

# Educational Concept



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# Foreword on our Concept

This concept was formulated by the teachers at the Zaubergarten uni daycare service. It is intended to create guidelines for the structuring of everyday daycare life and serves as a foundation for the review of effectiveness and quality of our work. In addition, we would like this concept to give parents, new employees and all who are interested an insight into our work. Even if the text is now printed, we remain open to new ideas, new insights and new people. With that said, we will continuously question and continue to develop the concept.

## Familienservice gGmbH at the Albert-Ludwigs University of Freiburg

The supporting organisation of the Kita is Familienservice gGmbH an der Albert-Ludwigs-Universität:

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The goal of Familienservice gGmbH is to create family-friendly conditions in order to promote the compatibility of career and family at the Albert-Ludwigs University of Freiburg, as well as to a lesser degree at other universities, the university clinic and other research institutions in Freiburg as well. Accordingly, the daycare centres run by Familienservice gGmbH are open to children of whom at least one parent is a member of the University of Freiburg or is employed at another university, the university clinic or another research institution in Freiburg.

## Our Guiding Principle

With the Zaubergarten uni daycare centre, we offer primarily employed parents the opportunity to connect family and career to one another equally.

- We accompany and supervise children and enable education and care so that they can independently shape their lives today and in the future.
- We approach every child with regard to his or her individuality. The children come to us with their own potential, curiosity, desire to learn and enthusiasm. We support each child in developing at his or her own pace.
- We encourage children to develop their independence, and we create room for them to do so.
- We approach children with appreciation, empathy and authenticity.

# Our Daycare Centre (Framework Conditions)

## Criteria for Acceptance

Daycare spots are allocated according to the allocation guidelines of the University of Freiburg. These can be viewed at the Family Service's homepage at:  
<http://www.familienservice.uni-freiburg.de>

## Child Groups

The uni daycare centre offers 50 full-day spots, of which 10 spots are for children under three years of age and 40 spots are for kindergarten-age children between three and six. The children are divided into three groups.

## Employees

1 director (100%)

8 kindergarten teacher (100%)

1 kindergarten teacher (75%)

1 teacher in training year

1 cook

1 cleaner

1 janitorial assistant

Various interns from different universities or vocational schools in Freiburg

Other interns and employees

## Opening Hours

Monday to Thursday from 7:30 to 17:30.

Friday from 7:30 to 16:30.

The daycare centre is typically closed on 27 days per year, of which three weeks are in August (summer holidays), a few days during the Christmas holidays and a few days during the Easter holidays. In addition, there are two cleaning days, on which furniture and toys are thoroughly cleaned by the teachers, as well as two educational days dedicated to common content-related planning and continuing education.

During the summer holidays, the university's Family Service usually offers holiday child care for children of 3 – 6 years of age.

## Drop-off and Pick-up Times

The following drop-off and pick-up times apply in the daycare centre:

Drop-off time                    7:30 to 9:15

1st pick-up time                13:00

2nd pick-up time                14:00

3rd pick-up time                15:30 to 17:30 (Fr 16:30)

Exceptions to this rule are only possible after previous agreement.

# Principles and Areas of Focus in Our Educational Work

*“Play is the highest form of research.” (Albert Einstein)*

## **Our Educational Approach**

Fixed groups in an open house are the main characteristic of our educational approach. We assume that every child has different fundamental needs. On the one hand, there is the need for attachment and belonging, and the wish for independence, movement, research and experimentation on the other.

The consistency of teaching personnel is a core quality characteristic for us with regard to the care, education and supervision of children. This especially applies to small children only a few years of age. The personal relationship between the Kindergarten teachers and the children is an important foundation for the physical, cognitive, emotional and social development of each child, and is for this reason a substantial component of our educational work. A good and sustainable relationship is created through regular companionship, reliability and consistency.

We provide a sense of attachment and belonging in our groups by way of fixed reference persons, rules and rituals. In our Kita, children find a familial atmosphere and a varied daily programme which divides the long daycare time of up to 10 hours into segments. Relationships with other children and the adults of the group are close and provide a sense of security.

In addition, the uni daycare centre as an open house offers the children varied opportunities to pursue their interests on their own and independently. The gymnasium, hall, garden or workshop can be used by all children for playing and researching. Mutual visits in groups are desired and are promoted by us. The different age groups in our centre make learning with and from one another possible.



## **Baden-Württemberg Orientation Plan**

An important foundation of our work is the orientation plan from the state of Baden-Württemberg. In particular, the goal of this orientation plan is to ensure the quality of educational work in daycare centres, to support each child individually as well as to pursue in-depth exchange between parents and kindergarten teachers.

We document the development of each child in a portfolio, in which we collect observations, developmental reports, pictures and so on. At least once a year, we hold a planned talk with parents, in which we discuss the child's development and consider together how we can best support the future development of the child.

Our everyday educational plans are oriented towards the wishes, interests and needs of the children, which we determine through regular observation. From these observations, we develop offerings and projects for an individual child, for a small or large group of children or for an entire age group.

## **The Child Groups and the Individual Child**

In order to meet the different needs of mixed-age groups, we have set up a group room for the young children (approx. 1 to 3 years of age) as well as two group rooms for the older kindergarten children (3 to 6 years of age). We prepare and accompany transitions by the children from one group room to the other in an in-depth manner.

We are happy to accept siblings into different groups in the daycare centre. This gives each child his or her own space as well as his or her own experiences and new perceptions. This way, both siblings can form different relationships and get to know new kinds of relationships.

A part of our daily activities takes place in the groups. The children are welcomed in their own group in the morning, and usually meet there for the chair circle, for lunch and for the after-lunch nap. In addition, all children have access to the entire kindergarten as a place for experiences. We also organise offerings and projects that span more than one group, allowing new friendships to form. Depending on the level of interest among the children, as well as our personal circumstances, these projects include: Field trips, day trips to the woods, musical programmes, movement, research, art projects and much more.

Our goal is to offer the individual child a high degree of individuality and individual opportunities for expression. At the same time, we set limits in order to avoid dangers or protect the interests of others.

We watch the children and attempt to pick up and support each child at his or her own level of development. Now and then, we take a look at where the child currently is at and which learning steps we can support. In doing so, we sometimes realise that a child is especially needing of support in a certain area. If we cannot provide this support in daycare, we recommend to the parents that they turn to specialists like doctors, counselling centres, speech therapists, therapists for therapeutic pedagogy or similar.

We as educators have made it our goal to set an example for tolerance, to be a role model, to explain and to make differences visible. We view it as an enrichment to get to know children from other countries or children with disabilities in the Zaubergarten uni daycare centre, and to live together with them.

### **Note to Parents:**

An important component of our educational work is a continuing documentation of the developmental stage, the abilities, the interests and the special characteristics of your child. We document our observations in writing or take pictures of everyday life in the daycare centre. Occasionally, we will also make audio or video recordings. All information related to your child is collected in a portfolio which you can view at any time and which is given to you at the end of your child's stay in kindergarten.

### **Acclimatisation**

The acclimatisation period is divided into three phases:

**1st Phase:** One parent accompanies the child and stays with him or her in the group for around one hour. The child, teachers and parents can thereby get to know one another better. While the mother or father is mostly passively present, the teacher responsible for the child slowly builds up

contact with the child. Starting on the 4th day, the accompanying person may leave the room for a short time and – depending on the child's reaction – discuss the further continuation of acclimatisation together with the specialist.

**2nd Phase:** Step by step, the teacher takes over providing for the child. The parents remain in reach and may be called if needed. The time in which the child remains in the group alone may slowly be raised from around 30 minutes to 2 to 3 hours.

**3rd Phase:** The child may now already remain alone in the daycare centre. At first, he or she will only be present for half a day. Lunch, after-lunch naps and full-day care may be offered as soon as the child is ready for this step. Acclimatisation is generally complete once the teacher responsible for the child is able to console and calm the child, and once the child has found his or her rhythm in the daily programme.

For each new child, for his or her parents, for the group and for the specialists, acclimatisation is an intense time. Children that experience an individual acclimatisation period oriented toward their needs will, however, feel secure and cared for, they will start to have fun playing and learning and they will develop courage and strength for overcoming difficult life situations.

(Book recommendation: H.-J. Laewen, B. Andres, É. Hédervári: Ohne Eltern geht es nicht. Die Eingewöhnung von Kindern in Krippen und Tagespflegestellen. – Berlin, Düsseldorf, Mannheim 2006.)

### **Saying Goodbye**

Just like acclimatisation, saying goodbye is important for all of us. The child leaving our daycare loses his or her trusted environment and trusted people. The children in the group will lose an important friend and play partner. We teachers will also feel the gap a child leaves behind, as we have generally built up a deep, warm relationship with him or her.

Before he or she leaves, the child is again in the focus of the group. We have a going-away party in the chair circle, or we say goodbye to the future schoolchildren through various rituals. We would like to expressly encourage all children to visit us again in Zaubergarten after a few weeks and to tell us about their new experiences. If that isn't possible, we always look forward to a letter or email.

### **Speech Development**

We pay particularly close attention to a child's speech development. To do so, we use methods including standardised observation procedures like the "Border Stones of Development", "Sismik" or "Seldak". Should we determine discrepancies or delayed development, we initiate a discussion with the parents and, if needed, recommend consultation with a paediatrician, a speech therapist or a counselling centre.

At the daycare centre, we hope to specially support children with a limited vocabulary in the German language, who use grammar incorrectly or have other problems with language. First, we create various everyday speech situations for such children, and at the same time, a specially trained colleague implements special programmes in small groups.

## Preparation for School

The transition to school is a demanding process for each child. In the Uni-Kita Zaubergarten, preparation for school begins upon entering kindergarten, as playing is the appropriate form of learning at this age. Personal motivation, examining and trying things out for oneself, experiencing one's own conflicts and learning from mistakes are the foundation for lifelong learning. We support each child individually in this process.



The second-last year before children enter school, school examinations take place at daycare. Specialists from the Health Office review the physical development of the child, his or her vision and hearing, attentiveness, speech development and other abilities. If needed, we recommend targeted support of individual areas on the part of the parents, daycare centres or other specialists.

During the last year before a child enters school, cooperation takes place between the daycare centre and the elementary school. Our partner school for all children is the Lorzing Elementary School. The goal of this cooperation is that the children get to know the school, and that the parents are given help in being better able to judge their children's ability in school.

For the performance of children in school, we consider the following points particularly important:

- Emotional stability: being able to provide for oneself, defend oneself, having the courage to express oneself in a group, convey one's needs, as well as the ability to repress one's own needs
- Social skills like the following: Assuming responsibility, being considerate, sharing, helping, being able to wait
- The ability to concentrate, resilience and personal motivation over an extended period
- Motor skills such as: dressing oneself independently, carrying the school satchel, handling pencils, scissors and other materials
- Good speech abilities: Vocabulary, grammar, enunciation



## Nutrition

In the Uni-Kita Zaubergarten, we place great stock in a healthy diet and in a sustainable approach to available resources. Our cook prepares a daily vegetarian lunch with an appetizer, main course and dessert for all children and employees. The ingredients mostly come from regional organic farms and are freshly prepared. We encourage the children to give their own wishes and feedback to the cook and, to the extent that it is possible in our small kitchen, to help in preparing meals.

## Sustainability

With the children, we practice a conscious and sparing approach to the resources available to us. We separate garbage, we use materials for daily consumption, such as water and light, sparingly and sensibly and we treat nature with respect.



## Approach to Media

We use media for programmes in order to make a learning experience possible or to acquire information. Together with the children, we occasionally create audio or video recordings in different situations. However, sparing, sensible use of all media is important to us, as holistic experiences emphasising all senses are most important at a kindergarten age.

## Inclusion

In general, the Zaubergarten uni daycare centre is open to all children. Children of all religions, all nationalities as well as children with health-related disabilities are welcome with us. All children should experience everyday life together and learn from one another at our daycare, irrespective of individual strengths and weaknesses. Diversity can be an enrichment for the entire group. We accept children with developmental impediments or disabilities into our daycare centre as long as the teachers are able to ensure their special care and are able to meet their support needs. Before we accept the child, an in-depth exchange should therefore take place with parents, and a special testing period may need to be agreed upon in some cases.

Just as with all children, we also would like to pursue development of individual possibilities and abilities with children with disabilities. Depending on the stage of development, the focus can be on speech, motor skills or other areas.

## Our Goals

Children will acquire knowledge, education and experience if they can research and experiment with excitement and with the use of all of their senses. Our daycare centre should be a place for children where they can do just that - supported by teachers.

- The children should feel comfortable with us. We want to offer them security, comfort and trust.
- We want them to acquire various social skills with us, especially an appreciation for their fellow human beings and their environment, the ability to deal with conflict situations and find appropriate solutions as well as to use communication as an instrument and tool.
- We would like to give each child the opportunity to express individual interests and needs, discuss, help make decisions and receive individual support.

- We would like to strengthen children with regard to their own sense of security and self-confidence, and at the same time encourage them to try out new types of behaviour.
- They should be able to expand their independence in all areas.
- We want to provide children with access to different educational programmes and enable them to take part in cultural life.
- The children should develop enjoyment in moving.

## Our Daily Schedule

### **Early and late group – 7:30 to 8:30 and starting at 16:30**

Starting at 7:30, we offer an early group. During this time, two teachers supervise all arriving children in the rooms used by the “Sternengruppe”. At 8:30, free playtime usually begins for all groups. At 16:30, we combine all remaining children into a late group if needed.

### **Time to arrive – 8:30 to 9:15**

Each child first goes to his or her own group. He or she then talks with the responsible teacher on when, what and where he or she would like to play.

### **Note to the Parents**

- Through maintaining a clear and consistent position, you can support your child in saying goodbye. A short, intense ritual, a wave at the window, a hug or another gesture can help the child arrive more successfully. Long discussions and explanations, on the other hand, often make the pain of leaving stronger.
- Occasionally, it will occur that your child cries when saying goodbye and does not want to stay in the daycare centre. Please don't be worried if this happens: As a mother or father, you are the most important person to your child, and separation can of course be difficult sometimes. Should a child actually have concerns, fears or problems in the daycare centre after your leave, we will always turn to you to discuss this.

### **Free playtime – 9:15 to 10:45**

During free playtime, children have the opportunity to decide for themselves on the type of playtime, the materials for playtime and their playtime partners. After all children arrive, both the group rooms as well as the adjoining rooms, the hall and the gymnasium are available for all children to play in. As teachers, we support and accompany the children in different ways during this time.

- We provide impulses and stimuli. We are available as contact persons and playtime participants. We introduce playtime and creative materials, demonstrate and explain the use of the different materials and are careful in handling playtime materials and inventory.
- We support the children in their integration into the group or into small groups. With the children, we work on (group) rules and make sure they are upheld. We offer help during arising conflicts between children.
- We perform targeted observations on interests, needs and the state of the children's development.
- We offer internal group and inter-group activities and projects for large and small groups.
- We arrange and structure a stimulating environment.

During free playtime, children may eat the breakfast or snacks they brought with them as soon as they become hungry. In the group for children below three years of age, breakfast is eaten together. We provide drinks like tea and water.

#### **Note to Parents**

- Please give your child a healthy breakfast to take with him or her. If your child remains in the daycare centre the whole day, he/she will also need an adequate snack for the afternoon.
- Candy or other sweets are not recommended by us, as they often lead to jealousy and resentment among the other children in the group.

#### **Sitting circle – approx. 10:45**

After cleanup, a sitting circle takes place in each group as an important and fixed element in the daily schedule and the group activity. This is the place for different topics, experiences, group rules and organisational issues are discussed with the entire group. However, the sitting circle also contributes to the group experience through group singing, finger and circle games and the celebration of birthdays of children and teachers.

#### **Note to Parents**

Each child may celebrate his or her birthday in the group, and is the centre of attention on this day.

#### **Garden – approx. 11:15**

After the sitting circle, we take all of the children to the garden regardless of the weather. During this time, we prepare the group rooms for the lunch and after-lunch nap.

#### **Lunch – 12:00 to 13:00**

Children and teachers lunch together in their respective group rooms.

#### **After-lunch nap/after-lunch break – 13:15 to 13:45 or until 15:00**

The break period after lunch is structured differently depending on age and the need for sleep among the children. While one teacher takes the younger children to bed in the nap room, the older children make themselves comfortable in the group room or gymnasium with mats and covers, and the second teacher reads them stories. Since the daily schedule in the daycare centre might be stressful for some children, we let tired children usually sleep until they wake up on their own.



The after-lunch break is followed by another playtime session, after which children are picked up.

#### **Pick-up – 13:00 or 14:00 or 15:30 to 17:30**

Each day in the morning, all parents write down the pick-up time for their child in a pick-up list. This helps the teachers to plan the day and gives the children orientation. During pick-up, the children clean up the toys and materials they were using. Upon arrival of the parents at the daycare centre, the teachers' supervisory obligations end.

#### **Note to Parents**

- In order to structure the afternoon pick-up situation positively and free of stress, we recommend that you set aside a couple of minutes so that the child may end his or her playtime (without starting a new play session).
- If necessary, remind the child to clean up his or her playtime materials.
- Then, be firm in going home and make sure to say goodbye to the responsible teacher.

## Working Together with Parents

To us, the educational partnership with parents means primarily that we become active together with the parents for the good of the child. Both the parents as well as we as teachers need an exchange, information, agreements, discussions and mutual respect.

We offer parents:

- Reliability, responsibility, commitment, professionalism
- We seek an exchange with parents and offer regular development discussions for each child
- We pursue a great degree of transparency for our work
- We advise parents as needed
- We continually reflect on our educational work and visit necessary continuing education events.
- We think about each child and apply our pedagogical knowledge
- We give our best possible effort for each child

We expect from parents:

- The provision of information and an exchange on the child
- Upholding agreements and rules
- Assisting and supporting our educational concept
- Giving us feedback on wishes, satisfaction, criticism
- Supporting us when we have a request

We pass information on to parents

- through our pedagogical concept
- through discussions, parent nights, parent letters, parties
- through the opportunity to sit in on classes
- through information on our different information boards
- through our developmental documentation (portfolios) and our pictures
- through the elected parent representatives, who are active as mediators between the institution and the parents and represent the institution externally

Parents can also contribute and help make decisions with us

- in the parents' committee
- with topic suggestions for parent night – discussions are desired.
- during parties and other events
- as support for our various everyday activities

# Our Team

## Our Employees

Our team consists of one director, teachers with different types of educational training, interns, a cook, a cleaning assistant, a janitorial assistant and occasionally other additional people.

In particular, the director's responsibilities include the educational leadership of the daycare centre, personnel leadership, administrative work, cooperation with the supporting organisation and different institutions as well as the coordination of different responsibilities and areas of work. A deputy director will represent the director in times of absence.



For each group, three teachers (early education specialists, kindergarten teachers, childcare specialists, career interns or specialists with other types of educational training) are responsible in shifts. They plan the group processes, document the development of children and work together with parents.

The work of our interns is supervised by our teacher's team. They assume different areas of responsibility depending on their level of education and personal abilities. Our janitorial employees are responsible for cooking and cleaning. These employees also treat the children with patience and respect.

## Team Meetings

The weekly team meetings contribute to education-related discussions with the goal of creating an exchange and the further development of our work. For quality assurance, all educational employees take part in supervision sessions from time to time. During supervision, the employees reflect on their educational work under the direction of an external supervisor, work out solutions for conflicts or determine the resolution of strenuous work situations.

## Working with Interns

The Zaubergarten uni daycare centre is a training location for future teachers and early education specialists. In the daycare centre, there are several training spots for interns from different universities or vocational schools in Freiburg as well as positions for people to get to know the educational field.

Interns usually remain in our institution for several months or one year. In addition, we often accept other interns in Zaubergarten for a short amount of time.

Each intern is guided by an experienced colleague. They offer the interns regular instructional talks, they work out the training plan with them and, at the end of the internship, they write the necessary assessment reports.



# Quality Assurance

## **Pedagogical Concept as Work Foundation**

We understand our concept to be a work foundation and a quality handbook that offers information on key situations and processes in everyday daycare life such as the acclimatisation of a new child or the educational partnership with the parents. The concept is a binding foundation for the behaviour of individual teachers in our institution. In addition, it is also binding for the supporting organisation, the parents and the children.

Individual topics and chapters of the concept are regularly discussed in team meetings. The implementation of educational goals in organisational and work processes is thereby discussed and resolved. These resolutions are recorded in writing as an explanation of the concept, and are made available to new employees. All teachers are responsible for ensuring the concept is implemented and upheld.

We do not understand the concept as a finished document, but rather as a dynamic one. It is continuously developed further and then written down, especially through the adoption of new educational research findings. Once a year, during an Educational Day, the concept is reviewed by the team together with regard to its currency. Resolved changes are worked into the concept through the daycare director.

## **Quality Development**

In 2016, all four uni daycare centres began an in-depth quality development process. This process is oriented towards the principles of the so-called "Dialogical Quality Development", which was developed by the *"Kronberg Group for Dialogical Quality Development e.V."*.

In "Dialogical Quality Development", the goals, structures and cultures of cooperative work are examined and further developed. The process works starting from the interests of the involved; accordingly, concepts for action are developed by the people involved and not from outside parties.

In the context of everyday daycare life, this approach means that the starting point of the process is every single person involved in everyday daycare life, starting on their position and with regards to their responsibilities - teachers, directors and employees of the supporting organisation alike. Regardless of his or her specific area of responsibility, each individual person brings his or her own ideas and motivation to the further development, both in his or her own work and with regard to the daycare centre overall.

The quality dialogue takes place on different institutionalised levels. This includes weekly team meetings in the daycare centres, regularly held meetings between the four daycare directors and meetings between directors and the supporting organisation. The goal is always to consensually develop common standards and solutions.

In addition, there are theme-based quality development workshops, which are held for the staff of all four university daycare centres on a certain topic. All colleagues who are interested in a topic and would like to discuss it may attend. The first workshop started with the topic of health promotion for kindergarten teachers.

The findings are compiled in the respective pedagogical concept of the daycare centres. This is the central document in which findings from the different quality committees are written down. This way, they are kept in writing by all together and are transparent for anyone interested (e.g. parents and new colleagues).

### **Co-determination Opportunities for Children**

We involve children in making decisions in a manner appropriate to their age. It is the responsibility of the teachers to give the children these participation opportunities. We integrate the children in everyday tasks and their completion. The goal is that the children experience self-effectiveness as the shapers of their own lives from the very beginning.

We take children seriously as providers of ideas and criticism. The younger the children are, the more likely dissatisfaction is not expressed verbally, but instead through crying, reserved behaviour or aggression. We value expressions of this type as “complaints” and examine them closely.

It is just as important to us that we acknowledge the wishes and needs of children and consider them in everyday decisions. Giving very young children the opportunity of co-determination mostly means taking their abilities and messages into account, as well as asking about their wishes and respecting their decisions, as long as this is not associated with apparent danger for the children.

### **Co-determination Opportunities for Parents**

Daycare directors are responsible for actively communicating to parents the possibilities they have for voicing complaints and criticism. Among other things, the parents are informed via a note on the blackboard that the daycare director is open to complaints. We view criticism as an opportunity for improvement. Daycare directors will also include a contact person from the supporting organisation, together with current contact information, on the blackboard with the note that this person will also review complaints if necessary.

In regular intervals, daycare directors together with the supporting organisation perform an evaluation on parent satisfaction. Daycare directors discuss wishes for change on the part of the parents, as well as possible means of implementation, together with the supporting organisation and then replies to the parents.

In addition, the daycare director maintains contact with the parents’ committee, and offers a meeting with the Chair at least twice a year.

Through ad hoc talks as well as through the planned parent meetings, the teachers are in continuous contact with the parents of the children in their group (see also the chapter “Working Together with Parents”).

## **Protection of Child Well-being**

The well-being and protection of the children we care for is of the highest priority in our work.

Should substantial signs be discovered that the well-being of one of the children is in danger, the educational personnel will examine them. Teachers document their observations on any conspicuous details and inform the daycare director. The director will assess the risk of danger together with an adequately experienced specialist. Such a specialist is available to the director and the Kindergarten staff in the Freiburg “Early Help” competence centre (Leisnerstr. 2, 79110 Freiburg, Email: kompetenz@stadt.freiburg.de, Tel.: 0761/201-8555) to support in risk assessment. At the same time, the director will inform the supporting organisation on what is taking place.

The parents as well as the child, if necessary, are to be consulted as long as this does not compromise the effective protection of the child.

The parents are informed via a note on the blackboard that they may contact both the daycare director and, if requested, a contact person from the supporting organisation if they suspect their child's well-being is endangered from within the daycare centre. The name and contact information of the supporting organisation contact person are to be disclosed.

## Cooperation with Institutions

Familienservice gGmbH works together with the responsible public youth aid supporting organisations. At least one representative takes part in a working group of the free supporting organisations and the organisation for youth aid in accordance with § 78 SGB VII, in which the technical standards for daycare centres in Freiburg are continually developed and documented in writing. The daycare directors are also networked with other managing employees from other daycare centres in the city of Freiburg, and they work together in the context of the "Freiburg Quality Dialogues – Strengthening Leadership Responsibility" working group initiated by the Freiburg Youth Office.

In addition, we actively utilise the technical consultation services offered by the Freiburg Youth Office with regard to questions arising in everyday daycare life or upon new conceptual developments.

Daycare management also maintains an exchange with educational institutions, meaning the technical colleges and universities, on the technical supervision of trainees during their internships, thus receiving insights into new educational instructional content. Further, the directors are networked in the context of the "Freiburg Südbaden Quality in Nursing Centres and in Daycare Services" (QuiKK) forum. Through this network, which is coordinated by the Evangelical University, managers regularly receive information on new research findings, and have the opportunity to discuss these with other specialists.

This content-based exchange with the Youth Office and educational institutions is supplemented by regular internal meetings at the support organisation, in which all Familienservice gGmbH daycare teachers and a representative of the supporting organisation take part. At these meetings, common quality standards are discussed and set, and possible problems are discussed and solved.



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**As of:** June 2016