



Pedagogical concept

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1. Structure and framework conditions of our institution

1.1 Information on institution and operating facility

The bloom Minikita is a bilingual minikita with two locations north and south at Franz-Joseph-Straße 43 in the Schwabing district, between Elisabethplatz and the English Garden. The premises of the North location are located on the ground floor and can be reached barrier-free. They offer on approx. 80m² adventure room for growing and developing for 10 children aged one to three years. The headquarter is Bloom Tagespflege GmbH.

The bloom Minikita is easily accessible by public transport. The streetcar lines 27 and 28 (stop Elisabethplatz) and with the underground lines U3 and U6 (stop Giselastraße) are very close.

Professionals

The children are looked after by two pedagogical specialists, a pedagogical assistant and an additional staff.

When selecting our specialist staff, we attach great importance to a communicative and loving personality who is open to other cultures and ways of life and identifies with our vision and values. They support the development of the child by helping him to perceive his own developmental steps and to expand them in a targeted manner. By trusting in his talents and abilities, they help the child to develop pride, recognition and a sense of achievement. The pedagogic specialists guide and accompany him in playing, exploring and interacting with other children and adults.

In exam days and internal training courses, we work as a team to develop sustainable and realistic values and concepts for the implementation of our vision of reconciling work and family.

The training of interns is one of the tasks of day-care centres. bloom Minikita is happy to provide internships within the scope of its capacities. The management of the interns is taken over by the team as a whole.

Booking time, opening and closing times

Our opening hours are Monday to Friday from 07:30 a.m. to 5:30 p.m.

Within this time frame, the parents agree with us the booking time in which the child is regularly in the Minikita nursery center. In our core time from 9:00 a.m. to 3:00 p.m., we attach great importance to the presence of all children. The parents' fees are staggered according to the booking time.

The closing times are 30 days a year plus 2 training days and are always communicated to the parents on 31.07. of a year for the coming care year. They are spread over the summer holidays (about three weeks in August), for Christmas and other times over Easter, Carnival and Pentecost there are special arrangements.

Catering

A balanced and child-friendly diet contributes significantly to a healthy mental and physical development.

Therefore, great importance is attached to a balanced and child-friendly diet. The recommendations of the German Nutrition Society and the Food Pyramid are taken into account. The food is varied, healthy and depends on the taste of the children. The meals are an integral part of the daily routine and are taken together in a pleasant atmosphere. Attention is also paid to table manners. The care staff acts as a role model and promotes nutrition education.

Breakfast, lunch and afternoon snack are delivered as needed by a caterer specializing in feeding toddlers.

The children are involved in the daily preparation of the food and thus get to know the food and the mindful handling. The children also have access to unsweetened tea and water throughout the day. Hygiene regulations according to HACCP are known to the caregivers and are always adhered to.

1.2 Children and families

Reconciling work and family life is a major challenge for many families in Munich. The bloom Minikita wants to provide families with high-quality and workplace-oriented childcare for crèche children.

In a family-like format, we offer the children security, security and at the same time the necessary freedom to explore, experience and discover.

Due to our central location, we offer our families good accessibility, which facilitates the way to and from work and thus allows childcare to be optimally combined with professional requirements.

1.3 Legal mandate

Our institution defines itself as an educational institution with the mission to promote and maintain the education and general well-being of children. The legal mandate of our institution results from SGB VIII, the Implementing Ordinance of the Bavarian Child Education and Care Act (Kinderbildungsverordnung - AVBayKiBiG), in which the binding educational and educational goals for all state-funded day care centers are laid down, as well as the Bavarian Education and Education Plan (BayBEP).

The basis for our hygiene management (the hygiene plan, the monitoring of the defined measures, as well as the hygiene instructions) is the framework hygiene plan of the state, according to § 36 infection protection law for children's facilities, as well as the current corona regulations.

2. Our Mission Statement – Principles of Our Actions for Children and Their Families

Reconciling work and family life is a major challenge for many families in Munich. The bloom Minikita wants to provide families with high-quality childcare close to the workplace.

In a family-like environment, we offer up to 10 children safety, security and at the same time the necessary freedom to explore, experience and discover.

Children

We want to be a place where children play, learn and discover their world through research with a lot of joy and enthusiasm.

Families

We want to be a place where parents meet and know their children are in a sheltered and safe environment.

Pedagogical staff

We want to be a place where loving and qualified educators can work and realize themselves in family-like small groups.

2.1 Picture of the child

Our self-image

Our self-image is defined by the principle of democracy, mutual participation and integration, cultural openness, and the awareness and recognition that we all learn throughout our lives.

The child and his frame of reference

Every child is unique and comes into the world with their own abilities, strengths, interests and desires.

Every child needs:

- People who love it and build a secure bond with them
- A stimulating environment that can be explored independently
- An atmosphere where it feels comfortable and safe
- Other children to develop their own social and individual skills

The living conditions and the environment of the children are perceived by us as changing conditions. Not all aspects apply to every single child to the same extent. The circumstances that a child experiences in his living environment are individual and different in each case. Therefore, the individual needs and prerequisites that are brought into a group are very broad. These differences are reflected in the planning and daily pedagogical work and are implemented accordingly.

The child's personality

Every child is unique and has a natural right to be accepted and respected with all his strengths and abilities, but also weaknesses. It takes security, care and emotional security to venture happily into the world.

Children are active, curious, creative and willing to learn personalities. They are equipped with basic skills from birth and strive to explore their surroundings. Especially in the first years of life, children learn with ease and faster than ever later in their lives.

But they are also vulnerable and vulnerable. They depend on the loving and caring care of trusted caregivers who ensure physical and mental well-being. If these requirements are met, the children are free to discover and explore the world with all their senses. In doing so, they also need the support of adults who treat the children with respect, who value their research, who carefully support, promote and challenge them in their actions in due course.

From the very beginning, children come into contact with their social environment. In addition to the family and other familiar people, children also need other children to learn with and from them. They need the togetherness in the group, for example the common play, but also the conflicts in order to develop further in their social, emotional, cognitive and creative skills.

"Once people are made for people, they are therefore also children for children, but only much more beautiful..." Jean Paul Friedrich Richter.

Children learn from children much more easily. The developmental difference is smaller than to an adult and the children learn at "eye level". In this way, children acquire part of their knowledge in community with other children.

2.2 Understanding education

The basis for the fulfillment of our educational goals are §§ 1 to 14 AVBayKiBiG. The crèche is a place of growth, happiness, new encounters and learning. We promote basic skills through pedagogical work in educational areas, especially the English language, and reflect on the connection between pedagogical measures and overarching learning objectives. Not only personal competencies such as self-confidence and self-esteem are promoted, but explicitly cognitive, motivational, emotional and physical skills. Parental involvement is paramount, as a strong, honest and open relationship between parents and pedagogic professionals benefits the child's growth, understanding, comfort and overall learning outcomes, both in the crèche and in the home environment.

2.3 Pedagogical attitude

Learning in every way is a lifelong process that begins with childbirth. To prepare the children sensitively and competently the ground on which they can develop and develop freely,

discover new things and acquire them, is a high quality standard of the bloom Minikita and thus to the content pedagogical work.

The children should mature into open, cheerful, self-reliant and communitarian personalities and feel comfortable as such in the group. They should also be strengthened to be able to master unknown situations and they should want to dare new things with curiosity, courage and self-confidence.

The bloom Minikita sees itself as a family-complementary offer of day care for children. Therefore, one of the foundations for the success of the pedagogical work is the intensive and trusting cooperation with the parents.

In order to achieve the optimal personality development of each individual child, the primary goal is to create a positive atmosphere for all participants in der bloom Minikita, in which the protected and protective framework for the children is noticeably effective.

The top priority is to build a solid emotional bond with the children, to convey security and reliability to them and to create a familiar framework. The younger the children to be cared for, the more important this social and emotional bond between adult and child is (also in the sense of education based on the Bavarian Education and Education Plan).

The qualified pedagogic specialists strive to create space for the children in which they can discover and develop themselves actively and independently with their competences. They should have the opportunity to explore and understand their environment and to be able to build social relationships with their fellow human beings.

The strengthening of personal, social and learning methodological basic competences is our central educational goal, because these basic skills and personality traits enable the child to live together with other people and to deal with the conditions of the environment. They give the child a basic framework and are thus orientation for his further life path.

In addition, the children should always have the opportunity to acquire new skills in a variety of areas such as gross and fine motor skills, language, creativity, health, values, resilience, etc. as well as new knowledge.

Of course, all this must be done taking into account the respective age and the current and individual stage of development.

2.4 Integration

By integration we basically mean the coexistence of different children. When playing together, the children learn to accept and understand each other as full-fledged partners – without performance principles.

For us, integration means taking in children with different needs and paying attention to a mixed group composition, so that aspects of personality as well as age and gender are also taken into account.

In addition to social integration within the group, the child receives special attention from the pedagogic professionals in small groups. The family is involved in the development process. In addition, contact among families is promoted

3. Transitions of the child in the course of education

3.1 Acclimatization and relationship building

We see the different transitions of the child in the course of education as an opportunity. These transitions primarily extend to the transition from the parental home to the crèche and from the crèche to the kindergarten.

Transition from parental home to crèche

The admission of a child requires a planned procedure and agreements between the parents and the pedagogic staff. This is the only way to develop a trusting cooperation between parents and pedagogic professionals. The recording should be designed in such a way that all participants have time to find their way into the current situation, to ask questions, to feel comfortable in order to gradually build new relationships. Before the child enters the crèche, the caregiver (BP) creates a profile of the child for the pedagogic staff, which describes the child's daily routine, peculiarities and individual needs of the child. This gives the pedagogic professionals a preliminary insight into the habits and needs of the child in advance and can then be implemented in pedagogical practice.

Based on the "Berlin acclimatization model", we practice the following acclimatization phases:

a) Basic phase (1-3 days)

The child visits the crèche accompanied by the caregiver and stays with her for about 1-2 hours. The BP behaves rather passively, does not push the child, accepts whenever the child seeks closeness, is a "safe haven" for the child and does not pursue any other activities. The caregiver observes the behavior between the BP and the child, exercises careful contact with the child (play activities) and gradually assumes the role of BP. No separation is attempted. At the end of the basic phase, the BP should withdraw (also spatially), but should always be reachable if the child can't be reassured by the caregiver.

b) First separation attempt (4th or 5th day)

The BP comes with the child to the crèche and says goodbye to the child after a short time, but is always available in the house. Important here is an explicit, short farewell and possibly a recurring farewell ritual. The child's reaction to the separation attempt is an indication of the further course of acclimatization.

(c) Stabilization phase

The BP comes with the child to the crèche and says goodbye to the child after a short time, but is always available on the premises. BP leaves it to the caregiver to be the first to react to the child's signals. The reference supervisor takes over the tasks of the BP (feeding, wrapping, playing, etc.). As soon as the child feels more comfortable in the surroundings of the crèche,

the caregiver extends the length of time the child spends in the crèche. The transition to the final phase takes place if the reference supervisor deems it appropriate.

d) Final phase

The BP is no longer on the premises after saying goodbye to the child, but can be reached by phone at any time. The care phases are gradually extended until the child spends the entire booking time in the bloom Minikita.

For the period of settling in, 4 to 6 weeks should be planned. Since the individual phases as well as the transitions from one phase to the next depend on the respective needs of the individual child, there may be some deviations.

3.2 Transition to kindergarten Preparation and farewell

Our pedagogic specialists also advise and accompany parents when it comes to the selection and transition to the kindergarten.

4. Organization of educational processes

4.1 Learning environment

Our premises

Our entrance area welcomes the children with a "children's wardrobe", where each child finds his own seat and has a personal area for storing the personal belongings. This area as well as all our rooms are accessible without fret.

The large playroom invites the children to discover and research. It can also be converted into a relaxation room where the children can rest and sleep.

Various play areas are available for the children. Our building corner offers various elements for construction games. On the movement elements, the children can train and expand their skills in climbing, sliding, crawling, etc. The cuddly corner offers a retreat to rest, look at books, cuddle and relax. On our large play carpet we meet, sing, dance and laugh together.

Materials

In our equipment, we have paid attention to non-toxic materials and an environmentally conscious use of our resources. In addition, we attach great importance to selected play materials that are used in a targeted manner.

In order to give the children enough space for their natural urge to move, we attach great importance to daily outdoor stays. Our beautiful surroundings, the many playgrounds (for example Leopoldpark) and the extensive parks and meadows, such as the English Garden, which can be reached in a few minutes on foot, invite us to experience and discover nature.

Daily routine

Arrive, start

The Minikita opens daily at 7:30 am and the morning begins with a free play and welcome phase. By 8:00 a.m., all children should have been brought to the mini-daycare center by their parents. In exceptional cases, or due to special circumstances, a later bring is also possible after prior consultation with the pedagogic specialists.

Time together

After breakfast, the whole group meets to experience each other as a community and to exchange ideas. In the daily morning circle, the children get a preview of the day and have the opportunity to share their observations and experiences with the other children and pedagogic specialists. Every child should be able to experience that their opinions and feelings count and that they can make an important contribution to the community.

Personal body care and hygiene (washing hands, brushing teeth, changing diapers, etc.) are an important part of the day.

Depending on the type, content and topic, our offers in the daily routine take place in the entire group or in a small group. They are carried out both indoors and outdoors, for example in the nearby parks and playgrounds.

Later in the morning, the clean-up phase is initiated. By taking time together and organizing the tidying up together, the children can develop a sense of responsibility for space and material.

Lunch together

The children eat together with the pedagogical specialists in the premises of the bloom Minikita.

Midday rest / nap

After lunch and body care, there are rest periods during which the children relax, rest or sleep. For this purpose, the beds/sleeping mats are prepared and the children can sleep, read or look at books if necessary.

In the afternoon, started projects/activities are continued or new ones are offered.

Fresh air experiences / Excursions

In order to do justice to the children's natural urge to move outdoors, we go out into the fresh air in all seasons and over the entire opening hours of the crèche as well as in almost any weather. We visit the nearby playgrounds & open spaces, take walks and go to the parks. For longer excursions, our crib trolleys are available to us.

Deviations are important

A structured daily routine gives the children a temporal orientation and security. Since it is important to us to be able to act flexibly according to the situation and to respond to the children's living environments, the daily routine may also deviate, for example due to suggestions and ideas that the children bring in, special situations, such as birthdays and longer excursions or seasonal and weather-related circumstances. However, it is important that the routines remain clearly visible to the children at all times.

Weekly design

During the week, regular activities with a focus on specific topics take place over a given period of time, for example thematic projects or seasonal activities.

4.2 Participation

Participation is a joint process with the children and the educational team and always develops in a dialogue that we strengthen in the daily morning circles.

For us, participation means involving children in decision-making processes that affect their own lives and those of the community in an age-appropriate way and finding solutions to problems together. In this way, we grant children influence and grant them self-determination. Appropriate to their development, we enable all children to participate as much as possible in everyday life in the crèche. The daily routine in our mini-kindergarten is clearly structured. Different rituals and rules organize and shape togetherness. Nevertheless, we give the children sufficient creative leeway by measuring the need for rules and routines by whether they contribute to giving the children orientation and support on the one hand and supporting the possibility of self-activity and self-determination on the other.

For the process of participation, this means:

- Ask, recognize and take wishes and needs seriously
- Identify problems and find solutions together
- Setting rules and boundaries together
- Creating areas of responsibility

When we involve children in shaping their everyday lives, they experience:

- their wishes and problems are taken seriously
- they are important
- everyone has an active say
- sometimes you have to bow to the majority
- Rules must be adhered to
- Solutions are sought together
- all are part of a community
- how democratic processes work on a small scale

4.3 Educational and development documentation

Observation and documentation provide insight into the development and learning of the child. This helps the pedagogic specialists to inform themselves about the abilities, inclinations, the course of the developmental and educational needs of the children. They provide a basis for professional exchange and cooperation in the pedagogic team and help to form a solid foundation for the development of the child. Observations also provide a basis for information and advice from parents. Through continuous monitoring and documentation, development crises or possible abuse and neglect can be detected at an early stage. Observation and documentation are carried out carefully and practically.

Methodologically, the documentation is carried out by:

- Free observations and records, for example in the form of diaries or ongoing notes
- Collection of results on children's activities, for example drawings, photographs, videos, computer printouts, tape recordings, children's stories and about children
- Structured forms of observation and recording, for example standardized observation and evaluation tools (see Annexes)
- Children's photo/chat books as documentation of the learning journey in the crèche, which contains photos and written observations

Observation and documentation mainly cover the following areas of development: language, cognitive development, social skills, fine motor skills, gross motor skills, perception, motivation and practical life. Furthermore preferences, friendships and peculiarities of the child are included.

5. Educational and upbringing goals

For us, education is both a holistic and an individual approach to learning. Our educational professionals do their best to tailor learning programs and outcomes to the children's individual interests and activities, taking into account the children's individual differences in language, cultural background, talent and aptitude. The learning environments inside and outside the home are stimulating and allow children to show that learning is a lifelong journey and can be implemented in any environment or environment.

5.1 Personality and tasks of pedagogical professionals

Educational and educational work is relationship work. Our pedagogical specialists offer themselves to the children as a caregiver, who accompany them in their development as partners. This is done as a supplement to the parental educational task and in cooperation with the family. A child also learns through imitation and identification. The personality of the pedagogical team as a role model function plays a decisive role. This requires an attitude that is determined by authenticity, openness and acceptance, that recognizes the needs of the child, but is also able to convey them clearly to the child. The pedagogic professionals have the task of making the child aware of his strengths and giving the child the support that corresponds to his desire for self-ability.

5.2 Care and hygiene

The nursing area is important for the physical and mental well-being of the child. It gives the child a sense of security and trust and helps him to find a new safe haven in. For this reason, personal hygiene, emotional understanding, respect for the individual needs and sleep needs of the child are fundamental.

Personal hygiene

In order for the child to develop a natural relationship with his body and functions, we attach great importance to personal hygiene. We leave enough time for personal body care every day. The child should enjoy going to the toilet, changing his diaper and washing his face and hands. The diaper times are adapted to the individual rhythm of the child. The beginning of independent going to the toilet is started only after the child shows interest and that he is physically able to do so.

Need for sleep

Sufficient sleep is an important prerequisite for the healthy development of the child. However, the need for sleep varies from child to child. Age is just a very general point of reference, but a child's routine, rhythm, and personality have a huge impact on the amount of sleep they need. The child should see sleep as something beautiful and soothing. Each child has their own sleeping or resting place, which can be equipped with personal items such as pacifiers, cuddly toys or pillows if necessary.

Emotional attention

Every child needs emotional attention, which also requires close physical contact with the pedagogic professionals. If the child wants physical contact or reassurance, the caregiver gives the child the security he needs. Respect and promotion of a child's overall well-being are paramount.

5.3 Project work

"Es is about the journey and not about the goal" - together with the children, we discuss individual and collective interests and collect possible proposals for projects that the pedagogic professionals should adhere to when planning their learning. The child's desire to learn is in the foreground. All project work is tailored to what the children enjoy. After deciding on a project work, the children are curious and want to learn more about the background, processes and details. Characteristic of every project work is the promotion and support of the independence of the children. The planning and course of each project is determined by the children, as well as the duration, the goal and its end. Independent and cooperative action, as well as the exploration and experience of situations becomes the principle of learning. Experience is important. Learning experiences should be collected "first-hand". Therefore, the integration of the environment and real experiences into the project work is of paramount importance.

The task of the pedagogic specialists is to accompany the project, to take up the children's ideas, to stimulate new ideas and to support them in the joint decision-making process. The pedagogic specialists coordinate and organize individual and group projects and, if necessary, get in touch with other institutions. These preparations require a high degree of commitment, attention, spontaneity and flexibility. For the child, project work is a positive challenge. It awakens and expands their interest in independent research and motivates them to stay with something longer while tapping emotional, physical, linguistic, mathematical, scientific and social learning skills.

5.4 Festivals

Festivals and celebrations are an essential part and highlight of the nativity year. They bring together children, parents and pedagogic professionals and provide experiences in which they can all connect and strengthen their relationships. This has a lasting positive effect on the synergy, atmosphere and results of our Minikita. There are many occasions when the entire crèche celebrates together. The biggest event is the summer party before the summer closing. In addition to traditional Christian festivals such as Christmas and Easter, we also celebrate festivals from other cultures and thus contribute to understanding. The type of festivals depends strongly on the families of the bloom Minikita and these are involved in the preparation, as far as desired. The interns of the crèche also take part in the festivities.

5.5 Bilingualism English – German

Our children are cared for by German and English-speaking professionals. Each employee speaks to the children only in their own mother tongue. The "one person - one language" approach enables a natural bilingual environment. This helps the children appreciate and use both languages equally. Both languages are used and treated equally in everyday crib life through everyday language, colloquial language and play language. The children immerse themselves in the new language and acquire it effortlessly, without coercion. Our goal is to ensure age-appropriate language acquisition in both languages.

5.6 Planning and teamwork

Achieving our educational goals requires thoughtful planning that also leaves room for spontaneity and situational action. Good planning also offers guidance that is developed from the needs, interests and areas of life of the children. Comprehensive plans are drawn up by the entire pedagogic team. Here, the respective group situation is taken into account and the children are actively involved. Emphasis is placed on not overloading a topic with a myriad of different activities and activities. Depending on the complexity of the topic, it may also make more sense to focus on one aspect and then make it more versatile and creative and tailor each learning experience to the interests and needs of each child. Reflecting on the reactions of individual children, the course of individual activities and one's own behavior is important. Only then will the team be able to design a meaningful replanning. Teamwork requires solidarity, loyalty as well as good agreements and coordination of work. The crèche team plays a decisive role in shaping the working atmosphere. This in turn has a direct impact on the well-being of the children in the Minikita.

5.7 Implementation of educational objectives

In the center of our pedagogy there are learning wilts that give the children the opportunity to play and learn independently or in small groups in changing environments. A stabile social capacity, a balanced and stressful emotionality, as well as the acquisition of reliable resilience are the main objectives. Our teachers support the children in the game in order to strengthen their learning abilities. In addition to the extensive aspects of the free playing, group-wide, old-specific tasks are planned in everyday life, which are implemented daily within the framework of various offers and topics.

Thus, all groups of elders are supported and instructed in a variety of animal disciplines:

- Language development and integration
- Physical and motor development
- Health education
- Music and creative design
- Mathematics and logical thinking
- Environmental Education and Natural History
- Media literacy

5.7.1 Language and interaction

The children are encouraged and instructed to develop into active speakers and listeners in various active situations (for example role plays). The pedagogues explain to the children the actions, feelings and their own motives. The children began to talk about their feelings and feelings and verbally express their observations. As part of a group, they get used to listening to both other children and adults, to beguiling themselves by conversations and, if necessary, to whirl until they are at the turn.

5.7.2 Physical and motor development

Daily physical movement both in the spatial areas and in the fresh air is essential for the balanced growth, development and health of the children. In play and physical exercises, the children learn physical and motor skills, control of movements and basic motor skills.

In addition to the exercises under guidance, the children have the opportunity to participate in self-selected local activities and games. Independent, active and cooperative support within the group and courage in sports are so promoted.

5.7.3 Health education

We pay particular attention to a healthy and balanced diet. In the sense of a holistic care, we put great effort on physic and psychic health of our children. This includes peace, quiet and relaxation as well as exercise, fresh air and cognitive treatment.

The children learn about exercises for sensory stimulation, hygiene or body care measures and educational topics in their bodies and its functions. In dealing with diseases and their risk of

infection, we emphasize that children and parents develop an awareness of health and illness and learn to protect themselves from disease.

5.7.4 Music and creative design

In education, exposure to music and creative activity plays a major role in children's emotional, practical and cognitive development. Children's creativity, imagination and self-expression are encouraged through painting, music-making, crafts and dance.

The children are regularly guided in the daily morning circle to explore the world of music through singing together. This encourages the children to express their thoughts and feelings verbally and through acting, intonation, tone of voice, facial expressions, gestures and movement. This encourages the development of the child's empathy, perception and spatial orientation skills.

5.7.5 Mathematics and logical thinking

Learning mathematics requires conceptual imagination. Children engage with abstract and concrete concepts in many ways. Carefully planned appropriate teaching methods and resources and language play a central role in the development of imagination. Through classification, comparison, and sorting, children begin to explore objects, creatures, bodies, figures, materials, and phenomena based on shape, quantity, color, and other properties.

With the help of simple scientific experiments, the children learn about relationships and processes in nature. They learn about the properties of different materials and how to use them. Through logical thinking, existing connections and interactions can be made understandable and comprehended.

5.7.6 Environment and natural history

Environment and nature studies helps children to understand their environment, supports them in their cognitive development and in the acquisition of skills and abilities, and consolidates their relationship with nature and the environment in terms of experience and emotions. The starting points for this are the different areas of the children's lives, knowledge of which will create a basis for a broader understanding of the world around them.

Through observation and the use of all their senses, the children receive information about their environment and should subsequently also be guided to make observations using different tools. Suitable topics from the natural sciences are, for example: People and their relationship to the environment, plants and animals and their different habitats, substances and materials from the environment.

5.7.7 Media education

In our modern media society, responsible use of today's communication technologies and media is absolutely necessary and forms the basis of social, professional and cultural life. For children in particular, the media present both opportunities and risks.

By getting to know the media in their immediate environment, through guided media use and education, the children learn how to deal with the media in a sensible way and how to use them constructively. It is also important for us to have an intensive exchange with parents about their habits and preferences in the home environment.

6. Cooperation and networking

6.1 Educational partnership with parents and complaint management

The pedagogic work in the Minikita has a family-complementary function. Therefore, for us, close cooperation with parents is part of our educational work. There must be a trusting exchange between pedagogical professionals, parents and children. Only through trust can the creation of a jointly supported educational network for a child take place. A trusting relationship also makes it possible to clarify everyone's expectations of each other. If this cooperation of mutual respect, openness and tolerance succeeds, a positive effect on the development of the child is created.

It is important to make our work and plans transparent to parents. The pedagogical specialists are open to questions, suggestions and constructive criticism. The decision as to how these contributions can be integrated into our pedagogical work depends above all on the extent to which they correspond to the interests of all parents, the framework conditions, the framework conditions, the practical implementation possibilities and the goals of the overall work in the Minikita. Our bloom Minikita offers parents:

- daily door-and-angel conversations when the child is brought or picked up
- Parent Group Chat and Bulletin Board
- Half-yearly detailed one-on-one meetings between parents and educators about the child's learning and development process
- informative and supportive accompaniment of parents during the transition of the child to the crèche and during the transition from crèche to kindergarten
- Advice and mediation to specialized specialists
- Participation and cooperation of parents in the preparation and implementation of celebrations, events and activities

- Parents' evenings for the exchange of pedagogical topics, questions from parents as well as pedagogical specialist topics
- Annual parent survey
- Offer to parents to arrange individual parent discussions in case of questions, worries or criticism

6.2 Non-family places of education

For the high-quality educational work of the bloom Minikita, cooperation with other institutions is a matter of course.

If necessary, contact is established or followed up with counselling centres, the youth welfare office, social services or special support institutions.

Low-threshold offers such as an information evening or counselling appointments by special services in the rooms of the bloom Minikita can often make it much easier for parents to establish contact with specialised institutions.

The bloom Minikita will make itself known in its immediate surroundings within the district and network with its neighbours such as day care groups, crèches, parent-child initiatives, kindergartens and also the primary school/day care centre. For example, the individual facilities can inform each other about relevant topics at network meetings, possibly support each other and work together.

When preparing the children for upcoming transitions such as the change to kindergarten, these existing contacts are a very good prerequisite for harmonious cooperation in the interest of the children and their families.

6.3 Social networks in the event of a risk to the well-being of children

Protecting children from dangers to their well-being is one of the obligatory tasks of every day care centre. The child protection mandate for day care facilities is legally stipulated in the Child and Youth Welfare Act (SGB VIII/ KJHG). The right of every child to protection also applies without restriction in relation to their own parents and other persons with custody. According to § 8a SGB VIII, our bloom Minikita has a legal duty to protect and safeguard the well-being of children, which we take very seriously.

All employees in our centre have to present an extended certificate of good conduct before starting work. Our employees are regularly sensitised to the topic of child protection. If the professionals at the facility find indications of a risk to the well-being of the children, they will first compare their impressions with a colleague and, if necessary, carry out a risk assessment with the help of a specialist with insider experience.

Likewise, the pedagogical staff is obliged to inform parents and advise them accordingly if, on the basis of observations, signs of an increased developmental risk are detected (e.g. severe developmental delay, imminent or existing disability). Together with the parents, the further procedure is agreed upon and it is discussed whether and which specialised services can be consulted.

Detailed information on prevention and intervention as well as contact persons and counselling centres in case of suspected child welfare risks can be found in our protection concept.

7. Quality and quality development

The services offered by the bloom Minikita are subject to constant natural change. Changing factors, e. g. staff changes, changes in families, as well as changes in the content of the pedagogical requirements, require a continuous review and, if necessary, updating of the pedagogical concept.

In order to ensure the best possible quality of care for children at the bloom Minikita, transparent cooperation between parents and the qualified caregivers is therefore the basis. In order to achieve this, it is important to define responsibilities clearly, to pass on information reliably, and to plan and reflect in a well thought-out and timely manner.

Furthermore, quality assurance and quality control are a matter of course:

- Observation of §§ 8a and 72a SGB VIII: "Protection mandate in the event of endangerment of the well-being of children" and "Personal suitability" (of employees)
- Regular, weekly team meetings of the pedagogical specialists in the Minikita
- Case discussions as required in the Minikita team, if necessary with specialist services such as a crèche psychologist.
- Constant dialogue between the care staff and the parents of the children to be cared for
- Further development and updating of the pedagogical concept by the pedagogical specialists.
- Supervision according to the needs of the specialist staff by external providers.
- Compliance, updating and ongoing review of safety and hygiene concepts

8. Annexes

- Berlin acclimatization model
- Observation sheets
- Environmental plan – playgrounds, green areas & open spaces