



**Toddler package
(Peuter Arrangement)**

Preface

PA was written with two purposes:

- To clarify how KindKoers offers Preschool Education to PA children
- How we currently offer preschool activities to children from 2.5 to 4 years old and how we work with the themes of the Uk&Puk preschool education program, and how the involvement of parents and the transfer to primary school is arranged.

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KindKoers' vision on VVE

KindKoers has its own distinctive vision on PA. The parent involvement policy describes the practical planning within which we achieve this, as well as the methods we use.

Safe, healthy and relaxed

Children with a language delay need to feel safe first. In addition, PA children may come from a home situation in which they receive insufficient stimulation. Especially if children have not yet received childcare before participating in PA. KindKoers believes it is important to create an atmosphere in which these children feel comfortable.

Physical and emotional safety

KindKoers creates a safe atmosphere by first ensuring a safe and healthy environment as described in our safety and health policy,

Relaxed

KindKoers believes that children should be able to learn in a relaxed way and can only learn when they are relaxed. Learning happens through play. PA education should therefore be offered in a playful manner.

The basic features are:

- Freedom from emotional hindrances;
- Be curious and enterprising;
- Have self-confidence.

By working with a small, close-knit team, meeting the fixed faces criterion and by being responsive to the children, KindKoers helps the children to be free of emotional obstacles. If a child continues to feel anxious or unsafe despite the efforts of the pedagogical staff, KindKoers will seek cooperation with parents and, if necessary, external assistance. How KindKoers does this is described in the general pedagogical policy.

Offering a challenge

KindKoers wants to offer sufficient challenge when doing VVE activities with the children. We offer the PA children at KindKoers challenging activities around a theme from the Uk&Puk program. These activities are done in the morning hours so that all children can participate.

A stimulating environment

In addition to offering Uk&Puk activities, the environment itself must of course offer a lot of stimulation, KindKoers does this by:

- Stimulating play material: development games for toddlers with colors, shapes, numbers, letters and concepts such as more, less, above, below, next to and in;
- Play equipment that children can pick up themselves is placed low to the ground, within easy reach of the children. Play material that children are not allowed to take themselves is out of their reach, pedagogical staff consciously offer this play material at certain times and to certain children, if this fits within their guidance plan and to stimulate their development;
- A stimulating outdoor play area with a sandbox, bicycles, balls, etc.
- Offering outings in nature: KindKoers often takes the children to the petting zoo, the playground or sometimes a few children are allowed to go to the supermarket. This broadens the world of children and during these outings there are all kinds of opportunities for the children to point out things, have them name them, etc. An outing can also be placed within the Uk&Puk theme;
- Talking a lot and singing songs with the children: talking about what the previous day was like, a child's holiday and singing songs ensures that children learn how they are part of a bigger

picture, that everyone has a story and that listening to each other is important. The daily structure in which this is embedded is supportive.

Stimulating development

According to KindKoers, offering a challenge and preparing play materials and dealing with them consciously is not all that is needed in a PA group and at a daycare center in general. It is also very important that children are encouraged to take on challenges in a way that suits the child. Not all children take on all kinds of challenges on their own. Some are more cautious, or too often choose a challenge that is not feasible. Appropriate guidance based on knowledge of the child is very important. By offering children something new that is outside their comfort zone, new brain connections are formed. This allows more complex actions and thought processes to be performed. A child can be challenged to explore and learn in the following ways:

- Connecting to the zone of proximal development: By offering a child a challenge that a child has not yet mastered but can tackle with a little help, the child gains experiences of success. The child has then learned something new that builds on what the child can already do. As a result, the child has experienced what it is like to achieve something that is just outside the comfort zone and the child learns what challenges he or she can face to achieve something new;
- Interactive observation: If a pedagogical employee observes a child in his or her play, the pedagogical employee can encourage the child to think or try something new by asking the right questions;
- Stimulate deep and broad development: By offering challenges in all kinds of categories and offering in-depth activities per category, children develop in breadth and depth. This can be done by providing suitable materials and by choosing a rich play-learning environment with many different types of materials and games. The materials and games should invite observation, discovery and exploration. Games that contain a "secret", for example the game where children have to push triangles and squares through similarly shaped holes.
- Adult playing along: If an adult plays along with a group of children, he/she can consciously give the game new impulses so that children learn new things.
- Learning through play: It is very important that children learn through play and continue to enjoy discovering. A child who feels safe has a natural tendency to learn and explore. If a child is "forced" to play too much, the child's natural curiosity can be damaged.

Quality through small scale

Everything that KindKoers achieves with children at daycare can be undone at home or at primary school if there is no good transfer and cooperation. In addition to offering safety and challenge as described above, the level of quality of PA also depends on good cooperation. KindKoers likes to take advantage of the small-scale character. Because all parents and staff know each other well, conversations about the child's development often occur in the hallways. Collaboration between the Kabouterhuis and KindKoers has also existed for years and they know the staff members who work at KindKoers. If a child's development stagnates, KindKoers can always contact a permanent contact person at the Kabouterhuis. An appointment will then be scheduled as soon as possible. In addition, one of the employees in the PA group is the permanent contact person for the primary schools and there is contact with the IB staff from all primary schools in the region. Good transfer to primary schools is essential to create a continuous development line for children. The approach that was discovered at KindKoers and works well for a child must be continued and developed at home and at school depending on how the child develops.

Practical implementation of the PA

Children from the age of 2.5 can participate in PA. Parents are responsible for registering their child at a PA location and receive support from the PA coordinator. The PA provider always gives children with a toddler arrangement a place if a subsidized place is available. If these are no longer available, the PA provider will inform the PA coordinator. The PA provider reports everything regarding the PA placements to the PA coordinator

The group composition and times

KindKoers has one group from 0 to 4 years old at the KDV. PA children are also taken care of in this group. This means that in the morning, 5 days a week and 4 hours a day (Monday, Tuesday, Wednesday, Thursday and Friday from 8:00 AM to 12:00 PM), toddlers can be cared for in this group with a toddler package. The maximum group size is currently 13 children.

The PA activities are offered in the morning between 8:00 AM and 12:00 PM, when the toddlers are in the group with a toddler package. The children with regular care in the group will then benefit from the offer, but most individual attention will of course be given to the toddler package children during the activities. The child monitoring system for children with a toddler arrangement will also be more extensive and consultation moments with their parents will take place more often than with other children. Nevertheless, all children participate in the Uk & Puk activity. The interaction between children with and without language delays will benefit children with language delays.

The daily program

The daily program for toddlers who follow PA at KindKoers is as follows (see table below). The table below also shows the daily program of children who also receive full-day care at KindKoers. The program on which they are brought to the shelter. Uk & Puk activities can also take place outside if the activity permits and the weather is good. KindKoers believes that contact with nature is very important for children and will therefore try to achieve this as much as possible.

VVE indicated/toddler package		Full day care	
10:00-	Activities from Uk&Puk.		Activities from Uk&Puk.
15:00-	Outdoor play uk and puk activity		Outdoor play uk and puk activity

In the above schedule, every moment is used by the pedagogical staff to stimulate the child's development.

The Uk & Puk program

KindKoers works with the well-known VVE program Uk & Puk:

“Uk & Puk is aimed at children aged 0-4 years. Therefore it is suitable for working in daycare centers. Playing is central to Uk & Puk. The Puk doll is the children's playmate. Ten themes have been developed at Uk & Puk that match the experiences of babies, toddlers and preschoolers. Activities have been developed for three age groups for each theme. These activities can easily be incorporated into daily business. The activities focus on the four developmental domains: language development, social-emotional development, motor and sensory development and arithmetic stimuli. Tips are given for designing the play-learning environment and using materials. Of course, Uk & Puk is not about teaching and learning lessons. Uk & Puk teaches babies, toddlers and toddlers new skills. By being active and having fun playing! The Uk & Puk program uses the SLO goals* and thus fits seamlessly into early childhood programs. Uk & Puk is officially recognized with the certificate “Preschool and Early Childhood Education” by the Dutch Youth Institute.”

(source: www.ukpukvve.nl)

*SLO, the national expertise center for curriculum development, has developed core objectives for primary education. These core objectives are targets for which education must meet an obligation to make efforts. Source: www.slo.nl

In order for Uk & Puk to have sufficient effect on the development of children, it is important that employees are trained to put Uk & Puk into practice. In addition, parental involvement and continuation at primary school are very important. Uk & Puk also provides tools for this.

The themes

Uk & Puk works with ten themes per year that match the experiences of children at a daycare center. All development domains are connected within the themes. This produces greater learning effects than when development domains are addressed separately. During 40 school weeks, the 10 themes of Uk & Puk are developed in the KDV groups of KindKoers. KindKoers covers one theme every 4 weeks and skips the school holiday weeks. The order in which the themes are planned is chosen so that the themes fit well with a season or time of year. The annual planning of the themes, taking into account the holiday weeks, is as follows:

Theme	Period
1. Welcome Puk!	Month of January
2. This is me!	Month of February
3. Giants and gnomes	Month of March
4. Me and my family	Month of April mid-May
5. Cuddly toys	Month mid-May and June
6. Oof, how hot!	Month of July and August
7. What am I wearing?	Month of September
8. Hacho!	Month of October
9. Rain	Month of November
10. Enjoy your meal	Month of December

Activities

There are 10 activities per Uk & Puk theme. 3 activities are planned per week, with 1 activity repeated at the end of the week. This is the activity that best suits the children during the rest of the week or that needs some extra explanation and repetition. The planning of the Uk & Puk activities is done halfway through the month for the following month. The VVE pedagogical staff inform the other pedagogical staff (who are in the groups without VVE children) about the theme and the activities that are planned so that the entire KDV can benefit.

Age structure

Uk & Puk focuses on three age categories: 0-1½ years, 1½ - 2½ years and 2½ - 4 years. The Uk & Puk theme booklets indicate per age category what can be expected of a child at that age. Expansive and more difficult variants of the activities are also described that can be offered to children for whom it would otherwise be too easy.

A rich play-learning environment

In addition to the Uk & Puk program, the aforementioned rich play-learning environment is important. KindKoers provides this environment by:

In combination with Uk & Puk, a safe and healthy environment and collaboration with parents, school and external parties, KindKoers creates a high-quality PA group with a solid foundation.

The child tracking system

PA providers must maintain a good child monitoring system. This is important because you cannot positively influence, stimulate and adjust a child's development if you do not keep track of where that development is. It is important that the child tracking system that KindKoers uses is consistent with the VVE program that KindKoers uses. When choosing the child tracking system, KindKoers looked at what most primary schools in the area use in order to facilitate continuity and warm transfer for a

toddler arrangement. This is the KIJK method. Within this method, observation lists are available that can be completed. Parents are asked to pass this on to the primary school so that the primary school has the necessary information to monitor the development of the children when they enter the primary school.

Planning child monitoring system

Planning for our child monitoring system looks like this:

1. The first four weeks are mainly observed. Who is the child? At what point in his/her development is this child? What does his/her development look like compared to what you can expect at his/her age? How do the parents deal with the child at home? What can they say about the child? Observations are kept in the notebook;
2. During the fourth week, a time is planned when the child is observed using the KIJK observation lists;
3. Based on this observation and the observations from the child's Logbook, a guidance plan is written according to a fixed format (see appendices). This shows how the child develops in the various developmental domains as described in the Uk & Puk program. This development is compared to what is expected of a child at that age. The guidance plan is discussed with parents and adjusted if necessary after consultation. Parents also receive recommendations for home use;
4. The guidance plan is evaluated monthly and adjusted where necessary. Adjustments are discussed with parents during drop-off and pick-up. If necessary, adjustments are also made to the way in which the pedagogical staff work with the entire group;
5. Every year at KindKoers, observations of all KDV children and associated parent meetings take place around the month of February. This will also be the case for children with PA children. For some children, the observation and accompanying parent meeting are scheduled at a more appropriate time. This concerns children who just started at daycare in February. Or children with a toddler arrangement for whom an observation has recently taken place in the context of drawing up the guidance plan. In any case, two observations per year take place for children with a toddler arrangement.

The KIJK method

KindKoers observes with the KIJK method because most primary schools in the area use this method. This makes it easier to communicate with the internal supervisors. The KIJK method is a method with which children aged 0-13 can be observed. KindKoers uses this method at the KDV and the BSO. The KIJK method fits in well with Uk & Puk because, just like Uk & Puk, it works with development lines, monitors development in all domains and provides tools for a guidance plan. The how and what of the KIJK method is briefly summarized below.

KIJK explains how you can observe children on the following points:

- Basic features;
- Involvement; (Parent involvement policy)
- Risks for development.

Basic features

A number of basic characteristics are distinguished within KIJK. These basic characteristics are a prerequisite for the healthy development of the child. If these characteristics are in order, the child has all the space and conditions needed to develop properly. If these characteristics are not in order, they require extra attention and care to stimulate development and prevent stagnation. The basic features are:

1. Freedom from emotional obstacles (i.e. the child is comfortable in his own skin, is not afraid to explore, has no other things on his mind that prevent him from focusing on playing, etc.);
2. Being curious and enterprising (the child shows energy, wants to be involved with his environment and everything in it, and discover this);
3. Have self-confidence (the child dares to be seen and heard, takes risks and their emotions are well attuned to the situation).

Involvement (parent involved policy)

In addition to the basic characteristics, the KIJK method observes the involvement of children in their play. Children show all kinds of signals of involvement, which are mentioned and explained in the KIJK method. Based on these signals, it can be determined how involved a child is in his play. This of course also depends on how the activity suits a child and how the child feels. The results of the observation can be used for recommendations at daycare and at home.

Risks for development

Signaling lists are available within KIJK that can be used to identify risks to development

Development lines

Within the KIJK method, development lines have been established per age category in the following domains:

Domain	Toddlers
Social and emotional development	<ul style="list-style-type: none"> - dealing with oneself - dealing with others - Self-sustainability - game development
Language	<ul style="list-style-type: none"> - speech and language development - emerging literacy
Calculate	<ul style="list-style-type: none"> - cognitive development - emerging numeracy
Mobility	<ul style="list-style-type: none"> - large motor skills - small motor skills - character development

Child file contents

Thanks to the KIJK method, in addition to maintaining the observations in notebooks, KindKoers annually adds the following to the child files:

For all children:

- Completed form regarding the child's background;
- Completed observation form regarding basic characteristics (at least globally and in case of uncertainty also forms for more detailed observation);
- Completed observation form regarding involvement;
- Completed observation form regarding development lines;
- Parent meeting reports;
- When leaving KDV: around 4 years.

Contact with parents (KindKoers has a parental involvement policy)

Contact with school

Each school has an internal supervisor, who has more time for in-depth matters than the teacher, and who also guides the teachers when it comes to children's special needs. KindKoers has therefore contacted all internal supervisors of schools in the area and indicated who their contact person is at KindKoers. KindKoers has asked all internal supervisors which method they use at school. Based on this contact, the KIJK method was chosen as the observation method

Contact experts

KindKoers collaborates with:

- Speech therapy
- Gnome house
- Consultation agency
- Youth prevention
- Southeast primary school
- Safe at home

Contact with the municipality

After each completed PA year, accountability and subsidy determination take place with the municipality. KindKoers provides the following information in a substantive and financial final report, no later than April 30, for the previous year:

- A substantive report showing to what extent the subsidized activities have been carried out in accordance with the conditions set (since this policy was written on the basis of these conditions, it must therefore have been carried out in accordance with this policy plan);
- A financial report of the income and expenditure incurred in relation to the implementation of the PA. This report must make it clear what the hourly rate is and what income comes from parental contributions. It must also state whether the parents are entitled to childcare allowance;
- Per location (this is only one at KindKoers) it must be clear how many toddlers have used subsidized child places, subdivided according to the type of subsidy place (indication or toddler arrangement) and PA.

Based on this report, the municipality determines the final subsidy, which may therefore be lower or higher.

Evaluation

Every year KindKoers evaluates all policies, including this policy plan. The following indicators are taken into account:

- Results of the children: how has their speech-language development improved? This is evaluated using observation forms;
- This policy plan is also evaluated at process level: have all processes been followed as described in this policy plan or do they require improvement? This is done on the basis of conversations with pedagogical staff and by inspecting children's files, in which evaluations, parental contacts, appointments, etc. can be read. Every year, the evaluations of all policy documents are summarized in a report with an action plan for the coming year;
- Satisfaction of parents of children with a toddler arrangement: Did parents feel heard? Did they feel encouraged to participate and also offer PA activities at home?
- Collaboration with primary schools: see also the section on contact with school;
- Collaboration with the municipality: during the presentation of the annual accountability and determination of the subsidy, KindKoers will also discuss with the municipality to determine how the collaboration between KindKoers and the municipality has progressed and what can be improved. This will be done on the basis of criteria such as: the frequency of contact with the implementation coordinator, having a permanent contact person from KindKoers, the clarity of communication, the response speed in the contact, the quality of the quarterly reports, etc. A report is made of the conversation from which action points follow for the current year;