

Location specific educational work plan for

Big Ben Kids Centre

**KDV
Day Care**



Hallekensstraat 28A

Wassenaar

Date: June 2018

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Foreword

This is the location specific pedagogic work plan for Big Ben Kids Wassenaar, located at the Hallekensstraat 28A . Big Ben Kids Wassenaar is part of Zo Kinderopvang & BSO.

Zo Kinderopvang & BSO's pedagogical plan is described in the day care general pedagogic policy plan. This policy plan is outlined in the introduction of this location specific pedagogic work plan.

This plan describes location specific issues such as the appearance of the location, details about the programmes, opening hours, all our services and specific agreements in line with the central pedagogic 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.

This pedagogic plan is compiled by the location manager in cooperation with the location's care practitioners and parents. We like to do this together because our care practitioners are professionals and parents the main educators. This is how we guarantee a safe and secure environment for the children, cared for by their daily care practitioners. This version describes the policy for this specific location. This policy is used as a guideline for work meetings and the education of the care practitioners. The text in black is determined by Zo Kinderopvang & BSO.

We hope you enjoy reading Big Ben Kids Wassenaar at the Van Hallekensstraat location specific pedagogic work plan.

A separate pedagogic work plan for our BSO, Big Ben Kids Wassenaar After school care, is available.

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

Teresa Monteiro
Location Manager
Big Ben Kids Wassenaar Centre

Chapter 1

Big Ben Kids Wassenaar and Zo Kinderopvang & BSO pedagogic policy plan

Pedagogic goal: citizenship and skills for the 21st century

At Big Ben Kids Wassenaar and Zo Kinderopvang & BSO we guide the children together with their parents to adulthood, a dot on the horizon. We guide them to a future as: *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 lifestyleⁱ. We support children in recognising and developing their talents, and we encourage them to use these for societyⁱⁱ.*

Of course, we do this appropriate to the age of the child. Keywords in these are secure bonding, sensitive responsiveness by adults, playing, education, doing thing by themselves, fun, creativity and humour.

The 21st century is all about '21st century skills':

Commitment, venturing and curiosity.

Commitment

Stimulating commitment means that we support children to be committed in their activities and play. With this we mean that children can concentrate on their activity without being distracted.

We also make the children commit to the world around them. That commitment means that we learn to listen to each other really well so we get an eye for the other/other children in the group. A second step is outside the group (other groups with different ages). After that also outside the location, the environment, nature, society.

At Big Ben Kids Wassenaar the commitment of parents is huge. All of our families have an international background and usually stay for a short period of time in the Netherlands. That commitment of children and parents already starts with our main language. At Big Ben Kids Wassenaar the main language is English.

Venturing

A positive self-image, self-knowledge, confidence in themselves and the environment makes that children can explore, take initiatives and thus create their own learning environment. A safe environment is a condition for this. This means for all of us, children, employees and parents, that we aim for a positive attitude and a problem-solving way of thinking, playing and working.

We observe the children, give them space to venture and challenge children. Whenever the activity of the children holds them back, we notice that and help them along at the right time. We help the children in gaining success experiences that will increase their self-confidence.

Big Ben Kids Wassenaar offers a huge variety in activities.

Curiosity

To equip children for a lifetime of learning and to ensure that children become curious and eager to learn we literally and figuratively give them space, a safe environment and an offer in materials and activities to learn and explore. A safe environment also means learning how to handle risks. For instance, handling adult material, climbing and jumping which can make you fall. Hygiene means that children learn the difference between ordinary dirt (mud) and dangerous dirt (poo). Young children are stimulated by an offer in activities, music, painting, making a puzzle, the ball pit at the baby group etc. which makes them aware of their senses. We encourage extra activities and our range of activities is growing. For the older children, we offer second language activities, next to other activities like sports, arts & crafts etc.

When communicating with children we ask open questions. These are questions without expectation or completion. So, we don't ask: what color is this? But instead: there's so much to see here, what do we see?

Care practitioners and parents are role models. Zo supports her employees to further develop their commitment, venturing and curiosity.

A condition for employees and parents is that they are equal partners.

During work meetings and team meetings the care practitioners discuss what stated above means to them and how they work on it.

Legal 'goals': emotional safety, developing competences and moral development

Emotional safety, among which the settling in policy

Emotional safety is a first condition for development. We show great interest in the children and make sure that we know them really well, and therefore we can react to them. We make it clear to the children that they can be who they are, and we respect them in their uniqueness.

Big Ben Kids Wassenaar ensures that there are regular care practitioners in each group, who commit to a loving relationship with each child, so children can get attached within the group.

Going to a childcare center for the first time can be a stressful event for baby's. Stress has a negative influence on the development of the brains of baby's.

Therefore, thoughtfully settling in is of great importance. By making sure there's as much continuity between home and the baby group as possible we try to keep stress as low as possible.

Settling in when the child comes for the first time and settling in when it's transferred to a next group is a shared responsibility between parents and care practitioners.

For exact description of how we follow the development of the children please check the Child tracking document.

When the children leave the daycare either we receive a student profile form from the school to fill in or we provide one. When a child goes from daycare to after school care we use our child development form to pass on with him.

Children who develop differently

The children are continuously observed by the teachers and it is documented in the child following system (My Profile). When the teachers notice that a child develops differently, they make an observation and put a report together. The parents will be asked to attend a meeting with the mentor and the mentor will refer the parents to the right institution to receive support.

Settling in:

It's not just the children but also the parents who need to get used to a new situation. Together with you we determine the settling in in a plan. In this plan you discuss with the regular care practitioner, mentor of your child, how often your child will come to get used to the group, on which moments and if other parents will or will not be present. A plan to settle in can be different for each child since every child has different needs. We ask you to bring the following to this first date: formula for the baby if it gets a different formula than the provided formula, pacifier, their own feeding bottle if you prefer this, spare change of clothes, something familiar from home: a cuddly toy of cloth which the child is attached to; a picture of the child itself, a picture of the family.

In our baby groups we ask the parents to show us how they care for their child. Also, in the baby group your child will have its own mentor. Everything in consultation!

We will adopt the daily routine from home and, as your child grows older, adjust to a daily rhythm appropriate for the development of your child. We use a transfer book.

Transfer to a new group

Prior to the transfer to the next group, the care practitioner tells the parents at least a month before the transfer when and to which group the child will go to. The care practitioner(s) introduce(s) you to the care practitioners of the new group.

Children who transfer will always visit their new group a couple of times. The child will always be guided by the regular care practitioner when it visits the new group. The agreements about settling in are recorded in writing by the location manager to the parents. Moreover, all children will meet each other regularly in the garden which makes the transfer to a new group a quite natural process.

On the first day of settling in, the care practitioner stays with the child at the new group for a while. After that, the child stays in the new group and the care practitioner will go back to the old group, after stating clearly to the child that it will be picked up or brought back later on. Because Big Ben Kids Wassenaar is a small centre a lot of attention is given to familiarizing with all care practitioners. A mentor of their own, in a team of familiarity.

Even though the first day of settling in went well, the complete settling in process will be executed. In order to guide the children well who come to settle in and to guarantee the

safety of the other children, a maximum of two children can settle in at once in a new group.

The settling in period to a next group takes up about 3 days, and the agreements are also recorded in writing by the care practitioner in the transfer book. In case we think a longer time is necessary, we prolong this period. Parents can read in their child's transfer book when the playtime takes place at the new group. This way they can prepare their child for this.

This settling in policy demands an effort from care practitioners and parents. Big Ben Kids Wassenaar shall, if necessary, explain the care practitioners the importance of a careful settling in policy.

Children feel safe when there is sufficient structure in the group. We provide this by using fixed rituals in daily returning activities and also for instance when saying goodbye. We handle a clear daily routine and we are clear and consistent in handling agreements and boundaries.

We are very much aware of the impressions in a day care group and we try to limit these as much as possible, especially for baby's during their settling in period and the moments of dropping off and picking up. This is shown among others in:

- The way we handle starting, closing and combining groups (see later in this document)
- A lot of one on one attention for our smallest children
- The appropriate decoration of the space for each age group
- Darkening the room when we see that the amount of light influences the juniors too much, where a so-called nap-time takes place.

Cooperation with parents is important for the emotional safety of the children. Therefore, we strive for high parental involvement. In dialogue with parents we exchange ideas and interests. We also ask parents to be clear to their child about what's happening, when they leave, etc. Together we provide quiet and clear welcoming and farewell moments. In each situation we look at the needs and the character of the child.

[Developing personal and social competences](#)

Emotional safety and (self-)confidence enables children to explore. We support children to develop themselves in a playful way, by playing by themselves, investigating and experiencing. Children discover who they are, discover their own personality, when they feel heard, when they are allowed to do what they can do by themselves.

The care practitioners show patience in this and take turns in interacting.

We stimulate independence and create many possibilities for children to choose from. The enormous, variety offer of activities plays a huge part in this.

For instance, we teach the children to eat with a fork, drink out of a cup, make their own sandwich and dress and undress themselves. Also, in accordance with their age, children can choose what they would like on their sandwich: chicken, cheese, etc. This is how we stimulate them to make their own choices.

When children play committed, they develop themselves. Therefore, we organise an offer and situations in the group through which children can achieve committed play. We do

this by developing meaningful themed- activities. The offer concerns all areas of development in the age of 0-4 years old: moving and sensory experiencing, playing and living together, language and communication, nature and physical environment, organizing, measuring and calculating, sounds and music, dance and movement and expression.

Each group is decorated with a corner to read and we read on a daily basis with the children.

We observe each child individually, aimed at well-being, commitment and development. We help children to reflect their own activities and behaviour.

We stimulate interaction.

We reward children by giving positive feedback (experiencing and naming acknowledging their success), or by giving compliments for the intention instead of the result (not: 'well done' but instead: 'you worked real hard!').

Through regular documentation, in parent meetings and a child-monitoring system (MY PROFILE), care practitioners and parents show each other this development and what the children experience at home and in the group. Parents are gladly committed to the daily activities in the group. We use the transfer book.

We have regular conversations with parents about the development of their child and how we support this in the group and at home. If we have any concerns about a child, we follow the care protocol.

Child- monitoring system (MY PROFILE):

To determine how children develop themselves, we use the MY PROFILE, individual educational plan. This instrument teaches us to get to know the child; to monitor the development of a child with special attention for the well-being (how is this child doing?) and commitment (how interested is the child?) and to discover the talents of a child, to look for the areas of interest of each child and his/her relationships with others.

The development is followed in four areas of development: motor skills, language, social development, cognitive and mathematic development. At Big Ben Kids Wassenaar we have our own music teacher, who follows the musical expression of the children. In this the emphasis is positive: related to what the child is capable of instead of what it's not capable of.

Development of health

Health is an important condition for developing your competences. We support parents who wish to breast-feed their child on location and create, in consultation, a place where they can do this in quiet.

Regarding pumped breastmilk we follow the hygiene and storage guidelines from the Voedingscentrum.(Dutch nutrition center)

We execute a nutrition policy where management and the cook together with the parents decide what's on the menu. For instance, at Big Ben Kids Wassenaar a low-salt and low-

sugar policy is applied. Warm meals are always freshly prepared. And the eating moments are pedagogic activities.

At Big Ben Kids Wassenaar we focus on 'less sugar, less salt and more variety'. We give the children freshly prepared meals, among which a hot lunch with soup and dinner. We have a cook at Big Ben Kids Wassenaar, who prepares each daily meal fresh. In consultation with the parents all meals can be adjusted to personal preferences, such as possible allergies and/or intolerances of the children.

Mostly we give the children water to drink. We also stimulate the taste development of the children by letting them taste several kinds of food, appropriate to their age.

On a day there are three eating moments. Starting with snack time in the morning of fruits & biscuits, warm, healthy meal as lunch and dinner in the afternoon .

We ask our parents to take this policy into account when handing out treats.

If possible, we go outside to play daily. But we also stimulate activities of movement inside.

The day care children play outside in our own garden and outdoor space, which is adjacent to our building. The garden is surrounded by a closed fence, so the children can't leave. When going outside, the children are always guided by a care practitioner. The groups either play alone or together outside. Our baby group also uses the garden and the outdoor space. The toddlers also use the parks around our day care centre. And regular visits are made to the petting zoo.

There are bikes, walking carts, balls etc.

Our outdoor space is decorated as a playground with slides and room to ride a bike and run. Besides tiles, we also have artificial grass and bark in the garden. We do not only use the outdoor spaces behind our building, but we also regularly go on a trips outside of the childcare location. This can be a walk in the neighbourhood, the forest or one of the many playgrounds in the surrounding area.

We use the hand cart, prams and baby carriers for this. We also use our buses and cargo bikes, this enables us to go out a little bit further away.

Moral development

Children learn what's right and wrong by structure, such as daily rituals (sitting at the table together for a meal, for instance), contact norms and taking each other into account. Our children and parents come from different cultures, which we embrace as a positive contribution.

As much as possible we try to find out with the kids what's right and what's wrong. This way we help them to familiarize with norms and values instead of imposing them just because that's the way it is.

We as care practitioners are role models and consistent in transferring norms and values, rules and routines.

We use children's books with themes that lead to discussion and thinking about moral items.

We communicate with the parents and we expect from them that they express their norms and values and their interests. Based on that exchange we try to stay on the same level as much as possible.

III. Three pedagogues: adults, day care group and environment

Adults: care practitioners and parents:

parental involvement concerns the exchange of ideas and opinions; care practitioners consider an opinion of a parent as a sign of commitment. Which is good for the children and the childcare centre.

There's an intensive, if possible, daily interaction and exchange between parents and the care practitioners working that day. Together we work on the development of the children and therefore we discuss what the children have experienced, how we handle eating and sleeping at home and in the group, how we will handle potty training, handling pacifier and cuddly toys etc.

There's a daily exchange of what the child has experienced, by an exchange conversation, documentation (for example pictures) in the group and on the website.

Dropping off and picking up moments

At the beginning and at the end of the day we have a transfer conversation with the parents. At the end of the day we tell the parents how the day went. We always tell them what the child has done that day and what we have noticed. We strive for an effective drop off and pick up moment for parents. We achieve this by decorating the room with play corners, in which children can play independently. That way it is easier for the care practitioner to communicate with a parent. The location manager is present on the location on a regular basis to answer questions from parents during dropping off and picking up hours. Besides this the location manager can be found on the group regularly to keep in touch with children and care practitioners but also to coach the care practitioners.

Books

For each child in the Baby/ Toddler and Pre-school group, we write in a book. In this we write every day what we notice in the child regarding development and how the day went. This book is given to the parents and we ask them as well to write in it. This way, a diary for the child is created.

Mentor

Each child is assigned a care practitioner as a mentor. As soon as the mentor is assigned, she will introduce herself as mentor to the parents. The mentor discusses with her colleagues how progress is coming along and has an evaluation meeting with the parents, at least during the yearly parent conversation, after the first 6 weeks (settling in period) and the transfer to another group. For this, she uses the My Profile (child monitoring system).

We evaluate with the parents the current situation, at least during the yearly parent conversation around your child's first birthday, after the first 6 weeks (settling in period) and the transfer to another group.

During the transfer the day to day situation is discussed at length on a daily basis

Each parent can ask for a discussion in the group or with the location manager whenever they feel the need to do so. Every parent is invited once a year for a progress evaluation.

Each child has its own mentor. At the intake of a new child at the childcare centre this is handled at once and is mentioned who the mentor will be.

This is filled in on the child data form. The parent signs this form. When the child is transferred to the next group it will have an intake meeting with the new care practitioner. Here is also mentioned who the new mentor will be. This will be updated on the child data form and signed.

The mentor of the child handles all the observations and discussions.

The child monitoring system is filled in, a discussion is planned and afterwards documented.

Around each birthday of the child the care practitioners fill in the MY PROFILE. We invite parents for a parent conversation. We hand out an explanation to the parents and ask them if they recognize similar situations at home. This way we can make a correct comparison between home and day care.

After the conversation we ask the parents to sign as seen.

The care practitioner is a role model for the children. Therefore, it is important that children can identify themselves with both females and males. For this reason Big Ben Kids Wassenaar strives for more male care practitioners in her work force. At this moment, Big Ben Kids Wassenaar day care does not have male employees.

Regular care practitioners offer safety to children. They are positive and well trained in naming successes.

[Regular faces/care practitioners](#)

Each group always has a maximum of three regular care practitioners. Except for Babies under 1 years old, they only have two regular faces. The bulletin board at the entrance shows the names of each group and the names and pictures of the care practitioners, to make it clear to parents which care practitioner works on which group. Every once in a while, we have an intern on the group. For us it is important to be a learning company, and to show future care practitioners how they can practice their job as a care practitioner.

We inform the parents when there's an intern on the group, as well as an announcement on the bulletin board. All of the interns possess a recent VOG (declaration of good behaviour). Cybele and Ginny are the regular faces for the baby group.

Big Ben Kids Wassenaar works on ongoing professionalism of their employees. All first aid courses are followed and regularly updated by retraining Big Ben Kids Wassenaar, as a

part of Zo, is a learning organisation where everybody is constantly learning, children, care practitioners, parents and management. Each care practitioner has a view of which pedagogic skills he/she wishes to develop further on and they will get coaching on the job by an assistant-pedagogue once a year.

We appreciate it when care practitioners are willing to use their extra talents, for example by giving workshops for children. Learning as a team happens during team meetings and by exchanging good practices in the employee newsletter.

All care practitioners have their first aid diploma for children. On top of that there is a yearly educational program.

Group/other children

Working with regular care practitioners offers safety and makes that a group can function well as a group. This applies to care practitioners but also for the children between themselves. We use fixed rituals, such as singing the same songs as a ritual. With structure, rituals and fixed habits, peace is created. We enlarge the group feeling by celebrating parties. The combination of the group can have a strong influence on the group climate. Therefore, we keep a close eye on every child being seen and heard, and being able to meet their needs sufficiently, regardless of the number of children, boys or girls, older children or younger.

We stimulate free play via our offer of activities (offer in small groups). In free play we do that by decorating the play spaces in such a way that children can play together easily. We play along ourselves when we think we can deepen the interaction. But we also give children enough space to play together by themselves and for example, solve small conflicts. We ensure that for all children there is an opportunity to withdraw themselves alone or with the two of them in a quiet corner.

Name of the group	Monday	Tuesday	Wednesday	Thursday	Friday
0-2 years	Ginny	Ginny	Ginny	Ginny	Teresa
2-3 years	Laura	Laura	Cybelle	Laura	Zsuzsa
2-4 years	Justyna Lynne	Justyna Lynne	Justyna Lynne	Justyna Lynne	Justyna

Hopefully we will have enough children in the future to open four groups:

Name of the group
Babies
Toddlers
Pre-school
Pre-Kindergarten

Volunteers and interns

Volunteers in our organisation are deployed for picking up and taking children to school and club activities, cooking, small domestic duties or in-school lunch care. At this

moment we do not have any volunteers. When we deploy interns, we follow the rule that this may not exceed the limit of 33%. We deploy interns in accordance with our intern policy.

Environment/space/decoration/materials

We provide a challenging environment and offer, also for the older children in the group, both indoor and outdoor. The exterior space provides, just as the interior space, a huge play- and learning value. We ensure this by many sensory experience possibilities. The outdoor play material can be simple. We go outside every day. If need be, we use a raincoat and boots. The interior space is cosy and homely. We decorate the space in such a way that it radiates peace and quiet and invites to explore and to play in corners and play spaces for several kinds of activities. If possible, furniture and materials are on child level, to enable children to get the materials by themselves and play with it.

We keep offering the right materials. Not too many at once and based on our observations, we change the materials. There are many natural materials. We have toys of different materials (such as plastic, wood, fabric and metal). We offer a lot of open material with which we stimulate the fantasy of the children. We also look for 'out of the box' unexpected materials with which we can stimulate the children. The safety level is appropriate to what the children can handle. Babies have different needs from toddlers.

All our groups are located on the ground floor. The day care (toddlers) uses their own exterior spaces, the garden and they also go outside in the neighbourhood for extra activities. They do this with the help of hand carts, walking line or cargo bikes.

Sleeping

Nearly all groups possess of a separate sleeping space, directly adjacent to the group space.

For the baby's this is opposite the group space. For the juniors and the seniors this is partly adjacent to the group space. We use the Junior's group as a bedroom for children who don't really take a nap in the afternoon but do need a bit of rest.

Closed door policy

We maintain a closed-door policy. However, during break times and at the beginning or end of the day the doors will be open because less care practitioners watch over all groups then.

For the most part of the day, children play in their own base group with the doors closed. They leave their base group then they go outside to our playground, or when they go for a walk in the forest or in the neighbourhood. The children also leave their group for several outdoor activities, such as swimming lessons on Wednesdays and Fridays. They may also leave their base group when base groups are combined.

Door policy

Parents do not receive a door code to enter our building therefore they need to ring the bell to be let in. Like this we can keep a close eye on who will enter our building. We ask the parents not to keep the door open for people they don't know, to guarantee safety. We ask parents to let us know in advance when someone else is picking up their child. We would like to know their name and do ask them to bring an ID so we can check this in case of doubt. In case we have not been notified beforehand, we will call the parents at all times, to check on this.

Composition of the base group

Our location consists of four groups of day care. These are horizontal groups, which means that children of the same age play together. We pick one base group for the children.

- Baby group, 3 regular care practitioners per week, a maximum of 12 children a day.
 - Toddlers, 3 regular care practitioners per week, a maximum of 11 children a day
 - Pre-school, 3 regular care practitioners per week, a maximum of 11 children a day
 - Pre-kindergarten, 3 regular care practitioners per week, a maximum of 11 children a day
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- years (baby group): maximum of 10 children.
 - 1-2 years (toddlers): maximum of 10 children.
 - 2-3 years (pre-school): maximum of 16 children.
 - 3-5 years (pre-kindergarten): maximum of 16 children.

Combining base groups

At certain times, base groups will be combined. Toddler or baby's will play together then. This may occur during opening and closing of the groups, so at the beginning and the end of the day. Combining groups may also occur during break time of our care practitioners. And finally, we combine groups when the number of children present allows us to do so, (for example because of holidays, or less occupancy), even more so because of the four-eyes principle we handle in day care.

In case a care practitioner switches to another group, we will make sure that all children present that day, know the other care practitioner. So always a regular care practitioner will be present for all children, in compliance with the regulations.

Opening hours

Big Ben Kids Wassenaar day care is open daily between 7.30-18.30 hours.

Our daily program is the following:

- 7:30-9:00 Arrival Time – Free play Time
- 9:00-9:15 Tidy up Time
- 9:15-9:45 Snack Time
- 10:00-10.30 (or longer) Circle Time
- 10:30 Activity Time
- 11:30 Free play Time
- 12:00 Lunch (Baby/Toddler group 11.30)
- 12:30-13:00 Going to bed
- 13:00-14:30 (or longer) Sleeping/ Resting Time
- 14:30-15:00 Snack time
- 15:00-16:00 Activity/Free play Time
- 16:00 Dinner
- 16:30-18:30 Free Play time

Three-hour regulation

The deviation per day is shown in our schedule and will be adjusted where necessary. The deviation can differ each day of the week but must be the same every week. Our current point of view is that the staff/child ratio will deviate during break time and closing hours at the end of the afternoon. Because dropping off and picking up behaviour changes in the summertime, we will have another look at it each season.

Big Ben Kids Wassenaar has smaller groups because of number of children. When a different dropping off and picking up behaviour is shown, the working hours of our care practitioners will be adjusted again. Also when expensing is happening we will adjust accordingly.

Gro up	Monday	Tuesday	Wednesday	Thursday	Friday
0-2 year s	09.00 – 09.30 13.00 - 14.00 15.00 17.30 – 18.00	09.00 – 09.30 13.00 - 14.00 14.00 14.00 - 15.00 17.30 – 18.00	09.00 – 09.30 13.00 - 14.00 14.00 14.00 - 15.00 17.30 – 18.00	09.00 – 09.30 13.00 - 14.00 14.00 14.00 - 15.00 17.30 – 18.00	09.00 – 09.30 13.00 - 14.00 14.00 14.00 - 15.00 17.30 – 18.00
2-3 year s	08.30 – 09.00 13.00 - 14.00 14.00 - 15.00 17.30 – 18.00	08.30 – 09.00 13.00 - 14.00 14.00 - 15.00 17.30 – 18.00	08.30 – 09.00 13.00 - 14.00 14.00 - 15.00 17.30 – 18.00	08.30 – 09.00 13.00 - 14.00 14.00 - 15.00 17.30 – 18.00	08.30 – 09.00 13.00 - 14.00 14.00 - 15.00 17.30 – 18.00
3-4 year s	08.30 – 09.00 13.00 - 14.00	08.30 – 09.00 13.00 - 14.00	08.30 – 09.00 13.00 - 14.00	08.30 – 09.00 13.00 - 14.00	08.30 – 09.00 13.00 - 14.00

	14.00 - 15.00	14.00 - 15.00	14.00 - 15.00	14.00 - 15.00	14.00 - 15.00
	17.30 - 18.00	17.30 - 18.00	17.30 - 18.00	17.30 - 18.00	17.30 - 18.00

Any other times we apply the right BKR.

Different types of Care

At Big Ben Kids Wassenaar we offer day care for a full day and a half day care. A combination of these types is possible too.

Incidental purchasing of additional days

Parents who wish to purchase an additional day should request for this in advance, as much as possible, written or by e-mail of the location manager. After the location manager has honoured the request, care will be provided according to the current terms and conditions. The amount of the additional days will be billed and deducted from the parents in the month following the month of the additional days.

Honouring an additional day depends on the number of children that day and staff deployment. For more information we refer to rules and condition.

Switch days policy

Zo Kinderopvang & BSO/Big Ben Kids Wassenaar maintain a switch day policy. This means that in case your child is unable to attend a certain day, you may request for a switch day on the group. If a place is available that day on the group, you may use this free of charge.

Our switch days policy is an extra service to our customers but is not a right.

Cooperation with schools

When a child goes to primary school, we will fill in a transfer form of your child. On this form we will write down the current state of your child's development and in consultation with you, we share this form with the school your child will be attending. Much more often it occurs that schools ask for information with their own forms, which we prefer. If you don't approve of this, you may fill in the form by yourself.

This way the transfer of your child's development is handled well, and school can continue where we left off.

Starting at the age of 4 your child can attend Big Ben Kids Wassenaar' After School Club. We cooperate with:

American School of The Hague
French School
European School
HSV- van Nijenrodestraat
Nutsschool – Wassenaar
Montessori School – Wassenaar
Den Deylschool – Wassenaar
St. Bonifaciuschool – Wassenaar
Herenwegschool – Wassenaar

Bloemcampschool – Wassenaar
St Jan Baptistschool - Wassenaar

References

Big Ben Kids Wassenaar is a part of Zo Kinderopvang & BSO. Zo Kinderopvang & BSO maintains many set procedures and methods, which we maintain or are implementing at Big Ben Kids Wassenaar.

At Zo Kinderopvang & BSO we deliberately choose to have a short and powerful educational plan, to make it easier for our staff to work with, with references to all items below.

Like this location plan for Big Ben Kids Wassenaar day care, all supporting protocols will be translated also.

- Child monitoring system (MY PROFILE) with work instruction
- Care protocol and protocol child abuse and domestic violence
- Illness policy
- Vaccination policy
- Nutrition policy
- Sleeping protocol
- Educational plan
- Intake-documents, among which assigning a mentor (during the intake- and acquaintance process a mentor is assigned)
- Protocol - 4. Excursions

ⁱThe 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'.

ⁱⁱChildcare Act 2005