

Educational Concept



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Familienservice gGmbH at the Albert-Ludwigs-University of Freiburg

The supporting organisation of the Uni-Kita Murrelgarten is Familienservice gGmbH at the Albert-Ludwigs- University:

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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 View of the Child

Children are ...

- ...independent beings who learn about their world independently and with all of their senses.
- ...hungry for knowledge, active, resilient and able to learn on their own initiative.
- ...competent beings who contribute in decisions and in thoughts, act and help shape things.
- ...social beings who are dependent on attachment.

Guiding Vision

We offer working parents the opportunity to integrate family and career equally.

We accompany and supervise children, thereby promoting their education and growth, helping them to independently shape their lives now and in the future.

We offer the children security, comfort and trust so that they feel well with us.

We approach children with appreciation, empathy and authenticity.

We try to be a role model for children, and we teach them appreciation for their fellow human beings and the environment.

We support each child in developing at his or her own pace, and we teach him or her joy in exercise.

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 would like to give each child the opportunity to express individual interests and needs, help make decisions appropriately to his or her age and receive individual support.

Framework Conditions of Care

Child Groups

The Uni-Kita Marmelgarten is an institution for small children between 1 and 3 years of age. The supervision of a child under one year of age is only possible in exceptional cases and after individual consultation with the director. There are 30 full-day spots and 10 spots with extended opening times (7 hours daily) available. In each of the four groups, up to ten children are supervised in a small-group and familiar atmosphere.

Personnel

Our team consists of a director, eleven kindergarten teachers, one teacher in her practical year and a person completing their voluntary social service year (FSJ).

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

The kindergarten teachers have different educational training such as, for example:

State-certified teachers, childcare specialists and people who have completed an educational degree programme at a university.

In addition, the team is supported by interns from different schools. The internship helps with career orientation. Interns are supervised by the kindergarten teachers and assume different tasks depending on their level of education and personal abilities.

The responsibilities of educational specialists are:

- Promoting, accompanying and educationally supporting each individual child in his or her individual abilities and development.
- Supporting, adequately meeting and satisfying children in their everyday needs.
- Targeted observation of each child as a foundation for documenting their development, for preparing the annual parent talks and for preparing playing material according to development.
- Participation in the weekly team meeting. These are held for educational discussion with the goal of exchange and the further development of cooperative work.
- Organisational and janitorial activities

In addition to the time the teachers spend in the groups with the children, each one also has access to so-called "independent time". Independent time is used for preparing offers for playing and other activities for the children as well as for the collegial exchange between teachers, for the cooperation with other educational specialists, and for the training of new colleagues.

For the full-day groups, there are usually three teachers responsible, and two teachers plus an intern for the half-day group.

We reflect upon our educational actions in team discussions, exchange among colleagues and in supervision.

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/bilderdateien/docs/alloctationguidelines>

Opening Hours

Full-day groups: Monday to Friday from 07:30 to 17:30.

Extended-hour group: Monday to Friday from 07:30 to 14:30.

Drop-off and Pick-up Times

Drop-off times: 7:30 to 09:00 (drop-off after 9:30 upon individual agreement)

Pick-up times: upon individual agreement

Please note:

Children who eat breakfast at the daycare centre should be in the group by 9:00.

The children eat breakfast from 9:00 to 9:30, and no children may be dropped off during this time

Days Closed

The daycare centre is typically closed 27 days per year, of which three weeks are in August (summer holidays), a few days in the Christmas holidays and a few days in the Easter holidays. In addition, there are two cleaning days, on which furniture and toys are thoroughly cleaned, as well as two educational days dedicated to jointly planning the pedagogical work, to review and further develop our educational concept and to continue our professional education.

Rooms

Our rooms are distributed among two floors. Each of our four groups has its own group, sleeping and changing room. There is an individually designed second level in each group room. The raised levels offer various stimuli for movement and widely varying haptic, optical and spatial impressions. In the group room, free playtime takes place, with all materials freely accessible to the children. Group mealtimes and drawing/crafts activities are offered at the group tables. Group and sleeping rooms offer opportunities for separation from the group, such as sofas, dens and nests for cuddling. The sleeping room has a double function for use (as a playtime and sleeping room).

The changing room is equipped with a large changing table with an integrated bathtub, children's washbasins and toilets, closets and shelves for personal possessions and nappy bins. Independence is supported through childproof fixtures (washbasins and toilets are installed at a child's height and a stair leads up to the changing table so children can climb up on their own). The washbasin and mirror invite children to splash around and experiment.

Our hallway and garden are both used as movement and meeting opportunities for children from all groups. Both areas have appropriate play materials. Since our facilities are spread across two floors, we use the many steps to practice safety on the stairs.

Our garden is designed generously. With a sand box, fields, huts, a podium, a tree trunk for climbing, plants and a sequoia, it offers various possibilities. In our outside area, there is a covered space for strollers and our waggons for field trips.

Safety: For the safety of the children, we have equipped our rooms and the outside area as follows:

- Clamping protection on all doors
- The door handles are turned upward and cannot be opened by children
- Windows can be locked
- Electrical outlets are equipped with an in-house safety system
- There are child-friendly railings on the staircases
- The outside area is completely fenced in and gated.

Daily Schedule

Our structured daily schedule provides the children with security, stability and orientation. It contains a sufficient amount of free time for playing on the one hand and of playtime input from the caregivers on the other.

The daily schedule in our child groups contains the following agenda:

7:30 – 9:00	arrival of children
9:00 – 9:30	breakfast
after 9:30	second drop-off time for children who eat breakfast at home
9:30 – 11:00	free playtime in the group room, the garden or on a playground in the area, field trips, programmes, inter-group programmes and individual activities
11:00 – 12:00	lunch
after 12:00	after-lunch nap
14.30	pick-up time for extended-hour children
15:00 – 15:30	snack
15:30 – 17:30	free playtime in the group room or the garden

The full-day children can be picked up at any time upon individual agreement with the group teachers.

Between 9 and 9:30, the children eat breakfast. During this time, no children may be dropped off.

Principles and Areas of Focus of Educational Work

Attachment and Relationships

We consider continuity a significant marker of quality in the care, supervision and education of children. This especially applies to small children of only a few years of age. The personal relationship between caregivers and children is an important foundation for the physical, cognitive, emotional and social development of the children, 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. Children will find a family atmosphere in our care as well as a structured daily

routine with enough time for free play. Relationships with other children and the adults of the group are close and provide a sense of security.

If the children feel secure, cared for, acknowledged and accepted with regard to their personality, they can discover, experiment and understand the world. This way, we strengthen the children every day. They can manage their developmental steps in a positive way, thereby fundamentally shaping their view of living and learning.

Role of Kindergarten Teachers

Working with children under three years of age requires professional technical knowledge (inter alia developmental psychology, research on attachment theories, the brain and cognition as well as knowledge on the learning behaviour of children) and being ready for lifelong learning.

Working with children under three years of age contains, however, also an emotional component. It therefore requires a high degree of consciousness of responsibility, emotional availability and a continuous mental presence.

Positive relationships are a requirement for a healthy personality, therefore shaping a positive relationship with children is an important responsibility of teachers. This relationship is marked by acceptance, respect and appreciation. This is evident in all everyday situations encountered by the children, such as the acclimatisation phase, as well as diaper changing, sleeping, playtime or eating situations.

Since the children generally cannot yet express themselves through speech, a high degree of sensitive attention is necessary to understand a child's signals. Only this way can teachers react appropriately to each situation so that the children feel understood and accepted.

Now and again, and for each child, the teachers must set limits, but also support the child in all areas of development (independence, speech ability, gross and fine motor skills, social-emotional development, cognition, play activity, bodily hygiene, nature and environmental consciousness) and convey the feeling of acceptance, respect and appreciation through their overall behaviour.

Acclimatisation

The transition from the family to the at first unfamiliar daycare centre means a great challenge for each child. The child must get to know a new environment and build up relationships with strangers. To do so, the child needs the support of his or her parents or other trusted reference persons. All of Familienservice gGmbH's daycare centres therefore offer the families a binding, attachment-oriented acclimatisation concept that is based on the Infans concept from the field of early education at the Institute for Applied Socialisation Research / Early Childhood e.V.

Taking a child to childcare is also a new situation for the parents. If the parents' stance toward the institution is positive, the child can more easily overcome this challenge.

Good conditions for a successful acclimatisation are:

- Health/well-being of the child
- Continuity (avoiding absent days during acclimatisation)
- If possible, a single primary reference person

Depending on the behaviour of the individual child and the desired duration of stay in the daycare centre, an acclimatisation period of 3 weeks up to several months must be anticipated. It is thereby important that the parents plan enough time for acclimatisation.

Before each acclimatisation, the parents are informed on all upcoming steps of acclimatisation. It is also important to us to respond to concerns and fears on the part of the parents and to react accordingly. After successful acclimatisation of the child, a concluding discussion with the parents takes place.

The acclimatisation period is divided into three phases:

1st Phase:

At first, one parent accompanies the child and remains with him or her in the group for about one hour. The child, teacher and parents can thereby get to know one another better. While the mother or father is mostly passively present, the teacher slowly builds up contact with the child. The mere presence of the mother or father is enough to create a “safe harbour” for the child to which he or she can always return. Starting on the 4th day, the accompanying person may leave the room for a short time.

2nd Phase:

Step by step, the reference 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 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 teachers, acclimatisation is an intense time. Children who 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.)

For the acclimatisation period, the parents have access to our parent meeting room where they can spend time during the separation phases. There they will find small snacks and books.

Mealtimes

A balanced diet is an important component for the promotion and maintenance of the children’s health and well-being. We offer the children a child-adequate, healthy, balanced and biologically wholesome diet. Our lunch is a warm meal delivered by a caterer.

We take the children seriously with regard to their different dietary needs. New, unfamiliar foods can unsettle, as they are seen as strange. We do not force the children to eat food they do not like. Instead, it is important to us to continually offer children new foods and encourage them to try them. Often, foods must be tried multiple times before the children like them.

Eating together is important to us. It not only contributes to satiety, but also promotes the development of social skills and gives the children an opportunity to experience togetherness. Each meal is accompanied by rituals and is a daily opportunity for children to practice independence and fine motor skills.

After their 1st year of age, the children eat these meals, and before that, the parents bring the meals (milk, baby food) with them for their child.

The weekly meal schedule is located in the entrance area of the daycare centre for the information of all parents.

The parents bring the sweet-free breakfast and after-lunch meals for their children with them.

Sleeping

Each child has his or her own sleep habits. The children should be able to rest and sleep sufficiently and undisturbed according to their own completely personal needs. For this reason, there is a separate sleeping room with a pleasant, calm atmosphere for each group. There, each child has his or her own sleeping spot. According to the age and needs of each child, he or she will sleep on his or her own mattress or in a basket. The basket offers separation and comfort. On the mattresses adjacent to one another, the children can experience the calming closeness of other children. Both mattress and basket support the children in their desire for autonomy, as they can lie down and stand up again independently. Parents are welcome to bring a trusted object for the child like a stuffed animal or blanket.

A fixed sleeping period is planned in our daily schedule. However, younger children in particular have a different kind of need for sleep and are therefore laid down to sleep individually. At our centre, all children are nursed to sleep by the teachers. Regular control and a baby phone ensure calm sleep for the children.

The need for and duration of sleep are very individual. The children are welcome to sleep until they are rested. Requested limitation of sleep times by the parents is only possible after consultation with the teachers. The sleep time of each child may not fall below a period of 1 hour per day.

Playing / Free Playtime

Play is of substantial significance for the overall development of a child's personality. Children bring extraordinarily great interest for their environment and a strong spirit of discovery with them into the world. Playing is the child's way of interacting with its environment, and contributes to the acquisition of social skills. During playtime, the development of all skills is promoted; in addition, interest, concentration, problem solving, endurance, consideration, patience and much more is trained.

Since the environment presents a many-shaped and interesting reality full of surprises for the child, he or she needs a lot of time to get to know it, to experience it and to shape it. This applies to each stage of development, to each level of developed forms of play and to any time children are playing. Playtime is therefore a highly valuable time, a time of well-being, of experience and of recognition that creates developmental opportunities and releases individual talents and potential. If a child only has little time to play, he or she can only develop his or her relationship with the world

to a limited degree. For us, this means the responsibility to enable the children to play undisturbed. Playing is learning!

During playtime, the children's stage of development shows itself. For teachers, playtime therefore means the opportunity for in-depth observation of both individual children and the group situation.

Playtime Input

Playtime input is planned by teachers on the basis of their observations and the children's developmental steps. It is voluntary for all children and takes place both in small groups and during free playtime. When several children are interested in the same topic, we offer inter-group programmes.

Observation and Documentation

We observe the developmental stage of each individual child intently. These observations, as well as the documentations made about them, are our foundation of our educational action together with knowledge in the field of developmental psychology. The children's interests are considered when selecting playtime materials and offering free playtime input.

We create a portfolio for each child and view it as a book of the child's strengths. In it, the teacher documents and structures the developmental stages, special skills, preferences, expressions of interest and talents. The book can be viewed at any time by the child and the parents. For the book, we take appropriate pictures and regularly document the development of the children.

We observe the child in a holistic manner. To this end, we use the standardised observation procedure "Border Stones of Development" (Laewen, H-J. (2009): Grenzsteine der Entwicklung. Ein Frühwarnsystem für Risikolagen). Should we discover e.g. a delay in development, we initiate a discussion with parents.

During talks with parents, the portfolio is an important foundation for representing the child's development. At least once a year, we hold a planned consultation with the parents. The contents of the consultation are the progression of development and the current developmental stage of the child.

At the end of the child's stay in our daycare, his or her portfolio will be handed over to the parents. The information in the educational and developmental documentation is only divulged to third parties after consultation with and written consent by the parents.

The Child in the Community

We strive 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 provide security and orientation, avoid dangers and protect the interests of others. It is important to us to show the child acknowledgement of and appreciation for others and for differences. We support the children in understanding and accepting the needs of other children in a way appropriate to their age. We promote the development of the ability to deal with conflicts in an appropriate manner. At the same time, we actively promote equal opportunities for boys and girls. Most of all, this means to us that the children have equal opportunities to play with all toys. In addition, the children may help in janitorial activities regardless of gender.

Bodily Care and Hygiene

Bodily care and hygiene are important for the health and well-being of the child. Both are very individual and personal matters. The children should feel comfortable and should experience hygiene as a regularly reoccurring ritual (e.g. washing their hands after playtime or changing nappies). This does not only contribute to hygiene, but also to the close relationship between the teacher and the child. It is important to us to treat these situations with close attention. For example, the nappies of a child are only changed by people he or she is familiar with. As much as possible, we motivate the children to become active in helping with their hygiene, for example by climbing the steps to the changing table on their own or washing their own hands etc. The children are integrated into all activities, for example through being able to observe their mouths being wiped in the mirror, and they can help make decisions as much as possible. Nappies are changed as needed. In addition, there are two fixed changing times in the daily schedule: before lunch and after the after-lunch nap.

Using the Toilet and Potty Correctly

Using the toilet isn't enforced at our daycare. We have no pre-set notion as to when a child has to stop using a nappy and start using the toilet. Instead, this developmental step is initiated by the child. If he or she shows interest in the toilet (for example, when other people go to the toilet) or in his or her own excrement, we will deal with this subject matter in coordination with the parents. This is an important step on the way towards independence and development of the child's personality. Here, many developmental aspects meet, such as bodily awareness, bodily control, self-effectiveness and self-confidence. For this reason, a close exchange between teachers and parents is very important. Together with the parents, we discuss making the use of the toilet or potty offered as simultaneously as possible between the home and our daycare.

Inclusion

In general, our 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. Difference is an enrichment for the entire group.

We can accept children with considerable developmental impediments or disabilities into the Uni-Kita Murgelgarten as long as the teachers can ensure that a child's special care needs are met. Before we accept the child, an in-depth exchange must therefore take place with parents, and in some cases a special testing period will need to be agreed upon.

Just as with all children, we also strive to pursue the development of individual possibilities and abilities with children with disabilities.

Care Partnership with Parents

We understand the cooperation with parents to be a care partnership. To us, this means primarily that we become active together with the parents for the good of the child. Both the parents as well as we teachers need exchange, information, agreements, discussions and mutual respect.

We offer parents:

- Reliability, responsibility, commitment, professionalism
- Continual reflection on our educational work

- The most transparency possible regarding our work
- Well-trained teachers who are willing to continually further their knowledge and education
- Daily ad hoc talks
- Regular development talks for each child
- Consultation as needed
- We think about each child, apply our knowledge and give our best possible effort for each child

We expect from parents:

- Trust in our educational work
- To provide reliable information and an exchange on the child
- To uphold agreements and rules
- To support our educational concept
- To give us feedback on wishes, satisfaction, criticism

We pass information on to parents through:

- Our concept
- Meetings, parent-teacher-meetings, parent letters (regularly by email)
- The opportunity to sit in
- Information on our information boards in the lower-floor hallway and next to each group door
- Our developmental documentation (portfolios) and our pictures
- The elected parent representatives, who are active as a link between the institution and the parents

Quality Assurance

Concept as a Work Foundation

We understand our concept to be a work foundation and a quality handbook that orients itself to 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 of 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. On an Educational Day once a year, the concept is reviewed by the team together with regard to its currency, and resolved changes are worked into the concept.

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.

Co-determination Opportunities for Parents

... is possible

- in the daily conversation with teachers
- in the parents’ committee
- by suggesting topics for the parents’ evening
- during parties and other events
- by supporting us in our various everyday activities

The parents receive all information from the daycare centre on the information board in the entrance area and through a regular parent letter sent by email. All teachers and the daycare management are ready to listen to ideas, tips, praise as well as criticism at any time. For

anonymous information, there is our “birdhouse” next to the information board. The information left in the birdhouse will be discussed among us, and the parents will receive a response.

When a child leaves the institution, the parents receive the opportunity to reflect on their child’s time with us. We will discuss this feedback with the supporting organisation as well as within our team, and will make changes if necessary.

The teachers maintain continuous contact with parents in the form of ad hoc talks as well as the regular parent meetings (see also the chapter on the care partnership 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. The level of danger is determined with the help of the so-called “KiWo scale (KiTa)”. This is a scale to estimate the danger to child well-being according to § 8a SGB VIII in daycare centres. It was developed by the Human Behavioural Biology (FVM) research group on behalf of the Municipal Association for Youth and Social Affairs (KVJS) of Baden-Württemberg. Teachers are to document their observations on any conspicuous details and inform daycare management. Management will assess the risk of danger together with an adequately experienced specialist. Such a specialist is available to the director and Kindergarten teachers in the “Early Help Freiburg” competence centre (Leisnerstr. 2, 79110 Freiburg, Email: kompetenz@stadt.freiburg.de, Tel.: 0761/201-8555) to support in risk management. 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 will be informed via a note on the information board on the lower floor that they may contact both daycare management 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 contact information is located on the information board next to the hallway telephones.

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Cooperation with Institutions

If needed, we will work together with specialists from other fields such as paediatricians, speech therapists, and physical therapists, for example.

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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Photo credits:

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