

# Pedagogical work plan childminder



# **Pedagogical Work Plan**

## **Introduction:**

Putting a radiant smile on the face of my host children every day is what I love to do most. I help and support children where they need it and give space for self-discovery, where the boundaries are and where they can be pushed, I laugh and cry with them with most crazy jokes and moments, they get a hug when they need it. That is what a childminder stands for.

In short: I am there for them, emotions are allowed and love is number 1. I provide a safe and familiar environment, where children not only have fun but also have space to learn and discover, and go through their own development journey, each in their own unique way of development.

The basis from which the pedagogical work plan is based on the 4 basic goals of Riksen-Walraven.

1. Providing a sense of physical and emotional security
2. Providing opportunities for the development of personal competencies
3. Providing opportunities to develop social competitions
4. Socialization and internalization of norms and values

## **Who am I:**

My name is Carlijn van Laar-Hamers, owner of childminder care Carlijn in Zevenaar. I am married to my partner Remco van Laar and together we have a beautiful daughter Elize van Laar 4 years old.

Next to us also live our sweet and loyal four-legged friends Gizmo 12 years old (cat) who doesn't like children very much in his old age and stays upstairs during the daycare, and Luna our young dog (cross border collie - Frisian staby) of 1 year. And a nice big aquarium with fish.

Together we live in a terraced house in Zevenaar, within walking distance of the IKC de Wissel. A fairly quiet street where quite a few children between 2 and 12 years old live. A few years ago, the municipality adapted the neighborhood so that traffic is quieter and there is more greenery. In addition to the school playground, there are three other places where we like to play on a regular basis and can be reached within 5 minutes by cargo bike.

Within the daycare we like to do games, dancing, crafts, reading and free play where the children can and may use their own imagination. If the group size allows it (because of the car) we also regularly go to the climbing garden of the Intratuin Duiven or Burgerszoo. In addition to the daily daycare scenes, we celebrate the holidays with the group and once a year we go out with all the children and some parents for a big trip.

I myself am Christian, and I try to merge this in an accessible way with the daily care through the norms and values that we use in our homely atmosphere. However, I am not a Christian childcare because I want to be accessible to all children and parents, so everyone can participate in the childcare within Childminder Care Carlijn in an accessible way.

In addition to the four basic goals of Rikse Walraven, I make sure that my own vision from my faith, norms and values merge into a good flow and are accompanied by good people that every child develops during his or her developmental journey in the shelter.

This means that holidays such as Christmas, Easter and Pentecost are celebrated extensively in the shelter

And will be discussed through short appropriate stories and assignments.

Our family norms and values that I want to pass on to children as much as possible are

1. Barbara
2. Faith (Virtue, credibility)
3. Righteousness (Virtue righteousness)
4. Love
5. Faithfulness (Virtue loyalty)
6. Trust
7. Boldness (Virtue, self-confidence)

I graduated in October 2010 as a pedagogical employee in childcare, in order to continue to develop myself as a childminder in the pedagogical field, I follow refresher courses, courses and studies from home or at locations of the relevant childminder agency.

After 13 years I will focus my childcare target on toddlers, preschoolers and schoolchildren (age from 2 to 12 years)

The work plan that you can read here is therefore aimed at the toddler group and BSO group, based on the 4 basic goals with the merging of my vision and virtues.

## **Location of childcare:**

The shelter is located in a family home in the Zonnemaat district in Zevenaar, a 3-minute walk from the Wissel. However, I pick up children from the Lindehagen, the Carrousel and the Sterrenschool because that's where most of my daycare children go to these schools, just like my own daughter. At the back of the room is a special play area for the children, to play freely as well as under supervision and the backyard is fully enclosed and equipped with trampoline, playhouse, slide, swing and bicycles.

Pets are present in the shelter, I guarantee the hygiene and safety between child and animal.

Group Division Childminder Care Carlijn

At Childminder Care Carlijn we are talking about a vertical group (toddler, toddler and toddler and out-of-school care) with a maximum of 6 children per day who are taken care of at the same time between the ages of 1.5 and 12 years. However, as a childminder, I strive to keep the toddler group separated from the BSO group as much as possible, but this is challenging to realize in practice.

## **The childminder's vision**

How do I ensure that your child feels safe in my childcare, that I have something to offer your child in his/her development, that I give your child skills to learn how to deal with other children and that I teach your child values and norms?

In the following way, I use my pedagogical actions and ensure that I achieve the four basic goals (emotional safety, personal competence, social competence, values and norms) in my childcare in a co-flow of my vision that I have explained earlier.

Educational goal	In the interaction between me and the child
<p><b>This is how I achieve a sense of emotional security</b></p>	<p><b><i>Who is the permanent caregiver?</i></b> I (Carlijn) am always the regular face in the group and point of contact. In addition to me, my husband and daughter are regular faces in the group.</p> <p><b><i>How do you communicate with the child?</i></b> The children are always approached with love and spoken to such as darling or sweetheart. When the group is addressed in general, it's "boys and girls, we're going..."</p> <p><b><i>How do you approach the child in his/her behavior?</i></b> If I notice that the child does not keep to the agreements, he is always spoken to in peace and approached to have a short conversation with the child. With older out-of-school care children, the conversation is a little longer with the aim of achieving self-reflection.</p> <p><b><i>How do you organize the day-to-day affairs around a child?</i></b> On a daily basis, I guarantee emotional safety by giving compliments, hugging them when they need it, listening carefully to what a child is saying, communicating as much as possible at a child's height and asking questions where necessary to give them the feeling that they are being heard. They should know that they can come to me with anything.</p>
<p><b>This is how I stimulate the development of personal competence</b></p>	<p><b><i>How do you offer a challenge to the child?</i></b> I offer children challenges by offering themes that fit in with the children's perception of the world and are in line with my vision.</p> <p><b><i>How do you guide the child?</i></b> In addition, children have plenty of space for free play, crafts and/or reading in the reading corner. Reading moments are also created for the small children.</p> <p><b><i>How do you stimulate the child's abilities?</i></b> I mainly look at the children to see what they need, what they can do and give them extra challenge by making assignments just that little bit more difficult. The things that are not going quite right yet, we also focus on guiding a child by means of examples, starting small and especially a lot of encouragement to continue when things don't work out. Reward is by means of a sticker, high five or hug.</p> <p>I stimulate the child by challenging a child. To push their boundaries by trying to put on the coat by themselves, dressing themselves, helping to set the table, making puzzle or game a little more difficult, etc.</p>

	By paying attention to the talents of the children. When children get into a fight, I first let them come up with a solution themselves (taking into account the age).
<b>This is how I stimulate the development of social competence</b>	<p><b><i>How do you guide the child in the interaction between the children?</i></b> By doing a lot together as a group, or one-on-one children among each other or child and I together, I focus on the social development of the child(ren).</p> <p>By cooking and shopping together. Simple board games, card games ... Fantasy and role play, for example, dress up, with dolls and cuddly toys. Reading a book together or picking out a new book in the store or library. The trips we take together.</p>
<b>In this way I stimulate the development in internalizing values and norms</b>	<p><b><i>What are the basic manners among themselves?</i></b> In the group we all treat each other nicely, we respect each other's boundaries and we listen to each other, we say thank you and please and sorry with a hug when we hurt each other, we help each other and let each other finish.</p> <p><b><i>How do you show the child your norms and values?</i></b> By setting a good example, telling stories (booklets) and always saying thank you, I set a good example to the children regarding my standards and values within the daycare.</p> <p><b><i>How do you set your boundaries with the child? How do you correct the child?</i></b> Children are given three chances to correct themselves before they are given time out for a short period of time of the activity they are engaged in. This is after a short conversation with an explanation.</p> <p><b><i>What is your approach when a child does not follow the rules?</i></b> If a child still can't adapt, it becomes a time out in the time out corner. For the time, the child has had three chances to adjust.</p> <p><b><i>Do you explain to a child what is expected of him/her?</i></b> I explain to each child what is expected of them, which can be individually or in a group. It is especially important that children are allowed to develop their own self within the boundaries that are set for the group.</p>

<b>Educational goal</b>	<b>In the indoor and outdoor area</b>
<b>This is how I achieve a sense of emotional security</b>	<p>Given the target group, I opted for a calm and materialistic appearance where children can grab standard toys with free play. By using a bit of a cool look and different color cabinets, it has been given a fresh and tough look again.</p> <p>In the outdoor area it is more spacious so that children have enough space to play and move.</p>

	<p>In the house, only the living room, rear garden and toilet are used during the care hours for playing and daily care of the children. The kitchen is off limit for the kids to play, only supervised. Children who need to be changed are changed downstairs in the living room. Children from the age of 2 no longer sleep in a separate bedroom.</p> <p>Children have plenty of places to retreat to for quiet individual play moments both indoors and outdoors.</p>
<p><b>This is how I stimulate the development of personal competence</b></p>	<p><b><i>Are there fixed, recognizable places in your space where the child knows that they can play with certain forms of play?</i></b>  The play area at the back of the room has enough space to play both together and alone, to tinker at a small and/or large table or to snuggle up in the chair with a reading book. In the front of the living room on the couch, children have the space to chill out and read a book or watch an educational video with me.</p> <p><b><i>Does the child have enough room to move around to practice his/her gross motor skills?</i></b>  The play area has been given a fresh and sturdy look with three gang bars that can be taken out of the cupboard that are always played with. Other bins are changed regularly.</p> <p><b><i>Can the child practice their fine motor skills in space?</i></b>  For example, the space now has a reading corner, play kitchen corner, children's table where you can play and a high dining table.</p> <p>In the garden there is plenty of space where the child can develop gross motor skills. The garden is equipped with a two-person trampoline, a slide, playhouse, swing and wall game. There are also separate toys such as bicycles, building blocks and gym equipment that are said outside in the summer period for toddler gym.</p> <p>To focus on fine motor skills such as cutting, pricking, drawing, writing exercises ect is all done at the large table or children's table.</p> <p><b><i>Does the space match the age and developmental stages of the child?</i></b>  The play area has been adapted to the target group for toddlers, preschoolers and schoolchildren with a fresh look by offering fewer toys with overflowing cupboards, children can make a choice more easily. Toys are changed regularly.</p>
<p><b>This is how I stimulate the development of social competence</b></p>	<p><b><i>Are there corners in the space where children can do something in small groups and children together?</i></b>  There are three corners where children can retreat in the indoor space to play together or individually with a book, coloring and or just building.</p>
<p><b>In this way I stimulate the development in internalizing values and norms</b></p>	<p><b><i>Are there agreements about what is possible and allowed in space?</i></b>  Agreements have been made with children so that they know where and with what they can play freely.</p> <p><b><i>How do you keep the space liveable and pleasant?</i></b></p>

	<p>By dividing the themes and the space slightly differently every quarter or removing or adding materials, we keep the space liveable and challenging.</p> <p><b><i>Are there ever exceptions to the rule?</i></b>  An exception that is made here in the shelter is especially for when the weather is very bad and children cannot play outside or are tired that they can watch a longer movie or play games on the tablet. This exception is always explained to the children.</p>
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<b>Educational goal</b>	<b>In the Group</b>
<p><b>This is how I achieve a sense of emotional security</b></p>	<p><b><i>Do you have a minimum number of hours that a child must be in daycare per week?</i></b>  Yes. For both permanent and flexible and out-of-school care, I use a minimum decrease of hours and days in the week for all target groups to keep calm in the group and to create a safe haven for the emotional safety of the children and space to develop. This is how I ensure emotional safety in the group.</p> <p><b><i>How do you take your group composition into account?</i></b>  I try to take into account as much as possible that there is a mixed group during the toddler group as in the BSO group. This depends on the type of childcare demand.</p>
<p><b>This is how I stimulate the development of personal competence</b></p>	<p><b><i>How do you ensure that the child can interact with known peers?</i></b>  In order to provide care or offer challenges to the same peers within the daycare, there is room for self-development, which means that the children themselves have the space to seek each other out and play together. This is easier with older children than with younger children. There is more guidance by starting an activity together with the children and withdrawing from the game at the right time so that they continue playing together. Through observation, I see how this process continues to develop or where necessary guidance is needed.</p> <p><b><i>How do you use the group as a learning environment for the child?</i></b>  Children are given the space to choose what they want to do and whether they want to do an activity or games together or alone.</p>
<p><b>This is how I stimulate the development of social competence</b></p>	<p><b><i>How can a child participate in group events?</i></b>  At every eating and drinking moment or joint group activity such as reading, crafts together, etc. His children are involved. That makes it a group event</p> <p><b><i>How do you facilitate group table discussions?</i></b>  I contribute to care by giving all children the opportunity to say something if they want to. Children are taught to listen to each other and let each other finish. By setting a good example, listening attentively/actively, by asking questions and summarizing what a child says. The children feel heard and loved.</p>
<p><b>In this way I stimulate the</b></p>	<p><b><i>How do children come into contact with different views on life?</i></b></p>

<p><b>development in internalizing values and norms</b></p>	<p>From my own point of view, I steer our standards and values in an accessible way when it comes to, for example, faith.</p> <p>Although the majority of the children in the shelter are not religious, parents are open to the fact that the children still receive the basic goals of the faith. For example, we regularly read a story from the toddler bible, sometimes we pray with the group in special times (children are allowed to participate), or we make a work that is related to faith but also goes hand in hand as a good person.</p> <p><b><i>Are you making room for a circle discussion?</i></b> Yes, usually at the time when the moment calls for it and otherwise during the eating and drinking moment.</p> <p><b><i>Are there agreements about manners in the conversation and the group?</i></b> We let each other listen to each other and let each other finish talking.</p>
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<p><b>Educational goal</b></p>	<p><b>With the range of activities</b></p>
<p><b>This is how I achieve a sense of emotional security</b></p>	<p><b><i>Do you use a daily schedule?</i></b> Yes, it provides structure, peace and clarity for both the group and myself.</p> <p><b><i>Is there room for individual play and teamwork?</i></b> There is always enough room for both individual and ensemble play for the group. Free play is an important part of the day, children are allowed but not mandatory. Where necessary, I provide extra guidance in the game.</p> <p><b><i>How do you ensure that a child can focus on the activity and not be distracted?</i></b> For example, by providing few distractions and helping to choose a suitable place.</p>
<p><b>This is how I stimulate the development of personal competence</b></p>	<p><b><i>Does the activity match the child's developmental level and age?</i></b> I like to work with the comfort/stretch/stress zones. To do this, you need to know the child well so that you can pick up signals that indicate which zone they are in. I achieve that I work with themes that connect with the child's perception of the world. The activities are focused on their level and help the child learn and challenge.</p> <p><b><i>Which area of development do you encourage?</i></b> Free play is important in my daycare, so I get to know the children while observing and I can take appropriate steps in the developments where they need it. I look at fine, gross motor skills, speech, language development and social-emotional and cognitive development.</p> <p><b><i>Do you have toys sorted by activity?</i></b> Yes, the low arcade machine that is directly on the group next to the reading corner allows children to take the Duplo, Zoef zoef and 1.2.3 Playmobil themselves.</p>



	In the other cupboard are the playing materials that are changed once every other month. The craft supplies can be accessed by the out-of-school care children themselves and the games are always supervised.
<b>This is how I stimulate the development of social competence</b>	<p><b><i>How do you ensure that your activity encourages the use of pretend play?</i></b></p> <p>Children who are at the same stage of development are put together to play together where possible. Through playing together, the children take each other into the game and learn from each other, which gives extra stimulation in addition to the play material offered</p>
<b>In this way I stimulate the development in internalizing values and norms</b>	<p><b><i>What kind of activities do you organize that tie in with events from "real life", the family, the neighborhood.</i></b></p> <p>I work with themes that fit in nicely with the children's perception of the world. Themes are sometimes adapted with special events such as going to school, birth of brother or sister, being sick.</p> <p><b><i>Do you ever visit places where something is happening?</i></b></p> <p>Every day we pick up children from school, run errands or walk the dog. Furthermore, if group size allows it, we go on a trip to an indoor playground, zoo or play farm where we have to go by car.</p> <p>Once a year, a large group outing is planned with a few parents as guidance to give the group dynamics a nice boost. Which you will also have nice conversations about later.</p> <p><b><i>How do you bring recurring fixed moments in the day into a social event?</i></b></p> <p>Yes, by carrying out the daily routine together such as cleaning up, helping each other, picking up children, etc., are fixed moments for us on a daily basis on a social level.</p>

<b>Educational goal</b>	<b>With the game material</b>
<b>This is how I achieve a sense of emotional security</b>	<p><b><i>Is it clear who can use the toy and where the toy can be used?</i></b></p> <p>Yes. The things that can be grabbed without restriction are in the same closet on the same wall. The games and puzzles are in the hall closet, the children can't reach them themselves, they have to ask for them.</p> <p><b><i>How do you guide the child in the game?</i></b></p> <p>I mainly try to let children play with the play material themselves or together. If I see that things are not going well, that they are getting stuck, that they don't know what the intention is, I step in to guide them and/or give them an explanation.</p> <p><b><i>Do you have toys sorted by age?</i></b></p> <p>The toys for the toddlers are sorted and all come in separate bins that they can play with freely at children's height. The toys of the BSO are separate such as reading books, games, crafts, etc. They can often choose from that and ask for it if they want to play with it.</p>

	<p><b><i>Do you take into account the cabinet layout and age?</i></b>  Yes, the smaller children can independently take toys out of the closet that are appropriate for their age. For the out-of-school care children, it is higher and other places so that it does not get broken or lost.</p> <p><b><i>Are children allowed to take toys themselves?</i></b>  The smaller children can take toys from the cupboards themselves. The out-of-school care children are discussed what they want to do and then together or by my  Grabbed it out of the closet myself. Craft items that are high up in the group can be taken by them.</p>
<p><b>This is how I stimulate the development of personal competence</b></p>	<p><b><i>Is there play material available that is appropriate for the developmental stage and age, that challenges physical play and mental play?</i></b></p> <p>There is material for all ages. Think, for example, of puzzles for two to an eight-year-old. Board games from 2 to 12 years old, role play material from kitchen to dolls to doctor's supplies, hairdresser stuff.</p> <p>In addition, material for cognitive development from 2 to 12 years old and storybooks for all ages. Duplo, whiz whizz, 1.2.3 Playmobil and wooden blocks, train track and equipment for stimulating gross motor skills inside. Toys for both individual play and teamwork. Toys for both boys and girls, even though I don't really make a distinction between them.</p> <p>In addition, I observe a lot to discover the interests of the children, so I also see a need for a certain type of toy. I can then offer this or purchase it first if not yet available.</p>
<p><b>This is how I stimulate the development of social competence</b></p>	<p><b><i>Are there toys that encourage children to play together?</i></b>  Yes, most of the toys that are present can be used both individually and collectively during a game. Both indoor and outdoor materials. Think of role-playing, board games, footballs, swinging with a swing nest.</p> <p><b><i>How do you assess whether your range of game material still meets the needs of the group?</i></b>  By observing and listening to what the children do and/or indicate. Around the summer period and Sinterklaas, discuss with the older children what they like to do and fits within the possibilities.</p>
<p><b>In this way I stimulate the development in internalizing values and norms</b></p>	<p><b><i>Do you offer play material that plays out everyday life?</i></b>  Yes, there are toy materials available that depict daily professions such as hairdresser, doctor, dentist, firefighter ect.</p> <p><b><i>Are there agreements about choosing toys, using them and cleaning them up?</i></b>  Children are allowed to play everywhere, but the rule is to use it sparingly. I teach children that if they don't play with one thing anymore, clean up before we pick up new toys, they won't be thrown or broken. Some toys are only allowed at the table and other activities at the table or on the floor. Game materials must also be neatly returned to the bins where they belong so that everything stays neatly together.</p>

## Daily schedule

As a childminder, I use a daily schedule in my childcare.

Time	Activity
07.30 a.m. - 08.00 a.m.	Most childcare children are trickling in.
08.00 a.m. - 09.30 a.m.	Free play for the children to start our day quietly.
09.30 a.m. - 10.00 a.m.	Time to clean up together, do diapers, wash hands, prepare fruit.
10.00 a.m. - 10.30 a.m.	Time for fruit, food and drinks with a conversation moment and reading book.
10.30 a.m. - 11.45 a.m.	Theme works.
11.45 a.m. - 12.15 p.m.	Time for hand washing and lunch together.
12.15 pm - 1.30 pm	Time for free play or just chilling on the couch, children sleeping, sleeping on the couch.
13.30 - 13.45 hrs	Getting ready to go to 2 or 3 schools.
13.45 - 15.15 hrs	Picking up children and playing in the playground or running errands.
15.15 - 15.45 hrs	Have a drink together and talk about school. Thinking about what we or the kids are going to do.
15.45 - 17.00 hrs	Choice of free play, joint play or chilling with books or screen time max 30 minutes.
17.00 - 17.30 hrs	All children will be picked up during this time.

### Opening hours:

Childminder care Carlijn is open on average 44 weeks a year from Monday to Thursday from 07.30 to 17.30, childcare on Fridays is only possible in consultation with the childminder.

Within my childcare there is both permanent and flexible childcare possible, as well as after-school care for the Primary Schools de Lindehagen and the Sterrenschool at 2.30 pm. However, a slightly lower rate is charged for Fixed childcare than for flexible and/or BSO childcare. More information about this can be found on [www.gastouderopvangcarlijn.nl/mijndiensten](http://www.gastouderopvangcarlijn.nl/mijndiensten)

## **Vienna:**

If parents want a period of time to get used to it, this is possible by appointment within two weeks before the childcare starts.

We get used to it in 2 to 4 moments of 5 hours, which can be a morning and/or afternoon, depending on what the schedule allows and the wishes of the parent. The hours will be invoiced.

The idea is that children come and get used to it for a morning or afternoon from 07.30 to 12.30 or afternoon from 12.30 to 17.30 without the presence of parents so that they can experience the daily rhythm and get to know the group, and the group gets to know our new boyfriend or girlfriend.

Drop off and pick up is always at the front door with bad weather in the hallway for short transfer from parent to me, and from me to parent. An extensive transfer is done via the whats app or by calling with details.

## **Permanent education of the childminder:**

As a childminder I continue to develop myself through online workshops or physical workshops offered by the childminder agencies, the pedagogical coaching, and home studies such as in the past general developmental psychology, child psychology and currently a study for class assistant.

The topics can change every year according to what the childminder agencies offer.

## **House Rules:**

Childminder care Carlijn has a separate set of rules for the house rules;

- Tariff
- Accustom
- Pick-up and drop-off
- Saying goodbye and contemplating
- Childcare times and availability
- Opening hours
- Illness
- Corona regulation
- Contractures
- Childminder agency

## **Protocol suspected child abuse**

When I suspect child abuse, I use the protocol suspected child abuse childminder, which was handed over to me by Childminder Agency Maki and childminder agency Toppie . In case of suspicion, the parent can contact Childminder Agency Maki or childminder agency Toppie. We will handle the report discreetly and refer it to the competent authorities after investigation. You can also report anonymously to Safe Home (<https://www.vooreenveiligthuis.nl/>)

## **Emergency protocol**

When I take care of more than 3 children at the same time, the Childcare Act requires me to work with a back-up. The back-up is used to determine who stays behind with the children during an emergency, who informs the parents, where the children's details can be found and what the back-up must do to continue the care. The rear guards are aware of these agreements.

## **Right to protection of privacy**

Personal data of parents and child will be treated confidentially by me.