



Helios Klinikum Bad Saarow  
Kindertagesstätte „Filius“

# Unsere Konzeption

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## **1. Introduction to the Daycare Center**

### **1.1 Owner and History**

The 24-hour "Filius" daycare centre at the Helios Klinikum Bad Saarow is operated by the Helios Klinikum Bad Saarow, with direct representation from the current hospital management.



The "Filius" daycare centre opened on August 1, 2013, on the hospital grounds with a capacity of 81 childcare places. It is a company-based daycare centre that is available not only to Helios Klinikum's own staff. In the summer of 2018, the existing daycare centre was expanded to include an after-school care building to meet growing demand. Since September 2018, our facility has provided space for 130 children aged 8 weeks to fourth grade. We thus cover all age ranges for childcare and provide parents with daycare, kindergarten, and after-school care places.

#### **Klinik-Kontakt**

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Helios Klinikum Bad Saarow is the largest company in the region and employs approximately 1,200 people, the majority of whom work shifts. With our 24-hour daycare center, we meet the needs of working parents. extended opening hours. This means we are open 24 hours a day, 365 days a year, if needed.

## **1.2 The surrounding area and Social climate**

Bad Saarow is located in the Oder-Spree district and was Brandenburg's first spa town. It is approximately 70 km from Berlin and has a population of more than 5,000. The spa and recreation center is characterized by its wooded, park-like grounds. It owes its special character to Lake Scharmützelsee, a popular excursion destination for various groups.

The "Filius" daycare center is located at the far end of the hospital, adjacent to a wooded area, and is easily accessible by train. The parking lot for hospital employees is located in the immediate vicinity.



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The region surrounding the spa town of Bad Saarow, with the hospital as its largest employer, enriched with numerous hotels as well as homes for the disabled, retirement homes, and nursing homes, the police station in Fürstenwalde, the Bundeswehr barracks in Storkow, and the volunteer fire department in Bad Saarow, requires solutions for adequate childcare.

Our daycare center is open 365 days a year if needed. There are no closing times. Holiday, weekend, and night care is available upon request. Our regular daily opening hours differ significantly from the usual regional childcare hours. Our daycare opens at 5:30 a.m. and closes at 6:00 p.m., or if necessary, after dinner with the children at 8:00 p.m. (with prior registration, we can open as early as 5:00 a.m. or until 8:00 p.m.).

Our 24-hour daycare is located on the grounds of the Helios Klinikum Bad Saarow at the following address:

**Kita-Kontakt**

24h-Kindertagesstätte „Filius“ am Helios  
Klinikum

Pieskower Straße 33

15526 Bad Saarow

Tel.: +033631 7- 3600

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## **2. Framework conditions**

### **2.1. Profile and tasks of the 24-hour daycare center**

The 24-hour daycare center addresses the need to balance work and family life, particularly for shift workers. This service is primarily aimed at employees of the Helios Klinikum Bad Saarow to ensure effective hospital operations. Our daycare center, with its needs-based opening hours, is geared to the needs of families and represents the highest level of support for optimal work-life balance. Given the rapidly changing and



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increasingly flexible living conditions of families (single-parent families, lack of family care due to relatives) and growing work demands, such as long commutes, overtime, part-time shifts, continuing education, and business trips, it should be noted that daycare hours have not been adjusted and often even prevent young parents from returning to work. For this reason, we offer special opening hours on weekends, public holidays, and at night for working parents. Our focus is on introducing children from the age of 3 to the English language, which is unique in the area. The sensitive period for language acquisition is between the ages of 7 months and 7 years. After that, learning a second language without an accent is almost impossible. The children's natural curiosity and enthusiasm naturally stimulates second language acquisition through their relationship with our staff member, a native English speaker. Acquisition is thus integrated into everyday life and parenthetically. This way, the first foreign language skills develop in the midst of daily life, completely free of any inhibitions or pressure to perform. The children have direct contact with the English language every day. The native speaker accompanies our daycare, preschool, and after-school groups as an educator.

The 24-hour daycare center has an adjacent forest. Here, the children experience nature with all their senses and in all weather conditions. They can build hiding places and huts, balance, collect, observe, and romp around. There are no limits to their imagination.

The sky is the limit. On our daycare grounds, we have planted beds of herbs, fruit, vegetables, and flowers with the children. The children can observe the cycle of nature in a perfect way. Plants are cared for from sowing to harvest, so they learn that only consistency and continuity can



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produce fruit. Even unpleasant tasks like weeding are part of the process. We use the planted herbs for drinks and salads.

Each herb smells and tastes different and promotes sensory perception.

Our garden project also includes caring for our rabbits.

Since not all children are familiar with animals through their environment, we have opted for animal-assisted education. The acquisition of social skills, such as respect for living beings and taking responsibility for them, plays an essential role for us. Small animal-assisted education promotes children's personality development holistically and offers many opportunities for children's development. Animal-assisted education addresses various areas of child development, such as cognitive, emotional, motor, and social skills. Through interaction, they learn to express themselves creatively, motorically, and linguistically and to develop their self-confidence. Through empathy and strengthening social skills by reading and interpreting nonverbal communication, children learn to read body language and act appropriately. Positive experiences with animals strengthen children, and they experience themselves as competent, valuable, and responsible, which has a positive effect on both the children and the animals.

The groups (from kindergarten onwards) take turns on a weekly basis caring for the rabbits and shopping for them.

## **2.2. Room conditions and the outdoor area**

The modern new building is a single-story, barrier-free facility with a total area of 870 m<sup>2</sup>, comprising three areas: a nursery, a daycare center, and an after-school care center. The nursery area, which cares for children from zero to three years old, offers space for three nursery groups connected by a spacious hallway. Two nursery groups are designed so that each area has three rooms: a group room, a bedroom, a dining and creative area, and a restroom with a changing table. These nursery groups are connected by a connecting door and can be opened as needed. Another nursery group is located across the hallway and also has a large group room, as well as a separate dining and creative





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area and its own restroom. There is also a Snoezel room with various lighting, mirror, and water elements for relaxation, and a sports and movement room with various movement elements for letting off steam. This is used by all age groups. This sports and exercise room allows children, even at nursery age, to develop their self-efficacy through the interplay of sensory and motor experiences.

In the kindergarten area, for children aged three to five, there are two groups connected by a long hallway. Each kindergarten group has three rooms, divided into a large group room and two smaller rooms, as well as its own restroom, equipped with cubicles to ensure privacy.

The kitchen, which is shared by the entire facility, is also located on this hallway. The teachers' and break room, as well as the daycare center director's office, are also located here.

When preschool begins, the kindergarten area transitions to the after-school care area. There are three large group rooms, a Snoezelen room for relaxation, and a room for working with hammers and saws. Each group room in the facility has an adjoining terrace with its own seating. When the weather is nice, the children have the opportunity to eat their meals there. All areas have awnings for shade.

The large outdoor area, with its adjacent wooded area, offers a special play atmosphere. On two different levels, separated by a fence with a garden gate, various obstacles and play opportunities are available for all ages. The lower outdoor area is primarily used by the nursery and kindergarten children, but is freely accessible to all children. In two separate sandpits, one of which is equipped with a water pump, children can indulge their curiosity for exploration, movement, and creativity. These are protected by awnings in the summer. A track surrounds the area, which is often used for movement on many different vehicles. The vehicles are housed in the on-site vehicle shed in





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the lower outdoor area. To satisfy the children's urge to move and climb, there are various options, such as a large and small wooden train set, a train station, and a piece of equipment with different levels. The equipment is surrounded by fall protection gravel.

The second and higher level offers an adventure playground with more challenging obstacles and more places to retreat. This level is primarily for the older children, but is also used by the younger kindergarten children. Adjacent to this is an integrated wooded area with a variety of play and activity elements. Here, children can build huts and retreat, or climb and balance, giving free rein to their playful creativity.

## **2.3 Space capacities and age structure of the groups**

The daycare center was expanded for the first time in 2018, increasing the capacity from 81 to 130. A second extension in summer 2023 will accommodate up to 180 children—up to 55 crèche children, up to 48 kindergarten children, and up to 77 preschool and after-school care children.

### **2.3.1 Krippe**

The age at which a child is admitted to our daycare center depends on the return to work of both parents. Babies born to hospital employees have the option of coming to the daycare center for breastfeeding. The transition to the next group depends on the child's developmental stage, but usually occurs at the latest by the age of 3.5.



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### **2.3.2 Kita**

The transition to kindergarten is possible from the age of three, or even earlier, depending on the child's developmental stage and the child's assessment. Therefore, it is important that children have an overview of recurring daily routines and can orient themselves safely and spatially. A recurring structure provides consistency for kindergarten children, and they are able to listen attentively and complete even small tasks.

They have the ability to play independently, practice personal hygiene following instructions, and attentively follow the instructions of the child's teachers.

### **2.3.3 Vorschule**

In the year before a child starts first grade, our facility hosts a school preparation period. The children are specifically introduced to academic requirements and are given their own learning materials. Daily activities include small tasks that improve stamina, attention, fine motor skills, and concentration. Particular attention is paid to techniques such as cutting and folding, writing exercises, and tying shoelaces. This helps ease the transition to school later on. Every two weeks, the preschool children attend the local elementary school and experience authentic 45-minute lessons. Close cooperation with the elementary school and the adoption of methodological and didactic teaching structures for our preschool programs ensure a successful transition to first grade.

### **2.3.4 Hort**

From the day they start school, children move to our after-school care group. Here, they are cared for together from first to fourth year.

## **2.4 The „Filius“ Team**

The entire "Filius" daycare center and its associated after-school care center employ only qualified staff whose qualifications are recognized by the Ministry of Education, Youth, and Sport of the State of Brandenburg. All internal employees regularly submit an extended police clearance



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certificate, which meets the special requirements of child protection. External partners and those we refer must also meet these guidelines and are reviewed by us (e.g., music teachers, caseworkers).

There are currently 18 educators working throughout the daycare center, including the director and one deputy. It is worth noting that one of the educators is male. This is particularly beneficial for the role model of children of single mothers.

The majority of the educators have a state-certified educator qualification, and three trainees are completing this qualification with the goal of becoming educators while working on their own, thus complementing our profile.

Three educators also hold a university degree.

One of the teachers is a native English speaker who speaks almost exclusively with the children in English, which is a great advantage for second language acquisition.

In addition, our "Filius" daycare center employs two service staff members with a wide range of responsibilities. This includes kitchen work and additional cleaning.

The daycare center also employs a caretaker.

## **2.5 Opening hours and deadlines for out of hours care.**

What makes our daycare unique is its flexible opening hours, 365 days a year and 24 hours a day. Despite this, we maintain a fixed organizational structure and a care framework that allows for compensatory time and flexible pick-up and drop-off times. Admission to our facility requires an adjustment period based on the Berlin adjustment model. The adjustment period is individually tailored to each child and lasts between two and four weeks.

Our facility adapts its opening hours to the needs of the parents. We operate with guaranteed core hours from 5:30 a.m. to 6:00 p.m. However, upon request the day before, it is possible to drop off your child from 5:00



a.m. and pick them up at 8:00 p.m. Additional care is also available on weekends, public holidays, long weekends, and at night – thus, there are no closing times at our facility.

For optimal staffing, we require a committed collaboration with parents. To avoid organisational errors, a childcare request calendar is available at the daycare center. Parents can independently note and document childcare requests outside of core hours.

The following deadlines apply:

<b>Registration for the weekend</b>	Until Thursday 12:00 in the same week
<b>Registration for public holidays and the following bridge days</b>	Up to 2 weeks before the appointment
<b>Registration for an overnight stay</b>	Up to 2 weeks before the appointment
<b>Changes, adjustments and calculations of relevant data for the child's care</b>	2 weeks processing time

## 2.6 Catering and meals

We offer all-day food and beverage service. This includes breakfast, the first fruit and vegetable break, lunch, snacks, and dinner, 7 days a week. Our lunch from P l a n e t V (100% organic) is prepared daily in the hospital kitchen and delivered by our in-house logistics department. Fresh fruit and vegetables are served daily for lunch. The food is distributed by our service staff. We do not offer exclusively baby food. We regularly survey the children to ensure they participate in the planning of the menu.

We encourage children's independence by enabling them to use cutlery and dishes independently, depending on their developmental stage. Mealtimes with blessings and table conversations encourage the use of



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spoons, forks, and knives, and develop necessary fine motor skills. The children fill their plates with food independently, determining the amount themselves, and are supervised by the educators.

### **3. Principles of educational work**

#### **3.1 The legal mandate**

"Daycare centers fulfill an independent, age- and developmentally appropriate care, education, and support mandate. The educational work of the daycare center supports children's natural curiosity, encourages their active learning processes, and addresses and expands on children's interests. They complement and support family education and enable children to gain experiences beyond the family context. [...] The independent educational and support mandate of daycare centers includes preparing children appropriately for primary school. Daycare centers are authorized and obligated to assess the language level of the children in their care during the last year before school enrollment and, if necessary, to offer language support courses." (Section 3 (1) of the Brandenburg Daycare Act).

#### **3.2 Observation instruments according to the Ministry of Education, Youth and Social Affairs of the State of Brandenburg**

##### **3.2.1 Developmental Milestones**

Developmental milestones are developmental goals regarding language acquisition, physical motor skills, hand and finger motor skills, cognitive development, and social and emotional competence at a specific age. They are essential transitional stages of child development. Missed milestones are intended to serve as a warning and prompt the child to closely monitor their development or initiate developmental assessment. The developmental stage based on these milestones is determined by the primary caregiver at 3, 6, 9, 12, 15, 18, and 24 months, and annually on the child's birthday starting with the child's third birthday, and is discussed with the parents during a developmental meeting.

##### **3.2.2 Milestones of language development**



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The milestones of language development were developed by the Brandenburg Ministry of Education, Youth, and Sport as an observation tool for language development. With their help, childcare professionals can determine whether language development is progressing normally or at an age-appropriate level for 2- to 5-year-old children, or whether delays or other risks are emerging. For this purpose, the educator completes an annual development questionnaire, which is incorporated into the developmental discussion with the parents.

### **3.2.3 Language Development and Language Assessment**

Language development is a central task of our work and is integrated into everyday life at the daycare center. This means that every situation is used as an opportunity to use language to encourage children to speak. In everyday routines such as changing diapers, getting dressed, and eating lunch, the relationship between child and educator is strengthened, and mutual trust is built. The child is given undivided attention as often as possible. Through verbal announcements and calmly accompanying activities, the child is encouraged to cooperate and engage in dialogue. Language acquisition is supported through interaction between younger and older children, as well as through dialogue between children and teachers. The specialists pay particular attention to the type of questions asked and the age-appropriate choice of vocabulary.

The language development of preschool children is assessed by the primary teacher. Children in whom the teacher sees possible indications of a need for language support are tested by our trained language teachers. They use the children's language test for preschool children (the "Kiste" test) to determine which children require support. These children receive playful support in small groups for 45 minutes daily according to the Würzburg Language Program.

## **3.3 Child protection act according to Section 8a SGB VIII**

The mandate to protect children in cases of child endangerment pursuant to Section 8a of the German Social Code (SGB VIII) is fulfilled by the respective management as child protection officers. In addition, the child protection officer of the Helios Klinikum Bad Saarow and the youth welfare office of the Oder-Spree district are available to provide advice on child protection/child endangerment. In cases of suspicion, a risk



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assessment is conducted. An experienced specialist from the Oder-Spree district is consulted during the risk assessment. The procedure is regulated by action guidelines. In addition, the daycare center has developed a comprehensive child protection concept. Before being hired or starting work, all employees and interns must submit an extended police clearance certificate to the employer. This certificate will be requested again by the employer every five years. As part of the initial training upon hiring, our child protection policy is discussed with each new employee. The employee receives a set of guidelines as a work instruction to sign. This contains all agreed protective measures in our facility to prevent all forms of boundary violations (sexual violence and exploitation, physical violence, verbal abuse, devaluation, threats, and psychological violence). The distinction between violence among children, violence directed by a teacher or a child toward the teacher, and violence between teachers plays a role in ensuring the subsequent process. Teachers are sensitized through various training courses, continuing education programs, and prevention activities to recognize both visible and subtle forms of violence and to act in accordance with our guidelines.

### **3.4 Participation and children's rights**

"Children have the right to be involved and involved in all decisions concerning them, in accordance with their level of development. It is also their right not to participate. This voluntary exercise of children's right is counterbalanced by the obligation of adults to involve children and encourage their interest in participating." (Article 12, UNCRC). The first democratic structures should be lived and experienced. It is important that children, as well as educators, always feel empowered to express their own perceptions and opinions. A culture of respect for each individual must be practiced.

Participation is a prerequisite for successful democratic structures.





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Participatory parenting styles promote self-confidence, conflict resolution skills, and many other social skills. At the same time, children grow into democratic structures and learn to represent their wishes and interests and to negotiate them fairly. They are adequately guided and supported by the educators in this process.

Children's participation takes place from the very beginning in our daycare center. Even the youngest children experience their first forms of participation in a morning circle by choosing a song or an activity. For children who can already verbalize their wishes and interests, the educator engages in dialogue with the children and bases the choice of the morning circle topic, project planning, activities, and daily structure on their expressed needs. From kindergarten age onwards, there are group conferences; these serve to help children learn how important it is to have their own opinion, but also to change their perspective on the opinion of others. For children who are not yet able to clearly verbalize their own wishes and interests, the educators pay particular attention to observing them in order to offer each child learning experiences and interest-oriented activities tailored to their level of development. Children of all ages are included in decision-making. In discussion groups, the children are given the opportunity to practice democratic forms of participation. Here, schedules, rules, and design ideas are discussed with all children in an age-appropriate manner.

We pursue various forms of participatory pedagogy, which are always practiced and anchored in the daily structure. For example, children have a say in the composition of the lunch menu. Through constant questioning, such as asking questions, keeping lists by educators, or, for older children, sticking smileys, children experience the perception of



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their own wishes and receive positive feedback for expressing them. An annual children's survey gathers children's ideas, including ideas for playground design and new equipment purchases. A permanent group of educators forms a working group with the children to collect ideas and present them to those not involved.

## **3.5 The six educational areas**

### **3.5.1 Speech**

The language curriculum plays a key role. Language, communication, and literacy: We hold regular discussion groups on topics that concern the children and current issues. The educators listen carefully and strive to address each child directly.

The children are given a variety of opportunities to explore the world of writing (literacy) and to acquire reading and writing skills. For example, furniture is labeled to encourage the connection between literacy and objects. Through the use of pencils, brushes, and scissors, the children acquire hand motor skills. All areas have cozy corners that provide a harmonious atmosphere for reading aloud and where children can devote themselves to books without interruption. The children recognize and express their needs. They are able to present facts, tell stories, and describe objects. They practice considerate interaction with one another, allow children who are speaking to finish speaking, and listen.

### **3.5.2 Musik**

Die Kinder haben Freude am Singen und an der Erzeugung von Tönen. Sie gestalten Klanggeschichten. Aus unterschiedlichen Materialien (z.B. Pappe, Metall und Holz) bauen sie Trommeln, Rasseln und Flöten und probieren sie aus. Die Kinder nehmen Tänze und Musikstücke wahr und setzen sie mit ihrem Körper in Bewegungen um. Dabei greifen wir die Bewegungsfreude der Kinder auf und lassen Klangfarbe, Lautstärke und Tempo, sowie den Charakter der Musik lebendig werden.



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### 3.5.3 Mathematics and Natural Science

We address the children's questions and provide them with materials and time to pursue them. The children are empowered to question things, recognize connections, find their own solutions, and make decisions. The activities are drawn from the children's wealth of experience and facilitate an active learning process. The educators give the children the opportunity to pursue their questions through action and thought and to explore things in their own way.

In all areas, the children can independently use materials that train their scientific thinking (for example, numbers, geometric shapes, measuring tapes, scales, materials for recording quantities, magnifying glasses, maps, and non-fiction books). In the science corners, the children can regularly conduct experiments and observations together with the educator. The materials are available to the children for their own experiments throughout the day. Together, the children and educators develop rules for using the various materials. We experience the forest with the children as the seasons change. The children collect and sort natural materials according to various characteristics. We use the found objects to decorate the rooms and for crafts and other activities.

### 3.5.4 Representation and Design

Representation and design involve the processing of experiences and stimuli. Working with different materials promotes creativity, and children are given the opportunity to engage intensively with their environment. Various activities introduce the children to different painting and crafting techniques. They gain insights into the art of great masters. The teachers handle the children's works with understanding and discuss them respectfully. In the creative area, the children have access to materials for painting, crafting, shaping, and working, which they can use independently. Tools and craft materials are provided in age-appropriate formats. There is a space where the artwork is displayed. Easels invite large-scale painting and design. Together with the children, a collection of works of art by great masters is created. This collection serves as a source of inspiration.

In theatre projects, interested children practice acting. They create costumes, props, and sets and recite rehearsed texts. They perform the resulting play for other children or parents.



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### 3.5.5 Body, movement and health

The children are given various opportunities to move around, to try out their motor skills, and to expand their skills. The teachers consciously pay attention to the children's individual movement needs. The playground and garden are available to the children daily. At our daycare, the children receive a healthy, nutritious diet and a fruit and vegetable break. Unsweetened tea and water are available throughout the day. The teachers teach the children that it is important to wash their hands after using the toilet and before eating to maintain good health. After lunch, children 2.5 years and older brush their teeth together.

The group rooms contain movement construction sites that can be configured in a variety of ways. Castles and platforms encourage climbing. The daycare center is equipped with a cradle swing, a ball pit, and a crawling corner to develop body awareness. In addition, the children in the daycare center regularly visit the physiotherapy rooms of the Helios Klinikum Bad Saarow. The daycare center has a sports room equipped with wall bars, various barefoot sections, and other movement elements for creating a movement construction site. The sports room is used by all areas.

A yoga club, which takes place in the afternoon, is also offered for the kindergarten/primary school and after-school children.

On forest hike days, the children explore nature in our daycare forest with all their senses. Equipped with a magnifying glass and a nature guide, the children discover the changes in the forest and meadow as the seasons change.

They collect and name leaves, build forest spirits or huts from natural materials, or simply relax. They gain their first experiences in protecting the environment. We awaken curiosity and thus encourage a natural urge to explore.



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### 3.5.6 Social learning

Behavioral skills: The teachers pay attention to politeness. They set a linguistic example and provide positive reinforcement to the children. They talk about feelings and apologize if they have offended someone. The teachers ensure that everyone treats each other respectfully. The children learn and apply basic social skills.

For example, the children practice:

- expressing their own wishes, feelings, and opinions,
- responding to the wishes of others,
- participating in the life of the group and helping to shape it,
- negotiating and adhering to rules,
- resolving conflicts without violence,
- taking responsibility (including for our rabbits),
- on excursions, the children practice participating independently in traffic,
- the teachers handle materials carefully. Through independent work, helping, or watching, the children experience how much work it takes to make things.

Independence, self-confidence

The children learn to recognize and express their needs. The teachers give the children time and opportunities to practice independence even at the nursery age. This includes eating, dressing and undressing independently, personal hygiene, and all other needs.

The children learn to make decisions. The teachers allow the children to choose what they want to do. They are tolerant of the choices they make.

Dealing with Dangers

Throughout their lives, children repeatedly encounter dangers. These include, for example, poisonous plants in nature, electrical devices, traffic, and fire. Our task is to give the children opportunities to recognize dangers and enable them to deal with them appropriately. They learn that they are not allowed to eat all plants, mushrooms, or berries when playing outdoors. Depending on the children's developmental stage, the teachers ensure that the children are not put in danger.

Regular instruction is given on behavior in nature and the potential dangers posed by, for example, sun, snow/ice, mushrooms, and dangerous animals.



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## 4. Practical implementation of educational work

"From birth, children begin to actively form their own understanding of the world. They use all the opportunities available to them and find diverse ways of expressing themselves. Children possess comprehensive educational abilities within themselves." (MBJS, Principles of Elementary Education)

The goal of the "Principles of Elementary Education" is to ensure that all children in the daycare center are provided with the necessary and appropriate educational opportunities.

In their pedagogical work, the educational professionals focus particularly on the needs of the children. They address interests as key situations and are guided by an age-appropriate implementation of projects and activities that always require flexible action. The situational approach forms the basis of our pedagogical work, which, through the anti-bias approach, enables us to address prejudices, privileges, power, and empowerment.

In their daily pedagogical work, the educational professionals focus particularly on the family environment in order to address new key situations and integrate them into everyday life. It is particularly important that children are empowered and supported in their independence, with all its positive and negative consequences. The children should be able to act and confront new and unknown things with an awareness of prejudice and acceptance. To this end, we use the anti-bias approach (the anti-bias approach is the basis of a prejudice-conscious attitude and work in education). Educators are constantly encouraged to reflect on themselves and their colleagues in order to practice and model a positive and prejudice-conscious approach to education. Weekly small team meetings with case discussions and open communication within the team are important for this.

Our objectives are:

- The development of a positive self-image, self-identity, and group identity



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- An empathetic approach to diversity and variety
  - The development of a critical approach to injustice and discrimination
  - The development of skills to stand up for oneself and others in the face of injustice.

At our daycare center "Filius," inclusion is a lived attitude and requires a non-judgmental attitude toward diversity. While inclusion is an important part of our daily work, it shouldn't be treated as something "special or exclusive." Children and adults with special needs are recognized with all their competencies, abilities, and skills.

## **4.1 The Freeplay**

We see children as self-educating beings to whom we assist as understanding companions, active listeners, advisors, and supporters. Children's impulses are followed. Play is the child's main activity, which is why free play is part of the daily routine. Free play is a self-determined activity for the child without adult guidance. The child chooses their play materials, decides on the course of the game and who they play with. The children have the opportunity to develop their imagination, make contacts, reach agreements, find a position in the group, and test themselves. The educational professionals take on the role of observers in order to identify key areas of development. Children are given the opportunity to develop their own solutions. We give the children time to think about things. Intervening too quickly, dictating things, and taking over prevents the acquisition of important skills and social competences.

## **4.2 Rules and standards**

Equally important to us is the early introduction to social norms and values. In light of the demands of school, we offer a daily activity. This requires the children to listen, stay seated, concentrate, respond, or engage with a specific topic. Even in the nursery groups, teachers and children meet for a morning circle. Morning circle is mandatory for all children present. This offers the opportunity to make music together, practice a finger game, listen to a story, or observe the weather. This is how children learn basic communication skills. They also observe each other's facial expressions and gestures, and maintain eye contact during conversations. Depending on their age, the children sit together for 5 to 30 minutes. In the daycare groups, the daily routine is discussed in morning circle. Morning circle introduces children to their first democratic and participatory opportunities. After a morning circle, daycare children





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can also participate in an additional activity. The important rules in daycare include, among others: refraining from violence, being aware of and respecting the sensitivities of others, being fair, respecting children, adults and animals, letting them finish speaking, being able to wait and being patient (see also anti-bias approach).

### **4.3 Learning through projects**

Based on the annual cycle or the children's themes, situation-specific project ideas can be developed, which individual groups can work on intermittently. We are also happy to consider parents' wishes and expectations regarding the family context. Projects are developed collaboratively based on the children's interests. Their completion time cannot be set in advance, as the scope of the work and the children's interests are unpredictable, and must be planned flexibly and accordingly by the educators.

Depending on the children's age, we also offer regular external projects that we consider important. This exposes children to life situations outside of the childcare center, where they acquire new cognitive, social, and emotional skills that are important for their development.

### **Afternoon Activities**

We offer various afternoon activities for children ages 3 and up:

- Children's Yoga
- Gardening
- Sustainable Crafts with Natural Materials
- Cooking
- Exercise programs in the hospital's in-house physiotherapy department, supervised by physiotherapy staff (from preschool age)

### **4.4 Afternoon Rest**



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Sleep is a child's natural need. The younger a child, the greater their need for sleep. This is crucial for memory, concentration, and the immune system. Due to the shift work of most of our parents, our children have irregular daily routines at daycare. To accommodate the individual's very different sleeping habits and sleep needs regarding naps at daycare, all children go to bed after lunch and a transition period. The only exceptions are preschool and after-school children, who are offered a snooze time. The children themselves decide whether to take a rest break. The sleeping environment is adapted to a rest period. The lighting is dim, and the room is quiet and cozy. There's the option of soothing elements such as sounds or stories. The children in the daycare center are placed in their nest beds around 11:45 a.m. and have the opportunity to sleep until 2:00 p.m. There's also the option of an additional short nap in the morning for daycare children who arrive very early for early morning care. Children over the age of 3 who don't sleep after the 45-minute rest period have the opportunity to engage in a quiet activity so as not to disturb the sleeping children.

#### **4.5 School preparation**

Starting in the summer before school starts, our facility offers a school preparation program. The children are specifically introduced to the demands of school and are given their own learning materials. Daily activities include small tasks that develop endurance, attention, fine motor skills, and concentration. Particular emphasis is placed on techniques such as cutting and folding, writing exercises, and tying shoelaces. Every two weeks, the preschool children attend the local elementary school and experience authentic 45-minute lessons. In addition, the preschool children participate in various courses. For example, the traffic safety program offers weekly traffic education sessions with both theoretical and practical components. A police prevention program is also offered, covering topics such as "Don't walk with strangers," "Warning about icy surfaces," and "Pedestrian Passport."



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The various groups are also members of the Bad Saarow library. This local resource is frequently and happily used to create topic-oriented programs using various media and to inspire children's interest in books from an early age.

#### **4.6 Design of transitions**

The adjustment period to daycare represents arguably the most significant transition and is therefore addressed separately in the program. The primary caregiver is responsible for ensuring a smooth transition into the group and establishing initial contact between the children. For older children, we also work with a sponsorship model, in which one child takes over the supervision of the new child. This offers significant benefits and the opportunity for bonding for both interaction partners.

When their child changes groups, parents receive a flyer summarizing the most important facts and changes. We strive to ensure that no child ever changes alone. All children already know the teachers from early, late, and weekend shifts. No one is a stranger to each other. The first phase of the transition is supervised by the previous group teacher and is limited in duration, similar to a daycare adjustment period. Initially, only the morning playtime is used. Subsequently, the duration of the stay in the new group increases and gradually includes meals and naptime.

Another special feature is the transition of preschool children to elementary school.

#### **5. Cooperation and networking with institutions**

To broaden the children's horizons and provide them with further inspiration, the educators take advantage of cultural offerings in Bad Saarow and Fürstenwalde. This gives the children the opportunity to visit museums or the zoo, for example. We also take the children to the local library and thermal spa.

We work with the local fire department and police. Firefighters explain their technical equipment to the children, how to fight fires, and what to do in the event of a fire. We invite the police prevention team to give



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presentations on topics such as "Don't go with strangers" and "Proper behavior in traffic."

To ensure optimal work, we strive for active exchange with various institutions. These include:

- elementary schools,
- the municipality, • the health department, and
- the youth welfare offices.

## **5.1 School/Gorbiks**

The state of Brandenburg has the "Common Orientation Framework for Education in Child Daycare and Primary School (Gorbiks)." The transition to school is organized in cooperation with the "Maxim Gorki" Primary and Secondary School in Bad Saarow. Questions and problems are discussed and joint activities are planned in regular meetings. The preschool children at our daycare center attend primary school with their teacher to prepare well for their new phase of life and to familiarize themselves with the school building. The teacher visits the future first-graders at the daycare center.

## **5.2 Zusammenarbeit mit Ausbildungsstätten**

Wir arbeiten in Kooperation mit der Korzcak-Schule Fürstenwalde, der Fachschule Frankfurt/Oder und dem Ausbildungszentrum FAWZ Fürstenwalde zusammen.

Ein Praxisanleiter in jedem Bereich steht angehenden Erziehern und Sozialassistenten zu einer adäquaten Anleitung zur Verfügung. Die Praxisanleiter multiplizieren Themen ins Team. Die Kita „Filius“ arbeitet nach einem Praxisanleitungsleitfaden, der in regelmäßiger Überarbeitung ist. Jeder Bereichsleiter kann auch die Anleitungstätigkeit übernehmen.

Zusätzlich bilden wir drei pädagogische Fachkräfte in Teilzeit aus.



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Praktikanten und Auszubildende durchlaufen ein Bewerberauswahlverfahren und müssen vor Tätigkeitsbeginn ein aktuelles (nicht älter als sechs Monate), erweitertes polizeiliches Führungszeugnis vorlegen sowie ihren Masernschutz nachweisen.

Unsere Praxisverantwortlichen nehmen an Veranstaltungen der Ausbildungsstätte teil. Praktikanten erhalten nach Beendigung der Praxisphase eine schriftliche Beurteilung, deren Form die Ausbildungsstätte bestimmt. Durch die Besonderheit unseres Trägers sind wir zusätzlich ein Teilbereich in der Ausbildung von Physiotherapeuten.

## **6. Öffentlichkeitsarbeit**

Jede pädagogische Fachkraft repräsentiert durch ihr Handeln und ihren Umgang mit Kindern, Eltern und Trägervertretern ihre Einrichtung in der Öffentlichkeit. Jede Person die eine Verbindung zur Einrichtung hat, betreibt Öffentlichkeitsarbeit. Professionelle Öffentlichkeitsarbeit wird auf verschiedenen Ebenen betrieben.

### **6.1 Internal Public Relations**

The facility is represented internally.

The entrance area is bright and clearly laid out. All of our daycare center's employees are displayed, categorized by work area, with photos, names, roles, and professional qualifications. A bulletin board provides information with photos and contact details of parent representatives, as well as the latest announcements for parents of all age groups. Furthermore,

there is a desk with an information stand featuring brochures and flyers from our cooperation partners. The weekly menu for the children is also displayed in the entrance area.

Our website offers parents insights into our daily routine for each group.



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The hallway of each area is decorated with portfolio sheets of the children's learning processes and work. A digital photo frame summarizes the week's events. This provides transparency for parents, especially those with children who are not yet actively speaking, about daycare life and the work of the educational staff. Children's play areas are also located in the hallways. All rooms are labeled so that visitors can find their way around our daycare center. The different age groups are easily distinguishable by their color coding. The daycare groups are named and designed according to colors.

Constructive and trusting cooperation with parents is the most important basis for our internal public relations work. Therefore, parent representative meetings, parent-teacher conferences and parent cafés, development discussions, and parent evenings are held in every area.

House tours for interested parents are available upon request. All new daycare parents receive a tour of our facilities during the initial consultation. An introductory evening in the crèche group allows new parents to get started and establish contact with the existing constellation of daycare parents through their children.

Twice a year, we plan a joint afternoon with parents and children, in the summer and winter (summer night party and winter barbecue). This informal get-together in a cozy atmosphere promotes mutual acceptance and a partnership in parenting.

Parents interested in pedagogy have the opportunity to accompany us on excursions or, upon request, observe the daily routine. We open our doors for Carnival, and parents can generally help plan the day. Grandparents are welcomed as guests of honor on Grandma and Grandpa Day with coffee and cake. They are the most important addition to the family planning.

## **6.2 External Public Relations**

The facility is represented externally.

The PR/Marketing department of Helios Klinikum Bad Saarow handles the majority of external public relations. Press releases, newspaper articles, website, events, etc. are coordinated and implemented with high publicity.



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We support the provider in the context of hospital events.

## **7. Complaint Management**

Parents and partners express their dissatisfaction with complaints, which results from the discrepancy between the expected and the service provided by the daycare center. The task of dealing with complaints is to take the concerns seriously, investigate the complaints, and resolve them if possible. The measures taken as a result of complaints serve to further develop the quality of our facility and the success of the educational partnership with parents, as well as to improve cooperation with our partners.

- Complaints are welcome as constructive criticism.
- Employees are open to complaints and trained in how to deal with them. Their own attitudes are reflected. They react sensitively to other perspectives, especially those of parents.
- Complaints are systematically processed in a factual and timely manner based on a uniform procedure.

### **7.1 Complaints Procedure for Children in Our Facility**

We encourage children to express complaints:

- by creating a safe environment (a reliable and trusting relationship) in which complaints can be expressed without fear and are accepted and addressed with respect and appreciation.
- by experiencing in the day-to-day routine of the daycare center that dissatisfaction is taken seriously and acknowledged, even through expressions such as crying, withdrawal, and aggression.
- by encouraging children to recognize their own needs and those of others and to work for the well-being of the community.





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- by educators setting positive examples in dealing with complaints and also reflecting on their own (mis)behavior and needs and discussing them with the children.

Possible topics for children in connection with a complaint:

- when children feel unfairly treated.
- in conflict situations.
- about inappropriate behavior by educators.
- about all matters that affect their everyday lives (activities, food, rules, etc.).

Children express their complaints:

- by Specific expressions of displeasure
- through emotions, facial expressions, gestures, and sounds
- through their behavior, such as refusal, conformity, avoidance, rule violations, and boundary violations

Children can complain:

- to the teachers in the group
- to their group children/friends
- to their parents
- to the service staff, volunteers
- Children's complaints are recorded and documented if they cannot be resolved immediately
- through sensitive perception and observation
- through direct dialogue between the teachers and the child(ren)
- through visualizing the complaints or questioning



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## **7.2 Determining the satisfaction of parents and cooperation partners**

Parents and cooperation partners can express their dissatisfaction at any time, both personally and in writing, to all staff and management. A mailbox is available in the daycare foyer for anonymous complaints.

Further opportunities to file complaints include parent evenings, handover meetings when dropping off and picking up children, and the annual development meeting with the primary caregiver. In addition, the daycare's parent representatives offer constant accessibility for complainants through their published contact details. Parent representative meetings are open to visitors and concerns.

### **The daycare committee meets quarterly. The minutes are public.**

All parents receive the necessary information during the admissions interview. The parent representative notice board is presented to them. The contact persons are clearly visible. A child and parent survey is conducted once a year, the results of which are posted and presented. The results are used, for example, as suggestions for purchasing new equipment and play materials. An external evaluation is regularly conducted by the certified provider QUECC for internal quality management.

## **7.3 Complaints Process**

Complainants should contact the following contact persons in person, by phone, or in writing.

### **7.3.1 Contact Persons**

A staff member

The complaint can be handled independently by a staff member. During the discussion between the complainant and the staff member, a parent representative may contact the management and present the complaint. The management decides on the next steps (conversation with the complainant, discussion with staff, informing or involving the provider, etc.).



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To the provider

The provider receives the complaint and informs the management. The provider and management coordinate on the next steps.

### **7.3.2 Process Flow**

#### Receipt of Complaint

- Decision: Is this a complaint? YES or NO
- What type of complaint is it? (Persons, behavior, procedures, performance)
- To be resolved immediately: YES or NO
- Process by yourself or forward to the responsible department

#### Complaint Processing

- Provide the complainant with feedback and a processing timeframe
- Document the processing on the complaint form
- Develop a solution, forwarding to another department if necessary

#### Complaint Conclusion

- Inform the complainant about the outcome of the complaint in a written discussion
- Documentation of this with the complainant's signature
- If necessary, a copy to the employer

### **7.3.3 Complaint Opportunity for Employees**

Section 84 of the Works Constitution Act (BetrVG) stipulates that the employer must inform/notify the employee about the complaint. Depending on the complaint, this will be the next line manager or the employer directly.

### **7.3.3 Complaint Opportunity for Employees**

Section 84 of the Works Constitution Act (BetrVG) stipulates that the employer must inform/notify the employee about the complaint. Depending on the complaint, this will be the next line manager or the employer directly. Employee ☐ Department head (in the event of a complaint about this, the direct contact person is the management) ☐ Management of the facility (if the matter is not resolved) ☐ Responsible body (this person will then ensure that the complaint is remedied if they consider it to be justified)



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## **8. Qualitätsmanagement**

### **8.1 Design of organizational structures**

To ensure an optimal handover to all educators during 24-hour operations, the team works with a handover log. All information, appointments, and changes relating to the nursery, daycare, and after-school care centers and their children are continuously documented there.

Each employee is informed of current events at the start of their shift.

The "Filius" childcare facility is divided into the following areas: nursery, daycare, and preschool/after-school care. Each area is headed by a department manager. This manager meets weekly with their team to discuss internal issues. The respective department managers also meet weekly with their managers in the department management meeting. Mandatory team meetings for all educational professionals take place monthly. There are also fixed monthly meetings with facility managers and providers, where the management is available as a contact person.

### **8.2 Further training and areas of responsibility of employees**

In addition to the legally required continuing education courses, the Helios Clinic provides annual refresher courses on hygiene, data protection, and occupational safety/fire protection. These courses are completed by every specialist.

Helios Clinic trains the daycare center's staff annually in first aid for children.

In addition, each employee has the opportunity to participate in self-selected continuing education courses. Each employee is allocated up to



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two days per year for this purpose. The provider provides funding. The training is then multiplied across the team for on-site consultations.

Particularly complex subject areas that require ongoing work are the special responsibility of individual specialists, in consultation with the specialists in the on-site consultations.

Currently, the functions of occupational safety and fire protection, language training, practical instruction for trainees and interns, data protection, and child protection are represented.

We also use monthly on-site consultations for input and reflection from external specialists, including the resident pediatrician.

### **8.3 Parent Survey, Child Survey, Staff Survey**

An anonymous overall evaluation is conducted annually at our facility. Parents, children, and staff are asked for their opinions with the goal of increasing satisfaction with the facility, ensuring participation and involvement, and building long-term relationships. Investments are then planned based on needs.

This reflection leads to changes as well as the further development and updating of the concept.

#### **Parent Survey**

Each parent household receives a questionnaire for each child in the childcare facility. The content covers all aspects of the collaboration between parents and daycare. Questions are asked about the organization, structure, and processes, as well as their implementation, catering, management, staff and their expertise, participation and



willingness to discuss, the organization of parent evenings/parties/projects/transparency/development discussions, ideas, and wishes. The questionnaire is not a simple checkbox procedure, but offers a wide variety of questions and leaves ample room for suggestions. We use a special computer program for evaluation.

With just a few pieces of data, we can track which areas can be concluded. This allows the nursery, daycare, and after-school care centers to receive differentiated information from parents regarding their assessment of their work and initiate changes.

### **Child Survey**

We also have a children's questionnaire available. This is minimized in length and tailored to the age group from 4 to 5 years. Simple checkboxes based on facial expressions represent the response options. To determine the children's interests, we survey their preferred rooms, learning areas, toys, and materials. These can then be further considered when purchasing. Satisfaction with the daycare center, the food, and the teachers is also assessed. This can be compared with the parent questionnaire.

### **Employee Survey**

The questionnaire helps employees feel heard and heard. Problem areas and needs in their daily work are better identified. Existing processes can be challenged and adjusted if necessary. Employees can be supported without stigmatization. Topics for team training are also planned.

## **8.4 Quecc: Quality for Education and Child Care**

Quecc is a quality control process for childcare facilities. It assesses the provider, management, and educational staff in terms of framework, tasks, design, and implementation. Quecc provides rating scales for all aspects of the daycare center.

Evaluations are conducted every two years. The internal evaluator works according to the "How good is our daycare center" manual and guides the colleagues in his or her direct team. This allows us to independently



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monitor our quality in the areas of educational conditions and educational areas.

The next external evaluation is planned for early 2025.

## **9. Parental involvement**

### **9.1 Forms of educational partnership**

Offers before admission

- Initial contact with parents and child during the registration interview
- Preliminary visits to the group/daycare center, phone calls before the start
- Joint observation

Offers with participation according to the childcare contract

- Parent evenings
- Group afternoons for parents and educators
- Gardening and playground design
- Craft and play afternoons
- Parent participation in activities, festivals, and celebrations
- Accompanying trips and excursions
- Projects with parent involvement
- Planning and co-organizing events and activities
- Active participation as a member of the daycare committee or even occasional participation as a guest
- Participation as an elected parent representative in the Oder-Spree district

We conduct a parent survey every year. Parents are asked to complete a parent questionnaire anonymously. The results of the survey provide information about the quality of the work and form the basis for the organization of the following year.

Contact options for parents

- Casual conversations
- Appointment-based meetings (requested meetings)





- Development meetings (annually from kindergarten age)
- Parent letters/parent mailbox, emails

## **9.2 Admission interview**

Following the application and approval, both parents and the child will meet with the daycare center director or deputy director for an admissions interview. During this interview, all contract documents will be reviewed, the child's medical history will be recorded, the parents' individual needs and wishes will be discussed, the facility's concept, house rules, bylaws, and fee calculation will be explained, and a tour of the facility and an introduction to the group will be conducted.

## **9.3 Development discussion**

Starting on the child's third birthday, a developmental review takes place annually. The first review takes place upon admission, at the end of the settling-in period. Each child is observed at least once a year. This observation is part of the developmental review with the parents. A second aspect is the evaluation of developmental milestones and language development milestones.

## **9.4 Parent meetings – Parent evenings**

At least once a year, separate parent-teacher meetings are held in each area. These primarily serve to encourage parents to get to know each other, as well as teachers and parents, in the spirit of a supportive parenting partnership. Simultaneous childcare is available upon request. Parent-teacher meetings are held in a relaxed, comfortable atmosphere.

## **9.5 Participation in the daycare committee**

The daycare committee consists of three equal members appointed by the provider and members elected from the staff and parents. The daycare committee must be equally staffed to ensure equal representation of the three groups that share responsibility for the children's well-being. All three stakeholder groups must have equal voting rights. Guests are welcome to attend meetings at any time. The daycare center's



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management always attends as a relevant contact person. The members of the daycare committee meet quarterly.

The daycare committee decides on educational and organizational matters within the daycare center.

A parent representative and a deputy parent representative are elected by the parents for each group within the facility.

The provider's financial sovereignty, its personnel-related responsibility, and its independence in setting objectives and implementing its tasks remain unaffected.

The parent representatives are important contacts for the educator team and other parents. Their contact information is publicly displayed in the daycare center's entrance area. You can reach us by email or via our internal mailbox.

## **10. Data protection, bookkeeping and record keeping**

We would like to present our daycare work to a wider public. This requires the consent of the legal guardians, e.g., for portfolios and notices in the daycare center, regional daily newspapers, our provider's website, and social media. This consent can be refused without giving reasons and revoked in the future without giving reasons.

Together with the children, we experience many fun, exciting, and thrilling things every week. We would like to let the legal guardians participate in our joint activities and our educational work and provide a selection of photos in a corresponding photo gallery as an insight into daily activities. Beyond viewing the images, no further processing of the images (e.g., downloading, forwarding) is permitted. Rather, the images serve as an opportunity to discuss everyday life in the daycare center with your own child.

For this purpose, Helios Klinikum Bad Saarow GmbH, as the operator of the "Filius" daycare center (Pieskower Straße 33, 15526 Bad Saarow), operates its own website at [www.kita-filius.de](http://www.kita-filius.de) (hosted by KORA Media, Jan Kornek and Ronny Fonfara GbR, Feldstraße 34, 15517 Fürstenwalde). The contractor, KORA Media, was carefully selected by us. The website has a login-protected, internal area to which only the parents of the



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respective group, the responsible educators, and the responsible administrators have access.

Mobile phones are prohibited for our employees (educational professionals, interns, service staff) and parents throughout the building. We provide all employees with sufficient technical equipment. Photos for portfolios, the website, etc. are taken and processed only with in-house cameras and PCs.

The legal guardians further acknowledge that the childcare data, including information about the health of the child being cared for, will be transmitted to the Scharmützelsee Office responsible for the "Filius" daycare center and the Oder-Spree district (including the Youth Welfare Office and the Dental Service) to fulfill its duties pursuant to Section 12 (3) of the Daycare Center Act (KITA-G). The following data will be collected and stored/archived for a period of five years from the conclusion of the childcare contract until the termination of the care contract.

- Child's name, address, and date of birth

- Name, address, and telephone number of the parents and authorized pick-up persons

- Child's vaccination status with regard to MMR vaccination (mandatory since March 1, 2020)
- Child's illnesses that must be known to the facility

According to Section 47 (2) of the German Social Code (SGB VIII) KJSG (KJSG), the daycare center management, the teaching staff, and the provider are responsible for ensuring proper bookkeeping and record keeping in conjunction with documentation requirements. Internal bookkeeping and record keeping

covers areas such as roster planning with group assignments of staff, replacement arrangements in the event of staff absences, occupancy documentation (children's attendance lists and employee time cards), inspection logs, and evidence from other supervisory authorities, as well as documentation of developments and events in accordance with Section 47 (1) No. 2 of the German Social Code (SGB VIII) that contribute to impairing the well-being of children.

Mandatory training for educators must be completed annually (first aid for children, fire safety, hygiene training, child protection, and



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occupational health and safety) and is documented. Records must be retained for the same time periods as previously mentioned.

Letzte Überarbeitung am:

06.01.2024







