

Opening hours / Bringing- und fetch time

7:30 - 8:00 a.m. Special opening hours for 25 children

8:00 - 9:00 a.m. General bringing time

4:00 - 5:00 p.m. Fetch time

5:00 - 6:00p.m. Special opening hours

During bring and fetch times we have our daily contact with the parents which we need to exchange information. It is important to us to hear how the child slept and what the child's morning was like. With necessary information the child can be correspondingly supported in the kindergarten at the beginning of the day.

During these conversations the educational staff gets an insight in the children's life at home, learns what is important or what has happened to them.

Similarly the parents can learn about their child's day at the kindergarten. The kindergarten teacher can inform them what games were played, what the child did and with which other children they played.

This information can help parents to discover a connecting factor, to get into a conversation about the day their child had and to find joint topics to talk about.

Kindergarten

Structure of the day

8:00 – 8:30 a.m. Arrival, free play, preparing breakfast.

8:00 – 10:00 a.m. During their free play phase the children are reminded to have breakfast by the gong of a sound bowl. It gongs at 8:30, 9:00 and 9:30 a.m. additionally activities and /or actions are prepared.

10:00 – 12:00 a.m. Time for outings, free play, going out into the garden and proposals

12:00 – 12:30 a.m. The children have the option to join a singing circle and sometimes they can choose a sport activity.

12:30 – 13:15 a.m. All the Kindergarten children meet for lunch in the gym.

13:15 – 17:00 a.m. Children, who would like to take a rest, can retire into the restroom where they can read a book or lie down and sleep. We also like to use this period for smaller outings in the close by surroundings

15:00 – 16:00 a.m. The children are offered a snack. The children can decide for themselves whether and when they want to eat something during the afternoon. This way they have the opportunity to eat something without interrupting their activities.

In addition to the daily routine there are days where the children can take part in special activities.

Monday morning:

Linguistic development and advancement with Irma – the children are trained according to their speech capacity in small groups. They are encouraged to enhance their language skills in a playful way.

Tuesday afternoon:

Kitchen fun with Heidi – the children prepare the snack together with Heidi, our kitchen woman. They sometimes bake a cake, cut fruits for a fruit salad or make vegetable dips.

Breakfast

The kindergarten children have the opportunity to eat breakfast between 8:00 a.m. and just before 10:00 a.m. When the children arrive at the kindergarten, they have a choice between looking around for a bit and play or having breakfast straight away.

The breakfast table is being prepared in the big kitchen. This means that cold meat and cheese, fruit and vegetables as well as drinks are provided. The children can sit down at the table with their friends and can make their own sandwiches.

We offer a thematic breakfast twice a week. On Monday the children get the different cereals, nuts, grains and fruits. On Friday we offer them a sweet breakfast with homemade jam or nut-nougat-crème. It's our opinion that children can only learn the approach to situations or food when these are offered to them. It showed that the children do eat something sweet every now and then that most of them prefer hearty foods.

Once a month we offer them an international breakfast. This means that parents prepare a typical breakfast, eaten in their home country, together with the children. While preparing the breakfast the parents tell stories about their home country or sing a song. This joint transnational breakfast is supposed to give a brief glimpse into some of our children's home countries.

It is also important to us that children become independent even while having breakfast.

They fetch their own plate, knife, and glass. After breakfast they put away their own dishes and dispose of the food that has been left over. Either a voluntary social worker or a kindergarten teacher accompanies them.

Breakfast is more than just eating food. It's a meeting place where children can interact with each other.

What do the children learn?

- ❖ fine motor skills while buttering their bread, bread roll or crisp bread
- ❖ self-awareness
- ❖ action planning
- ❖ to decide on their own what they would like to eat
- ❖ the experience to try out unknown foods
- ❖ communication

Playing - it's after all very easy!

Children spend a large part of the day playing. We adults can observe that they can start playing everywhere without a problem. Children don't really need other children or special toys to play. They see something and start playing right away.

This doesn't mean that playing is not strenuous. When children play, they practice different skills which can prepare them very well for their future life. There is a difference between free play and instructed play.

Free play:

- ❖ Children can decide for themselves with whom and where they want to play.

- ❖ They can choose their own materials and can use them for whatever purpose.
- ❖ Children are able to regulate their own playing time.
- ❖ Children determine what the theme of the game is and how it is played.

What do the children learn in this process?

- ❖ Children negotiate by themselves who may play with them and for how long.
- ❖ Rules and boundaries for the game are made and discussed by themselves.
- ❖ Any raising frustration or disappointment has to be endured. Linguistic skills promote the children's manner of expression.
- ❖ Everyday situations are imitated and tried out while playing.
- ❖ Social rules are copied and can be tested whether they are generally valid by the way the child's play mates re-act.
- ❖ Children experience themselves as a planning and acting person with responsibilities and rights.
- ❖ Children experience the respect and acknowledgement of their play mates when they agree to a proposal.

Instructed play:

- ❖ Children are integrated into a game where the themes and rules are determined by another person.
- ❖ Materials and play mates are also determined by the instructing person.

What do the children learn in this process?

- ❖ Children are put into situations which they can only influence minimally. They have to endure this situation even if they don't like it.
- ❖ Themes, in which the child is not interested, are presented in such a way to make them more acceptable. The children also have to play with other children, who they wouldn't usually play with.

Instructed games are only offered in a singing circle. The participation and free development of our children are very important to us so that they can become confident and responsible people.

Parlour games

For playing parlour games you need to know the rules to a certain degree and be willing to play by them. Children can play their first, simple games at the age of 2,5 years for e.g. "Erster Obstgarten". Parlour games encourage social skills: the children learn to cooperate with each other.

Children learn

- ❖ to accept a defeat
- ❖ winning = feeling of success
- ❖ showing and handling of emotions
encourage tolerance of frustration
- ❖ encourage their self confidence and personal development
encourage of concentration
- ❖ learning mathematical skills like while using a dice
- ❖ games like "Monopoly" encourage strategic thinking,
- ❖ negotiating skills and communication skills

- ❖ games like “Sprechhexe“ improve linguistic skills •games like “Halli Galli” encourage fast reactions and mathematic skills (for counting fruit)
- ❖ training of memory skills with games like “ Memory”

Characteristics:

- ❖ rules and game process apply for all players in the same way
- ❖ parlour games pursue a defined goal
- ❖ there are losers and winners

Role play

“Play is the child’s work.” (Margarete Blank – Mathieu)

What is a role play?

- ❖ “pretend play“: being somebody else
- ❖ Children use objects and give them temporary another functions
- ❖ starts at the age of three

Significance of role play for children

- ❖ To communicate with other children with the help of gesture, facial expressions and body language
- ❖ Using different roles by observing everyday situations
- ❖ Typical and common play form for kindergarten children
- ❖ Trying out, which effects power and influence may cause
- ❖ Learning to solve or accept conflicts by using different strategies
- ❖ Therapeutic assistance: role play can be used to deal with fears etc. by ridiculing them
- ❖ Development of own identity / gender identity
- ❖ Encourages social skills: Children need to talk to each other in order to solve conflicts or to agree on the different rolls
- ❖ Learning to be part of a group, to establish oneself and to tolerate others
- ❖ Learning to look see the world from a different angle

Characteristics

- ❖ Children take a self chosen role
- ❖ Role plays can be based on a real background or be entirely fictive
- ❖ Having different experiences through exercising the sense of self and having awareness of others

Stage	What is happening at this stage?
First Stage 12 to 18 months	<ul style="list-style-type: none"> •No specific roles •Imitating sounds and movements
Second Stage from 18 month to 3 years	<ul style="list-style-type: none"> •Activity is in the foreground •Imitating activities monologizing •Themes are similar, even if the children don’t play with each other
Third Stage 3 to 6 years	<ul style="list-style-type: none"> •Interactive acting is key: Playing a specific role and dealing with the resulting relationships •Children are looking for playmates and make agreement regarding their individual roles

Fourth Stage from 6 years	<ul style="list-style-type: none">• Actions, activities and dialogues are more complicated• Rules are determined and real social relationships are the main part
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Building and constructing

Meaning for children:

- ❖ trying and build with different types of material
- ❖ construct lines, towers, bridges, rooms or houses
- ❖ becoming acquainted with different systems, arrangements, units and relations
- ❖ learning to differentiate between forms, colours, structure and size
- ❖ collecting knowledge of static experience and physical property
- ❖ constructing of building plans
- ❖ getting a cooperating feeling while building together,
- ❖ share material and having fun with their buildings
- ❖ childlike perception to be a co-constructer of their environment
- ❖ social experiences while building and destroying their buildings

Targets for the children:

Encouragement of...

- ❖ their own motivation, fun and happiness for building
- ❖ childlike creativity and fantasy -> playing fantasy games
- ❖ concentration and resilience
- ❖ tactile perception of structures and forms
- ❖ social skills: via joint agreements and observations
- ❖ of rules, children find ways to solve problems
- ❖ the recognition of being a part of the whole
- ❖ higher tolerance to frustration and childlike resilience
- ❖ empathy of the children
- ❖ fine motor skills, hand-eye coordination, patience, endurance und precision
- ❖ divergent thinking is animated, which means children get possibilities to develop different problem solving skills for any obstacles that might occur during constructing

Artist studio

The child centred approached learning location

The Atelier is a cleared sorted place of storage for a lot of items of design, construction and using. On one hand the Atelier emanates something calm and welcoming by its plan full aesthetic design – on the other hand it's stimulates a "constructive restlessness" and invites to invent, getting productive and to change things.

Learning target:

Children acquire, expand and deepen socio-emotional skills.

- ❖ Appreciation for their own achievements, paintings and handicrafts etc. – and also of others
- ❖ stimulating their own fantasy

- ❖ believing in their own skills

Children expand and deepen their fine and gross motor skills

- ❖ graphomotoric skills – different paintbrushes and pencils etc.
- ❖ proper handling with teaching aids

Children expand their practical abilities

- ❖ getting basic knowledge – mixing colours etc.
- ❖ getting knowledge about colours, forms and surfaces
- ❖ artists and their works of art

Children encourage their linguistic skills

- ❖ naming the working material
- ❖ talking about works of arts

Children use different possibilities to experience

- ❖ different material
- ❖ handling of different tools while painting, cutting, sticking, etc.

Children develop logical approaches and transfer them

- ❖ embedding of different types of material for their work of art

Quiet room

Awareness

During the day there is always the possibility to go into the quiet room, either to relax or to sleep. Especially after lunch the children need a break to process the daily impressions and stimuli which come along.

By feelings deep inside the children make a specific decision which helps them to become aware of their needs. This way the children learn on their own to slow down and have breaks during the day.

Looking at storybooks

There is a well sorted selection of books available to the children. These books are regularly exchanged according to the interests of the children or topics which relate to our four seasons.

The children can always look at the books themselves or they can ask somebody to read it to them.

The Children often sit together with their friends, looking at books and discussing their content.

Washing room

Independence

When the children need to go to the toilette or wash their hands, they go by themselves.

Every child has got his/her own towel which hangs onto a marked hook. The hook is marked by a symbol which the children have selected themselves. This symbol is at all the places where any possessions of the child may be found, like in the cloakroom, on the portfolio binders as well on the property shelves.

Changing diapers

There are also children in the kindergarten who are still wearing diapers. These children go into the washing room before lunch (12:30 p.m.) and before they are snacking in the afternoon (3:00 p.m.). They are accompanied by an adult, who can help the children, if necessary. Most of them are able to take off their old diaper and put on a new one by themselves.

Offers

The children can play in the water after consulting a kindergarten teacher. After that they arrange with whom they want to play and what they want to test in the water. When they play in the water it is important to us that they have an idea what they want to try out.

„You shouldn't forget to wash you hands, because you won't get lunch otherwise!“ (Pia, 5 years, In German these two sentences form a little rhyme)

Language Concept

(for the German language)

Children are born with an intern capacity for language acquisition. They want to communicate with their attachment figures as well and their environment. Language is the basis for approach and communication with others. Language is the child's key into the world. A good bond with the children is essential for their willingness and ability to learn. Listening is the foundation of good understanding.

Language acquisition is a holistic development domain, which includes all areas of life and learning. Everyday language acquisition stands for the continuous and long-term support and encouragement of children.

Language acquisition

- ❖ We create a secure and confident relationship. We are reliable partners for the children.
- ❖ We perceive the children's signals and react sensitive.
- ❖ We take up the children's interests and are open minded, interested and patient.
- ❖ We treat the children in an appreciative, individual and friendly way.
- ❖ We give the children time to express themselves.
- ❖ We involve parents, exchange views and inform them about the language development of their child. We feel that the parents are our dialogue partners. Furthermore we support the parents and help them with language assistance for their child.
- ❖ We orientate ourselves according the child's state of development.

Every day is a language – learning Day

The more there is spoken language, the better children learn to speak. The best language encouragement is when every child gets a chance to speak every day.

Speech is encouraged when talking...	Speech is supported in offers...	We nurture speech every now and again and repeatedly...
...during free play: <i>Where have you seen another fire truck? What have you discovered as well?</i>	...When playing a story with each other: <i>Now we are going to talk with a loud and high voice!</i>	...by using corrective feedback instead of pointing out mistakes: <i>I drunks...Oh, what did you drink?</i>
...during our joint lunch: <i>What did we experience today? What are we going to do today?</i>	...when we do experiments: <i>What do you expect? What have you noticed?</i>	...by being creative with language, playing with words or having fun talking nonsense. <i>Thru Chonus wut u dublu bus?</i>
... in letting the children talk about them- selves during our portfolio talk: <i>Here I learned to crawl and this was like...</i>	...when we listen to little stories and repeat the things we heard. How did the rabbit feel?	...by making an effort to speak well as possible: <i>With complete sentences and enunciation.</i>
...during a chair circle: Everyone talks about something and all questions are interesting: <i>What have you experienced?</i>	... when we introduce foreign languages: <i>Listen! This is, what Japanese sounds like.</i>	...when kindergarten teachers vocalize their actions: <i>Ok, now we're going into the romping room.</i>
... while dressing: <i>Where can you put in your arms?</i>		...by reading a lot of good books out loud. <i>It is way more fun than listening to CDs!</i>

Parental collaboration

Besides the daily exchange with the parents during the bring and fetch times, we involve the parents in various occasions at the kindergarten.

We offer a parents cafe once a month. Parents can come with their children to the kindergarten to meet other parents and children and to get acquainted with the materials at the kindergarten.

At an international breakfast the parents come to the kindergarten to prepare a typical breakfast of their home country with the children. While preparing the breakfast they tell the children stories from their country or sing some songs with them.

We invite the parents to festivities, such as the lantern festivity or Christmas, so that they can celebrate with us.

Besides the parents' evenings and associated election of the parents' council, we also have developmental discussions with the parents on their children and can give them guidance, if necessary.

Nursery (children up to 3 years)

Rituals in the Nursery

Rituals structure everyone's life and day.

Constantly recurring processes convey an orientation line into the children's small and confusing world. The children, though, first have to grow into specific rituals. For a start these rituals are new to all children. Only then can they make these rituals their own and integrate them into their small world. When this has happened it is usually easier for the children to handle simple routines, even though they may not have liked them before. It is important for parents to become aware of and consider which role specific rituals in their own lives as well as the child's life play. This is also important for everyone who structures the daily life of the child. Therefore it is not important to consider what should actually be achieved by these rituals but rather to pay attention how these rituals are experienced by every child, as every child is affected differently, depending on their integration and experience. It is relevant to concerned adults to frequently look at and reconsider the rituals and their realization more precisely.

Some examples of rituals in our group:

- ❖ joint singing circle before breakfast
- ❖ joint meals
- ❖ joint tidying up before lunch
- ❖ saying a table verse before meals
- ❖ joint taking off clothes before the children go to sleep
- ❖ joint going to sleep
- ❖ joint snacking

The Baby Group

Parents, who are employed at the MPI, have the opportunity to bring their babies, from the 9th week, to the baby group. The baby group can take in ten babies and takes care of them up to an age of one year.

Work in the baby group is dependent on the situation and the needs of the babies. Firstly this means that we give them our full attention and concentrate on the baby's basic needs, security, hunger, thirst, care and taking to them.

In a further step we create the baby's surrounding in such a way that they feel good and want to explore them. The materials in the baby group are adjusted to the various development stages. Babies of three months rather grasp and explore objects which are easily handled. By doing this they continually practice targeted grasping. A while later they practice to transfer an object from one hand into the other, also they explore by touching everything with mouth and tongue.

The older babies they start to become mobile. They can already scuttle and crawl and their action radius expands over the whole room. The skills they have learned during their first months are now so well practiced that they are only used en passant or serve as the basics for further exploring. Children, for example, like to fill containers and pour the contents into other containers. This targeted grasping forms the foundation to become acquainted to the

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world as well as the mathematic understanding of quantities and material proportions.
The older babies therefore need other Materials to explore their environment.