

Dear Parents,

We would like to welcome you and your children to our daycare center and look forward to an enriching and lively daycare time.

If you have any questions or suggestions for our daily, please feel free to contact us personally.

*Your team of the
“Einsteinchen CompanyKids”
Geesthacht*

Einsteinchen Company Kids

Our Concept

professionell. menschlich. erfahren.



Presentation of the institution carrier

Origin of the facility

History of the Kita

In April 2007, the Helmholtz-Zentrum hereon GmbH, the city of Geesthacht and pme Familienservice GmbH opened the childcare facility "Einsteinchen Company-Kids" in joint partnership. The pme Familienservice took over the institution carrier. The daycare center offers reliable regular care with flexible care times for different employee needs and work models.

Participating companies, municipalities

The childcare places at the Einsteinchen CompanyKids facility are used exclusively by the children of the employees of the of the Helmholtz Center hereon GmbH.

The pme Familienservice as an institution carrier

For more than 20 years, pme Familienservice has been dealing with the topic of compatibility of family and career for 20 years and considers it one of its to facilitate the life situation of working parents and their children. To this end, we work together with companies and institutions that support their employees through work-life balance activities. Since it was founded in 1991, pme Familienservice has continuously expanded its network - it is now represented in over 70 locations in Germany and the Czech Republic and operates over 60 company-based childcare facilities. In addition to operating daycare facilities for children, pme Familienservice arranges childcare places and emergency mothers in the event of childcare bottlenecks and advises the employees of its contracting companies on childcare, life situation coaching and eldercare.

The profile of our facility

Our daycare center has 40 childcare places. The children are cared for in two nursery groups (0-3 years) with 10 places each, one elementary group (3-6 years) with 20 places and an elementary group with up to 22 places. Place sharing (care exclusively in the morning or afternoon) is possible under consideration of pedagogical aspects. Our opening hours are a central prerequisite for the compatibility of family and career. In addition, they enable flexible organization of working hours according to company requirements. At the well-being of the children, the interests of the parents, and the children's well-being, the interests of the parents and the needs of the company are taken into account. In addition to regular childcare, the "Einsteinchen CompanyKids" offers year-round emergency childcare for children aged 0-12 as well as a varied vacation program.

Legal foundations, upbringing or education plans, child protection

The daycare center "Einsteinchen CompanyKids" is committed to the Schleswig-Holstein laws as well as all legal regulations and implementation provisions for the promotion of day care for children. For the pme Familienservice, childcare is defined as a task oriented towards the common good and a family-supplementing offer according to §22a SGB XIII.

In our pedagogical work, the "Guidelines for the Educational Mission of child day care facilities" for Schleswig-Holstein from 01.12.2012 and the educational areas defined therein are taken into account and the holistic educational process included.

The facilities of the pme Familienservice work within the scope of the with the parents and, if necessary, with the local public authorities for the benefit of the child and, if necessary, with the local public authorities to counteract any justified suspicion of a risk to the well-being of the child as counteract in the best possible way. The pme Familienservice has its own child protection has its own child protection officers in each facility, who receive regular training.

One member of the Einsteinchen pedagogical team has also been trained as a child protection officer who sensitizes the entire team to the topic of child protection. She discusses important procedures and standardized process chains with the team in the event of a risk to the well-being of a child.

General self-image and our image of the child

Our image of the child

Our understanding of early childhood and elementary education is fundamentally based on an image in which children are seen as growing people with an independent personality that must be respected. As independent "actors in their development" they are open-minded, curious and spontaneous in their actions. In our daily work, we respect the autonomy and individuality of each child and support the children in their own self-education process.

Children have individual needs that they pursue in their daily environment, developing their skills in the process. As care facility, we would like to accompany the children on their personal developmental path.

This means that we observe the learning readiness and progress of our children in the various areas and build on this through our pedagogical work. We create a reliable daily structure, offer the children an appealing environment and provide them with emotional security, safety and protection.

The autonomous development of movement, free play and cooperative care are basic themes of the Pikler/Hengstenberg- pedagogy and essential elements in our understanding of our work. They shape our handling with the children entrusted to us.

How do children learn?

The facilities of the pme Familienservice want to be an extrafamilial system to complement the way children grow up in their families. The task of our work is to offer our children new and varied experiences outside the family.

Through living together in a group of children and the mutual exchange, the children experience emotional security outside the family as well as stimulation for to deal with the environment and learn about age-appropriate for their development.

It is particularly important to us that the children are given sufficient opportunities for free play, to be independent and learn from and with each other.

Our pedagogical Basics

The "Einsteinchen CompanyKids offer the children a prepared environment that leaves plenty of room for creativity and imagination. Learning incentives the children also receive incentives to learn, that the play materials are well visible to the children on open shelves and in boxes with corresponding symbols. Tables and chairs as well as shelves are set up at children's height. Through this the room for the children is manageable and structured.

The design of the daily routine as well as the room design are oriented the needs of the group of children and the child. In free play, the interests and developmental themes of each individual child. Therefore, the children are given sample opportunity for free play and creative play ideas. Supporting activities are offered in various pedagogical offers the different areas of development are stimulated. It is important to us that children are given the opportunity to be active in all and that each child is given the opportunity age and abilities, each child can participate in an activity.



Our facility introduces itself

Opening hours, groups, Daily schedule

Our facility is open from Monday to Friday from 7:30-18:00. The opening hours can be changed also at short notice according to the according to the individual needs of the individual needs of the families. The day care center is open on all weekdays except Christmas Eve Christmas Eve and New Year's Eve. There are no fixed closing times. The children of the facility are divided into three different groups according to age groups: Our daycare children aged 0-3 years attend the groups "Explorers" and "Discoverers". Here the daily the daily routine is geared to the needs of very young children and offers them security. The smaller children are, the more important it is the basic needs of eating, sleeping and sleeping and caring for them. The children are provided with group as well as across groups age-appropriate pedagogical offers. They practice in mastering everyday tasks such as dressing and such as dressing and undressing and cleaning up together tidying up and playing together.

The elementary children aged 3-6 years are looked after in the group "Adventurers". The daily routine is structured by the regular, shared meals. The elementary children are involved in the organization of the daily routine. They can choose activities according to their choose activities according to their individual interests and pursue certain topics for project work. Central importance here is the alternation between activities and rest periods. The children also receive in this group according to their age the opportunity to sleep or rest according to their rest.

Location, district, premises, Outdoor area

The "Einsteinchen CompanyKids are located on the premises of the Helmholtz-Zentrum hereon GmbH directly in front of the main entrance of the research center.

Parking spaces are parking spaces are available for all parents near the available for all parents.

Our room concept

The "Einsteinchen CompanyKids" facility has bright, child-friendly rooms and a large, child-safe outdoor area. The outdoor area is located on the edge of a forest with different levels, playground equipment and its own garden where flowers, vegetables and herbs are planted.

The flexible room concept allows the children to meet as well as to have peace and quiet. It also meets the highest safety standards.

A large, central movement room in the entrance area of the daycare center offers the opportunity for movement and free play activities. The group rooms are furnished according to the different age groups of the children. The nursery children have a group room with manageable play areas and small movement elements. A mezzanine level serves as a separate play area, which is according to the needs of the children. Another room, which is accessible via the group room is used for the children's rest periods and naps. The elementary children have a large group room, which is divided into different functional corners such as for example a building carpet, a doll kitchen for role play and a book palace. A studio invites the children to engage in creative activities. The integrated sleeping platform offers the possibility for quiet times and naps. A separate room with seating, a workstation with computer and sufficient literature is available for parents during their children's settling-in period. This is also where the regular parent meetings also take place here.

Pedagogical team of experts: staffing and qualification

The care team consists of professionally qualified, trained pedagogical staff and if necessary, additional caregivers. The recruitment takes place within the framework of the legal requirements and according to the specific requirements of the client and the sponsor. The management of the facility is assumed by a pedagogical specialist. The organizational and planning tasks are carried out by the daycare management and the pedagogical consulting of the pme Family Service. At present, the "Einsteinchen CompanyKids" currently employs ten trained pedagogical specialists and one housekeeping staff.

Nutrition in our daycare center

For us, eating is one of the most beautiful events of the day. We want the children to enjoy and to give them a sense of belonging through a feeling of togetherness and coziness. It is especially important to us that the children have enough time to eat, talk to each other and learn the rules of behavior. In the facility "Einsteinchen CompanyKids", all children are offered a varied and wholesome breakfast with various beverages. The "Porschke-Menümanufaktur", a caterer specially geared to children, supplies us daily with freshly prepared, warm lunches and fruit and vegetables for raw food meals in the afternoon.

The menu composition corresponds to the recommendations of the German Nutrition Society. In the selection of raw materials regional and seasonal products. The "Porschke-Menümanufaktur" is based on the DGE quality standards and is certified accordingly certified (2014).

Children who are cared for in the facility until 6:00 p.m. receive a nutritious evening meal.



Goals, methods, focal points of the pedagogical work

Educational goals

The focus of our work is the children with their needs and interests. The pedagogical goals and methods are determined by age-appropriate developmental themes, such as exploring and discovering one's own abilities and limits, independence, search for autonomy, overcoming fears and identity formation. The objectives are based on the "Guidelines for the Educational Mission of child day care facilities" for Schleswig-Holstein of 01.12.2012 and their educational areas.

In our facility we place a special emphasis on research and discovery of the respective educational areas, since research corresponds to the child's nature. For us, research means things and phenomena with curiosity phenomena, to educate oneself and to orient oneself in the world.

Young children discover the world primarily through sensory impressions and gain experience through routine, which make them open to new things. Direct encounters with plants, animals or things can become emotional experiences and offer the children the opportunity to spend time explore and make observations. Each child enriches the research process with his or her individual perspective and their own prior experiences. In dialogue about exciting or puzzling things, educational discussions develop, which stimulate reflection, initiate projects and promote the development of mindfulness, empathy and responsibility.

The exploratory approach strengthens the children's self-confidence and gives them the possibility to perceive the needs of the children and to orient everyday pedagogical life accordingly. The exploration of a child can contribute to building confidence in themselves and in the world.

Get in touch with yourself and the world

(Ego-competence as a prerequisite for a healthy development of the personality)

- Knowing and expressing one's own emotions and being able to express them
- Developing self-confidence
- Taking responsibility for one's own actions
- Develop a sense of community
- To live out curiosity, creativity and spontaneity

Helping to shape the community and asking questions about meaning (Bonding and social relationships as a foundation for education and learning)

- Showing appreciation and empathy
- Recognize and acknowledge differences and acknowledge them
- Knowing the rules of living together
- Train conflict and compromise skills
- Understanding democracy and solidarity

To perceive oneself and the world perceive with all senses (physical, mental and social sensations
Bringing sensations into harmony)

- To get to know one's own body
- Enjoyment of movement and physical Challenge
- Training of the body's own scheme
- Experience what keeps psyche and body healthy
- Developing one's own child sexuality develop

Talking and thinking with others (Language as the key to understanding the world)

- Desire and joy in exchange and language of all kinds
- To make contact with other people with other people, being able to listen
- Expanding vocabulary, also multilingualism experience
- Experience the diversity of communication experience
- Develop media competence

Being creative and experiencing music (Creativity and musicality as part of life)

- Own possibilities of expression experience
- Experiences with different materials, textures, etc.
- Having fun with making music, melodies and rhythm
- Knowledge about songs, dances and their meaning
- Imagination and creativity as a motor for further learning

Exploring the world and its rules (Natural science as a basic as a basic experience)

- Having fun with numbers and shapes
- Basic understanding of order structures
- Developing the desire to get to the bottom of things
- Seeing connections between nature and technology
- Joint research and exploration

Inclusive education - "all are welcome"

Under the term inclusion we understand inclusion, and belonging. Therefore, we want to include every child with his or her individual needs into our institution. This means that we do not exclude any child and work with all children in an unbiased. We involve our children and let them participate in the selection and implementation of pedagogical topics in everyday life. We offer a wide range of games and learning in which they can develop their individual skills and their individual competencies become active together because all children learn with and from each other!

Familiarization of the children: Berlin Model

The transition from the family to a childcare facility is a great challenge for children and parents. Our facility designs the acclimatization phase according to the Berlin Model according to Professor Laewen. According to this model the child is gently separated from the parents and the respective pedagogical staff in order to give them an optimal and fear-free start in our facility. The duration of the process is variable and is always oriented on the child and his or her previous his or her previous experiences. The parents receive daily feedback from the child's primary educator on a daily basis and of the child and are in close contact about how the settling-in process is going and what impression both parents and educators have of the child's emotional state of the child.



Methods and their practical implementation in our pedagogical work

Project work

The method of project work ensures a long-term planning and implementation of content-related projects. It is the appropriate form of work for a daycare center that sees itself as an educational institution and offers the children the opportunity to actively participate in shaping their lives in the facility.

Participation

The active participation of the children in all processes that affect them is conceptual design feature in our facilities. The prerequisite for this is a dialogical understanding of communication between adults and children.

The educators see themselves as learners as well as the children. In order to involve children in decisions, there are regular morning circles take place and voting within the group (majority principle). Rules are also defined together.

Children are actively involved in the design of the room, and group, and formulate joint agreements and rules. In projects, their interests are taken up and explored under different aspects. Children are included in necessary assistance planning according to their age involved.

Educational focus "Little researchers"

In our facilities we work according to the concept of the foundation "House of Little Scientists". Every child is given the opportunity to their inclinations, interests and talents for science and technology and explore the exciting world around them. This is not primarily about scientific content, but rather to arouse the children's curiosity of the children and the confrontation with corresponding topics such as shapes, colors, patterns and structures, sizes or distances in everyday life.

Movement promotion according to Pikler & Hengstenberg

We pay special attention to the possibilities of targeted movement promotion from the very beginning. We are guided by the concepts of Emmi

Pikler and Elfriede Hengstenberg, which focus on the individual development of each child.

In our facility, each child is given the opportunity, according to his or her individual developmental stage. Movement is an integral part of our facilities and is available in many different forms: spontaneously, as a targeted offer, in free play, during "movement units", indoors and outdoors, alone and in the group.

Animal-assisted pedagogy

The keeping and care of animals are an integral part of the pedagogical work in our facilities. Children learn through empathic behavior, responsibility, regularity, order, cleanliness and discipline. In the sense of holistic education, animal husbandry is also a way to stimulate the children's senses and enrich their living environment.

The garden offers a large field. Together topics such as the value and insects for the garden are discussed, insect houses are designed in the behavior of earthworms in the aquarium or the transformation of caterpillars into butterflies. For the children, the interrelationships in nature are made tangible for the children arouse curiosity and interest in research.

Lilo Lausch and Karl Klecks - Language education integrated into everyday life with an English focus.

In our facilities we live a targeted everyday integrated and continuous language education, which is directed at all children. In cooperation with the Listening Foundation we have created a concept that supports children's language development at the level of listening skills strengthens. For us, everyday integrated language education means making the everyday life in a linguistically stimulating and using language through an appreciative, sensitive dialogue as an important means of communication. Children can communicate in German and English and other languages in a variety of and experiment with language and themselves as self-effective and competent. With two hand puppets - Lilo the elephant and our so called Karl Klecks - we playfully strengthen the ability to listen and to communication in the group.

Media use

Children are learning the media use at an earlier age. It is important to us that in our facilities the competent handling with media. The focus is on a well-founded, responsible and developmental media education and on human-media interaction.

In this way, the media complement the immediate sensory experiences and children's play with their peers. Children who are in a learning, social and creative relationship with the media, can use them as a further impulse for shaping their educational processes. In this way, they do not become passive consumers, but rather enter into an active participation in an active co-constructivist exchange with peers and adults.

In everyday life with the children we use a variety of media, e.g. picture books, CD players, digital cameras, laptops and iPads and create age-appropriate media education activities, media-pedagogical projects in which children can actively discover and explore media.

"BeDo" - the observation documentation for parents and child.

A colored Be-Do folder is created for each child. This is a folder. In this folder there is room for the child's self-drawn works as well as theme sheets that are worked on together with the child. These are filled with photos that the children choose themselves, verbatim quotes, stories about the children and their life in the kindergarten and at home. It is a good way to involve parents and to create them together. The child experiences the cooperation between parents and daycare center.

Sustainability

Our concept for sustainable development is about responsibility for our environment and about taking a position for a more conscious handling of existing resources. We would like to work together with all generations that have to do with our daycare centers (from parents to educators), we want to raise awareness of the educators), to create an awareness for a change in values in dealing with nature and our life resources.

"Transition from daycare to school

The "preschool work" is integrated into everyday life and is expressed mainly in the practice and consolidation of independence. The children receive specific offers their individual interests.

Quality assurance: Concept & Quality Manual, NKK, DIN EN ISO 9001:2015

The pedagogical facility concept is implemented and "lived" in everyday life, taking into account the quality standards for facilities of the institution carrier, pme Familienservice GmbH.

The team works regularly on the implementation of the concept and is guided by the requirements of the National Criteria Catalog (NKK) by W. Tietze and S. Viernickel. The pedagogical specialists regularly reflect their pedagogical actions on a regular basis.

A pedagogical specialist in our facility accompanies quality assurance in the entire team through various working groups and corresponding pedagogical topics. Through regular staff and parent surveys in reflect and improve our own work. Regular case discussions as well as individual, group and team discussions, but also consultations, individual and team training ensure the high quality of our work.

Our facility is certified according to DIN EN ISO 9001:2015 certification and is audited both internally and externally on an audited. The continuous review of the quality standards is accompanied by our quality representatives of our facility is accompanied and carried out.

In addition to our professional consultations management meetings are held several times a year to deepen pedagogical qualifications. In addition, there is a structure day within the team takes place to work intensively on various pedagogical topics. Along our process chains in emergency and crisis situations is available to parents in addition to the support from the facility a free advice hotline which is run by our trained life situation coaches around the clock. Our team regularly take part of first-aid courses and evacuation drills, and they are supported by internal process chains and, if necessary through internal and external consulting services such as supervision or coaching.



Partnership cooperation with families

Participation of families

Our families are seen as essential partners in the educational process. They are with their individual interests, needs and special living conditions taken seriously. In the "Einsteinchen CompanyKids all family lifestyles are equally recognized and supported. We work on trusting and continuous relationships with our parents and place value good contact between the parents with each other. Our annual planning includes joint events with the children, parents and pedagogical teams, such as joint excursions and parent activities, overnight stays at the daycare center and carnival celebrations.

We conduct annual parent surveys to determine the level of satisfaction with the services offered and the pedagogical quality of the facility. The results of the surveys are evaluated with the parents' representatives, in the team and are passed to the parents anonymously, and used for the further development of the program.

Methods of parental work

The involvement of parents is important to us. Parents are involved in various ways forms of participation:

- Communication and information on many levels (notices on the information walls, e-mails, letters to parents).
- Daily door-to-door conversations for important information about the children
- Annually elected parent council and close cooperation with the respective parent (participation of the annual events, support at festivals)

- Cooperation of the parents in the daily routine of the facility, for example excursions and celebrations or "living" Advent calendar
- Parents' evenings, where topics discussed by the parents regular, individual parent meetings
- Involvement in the design of the "BeDo" folder of the children

Complaint and Feedback management

Children and their families are with their individual interests, needs and special living conditions taken seriously. In our facility we live a transparent and appreciative feedback and complaint culture. In doing so, we perceive children in a particularly sensitive way. They express their complaints according to their age and their developmental abilities. Through a participatory attitude and sensitive observation we enable the children their wishes and needs in morning circles, in projects or individual discussions. The teachers and the entire team are aware of children's dissatisfaction, reflect on and document them and search for solutions together with the children to find solutions. Depending on the nature of the dissatisfaction discussed and worked on individually.

Throughout everyday life, children are encouraged to express their opinions with and without words and are given the feeling that they are taken seriously and seen. They experience the team members as role models in dealing with feedback and the joint search for solutions. Parents have the opportunity to voice complaints in a variety of ways. They can address their complaints to team members, the management or the provider in person, by telephone or by e-mail. Along our process chain for dealing with complaints, we take all complaints seriously and see them as an opportunity to examine and further develop our structures. Good, open and trusting cooperation

with all parents is important to us. We value a personal discussion with all parties involved (parents, management, team members, sponsors, cooperation partners) and to deal with complaints in a transparent, solution-oriented and timely manner. Decisions are made by the management in consultation with the site management, taking into account all points of view, in particular the best interests of the child, and on the basis of our concept. Complaints are regularly reflected upon, documented and evaluated in case discussions and annually in an institutional analysis between management, team and provider. Parents receive information during the admission interview, at parent-teacher conferences and in parent-teacher meetings.

Literature

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