



UNSERE CHAMPIONS 
KINDERKRIPPEN & KINDERGÄRTEN



Extract from the educational concept



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About this concept

This educational concept is part of the overall concept paper and set of regulations of Unsere Champions AG Schweiz day care centres. It is a binding reference for educational work in the day care centres.

Responsible body

Our day care centres are operated by Unsere Champions AG Schweiz. The organisation runs various day care centres and is managed by Katarina Pokorny.

Mission of the day care centres and educational appreciation

Our day care centres provide a professional childcare service and support outside the home. The focus is on supporting children's emotional and social development, providing a stable foundation for personal development and encouraging children to enjoy learning and discovering new things.

Our childcare centres are based on a basic educational conception of childcare. They are educational institutions with the mission to provide educational and developmental opportunities as well as childcare. The children's learning processes take high priority.

Education

To our day care centres, education means teaching social values and norms. This includes deliberate exertion of influence on children by the carers, for example to positively affect social behaviour and manners. Education means conveying values such as respect, patience, mindfulness, decency and honesty.

Development

In our day care centres, development refers to the personal and human development – not to school education. Development has two aspects: On the one hand, carers impart cultural knowledge onto the children. In this sense, development refers to stimulation of all human abilities from the outside. On the other hand, development also involves self-development, because a lot of human development occurs autonomously. This self-development is based on active engagement with the world and other people.

Childcare

Care refers to the nurturing support of children in everyday life. It also involves awareness and consideration of their basic needs and observance of the child's welfare. It also includes personal hygiene, which is an especially important aspect in the care of infants and toddlers.

Learning

In addition to educating, training and caring for children, supporting their learning processes is one of the basic educational tasks. In our day care centres, the carers pay attention to the playful, exploratory and self-directed aspects of learning, including sensorimotor responses.

Profile of the child

In our day care centres, the child is perceived as a self-developing, curious being. The child develops rapidly and in many different ways in the first years of life. A large part of this development is self-directed, but closely intertwined with the influences of the environment. It is the carers' responsibility to support and attentively assist the children in their individual learning processes.

Attachment person system

Unsere Champions AG day care centres work with the attachment person system. Each child has their own main attachment person in their group. This person builds up a

relationship of trust with the child and involves them wherever possible. The attachment person is available to the child as a contact person and is attentive to their needs. The attachment person is also responsible for planning and implementing the familiarisation process and providing support during the child's daily routine at the day care. Another important task is to motivate the child to establish contact with the other children and to integrate into the group. The attachment person guides and supports the child in difficult situations. This person is also responsible for documenting the child's learning processes and activities.

Settling in

Significance of settling in

Giving a child time to adjust to a day nursery is very important for parents and children. The new environment is exciting and interesting for both. The children in particular gain many new experiences. Parents can play a key role in helping the children settle in by adopting a positive attitude towards the childcare centre.

Berlin settling-in model

Our day care centres follow the Berlin settling-in model to help children with the settling-in process. This model is divided into four phases.

Basic phase (phase 1)

Separation phase (phase 2)

Stabilisation phase (phase 3)

Final phase (phase 4)

Settling in is considered successful when the child has established a secure bond with the attachment person, can be comforted by that person and feels comfortable in the group.

Arranging key situations

There are various key situations in the day-to-day care at our day care centres that are particularly important for the children. Consequently, organising them is one of the key tasks of the carers.

Arranging eating situations

Eating is more than just food intake. Eating is a form of indulgence and should bring joy. A relaxed, peaceful and calm atmosphere at the table plays an important role in arranging the eating situation.

Arranging care situations

Children's personal hygiene is a key element of routine care at our day care centres. The children should experience taking care of their bodies as something pleasant and as a natural ritual. This is why the carers provide enough time and space for the various grooming activities. It is important to them to promote the children's autonomy and independence, for example for dressing and undressing, going to the toilet or changing nappies, which takes place several times a day. The children participate as much as possible in the care activities and are supported in their own independent activities.

Arranging resting and sleeping situations

The daily routine at the childcare centre is diverse, varied and lively. But it can also be demanding and tiring, especially for the younger children. This makes opportunities for rest and relaxation all the more important. The rooms facilitate smooth transitioning between active and quiet phases. They also provide appropriate places to retreat to.

Arranging transitions

Children and parents experience an important transition as soon as they enter our day care centres. However, routine care also includes other transitions: when the children are dropped off and picked up; between the various successive day segments in the childcare centre; when the younger children move into the groups with the older children; and when the children move from the childcare centre to nursery school. Such transitions require careful organisation by the carers so that children can successfully develop transitional skills.

Dealing with toddlers and infants children

When our day care centres care for infants and toddlers, they pay particular attention to the individual rhythm of the children. It affects the planning of playtime, eating, sleeping and care situations.

The carers provide an environment that is physically safe, cognitively stimulating and emotionally supportive for infants. They allow plenty of time for undisturbed playtime, movement and exploration of the environment. They provide small stimuli and assist as needed and offer contact and relationships. However, they also consciously hold back here and there, so that the children can gain their own experiences independently. Activities with very young children take place in smaller groups.

Dealing with children with special needs

Unsere Champions AG day nurseries do not specialise in children with special needs. They lack qualified personnel and the necessary infrastructure.

Educational focus

Linguistic development

The linguistic development of the children is a key element of the educational work in our day care centres.

Social development

The children learn a great deal about social conduct in the community of the childcare centre. On the one hand, they learn to behave cooperatively in a group, to make compromises and to adapt. On the other hand, they have repeated opportunities to assert themselves and defend themselves when necessary. Social learning is very important for their development.

Movement development

Children have a natural love of movement. They explore, study and grasp their environment through movement. This is why our day care centres promote children's gross and fine motor skills and movement development.

Imagination and creativity

Imagination and creativity are natural characteristics of children. The rich inner workings of children are reflected in their imagination. Being creative means trying things out, experimenting, exploring and looking for new ways to make things. Unsere Champions AG day care centres give children frequent opportunities to be creative in this spirit.

Nature and environment

Our day care centres attach great importance to the relationship with nature and the environment. They emphasise the importance of treating all living creatures and the earth's natural resources with respect.

Tools, principles and methods

Role model

The carers in our day care centres see themselves as role models for the children. Accordingly, they continuously reflect on their own behaviour, actions and development. Self-reflection, both individually and as part of a team, is an important prerequisite for professional, educational work.

Above all, the carers see themselves as professionals and confidants who work in partnership with children and their parents. They periodically expand their professional expertise and incorporate it into the daily operations of the childcare centre and the collaboration with parents.

Play and games

Play is the method par excellence of children's learning. This applies to both younger and older children. After all, play is the child's main activity. It arises from their curiosity, their interests and their joy of being active. Play is distinguished by the fact that children do it voluntarily. They concentrate on the task fervently while having fun.

Rituals

Rituals are the anchors for daily interaction with the children. They serve as an orientation guide for the children. They structure and organise the lively routine in our day care centres. Therefore, they are an important tool for the carers.

Room design

Room design is another important resource for the structure and orientation of educational work in our day care centres. The room is regarded as the 'third educator' and is thus consciously designed from an educational point of view.

Observation, documentation and reflection of learning processes

Observing, documenting and reflecting on the children's learning processes are among the recurring tasks of the carers in our day care centres. They are a prerequisite for targeted educational and developmental work.

Attitudes

Holistic appreciation of the human being

Unsere Champions AG day care centres are based on a holistic appreciation of the human being. They see people as physical, emotional, mental and social beings; and they understand that each person is unique.

Based on this fundamental understanding, our day care centres support children in their physical, emotional, mental and social development. They treat each child as an individual. The carers respect each child's individuality and personality. Every child should be able to evolve into an individual personality and take on social responsibility for the community.

Well-being

The well-being of the children is top priority in our childcare work. The children should feel comfortable, safe and secure. The carers always keep an eye on the children's basic needs and ensure that they are always met.

Appreciative attitude

Our day care centres cultivate a mindful, friendly and respectful approach to interacting with children, parents and each other. An appreciative attitude is an essential component of successful collaboration and educational work.

The carers are role models for the children. They always show the children kindness and appreciation. With this approach, they create a nurturing work environment.

Trust and security

For children, experiencing trust is a fundamental prerequisite for their personal development. This is why building trust is one of the most important tasks of the carers in our day care centres. A solid foundation of trust ensures that children can overcome difficult situations.

Independence and involvement of the children (participation)

The promotion of independence and involvement of the children is an important concept in our day care centres.

Self-esteem and self-confidence

Part of healthy child development is positive self-esteem. Good self-esteem in turn leads to self-confidence and independence.

Personal and joint responsibility

Children are able to participate in decisions that affect them from an early age. For example, they can choose their own playmates, determine where and how long they want to play, help organise the daily routine and express their wishes, interests and feelings.

Children's interests

Children are naturally curious. They want to explore the world and get to the bottom of things. This is why the carers observe the children's interests closely. They pay attention to what the children are preoccupied with, which topics they are focused on and what they are currently interested in. When they structure the daily routine at the day care, they take the children's concerns into account and tailor the activities to the children's topics and interests.

Conflict resolution

Conflicts with other children can always arise in routine care. When conflicts arise, the carers observe what is happening for as long as can be reasonably expected. They use language to express what they perceive in terms of actions and feelings. They are present, attentive and supportive. If possible, they do not take sides. They encourage the children to find their own solutions. If this is not enough, they suggest various solutions to the children. They do not get emotionally involved, allowing them to resolve the conflict without judgment.

Guiding principles for dealing with key situations

Our day care centres adhere to guiding principles in their educational work. They help streamline the childcare work. These guiding principles may differ from one location to another. They are also constantly adapted to changing circumstances and needs by the teams. Various examples of potential guiding principles are listed below.

Handing over the children

- We greet and say goodbye to each child by name and to all parents in an equally warm and friendly manner.
- Upon arrival, we enquire about the child's emotional state.
- We respect individual rituals that make it easier for the child to be dropped off and picked up.
- We communicate transparently and provide each parent with the desired daily information.
- The responsibility for the handover lies with the trained professionals.
- The handover area is clean, welcoming and friendly.

Meals

- We start the meal together with a ritual.
- We encourage lively, cheerful communication.
- We motivate the children to try all foods without forcing them.
- We are a good role model for the children with our conduct as well as our eating and drinking habits.
- The children set and clear the table and serve themselves.
- We ensure a balanced diet and sufficient quantity of food.

Personal hygiene

- We conduct ourselves in a caring and communicative manner and involve each child individually.
- We promote the children's independence in line with their level of development and abilities.
- We respect the privacy of each child and support the development of a healthy body image.
- We always comply with hygiene standards.

Activities

- The proportion of guided and free activities is age-appropriate and balanced.
- We plan guided activities (sequences) didactically and methodically and based on the children's topics and interests. We prepare the activities carefully and evaluate them.
- We support the children's self-development processes and their active engagement with the environment through stimulating room design and materials during free play.
- We always share the activities transparently with parents (e.g. with a weekly schedule, photos, etc.).
- Guided activities do not take place under duress.

Rituals

- We provide fixed daily rituals that give the children a sense of belonging, security and orientation within the daily structure.
- The rituals are child-orientated and age-appropriate. Whenever possible, we also include the children's ideas.
- We maintain the rituals consistently throughout the year and convey to the children the customs, norms and values that are practised here.
- We organise the rituals holistically using various methods (symbols, acoustics, music, rhymes, etc.).