

# ***Location specific educational workplan for Big Ben Kids Centre***



***BSO  
After School Club***

In collaboration with





# Big Ben Kids

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## Foreword

This is the location specific educational work plan for *Big Ben Kids Centre*.

Zo Kinderopvang & BSO's educational plan is described in the out-of-school care general educational policy plan. This policy plan is outlined in the introduction of this location specific educational work plan.

This plan describes location specific issues such as the appearance of the location, details about the programmes, which issues we specify in line with the central educational policy and the location specific rules. It also gives you an impression of the activities that are organised and the themes which are handled.

The plan sets out the course for the rest of the year. It is compiled by the location manager in cooperation with the location's educational staff members who work with the children every day and who are thus in the best position to notice details. These details are necessary to create an individualised, safe and secure environment for the children – a solid foundation for child development.

We hope you enjoy reading *Big Ben Kids Centre aan de Zoutmansstraat 19's* location specific educational work plan.

Should you have any questions, please do not hesitate to contact our team!

Team  
*Big Ben Kids Centre*



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## ***1. Big Ben Kids after school club educational policy plan***

### ***1.1 Introduction***

The educational policy plan and the educational work plan are living documents. We evaluate the educational policy every two years and, if there are any changes, adapt the work plan accordingly.

Educational staff members, supported by the location manager and the education department, are continuously working on further developing the methodology and their own competence. At Zo, development never stops.

At Zo out-of-school care, personal contact between the employees and every child and his/her parents is paramount. Raising children and stimulating their development happens in dedicated relationships with trusted adults.

### ***1.2 Language***

At Big Ben Kids Centre, our international daycare and after-school care location, we use the English language in all our communication. This is because our parents and children have international backgrounds or are resident in the Netherlands for a short period of time. The English language is the most commonly shared language amongst our expatriate families.

Out-of-school care is education in one's free time. Schooling for children is compulsory in the Netherlands and some of these children come to the out-of-school care after school. Out-of-school care is the transition between school and home. We actively seek collaboration and connections with the children's schools and strive to create consistency for the children between their various educational facilities. Out-of-school care has no cognitive learning goals unless these are specifically defined for particular children. We follow the children in their development, but we do not set exams.

### ***1.3 Objectives***

Zo Kinderopvang and Big Ben Kids strive to help raise children to be happy, democratic citizens with open minds and who are interested, have a sense of community and take responsibility for themselves and for their surroundings, and who adopt a healthy lifestyle<sup>ii</sup>. We support children in recognising and developing their talents, and we encourage them to use these for society. Our philosophy incorporates the statutory objectives of offering emotional security, developing personal and social adeptness and passing on norms and values.<sup>iii</sup>



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## **1.4 Vision on development**

Primary school children develop best in a safe environment where they have the space and are challenged to do things themselves, to experiment and to be involved in the decision-making process. In the context of the out-of-school care, this is done in a safe group setting where regular and trusted employees take the children seriously and listen to them, offer them plenty of activities and create plenty of room for taking on challenges, initiative, having adventures and relaxing. <sup>iv</sup>

## **1.5 An open and interested attitude**

Employees show genuine interest in the children. We invite the children to express their own opinions and to share them with each other and with the educational staff members. We take their opinions seriously and we believe that all questions are valid. We are role models for the children. We encourage them to listen to each other and to respect each other's questions and opinions. Together we learn to make choices, argue a case and to underpin arguments. We recognise that every child is unique, and we recognise his/her uniqueness, individual style, speed and character. We note the differences between girls and boys without stereotyping.

Employees look through the eyes of the children to what interests them, and they join the children on their journeys of exploration.

## **1.6 Democracy, community spirit and responsibility**

The group is a miniature practice arena of democracy and a small community. We discuss and organise things with the children as much as we can and make sure that everyone feels listened to and seen. The out-of-school care centre is really *their* out-of-school care centre.

We work on respecting and being interested in each other in the group. We discuss things in small and large groups. We talk about differences in norms and values and invite children to think about these issues with us. We talk about the 'why' behind politeness and we let the children experience the advantages of collaboration.

We work on shared responsibility in the group. Children share the responsibility of looking after the space and we share the tasks in the group such as tidying up and getting meals ready. We arrange the room so that the children themselves can go their own way, can choose activities and can take the materials they need for their activities. They also tidy up the materials so that another child can find them again.

If we want children to learn to take responsibility, it is important that we trust them and that they learn that they may make mistakes. Children at the out-of-school care also learn through trial and error. Our work culture is to provide constructive feedback and compliments.



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We make agreements and rules together. In doing so we involve all the children, even the quieter children. We help the children learn to deal with conflict and to work towards solutions themselves. We watch out for bullying and try to prevent it. We address children on their behaviour and teach them to do this to each other too. By doing this, they become resilient. In cases of bullying, we support the children to empathise with the child that is bullied. We find out all we can about the bully and then discuss the consequences of bullying. If necessary, there are various methodologies that we can use, such as an anti-bullying programme and different types of games.

The world is larger than one's own location. That's why we bring the children outside, literally and figuratively. We introduce subjects into the group that are based on reality. We take the children around the neighbourhood and investigate what we can do for society. For example, we see if we can do anything for senior citizens in homes for the elderly, charitable activities and so on. Caring for their surroundings also encourages the children to develop an understanding of sustainability.

## **1.7 Transitioning**

The step from daycare to out-of-school care can be a big step for children. Whenever possible, we let several children from one group get used to the new situation together. We ask the children that have been at out-of-school care for a while to welcome the new children and show them how things work. In helping the children get used to out-of-school care, we work with both children and parents. Children immediately sense if their parents are comfortable and relaxed in the group or with the employees. We make sure that parents are welcomed and that they can stay for a while to see how things are going or to join in.

And when children move from one group to another at the out-of-school care, we take the time to support them by letting them get used to the new group and by making time for the new children and the employees to get to know each other.

## **1.8 Recognising and developing talents**

By talent development we mean that children discover things they enjoy doing and that we give them the chance to develop these further. We offer all the children activities in all the domains of the Educational Framework<sup>v</sup> (*Pedagogisch Kader Kinderopvang*). These domains include: language and communication, including digital communication; playing, living and working together; the neighbourhood; and more. We use themes that children are interested in to guide us in this. We further develop these themes with Zo staff in the 'Working with the Educational Framework' (*Werken volgens het Pedagogisch Kader*) project<sup>vi</sup>. We also use a divers and extensive activity programme.

We show interest in the children, talk with them and observe where their interests lie. We provide materials for all the domains where the children can also work independently. We discuss the interests of the children with each other and together develop themes with



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activities in the children's zone of proximal development. To do this, the employees make sure that they stay abreast of the development phases of primary school-aged children and the phase in which each individual child is.

The children themselves make a major contribution to designing a theme. The content is generated with their input and with the awareness that something may have different meanings to different people. For example, spring may mean the birth of nature to an employee while it may mean hay fever to one child or swimming to another. Whenever possible, we involve the children actively in organising activities – what are we going to do, when and with whom, what do we need and so on.

Children are free to choose if they want to be involved in an activity or not. The employees make sure that each child gets his/her turn. When children choose a theme or activity, we will encourage them to finish it. By organising multiple day themes, the activities can go into greater depth.

## **1.9 Healthy lifestyle**

Naturally the out-of-school care promotes a healthy lifestyle which includes a healthy indoor climate, programme and healthy food. Part of learning to take responsibility for yourself is learning to think about and choosing a healthy lifestyle.

We thus see the active care moments such as eating, drinking or hygiene as opportunities for child development and participation. We talk about nutrition and health and make children aware of what they eat and why good hygiene is important. Cooking together is an activity in which all of these issues surface in an active and realistic scenario.

Playing outdoors is important for physical health as well as for other developmental aspects of children such as acquiring a sense of space, social competence, an appreciation of nature and respect for nature and the environment. Research shows that children love playing outdoors, but sometimes need a little push to go outdoors. That's why we encourage all the children to go outside every day.

## **1.10 Partnering parents**

By definition, working in childcare is working with children and their parents. We want to be an extension of what children experience at home. Vice-versa is important for children too so that parents know what happened at the out-of-school care and can build on it at home. Good information exchange during dropping off and collecting children is important in this and is the reason that we also ask parents to keep us updated.

## **1.11 Child monitoring system**

At Big Ben after care we monitor children's academic development with the Individualized Education Program (IEP). IEP uses two main instruments: IEP meetings (one a year), that



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lead to IEP documents. During the meetings our staff, the child and its parent together decide on the educational program for your son or daughter. The IEP document puts the decisions from that meeting in writing. We keep de IEP document on the group from the child.

When a child's development shows reasons for concerns, the staff will advise parents to seek counsel. For more informing can be found in our domestic violence and child abuse protocol.

## **1.12 Cooperating with primary schools**

Big Ben Kids' After School Club works with several primary schools in The Hague, both Dutch and international primary schools. In our collaboration with schools, we strive for mutual information exchange and continuity for the children. This allows us to take into account what happens at school and for schools to take into account what happens at our out-of-school care. We know the educational vision of the schools and inform them about our educational policy. We know the themes and what happens at the schools.

Some children get homework from their school. The out-of-school care is free time and homework must be done during free time. The homework can be done at the out-of-school care facility. We can make agreements with the children, school and parents accordingly.

## **1.13 Cooperating for activities**

Big Ben Kids offers a large activity program for children and their parents. These activities are internal and externally organized. The external activities are supervised by professionals. Activities can be swimming lessons, ballet, judo lessons. Big Ben Kids has a facilitating role in making sure children are brought back and forth and helping children to get dressed.

## **1.14 The educational staff members**

Big Ben Kids' educational staff members are trained in accordance with the CAO (collective labour agreement), various certified international diplomas (certified by DUO, IDW, Nuffic) and have obtained a children's first aid diploma. They thus have plenty of knowledge and expertise. Everyone is continually working on their self-development at Big Ben Kids.

The educational staff members are an example for the children. They too have plenty of space for taking the initiative and taking responsibility. Just like the children, they too may make mistakes. Big Ben Kids expects its staff to say what they need and want to learn. In consultation with their location manager they note the points that they want to develop. They also receive support in this from an assistant educationalist.

We try to use video interaction guidance when training staff so that we have examples of the interactive skills of *providing emotional security, respecting autonomy, providing structure and talking with children*<sup>vii</sup>.



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## **1.15 The group and Mentors**

Each group has its own space/table. This is the group where the children eat as soon as they arrive from school. The activity spaces may be spread across several group spaces, the hall or other spaces. In this case, the children can also play with the children of other groups. The employees offer most of the activities in small groups. Apart from being the home base, Big Ben Kids also have other locations such as De Grote Pyr on the Elandstraat where weekly activities are held.

Every child is assigned one employee as his/her mentor. The mentor makes herself know to the child and his parents as being his/ her mentor. The employee closely follows the child in his/her development and is the first point of contact for the parents. On a yearly base a mentor talk is offered to the parents and their child.

## **1.16 Security and continuity**

We introduced *three mainstays* for embedding security at Zo. Children's emotional security is determined by these three mainstays:

1. the group of children
2. the familiar playgroup leader, mentor
3. the group space.

Young children are strongly attached to their regular educational staff members who they know well and who are always there. The older children get, the more important their peer group becomes. This is the group of children to which they want to belong. Their world becomes bigger and they become more and more interested in what happens in the outside world. They can then leave their own group space more easily.

If we have to combine groups, we do this by weighing up the three mainstays. The preference is for two – but at least one – of the mainstays to remain in place.



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## ***2. Big Ben Kids' after school club educational workplan***

### ***2.1 Composition of main group/set group***

Big Ben Kids' out-of-school care has three different spaces with different set groups. These children are divided into three groups: Red, Blue and Pink.

We maintain an open door policy at Big Ben Kids, though at meal times or during explanation of activities the group breaks into smaller sub-groups in the different spaces with familiar teachers/employees

There is always one staff member present for up to 10 children at Big Ben Kids. It has a regular team of employees.

On all care days, both during term time and during the holidays, we use external spaces to support our activities programme. These include nearby parks, the sports area in the Grote Pyr on the Elandstraat, the ballet school and the Haagse Hopje swimming pool.

The Zoutmanstraat has different rooms which we can use including a live-in kitchen with large tables which not only are used for meals but where so-called 'table-centred activities' are done. There are also two open play areas which can be used freely.

When the children arrive from school, they have something to eat and drink. A hot meal is served in two groups later in the afternoon. Depending on the activities, the children eat a hot meal at 16:00 or at 17:00. The children who go to their activity straight from school get a snack to bring along like breadsticks or rice crackers to bridge the time until dinner.

Outside the meal times and drinks, the children themselves choose where and with whom they will do activities. They are offered a wide choice of activities every day. This means that all the children get to know all the regular educational staff members well. Parents sign up their children in advance for several activities so that the educational staff members can bring the children to the relevant location.

Parents can follow the children and staff on our closed Facebook page: BigBenKids Community. Our Community has found this closed interactive communication medium useful. It allows Big Ben Kids and parents to know what is happening at all times, to receive information, and it encourages involvement and participation. It can be used to report children's absences, changes to collection/dropping off arrangements and special happenings. Our educational staff members place various activities on this closed group page every day.



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The 'digital' conversation on Facebook makes minor changes to arrangements and the involvement of parents possible and pleasant.

Despite many families staying in the country for only a short while, there is less staff turnover and the team of educational staff members has worked at Big Ben Kids at the location now for two to three years.

Much care is taken to create stability and continuity in the staffing. Most staff work four or five days so that there are always familiar faces in the group. The staff members at our out-of-school care are Monica, the coordinator, Anca, Shelby, Julie, Marietta, Violetta, Aileen . There are currently two interns at Big Ben Kids. Big Ben Kids works with several schools spread throughout The Hague where our children are collected.

The table shows the current regular staff rota.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Blue</b> Monica Marietta	<b>Blue</b> Monica Marietta	<b>Blue</b> Monica Marietta	<b>Blue</b> Monica Marietta	<b>Blue</b> Monica Marietta
<b>Red</b> Anca Violetta	<b>Red</b> Anca	<b>Red</b> Anca	<b>Red</b> Anca Violetta	<b>Red</b> Anca Violetta
<b>Pink</b> Julie Aileen	<b>Pink</b> Julie	<b>Pink</b> Julie Aileen	<b>Pink</b> Julie Aileen Shelby	<b>Pink</b> Julie Aileen

We have staff members being the mentors off de groups and other teachers Varying numbers of children, illness or holidays of one of the regular staff members mean calling in another staff member. Some of the out-of-school care or daycare staff members are flexible in working extra days or hours. We first see if they are available and if not, we see if the situation allows a staff member from another location to come to us. If not, then we draw from Zo's pool of flexible staff members. We always try to keep as many familiar faces as possible!

## 2.2 3hours rule / 3 uursregeling

Dutch law says it is permitted to deviate from the Beroeps Kracht Ratio (Professionals Ratio, aka BKR) for 30 minutes maximum. At Big Ben Kids we deviate from 15.00 to 15.30 hours. From 15.30 to 18.45 we won't deviate as we want to make sure we have enough time to talk to the parents end of the day.

During the holidays there can be deviation times 3 hours a day , permitted by Dutch law . The times we deviate during holidays:



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Group	Monday	Tuesday	Wednesday	Thursday	Fryday
<b>Deviation times</b>					
Blue, red, pink	13.00 – 15.15	13.00 – 15.15	13.00 – 15.15	13.00 – 15.15	13.00 – 15.15
Steppers, Skaters	18.00 – 18.45	18.00 – 18.45	18.00 – 18.45	18.00 – 18.45	18.00 – 18.45

## 2.3 Leaving the main group

The children are collected from school and brought to the out-of-school care. If the school's collection procedures allow, the children are collected from their classrooms.

Big Ben Kids Centre collects children from different schools. These are:

Haagse Scholen Vereniging:

HSV Nassaulaan location

HSV Willemspark location

The European School

The Lycee

German School

VNS

Benoordenhout

Basisschool De Spiegel

Basisschool Max Veldhuis

Children from the International School of The Hague are brought to our location by ISH itself.

One educational staff member collects one group of children from one or more schools and accompanies them to the out-of-school care. Most of the time this is done on foot or with the cargo bikes. We have four professional cargo bikes (bakfietsen) and four cars with which to collect the children. If necessary, the beach wagon can be used.

The vehicle check document supports to keep the vehicles safe and clean.

We have clear regulations pertaining to the collection of the children. These are repeated every day. Children walk hand in hand and within sight of the educational staff member. The children may not run and they must wait for the group before crossing the road. Our staff wear company clothing. The familiarity of the uniform fosters confidence and recognition among teachers, children and other out-of-school care organisations.

At least one educational staff member is present during every activity. Children may only leave the out-of-school care facility under supervision. It goes without saying that the regular trips are done under the supervision of one or more educational staff members. The children wear



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the red Big Ben Kids T-shirt during trips. Our safety rules for outings are supported by a separate document.



## **2.4 Break times**

During break times in the holidays and days when the schools are closed, the out-of-school care staff members cover for each other. Break time is for half an hour. Breaktimes will not deviate from the 3 hour rule.

## **2.5 Open door policy**

The children are free to enter all the spaces of the out-of-school care facility. However, when they choose an activity they are to report this to an educational staff member. Children may not leave the out-of-school care facility without permission and must be supervised.

## **2.6 Transitioning**

Getting used to a new group and new surroundings makes a deep impression on children. We are very aware of this. When new children come to our centre, both children and parents have to get used to it. While the official 'transition' only happens on the first day specified in the contract, we want to do everything we can to let the first contact with the other children and staff members run smoothly, and we need the time ourselves to get used to the family's habits. We also use this time to exchange information. Most children grow and move from our playgroup (pre-school) to the out-of-school care and have the opportunity to come and play in advance and to make the transition smoothly. Our educational staff members phone the parents at least three weeks prior to the starting date to make an appointment. In our everyday reality, Big Ben Kids does not really need this appointment. Parents are requested to



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inform us if they wish to use the out-of-school care as the transition from Big Ben Kids Daycare is not taken for granted.

## 2.6.1 Making it easy for children to get used to a new situation

Our educational staff members phone the parents at least three weeks prior to the starting date to make an appointment.

An in-take meeting is arranged two weeks before the start date of care and the children can come to the centre at least twice to get used to it. The appointment is confirmed in writing by the location manager. New parents are informed of the following points verbally during the meeting.

- The procedures to allow children to get used to the centre.
- The time that the parent and child are expected.
- We generally have everything needed to take care of children, but for the first transition morning it may be useful to bring:
  - reserve clothing;
  - copy of the vaccination booklet.
- The time that you can collect your child after he/she has been at the group for a couple of hours.
- During the transition period in a new group, the children should not curtail their time at the centre. The educational staff members are responsible for letting the child play in the familiar group and in the new group.

## 2.6.2 Moving to a new group / Getting used to the new group

Prior to moving to the next group, the educational staff member lets the parents know when and to which group their child can go and the transition process. The staff member introduces them to the new group's educational staff members.

The child is brought by an educational staff member from the old group to the new group on the first day of the transition period. The educational staff member remains with the child in the new group for a while. The child then stays in the new group and the educational staff member returns to the other group after clearly telling the child that he/she will be collected later. The same educational staff member that brings the child to the new group collects him/her again. During the child's first few days in the new group, the educational staff members pay extra attention to him/her.

Depending on how the first day of the transition period went, a plan is made for the rest of the transition period with the old and new staff members. This period depends on the child and his/her responses to the new staff members, group composition and surroundings.

## 2.6.3 Transitioning to the new group

*(from the youngest out-of-school care to the oldest out-of-school care)*



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Prior to the transition to the next group, the educational staff member explains to the parents when and to which group the child will go and what the transition procedure will be like. The staff member introduces the parents to the educational staff members of the new group. An educational staff member of the new group gives parents explains a typical day in the new group and the rules. The child might get a new mentor appointed of which the parents are immediately informed. Parents can always inform us of anything that we need to take into account when caring for their child. We specifically ask about any issues during the first meeting we have with them.

## **2.7 Incidental purchasing of additional days and switch day policy**

Parents may request switch days at *Big ben Kids* , providing space allows. As stated in the general terms and conditions, it is also possible to purchase additional days or holiday care on top of a 40 week contract. An incidental additional day may be booked in consultation with the educational staff member and will be honoured if the group composition and number of children allows. Additional care days are recorded in writing by filling in and signing the 'request for extra day' form or are settled against the number of switch days or public holidays that are still available.

## **2.8 Opening times**

Big Ben Kids After School Club is open on Monday, Tuesday, Thursday and Friday from 14:30 to 18:45. On Wednesdays, it is open from 11:30. During school holidays, the centre is open from 08:00 to 18:45 so that the out-of-school care children can come for the whole day.

## **2.9 Different types of care**

*Big Ben Kids Centre* offers daycare for children aged from 0 to 4 years; out-of-school care for 52 weeks; out-of-school care for 40 weeks (school year); and holiday care for children aged 4 to 12 years. We use the Ministry of Education, Culture and Science's official holiday dates to plan the holidays. These amount to 12 weeks a year. The out-of-school care is open even on staff training days. There is no before-school-care or lunch-break care at the out-of-school care facility.

## **2.10 Physical surroundings**

### 2.10.1 Interior design of the locations

*Big Ben Kids Centre* is located at Zoutmanstraat no 19. The atmosphere is friendly and homely. We strive to be a 'children's room' where the children enjoy playing in trusted surroundings. There are enough activities outside to make it fun to come 'home'.



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The best thing about this space is that it is very light and multifunctional. There is plenty of space to play freely and to find a place with friends without being disturbed by others. There is a large kitchen where we regularly cook with the children.

Then entrance doors have a lock with a unique code which is changed a few times a year. Only the parents with children at out-of-school care or daycare and Big Ben Kids' regular staff members have the code. We request parents not to give the code to others.

## 2.10.2 Exterior design of the locations

The children play outside every day. Apart from playing in the school yards and in the nearby parks, our out-of-school care facility loves being out and about. We regularly go to the Grote Pyr, the Verademing, the Bosjes van Pex woods, the ballet school on the Kinsbergenstraat, the Haagse Hopje swimming pool, the Benoordenhout sports centre and the beach, a real favourite among the children. If we travel longer distances with the cargo bikes, cars or on foot, we always make sure that we are back around 17:00.

## 2.10.3 Activities on offer and the daily routine

We collect the children from school with the car, the cargo bike or on foot. Once at the out-of-school care facility, the children hang up their jackets and bags on their hooks. They then take their shoes off and go to the toilet and wash their hands. We then eat at table. The educational staff member prepares fruit with the children. They eat the fruit, spread crackers or rice waffles or similar. They drink water. Each child has his/her own water bottle that remains at the out-of-school care facility but is used throughout the day.

While eating the fruit, the staff members talk with the children in a circle about what they did at school and what activities they want to do that afternoon. This is done in their own group. Books are often read aloud or board games played. After the fruit and relaxation time, the children help clear up. They then decide what they want to do themselves. Big Ben Kids has a huge range of activities which parents and children sign up for. Some activities such as judo, music, ballet, swimming and street dance are weekly activities. New activities are offered every three months so that parents and children can choose whether to continue activities or try new ones. The 'in-house' activities do not need to be signed up for. These include language workshops such as Spanish, French, German and Dutch. Other activities include arts & crafts and cookery.

By 16:00 the children have chosen their activities and everyone goes their own way with the staff member who is running that activity. The activities are run until closing time or when the parents come to collect their children. If the activities outdoors end before closing time, we return to the centre together or go to collect the children.



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Hot meals are served in two groups, at 16:00 and at 17:00. We eat together at our main table as much as possible. After 17:30 the children can choose a space and do free play there. They can choose a quiet corner or go in search of playmates. This allows our educational staff members the opportunity to do a thorough handover when parents come to collect their children.

Children come to out-of-school care in their free time. To give them the feeling that they are 'free', we want the children to feel at home at the centre. Our out-of-school care and holiday care revolve around the idea that nothing is obligatory, they can do lots of things, but within a defined structure and within the rules and agreements that we make with the children.

At our centre, the children are given the space to decide as far as possible for themselves how they want to spend the afternoon or day. They can choose an activity themselves from the pre-determined activity programme. We do this by actively engaging the children and by deciding on the daily activities according to the needs of the children. A wide range of activities are offered to the children every day so that they can choose several things. Outdoor play and free play are always an option. The activities are chosen by the educational staff members around a monthly theme that is based on the development domains of the 'Educational Framework for out-of-school care for 4 to 12 year olds'. The themes that we enjoy the most are the themes that are based on topical events, the children's interests or an interesting theme at school. When deciding on the activities, we make sure that they are designed in such a way as to address the different developmental domains. We work with the following learning domains:

1. nature and research
1. the digital world and communications
2. visual expression
3. movement and sport
4. sound, music and dance
5. cooperative play, work and life
6. neighbourhood, district and beyond

We also organise workshops at the out-of-school care facility. These may include yoga, djembe, music lessons, building huts, drawing cartoons, computer programming and making seed bombs. A workshop may be a one-off or it could be repeated for several weeks. Children can sign up for these workshops. Once they have actively chosen a workshop and have signed up for it, we encourage them to finish the series. In doing so, we teach them to accept the consequences of the choices they have made. We do this by adopting a positive attitude and showing them the advantages of taking part in the workshop or series of workshops and seeing them through to the end. All our staff members have expertise in one particular educational learning through play area, but we regularly welcome external specialists.

When parents collect their children, we have a handover chat with them in which we talk about what happened at the out-of-school care and pass on any information that the school may have given us about their children. These are often the times for both parents and staff



members to ask questions. We are eager to talk about what the children have done and if there is anything that drew our attention. At least once a year, usually close to the birthday of the children, we offer a more detailed discussion with the parents and their child. Parents are free to request a meeting regularly and we are also free to request them to come to a meeting if necessary.

The groups are subject to particular rules. These rules are written down and hung up in the main groups and cover things like no running in the groups, kitchen rules, tidying up before taking something else to play with, hand washing and so on.

### **2.11 Holidays**

In consultation with the location manager, the educational staff members prepare a holiday programme and share this at least four weeks in advance with the parents and children. The children regularly go on outings with the educational staff members. We are outdoors frequently and do a lot of sports and outdoor games. We also picnic regularly and eat the food that we have prepared with the children. We visit playgrounds, do treasure hunts, go to the theatre, a museum or to the scouts. We often go to the beach and do trips such as to Madurodam, Cinema, Planet Jump, the petting zoo, Sealife, Drievliet and so on. In short, the children spend their holidays having a real holiday – relaxed, at a trusted place and with friends!



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## 3. References

At Zo Kinderopvang we deliberately choose to have a short and powerful educational plan, to make it easier for our staff to work with. To make sure we have the important things covered we have several protocols to which we refer in the above text. The protocols are:

- health and safety policy Big Ben Kids BSO
- healthy indoor climate
- Coaching/, training staff BBK
- House rules, with opening, closing duties. Teachers responsibilities.
- IEP
- domestic violence and child abuse protocol
- Food management
- Get used to new group
- Vehicle safety rules
- Outings policy (uitjes beleid)
- Medical administration
- Vaccination policy

### **For questions and/or suggestions, please contact:**

Big Ben Kids location manager

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Tel.: 070 345 85 63



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<sup>i</sup>The words 'parent' and 'parents' denotes the parents or regular carers of the child.

<sup>ii</sup>The wording is a direct translation from the Dutch taken from *Opgroeien doe je maar een keer; ontwerp voor een Integraal Kind Centrum* (You only grow up once: designing an integrated child centre) Doornenbal 2011. Doornenbal was commissioned by the Trade Association for Childcare, the PO Council and the Kinderopvangfonds (childcare fund). We added the goal of 'healthy lifestyle'.

<sup>iii</sup>Childcare Act 2005

<sup>iv</sup>Research shows that children at out-of-school care like having the space to choose activities themselves and with whom they want to play.

<sup>v</sup>Schreuder et al. *Pedagogisch Kader Kindercentra 4-13 jaar* (educational framework for childcare centres for 4 to 13 year olds)

<sup>vi</sup>Projectplan werken volgens het pedagogisch kader; Zo Kinderopvang en BSO 2012 project plan for working according to the educational framework for Zo Kinderopvang and out-of-school care 2012)

<sup>vii</sup>These are the first four of the six interactive skills taken from the quality monitor of the Nederlands Consortium Kinderopvang Onderzoek (Dutch consortium for research into childcare services).