



Kindergarten Concept – CAREHOOD

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Kindergarten Concept - CAREHOOD

1 Introduction

CAREHOOD childcare forms part of the holistic concept of the German International School Chennai.

CAREHOOD will be operating a nursery school in the district of Neelangarai in the South of Chennai from January 2010. The aims of this nursery school are to provide consistently high pedagogical standards and to deliver an exceptional family-oriented service. Aside the primary school grades 1-2 have started in January 2010 followed by grades 3-4 in September 2010.

2 Vision/Philosophy

Growing together

Our vision is the optimum realisation of job and child development.

We wish to provide both parents and their children with the opportunity to grow effectively.

Enabling children to become confident and independent characters capable of coping with life's challenges.

And enabling parents to become successful and recognised authorities in their professional lives and within their own families.

We can achieve all this by working together!

- ⇒ Educationalists working with parents, our most important cooperation partners.
- ⇒ Companies and employers working with their staff to provide them with support via a wide range of cooperation agreements with us.
- ⇒ Teachers working with the children entrusted to us, whose welfare is always our top priority.
- ⇒ The individual child working with his or her playmates and fellow learners within a group.
- ⇒ Kindergarten teachers working constructively within a team in a spirit of solidarity.
- ⇒ The school working with the specialist German authorities and government offices from which we receive our educational remit and with which we cooperate within an interdisciplinary network.

Our mission is to provide our children with a second home environment in which they feel secure, valued and comfortable and in which they enjoy the best possible degree of care and individual support and encouragement. All our activities are focused on a single goal: the healthy development of children and the creation of a sense of self-esteem achieved by the aid of positive experiences and familiar and reliable relationships.

The foundations on which this objective is built are a child-friendly, varied, stimulating and safe environment and a qualified and passionate team of educationalists and Kindergarten teachers fostering the development of every individual child on the basis of the well-founded pedagogical concept described below.

3. General conditions and specialist staff

3.1 Premises and location

CAREHOOD is located in Palavakkam, a well-maintained suburban district off the East Coast Road and the sea about 10 kilometres from the centre of Chennai. Our attractive, light and generously-proportioned premises measure just under 950 square metres and extend over the ground floor, upper floor and roof terrace of a neat detached building. We also have 2500 square metres of magnificently established and fully-fenced gardens surrounded by mango and coconut trees. A swimming pool and other creative outdoor play areas are being developed on the adjacent plot.

The **CAREHOOD** premises have been divided up and equipped precisely with the needs of a school in mind. The rooms are between 20 and 30 square metres in size and lead onto a central connecting area. All the rooms have been lovingly equipped to a high standard, each featuring a themed corner, a quiet or cuddling area, a combination of movement exercise, learning and activity walls, a desk for the Kindergarten teacher, sets of chairs and tables and plenty of free space for play and romping around. Children also have a free play area.

Our small school café provides snacks, coffee, homemade caked and fruit juice.

With our international trained chef we provide fresh and balanced daily diet for all age groups. We are also happy to offer vegetarian food.

All rooms feature hygienic marble floors and rubber mats to roll around on, invaluable for the many children we have in the school who have not yet started walking. All staircases have been fitted with child-proof locks and appropriate child railings. Barriers have been added to the banisters.

The school premises are child-friendly in terms of colour scheme and equipment, and an extraordinary amount of care and attention has been dedicated to achieving high-quality design.

3.2 Pedagogical environment

Both our child-friendly fixtures and fittings and the constructive and caring work atmosphere in particular serve to arouse and direct the curiosity of the children, awakening interest, sparking motivation and encouraging child activity and a sense of self-reliance. Our equipment and atmosphere also support the children in their personal development, helping them to learn and to assess and evaluate their own actions in a wide variety of ways. The set-up provides opportunities for independent quiet time whilst equally offering a stimulating communicative environment which facilitates activities to promote autonomy and the development of confidence. The atmosphere within the groups is caring, cheerful, open, encouraging and relaxed.

Materials are within easy reach, and the children may access these themselves. The health and safety of the children is assured in all areas.

3.3 Specialist staff

The satisfaction and motivation of our staff and the passion they bring to their role is the key to the success of our institutions. The positive attitude they adopt enables them to establish a caring and trusted relationship with both parents and children, thus creating the basis for optimum child development and support.

Our educationalists reinforce the children's development by making them aware of

the progress they are making.

They also instill pride, recognition and a sense of success in the children by trusting in their talents and abilities. Our Kindergarten teachers remain at the child's side to provide guidance and support as the child engages in play and discovery and interacts with adults and other children. Our specialist staff are also an important and trusted source of support for parents and act as contact partners and advisors in all matters relating to a good "work/home balance" and child development.

Each group is led by a state qualified Kindergarten teacher who is supported by fully trained nursery care workers or teaching assistants (standard allocation: 2 members of staff per group).

Institutionalised cross-group cooperation and care staff meetings both serve to support a process of continuous improvement which strengthens the standardised quality objectives of the institution as a whole and enables younger staff to be provided with targeted further development.

If bilingual care is in place, at least one member of staff will be a native speaker of English.

Staff leave and illnesses are covered by a full-time supply teacher or by the Managing Directors of the school.

When selecting our specialist staff we place great emphasis on integrity and the ability to communicate. Staff also need to demonstrate a caring personality and openness towards other cultures and societies and should identify with our vision and values.

3.4 Group size/group mix

School groups usually contain 8 children aged from 18 months to 3 years and about 6 children aged between 3 and 4 years. Children of different ages are allocated into specific groups for educational and staffing reasons. We make sure that the number of infants not yet able to walk does not exceed the number of members of staff available and we also ensure that each child will find playmates of the same age in the group.

3.5 Care times

Care times are Monday to Friday from 8:15 am to 4:00 pm. We also offer care on a regular daily basis to parents who work part-time as long as this is in the best interests of the child.

3.6 Opening periods/days on which the institution is closed

The opening times of **CAREHOOD** are stipulated in the schedule of fees and form part of the kindergarten regulations.

Closing times are determined by the team and are announced at the first parents' evening of the nursery school year. They are also posted on the notice board.

CAREHOOD is open all year round apart from these closing times and 4 further staff training days.

3.7 Information and communication

We display the pedagogical concept of our institution and all important current information on our notice board, which is located in the reception area and may be viewed by parents at any time. We also use the notice board to display the menu plan and a weekly summary of the activities and projects which have been planned.

We also have photo walls to enable parents to take part in special activities and projects or simply become involved in the day-to-day life of the school.

Parents are kept informed of group activities on a weekly basis and also have a daily opportunity to conduct informal discussions with staff. We also hold dedicated meetings with parents to provide both parents and educationalists a change to exchange views on the development of the child or notify staff of any events which may have occurred and which may affect or influence a child's life (such as a new brother or sister, parental separation etc.). We are always open to constructive discussions and suggestions for improvement and adopt a positive attitude in such circumstances.

Specialist staff meetings take place within the 14-day cycle of team and group meetings and are also held on the 4 staff training days per year.

3.8 Bilingualism

Early years' bilingual education enables us to take advantage of children's natural ability to grow up speaking more than one language. Bilingual research today agrees that children who grow up with two (or more) languages from their earliest childhood develop a marked confidence and a natural openness for multilingualism. They are able to differentiate between languages without difficulty and develop separate linguistic knowledge without requiring special training or intensive support measures. Multilingual education during a child's early years thus opens up opportunities which are very difficult to achieve later by any other means, if indeed they are achievable at all.

We use native speakers to implement bilingualism. These native speakers accompany the children throughout the day to provide linguistic support in their own mother tongue ("one person, one language"), operating in parallel with our German-speaking staff who communicate with the children exclusively in German to ensure correct acquisition of German language knowledge. We start by offering German and English, but remain open to any requirements or wishes parents may have.

4 Main pedagogical focuses

4.1 Pedagogical approach

Our concept is based on the "situation oriented approach" and is aligned to the Bavarian Kindergarten Education Plan and the Thuringian Education and Childcare Act.

This approach gives a higher priority to addressing the spontaneous and individual child's important needs or interests than to planned activities.

We believe that the qualified and high-quality education and development of children to which we attach such particular value takes place on the basis of a solid relationship of trust between the child, its parents and staff, absolute safety and security within the rooms and groups at our school and a warm and loving work atmosphere.

4.2 Pedagogical aims

The aims of our pedagogical approach in the field of kindergarten education are as follows:

- experiencing a sense of autonomy and recognizing one's own ability;
- sensing individual competences;
- experiencing and recognising one's own limits;
- experiencing and establishing one's own strength and confidence;
- finding areas of security;
- finding esteem and recognition;
- finding happiness and satisfaction;
- freedom from fear and helplessness;
- dealing with rage and anger in a constructive manner;
- experiencing peace and quiet and relaxation;
- experiencing reliability, safety and security;
- feeling free from pressure.

The measures we undertake in pursuit of these aims are as follows:

- systematic and transparent development planning and documentation;
- individual nurturing and development of talents and gifts;
- Requirements-oriented education and support in accordance with development plans;
- the targeted reduction of weaknesses and deficiencies in development;
- the imparting of values and standards;
- the setting of limits;
- the learning of social competences within the group;
- the learning of appropriate patterns of communication and action;
- the appropriate expression and request of a child's own needs;
- expressing and dealing with emotions.

4.3 The acclimatisation phase

For many children, attendance at nursery school often represents the first time they have been separated from their accustomed main persons of trust. The acclimatisation phase is a core element of the pedagogical work we conduct and is crucial for the positive development of a child and for his or her integration within the group.

Acclimatisation at our institute follows the **Berlin Model** and takes place in four phases:

Phase 1: Initial and brief visits of between approximately 1 and 1 ½ hours' duration take place along with the person of trust with the aim of allowing the child and his or her parents to get to know the premises and the staff. This provides school entry children with a feeling of protection and security as they explore their new environment, the members of staff and the daily routine. During this time, teachers will attempt to establish contact without imposing themselves upon the children.

Phase 2: Once the child feels secure within the group and has begun to establish contact with the member of staff, the familiar person of trust begins to leave the room, initially for a period of 10 minutes. The first phase of separation can take place when the child takes the lead in signalling that he or she is ready to be separated from his or her mother/father and adopt an outwards orientation. An important part of this process is that parents consciously say goodbye to the child

and give a conscious greeting once they return. The time of separation will be increased daily in line with the individual requirements of the parents and the child, and its duration for the next day will be agreed between staff and parents. This enables the child to build up confidence that the familiar person of trust will return even if he or she remains absent for a longer period of time.

Phase 3: The next phase involves introducing the child to the further milestones which make up the internal group daily routine. The child will take part in the morning circle and educational projects, learn about the group's joint hygiene education, eat lunch with the group and later also join in the midday siesta.

Phase 4: The period of acclimatisation is largely concluded once a child accepts being calmed down, having his or her nappy changed and being laid down to sleep by the member of staff. The length of stay undertaken by the child can now be gradually extended to encompass the whole of the period during which care is provided. The continuity contained within the structured daily routine will make the child aware that certain activities have a particular place. This gives the child a firm footing and confidence and constitutes the basis for the development of a feeling of time and ritual. The repetition of certain activities and the experiences associated with such activities builds up the child's confidence both in him or herself and in his or her environment. As the child perceives the constant repetition of procedures within such processes as the daily routine or weekly plan he or she will begin to have confidence in the overriding principles and feel secure working within them.

Small children will sense many changes during this period. They will gather new impressions and experiences and may feel the pain of separation for the first time. For this reason, we make every attempt to structure the acclimatisation phase in a gentle and sensitive manner. Constructive cooperation with parents is the core element of the period of acclimatisation. The attitude which the parents adopt towards the school will exert a material influence on the way a child behaves and on the level of security he or she feels. This makes it vital to obtain the trust of parents.

The duration of the acclimatisation phase varies from child to child. At the meeting held with parents when their child is admitted to the institution and during the acclimatisation phase itself, we provide parents with information on important basic pedagogical principles and on how they can offer their child support. This means that parents make a crucial contribution to the start their children make at the school and to achieving a positive "cutting of the cord" between themselves and their child.

The following points may be stated as an example at this juncture.

- Parents should present a positive attitude towards the school to the child. His or her curiosity should be stimulated and he or she should be encouraged to look forward to the experience.
- Familiar objects (such as a favourite cuddly toy or a comfort blanket) can be brought from home to provide the child with a feeling of security.
- Parents should make sure that any agreements made with the child are reliably and regularly kept.
- The acclimatisation phase should usually be concluded after a period of approximately 4–6 weeks. The child can then spend the whole period of childcare booked in the school.

4.4 Education and development of children in the school

Between the ages of 0 and 3, children make enormous strides in development of a magnitude that will not be repeated in their lifetimes. We provide the children in our school with the opportunity to live out their natural curiosity, use this as a basis for holistic development and to learn to recognise and understand all their senses.

The children in the school are provided with their own space in which to develop and the chance to grow, learn and gather experience at their own pace. The children's positive self-image increasingly strengthens, and their ability to acquire skills and competences also develops. Learning through play is an essential part of this process. Children begin to tell the difference between right and wrong. Their actions increasingly begin to resemble the actions of responsible members of a community. They practise the rules of living together and learn to follow these rules. They internalise the positive social conventions and understand the significance of these for everyday life. They learn to control themselves better and deal with the situations they face on a daily basis. They discover that all people are the same and yet different and accept these differences. They learn in an age-appropriate manner about what is important to maintaining good health. There is a strengthening and development of the children's linguistic and cultural identity and of their ability to express themselves in a wide variety of ways. The children's constant interaction with themselves and their environment constantly generates new development incentives.

The attractive school premises provide numerous further development incentives in order to tap into as many opportunities as possible for a child to experience new things. The main focus of all the educational and development projects and of the use of the various resources is on the child's experience rather than on the result. During this phase of development, a child's sense of touch and skin contact are central to the way in which he or she learns.

Motor skills, which stimulate holistic learning, are also highly significant at this stage. We will create a special movement area for each group in which small children will be able to practise crawling up and down large steps. Age-appropriate playground equipment will be set up in the generously proportioned outside area, enabling children to discover various movement experiences such as climbing, sliding and balancing and to experience nature at first hand either by themselves or by playing with other children. The aim is for the children to work through and experience these learning processes for themselves whilst under the attentive and needs-oriented supervision of staff.

All our children have different sleeping and eating habits, and we also handle these particular parts of the daily routine in an individual manner in line with each child's needs. Our spacious facilities enable children who are tired to sleep peacefully and undisturbed, even outside the "official" sleeping time.

At the joint meal times we set great store by experiencing life in a community and by learning table manners. For this reason, we will try to get all the children to sit at the table, however briefly, even if they are not hungry. Alternative provision will be made for children who do not want to eat at meal times or who do not like the particular meal on offer.

We will consult with parents as we attempt to assimilate the rhythm of individual children to the routine of life in the school. We will make sure that each child gets as much sleep and as much to eat as he or she needs.

The above represents the initial important stages of development on the road to becoming a fully mature person. Children want to become independent and be able to feed and dress themselves. We provide sustained support for children as

they strive to achieve autonomy despite the higher workload that this inevitably brings for our staff. Nevertheless, we ensure that the necessary supervision, safety and individual support are in place at all times. The children experience an ordered routine with regard to being together with other children, meal times and the storage of clothing and toys. They also become accustomed to the institution as a whole, and this offers the children an increasing sense of security by not confining them in any way.

The approximate daily routine for children at the school is as follows.

Time	Daily activity
08:15 – 08:30	Arrival of the children
08:30 – 09:30	Exercises, coordination and motor activities - with our sports teacher
09:30 – 10:00	Small breakfast
10:00 – 11:00	Number and letter games with music, rhyming and theatre
11:00 – 11:30	We explore our environment with – being creative and designing - exploring and discovering
11:30 – 12:00	Free play inside/outside or cooking with the older children
12:00 – 13:00	Lunch - teeth brushing in group
13:00 – 14:00	Free play inside or outside
13:45 – 14:00	Calling for the children by the parents or an authorised person
14:00 – 15:30	afternoon nap
15:30 – 16:00	Calling for the children by the parents or an authorised person

4.5 Specific focuses in the education and development of children from the age of 2½

From the age of 2 – 3, the focus of the education we provide increasingly shifts towards the acquisition of pre-school skills, although this depends on a child's stage of development. When children reach 2½, the pedagogical emphasis of our mixed-age groups centres more and more on worlds of learning which provide children with the opportunity of playing and learning in changing environments, either independently or as part of a small group. Our teachers support the children in their play in order to develop learning experiences. Although sufficient periods of free play are provided, the routine also includes the planning of cross-group age-specific projects which are realised on a daily basis within the scope of the various provision and topics addressed.

All age groups receive systematic support and direction across a wide range of areas of development:

- language development and interaction;
- physical and motor skills development;
- music and creative design;
- mathematics and science;
- the study of nature and environmental education, excursions;
- sensory perception;
- logical thinking.

4.5.1 Language and interaction

Children are encouraged and directed towards becoming active speakers and listeners via a wide range of interactive situations (such as role plays). Teachers explain actions, feelings and individual motivational reasons to the children, who then in turn begin to talk about their own thoughts and feelings and start expressing their observations. This enables children to develop into good listeners and narrators. As part of a group, they become used to listening to both other children and adults, to taking part in discussions and to waiting until it is their turn if necessary.

If a bilingual concept is being pursued, the children also learn the English language through the medium of play.

Language development is supported in the form of appropriate material for reading out loud of fairy stories and other fiction, narrative factual texts, poems, rhymes and finger games. The children enjoy listening to such activities and, because children live with the things they hear, this is food for thought, strengthening their ability to understand their own lives and the lives of others. They develop a greater understanding of the meaning of life, pleasure and an interest in asking questions, coming to conclusions and evaluating what they have heard.

4.5.2 Physical and motor skills development

Daily physical exercise both indoors and out is essential for the children's balanced growth, development and health. By engaging in play and physical activity, children learn about physical fitness and the control of bodily movements whilst also practising fundamental motor skills. In addition to staff directed exercises, the children are also given ample opportunity to engage in physical activities and games which they have selected for themselves. This encourages autonomous, active and cooperative behaviour within the group as well as developing sporting courage. All this helps the child to understand that sporting activity is beneficial in health terms.

4.5.3 Music and creative design

In educational terms, participation in music and creative design plays a major role in the emotional, practical and cognitive development of the child. The child's creativity, imagination and self-expression are fostered through activities such as painting, playing music, handicrafts, the performance of plays, dance and movement. The children are also provided with guidance in exploring the world of sound and the communicative effect of music. This encourages them to express their thoughts and feelings both verbally as well as via such theatrical means as emphasis, inflection, mimicry, gesture and movement. This also promotes the development of a child's sense of empathy, perception and spatial awareness.

4.5.4 Mathematics and logical thinking

Learning mathematics requires the development of a conceptual imagination. Children deal with both abstract and concrete terminology in a wide variety of ways. Carefully planned and appropriate teaching methods and materials act in conjunction with language to play a central part in the development of a child's imagination. Children begin to explore objects, living beings, bodies, figures and phenomena on the basis of form, quantity, colour and other properties and are

assisted in this process by engaging in classification, comparison and sorting techniques.

Simple scientific experiments are conducted to help the children familiarise themselves with the correlations and processes which are present in nature. They learn about the properties of various materials and how these can be used. Logical thinking acts as a vehicle for creating an understanding and a conceptual grasp of existing connections and reciprocal effects.

4.5.5 The environment and the study of nature

The environment and the study of nature help children to understand the world around them, supports them in their cognitive development and in the acquisition of skills and competences. It reinforces their relationship with the natural world and their environment in terms of the experiences they gain and the emotions they feel. The various areas of the child's lives, knowledge of what constitutes the basis for creating an extended understanding of the world, form the starting points for this process. Children receive information about the world around them through observation and by making use of all their senses. The subsequent aim is for them to receive instruction on how to use a range of auxiliary tools to conduct such observations.

Appropriate scientific topics include people and their relationship to the environment, flora and fauna and the various areas in which they live and substances and materials to be found within the immediate surroundings.

4.5.6 Daily routine

The following provides an example of the prospective daily routine for children aged 2½ and above in our mixed-age groups.

Time	Daily activity
08:15 – 08:30	Arrival of the children
08:30 – 09:30	Exercises, coordination and motor activities - with our sports teacher
09:30 – 10:00	Small breakfast
10:00 – 11:00	Number and letter games with music, rhyming and theatre
11:00 – 11:30	We explore our environment with – being creative and designing - exploring and discovering
11:30 – 12:00	Free play inside/outside or cooking with the older children
12:00 – 13:00	Lunch - teeth brushing in group
13:00 – 14:00	Free play inside or outside
13:45 – 14:00	Calling for the children by the parents or an authorised person
14:00 – 15:30	afternoon nap
15:30 – 16:00	Calling for the children by the parents or an authorised person

4.6 Group cooperation and visiting other groups

Visiting other groups enables children to experience different events. They are able to visit their brothers and sisters and other children from the neighbourhood and have a chance to make new friendships and contacts. Such visits produce different combinations of events, broadening the horizons of the child's experience and extending the radius of their activities. They acquire greater mobility and become

familiar with new forms of education.

Cross-group educational and development projects, excursions, festivals, celebrations and special events all foster inter-group solidarity and make a major contribution to the establishment of heartfelt and trusting cooperation.

All this acts as a vehicle for the creation of a high and standardised pedagogical quality extending across all of the groups and opens the door to intensive, individual and ongoing fostering of the development of all the children.

We operate a half-open activity concept which generates a sense of safety and security within a child's own group whilst also including periods of access from outside. This provides the children with an opportunity to gain new experiences and pursue new activities. This open way of working also strengthens such pedagogical aims as the fostering of individuality and creativity and the development of practical competences and autonomy as well as supporting the establishment of a cooperative approach pursued within a spirit of partnership.

The fact that all our staff establish contact and a relationship with all the children also makes it easier to bridge and cover any possible periods of staff illness in a constructive manner.

5 Work with parents

A trusting and good degree of cooperation between the parents and the school is an essential prerequisite for the provision of high-quality pedagogical work to the child.

The pedagogical work at the school supports the work which goes on within the family and incorporates both staff competences and the skills of the parents in order to facilitate the best possible constructive coordination of the two worlds in which the child is living.

This makes parents our most important cooperation partners.

The greatest possible degree of customer orientation to the requirements of both parents and the child form the basis of our pedagogical standards.

The everyday principles governing the work undertaken by parents are as follows:

- a trusting and open atmosphere;
- mutual acceptance, tolerance and esteem;
- ongoing exchange between the parents and staff;
- transparency on the part of the school;
- constructive clarification of differences of opinion, various requirements, conflicts and crises.

5.1 Pre-registration meeting

The first contact which takes place between the school and the parents is the on-site pre-registration meeting held with the head of the school.

During this meeting, the pedagogical work of the school is presented to the parents, organisational matters are discussed, any questions which the parents may have are clarified and a tour of the premises is given. We set great store by providing the parents with comprehensive and professional information on all aspects of the topic of "work/home balance ", taking any fears or worries seriously and presenting the services we offer in a realistic and transparent manner. This meeting gives parents an initial insight into the work which goes on at the school.

5.2 Admission meeting

Once written agreement for admission of a child to the school is in place, an in-depth discussion takes place between the parents and the teacher responsible for the child's group. This meeting is held on the child's first day at the school and involves the gathering of detailed information on the care, development support and mentoring to be offered to the child, enquiries about the child's customary behaviour at home, the clarification of any remaining issues and the provision of information on internal group matters and the acclimatisation concept.

5.3 Acclimatisation

The acclimatisation period offers parents a chance to get to know the staff looking after their child and familiarise themselves with the child's group. They attend the group and experience the everyday routine followed. During this period, parents are able to loosen the ties with their child on a gradual basis and become confident that they have made the right childcare decision. This is highly significant to the later care of the child. Children are very quick to pick up on any latent insecurity and dissatisfaction exhibited by their parents and may themselves become unsure.

During the period in which ties with the child are loosened, parents will receive individual and requirements oriented support and advice from staff.

5.4 Brief contacts when bringing and collecting children

The brief conversations which take place through the open door when parents drop off or collect their children form an important basis for mutually supportive cooperation and growing trust.

These discussions provide a daily opportunity to exchange information and news of events as well as discussing the child's development progress and any specific incidents which may have occurred. Parents, for example, receive a daily update on the way in which their child is eating or sleeping and whether the child has any dietary issue as well as being informed of social development.

This is important for both staff and parents and enables an individual and situation oriented approach to be adopted towards the child.

5.5 Development discussions

Planned development discussions take place outside group activity. Both parents and the teacher in charge of the group may request such a meeting. Individual development discussions normally take place with the parents of every child twice a year.

These development discussions are based on development diaries, in which the development of each child is documented in a detailed manner and on an ongoing basis. This also ensures that parents are provided with clear information.

Such discussions may focus on the following areas:

- the development status of the child;
- observations from everyday life in the group;
- observations and current issues from the family environment.

Staff are also happy to support parents by using their specialist pedagogical

knowledge to provide any advice which may be needed. Teachers will take notes of such discussions and record details in the child's development diary.

5.6 Parents' evenings

Parents' evenings are an opportunity to provide wide-ranging information to all parents and offer the chance for a joint exchange of views. They take place two or three times a year.

5.7 Festivals and celebrations

Festivals and celebrations in particular offer an open and relaxed atmosphere and a chance for parents and staff to get together.

Festivities and celebrations which enliven everyday life are important and help create a good spirit of cooperation.

Annually recurring festivals from all cultures and religions represented are jointly planned and celebrated with the children and parents in order to strengthen solidarity and trust within the institution and to learn and teach openness and tolerance for other cultures and traditions.

5.8 Parent survey

A parent survey takes place once a year and provides parents with an opportunity to express their satisfaction, wishes, ideas and proposals for change in anonymous form.

The school receives a summary of parental satisfaction and is given an opportunity to do everything it can to integrate any wishes and changes into its pedagogical work.

5.9 Notices

Information

Information on everyday activities, educational projects and internal group-related matters is displayed for parents on a notice board in front of the group rooms and the photo walls in the corridor.

Information issued by school management is displayed in the reception area.

Photos

Up-to-date photos depicting everyday life in the school are displayed on a regular basis to provide parents with an insight into normal routine. Copies of the photos may be ordered.

5.10 Letters and e-mails to parents

Important information or invitations are sent out to all parents via a parental letter or e-mail.

5.11 Individual parent consultation

Qualified group leaders and management staff are available as required for individual parent consultations on all issues related to the topic of "job and child". If

there is a need for long-term, regular advisory services the school management will establish contact with professional consultants and act as agents for such services if parents so wish.

6 Nutrition

We place great importance on fresh, healthy and balanced nutrition. The quality of the food is very close to our hearts. We serve mainly selected local, seasonal products.

Our international trained chef prepares delicious and very child-friendly dishes in accordance with the latest nutritional and psychological views in preparing extremely tasty food.

The main focus will be on serving a variety of vegetable-based dishes, although menus may also include noodle, rice and potato variations. Fish or meat will be included twice a week. We have decided not to include pork for nutritional reasons.

Starters will largely comprise raw foodstuffs. Desserts or snacks between meals will mostly take the form of fresh fruit or dairy products. Children at the school will not normally be given their dessert until after their midday siesta.

We have our own internal kitchen facilities, and these will enable us to address the needs of any children with allergies and integrate such children into everyday group routine without problems.

We meet all our children's nutritional needs from morning to evening and also serve healthy and tasty snacks. This is of considerable assistance to our working parents. Both parents and children will be informed of the food we intend to serve up in the form of written or interactive menus.

We will use the informal discussions which take place with parents dropping off or collecting their children to keep parents informed of the eating behaviour of their children at all times.

We take cleanliness and hygiene extremely seriously, especially in the kitchen.

7 Quality assurance

7.1 Documentation

We attach great importance to transparent and systematic documentation in all areas of our work. Meetings with parents, development discussions and observation of development are recorded and archived in detail for each child in his or her development diary.

The same approach is adopted towards educational and development projects and human resources, organisational and economic issues. Our accounts staff archive all this information in a clear and comprehensible form in the main office.

7.2 Parent survey/staff survey

A parent survey takes place once a year and provides parents with an opportunity to express their satisfaction, wishes, ideas and proposals for change in anonymous form.

The school receives a summary of parental satisfaction and is given an opportunity to do everything it can to integrate any wishes and changes into its pedagogical work in order to identify changes which are required and areas where improvements could take place and thus increase the quality of care on an ongoing basis.

A staff survey will also take place once a year. Our employees are our most precious and costly resource. Staff satisfaction and development are, therefore, very close to our hearts. We will use a cooperative management style to integrate the competences of our employees in an active manner and to continue to develop them professionally.

7.3 Advanced and continuing training

We encourage our staff to take part in advanced and ongoing training on a regular basis. A training budget aligned towards both individual and institutional requirements is in place for this purpose. The budget is allocated on the basis of agreement between management and staff.

We are looking forward to successful cooperation with you.

Your CAREHOOD Team