

Nussbaum Day Care Nursery

Educational Concept

January 2021



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Introduction

It is the purpose of this educational concept to inform parents and our employees as well as any interested parties about the educational principles of Nussbaum Day Care Nursery, bringing into sharper focus both our beliefs and our goals.

Nussbaum Day Care Nursery describes itself as providing supplementary childcare.

We provide day care for children between three months of age and the beginning of kindergarten age. We offer a total of 24 day care places, divided into two separate child groups. Our services are available to all families, irrespective of their cultural background or religion.

We consider education, child rearing and day care as our main tasks. Hence, we understand education as related to the kids' individual learning processes supported by the adults. The term "education" describes how a stimulating environment is given shape in which the adults provide the kids with a multitude of learning opportunities. "Day care" refers to providing kids with social support, satisfying their needs and giving them care, as well as providing them with emotional attention, keeping them out of harm's way and building meaningful personal relationships. We consider all three aspects as equal and closely linked.

Daily Routine

A regular daily routine involving rituals gives the children a sense of security. Within the framework of a well-ordered daily routine the kids know, at any given moment, what happens next at the day care nursery. Depending on the kids' changing needs and interests, we keep the daily routine flexible.

Nussbaum Day Care Nursery's daily routine looks as follows:

7:00 h Nussbaum Day Care Nursery opens

7:30 to 9:00 h Individual breakfast time

9:00 h All children have arrived

9:00 to 9:15 h Welcome ritual / song circle

9:15 to 10:45 h Play in the learning rooms / activities / play outside

10:45 to 11:15 h Kids wash their hands / diapers/nappies are changed

11:15 h to 12:00 noon Communal lunch

12:00 noon to 12:30 h Kids brush their teeth / wash their faces / prepare to take a nap

12:15 to 14:30 h Kids nap individually / older children rest or play quietly without napping

13:30 to 14:00 h Kids are picked up or dropped off

14:00 to 15:30 h Play in the learning rooms / activities / play outside

15:30 to 16:15 h Kids enjoy a "Zvieri" (light afternoon snack)

16:15 to 16:45 h Kids wash their hands and faces / diapers/nappies are changed

16:30 to 18:00 h Kids enjoy free play

18:00 h Kids join in clearing up

16:00 to 18:30 h Kids go home

18:30 h Nussbaum Day Care Nursery closes

Basic Needs

Psychological and Physical Well-being

At our nursery, your child and his or her well-being are the center of our attention. Feeling perfectly at ease is a prerequisite to the healthy development of every child. Initially your child needs us, acting as his or her care givers, to keep himself or herself at ease. By and by your child can then start to accomplish this task on his or her own. In order to ensure the well-being of your child, we offer him or her protection, a stimulating environment and autonomy. Each child develops individually, at his or her own pace. It is our task as experts to act in accordance with your child's given development stage and temperament.

We offer to the children in our care reasonably sized and stable groups in which they can feel perfectly at ease.

Your child's psychological and physical well-being also depends on what relationships he or she can develop. We offer the children in our care familiar, accessible and reliable care givers.

Food

It is our goal to offer the kids a healthy, balanced, regionally sourced and seasonal diet, in accordance with the current recommendations issued by the relevant departments. At our nursery, we serve the kids breakfast, lunch and Zvieri (a light afternoon snack). In addition, we respond to each child's specific needs.

The kids get to enjoy fresh, seasonal fruit or vegetables every day. They have access to water and unsweetened tea throughout the day. We want our meals to be enjoyable communal experiences that take place in a relaxed atmosphere, and where both our care givers and the kids and the kids with each other have respectful conversations. We are constantly aware of our position as role models.

Before we start eating, we have a ritual where we tell each other to enjoy our meal. The kids decide for themselves what and how much they would like to eat. We name each item of food individually and offer it to the kids in a neutral manner.

In order to promote their independence, we allow the older children to help themselves to their food. In doing so, we support them in handling their food properly and also in learning about where it comes from.

Seeing that, as a rule, infants' dietary habits differ quite considerably, we prepare veggie and fruit baby food portions individually in advance and store them frozen. It is very important to us that your child can follow the same habits at our nursery as he or she does at home. Mothers wishing to continue breast-feeding their infants or feeding them mother's milk have our full support. If they prefer follow-on milk, we invite them to bring their own. And if there is any type of food you consider inappropriate for your child, we will take this into account as best possible.

Personal Hygiene, General Hygiene and Health

Hygiene is an integral part of a healthy lifestyle. Each child should experience looking after his or her body as something pleasant, and that is why respect each child's privacy. By displaying a positive attitude towards a child's body and regular personal hygiene we help each child to develop a sense of cleanliness. Personal hygiene takes place in an atmosphere that is pleasant and in line with each child's needs.

Where necessary, a child is accompanied by his or her care giver, who informs the child in detail what is happening at any given moment. This motivates the child to actively participate in procedures such as diaper/nappy changes, washing hands and changing clothes. We always make sure that we recognize and respect a child's needs with regard to closeness and distance. Our care givers are fully aware of their position as role models in personal hygiene and hygiene in general, acting upon it in

the following areas of daily life: washing hands, blowing noses, conduct, clothing, brushing teeth and going to the bathroom/loo.

Changing Diapers/Nappies and Going to the Bathroom/Loo

Our nursery has fixed changing and bathroom/loo times throughout the day – before lunch, after the midday break and after Zvieri (afternoon snack). Where necessary, we will change diapers/nappies outside these times too, of course.

We lay out everything necessary before the change and wash our hands. The care giver then informs the child in a communicative manner about what he or she is about to do, and proceeds to clean the child using washcloths and warm water.

We avoid harmful ingredients as best possible and refrain from using any care products. Cleaning always starts at the front and ends at the back, thus we prevent intestinal bacteria from contaminating the child's genitals and causing infections. We never leave a child alone lying on the changing table.

After cleaning, the care giver also cleans the changing mat and stows it away, leaving the changing table clean, and then washes his or her hands.

Each child going to the bathroom/loo is accompanied age-appropriately and assisted in cleaning himself or herself. Afterwards, the child and the care giver leave the bathroom/loo clean and wash their hands.

Brushing Teeth and Facial Care

Each child has his or her personal toothbrush, toothbrush beaker and washcloth. After lunch the children brush their teeth. The care giver shows the kids how to properly practice oral hygiene, supports them in doing so and checks each child age-appropriately. After the Zvieri (afternoon snack) the kids can once again satisfy their need for cleanliness, e.g., change into fresh clothes, wash their faces and hands or comb their hair.

Napping

We offer the kids ample rest and possibilities to withdraw and take a nap. Children who would like to do that go to our nap room accompanied by a care giver. Each child is granted his or her personal bedtime ritual. The care giver pays attention to the child's needs with regard to where and how he or she would like to fall asleep. Each child is allowed to bring along personal objects (security blanket, stuffed animal, etc.). Kids no longer needing a midday nap keep themselves busy with a quiet activity while the younger children are napping. This period also serves as their own relaxing midday break.

Transitions

Settling in

The settling-in period marks the transition from the family to supplementary day care. Transitional periods are challenging tasks in every child's development, because, within a short amount of time, a child must accomplish important feats in terms of adapting to a new environment. Transitions are deemed learning-intensive periods triggering emotions such as anticipation, fears, curiosity and insecurity. During a transitional process, children acquire important skills in dealing with changes as well as socio-emotional skills. Certified experts, we closely guide each child and his or her care giver through such periods. Seeing that successful transitions serve as guide rails to the kids for use on future transitions, we aim to offer families a settling-in period that turns out to be a successful transition.

The average length of the settling-period is two weeks, during which we respond to each child's individual needs. The settling-in period is deemed complete when the child appears equable and allows the care giver to take care of him or her, accepting him or her as his or her secure counterpart.

The goal of the settling-in period is not only to establish a stable relationship between the child and his or her new care giver at the nursery, but also to build a relationship based on trust between the parents and the care givers.

Dropping off and picking up your Child

Drop-off and pick-up times, too, constitute transitional moments and are therefore very important to the child. Drop-off and pick-up situations always involve some form of parting. When being dropped off, a child has to readjust to a somewhat different life and say goodbye to his or her parents. Conversely, when being picked up again, the child is separated from his or her group and has to say goodbye to the daily life at the nursery.

In both instances, the child needs time to accept the new situation. Therefore, it is important that each child is prepared for what is coming and that both parties – the parents as well as the nursery's staff – give the child the time and room he or she needs for this change. The nursery's care team supports both the parents and the child in saying goodbye and makes them feel well taken care of at the nursery. On the other hand, when the time comes for the child to be picked up again in the evening, he or she may need a few minutes to part with the group and its activities.

Both drop-off and pick-up times are perfect moments for short talks and information exchange. Regularly exchanging information and opinions is an opportunity for both parties to keep everything transparent. The teacher will obtain information about what may be important during the next day in the company of the child, and the parents will hear what experiences their child has made on the past day and what memories he or she takes home. Basically, our drop-off and pick-up times are fixed. In the morning, the children should have arrived at our nursery by 9:00 h. In the evening they may be picked up no earlier than 16:00 h and no later than 18:30h. For extraordinary appointments, such as visits to the doctor, you can individually discuss/agree fixed time exceptions with the nursery's staff.

We must ask you to always personally hand over your child to his or her carer at the nursery. The same applies to the child's pick-up. We hand the children over to their parents only, unless our nursery's staff is notified in advance of a different person and that person shows his or her ID when picking up the child. In our admission meeting, the child's parents can name a person they have authorized to pick up their child.

Educational Principles

The Image of the Child

We meet children at eye level. Children, right from the start, are equipped with a basic set of perceptive and communicative skills and learn on their own initiative, following their curiosity and their interests. From birth, they are, by nature, independent and self-determined. Children are open to the world and show a "hunger for education." They want to touch and grasp the world around them with all their senses. We picture children as skillful beings, as explorers, researchers and builders of their own education processes. Infant and brain research indicates that humans, from the outset and as early as the infant stage, have astonishing receptive, cognitive and social capabilities.

Children do not have to be educated; with our support, they educate themselves.

Our image of the child here at Nussbaum Day Care Nursery has been strongly influenced by Maria Montessori. It is on their own steam that children go through education processes, while we adults create the environment for them to accomplish it.

Communication

Right from birth, every child is a social being, and therefore communication plays a very important part in his or her life. Through pre-verbal, verbal and nonverbal interaction, children acquire their sense of self. By communicating, children learn to distinguish themselves from as well as to empathize with others. These development steps form the basis of empathic behavior, or empathy, as well as consideration and assertiveness.

Here at the nursery, we aim to let all children experience communication as something that is both pleasant and useful.

At Nussbaum Day Care Nursery, we communicate with the kids in both English and German, thereby allowing them to thrive in a truly multilingual environment. Children of their age, which is the sensitive stage of their language acquisition process, find it easy to learn several languages simultaneously.

Each of our carers communicates with the kids in his or her own mother tongue.

Environmental Education

It is our aim to empower the kids with respect to treating our natural resources respectfully and to raise their willingness to act in an environmentally and resource-friendly manner. At our nursery, the children can experience nature, for instance during our outings or playing in our garden/yard. We aim to provide the kids with experiences that bring them in touch with nature, when paying a visit to a nearby farm, for instance, or simply when romping around outside. This is where the kids start learning how things are connected – where their food comes from, for example.

Exercise

Nussbaum Day Care Nursery carries the “Purzelbaum” (somersault) logo, a label which promotes exercise and a healthy diet.

Exercise is high on the list of priorities here at Nussbaum. Children have a natural urge to move, and it is here that they can pursue it, whether it is outside on a stroll or in our garden/yard or in our exercise room or taking advantage of the exercise activities we offer. We aim to offer the kids a multitude of exercise options, such as running, jumping, balancing, rolling, swinging, throwing, etc. Once every week we go to the gym together, where they can find additional exercise options. Plenty of exercise isn't only good for a child's motor skills, it is beneficial to his or her psychological, social, cognitive and physical development as well, strengthening the muscles and bones, and improving both a child's well-being and self-esteem.

Participation

A participative stance is fundamental to everyone here at Nussbaum Day Care Nursery. Participation means sharing in what we do, expressing oneself, being heard, joining in and sharing the decisions we make. Hence, we accept and highly appreciate the kids' contributions and their influence as something valuable. We support them in doing things on their own initiative and will allow it. We are aware that even very young children can make a contribution to the community. We allow every child to speak his or her mind and listen closely.

We live in a democratic community, and both a sense of belonging and participation are its building blocks. We want the children at Nussbaum Day Care Nursery to feel that they belong here, so that they can strengthen their social skills and learn to take on responsibility.

Strengthening the Sense of Self-esteem

We pay attention to children and take an interest in what inspires them. This helps the kids build a positive self-image. We empower the kids by helping them feel joyful about what they do and

discover and go and try out new things.

Providing the children with both nonverbal and verbal feedback is very important to us. We show them that we share their joy of success, giving them back something positive.

We commend them, for example, by showing our appreciation for their efforts and perseverance.

Inclusion and Acceptance of Diversity

Becoming a member of our community is a development task for every child. Nussbaum Day Care Nursery is a community where inclusion is regarded as a matter of course. We welcome every child and treat him or her with respect. We give every child the chance to deal with his or her own personality and traits and with what distinguishes him or her from others.

Here at Nussbaum Day Care Nursery, we truly practice diversity. We welcome children and adults with their diverse personalities and characters and invite them to join in, thus showing to everyone what all people, regardless of gender, age or nationality, can contribute to our community.

We also allow everyone to experience the diversity of children and families through songs, stories, games and our meals.

Learning Processes at the Nursery

Every child can benefit from stimuli and experiences, provided that they are in harmony with his or her given development stage and that he or she is capable of processing them. In other words, the support we provide needs to be adjusted to the child's current development stage. We adapt the information we give to the questions the child asks. We encourage the kids to take the next steps.

At our nursery, the children learn integrally. This means not only that the kids employ all their senses when learning, but that they can benefit from any given activity in many different ways as well.

The kids also learn through their actions, through what they do on their own, through what they say and through how they cooperate with other people.

However, it is NOT the results that count. Rather, it is the experiences made while learning that are important and truly valuable in the long run.

In education, there is a new, valuable commodity called the Child's Willingness – it is through this willingness that the child opens the door to his or her building processes in which we can recognize the learning processes through focused observation.

Education must not compromise this willingness to appropriate, because this would mean that we have to do without the strongest, most innovative force that resides in every child and drives him or her on to explore the world. And that is why we approach and connect with the kids' interests and themes.

The world reveals itself to a child through his or her actions. It is a child's striving for the ability to act that shapes his or her skills, but only if the child can pursue his or her interests and needs. Early childhood education aims to make full use of the kids' building potential, lest any talent falls by the wayside; however, it must take this aspect into account.

We consider it our task to assist children in pursuing their learning processes and using their abilities; we make it possible by offering to the kids seven areas of learning that they can use at their discretion. In the learning rooms, each child can find self-learning education processes that allow him or her to freely pursue his or her own needs and strengths. The seven areas at Nussbaum Day Care Nursery are described below.

Exercise, Body and Health

Exercise is high on the list of priorities at our day care nursery, as it is of fundamental importance in a child's life, both for his or her physical and cognitive development and language learning as well as

for a basic understanding of maths.

In the Exercise, Body and Health area we offer the kids, both indoors and outdoors, an exercise-friendly environment, allowing each child to make plenty of experiences. The freedom to move allows the children to experience new situations and to test both their own abilities and their environment. In addition to providing exercise, this area of learning focuses on a multitude of sensory experiences and the emotions that go along with them. Here each child learns how to experience emotions, and to control his or her own body discriminately and purposefully. By responding to each child's individual needs, we lay the groundwork to enabling the children to develop their life skills and to take on the responsibility for themselves and their own bodies. The Exercise, Body and Health area offers the kids a variety of materials, such as cloths, tires, ropes, balls and mattresses, allowing them to try out their physical skills in a multitude of ways.

The Health area connects exercise with the experience of emotions as well as a healthy diet. In addition to the Exercise area, we actively focus on the meals at our nursery, ensuring a healthy and balanced diet.

Nature and Technology Basics

In our Nature and Technology area we offer the kids a variety of materials that allow them to explore, discover and observe nature. In this area the children will find various natural materials for experimenting and exploring. Experiments involving natural materials constitute important sensory experiences. Our care givers offer the children a wide range of experiments, showing them, for example, what happens when you deprive a candle of oxygen. In these experiments, the children learn how to proceed systematically, to ask questions and to recognize basic technical principles. The experience of the four elements water, air, fire and earth is highly important when supporting the kids in their development. That is also why we can keep rediscovering and researching these elements in our outdoor and indoor spaces. In this room the kids can also gather technical experiences, for example using a hammer to drive a nail or a screwdriver to fasten or unfasten a screw. Many exciting technologies and experiments await the kids in this room.

In addition, we go outside with the kids every day, allowing them to gather more experiences in nature and the environment, whether in our garden/yard, in our neighborhood or on one of our forest outings. The kids are equipped for all types of weather, which allows them to also experience the effects of the weather and the seasons on plants, animals and people.

Social and Cultural Environment

Social relationships are a fundamental element of all learning processes. Within the social and cultural environment, we allow the children in the group to encounter their different needs, lifeworlds and cultures.

In this area, the kids have a variety of materials at their disposal that allow them to try out new roles and become acquainted with different cultures. Here, they can come into contact with new materials, for example by putting on hats from different countries, while developing their worldview by spotting those countries on our world map on the wall.

In this area of learning, the kids can get to know more about people, values and cultures that are different from their own, as well as about themselves. In roleplay, they can strengthen their social relationships and continue building their social skills. Swapping and sharing are great learning processes within this context. The care givers stand by and show the children, by treating one another with courtesy and respect, how to adopt a positive, neutral stance both in terms of what one says and how one looks at people. They encourage the children to voice their thoughts and needs

and support them in doing so, thereby conveying to them an understanding of the values and principles that govern our society.

But there is more to this area of learning dedicated to the Social and Cultural Environment than just play. Our day-to-day life at the nursery also includes festivities and the celebration of other countries' traditions and customs. Such functions are perfect occasions for becoming better acquainted with our own as well as foreign cultures. On such varying occasions, our care givers are always careful to include the different cultural backgrounds of the children with a migratory background.

Music and Rhythm

A child's development takes place in an active and creative interaction with the world. What is needed for this to happen is a wide range of sensory experiences and of possibilities to express them. At our nursery, the kids have access to a large selection of musical and rhythm instruments which they can use freely. In addition, we offer various activities such as song circles, language games, rhythm groups, etc. Our care givers support the kids in trying out and practicing everything. Music has always been an elementary human need. The voice is an instrument, and making music has a positive influence on our mood. Music is stimulating and relaxing and brings us joy. Music brings people together, to dance and sing. It contributes to social and cultural integration and is a way of verbal and nonverbal communication. Making music in groups gives us self-confidence and a sense of achievement.

Music also promotes our cognitive skills, attention and concentration. It trains and supports our sense of rhythm, reflexes, motor skills, and memory. Rhythm serves as a means to improve perception, spatial perception and conceptualization. In addition, in this area dedicated to the arts, the kids can experience regularity, for example when clapping their hands in time to the music and when singing a refrain.

Building and Construction

By creating his or her own environment, the child becomes a builder. This experience is very important and relevant for the child's development. Building and Constructing promotes perseverance, imagination and visual thinking. In addition, the shared goal of building something together strengthens the team spirit among all the children.

In the building corner, the kids can discover the laws of physics in a playful manner and can put them to the test, using Lego, Brio trains, toy blocks of various shapes and sizes, toy cars, various tools, Duplo bricks and a host of other materials. The children can pursue their building projects on several levels. And they can look at pictures of a variety of real structures and buildings from around the world for their architectural inspiration.

Math Basics

This particular area, even though it is dedicated to mathematics, is not a school subject. But it allows the kids to experience how maths are ubiquitous and can be found in all areas of life. Making this discovery, the kids develop a positive attitude towards this subject and skillfully experience it. Using various materials and numbers, they learn how to compare, assign and classify as well as to recognize repeating patterns. Numbers can be connected to people and objects and are also important tools in spatial and temporal imagination. Because maths is an integral part of daily life, we are used to asking about quantities and numbers. In this area, the kids learn in a playful manner how to deal with boundaries and practice logical thinking, for

example when we count the children in the morning or when they count the plates when setting the table at lunchtime.

Creativity

Creative processes are realization processes. In order to get to know and understand the world, kids follow their own paths. Through experimentation and trial and error they examine their environment, process experiences and express emotions. In our Creativity area of learning, the kids are given the opportunity to experience their various senses anew and to express their imagination. In this room both cognitive and magical thinking, reality processing and imagination, as well as observation and imagination come together in a special way. Here, the kids learn more about their different senses, and they are allowed to individually try out and recognize their creativity. Given this kind of freedom, the children enter into social interaction and can consequently process experiences made and fantasize about their dreams.

This room offers the kids various materials such as glue, paints, fabrics, scissors, brushes and much more. Here, the children can dream up visions, which we support by allowing them to give their creativity free rein and become the creators of their own world.

We have equipped all of our rooms with child-friendly furniture, thus ensuring that the kids can safely enjoy them on their own. Also, we continuously update, reconsider and supplement the materials in each area of learning in response to the kids' changing needs. All our areas of learning are connected to one another, and every child is basically allowed to change rooms if he or she so desires and after talking to us about it.

Acts, Works and Activities in our Areas of Learning

We let the children decide for themselves what it is they would like to do, and in which area and with what materials they would like to play. Our attitude is underlined by the “BULG” (Bildungs- und Lerngeschichten / Educational and learning stories) concept. In the Time area of learning the children first gather in a large circle, and they are shown pictures of the play areas and activities. Each child receives his or her own (photo) portrait and places it on the room in which he or she would like to pursue his or her personal interests. We give the kids enough time to make up their minds about which room to choose. Kids who still have difficulty deciding for themselves what it is they would like to play are guided through the process by a familiar teacher. Each child is free at any time to switch rooms depending on his or her own needs.

The kids proceed to their respective areas of learning to pursue their individual interests and learning processes. There is always at least one familiar teacher in the room for support. The teacher acts as an observer and provides the kids with input and support where necessary.

Here, the children can gather valuable experiences on all skill levels, by interacting with one another as well as with themselves, and by establishing new friendships and interest communities with other kids.

Educational and Learning Stories

The “Bildungs- und Lerngeschichten” (Educational and learning stories) incorporate an observation procedure for the care givers that is designed to identify each child's strengths and interests and to support dialogs with children that are conducive to learning.

The group's teachers, over a period of two weeks, observe and take (written) notes on the kids in their group, using the nursery's own observation form. They note down what interests each child shows when observed, and what needs and learning processes he or she pursues during that period.

In the following week, the teachers exchange their individual observations and establish the selection of activities for each child as well as their timing. This also means that teachers switch groups (or vice versa) every three weeks.

The carer givers (at least two experts) discuss their observations, establishing each child's learning-related interests, needs and strenghts. In addition, they discuss any observations they may have made in daily life at the nursery, including a given child's special or extraordinary traits. On the basis of these findings, we then draw up a plan of activities for each child which is in harmony with the child's interests and learning processes.

After that, one of the carers prepares what is called a learning history, about the child's learning steps and observations. The learning history includes, in addition to that, the plan of activities drawn up for the child. The learning history is then read to the child, the teacher and the child exchanging their opinions about the observations made and the upcoming activities in a positive manner.

The reading is followed by the activities which are being prepared for the child. Other children may participate in these activities if they do so desire. The selection of activities is then photographed and filed in the portfolio according to the documentation of activities together with the learning history. This provides the child's parents with an insight into the nursery's daily life and themes.

As for the nursery's infants, our carers will prepare photographic learning histories which document each infant's learning process through pictures and short documentations. This provides the parents with a visual record of their infant's achievements.

By observing, reflecting and documenting, we aim to:

- recognize, identify and understand the kids' educational needs and development processes.
- describe and capture the kids' interests, resources and strenghts.
- enter into an exchange of opinions and ideas with the kids about how they learn.
- reflect on the kids' individual learning and development paths with other adults.
- obtain pointers as to how to guide the kids through their learning and development processes, as well as to initiate further educational stimuli and measures.

Portfolio

Each child, on his or her first day at our nursery, is given a file which we call a portfolio and is actually a folder in which we collect and store all the sheets containing the works created by the child at the nursery.

The portfolio file is labeled with the child's name. It also has a clearly identifiable picture of the child attached to the cover. The kids have access to the portfolios at all times and can actively work on their portfolios and look at them in the company of their teachers or their parents whenever they like. Each child is in control of his or her own portfolio and decides who may have a look at it.

The portfolios are publicly shown at least once each year at one of our events, which gives the parents the chance to work on them in the company of their children, whether it is by adding a little note, a picture or something else that is creative.

Learning and Educational Partnerships

Here at Nussbaum Day Care Nursery, we regard the cooperation with the children's parents as learning and educational partnerships.

It is within their families that the kids have their basic educational and learning experiences. The first important care givers in the life of a child are his or her parents. They are the “experts” when it comes to their child. And it is as such that we treat them here at Nussbaum Day Care Nursery.

“Learning and educational partnership” describes a quality of cooperation between the families and teachers that is beneficial to the child, a quality that allows us to find a common path in order to offer the child the best learning and developing conditions possible in every learning environment.

Parents and teachers exchange opinions and ideas about:

- observations
- the child's development, experiences and behavior
- the learning and educational concepts
- the current situations within the family and at the nursery
- the child's upcoming new steps and challenges
- further educational activities and measures to promote the child's development

At least once each year parents and teachers meet for a status review regarding the child. The meeting about the child's individual learning and development paths takes place in an appreciative atmosphere, the teachers pointing out the child's strengths, progress and potentials to the parents.

We, the teachers, are mindful of the fact that family backgrounds vary considerably. We assume the parents to be competent and support them in their roles.

A learning and educational partnership makes the world of the “grown-ups” more transparent to the kids, allowing them to sense the connections and continuity going back and forth between their families and our nursery. It also serves as an example, teaching the children the basics of acting in a cooperative, participative and democratic manner.

Furthermore, seeing their parents being treated with appreciation and respect provides the kids with a sense of confirmation as to their self-image.

And, finally, Nussbaum Day Care Nursery is also a place where people just meet. We support “our” kids' families in exchanging ideas and opinions and in getting to know each other better – fully aware that this may well lead to new learning and educational partnerships.

Quality Assurance

To a day care nursery such as ours, whose business it is to take care of children and to ensure their safety, quality assurance is an important part of all daily activities. We take this task very seriously and continuously seek ways to optimize our quality.

Concepts

In our various concepts, many procedures and guidelines are laid down in writing, in order to ensure the daily safety of our indoor and outdoor spaces. We constantly strive to minimize risks and hazards, without limiting the kids' freedom. We expect all our employees to be fully alert on the job and to immediately report to us and remedy as quickly as possible any flaws they may find.

The following concepts are available: Educational Concept, Concept regarding the Prevention of Sexual and Psychological Violence, Emergency Concept, and Hygiene Concept.

Qualification und Human Resource Development

For quality assurance purposes we make sure that our employees are fully qualified. Our selection procedure is accompanied by an intensive application process (job interview, trial period, references). Both the Swiss single criminal records excerpt and the special excerpt from the Swiss criminal records of each of our employees is impeccable, and our expert employees hold a recognized educational degree. Our certified experts are selected according to the required skills and hired according to their resources. We also strive to train our interns and trainees as best possible, under the guidance of our person in charge of vocational training.

Cooperation within the Team

Solid teamwork characterizes our daily and professional childcare work. We treat each other with honesty and respect. We are aware of the significance of ourselves and of our own well-being for the success of our work with the kids. We regularly hold team meetings in which we can address various organizational matters. In addition, the meetings ensure the steady exchange of information and the ongoing development of our educational work. In our meetings, our employees actively discuss current topics, ideas, problems and wishes. Our group leaders hold positions as role models and act accordingly. We openly communicate our ideas and needs. Only where constructive communication, independence, a sense of responsibility, self-initiative and self-criticism go hand in hand are goal-driven work and achieving common objectives possible. Keeping an info booklet and the calendar further promotes a steady flow of information. The nursery's managers are contacts who are open to all queries and who actively support our employees. The following types of meeting take place at our nursery:

Management Meeting, Team Meetings, Group Leader Meetings, Trainee Meetings. The Management Meetings take place about every two months. Team Meetings and Group Leader Meetings take place every six weeks, and every four weeks if necessary.

We exchange information with each other daily, by telephone or via e-mail, which allows us to respond to any situation quickly if necessary. In addition, there are regular workshops involving the leaders, the trainees or the entire team. We strive to be an attractive employer. We achieve this goal by organizing, in addition to our daily work, team building events together about twice each year.