



Pedagogical concept

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1. Structure and Framework of our Center

1.1 Information on the Company

The bloom Minikita is a bilingual minikita with two locations, North and South, in Franz-Joseph-Strasse 43 in the Schwabing district, between Elisabethplatz and the English Garden. The premises of the south location is located on the first floor and can be reached barrier-free. They offer on about 83m² of space for 10 children aged one to three where they can grow and thrive. The provider is Bloom Tagespflege GmbH.

The bloom Minikita is easy to reach by public transport. Streetcar lines 27 and 28 (Elisabethplatz station) and subway lines U3 and U6 (Giselastraße station) are close by.

Specialist staff

The children are cared for teacher and teacher assistance.

When selecting our professional staff, we seek to employ communicative and caring professionals who are open to other cultures and ways of life. Our staff identify with our vision and values. They support the child's development by helping them to perceive their own developmental steps and to further develop them in a targeted manner. By trusting in their talents and abilities, they help the child to develop pride, recognition and a sense of achievement. The educational professionals guide and accompany the child during play, exploration and interaction with other children and adults.

In concept days and internal training sessions, we develop sustainable and realistic values and concepts in the team to implement our vision of a compatibility of work and family.

The training of interns is one of the tasks of day care centers. The bloom Minikita is happy to provide internships within the framework of its capacities. The team as a whole takes over the management of the interns.

Catering

A balanced and child-friendly diet contributes significantly to healthy mental and physical development, which is why we attach great importance to this.

The recommendations of the German Society for Nutrition and the food pyramid are taken into account. The meals are varied and healthy. Meals are an integral part of the daily routine and are eaten together in a pleasant atmosphere. Attention is also paid to table manners. The team act as role models and promote nutritional education.

Breakfast and afternoon snack are provided and prepared by the team. Lunch is provided by a caterer. All meals are suitable for infant nutrition.

The children are involved in the daily preparation of the food and thus learn about food and 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 observed.

1.2 Booking time and Childcare Fees

The bloom Minikita is open Monday to Friday from 07:30 to 17:30.

Within this time frame, parents will decide on their child’s core hours in the contract. In our core time from 9 a.m. to 3 p.m. we attach great importance to the presence of all children.

The center is subsidized in accordance with the Bavarian Child Education and Care Act (BayKiBiG) and, in addition, by the City of Munich through the Munich Funding Formula (MFF).

The monthly fee of the parents is scaled according to income and booking time as follows:

Annual income:	Up to 50.000€	Up to 60.000€	Up to 70.000€	Up to 80.000€	from 80.000€
> 3h to 4h	0,00€	30,00€	43,00€	53,00€	61,00€
> 4h to 5h	0,00€	38,00€	54,00€	68,00€	78,00€
> 5h to 6h	0,00€	45,00€	65,00€	83,00€	94,00€
> 6h to 7h	0,00€	53,00€	77,00€	97,00€	111,00€
> 7h to 8h	0,00€	60,00€	88,00€	112,00€	128,00€
> 8h to 9h	0,00€	68,00€	100,00€	127,00€	145,00€
> 9h	0,00€	75,00€	111,00€	141,00€	162,00€

In addition to the childcare fee, a catering fee of € 150.00 is charged per child and month, which includes breakfast, lunch and afternoon snack.

These fees must also be paid during closing times and when the child is absent. Upon conclusion of the childcare contract, a security deposit in the amount of two months' fees must be paid, which will be refunded non-interest-bearing no later than three months after the end of the contract.

From the second child onwards, if siblings live together in the same main residence within the family community and at least one adult living there is entitled to child benefit, an application for a sibling reduction can be made. You will receive all further information and the necessary form when you sign the contract or at www.muenchen.de.

Closing times amount to 30 days per year plus 2 concept days and are always communicated to the parents by 31.07. for the coming school year. Closing days are allocated over the summer vacations (approx. 3 weeks in August), Christmas (approx. 2 weeks) and additional times of individual closing days for concept and team days.

1.3 Children and families

Reconciling work and family life is a major challenge for many families in Munich. The bloom Minikita aims to provide families with high-quality childcare that is conveniently located.

We offer the children safety, security and at the same time the necessary freedom to explore, experience and discover in a small, intimate format.

Due to our central location, families will find us easily accessible, making it optimal for catering to work requirements.

1.4 Legal mandate

Our center defines itself as an educational institution with the mission to promote and nurture the education and general well-being of children. The legal mandate of our center results from SGB VIII, the implementation regulation of the Bavarian Child Education and Care Act (Kinderbildungsverordnung - AV-BayKiBiG), in which the binding educational goals for all state-funded daycare facilities are set out, as well as the Bavarian Education and Training 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 Act for children's facilities.

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 aims to provide families with high-quality childcare that is conveniently located.

We offer the children safety, security and at the same time the necessary freedom to explore, experience and discover in a small, intimate format.

Children

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

Families

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

Pedagogical staff

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

2.1 Image 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 are all lifelong learners.

The child and its frame of reference

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

Every child needs:

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

We recognize the living conditions and the environment of the children as regularly changing. Not all aspects apply to every single child to the same extent. The circumstances that a child experiences in their 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 personality of the child

Every child is unique and has a natural right to be accepted and respected with all their strengths and abilities, but also their areas for development. Children need security, care and emotional safety to venture happily into the world.

Children are active, curious, creative and eager to learn. They are already equipped with basic competencies at birth and are eager to explore their environment. Especially in the first years of life, children learn with ease and more rapidly than at any other live stage.

Children are also vulnerable and in need of protection. They are dependent on the loving and caring care of familiar caregivers who ensure their physical and emotional well-being. Once these conditions are met, children are free to discover and explore the world with all their senses. In doing so, they also need the guidance of adults who treat the children with respect, who value their explorations, who support and encourage them in their activities, and who challenge them at the appropriate time.

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 in order to learn with them and from them. They need the togetherness in the group, e.g. playing together, but also the confrontations in order to develop their social, emotional, cognitive and creative skills.

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

2.2 Understanding education

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

2.3 Pedagogical attitude

Learning in every respect is a lifelong process that begins at birth. Preparing the environment for the children in a sensitive and competent way, so that they can develop freely and discover

and acquire new things, is a high-quality standard of the bloom Minikita and thus of the pedagogical work.

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

The bloom Minikita understands itself as a family-supporting 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 development of each child's personality, the primary goal is to create a positive atmosphere for all participants in the bloom Minikita, in which the protected and protective framework for the children is noticeably brought to bear.

The most important thing is to build up a strong emotional bond with the children, to give them a sense of security and reliability and to create a familiar framework. The younger the children in our care, the more important this social and emotional bond between adult and child is (also in the sense of education in accordance with the Bavarian Education Plan).

The qualified pedagogical staff strives to create space for the children in which they can discover and develop their competencies independently. They should have the opportunity to explore and understand their environment and to build social relationships with the people around them.

Strengthening the basic personal, social and learning basis competencies is our central educational goal, because these basic skills and characteristics enable the child to find their place in society.

In addition, the children should always be given the opportunity to acquire new knowledge and skills in diverse areas such as gross and fine motor skills, language, creativity, health, value attitudes, resilience, etc.

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

3. Transitions of the child during education

3.1 Settling in and building relationships

We see the child's various transitions in the educational process as opportunities. These transitions extend primarily to the transition from home to nursery and from nursery to kindergarten.

Transition from home to nursery

The admission of a child requires a planned procedure and agreements between the parents and the pedagogical staff. Only in this way can a trusting working relationship develop between parents and pedagogical staff. The admission should be arranged in such a way that all parties involved have time to find their way into the current situation, to ask questions, to feel comfortable and to gradually build up new relationships. Before the child enters the nursery, the parents prepare a profile of the child for the pedagogical staff, describing the child's daily routine, special features and individual needs. This gives the pedagogical staff a preliminary insight into the child's habits and needs and can then be implemented in pedagogical practice.

Based on the "Berlin Settling In Model", we practice the following settling in phases:

a) Basic phase (1-3 days)

The child visits the nursery accompanied by the parent and stays with him/her for about 1-2 hours. The parent behaves rather passively, does not push the child, always accepts when the child seeks closeness, is a "secure base" for the child and does not pursue other activities. The teacher observes the behavior between the parent and the child, practices careful contact with the child (play activities) and gradually takes over the role of the parent. No separation is attempted. At the end of the basic phase, the parent should withdraw (also spatially), but always be available if the child cannot be calmed by the teacher.

b) First separation attempt (4th day)

The parent comes to the center with the child and says goodbye to the child after a short time, but is always available nearby. It is important here to have an explicit, brief goodbye and possibly a recurring goodbye ritual. The child's reaction to the separation attempt is the clue to the further course of the settling-in process.

c) Stabilization phase

The parent comes to the center with the child and says goodbye to the child after a short time, but is always available nearby. The parent leaves it up to the teacher to be the first to react to the child's signals. The teacher takes over the tasks of the parent (feeding, diapering, playing, etc.). Once the child feels comfortable in the group, the teacher extends the time the child spends in the group. The time is extended until the child participates in breakfast, morning

circle, lunch, etc. The stabilization phase is successful when all routine activities have been practiced during this phase.

d) Final phase

The parent is no longer present, but can be reached by phone at any time for emergencies. The child has accepted the teacher as a secure base and allows him or her to comfort him or her. Settling in is considered complete when the child enjoys visiting the group and participates in daily activities, makes social contacts and allows himself to be comforted.

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 deviations in time.

3.2 Transition to kindergarten, Preparation and Farewell

Our teachers are also available to parents when it comes to advice and support choosing the kindergarten and the transition to it.

4. Organization of educational processes

4.1 Learning environment

Our premises

Our entrance area welcomes the children with a "children's checkroom" where each child finds his or her own seat and has a personal area to put away personal belongings. This area, as well as all of our rooms, are accessible for all.

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

Various play areas are available to the children. Our building corner offers various elements for construction games. At the movement elements the children can train and extend their skills in climbing, sliding, crawling etc. The relaxation corner offers a retreat for resting, looking at books and relaxing. On our large play carpet we meet, sing, dance and laugh together.

Materials

In our equipment, we have paid attention to the use of materials that are free of harmful substances and to the 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 activities. Our beautiful surroundings, the many playgrounds (e.g. Leopold Park) and the extensive parks and meadows, such as the English Garden, which is a twenty minutes walk, invite us to experience and discover nature.

Daily schedule

Arrival, start

The Minikita opens daily at 7:30 a.m. and the morning begins with a free play and welcome phase. By 8:30 a.m., all children should have been brought to the Minikita by their parents. In exceptional cases, or due to special circumstances, later arrival is possible after prior consultation with the pedagogical staff.

Common time

To start the day, the children will have breakfast. Following this, there will be a daily morning circle, where the children get an overview of the day and have the opportunity to share their thoughts and experiences with the other children and pedagogical staff. Each child should be able to experience that their opinion and feelings count and that they can make an important contribution to the group.

Personal hygiene (washing hands, brushing teeth, changing diapers, etc.) is an important part of the day.

Our daily activities take place in the whole group or in a small group, depending on the type, content and theme. They are carried out both indoors and outdoors, e.g. in the nearby parks and playgrounds.

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

Lunch together

The children eat together with the pedagogical staff on the premises of the Bloom Minikita.

Midday rest / nap

After lunch and personal hygiene, there are rest periods in which the children can relax, rest or sleep. For this purpose, the beds/sleeping mats are prepared and the children can sleep or have quiet time.

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

Fresh air experiences / excursions

To satisfy the children's natural desire to move outdoors, we go out into the fresh air at all times of the year and different times of the day, as well as in almost any weather. We visit the nearby playgrounds & open spaces, go for walks, and go to the parks. For longer outings, we have our daycare carts available for this purpose.

Deviations are important

A structured daily routine gives the children a sense of orientation and security. Since it is important to us to be able to act flexibly in response to the situation and to respond to the children's lives, 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 recognizable to the children at all times.

Weekly design

In the course of the week, regular activities with a focus on certain topics take place over a given period of time, for example, thematic projects or seasonally oriented activities.

4.2 Participation

Participation is a joint process with the children and the pedagogical team and always develops in a dialogue, which 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 a way that is age appropriate and finds solutions to problems together. In this way, we grant children influence and allow them self-determination. In keeping with their development, we allow all children to participate as much as possible in the daycare's daily routine. The daily routine in our mini-kita is clearly structured. Different rituals and rules order and shape the togetherness. Nevertheless, we allow the children sufficient creative freedom by weighing up the necessity of rules and routines according to whether they contribute to giving the children orientation and stability on the one hand, and support the possibility of independence and self-determination on the other.

For the process of participation this means:

- Inquiring about wishes and needs, recognising them and taking them seriously.
- Recognising problems and looking for solutions together
- Setting rules and boundaries together
- Creating areas of responsibility

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

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

4.3 Inclusion and integration

We want to create an environment that enables equal participation for all children, but also for employees and parents. We perceive and respect the personality, individual abilities and needs of each child. Our team has knowledge and understanding of the developmental stage of each child in order to be able to accompany and strengthen each child in our daily routine. The similarities, but above all the differences between the children, encourage them to learn

from each other and are experienced as enriching. The children get to know these individual differences and similarities and learn to accept and tolerate them.

It is important to us that we create a space in which each child feels welcome and accepted. Each child should be socially integrated in the group in order to strengthen their resources and develop their individual development potential. This must be made possible regardless of whether children have developmental delays or impairments. All children have the same opportunity to participate in everyday life, thus we achieve equal educational opportunities for all in the long term. Our team approaches all children and parents with an open, appreciative attitude.

The developmental stage of each child is taken into account when planning activities. In order to awaken the creativity and interest of each child, it is important to us to create a structured environment and a variety of offers for further development.

4.4 Gender sensitive education

At Bloom Minikita, it is important to us to keep the different life situations of girls and boys in mind, to reduce disadvantages and to promote gender equality. The children learn to recognise both genders as equal and to value their differences. Each child is a unique individual who we respect regardless of gender, sexual orientation, race, religion, cultural background, abilities or other individual characteristics.

Therefore, we support the children in the development of their own identity, their interests and their self-image. To do this, we question gender-related traditional norms and traditions together, learn about our own ideas and identity, learn to reflect on them, and learn to respect those of others.

Every day we offer all children the same opportunities, resources, chances and sufficient space to express themselves. We encourage all children to be unbiased and open-minded, to leave prejudices behind and thus to respect themselves as well as others.

As educators, we also try to become aware of our beliefs and actions. As a team, we reflect on these and challenge stereotypes we encounter, including those related to gender. It is important to us to support the children of both sexes in finding their gender identity and to pay attention to equality in terms of appreciation and educational opportunities.

4.5 Education and development documentation

Observation and documentation provide insight into children's development and learning. This helps the pedagogical staff to inform themselves about the abilities, aptitudes, the course of development and educational needs of the children. They provide a basis for professional exchange and collaboration within the pedagogical team and help to build a solid foundation

for the child's development. Observations also provide a basis for information and consultation with parents. Through continuous observation and documentation, developmental crises or possible abuse and neglect can be identified at an early stage. Observation and documentation are carried out carefully and in a practical manner.

The documentation is carried out by:

- Free observations and record keeping, e.g., in the form of diaries or reading notes.
- Collection of results about children's activities, e.g. drawings, photographs, videos, computer printouts, tape recordings, stories by children and about children
- Structured observation sheets
- Portfolios as documentation of the learning journey in the nursery, which includes photographs and written observations

Observation and documentation predominantly cover the following developmental areas: language, cognitive development, social skills, fine motor skills, gross motor skills, perception, motivation and practical life. But also preferences, friendships and special features of the child are included.

5. Educational and training goals

For us, education is both a holistic and an individualised 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 individual differences in language, cultural background, talent and aptitude. The learning environments inside and outside the centre are stimulating and allow the children to see that learning is a lifelong journey and can be implemented in any setting or environment.

5.1 Personality and tasks of the pedagogical staff

Educational work is relationship work. Our pedagogical staff offer themselves to the children as attachment figures who accompany them in their development as partners. This happens as a supplement to parental educational at home and in cooperation with the family. A child also learns through imitation and identification. The personality of the pedagogical team as role models plays a decisive role. This requires an attitude of authenticity, openness and acceptance, which recognizes the needs of the child, but is also able to communicate them clearly to the child. The pedagogical professionals have the task of making the child aware of their strengths and giving the child the support that corresponds to their desire for self-sufficiency.

5.2 Care and hygiene

Care and hygiene are important for the child's physical and mental well-being. It gives the child a sense of security and trust and helps them find a new safe haven. For this reason, personal hygiene, emotional understanding, respect for the child's individual needs and sleep requirements are essential.

Personal hygiene

In order for the child to develop a natural relationship with their body and its functions, we place great emphasis on personal hygiene. We allow sufficient time each day for personal hygiene. The child should enjoy going to the bathroom, having their diaper changed, and washing their face and hands. Changing times are adjusted to the child's individual rhythm. The start of independent toileting is begun only after the child shows interest and that they are physically able to do so.

Need for sleep

Sufficient sleep is an important prerequisite for the child's healthy development. However, the need for sleep varies from child to child. Age is only a very general reference point, but a child's routine, rhythm, and personality greatly affect 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 include personal items such as a pacifier/dummy, cuddly toy, or pillow if needed.

Emotional attention

Every child needs emotional attention, which also requires close physical contact with the pedagogical staff. If the child desires physical contact or reassurance, the caregiver gives them the security they need. Respect and promotion of a child's general well-being are of utmost importance.

5.3 Festivals and Celebrations

Festivals and celebrations are an essential part and highlight of the kita year. They bring children, parents and pedagogical staff together and offer experiences in which they can all connect and strengthen their relationships. This has a lasting positive impact on the synergy, atmosphere and outcomes of our Minikita. There are many occasions when the entire nursery 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, thus contributing to cultural diversity and understanding. The nature of the celebrations is strongly oriented towards the families of the Bloom Minikita and these are included in the preparation as much as possible.

5.4 Bilingualism English - German

Our children are cared for by German and English-speaking professionals. Each staff member speaks only one language with the children. The "one person - one language" approach allows for a natural bilingual environment. This helps the children to appreciate and use both languages equally. Both languages are used and treated equally in the day care center 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.

5.5 Planning and teamwork

In order to achieve our educational goals, we need well thought-out planning, that also leaves room for spontaneity and responsiveness. Good planning also provides guidance that is developed from the children's needs, interests and areas of life. Comprehensive planning is done by the entire pedagogical team. In doing so, the respective group situation is taken into consideration and the children are actively involved. It is important not to overload a topic with a multitude of different activities. Depending on the complexity of the topic, it may make more sense to concentrate on one aspect and then to develop it in a more varied and creative way,

tailoring each learning experience to the interests and needs of each child. Reflecting on the reactions of individual children, the course of individual activities and their own behaviour is important. It is only through this that the team is empowered to create a meaningful new plan. Teamwork requires solidarity, loyalty as well as good agreements and coordination of the work. The 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 center.

5.6 Implementation of the educational and training objectives

At the center of our pedagogy are learning worlds that give children the opportunity to play and learn independently or in small groups in changing environments. A stable social competence, skills in emotional regulation and resilience are the Minikita's main goals. Our educators support the children in their play to strengthen their learning experiences. Sufficient periods of free play are offered as well as age-appropriate topics and activities.

In this way, all age groups are systematically supported and instructed in the most diverse areas of development:

- language development and interaction
- physical and motor development
- health education
- music and creative design
- mathematics and logical thinking
- environmental education and natural history
- media education

5.6.1 *Language and interaction*

The children are encouraged and guided to become active speakers and listeners in a variety of interactive situations (e.g. role-playing). The educators explain the children's actions, feelings and own motives. Children begin to talk about their feelings and thoughts and verbally express their observations. As part of a group, they become accustomed to listening to other children as well as adults, participating in conversations and, if necessary, waiting their turn.

5.6.2 Physical and motor development

Daily physical activity, both on the premises and in the fresh air, is essential for the balanced growth, development and health of children. In play and movement situations, the children develop conditioning, coordination and motor skills.

In addition to the guided educational activities, the children have ample opportunity for self-selected physical activities and games. These also promote independent, active and cooperative behaviour within the group.

In the group room, movement furniture is available for this purpose: a wooden Pikler triangle for climbing and sliding improves dexterity and motor skills and strengthens the children's independence and initiative. The children can try out and develop their skills at their own pace, with or without supervision, according to their individual stage of development. They can make their first attempts at standing, train their sense of balance, climb steps or crawl through them. An inclined plane can be attached to the triangle, which is designed with two different sides: a smooth sliding surface and a side with wooden handles for climbing up.

A large mattress in the room serves on the one hand as a retreat, for cuddling and reading. In addition, the children can use the mat as well as other small gym mats and play rugs for balancing and jumping. On the mats, children can safely train their sense of balance, run, roll and jump on different surfaces. Pillows, cushions and small chairs can be used to create movement landscapes in the large group room, which support and encourage the children's various motor development steps under pedagogical guidance.

In order to do justice to the children's natural urge to move outdoors, we go out into the fresh air at all times of the year and during the entire opening hours of the center, as well as in almost any weather. We visit the nearby playgrounds and open spaces, take walks and go to the parks. For longer excursions, we use our crèche carts.

In the nearby Leopold Park, there is a fenced-in playground with swings, a climbing frame with large and small slides, and a large sandbox with a playhouse. The park has extensive lawns and hills, which can be used for tobogganing and sliding in winter.

The playground at Pündter Platz, which is also fenced in, can be reached on foot in just under 10 minutes; here, too, children have climbing facilities at their disposal. The English Garden, with its extensive meadows and woods, can also be reached in just over 10 minutes by the crèche trolleys. It offers a wide range of opportunities both for motor skills and for exploring the flora and fauna.

For larger excursions, the subway station Giselastraße is within easy reach, from where, for example, the zoo Hellabrunn can be visited in less than half an hour.

Before the excursions, the children are changed or accompanied to the toilet. In case children need to be changed on the way, the group has changing items with them. For older children

who already go to the toilet, there is a travel potty in the crèche cart. In both cases, care is taken to create a protected setting to ensure the children's privacy by shielding them from the gaze of others or seeking out areas that are out of sight (e.g. bushes, wall ledges, etc.). There are bags in the potty that are removed for emptying and disposed of in the residual waste. Disinfectant gels are carried for hand hygiene of the pedagogical staff when changing diapers or going to the toilet.

The equipment for excursions also includes a first-aid backpack and drinking bottles for the children and, depending on the weather, sunscreen. In addition, we always carry a cell phone so that we can call for help in case of an emergency or so that parents can reach us.

We also take care to protect the children during our excursions: a pedagogical staff member scans the area where we spend time for broken glass, cigarettes and other objects that are dangerous for children and removes them if necessary.

Our above-average staffing ratio ensures that supervision is maintained even on excursions outside the protected premises. In the event of occasional staff absences due to illness, training or vacation, there is still sufficient pedagogical staff available to take all 10 children to the playground. In rare exceptional cases of major staff shortages, other specialists from the provider can also help out in supervision and compensate for staff shortages.

5.6.3 Health Education

We pay special attention to a healthy and balanced diet. In terms of holistic support, we attach great importance to the physical and mental health of our children. This includes sufficient rest, quiet and relaxation as well as sufficient movement, fresh air and cognitive stimulation.

The children learn about and use their bodies and their functions through sensory awareness exercises, hygiene or personal hygiene measures and educational projects. In dealing with diseases and their risk of infection, we emphasise that children and parents develop an awareness of health and illness and learn to protect themselves from disease.

5.6.4 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. The development of the child's empathy, perception and spatial orientation are thus promoted.

5.6.5 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.

5.6.6 Environment and natural history

Environment and nature studies help children understand their environment, supports them in their cognitive development and in the acquisition of skills and abilities. This strengthens their relationship with nature and the environment in terms of experience and emotions. Starting points for this are the different areas of life of the children, whose knowledge 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 science area are, for example: people and their relationship to the environment, plants and animals and their different habitats, substances and materials from the environment.

5.6.7 Media Education

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

By getting to know the media in their immediate environment, through guided media use and education, children learn how to deal with media sensibly and how to use diverse media 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 pedagogical work in the Minikita has a family-supplementing function. Therefore, close cooperation with parents is part of our pedagogical work. There must be a trusting exchange between pedagogical staff, parents and children. Only through trust can a jointly supported educational network be created for a child. 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 child's development will result.

It is important to make our work and plans transparent to parents. The pedagogical staff are open to questions, suggestions and constructive feedback. 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 practical possibilities of implementation and the goals of the overall work in the Minikita. Our Bloom Minikita offers parents:

- Daily, brief pick up and drop off conversations
- Parents-group chat and Information board
- Annual, detailed one-on-one meetings between parents and pedagogical staff about the child's learning and development process
- Informative and supportive guidance for parents during the child's transition to the nursery and during the transition from nursery to kindergarten
- Advice and referral to specialized services
- Participation and collaboration of parents in the preparation and implementation of celebrations, events and activities
- Parents' evenings for the exchange of pedagogical topics and questions
- Offer to parents to arrange individual parent meetings for questions, concerns or feedback

6.2 Parents' Board

The parents' board is an important link between the parents and the center and is elected annually. At the beginning of a new childcare year, the parents' board gives its report for the previous year. The entire parent board and the team management, as well as possibly a representative of Kitabunt, take part in the parent board meetings, which take place approximately every 4 months. In the meetings, which are called by the head teacher, the parents' board is informed about current topics, the annual schedule is presented, pedagogical concepts are presented and further developed, festivities are organized, wishes and ideas of the parents' board are discussed etc. Before important decisions are made, the parents' board is

informed and consulted. Parents have the opportunity to approach the parents' board with concerns and wishes, which are then passed on to the head teacher.

6.3 Parent survey

A parent survey takes place once a year. Parents can anonymously express their satisfaction, wishes, ideas and suggestions for change. The center gets an overview of the satisfaction of the parents and will include wishes and changes in the pedagogical work within the scope of its possibilities.

The results of the parent survey are evaluated by the pedagogical lead of Kitabunt. The results are presented to the parents' board as well as to the entire team and necessary measures are initiated.

6.4 Extra-familial places of education

For the high-quality pedagogical work of the Bloom Minikita, cooperation with other institutions is important.

If necessary, contact is initiated or established or followed up, for example, with counseling centers, the Jugendamt, social services or special support institutions.

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

The Bloom Minikita will make itself known in its immediate environment within the district and network with its neighbors such as daycare groups, crèches, parent-child initiatives and kindergartens. For example, at network meetings, the individual facilities can inform each other about relevant topics, possibly provide support and work together.

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

6.5 Social networks in the case of child welfare endangerment

Protecting children from dangers to their well-being is one of the mandatory tasks of every daycare center. The child protection mandate for daycare 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 house must present an extended certificate of good conduct before starting work. Our employees are regularly trained and made aware of the topic of child protection. If the staff members of the center find indications of a risk to the well-being of a child, they will first compare their impressions with a colleague and, if necessary, carry out a risk assessment with the help of an experienced specialist.

Likewise, the pedagogical staff are obligated to inform parents and advise them accordingly if, based on 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 coordinated and it is discussed whether and which specialised services can be consulted.

Detailed information on prevention and intervention as well as contact persons and counseling centers in the event of a suspected risk to the well-being of a child can be found in our protection concept.

7. Quality and quality development

The services offered by 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.

To ensure the best possible quality of care for children at Bloom Minikita, transparent cooperation between parents and the qualified caregivers is therefore the basis. For this purpose, it is important to define responsibilities clearly, to pass on information reliably, to plan and to reflect in a thoughtful and timely manner.

In addition, of course the following are essential for quality assurance and review:

- Observation of §§ 8a and 72a SGB VIII: "Protection mandate in the event of a risk to the well-being of children" and "Personal suitability" (of employees)
- Regular, weekly team meetings of the pedagogical staff in the Minikita.
- Case discussions as needed within the team of the Minikita, if necessary, with specialised services such as a daycare psychologist.
- Continuous dialogue between the team and the parents of the children in their care.
- Further development and updating of the pedagogical concept by the team.
- Supervision as needed by the professional staff through external providers.
- Adherence to, updating and ongoing review of the safety and hygiene concepts.