



# Educational Policy

Day Care 't Olefantje

Nieuwegracht



't Olefantje



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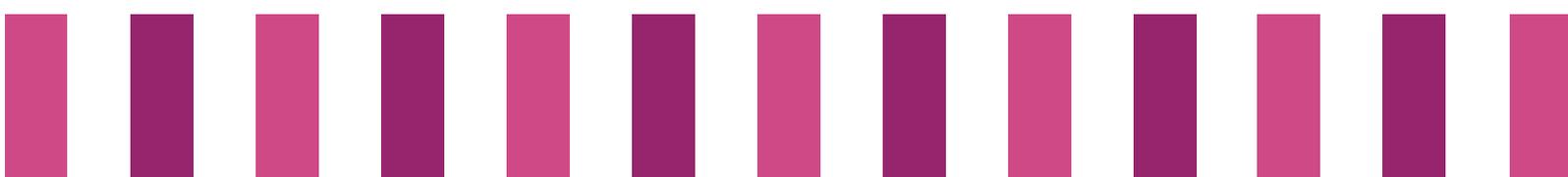
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## 1. Mission and vision of 't Olfantje

Day care 't Olfantje is a warm and homelike day care facility and offers parents and children a familiar and cosy environment. It is important to us that the children can develop, grow, feel safe and above all have lots of fun.

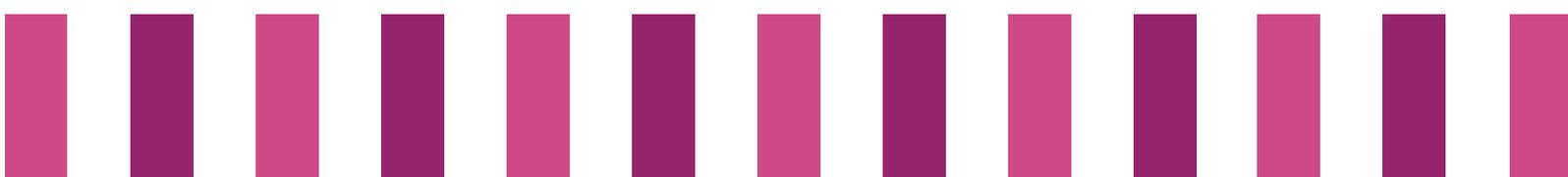
Our aim is for parents, children and our teachers to feel at ease in a cosy and warm atmosphere. Because we are a small facility, we know all parents and the communication between parents, children, teachers and managers is very open. We have a great, committed team with permanent employees and permanent substitutes. This ensures tranquillity and continuity in the groups. It is important for children, but also for parents to leave their child with the same teachers.

Together with our teachers, we have drawn up a mission statement and vision to show what we find important for our children and why. To guarantee fulfilling this, we get together as a team on a regular basis. Together we discuss how we can keep improving and if and where we need to make adjustments.

This allows us to constantly inspire each other to take the care of the children entrusted to us seriously.

We offer tailor-made education. This means that we closely observe all children individually and respond to their needs. Each child receives personal attention so that they can develop at their own pace. In other words, we do not have a clearly defined picture of how a child should be. Each child has their own personality and it is that personality that makes each child so unique and wonderful. In order to maintain this individuality, it is important for the child to develop self-confidence. We trust that when a child is given plenty of love, space, freedom to develop, and structure, they will grow up as an individual with self-confidence. We find it important to approach children in a positive way. We look at what the children can do, look for solutions and try to emphasise positive behaviour rather than negative behaviour. We also like to help parents when there are questions or jumps in the development of their children.

On a regular basis, external parties help us with this. For example, a movement coach who stimulates the physical development of the children, a dance teacher, a child education expert or a yoga teacher who teaches in our beautiful large garden.





## 2. How we offer responsible childcare

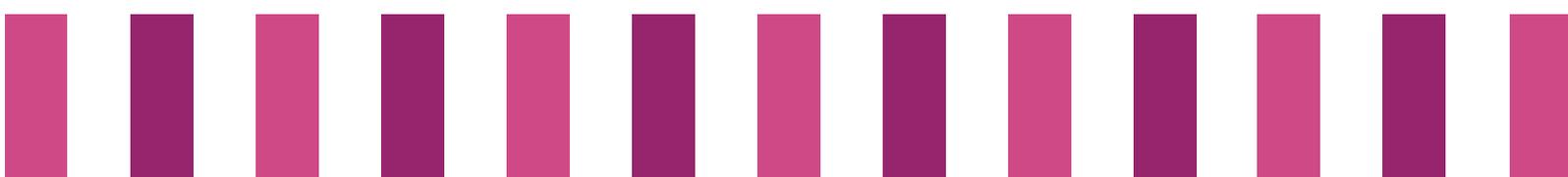
Education is always evolving. That is why we at 't Olefantje, should be too. Education is basically preparing a child for daily life. To guide a child as much as possible, it is important to us to teach them to have fun, to set their own limits, to give them self-confidence but also to be able to listen to others and feel compassion for the people around them. Physical, emotional and cognitive development are also important.

### 2.1. The four basic educational objectives

We use the four basic educational objectives, drawn up by Professor Riksen-Walraven, as a basis for our Educational Policy. Below we briefly explain them.

1. Providing emotional security. By creating a place where the children feel safe and secure, they can develop optimally. Think of permanent teachers in the group and a pool of permanent substitutes. We also offer structure and routine because we have a fixed daily structure, set limits and the children know where they stand.
2. Offering the opportunity to develop personal competencies. By personal competences we mean a wide range of characteristics such as self-confidence, independence and creativity. We stimulate the children in this by challenging them in a playful way in their development, by talking to them a lot and explaining things to them. For example, we explain what we do and why. We also let the children try a lot themselves, such as dressing and undressing or making a sandwich.
3. Providing the opportunity to develop social competences. We create an environment where the children feel confident with each other and we stimulate positive interaction between them. We also teach the children to communicate both verbally and non-verbally with us and the other children.
4. Providing the opportunity to make norms and values their own. We introduce children to limits, social behaviour and values. We do this by having a number of basic rules such as: "we allow each other to finish speaking" or "we don't grab toys from each other". We also do this by setting a good example ourselves and being aware of our own actions.

In the six interaction skills described further on in this Policy, we will elaborate on the above objectives.



## 22. Stimulating development

At day care 't Olfantje, we assume that every child is eager to learn and has the urge to develop. The developmental areas can be divided into socio-emotional development, motor development and cognitive development. These differ per age.

1. Social-emotional development can be broadly summarised in three points:
  - How we deal with ourselves and others in different situations;
  - The quality of the relationships we build;
  - The ability to respond instinctively to dealing with people and the relationships we have built up.We teach the children to be considerate towards each other. We do this for example by making the children wait their turn and not letting them talk over each other. This teaches them to be patient and to listen to each other. We also stimulate friendships between the children. We do this by stimulating the interaction between them. More on this can be found in the six interaction skills.
2. Cognitive development is the ability to acquire, process, save and apply knowledge. Children naturally have the urge to develop this. We help them do this by offering them a safe place in order to discover the world. We offer activities, games and stories that are just above the children's level, in order to keep them developing.
3. We continuously stimulate the children's motor development. The gross motor skills are stimulated by playing outside, games and letting the children try something on their own initially. The fine motor skills are stimulated by feeling, doing craft activities and building. Here too, we take safety seriously, and try to offer the children something just above their level.
4. Development per age  
We look at each child as an individual. We connect to the level of the child, and then challenge them to try one step more. Because we work with horizontal groups, each group is adapted to the age and developmental level of the child. The daily structure, the toys and the rooms are specifically designed for this.

Below are a number of examples per age category indicating how we stimulate development.

*In the baby groups*, we stimulate the development of the children by, for example, holding out our fingers to a baby who is lying down. This allows them to (learn to) pull themselves up. We also let them discover different textures by letting them play with finger paint, cotton wool or yoghurt. We talk to them a lot, describe what we do and regularly sing songs.

*In the young toddler group (up to 2 years)*, we stimulate the development by, for example, letting them dress and undress themselves, by starting the potty-training and by reading interactively with them. We ask them to help with small tasks, such as setting the table and stimulate playing together.

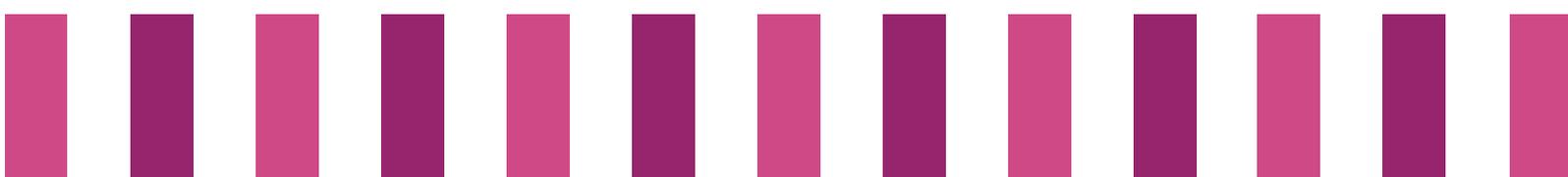


*In the toddler group (2 to 4 years), we stimulate the development by, for example, practicing with children's scissors. Playing together becomes more and more intensive and we teach them how to deal with conflicts. We guide them in further potty-training and also do much interactive reading.*

In addition, our movement coach Mirjam visits us regularly. She observes the children in all groups and discusses striking motor developments with us. She advises the teachers and gives them movement exercises to do with the children.

### 2.3. Educational approach

We base our actions on six interaction skills. These interaction skills are briefly explained below using a number of examples.

1. Sensitive responsiveness. We pay close attention to children's signals and the things on their minds. We stimulate them when they are interested and enthusiastic. We try to express their feelings verbally, and ask about their feelings and thoughts. We talk to the children and not at the children. We do this by sitting on the ground (eye level) with the children and by asking them regularly for their opinion. If possible, we consider the input of the children, or explain why it is not possible to do this. We also involve the parents to find out if a child does not feel understood or heard.
  2. Respect for the autonomy of the child. We encourage the children to do as much as possible themselves. We let them discover for themselves and offer them the opportunity to choose for themselves. We ask them to help us think about plans, solutions and activities. We offer all children the space to be themselves. This means that in addition to fun joint activities, a child can also play on their own when they want to. We also give the child the space to have their own (autonomous) emotions. Of course, we strive for cheerful and happy children, but we also find that they can be angry or sad. By observing the children and discussing details with each other and parents, we can help children quickly when they run into something. If necessary, we make arrangements for extra supervision for the child. Think of the arrival of a new brother or sister or frustration that sometimes comes with a child going through a developmental jump.
  3. Structuring and setting limits. We offer structure and continuity. For example, we have a fixed daily structure and permanent teachers. We tell the group which rules and agreements are in place, and explain why we have these rules and agreements. We offer an alternative in case of undesirable behaviour; for example: "Can you ask if you can play with that, instead of grabbing it off someone?" in order to steer the children towards a more positive direction. We convey important values and socially desirable behaviour to the children by setting a good example ourselves. For example, we wait to eat until everyone has something to eat, we do not talk over each other, we are nice to each other and we are considerate to each other.
  4. Talking and explaining. We continuously use situations as an excuse to talk to the children. We supplement these conversations with extra information and repeat what the children say in the right words. We explain what we do and why. We name what the children see and do. We read to the children interactively. We do this by asking open questions during the reading or by engaging them in conversations about the subjects of the books.
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5. Development stimulation. We stimulate the development of the children in different ways. We ask ourselves aloud how something works, or why something happens in a certain way. We make challenging statements such as “your boots will probably fit me too”. Where possible, we stimulate the children to do things on their own. Think about getting dressed or making a sandwich by themselves. We speak in a varied way and just above the level of the children in order to offer them as wide a range of languages as possible.
  6. Supervising (positive) interactions between children. We safeguard that children feel safe and at ease with each other. We pay attention to interactions between children and respond positively to (spontaneous) positive contact between children. We stimulate conversations between the children and not only between the children and the teachers. We consciously create situations where children play together, share and help each other. The children often play in small groups and because of this, they feel more safe. We teach the children to communicate both verbally and non-verbally with us and the other children. So, we stimulate the children to observe others and respond to them.

In addition to these six educational principles, there are a number of other points that we find very important at 't Olfantje.

#### 24. **Healthy nutrition**

At 't Olfantje, we think it's important to stimulate the children to eat healthy and varied food. We order bread from the bakery and, if possible, fresh fruit and vegetables from a local greengrocer. We like to experiment with nutrition, sometimes we offer gherkins, sometimes olives and another time corn. Not only do we offer the food ready to eat, but we also show the children a pineapple as a whole, and together we discover what is edible and what is not, the colours and the smells, and finally the flavours. We consciously choose our products and pay attention to salt and sugar content. We also ask parents to provide a healthy treat for birthdays. In these ways, we try to stimulate the children as much as possible to make healthy choices.

#### 25. **Sleeping**

Sleeping is healthy, for everyone, but especially for children who are still growing, learning and developing. Days at 't Olfantje are days with lots of stimuli, impressions and activities. That takes energy and so we make sure that besides activity, there is sufficient room for rest. We think it is important that children sleep well and have fixed naptimes in the groups. In the baby groups, we follow their individual sleep structure as much as possible.

When a child is close to starting school (from the age of 3.5 years), where they will not be able to nap, we will actively reduce napping. Until then, we assume that a child still needs to nap in our facility at least once a day. When a child indicates that they need less sleep and wakes up earlier, of course, we take them out of bed.



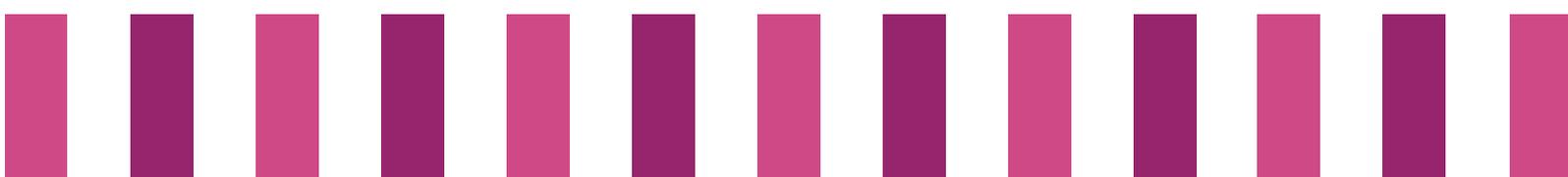
26. **Much outdoor air**

We have a beautiful, large courtyard garden where the children can play to their heart's content. The children love it and it is of course good for their motor development. We aim to go outside with the children every day. We also like to play outside when it rains or snows. While playing outside, the children come into contact with different natural materials such as: sand, leaves, snails, beetles, etc. In addition, we have an apple tree that we use to make delicious apple sauce with the children, and a small vegetable garden. For the babies, we have a separate baby garden, where the little ones can crawl, play and discover safely; or enjoy the outdoors while lying on a rug.

27. **Mentor guidance**

To allow for proper monitoring of the child's development, all children have a mentor in the group. This is one of the teachers who works in the group of the child. Parents are informed who their child's mentor is. The mentor is the main point of contact for the parents. They keep a close eye on the well-being of the child and discuss this during work meetings and transfers. If any particularities are identified, a plan is drawn up together with the mentor and managers and in coordination with the parents, to guide a child through development for a certain period of time. For example, a child who does not sleep or eat well, a child who does not develop as quickly as usual, or a child who has to get used to a new situation due to, for example, the arrival of a sibling. If necessary, in consultation with parents, we call in external persons connected to our facility or we refer parents to them. This can be a movement development coach or, for example, a speech therapist. We register the development and any peculiarities in our child file. Once a year, parents are invited for a 10-minute interview to discuss the child's well-being. If necessary, an extra interview can take place at the request of the mentor or parents.

When the child transfers to the next group, the parents receive a letter with the name of the new mentor. The mentor of the old group transfers information to the new mentor. If the children go to school and/or the out-of-school care or move to another day care, for example, we ask permission from the parents if we can forward a transfer.





### 3. Teachers, interns and substitutes

All of our teachers are qualified for the position of educational worker according to the CLA for Childcare. In addition, they have a genuine interest in children and are able to create an atmosphere that is pleasant, safe and feels like home. We invest a lot of time in our teachers and interns and are eager to offer them the opportunity to continue their development through training and courses.

We are a recognised internship company and like to work with interns. The interns are always under our supervision. They perform the same tasks as the teachers, but do not yet bear final responsibility.

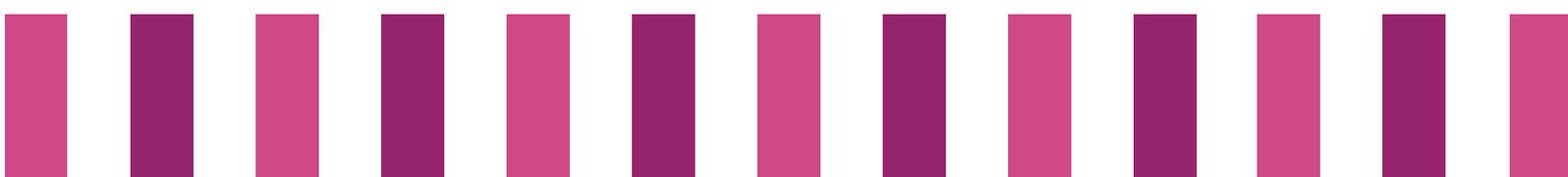
We aim for interns to complete at least one school year in our centre. Advanced interns can be used as professionals if their level of education allows it. We take into account the legal conditions, as elaborated in the CLA for Childcare. This is pleasant for the children because it offers continuity.

We work with as many permanent, enthusiastic substitutes as possible.

The teachers and interns of 't Olfantje are supported daily by the managers. The teachers can contact them for questions, advice and support. There are also regular group meetings where one of the managers is always present. Here any particularities of children are discussed, there is consultation, and the ins and outs of the group are discussed.

In addition, our teachers are coached by our educational coach. Together with the teachers, they look at the educational approach and the conscious use of the educational interaction skills. This is done through, among other things, coaching on the job, video interaction guidance and coaching conversations. In this way, the teachers remain in development and the educational quality is guaranteed.

All teachers follow an annual first aid course specific to children.





#### 4. Working method of the groups

At 't Olefantje, we work with 5 horizontal groups. We have two baby groups, a young toddler group (up to 2 years) and two toddler groups (2 to 4 years). The number of toddlers per group depends on the professional-to-child ratio (*BKR, beroepskracht-kind-ratio*).

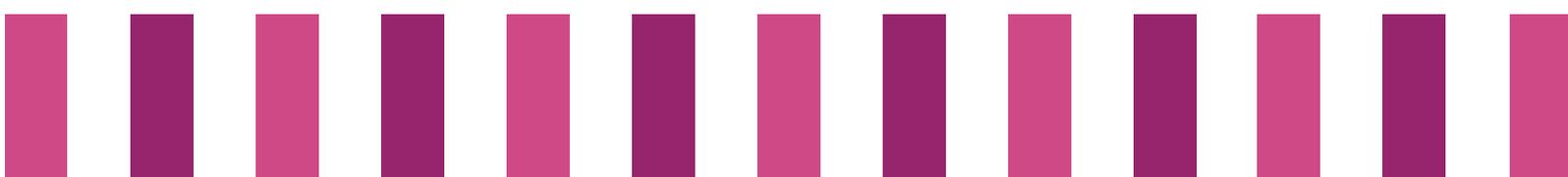
- The red baby group has a maximum of 9 children aged 10 weeks to 24 months.
- The green baby group has a maximum of 11 children aged 10 weeks to 24 months.
- The blue young toddler group has a maximum of 16 children aged 1 to 4 years.
- The large pink toddler group has a maximum of 16 children aged 2 to 4 years.
- The small pink toddler group has a maximum of 5 children aged 2 to 4 years.

The age limits of the groups are indicative, we always take individual children into account. Of course, we comply with the professional-to-child ratio.

For three hours a day, it is allowed to have fewer staff present than indicated by the professional-to-child ratio. This happens, for example, during teachers' breaks. The times when we apply the 3-hour rule are described for the groups. We make sure that there is always at least 50% of the teachers in the groups, and that we do not deviate more than 3 hours in total from the professional-to-child ratio per group.

In the morning, there is plenty of opportunity to talk with the teachers. Good communication with parents is extremely important to us. From 7.45 am, the children can be brought to the day care. We strive to start the day together and ask parents to make sure that their child arrives around 09.00 am.

Exceptions are of course always possible. At the end of the day, the teachers will tell you how the day went. From 4.30 pm, we have our preparations in place for collection of the children. This is of course also possible earlier under exceptional circumstances. In those cases we would like to be advised, so that we can make sure that the children are ready. At 6.15 pm, 't Olefantje closes.



#### 4.1. Baby groups

In the baby groups, the daily structure is still determined individually, as the youngest children each have their own rhythm when it comes to eating, sleeping and playing. Day schedules are drawn up for the youngest so that we can meet the individual needs of the children in the best possible way. This allows us to monitor regularly whether the daily structure of the youngest children needs to be adjusted. The teachers try to the best of their abilities to fit in all the feeds before 5.00 pm, as that is the time when the teacher with an early shift goes home.

Older babies (from 8 to 9 months) already have a bit of the same structure:

- Around 09.15 am, children are seated at the table for fruit.
- Around 10.00 am, children go to bed or do an activity.
- Around 11.00 am, children are given a bottle of milk.
- Around 11.30 am, children eat a sandwich and are given something to drink.
- Around 12.00 pm, children go to bed.
- Around 2.30 pm, children are given raw vegetables, a cracker with toppings and something to drink.
- Around 3.00 pm, children go to bed.
- Around 3.00 pm, children are given a bottle of milk.
- Around 5.00 pm, children are given something to drink and a cracker or breadstick.

In the baby groups, we apply the 3-hour rule at the following times:

In the green baby group (assuming there are 3 teachers working): between 8 am and 8.15 am, between 8.30 am and 8.45 am, between 12.30 pm and 2.45 pm, between 5.15 pm and 5.30 pm.

In the red baby group (assuming there are 2 teachers working): between 8.15 am and 9.00 am, between 12.45 pm and 2.15 pm, and between 5.00 pm and 5.45 pm.

If, due to circumstances, there are two teachers in the green group, the 3-hour rule is applied as in the red group.

If due to circumstances, there are three teachers in the red group, the 3-hour rule is applied as in the green group.

#### 4.2. Young toddler group (up to 2 years)

We have a fixed daily structure for the young toddler group. The children help as much as possible with cleaning up the toys before we go to the table. The independence of the children is promoted; we teach the children to undress and dress themselves, to drink from an open beaker, to make a sandwich and to go to the toilet as soon as they need to. Some children in the toddler group sleep twice a day, and some only once a day.

At 9.00 am, we start the day with the morning ritual; first we read and then we make a big circle with all the children, teachers and interns, sing the good morning song and discuss the day.

- Around 9.30 am, children are seated at the table and eat fruit.
- Around 10.00 am, children who sleep twice go to bed. The children who only sleep once do an activity. In the case of nice weather, they play outside. When they stay inside, we offer them an activity like painting, children's yoga, building, making music, cooking or dressing up. We have a wide range of activities and sometimes there is unstructured play.
- Around 11.15 am, we clean up together and then seat ourselves at the table to eat bread and drink milk. Children who sleep twice come out of bed when they are awake and join us at the table.
- Around 12.30 pm, the children lie in bed. Most of the children sleep about for 1.5 to 2 hours. During this time, children who have slept in the morning can do an activity or are allowed unstructured play. Children who stay awake are offered an activity or play freely.
- Around 12.30 pm, the children get out of bed and get dressed.
- Around 3.00 pm, the children go back to the table and drink water and/or tea and eat raw vegetables and a cracker with toppings. We offer different kinds of raw food for the children to choose from. Afterwards, they often go outside, or another activity is offered. The children who sleep twice go to bed again.
- Around 5.00 pm, the children are given something to drink and a snack, such as a cracker, breadstick or rice waffle.

In the young toddler group, we apply the 3-hour rule at the following times:

On Monday, Tuesday, Wednesday and Thursday: between 8.00 am and 8.15 am, between 8.30 am and 9.00 am, between 12.45 pm and 2.15 pm, between 5.00 pm and 5.15 pm and between 5.30 pm and 6.00 pm.

On Friday: between 8.15 am and 9.00 am, between 12.45 pm and 2.15 pm, and between 5.00 pm and 5.45 pm.

If due to circumstances, there are two teachers on Monday, Wednesday, Tuesday or Thursday, the 3-hour rule as on Friday will be applied.

If due to circumstances, there are three teachers on Friday, the 3-hours rule as on Monday, Tuesday, Wednesday and Thursday will be applied.

### 4.3 Toddler group (2 to 4 years)

The toddler groups (2 to 4 years) have the same daily structure as the young toddler group (up to 2 years) mentioned above. In the toddler groups, the children play in theme corners. The children help out as much as possible with the tidying away of toys before we go to the table. The independence of the children is promoted; we teach the children to undress and dress themselves, to drink from an open beaker, to make a sandwich and to be potty-trained. Some children in the toddler group no longer sleep at noon. These kids sometimes rest on a stretcher. Then do unstructured play, or challenging games for 3+ are offered.

The small pink group is open on Monday, Tuesday, Wednesday and Thursday. The group rooms of both toddler groups are next to each other and are separated by sliding doors. During the placement, we look at the group dynamics and for which children it might be an added value to (temporarily) play one or more days a week in the small pink group as a second group. Of course, we do this in consultation with the parents. The parents give written permission, if they agree, that their child can be placed in both pink groups.



The toddler groups always open and close together. During these parts of the day, the sliding doors separating the pink group rooms are open and the children play in both group rooms. There are two teachers (with an early and a late shift) in the large pink group and one teacher (with an intermediate shift) in the small pink group.

When there are more than 16 children inside in the morning, the small and large pink groups are formally separated. The children may then still choose where they want to play as part of the open doors policy. The same applies at the end of the afternoon. When there are only 16 children left in total, the small and large pink groups close together.

At 9.00 am, we start the day with the morning ritual, i.e. a joint activity. First, we will read to the children and after that, we will make a big circle with all the children, teachers and interns, sing the good morning song and discuss the day. After the morning ritual, the children of the small pink group go to their own group.

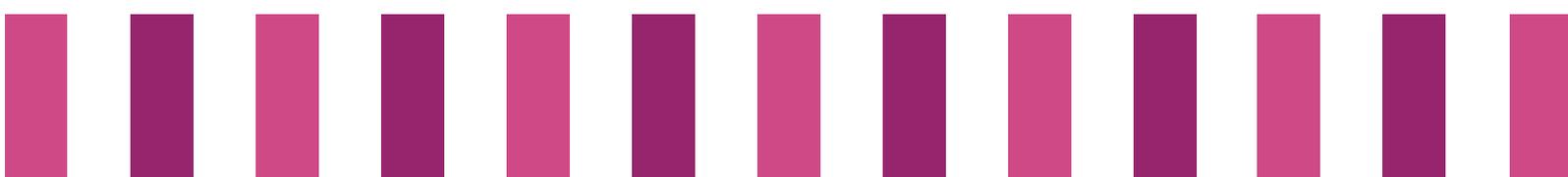
- Around 9.30 am, children are seated at the table for fruit.
- Around 10.00 am, we do an activity. In the case of nice weather, we play outside. When we stay inside, we do an activity like painting, children's yoga, building, making music, cooking or dressing up. We have a wide range of activities and sometimes we have unstructured play.
- Around 11.15 am, we clean up together and then seat ourselves at the table to eat bread and drink milk, water or tea.
- Around 12.30 pm, the children who sleep at lunchtime are in bed. Most of the children sleep for about 1.5 to 2 hours. Some children rest on a stretcher.
- Children who stay awake are offered an activity or unstructured play. Around 1.30 pm, the children are offered something to drink and a snack.
- Around 2.30 pm, the children get out of bed and get dressed.
- Around 3 pm, the children are seated at the table and drink water and/or tea and eat raw vegetables and a cracker with toppings. We offer different kinds of raw food for the children to choose from. Afterwards, they often go outside, or another activity is offered.
- Around 5 pm, the children get something to drink and a snack, such as a cracker, breadstick or rice waffle

In the toddler groups, we apply the 3-hour rule at the following times:

On Monday, Tuesday, Wednesday and Thursday: between 8.00 am and 8.30 am, between 8.45 am and 9.00 am, between 12.45 pm and 2.15 pm, between 5.00 pm and 5.30 pm and between 5.45 pm and 6.00 pm.

On Friday: between 8.15 am and 9.00 am, between 12.45 pm and 2.15 pm, and between 5.00 pm and 5.45 pm.

If, due to circumstances on Monday, Tuesday, Wednesday and/or Thursday, the toddler groups are occasionally combined and there are two teachers in the group, the 3-hour rule as on Friday will be applied.





## 4. Activities

Olefantje offers a varied range of activities, in a child-friendly environment. The toys meet the required safety requirements. The different areas of development are stimulated. The teachers guide the children in their play by providing clarity. It is important to us that the children know clearly what is and what is not allowed, so that the child can fully immerse themselves in their play. We offer the most diverse range of playing materials possible, so that children can make their own choices. We do not prescribe exactly what the child should do, but nor do we leave the child to their fate.

We put the game first, and not the results. We do this by rewarding the activity as such and not the results. If necessary, we limit behaviour, for example when playing becomes too noisy or a quarrel arises. Because the teachers sit between the children a lot, they can adjust the interaction between the children on time if necessary. We try to approach the children in the most positive way possible.

We make a distinction between activities that are part of our daytime activities and activities that take place outside the group.

Every day, there are activities in the regular groups such as singing songs, reading books, dancing, doing craft activities, games, cooking and the like. The activities are tailored to the age and level of the child. The activities are focused on recognisable themes such as: fairy tales, people, spring, holidays, etc. Special events surrounding a family, such as the child's birthday or the birth of a sister or brother, are also taken into account.

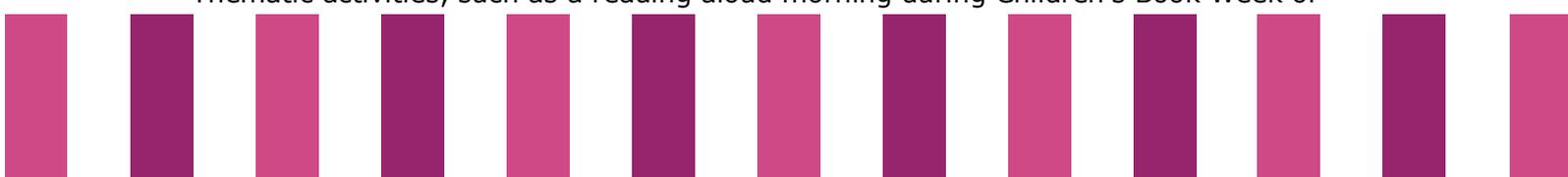
In addition to these activities, there is plenty of room for free play. During free play, children learn to deal with emotions, share, wait their turn, discover themselves and understand things. To a large extent, children decide for themselves what they want to do and what, how and with what they play. These are ideal moments for the teachers to observe the children and consciously choose not to intervene too quickly. Depending on their age, children can often come to good solutions together.

The children are allowed to pick out new toys once they have tidied up the previous one. This is because we find it important that children learn to handle materials carefully and because experience has proven that if there are too many toys, they will be less able to enjoy playing.

There are also activities that take place outside their regular group. We have a beautiful, large indoor garden where the children can play to their heart's content. We go outside as much as possible, even when the weather is not great. The children love it and it is good for their motor development.

The teachers often organise an activity and invite the other groups. An example is a disco in one of the groups, a dance performance or a circuit with various fun activities. The teachers discuss this with each other beforehand, and prepare the children of their own group for this. The children are allowed to participate in these activities under sufficient supervision, but if they do not want to, a possible alternative will be considered. Depending on the type of activity, the children may participate in small groups. In consultation, it may also be the case that a child plays in another group at their own request, with a sibling or a friend.

Thematic activities, such as a reading aloud morning during Children's Book Week or





Sinterklaas or Christmas celebrations, we often celebrate together with several groups. We determine and communicate in advance where and when these activities take place and who takes part in them.

When parents give permission, we will make excursions once in a while. This can be to a playground, our out-of-school care room, the greengrocer or bakery, or we go for a walk. It is possible that we split up the group into smaller groups. If we organise an activity outside our own premises, the children will walk 2 by 2, or we will use a cargo bike or prams for transport.

The children go back to their own regular group after the activity and the activity takes place under sufficient supervision, taking into account the professional-to-child ratio. The eating, drinking and resting moments take place in the child's own regular group.

#### 4.5 Merging

It may happen that we temporarily merge groups, due to occupancy and/or cancellations. This occurs regularly in holiday periods. A merger can take place between the red and green baby groups and the small and large pink toddler groups. On days when there is a maximum of 16 children in total, the small and large pink groups can be merged. Parents are informed of this orally, or via the information board.

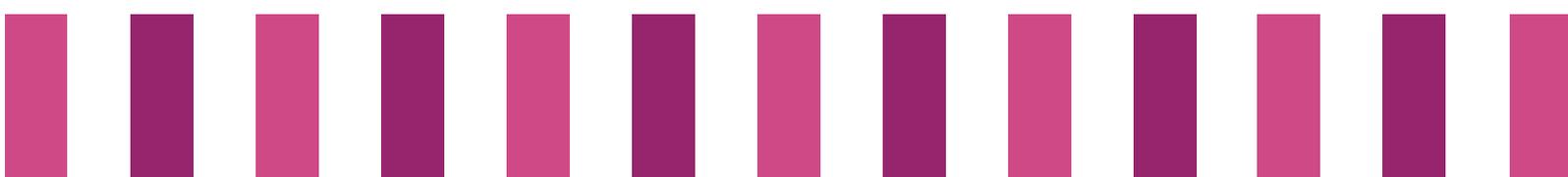
#### 4.6 Adjustment

The time needed to adjust is different for each child. While the child is still adjusting, parents should at least be available on the first day and on call for the next few days. This only applies to parents of new children. Children generally need at least three periods of adjustment to the day care facility before they start.

The first adjust day of the child generally starts at 09.30 am with an intake interview with one of the managers. This intake takes about half an hour. They will explain the general course of events at day care and discuss general information. Of course, there is plenty of opportunity to ask questions. After that, around 10.00 am, there will be another intake with the group teachers. During this intake, the teachers will extensively discuss all the details relating to your child. This will take about half an hour. After that, the parents can leave the child to our care for about 1.5 hours. The second time period for adjusting to our care is about 4 hours. The third and last time, the child adjusts to our care for about 6 hours. For the second and third times, the parents only drop off and collect the child. The adjustment arrangements are made in consultation with the parents and generally take place in the month before the official placement.

For new children in the (young) toddler group, this adjustment time is arranged in consultation with the parents. This is because the time needed to adjust is different for each child.

When a child goes from one group to the other internally, the teachers decide how to go about the adjustment among themselves. The parents will of course be informed about this.





In general, children, accompanied by their regular teacher, are brought to the new group for a look and some participation three times. The teacher of the old group passes on information to the teacher of the new group. In any case, they will discuss how the child feels and what the child needs to feel safe. For instance, the child may need to sit on the teacher's lap for a little while or the teacher may need to sit down with the child among the other children. If it turns out that the child needs more time to adjust, we can adapt the schedule.

#### **5. Extra days/exchange days**

There is an option for a day's additional attendance, or to switch days. The child price of 't Olefantje includes a number of additional days per year. These additional days can be used in the child's regular group if the group occupancy allows. In consultation, we can also see if there is room in another group. Parents can discuss this with the teachers of the group. In general, the group will be full, but the teachers know best when there is room. Also, when parents want to switch days, they can discuss with the teachers of the group (where the child is placed) if this is possible.

Under the heading of information, payments and rates, you will find the rates. Parents will also receive the rates with the contract.

When extending days and/or transferring to another group, it may happen that a child temporarily plays in two regular groups. The parent agrees to this by filling in a regular group note.

