

Pedagogical policy CompaNanny

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1. Pedagogical Vision

CompaNanny believes in a better world and spends every day investing in the development of new generations that can contribute to this. This is the mission (the WHY) of CompaNanny, a place where child development takes centre stage. The first years of a child's life are crucial in determining what kind of person he or she will become – what role he or she will play in their own lives, the lives of loved ones and the world in which we live.

CompaNanny aspires to be an asset to children by assisting them in their development and thus supporting parents, too. By providing children with the right environment within a safe Pedagogic setting, they can develop to their full potential.

In his or her first years, a child's perception of the world increases step by step. Children develop from a self-centred creature (I), to someone who looks for interaction with others (we), to a social person who is aware of the impact his or her actions have on the growing environment (world).

This growth of perception requires the development of various skills within each of these three levels (I, we, world). Our Nannies guide and encourage the children to develop these skills, ensuring that their focus becomes more intense during the times when a child is receptive to particular stimuli or types of interaction (the so-called 'sensitive periods'), and taking into account the individual abilities of each child. CompaNanny's aim is to use its pedagogical philosophy to not only inspire Nannies but also parents. It allows children at CompaNanny to develop from a self-focused individual to a social human being who participates and contributes to his or her surroundings, society and the world.

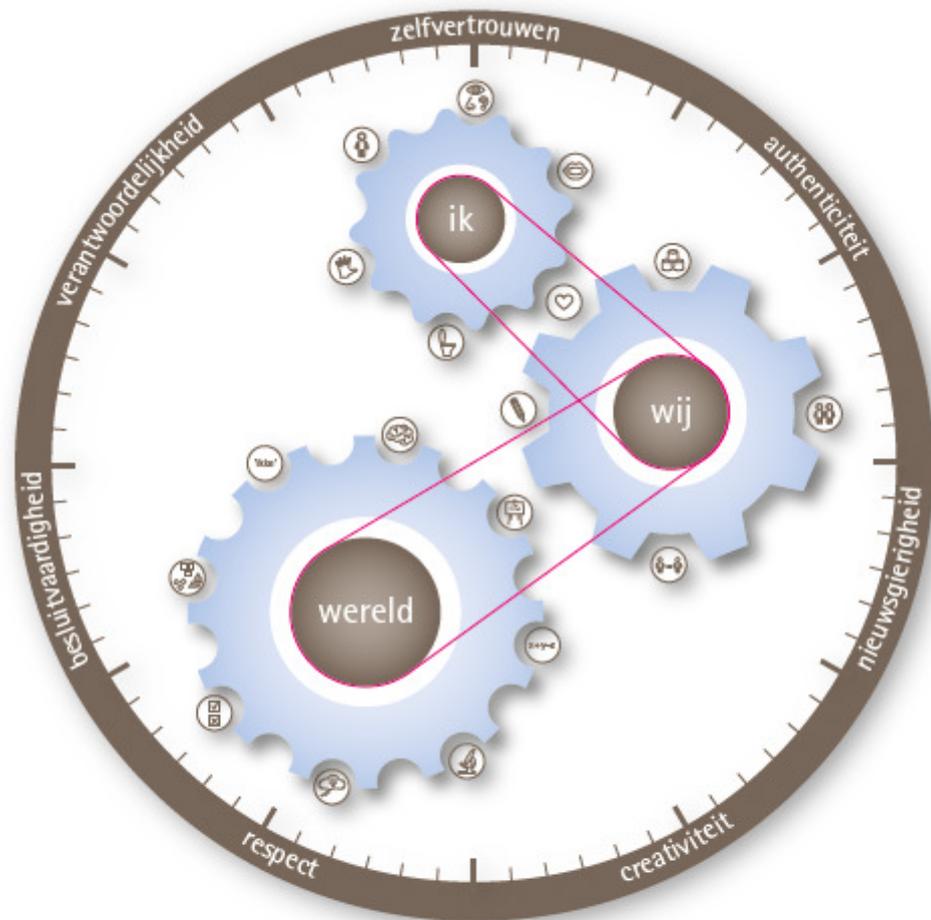
Children growing up in the Netherlands in the 21st century, live in a society made up of people with all sorts of different backgrounds, lifestyles and cultures. When they grow up to be adults, they are expected to be able to choose their own lifestyle in an environment characterised by great diversity. They will need a certain set of skills to do so.

The vast number of skills that a child develops during his or her first years can be categorised into groups, each of which is represented by a symbol. CompaNanny helps children to develop these skills, because we believe in a better world and want to inspire children to contribute to one. The support provided enables children to form their own values and, ultimately, instil them in the world around them. The following values apply to CompaNanny as a starting point:

- *Respect for oneself, others and the world*
- *Self-confidence and authenticity*
- *Responsibility and decisiveness*
- *Curiosity and creativity*

The content of these values and how we intend to teach them to the children will be looked into in greater detail in [chapter 2.3](#).

The cohesion between the Me, We, the World skills and these values are illustrated on the following page, where the rounds in the visual are symbolizing the different skills.



Het mooiste dat een kind voor de wereld kan worden, is zichzelf.

The best children can do for the world is to be themselves.

- Respect for oneself, others and the world
- Self-confidence and authenticity
- Responsibility and decisiveness
- Curiosity and creativity

2. The Four Pedagogical Goals

In order to support children to our best ability while they are developing, there should be enough focus on the four pedagogical basic goals. These goals, as described by the Dutch pedagogue Riksen-Walraven, are also recorded in the Dutch Childcare Act and are used as a guide while guarding the pedagogical quality levels and used as a starting point in how children are treated. These 4 basic goals are; emotional security, personal and social competences and the teaching of norms and values. In the paragraphs below, the goals are looked into and it is described how Nannies implement them in their work with the children.

2.1 Emotional security

Emotional security is of the utmost importance to children with reference to their development. Children should be able to trust and rely on the people and environment surrounding them in order to be able to explore and develop their abilities. To guarantee children's emotional security, they have their own familiar group of as many regular Nannies as possible. In this way, children are able to build meaningful relationships with the Nannies which enhances the emotional security.

Settling in

For CompaNanny it is very important that parents and children feel welcome and comfortable at the CompaNanny location. The most important goal of the settling in period is for parents and children to become familiar with CompaNanny and that they get used to their new environment step by step. Investing in building a sound relationship is essential; when parents and children feel comfortable and safe, this will have a beneficial effect on the child's development.

There is one settling day at the childcare centre before the contract is in effect. To have the transition from being at home to being at CompaNanny run smoothly, we ask the parents to join their child on the group for 30 minutes. The child will stay on the group for a few hours after the parents have left. The second and third settling in day will take place after the commencement date of the contract. During these days, the number of hours the child stays on the group will be increased gradually and the parents will be consulted on this matter. We will observe each child individually to determine its needs and wellbeing.

When children move from the baby group to the toddler group, they will also be given some time to settle in. The child's regular Nanny will join him or her on the new group and make sure the child feels secure in the new surroundings.

The out-of-school care also offers children the time to settle in into a new group and a new environment. Children usually start school for the first time during this period and have to deal with a lot of new impressions. The child and parents will be asked for input on how the first (settling in) days are scheduled. Some children can handle a full day or afternoon straight away where other children need to increase the hours at CompaNanny more slowly. The parents will be asked to consider the possibility to pick up their child a little earlier during this period.

The daily rhythm, transitional moments and rituals

A set daily rhythm with elements such as bottle feeding time or eating at the table, sleeping and playing, offers children a sense of understanding and predictability. By pointing out these moments and transitions to children, they know what is going on and what to expect next. Amongst other things, a good preparation allows these transitions to run smoothly and the Nanny will offer the child a sense of security. By making use of rituals, such as singing songs or being silent for one minute

before meal times, reading a book before sleeping or having a set number of actions when changing nappies, the child becomes used to a set pattern and can relax and prepare for the moment.

Communication

By being honest and sincere when communicating with children, making sure to not judge and speaking to children at eye level, the Nanny can offer the child a sense of emotional security. By describing the child's behaviour, needs and emotions to them, the child feels seen and heard. The Nanny is available to the child and responds to questions and initiatives to make contact. The Nanny does this by for instance:

- Describe to a baby: 'I hear you crying, you are hungry, I am going to prepare your bottle now';
- Describe to a toddler: 'you have fallen, I can tell you are upset';
- Describe to older children (4-12 years old) have a conversation about their interests and taking their questions seriously and offering them tools to answer their questions.

Supporting autonomy

The Nanny tries to allow the children as much independence as possible while they are discovering the world around them. The Nanny takes on an available demeanour while observing the child and is able to intervene when necessary. By allowing the child to undertake action independently but being available and around all the while, the child will feel safe and therefore undertake actions or try something sooner.

The Nanny encourages the child's independence by for instance:

- Letting a baby start to play independently and by offering the room to decide with what, when and how the baby will use the materials offered;
- Offering toddlers the room and time to dress themselves;
- Allowing a six-year-old to lay the table;
- Encouraging a ten-year-old to find a solution to a conflict him or herself.

Saying goodbye

Saying goodbye to a parent (or any other person they are attached to) is something children need to learn. When a parent leaves, the child is accompanied during this process so that the child is aware of the fact that the parent is leaving but will also return. The Nanny guides the child by telling them what is going on and what the consequences are (describing what the parents are doing and that they will return). Saying goodbye properly is important to a child because it allows them to then play in a relaxed way.

Interior lay-out and materials

The Nanny supplies materials which are tailored to the children's various needs and creates an interior lay-out which offers the same. For babies, this can, for instance, be a rattle, a cuddly blanket or a grabbing ring. For toddlers you should think of collectable items, imitation toys or building blocks. And for older children (4-12) options are, more challenging building materials, magazines or crafting material. The Nanny tries to make sure to keep the child's visual field in mind when furnishing the room. Younger children will want to be able to see the Nanny more so that they know where she is and to see if she is available to them. Older children also need time to themselves and a place to retreat. By responding the various needs, the Nanny increases each child's sense of emotional safety.

Emotional security on a different group

Parents are offered the opportunity to bring their child on a different day if the child has been absent on programmed days. It is also possible to (temporarily) increase the number of care days. In this case,

we will check to see if there is room for the child on the set group or the base group where the child usually stays. If this is not the case, we may choose to place the child in a different group of the corner (2nd preference) or in a different group. We ensure the child's sense of emotional safety by sticking to the same daily schedule, the same rituals and by having the same approach on all the different groups. This offers the children predictability. The two groups of one corner also open and close together so that the children recognise the Nannies and the children of the other group. A proper transfer of information between the Nannies and the parents and between the Nannies of various groups is also ensured.

If a child can only be cared for on a completely different group, it is important that the parents give their explicit consent.

Extended care is offered on the set group at the same childcare centre. This also means that children of other groups can be given extended care on a (different) group. The sense of emotional security is ensured by always offering care in the same room, by having the room look familiar at all times and by the fact that children will be able to recognise the materials and the toys. Besides this, the regular Nannie and the Nanny on the extended care group will make sure to exchange all the necessary information about the children. In case of a different Nanny, the transfer will be carried out via the digital parent portal. The main aspect of the atmosphere is that is safe, comforting and relaxed. The age of the children present can range from 0 to 12 years old at the locations which are linked to an out-of-school care so we make sure to consider all the different ages of the children and the accompanying needs. Children are picked up and seated on the Nanny's lap, are cuddled, are read to, sing songs, make puzzles, make drawings and/or build with blocks and the like.

Familiar faces

It is important for all children to have the same trusted Nanny on the group so that they can feel safe, confident and competent. These are the conditions under which a child is able to make the next step in his or her development. This is of extra importance for the youngest babies. Babies aged 0 to 1 are given two familiar faces; one of these two Nannies should always be on the group of that child. Groups that have more than 2 Nannies, will offer a child no more than 3 familiar faces.

In highly exceptional cases, both Nannies may not be available, for instance due to illness, leave or holidays. Our aim is to fill this spot with a Nanny from a group next to the original group, with a familiar face to the group, such as the Group Team Leader (GTL) or the de Pedagogical Coach (PC) or by a regular Flex Nanny of the baby groups. In this way, the children are confronted with as few different faces as possible which adds to the child's sense of emotional security.

There are legal demands regarding familiar faces for the out-of-school care. We do, however, also try to stick to a regular team of involved Nannies on these groups. In case of these Nannies not being available, they will be replaced by familiar Nannies of another group or by a location's regular Flex Nanny.

The child chart, which can be found on the parent portal, indicates who are the child's familiar faces.

2.2 The development of personal and social competences (skills)

It is CompaNanny's aim to have each child adopt a number of important competences during the time the child is with CompaNanny. When we say competences we actually mean skills. When developing these skills, a child is laying a strong foundation for his or her future. We accompany and encourage children while they are developing these skills.

Mentor and observations

Each child is appointed a mentor who will keep a close eye on the child during his or her stay with CompaNanny. The mentor is the contact person for the parents (and at the out-of-school care he or she is also the contact person for the child) so that they can discuss the child's development and wellbeing. In order to create a clear of the development, the mentor will keep track of this by using child observations. During these observations, the mentor focuses on how a child feels and how he or she is adopting new skills. This offers the Nannies and the parents information on what the child needs and how to adapt to the needs of each child.

An observation report is made each 6 months at the childcare centre and at the out-of-school care, this is done once a year. Around the child's birthday, the he parents are invited for a meeting in which this report is explained by the mentor. The parents are in no way obligated to take up this offer. Besides the report, the Nannies will keep the parents informed on the child's development on a daily basis by talking to them when they pick up the child and/or by writing a short report on the parent portal. When the child turns four years old, he or she will start primary school and possibly to a CompaNanny out-of-school care. In order to have a smooth transition from the toddler group to the primary school and out-of-school care, the last report will be shared with those concerned. The parents will be asked for their consent and if there should be any concerns the report will not be shared. The school will then receive a letter in which it is explained that the parents have not given their consent to share the report.

The mentor of each child is stated on the child chart on the parent portal.

Signalling and referrals

It is important that children have enough room to develop and discover the world at their own pace. It goes without saying that we at CompaNanny allow children this space. However, sometimes Nannies may have their doubts about whether or not children are developing fully at the childcare centre. The Nannies may be faced with questions about a child's development after observing them. A child may show remarkable behaviour compared to what may be expected from a child of his or her age.

The children should be offered the correct surroundings, challenges and the right level of encouragement, so that he or she can develop best. The most important issues are that the child feels safe and at ease at CompaNanny. For some children, it may be questionable if CompaNanny is able to offer all of this.

The younger a child is when help and guidance is offered in possible learning delay or for problems, the better it will be for the development of that child later on. It is, therefore, extremely important to spot possible delays and problems as soon as possible. CompaNanny is not authorised to diagnose or to implement a treatment plan. We can, however, be the ones who have a detecting function and refer the parents to a 'Ouder en Kindteam' (Parent and Child Team), youth services and/or the family doctor.

Nannies who have questions about the development of a child or about a certain situation (for instance something that has occurred on the group) will first discuss this with their GTL and/or PC. If there are any worries about a child which are possibly related to abuse/neglect, the Nannies will implement the 'Reporting Code for Domestic Violence and Child Abuse' and take the required actions together with the GTL, PC and LM.

18 personal and social skills

In order to provide insight into which skills children are developing, CompaNanny has made a format based on 18 fields of competence. These fields contain skills related to personal and social competences. An overview of the developmental level of these competences for children aged 0 to 12

years old, is available via an online application (The CompaNanny Guide). In this application, both the Nanny and the parents are able to look into the competences the children are developing based on their age (0-1, 1-2, 2-4, 4-7, 7-12). The competence is connected to an action that can be undertaken (for instance an activity, way of communicating or playing material).

We have made an overview of the important milestones in these 18 fields of competence and added what the nanny or the parents can do to encourage this skill:

Senses

The development of the senses starts in the womb and carries on after the baby is born. Some examples are: the development of sight, hearing and the sense of smell.

The Nanny can offer young children (0-4) materials in various shapes, colours and of different weights and sizes. It offers new insights because children are able to discover what the possibilities of these materials are. The sensory skills of older children (4-12) can be stimulated by, for instance, mentioning the taste of something (sweet, sour, salty). This allows children to learn about tastes and different foods and they will be able to recognise them later.

Gross motor skills

The gross motor skills consist of all development in movements made by our bodies. Many of these movements are learnt automatically because they are movements made by us on a daily basis.

Examples are: rolling, sitting, crawling, walking and running.

The Nanny encourages the development of these skills by offering children the relevant space and materials. Inside, this could be materials they can climb on or clamber over (for instance large cushions) and by going outside on a regular basis they can use up their excess energy and practice skills such as running and jumping.

The development of the gross motor skills of older children (4-12) consists of, besides further developing the previously learnt skills (0-4), skills such as jumping rope, throwing and catching and playing hopscotch. In order to encourage the development of these skills, the Nanny offers the children plenty of physical space and materials to practice, such as a skipping rope or balls.

Fine motor skills

The fine motor skills consist of all movements made by our hands and fingers. Developing these skills requires focus and concentration. Examples are: clutching, grabbing, writing and using scissors.

The Nanny encourages these skills by offering (play) materials for the child to practice with such as blocks, rings and scissors. As children grow older, they will further develop their sense of clutching, grabbing and the rest of their motor skills and movements. The Nanny offers more challenging drawing materials such as pencils and pens.

Play

Children learn by playing. This skills cluster consists of development made by means of play. Examples are: playing alone, playing next to each other and playing together. The Nanny encourages children to play individually and next to each other (0-4) by offering children a place where they can play safely and in a relaxed way and by offering them materials that match their interests. Playing together and games with rules (playing together from the age of approx. 3 years old and games with set rules from approx. 4 years old) can be encouraged by playing these games at home (for instance with siblings or friends) or by playing outside in a playground where children can make contact with other children.

Language

Learning how to communicate is essential for every child. Development of language consists of babbling, using words for the first time and eventually being able to form complete sentences. The command of a language and understanding of grammar will further develop from the age of approximately four years old. By talking to and with children from an early age onwards, they learn about language and words. By offering older children reading and writing material you allow them to practice their language skills.

Drawing

Besides it being a fine motor skill, drawing is also a cognitive skill. At first only simple shapes will appear but later, children will use their imagination and fantasy to draw images. Children will start to develop drawing skills by drawing scenes and more realistic images. The Nanny focuses on this skill by offering the children drawing and writing material such as, paper, pencils and crayons.

Emotion

The development of emotions consists of skills such as recognising personal emotions and those of others, learning how to control these emotions and sharing them with others. The Nanny starts mentioning the child's and her own emotions from an early age. This develops the child's awareness of his or her own emotions and they will recognise and be able to control these feelings. Babies and toddlers will only respond to their own emotions at first, this emotion regulation will develop further with time. The Nanny matches her expectations to where the child is in its development of this skill. As a child ages, limits will be put in place when it comes to showing these emotions. The Nanny supports the child by explaining her expectations regarding showing emotions.

Toilet training

Although toilet training is not related to a specific age, it is more than likely that every child will become toilet trained at some point. It is however, important to wait until the child indicates it is ready both physically and emotionally. The Nanny can, after discussing it with the parents, introduce the child to the potty or the toilet. Offering imitation material like a doll's nappy or a cuddly toy's potty can help a child get used to the idea of potty training in a playful way.

Reading-Writing-Arithmetic

These skills focus mainly on recognising letters and words, having understanding of weight, notions such as more/less and reading comprehension. At a young age, the Nanny introduces this interest by offering materials in certain quantities so that counting can be practiced. By singing songs or nursery rhymes about counting, children are made familiar with numbers and letters during play. Older children (from the age of four) are given reading and writing material by the Nanny.

Imitation

The development of imitating runs from observing others to being able to imitate this behaviour immediately and finally to being able to remember this behaviour and reproducing it at a later date. Older children (from the age of four) also imitate behaviour of others, for instance by acting the role of a shopkeeper or police officer. The Nanny can encourage imitation skills by offering materials that can be used to imitate (kitchen utensils, dolls, dress-up clothes). The Nanny is also aware of her being a role model because children will inevitably imitate her behaviour too.

Self-awareness

Self-awareness is the development of skills that allow children to become aware of themselves, that their behaviour has an effect on their surroundings and will allow them to compare themselves to others and see themselves as individuals.

The development of self-image (seeing themselves as individuals, having an opinion of themselves and being able to describe themselves) is a skill that falls under self-awareness. The Nanny encourages the development of self-awareness by describing emotions, needs and behaviour to the children. This is done at all ages and the Nanny takes the level of development of the child into account.

Relationships

This involves skills that are related to forming relationships with others. Examples are: the development of making connections, empathic skills and being able to adapt.

The development of bonding occurs when a child starts to develop a preference for people in the direct surroundings of the child. Children will start to recognise people and will consequently feel more at ease with these familiar faces. The Nanny is aware of this and responds to this at moments when it can be exciting for children to meet new people, for instance during a settling in period. By describing situations, emotions and their own actions to children, they will be prepared for what is to come. This creates a sense of calm, trust and safety.

When children reach primary school age, empathy will start to develop further. Children start to realise that each individual is different and that there are different emotions that go with this. Describing and mentioning these different emotions and needs will help children recognise them. Respectfully setting boundaries, the Nanny describing what is seen and heard during conflicts without passing judgement, children are encouraged to put themselves in someone else's shoes.

Categorisation

Categorising consists of skills related to learning how to sort, compare, collect and combine objects. These are competences that children start to learn about and develop when they are aged between 0 to 2 years old. The Nanny encourages the development of this skill by offering children materials they can practice with. She also prepares the room (basket with building blocks with a variety of size and colour) and so encourages categorising.

Cause and Effect

Skills related to cause and effect are for instance, being able to assess consequences of certain behaviour, developing more goal-orientated behaviour and making logical associations.

From the age of 2, children start to have more control of what happens around them and from the age of 4 they will have developed a sense of what the consequences of their own behaviour. The Nanny describing this behaviour and its consequences, will make the child more aware and it will encourage empathy.

Moral development

The moral development involves skills which are related to the understanding of good and bad, learning about rules and following them and the development of a conscience.

At the age of about 2 years old, children start to develop an awareness of how things should be (for instance, seeing that something is broken). This development carries on developing for a long time. The Nanny describes the behaviour and its effects, this slowly creates awareness regarding their behaviour and its consequences. From an early age, the Nanny explains why something is not allowed. This

explanation offers clarity and structure even if the child does not fully understand the exact reason why something is not allowed.

Children develop their moral understanding further from the age of 4. When a child is about 8 years old, he or she understands that rules can vary from situation to situation (a rule set by a Nanny may be different with a parent). By telling the child what is expected, the Nanny offers the child clarity. The Nanny needs to be aware of her role, her behaviour is an example for the children and that is why she needs to act according to the applicable rules and regulations. This will inspire the children to behave according to the rules.

Memory & Concentration

Children develop the ability to remember information and learn to focus on a certain topic and keep their focus there.

This ability to concentrate keeps on developing. For instance, toddlers are able to wait a short while because they understand postponing filling a certain need. By reading to young children or playing concentration games with them, the Nanny allows them the opportunity to practice using their memory and focussing their attention.

From the age of 4, children become more and more task and goal orientated. Children can forget everything around them when they are playing. The Nanny encourages this by offering a calm and spacious area for them to play in, both indoors and outside. Offering certain materials, such as puzzles will also help develop these skills.

Imagination

Imagination is about skills such as, symbolic thinking (playing the 'what if' game), magic thinking (imagination) and imagining and solving problems. After the first year, a child develops an imagination. For instance, a child starts to realise that someone cannot be in two places at the same time. From the age of 2, children will start magical thinking, they start using their imagination to explain things they are not ready to understand yet. The Nanny offers passive play materials to connect to this topic. This type of toy allows children to give the toy its own purpose or role by using their imagination.

From the age of 4, children start to develop a realistic view of the world. From the age of about 7, children will be able to better solve problems by first thinking it through before taking action. The Nanny offers them the time and room to come to a solution independently. This encourages the child's autonomy.

Exploring

From the day they are born, children are exploring their direct environment. A young baby will put toys in its mouth to discover what it is and from 6 months onwards they will start to look at and follow their surroundings. At 12 months, children will start to show more experimental behaviour, what happens when I drop this, or what happens if I do this again? The Nanny allows children to play independently and gives them the opportunity and room to decide with what, how and when to experiment (keeping health and safety into account). By choosing a specific activity in which children can discover things (what is hiding under the soil?), the Nanny is able to connect the activity to a child's needs and interests.

The desire and need to find out and know about things takes flight from the age of 4. Children develop an interest in the world around them and learn how to think in an abstract way and how to make logical connections. By engaging in conversation, answering questions or encouraging them to find their own answers, the Nannies support the development of this skill.

2.3 Teaching norms and values

CompaNanny considers norms and values to be the complete package of a person's social behaviour, like having respect for others, taking responsibility and taking care of the ones you love. While growing up, children take over the norms and values of the people in their environment. By means of playing with other children (also at home) and the Nanny and by continuously trying out things that are and are not allowed, children find out what these norms and values are.

Within the family and also in their relationship with the Nanny, children are given the opportunity to make these norms and values their own. They play an important role in forming the personality of the child. The norms and values are a set of ideas of how to behave in real-life circumstances. They are of great importance because they form the 'set of rules' of our society.

The Nanny is fully aware of her role when it comes to passing on norms and values. While interacting with the children, she is aware of her behaviour and she keeps a close eye on the level of development of the child and its specific needs.

Role Model

The Nanny is aware of the fact that she has an exemplary role and will therefore, always make sure to stick to certain behavioural rules consequently so that children can learn norms and values from her. Because of the way the Nanny responds, children will slowly start to understand what falls under 'good' and what is categorised as 'bad'. Young children (0-4) will imitate behaviour and test the boundaries. The Nanny takes this into account, describes the behaviour and expresses her expectations. With older children (4-12) it is easier to have a conversation about the reason for certain norms and values.

Dutch culture

The basis from which CompaNanny operates, is the Dutch culture and its norms and values. Attention will be paid to the typical Dutch holidays and traditions. In western society, many different nationalities and cultures live with and next to each other. This leads to a variety of norms and values. If necessary, the Nanny will explain these differences to the children and emphasize the need for respect regarding these differences. To come to full conformity with the parents is important and the Nanny will discuss matters with them but there should also be room for diversity. By describing and explaining this, children are taught that you can have respect for people who are different and they will learn how to respond to this.

CompaNanny focuses on 7 core values, our aim is to pass on these values to the children, the parents and to each other. The Nanny focuses on the following:

Self-respect, respect for others and the world

It is of great importance to CompaNanny that children learn to respect themselves, others and the world around them. The Nannies create the right conditions per age category so that children are able to learn about respect. Babies, infants and toddlers (0-4) make big steps in their development during the first years of their lives. This development can cause quite some frustration and emotions. The Nanny offers children room to develop at their own pace and treat their practice process with respect. They also allow plenty of room for children's emotions, when a child feels the need to cry or to be angry. When communicating with children, we speak using the first person. We use this when describing a child's behaviour. 'I don't agree with you climbing on the table because you could fall off and hurt yourself'. We do not use a 'you communication': "You are not allowed to climb on the table, that is very naughty". The reason for not using this way of communicating with children is that this has an accusatory tone and gives a negative experience. By communicating respectfully with children,

we teach them to treat others respectfully too. When children are aged between 4-12 we teach them to treat items respectfully and to watch their language when communicating with others. We express our disapproval about a child's behaviour but we never reject or judge the child personally.

Self-confidence

The Nanny is constantly focused on encouraging the children's self-confidence during her daily routine. One part of this development is the focus on the development of autonomy. By encouraging children to solve problems individually, they are given the message that they are able and skilled enough to make their own decisions. In the age of 0-4 years old, children's self-confidence is encouraged by letting them try things themselves first before helping them out. The Nannies will, for instance, allow the children to clean their faces after dinner and give them time and room to learn to dress themselves. Another way of developing this skill is by not placing young babies in a sitting or upright position before they have been able to do so independently. It strengthens a baby's self-confidence if he or she is given room to develop at their own tempo. To increase the level of self-confidence in children aged 4 to 12 years old, it is important to actively listen to children, show respect for their struggles and offer them enough space to come to solutions and ideas independently. Success moments are mentioned and shared with both the child and the parent(s). Giving focused praise is important in this ('X helped really well today when we were dressing his little brother, he was a great help!').

Authenticity

The Nannies consider the needs of every child and treat all children as individuals. An environment is offered in which children can make their own decisions and all of these choices are taken seriously. For instance, the Nannies offer a variety of play areas for young children and allow them to choose what they would like to play with (a corner with building blocks, an area with cushions and mats to exercise, a quiet corner with books or a doll corner to play imitation games or role play). We also offer older children (4-12) room to discover their interests and talents. We listen to children and observe to see how we can accommodate them in their needs and interests.

Responsibility

The Nanny encourages the child's sense of responsibility (for instance, treating items, people and animals with respect). By describing a child's behaviour without passing judgement and also mentioning the consequences of certain behaviour, the Nanny helps children to become more aware of this relation (between behaviour and consequence).

The Nanny is able to support a sense of responsibility with young children (0-4) by encouraging them to help with chores like, setting the table or putting away the toys. For older children (4-12) this can be achieved by encouraging cooperative behaviour when they are interacting amongst themselves. For instance by letting them take initiative and by encouraging them to play together (with brothers/sisters or friends). It is also possible to engage in conversation with older children (from the age of 4) about why and how certain rules come about and what the child's opinion is on the matter.

Decisiveness

The Nanny offers children enough room to make their own choices. With young children this is achieved by giving fair choices. This encourages children to make choices and gives the child the feeling that they can influence the situation and make decisions. The Nanny describes the choice options for the children ('would you like to wear the white t-shirt or the blue one?').

From the age of four, children start to become sensitive towards other people's feelings, they become less impulsive and are better able to determine what the consequence of their own behaviour is. The Nanny encourages children in this age group to make their own choices and try to solve conflicts themselves first. The Nanny accomplishes this by asking open questions and encouraging children to find their own answers (for instance by looking up the answer). This gives children more control and insight into the consequences of their choices.

Curiosity

Children are curious about the world around them from the moment they are born, they long to investigate and discover. The Nanny offers them the time and space they need to do this independently. For young children, the Nanny prepares an area which encourages discovering and investigating (for instance by offering items found in nature such as stones, sand, leaves and twigs). She meets the interests and needs of the children. For older children (4-12), the Nanny focuses on the need to discover by offering materials and activities/experiences which suit this need. An activity used for young children can be expanded to offer a more extensive investigation part so that it suits the older children. Questions such as, where does it come from? what happens when I add water to it? Can be asked.

The Nanny undertakes activities that allow children to be acquainted with various environments. Visits to the park, the shops or a petting zoo are all possible. The Nanny first discusses with the parents, and later agrees with the child what is desired behaviour in these situations. Besides activities outside, the Nanny can also offer themed activities indoors. The seasons can be discussed with the younger children (0-4) and it can be coupled with a crafting activity. The older children can look into themes such as, birth, war or death with the Nanny.

Creativity

The Nanny encourages children's creativity by offering passive materials and toys. These items are undefined and encourage the child to use its creativity. The Nanny offers young children (0-4) items such as, blocks, balls and cloths. These passive materials require a child's fantasy to develop. Older children's creativity (4-12) is encouraged to develop by offering them crafting material. Focus is not on the end product, it is all about the process. The Nanny talking to children and encouraging them think outside the box is also a way to stimulate the development of creativity.

3. The Groups

Set group and base group

CompaNanny offers care in set groups (Childcare Centre) and base groups (Out-of-school care). Set groups, are groups that have their own group room. The size of the group depends on the square footage of the room and the ages of the children in the group. A child will be placed in no more than two different set group rooms per week.

Base groups at the out-of-school care facility are not connected to their own room. The groups can make use of a variety of rooms.

Staff members-child ratio and deviating hours

The number of children and Nannies on a group depends on the square footage of the group room and the ages of the children. CompaNanny applies the legal guidelines regarding the staff member-child ratio, in the Netherlands it is called: *De Beroepskracht-Kind-Ratio (BKR)*, the ratio is outlined below:

Age	Number of children	Number of Nannies
0-1	4	1
1-2	5	1
2-4	8	1
4-12	10	1

Example: for every 4 children aged 0-1, there is one Nanny present.

A slight deviation to the *BKR* may occur during the day. At the start and the end of the day there are usually less children present at both the childcare centre and the out-of-school care. Many children sleep during the Nannies' afternoon break at the childcare centre. The deviation to the *BKR* will last no longer than 3 hours a day in total and during that time we will have at least half of the required number of Nannies on the group. On a regular afternoon at the childcare centre, we will not deviate more than 30 minutes. On longer days (for instance during holidays or training days) of at least 10 hours, a maximum of 3 hours may be deviated from the *BKR*.

Information on the exact group formation, group size and times that we deviate from the *BKR* are recorded in the 'specific information' document and it can also be found on the parent portal under 'My location -> Location information -> Group formation and Nanny-child ratio'.

Activities outside the set group (Childcare Centre)

For certain activities, the children may leave the set group. The maximum size of the set group is temporarily ignored. CompaNanny offers children the opportunity to explore the environment outside their group room. When children of one group interact with children of another group, we speak of an open-door policy. During these moments, the *BKR* may be temporarily ignored at a group-level. However, at location-level the *BKR* should always be applied to and be related to the group level ratio in place. The open-door policy is a pedagogical method in which children are structurally given the opportunity to play with children from another group outside their own group room. Think of for instance, playing outside, playing in the hallway or in other (group) rooms. Having the doors to the various group rooms open and the Toddler Plus activity also fall under this open-door policy.

Activities outside the base group (Out-of-School Care)

In order to offer the children at the out-of-school care extra space and the opportunity to explore, the children are free to play in all the different rooms. There are a variety of play areas on offer where they can play with materials specific to that corner (a doll corner, a building corner, a creative area, reading corner, games room etc.) The Nannies sometimes play along with the children or will read them stories but they will also let them find their own way to play. However, the Nannies are available to the children at all times in case they need them or have questions.

Grouping

Baby group

The baby group is a group which cares for children aged between 8 weeks to approx. 2 years old. When children are about 2 years old, they move to the toddler group. There are no more than 13 babies on the baby group. Depending on the age of the babies on the group, there are 1 to 3 Nannies present on the group. On the baby group, the children are cared for, for an entire day and on the same days each week. Requesting swap days and extra care days is possible but this needs to be possible for that group or on a different group. Parents need to approve their child being placed in a different group via the parent portal.

Toddler group

The toddler group cares for children aged from approximately 2 years old to children aged 4 years old, after this, children move on to primary school (kindergarten class). There are no more than 16 children in one toddler group each day. Depending on the number of children and their age, there will be 1 to 3 Nannies present on each group. Like on the baby group, the toddlers also stay the whole day and on set days during the week. Requesting swap days and extra care days is possible but this needs to be possible for that group or on a different group. Parents need to approve their child being placed in a different group via the parent portal.

Flex group

The flex group offers care to children from 8 weeks old to 4 years old. There are no more than 16 children present on a flex group with 1 to 3 Nannies. Flexible care offers varying days and half days. This means that parents need to indicate at least one month or one week in advance (depending on the location and their contract) on which days they would like their child to be present for the following month or the following week. The minimum number of days is set at 6 entire days or 12 half days per month.

Baby group (0-1) and infant/toddler group (1-4)

Some CompaNanny locations work with baby groups with children aged 0-1 and infant/toddler groups with children aged 1-4. There are no more than 12 babies on these groups and there are 1 to 3 Nannies present to care for them. There are 3 Nannies on the 1-4 year-old group, there are no more than 16 children present.

On these groups, the children are cared for, for an entire day and on the same days each week. Requesting swap days and extra care days is possible but this needs to be possible for that group or on a different group. Parents need to approve their child being placed in a different group via the parent portal.

Bilingual group

Some CompaNanny locations offer bilingual care. This bilingual group offers both the Dutch language and the English language. On each day, Dutch is spoken at least 50% of the time and for the English

language there is a minimum of 30%. This ratio offers enough exposure to both languages in order to learn both. We work with the "one teacher one language" principle, one Nanny speaks only English or Dutch for the entire day. The group works according to CompaNanny's regular pedagogical policy; this policy is available for Nannies and parents in both Dutch and English. A bilingual group offers care for children aged between 0 and 4 years old and there are no more than 16 children in one group. On a bilingual group, the children are cared for, for an entire day and on the same days each week. In order to realise enough exposure to both languages, a minimum of two care days is required. Requesting swap days and extra care days is possible but this needs to be possible for the bilingual group. Parents need to approve of this via the parent portal. Swapping days to a regular group or having extra care days on a regular group is not possible.

Out-of-school care groups

The out-of-school care groups are divided into two groups based on age, the Junior group for the younger children (approx. 4-6) and the out-of-school Club for the older children (approx. 6-12). These base groups are made up out of a maximum of 20 children with 2 Nannies watching them. The materials and activities offered to these groups are based on the age of the children and the world they live in. Children are naturally eager to learn and are motivated to explore the world around them. How children play, explore and learn can be very diverse. It is CompaNanny's goal to allow each child to get to know themselves by finding out what they like and what their qualities are. In order to achieve this goal, CompaNanny offers activities at each out-of-school care group, which focus on a variety of exploration possibilities and allow discovering in a playful way.

(Pedagogical) support

All Nannies are supported by the Pedagogical Coach (PC) while working according to the pedagogical policy and for all pedagogical issues. The PC works on all the groups of both the childcare centre and the out-of-school care at different times. The PC is also in charge of the practical translation of the pedagogical policy and vision to every day operations. The PC is focused on advice meetings, observations and Nannie coaching. The PC is also there for parents who have questions regarding the upbringing of their child.

Besides the Nannies, a group may be assisted by trainee professionals and interns (BBL, PMIO and BOL). This will be with a maximum of one third (33%) of the total minimum required Nannies at the location. They support the Nannies in their work and so learn how to work on a group independently in the future. Some of their tasks are for instance, bottle feeding, changing nappies, rearranging the group and preparing play materials, preparing activities for the children and reporting to and preparing transfers for the parents. During these processes, they will be guided by a CompaNanny (internship) coach. She evaluates internship assignments, is in contact with the vocational teacher of their education, is present at assessment meetings and arranges regular evaluation moments. Interns are supernumerary to a group, this means that they assist the qualified Nannies but are not counted in the staff members-child ratio. Interns can incidentally be employed as actual employees in case of Nannies being absent due to illness or during the intern's school holidays. Trainee professionals also start on a group on a supernumerary level but will gradually work towards 100% formative employability. The rate at which the trainee professional develops to 100% formative employability is different for everyone and depends on how quick he/she develops the required skills. The trainee and the coach keep a record of this progress.

Besides pedagogical support, the Nannies receive assistance from the location's office. There is an employee present in the office at all times so that the Nannies can ask for their assistance when she is on the group by herself (for instance, at the beginning or the end of the day and during a colleague's

break) or during other busy moments. The Nannies are also supported by housekeeping, they can help out in cleaning tasks and preparing meals.

CompaNanny does not work with volunteers at its childcare locations.

Health and Safety Policy

The health and safety policy describes how we create a safe (both physically and emotionally) and healthy work, play and living environment on each location. The major and minor risks are described in this policy; how can we protect children against these major risks and how can we teach children to deal with minor risks?

The policy related to health and safety at a specific location is described in the location protocols (such as the 4-eyes principle and the back-up plan) and risk inventory for each group. It is important to us that Nannies are involved with the health and safety policy of their location. Discussing health and safety risks is a set topic during team meetings. This keeps us on our toes regarding our working methods, allows us to monitor and assess whether taken measures have proven to be effective or not. When changes occur in the location environment, for instance because of building work or when the rooms are redesigned, we are able to check immediately, to see if the policy needs changing or finetuning.