children should not be dropped off or picked up during the core hours of 9.30 am to 1 pm.

The forest children are on a discovery tour in the forest from 9:00 am to 4:00 pm. In the off-peak hours in the morning and in the evening, care can be offered at the World of Kids premises if required.

Hours when we are closed

- » The facility is closed from 22/12 to 01/01.

Three flexible ideation days will be announced by the facility management at the beginning of the daycare centre's year. On this day, the team works together on conceptual alignment of the facility and develops practical implementations.

The daycare centre is closed for our children on these days.

3. Our groups

Woki 1 has up to 138 places for children aged 3 months and over until they start school.
The places are distributed as follows:

- » **Nursery:** four groups with up to 12 places for children up to an age of 3 years
- » **Mixed-age group (attached to the kindergarten):** up to 20 places from 2 years of age
- » **Nursery:** up to 50 places from 3 years of age until the start of school
- » **Forest group:** up to 20 places from 3 years of age until the start of school

Woki 2 has 118 places for children aged 3 months and over until they start school.
The places are distributed as follows:

- » **Nursery:** four groups with up to 12 places for children up to an age of 3 years
- » **Mixed-age group (attached to the kindergarten):** up to 20 places from 2 years of age
- » **Nursery:** up to 50 places from 3 years of age until the start of school

4. Our rooms

Both facilities are located on the Adidas premises in Herzogenaurach and have their own carpark with specially marked parking spaces for dropping the children off and picking them up. The buildings have identical spatial layouts.

4.1. Outdoor area

Both buildings are surrounded on three sides by a nursery garden and a spacious Kindergarten garden. There, the children can use the racetrack with various vehicles, climb on the climbing frame, which includes a slide, or get creative in the sandbox. The entire outdoor area is shaded by numerous sun protection systems.



Figure 1: Our spacious outdoor area offers versatile play opportunities for all ages

We attach great importance to a stimulating exterior design that is fit for playing as well as age-appropriate play equipment (e.g., bird's nest swing, shaded sandboxes, climbing tower with slide). This includes the grounds stimulating the urge to move in both young and old with different levels, all natural materials (e.g., willow tunnels, balancing beams, etc.) inspiring creative communal play and communication, and the opportunity for numerous sensory experiences.

The gardens offer our children various fruit trees and shrubs, as well as patches and raised beds that are independently planted and cared for by the children. As a result, our children acquire the appropriate knowledge of various foods, as well as of their importance for their own bodies. They also experience the cycle of nature. They develop a positive attitude towards their natural environment and respect it as a partner. Preparing home-grown herbs, fruits or vegetables in the children's kitchen completes this cycle.

The children gain sensory and other experiences relating to the topic of water in the warm months at the water feature and mud pit.

One important objective is that the facility is not perceived by the children as an "island". Thus, regular excursions together into nature or the surrounding area are a part of everyday

life, so as to make this more familiar to them. The children consciously perceive the annual cycle of nature and can thus gain a variety of experiences.

4.2. Shared indoor spaces

Indoor playground

The entrance area first merges into an open space, the so-called indoor playground. This can be used in different ways by all divisions and groups.



Figure II: Wide corridors in the entrance area offer plenty of space for free play

Gym

The indoor playground is connected to the gym. This diversely equipped space for movement is used by the groups throughout the day in staggered slots.

Incentives to move are able to be created thanks to corresponding gymnastics walls, ceiling rungs and wall bars. By means of climbing boards and chicken, stick, and gymnastics ladders, the movement offering can be expanded, and balancing and climbing dexterity can be tested and strengthened. Thanks to these climbing features, new sensory experiences can be gained, and the children can test their limits. The movement space has a multifunctional design, thus offering both nursery and kindergarten children an age-appropriate movement offering. Due to the size of the room, ball, group and catching games are also possible.



Figure III: In our gym, there is enough space for various different movement games

However, the wide range of movement offers can be found not only in our gym, but in all areas, especially in the outdoor space and in the immediate vicinity of the Wokis.

Office

There is an office in the front area of each building. This is where the management team works, as well as colleagues on different shifts who support special positions, and an office assistant.

Human Resources department

Adjoining this is the HR department. This is where the changing rooms, toilets and showers are located. There is also a break room with a staff kitchen. In the staff wing, in Woki 1, there are two smaller seminar rooms. There is a large seminar room in Woki 2. All rooms are used for team meetings, parent meetings and discussions with external partners, as well as during the teachers' preparatory period. Children do not have access to this area.

Fresh kitchen

Our fresh kitchen is where all meals are prepared for the children. Thanks to an extra-large viewing window, the kitchen offers the greatest possible transparency in the preparation of the food - the children can observe and watch. A detailed description of our nutritional concept can be found under point 5.

Storage rooms for foodstuffs, as well cleaning agents and other utilities, are directly adjacent.

Coming from the indoor playground, the premises are divided into two spacious educational areas - the nursery and the kindergarten.

4.3. Rooms in the nursery

The nurseries each have a large space in the middle of the area - the so-called atrium. This is also where the cloakrooms of the nursery children are located.

The atrium is adjoined by 4 semicircular group rooms and 4 bedrooms.

Each group has its own bedroom. This offers the children sleeping corners or a cozy sleeping area on a high sleeper. Each child has their own bed and mattress. We cater to the individual sleeping times of the children.



Figure IV: The bedrooms offer plenty of peace and quiet and possibilities for retreating

All group rooms are equipped with a variety of materials that are precisely tailored to the different developmental stages of the children and encourage them to explore. There are also age-appropriate tables and chairs in the group room for for up to 12 nursery children to take their meals.

The nurseries have a spacious sanitary area with four changing tables with their own steps, toilets for nursery children, and a lagoon.



Figure V: Our lovingly designed sanitary area invites the children to have fun while bathing

4.4. Rooms in the kindergarten

The kindergarten cloakroom is located in front of this area. This transition point is where check-in and check-out for the kindergarten takes place during the drop-off and pick-up periods.



Figure VI: View into our spacious caf eteria

Next to this, straight ahead, comes the cafeteria. Breakfast and the afternoon snack are served there in a buffet style on a staggered basis.

Lunch is taken together. During it, the kindergarten group is divided into the younger and older children. One group eats in the cafeteria. The second group is in a quiet area in the indoor playground.

The atrium is the central location in the kindergarten. This is where the children arrive in the morning, and, on an overview wall, they learn which rooms are open and are currently being supervised by a teacher. Daily meetings with the entire group take place here in the atrium, such as the morning circle and the lunch circle. Proceeding from the atrium, the children enter the construction room, the bedroom, the laboratory, the library, the theatre, the workshop (Woki 2)/wish room (Woki 1), and the studio.

The Wokis represent a nursery with a holistic approach. The starting point for holistic education is everyday situations and topics that interest the children and are part of their world. Both are combined in the project work. In the so-called functional rooms, the children find further stimuli to discover and understand their environment.

The kindergartens each have two bathrooms with toilets for kindergarten children with privacy screens, a toilet for younger children, and a changing table with its own steps.

Woki 1 also includes a group room with a cloakroom for the forest group. Adjoining this is a washroom with a children's and adult toilet and a dust door.

There is an ad hoc group room at the same location in Woki 2. Since this group no longer exists with the outbreak of the coronavirus pandemic, its use is currently multifunctional and staggered as a parent area during settling in time, as a specialist library for educators and parents, and as a space for projects in the last kindergarten year. The room is also used by an external specialist from our district school for the preliminary German course and also for our internal language club.

4.5. Forest group area

A leased plot in the directly adjacent forest area is available to the children of the forest group. There is a heated construction trailer there, which can be used both for taking meals when temperatures are colder, but also as a retreat for all children. There is also a compost toilet and a changing facility at the rear of the construction trailer.

There are various areas around the construction trailer that are important in everyday educational life. All meals are taken on the terrace in front of the construction trailer. The children can also look at books or get creative there. Behind the construction trailer is the space for the group circles (morning circle, lunch circle, children's meeting).



Figure VII: Our space for discussion rounds, games or experiments

Other places with a specific use are created and disappear based on the interests of the children. The mud hill has always been popular and is therefore permanently in existence. Other areas currently include a relaxation area and a specially designed swing.



Figure VIII: Educational topics often arise from nature, e.g., by visiting a beaver

However, the children in the forest group also use the surrounding area between the forest plot and the Wokis for their discovery tours.

5. Educational conception of the provider

The foundation of our educational work in all groups and areas is constituted by the legal bases of the Federal Republic of Germany (to be mentioned here are the Constitution, the Eighth Book of the Social Code (SGB VIII), and Bavaria's Children and Education Act), the Bavarian educational and developmental curriculum, and the educational mission statement of the Kunterbunt children's centres. Based on this, Woki 1 and 2 have their own constitution, which codifies the rights of the children.

5.1. The educational mission statement of the Kunterbunt children's centres

In the context of the concept outlined here, we present an overview of our basic educational attitude, our quality standards, and our internal processes. These points are comprehensively recorded in the educational mission statement of the Kunterbunt children's centres.

This mission statement first makes reference to the legal framework for the children's participation and thereby establishes a corresponding image of the child and a self-image of the educators to match this.

"Children are unique and valuable in their individuality and personality - naturally and without restriction. They are experts in their own matters. We respect children in their rights and competencies. We take their intentions, needs, opinions and wishes seriously. We respect and value children as full counterparts. We treat every child with appreciation and benevolence - each day anew. We deliberately focus our attention on their competencies, resources, skills and strengths. We build on the children's skills and put a lot of trust in them. We take children seriously. That is why the child's perspective shapes the entirety of our educational work." (Educational mission statement, 2021, Chapter 3 "Image of the child")

Furthermore, the educational areas of the Bavarian educational and developmental curriculum are picked up and, ultimately, merged with the four educational pillars of the Kunterbunt children's centres.

These four pillars cover the following topics:

- » Co-construction - together, we discover your world
- » Participation - you design your daycare facility
- » Inclusion - we're here for everyone
- » Educational partnership with parents - together, we are strong

5.2. Educational work in the nursery

In the nursery, our everyday educational life takes place in the four group rooms as well as in the communally used rooms.

All our educational guidelines (see 5.1) also form the basis of all actions in our educational work with our youngest children.

However, specific framework conditions must be provided for this age group so that the children can arrive safe and sound at our facility and experience the Woki as a protected space in which they can explore a variety of things after successfully arriving. For this reason, the nursery children experience part of the day in their groups. There, they have their fixed caregivers as well as a fixed small group.

Over the course of the day, the group rooms are opened, and there are offers that span the different groups, e.g., in the gym, in the garden, or in a group room.

5.3. Educational work in the kindergarten

The children are able to help shape their entire day in the kindergarten in different ways. During the drop-off period, after the morning circle and after lunch, the children can decide which rooms they want to use and which offers and projects they want to participate in.

The educators have the responsible task here of recognising the children's interests through targeted observations and picking up on these with corresponding offers. Accordingly, the topics mainly come from the children and from their questions from their lived world. The educators can also contribute their own thematic stimuli (e.g., changes in the seasons and changes in nature) and tie these in with the children's interests.

This approach requires a high degree of flexibility from the educational team and a wealth of experience in order to offer appropriate offers flexibly and, if necessary, adapt them. Based on the latest scientific findings and the current understanding of education, the role of the educator switches from a teacher to a fellow learner.

The children's topics form the basis, while the means and goal are completely open and are jointly shaped by all parties involved. The most important factor of our professional educational work is the co-constructive dialogue between the child/group of children and the teacher. All stakeholders meet at eye level and discover the different phenomena of our lives. In these processes, we strengthen and support the children in their basic skills. These basic skills are intended to accompany the children on their journey through life and make them strong enough to meet all demands and challenges with self-confidence and autonomy.

In addition to participation in projects, participation in everyday educational life is also of particular importance. In our weekly children's meetings, the children experience being part of a democratic decision-making body for the first time. The children are able to contribute their questions, issues and complaints, and, together, an appropriate path to a solution is discussed and agreed.

5.4. Educational quality and quality assurance

The focus of our quality considerations is always the individual child. Therefore, the quality of the educational work carried out in the daycare facility must be measured by whether it adequately takes into account the diverse needs of the child and promotes the child's well-being and development.

The structural framework conditions (structural quality) correspond to the requirements of the country-specific education agreement.

The process quality describes the possible forms of interaction in the network of relationships within the facility, and the interaction with the relevant external parties.

Kinderzentren Kunterbunt, as a provider of daycare facilities, sees itself as having a special responsibility to produce and maintain a good quality of childcare. The organisational work as provider is therefore also subject to this aspiration to take account of the children's actual, and diverse, needs in the development process. The totality and quality of the individual functions as provider are continuously reviewed and optimised.

6. Educational focuses in the Woki

At the "World of Kids", we advocate a holistic approach. Various educational focuses are implemented for this purpose and actively put into practice. This is done through offers and project work by the educational staff, but also on the initiative of the children and groups themselves. The intention is for the children to be able to actively participate in the design of their day-to-day life at the daycare facility. In all children's groups, these focuses are actively practised together with the children.

6.1. Child protection

The legal bases that protect the rights of the children constitute the guideline for all educational activities in the Wokis. Each person who participates in the facilities contributes their share to the implementation of child protection.

The child protection concept of the Kunterbunt children's centres and the facility-specific child protection concept serve as a guideline.

Child protection requires constant reflection on the structural framework conditions and, above all, on one's own educational actions. A behavioural traffic-light system was developed for this purpose, which divides educational activities into the following categories based on concrete everyday situations:

RED

= inappropriate behaviour; adults must never behave this way towards children

YELLOW

= borderline behaviour; behaviour can be justified in the particular situation in question, but not sustained conduct

GREEN

= desirable behaviour, educationally sound conduct

We live a culture of openness and constructive feedback. What's more, there is regular collegial exchange between the teams.

There is also the possibility of an internal consultation within the provider institution (by a trained child protection specialist and/or an experienced specialist in this respect).

6.2. Constitution of the World of Kids 1 and 2

Children's rights are enshrined in various federal and state laws. As a supplement to this, the Woki1 and 2 team developed and adopted their own constitution for the daycare facilities. This constitution secures various rights of the children in all areas and processes that affect them. This not only establishes rights, but also a corresponding co-responsibility for democratically coordinated decisions. Educators in the Woki and at the Kunterbunt children's centres actively advocate for children's rights and protect them to a special extent.

Further information can be found in the Constitution of the World of Kids 1 and 2.

6.3. Education for sustainable development

Education for sustainable development (hereinafter referred to as "ESD") has been an essential educational focus at Woki 1 and 2 since the beginning. In particular, when exploring and discovering the outdoor areas, surrounding environment and forest terrain, the children learn and understand the processes and contexts in their environment.

ESD not only encompasses the obvious and well-known topics of waste prevention and environmental protection but also places an increased focus on one's own and joint actions. The children learn to take responsibility for their decisions and actions and to reflect on them with respect to all their possible external effects. What consequences do my actions have in the here and now on my environment and the world that I live, but also on the lived worlds of other people in other parts of the world?

The following goals for ESD are considered a guiding model:

- » Development of values and an appreciation for nature
- » Recognising and understanding connections
- » Being able to reflect on and evaluate perspectives and actions
- » Acting as one's own person and acting together
- » Developing an interest in topics and the world around us that we live and experiencing self-efficacy

All these goals are identical to the guiding principles of the KiKu pillars (see 5.1). By entering into a dialogue with the children on an equal footing and discovering and understanding their world with curiosity (co-construction), we also enable them to explore nature and all processes in it.

In democratic votes, as they take place within the framework of the meetings, the children experience democracy, its possibilities and the associated responsibility for their own decisions (participation) for the first time.

Processes are then not only recognised and illuminated but, ideally, also permanently changed or improved over the long term. This can only be achieved through cooperation with external network partners and, above all, through a successful educational partnership with all families (educational partnership).

Every child can and should experience that their own actions are effective, and that change processes can be initiated. Above all, ESD reflects one's own actions along with the result for others and thus encourages the children in many ways to take responsibility for one another (inclusion).

6.4. Health education

6.4.1. Movement and sport

The cornerstone of the movement and sport concept:

- » Use of the co-constructive approach (e.g., through independently buildable and degradable materials and devices in the multi-purpose room; participation in and suggestions for movement content; the development of open movement challenges for creative release of movement; restraint on the part of the educational staff in providing finished movement solutions - instead, trust in the movement skills of the children)
- » Movement development and observation
- » The foundation of movement educational theory and schooling
- » Science-based
- » Multi-layered understanding of development

One of the most important variables for the successful promotion of movement is the educators themselves. As moving "role models", the educators shape the joy of movement.



Figure IX: Movement educators and children engaging in sports, e.g., here at the charity "Run for Kaya"

Our movement concept is implemented comprehensively at the daycare facility. It is particularly deployed in the gym (exercise room), in the indoor playground, and outdoors. Nature offers the forest children a wide variety of constantly changing challenges for climbing, balancing, jumping, crawling, lifting, throwing, etc. You can find more detailed information in our separate movement concept.

6.4.2. Nutrition

We offer a fresh, healthy and balanced diet for all children. Our dietician and our chefs plan all meals at the daycare facility - from the design of the menu to the shopping to the preparation and visual presentation of the meals. This also applies to our forest group. The group transports the breakfast in the morning with a wagon to the forest area, where a staggered breakfast then takes place. Lunch and the components for the snack are taken to the forest grounds with a caddy.

Even the smallest (up to 12 months of age) can be integrated into our full board. The children are welcome to start eating together as soon as they get used to baby food. This offer from the "World of Kids" can lay the foundation for a healthy diet for all children equally. The topics of nutrition and health are made tangible through interaction and joint exploration.

In addition to the purchase of regional, seasonal products, our kitchen team also takes care of the menu design and the preparation of fresh, healthy, child-friendly dishes. When selecting the produce, attention is paid to organic quality. For the daycare facility of the adidas Group, all dishes are prepared in approximately 90% organic quality, and the vegetables and meat, especially, are offered in 100% organic quality. Convenience products are completely dispensed with. We work with qualified regional suppliers.

You can find our basis for implementing a healthy diet in our separate World of Kids nutritional concept.

6.5. Linguistic education

Daycare facilities provide very good conditions for allowing children the chance to speak an additional language in a playful, child-friendly way, without excessive demands or coercion, but with a lot of fun.

Research shows that some areas of language learning in childhood are more successful than others. The pronunciation of foreign sounds, in particular, seems to be less problematic given a less consolidated system of sounds. Those who learn a language at a young age are less likely to have an accent. Furthermore, children seem to have retained the ability to make assumptions about the meaning of what is said through generalisation strategies without having to understand everything in detail.

All groups in the adidas daycare facility are bilingual. This transpires in daily communication situations. As a method, we use the scientifically recognised method of immersion.

Immersion means a bath of language; that is, the children immerse themselves in the new language. The new language is the colloquial and working language here, even if children are not familiar with it at first. Immersion learning is not overwhelming, because the language is not made the subject, and grammar and vocabulary are not in the foreground.

At the daycare facility, immersion means that every member of educational staff speaks to the children in their mother tongue. Each employee supports what she says with pointing, gestures, etc. Through this contextualisation, the language is integrated into actions. What is important here is that the English-speaking staff member is a native speaker, or has a native-speaker level, and uses the English language consistently and naturally. Through this everyday, vivid design of communication, all children, regardless of their mother tongue, have the chance to learn German and English as languages.

The "One person - one language" method allows the children to absorb English or German in a similar way to their mother tongue. The children learn the English/German language in the normal course of everyday life in the facility. The daily routines are designed in such a way that the children have the best possible opportunity to develop their language learning skills. What is crucial here is that the language is used in such a way that the children independently open themselves or the language's structures up without explanations from the caregivers. The educational staff has a variety of material available for this purpose (e.g., games, CDs, new media, songs, picture books, etc.).

It has been scientifically proven that with immersion:

- » the new language is learned more successfully than with the conventional method
- » the mother tongue does not suffer, but rather benefits
- » expertise does not remain deficient but often develops even better
- » the early acquisition of another language does not endanger the cognitive development of the children but, rather, promotes it in the longer term.

Spending time in the forest also places a great demand on the children's communication skills. In order to be able to develop communal play, attributions must be exchanged and compared, and negotiations conducted. Numerous challenges in nature can only be overcome in a team. This requires good agreements and thus expands the vocabulary of all children.

6.6. Intercultural skills

Both facilities are a place of encounter and coexistence. Both within our families and within the team, over 30 different nations are brought together. All participants benefit from the various experiences, especially in relation to various daycare concepts in the different countries. As described in the previous section, the focus is, in particular, on developing diverse values and expanding these in dialogue with one another.

For example, all colleagues can introduce special festivals and customs into our colourful coexistence. This way, the children get to know and learn to appreciate the diversity in a society in a playful way.

6.7. Media education

Both facilities have very extensive technical equipment. Already during the drop-off situation, the children are able to check in independently in the group via a facility app on the tablet and then discover what will be available for lunch and as a snack in our visualised meal plan. The technical media can also be combined well with other media, for example, by using the Anybook Reader to read texts in different languages, which can then be played back together with a picture book.

In order to be abreast with the current state of science and development within the framework of this focus, appropriate training courses have been, and are being, implemented. Among other things, the training series on "Strengthening media competence in early childhood education" from the State Institute for Early Childhood Education and Media Education is particularly worth highlighting.

Our media concept contains more detailed information.

6.8. Forest concept

All the educational focuses already outlined also form a part of the forest concept. However, the special environment also requires a variety of agreements between the children and the educators. For example, the children know that their radius of movement is limited if they lose eye contact with the educators. All children also know the invisible external boundaries of the playable area.

Since the forest group spends the day in the forest in almost any weather, appropriate wind- and weather-resistant outdoor clothing is essential.

Visits to the forest are planned all year round. In the event of severe weather or extreme weather conditions, the children can stay in their group room in Woki 1 and also join the kindergarten offers from there.

Further information can be found in the forest concept.

6.9. Pre-school

The start of school draws closer and closer in the last year at our institutions, and there are many questions and procedures that are new to all families. For this reason, our colleague coordinates all important school dates for the start of school (school registrations, parents' evenings, after-school centre registrations) and also special offers for pre-school.

At the beginning of the last year, all the children meet and vote on their group name and decide together which excursions to plan in the surrounding area and beyond. Special offers for pre-school children take place at least once a week.

These are supplemented by a preliminary course in German, offered by a teacher from our school, and a language club, led by our coordinator, for the start of school. These offers are

mainly for children who do not have German as their mother tongue and who will benefit from more intensive engagement with it.

These offers and projects are rounded off by our educational work in the kindergarten. From the first day of their life, children learn the appropriate skills they need to adequately cope with various life situations. We strengthen, promote and educate them in this regard in our everyday structures and our various offers and projects.

6.10. Further training

All colleagues from both buildings can continuously develop their areas of specialisation and interest. Our internal further training coordinator takes care of coordinating the corresponding processes. Possible further training requests are discussed, and implementation options are examined, in annual target agreement discussions with colleagues and department managers.

All team members have the freedom to choose the topics and the possible providers. Events can be attended outside of the Wokis, or in-house training courses can be held in which the entire team can participate.

Our further training concept contains more detailed information.

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