

# Welcome Pack



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Willkommenspaket / Welcome Pack

Version summer 2023

Printed in Germany.

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Find further information at [www.educcare.de](http://www.educcare.de)

Something new is about to begin –

Children and parents are starting at an educcare educational childcare centre

Dear parents and guardians,

A warm welcome awaits you at the educcare educational childcare centre!

We are very happy to welcome you and your child into our centre. We have compiled a welcome pack of important information that will ease your start at our centre. For ease of reading, the feminine form (she) is used to refer to all educators but all information naturally applies equally to both genders.

Your child is embarking on a new stage of life with many new experiences, adventures and challenges, in surroundings that are different to those of their familiar home:

- You, the mother and father, are not readily available for a set part of the day.
- Your child has to build up a trusting relationship with new caregivers.
- They have to develop relationships with other children.
- They have to learn new rules.
- They have to adjust to a new daily routine.

Every child is unique. That means that each child needs to take their own time for this new start. Some children are joyful, curious and spontaneous in approaching new situations, while others are more watchful, hesitant or somewhat anxious. Even when your child has brothers and sisters, regularly meets other children, or has already experienced dealing with some time away from parents, it can take still take several weeks until your child acts independently and confidently within the group, finds friends and generally feels safe and well.

Even though your child is the centre of attention, their starting at the childcare centre is special for you, too, as you face changes and new challenges. We hope that

- you develop a trust in the educators and the centre,
- you accept that your child is one among many in the group,
- you are actively involved in parent cooperation in the interests of all children.

Every new beginning brings anticipation and curiosity but also a farewell to the familiar. This is an emotional time for parents and children. These emotions are particularly tangible in the mornings when it comes to saying goodbye at the centre. If you feel uncertain (and please rest assured, you are not the only one), then seek out advice and support from the educators. They are there with their expertise for you.

Enjoy this new and exciting phase in life with your child. Your child will grow, will become sure and confident and will discover a new world. We are very happy to be able to accompany your child.

There may well be one or two questions that arise in the course of time. Your first point of contact is, of course, the local team. Should matters arise which cannot be clarified locally, then please contact management directly in Cologne.

General Services / Information

0221 - 466 194 - 00 // [orga@educcare.de](mailto:orga@educcare.de)

If you have any queries relating to the daily routine or your child's development, please approach the Head or the team at your centre.

We wish you and your child a wonderful time at our centre.

Your educcare team

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## 1. Settling-In

Dear parents, dear guardians,

“A child is full of potential”. We discover this together. These educare guiding principles also apply to settling in. educare’s settling-in period has been developed from models that are recognized throughout Germany. The aim is for every child to find a home away from home where they can settle into a group of peers and experience security, safety and belonging. We stand for diversity among equals and we take the needs of the child and their parents seriously. With the following information on settling-in, we want you to know what to expect and how you can get involved in this new situation.

### **General information on settling-in**

1. During the first few days, you and your child will stay in the centre for a maximum of 2 hours. When you are in the group room with your child, sit with your child. Encourage your child to explore the immediate area, but do not push him or her to behave in a certain way. Maintain eye contact with your child and offer yourself as a "rock." In the beginning, the pedagogical staff take on an observing role and are available as partners. They also take care of the other children. In this way, your child learns that all adults care about the needs of all children and that he or she is in good hands at all times in the daycare centre.
2. There will probably be other parents in the room with you. You are welcome to have small conversations with them in a quiet tone of voice. Please make sure that you are still available as a contact person for your child.
3. The first separation usually does not take place before the third day, unless the child is ready for separation earlier. To do this, leave the room for a short time, but stay close

by. Before leaving the room, announce it briefly and clearly to your child, and then say goodbye. This may well not be without tears or protest. It is a new situation for your child. It shows his feelings this way. If your child does not calm down within a short time, the specialist will call you back in.

4. Based on the observation and assessment, the separation phase is extended step by step, in close consultation between you and the pedagogical specialist.
  
5. A successful settling-in period lasts up to four weeks. It is completed when the child allows itself to be comforted by a specialist and has fun and enjoys exploring its surroundings. However, this does not mean that your child will stop crying when you say goodbye to him or her after dropping him or her off. The child is expressing that he / she would rather keep you at the centre (and that is his / her right!). Your child will quickly be calmed down by the educator after you have left at the end of the settling-in period.

### **Parents' role during the settling-in period**

Your task is to provide your child with a protective “shelter” from where they can familiarise themselves with their new environment and to where they can withdraw when they feel overwhelmed. You do not need to do much. Just being there gives your child a safe haven. Your child has all they need just by your being there and observing from your customary place in the room.

If your child wants to be near you, then they have a reason for this. Perhaps they are annoyed or are no longer on top of things. It is important that you do not force your child into going off again. It is best if you simply wait for your child to turn their attention back to their surroundings. As a parent you should trust your child to actively approach the new environment

of their own accord. Each child reacts quite differently. Some are initially cautious and hesitant; others turn energetically to their new surroundings without a moment's hesitation. Every child has their own way of getting to know their new environment.

Your child will not become alienated because of their attachment relationship with the educators. Generally, the relationship with the educator is of secondary importance and the parents continue to be the principal attachment figures. The family bond is more likely to be consolidated than impaired during the first six months of childcare attendance.

**Suggestions to prepare the settling-in period:**

Please support your child by looking forward to the settling-in process and getting to know a new environment, new people and the other children at kindergarten.

Where a child finds it extremely difficult to separate from one of the parents, then it can be more productive for the other parent to accompany the child through the settling-in period. Children develop different reactions to separation from the father and the mother from a very early age. Consequently, a child may find it easier to adjust to the new environment in the company of their father rather than their mother (or vice versa!).

Familiar objects brought along from home can be very helpful when it comes to saying goodbye and at naptime.

Children find short leave-taking rituals less stressful. Tell your child clearly that you are only leaving for a short while and that you will be back soon. Do not ask your child if you may leave or if they are happy with this. The educator will hold your child and comfort them should they try to run after you.



Trust your child to be able to cope. Any dismissive attitude towards the centre will make settling in impossible. Your child can sense your attitude and takes it as the basis for their own appraisal of the situation. Free your child so that they can come to trust the educator. This is the only way your child will be comfortable.

Your educare team

## 1.1. Information sheet on the child and family

Both educare, as provider, and the staff at the centre are committed to providing your child with a “home from home”, to valuing their personality and to holistically supporting your child’s learning and growth according to educare’s policy for raising and educating children.

We want to contribute jointly with you, the “experts on your child” (since no-one knows your child as well as you do!) to the healthy development, education and individual promotion of your child.

Please “tell us about your child” so that we can accomplish these tasks to everybody’s satisfaction. Your experiences, thoughts and points of view are of great value to us and enable us to accommodate your child’s individual needs and personality into the daily routine of the crèche and childcare centre.

We hope that parents will complete the form jointly since you may not always be of the same opinion. We really know how to appreciate the benefit to your child of diversity and these differences.

Please use the third part of the form for your requests, suggestions and questions, which we would be more than happy to respond to in a discussion with you. You’ll only need to fill in either part 4 or part 5 – if your child starts attending nursery (age 0–3 years), please fill in part 4. If your child starts to attend kindergarten (age 3–6 years), use part 5.

All information is voluntary. It will be treated in strictest confidence and is subject to data protection.

We thank you for your assistance.

# Information sheet – family details

## 1. Family details

### 1.1. The child

Child's name	Date of birth
	Nationality
Admission from	<input type="checkbox"/> nersery (0 – 3 years) <input type="checkbox"/> Kindergarten (3 – 6 years)
Pediatrician	Phone

### 1.2. Parents and other guardians

name 1 <sup>st</sup> parent	name 2 <sup>nd</sup> parent
Nationality	Nationality
Mother tongue	Mother tongue
Language: ..... is the language predominantly spoken within the family.	
Employment <input type="checkbox"/> Full-time <input type="checkbox"/> part-time <input type="checkbox"/> by the hour <input type="checkbox"/> maternity leave <input type="checkbox"/> currently not working	Employment <input type="checkbox"/> Full-time <input type="checkbox"/> part-time <input type="checkbox"/> by the hour <input type="checkbox"/> maternity leave <input type="checkbox"/> currently not working
The parents are <input type="checkbox"/> living together <input type="checkbox"/> separated	
■ The child lives with...	
■ Custody has been awarded... <input type="checkbox"/> to... <input type="checkbox"/> jointly to both parents	
■ Contact between the child and the parent living away from the child is <input type="checkbox"/> regular: <input type="checkbox"/> rare: <input type="checkbox"/> there is none	
Other people living in the household:	

Further information from the parents:

## 2. The child's health and development

### 2.1. Birth and the first months

Pregnancy and birth	<input type="checkbox"/> normal	<input type="checkbox"/> complications
Further details		
During the first few months my/our child...	<input type="checkbox"/> cried a lot.	<input type="checkbox"/> slept a lot.
<input type="checkbox"/> was quiet.	<input type="checkbox"/> slept a lot.	<input type="checkbox"/> slept little.
<input type="checkbox"/> was alert.		

### 2.2. Health

Do you take advantage of all regular check-ups?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Was there ever anything particular? If yes, which?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Are there any known allergies or food intolerances?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Food:	Other:	
Immunisations:	<input type="checkbox"/> Diphtheria-pertussis (whooping cough) -tetanus	<input type="checkbox"/> HIB (Haemophilus influenzae type B)
	<input type="checkbox"/> Measles, mumps, rubella (German measles)	<input type="checkbox"/> Polio
	<input type="checkbox"/> ...	
My / our child is susceptible to	<input type="checkbox"/> colds	<input type="checkbox"/> digestion problems
	<input type="checkbox"/> ear infections	<input type="checkbox"/> stomach ache
	<input type="checkbox"/> headaches	<input type="checkbox"/> ....

Which infectious diseases has your child already had?	
<input type="checkbox"/> Pertussis (whooping cough) <input type="checkbox"/> Measles <input type="checkbox"/> Mumps <input type="checkbox"/> Rubella (German measles) <input type="checkbox"/> Chicken pox <input type="checkbox"/> Other...	
Does your child suffer from any special illness or physical impairment? <input type="checkbox"/> yes <input type="checkbox"/> no	
Has your child ever been in hospital because of illness? <input type="checkbox"/> no	
<input type="checkbox"/> Yes, because of...	
Does your child or has your child benefited from any support measures or therapy?	<input type="checkbox"/> no <input type="checkbox"/> yes,...
<input type="checkbox"/> early intervention <input type="checkbox"/> speech therapy <input type="checkbox"/> physiotherapy <input type="checkbox"/> occupational therapy <input type="checkbox"/> other...	
Does your child regularly take any medication?	<input type="checkbox"/> yes,... <input type="checkbox"/> no
Do you have any particular requests should your child fall ill?	

### 2.3. Diet / eating habits

Our child	<input type="checkbox"/> may eat everything <input type="checkbox"/> is vegetarian <input type="checkbox"/> does not eat pork
Does the family regularly eat meals together?	<input type="checkbox"/> yes <input type="checkbox"/> no
We are happy with our child's eating habits and their appetite	
<input type="checkbox"/> yes <input type="checkbox"/> no, because ...	
What does your child say or do when it is hungry?	
What does your child say or do when it is thirsty?	
If your child drinks formula milk, then which brand?	
If your child is limited to a certain diet, then which?	

Can your child eat by itself?	<input type="checkbox"/> no	<input type="checkbox"/> yes	<input type="checkbox"/> using a spoon	<input type="checkbox"/> using a fork
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#### 2.4. Sleeping habits

Does your child sleep during the day?	<input type="checkbox"/> no	<input type="checkbox"/> sometimes	<input type="checkbox"/> yes, from _____ to _____ o'clock
Does your child protest about taking a nap?	<input type="checkbox"/> generally, yes	<input type="checkbox"/> generally, no	
Does your child take toys to bed?	<input type="checkbox"/> no	<input type="checkbox"/> yes,...	
Does your child need a dummy/pacifier, blanket, or bottle?	<input type="checkbox"/> no	<input type="checkbox"/> yes,...	
Does your child like to sleep...	<input type="checkbox"/> in a dark room	<input type="checkbox"/> in a dimmed room	<input type="checkbox"/> with a night light?
Do you have a bedtime ritual?	<input type="checkbox"/> no	<input type="checkbox"/> yes,...	
Does your child sleep with	<input type="checkbox"/> a pillow?	<input type="checkbox"/> a cover?	<input type="checkbox"/> a sleeping bag?
	<input type="checkbox"/> ...		...

#### 2.5. Toilet training

Have you already started toilet/potty training?	<input type="checkbox"/> yes	<input type="checkbox"/> no	
If so, then what word do you use for:			
“passing water“:	“bowel movement“:		
Does your child generally indicate that it needs to use the toilet/potty?	<input type="checkbox"/> yes	<input type="checkbox"/> only sometimes	<input type="checkbox"/> only when asked

### 3. Parents' issues

What are your child's strengths? What particularly excites or delights you about your child?	
response 1 <sup>st</sup> guardian:	response 2 <sup>nd</sup> guardian:
On what do you place particular value in the raising of your child?	
response 1 <sup>st</sup> guardian:	response 2 <sup>nd</sup> guardian:

<p>Does your family or home country have any particular cultural or religious celebrations, rituals, traditions or customs that we should take into consideration (when possible) at nursery or kindergarten?</p>
<p>Is there anything else that you expect, require or wish from our centre?</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> yes,...</p>
<p>Further Information</p>          

Dear families,

Thank you very much for taking the time to complete this and, in particular, for placing your trust in us. We kindly request that you now complete the appropriate form for your child's enrolment into nursery or kindergarten.

We look forward to fruitful cooperation with you and a happy, exciting and profitable period with your child.

Your educare team

<p><b>Date for follow-up discussion after nursery settling-in or kindergarten admission:</b></p> <p>_____</p>
---



## 4. Information sheet for nursery enrolment

### 4.1. Physical development

Does your child follow objects	
<input type="checkbox"/> with its eyes?	<input type="checkbox"/> with its head? <input type="checkbox"/> by turning its body?
Does your child roll over from its back to its stomach and back again? <input type="checkbox"/> no	
<input type="checkbox"/> yes – since when? (age in months)	
Does your child crawl? <input type="checkbox"/> no	
<input type="checkbox"/> yes – since when? (age in months)	
Does your child pull itself up on objects? <input type="checkbox"/> no	
<input type="checkbox"/> yes – since when? (age in months)	
Does your child walk around a low table? <input type="checkbox"/> no	
<input type="checkbox"/> yes – since when? (age in months)	
What other ways does your child use to move about?	
<input type="checkbox"/> belly crawling	<input type="checkbox"/> sliding <input type="checkbox"/> rolling <input type="checkbox"/> crawling
When did your child take its first steps by itself?	At ..... months
Does your child climb up onto low stools or chairs by itself? <input type="checkbox"/> yes <input type="checkbox"/> no	
Can it come back down by itself? <input type="checkbox"/> yes <input type="checkbox"/> no	
Does your child tire quickly? <input type="checkbox"/> yes <input type="checkbox"/> no	

### 4.2. Speech and language

How old was your child when it spoke its first word?	at	...	months
How old was your child when it said more than 20 words?	at	...	months

### 4.3. Emotional development

How would you describe your child's general mood?	
<input type="checkbox"/> balanced	<input type="checkbox"/> sociable <input type="checkbox"/> curious <input type="checkbox"/> strong-minded
<input type="checkbox"/> active <input type="checkbox"/> quiet <input type="checkbox"/> lively <input type="checkbox"/> anxious <input type="checkbox"/> happy	
<input type="checkbox"/> impulsive / spirited	<input type="checkbox"/> shy / reserved <input type="checkbox"/> ...
Can your child be easily consoled and calmed down? <input type="checkbox"/> yes <input type="checkbox"/> no	

What experience of separation is your child already familiar with?
How does your child react to separation?

#### 4.4. Further information

Does your child follow a fixed daily routine?	<input type="checkbox"/> no
	<input type="checkbox"/> yes,...
Is your child's skin particularly sensitive?	<input type="checkbox"/> yes <input type="checkbox"/> no
Is your child often sore?	<input type="checkbox"/> yes <input type="checkbox"/> no
Do you use disposable nappies (diapers)?	<input type="checkbox"/> yes <input type="checkbox"/> no
Which care products (powder, oil, cream) do you use?	
What do you use to clean the child's bottom and genitals?	
Where do you change your child's nappy (diaper)?	
Are there any problems during nappy changing?	
Do you have any particular problems when "feeding"?	<input type="checkbox"/> nein <input type="checkbox"/> yes,...
Where does your child normally sit at mealtimes?	<input type="checkbox"/> in a high chair <input type="checkbox"/> on a lap <input type="checkbox"/> other...

Are there any digestive issues (diarrhoea, constipation, wind/gas)?	<input type="checkbox"/> no <input type="checkbox"/> yes,...
How does your child feel when it is teething?	

## 1.2. Certificate of medical examination according to the Kindertagesstättengesetz of the respective federal state

Please present your child's yellow "U-Heft" (=examination booklet / Untersuchungsheft) to the daycare centre (as specified in the childcare contract, attachment "Abholung und Gesundheit"), with which you can prove that you have received vaccination counselling. Alternatively, you can submit a doctor's certificate confirming that you have received advice on the recommended vaccination program (see below). In order to relieve the pediatrician's office, we recommend the proof of the U-Heft.

Please note that sufficient measles protection is mandatory in any case (according to §20 Abs. 9 IfSG; see care contract).

\*Additional for Baden-Württemberg: Please note the necessity of a medical examination before admission to a facility according to §4 Kindertagesbetreuungsgesetz.

➔ If no examination booklet (U-Heft) available, please provide a certificate of immunization education, e.g.:

The parents / guardians of

child's first name \_\_\_\_\_ date of  
 + family name \_\_\_\_\_ birth \_\_\_\_\_

address \_\_\_\_\_

have received medical advice regarding complete, age-appropriate vaccination protection for their child that is sufficient according to the recommendations of the permanent vaccination commission.

(haben eine ärztliche Beratung in Bezug auf einen vollständigen, altersgemäßen, nach den Empfehlungen der ständigen Impfkommision ausreichenden Impfschutz ihres Kindes erhalten.)

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place, date

doctor's signature and stamp

## 2. Interesting facts for the start

### 2.1. Preventing misunderstandings

Dear parents and guardians,

Communication is not always an easy business – unfortunately, misunderstandings do occur from time to time. The educcare policy is ambitious and this can lead to misunderstandings between parents and the team and/or provider. We hope that the following information, provided at or prior to signing the contract, will prevent any misunderstandings from arising.

#### **Educational policy**

##### ■ Goals and their implementation

educcare’s policy for educating and raising children provides staff with the framework for their educational work. It addresses children of all ages and all levels of development. It states goals and suggests many ideas for putting them into practice. Individual arrangements rest with the educators in the centres and their consistent focus on seeing things from the child’s perspective. The provider checks the implementation of important elements of the policy.

*Definition:* Activities set out in the education policy are not necessarily intended for every child, irrespective of development, nor will every child participate or have to participate in every activity. Rather, it is the individual development and interests of each child that determine when activities are most meaningful. There can be no prescribed date and no prescribed learning pace. We ensure the children have the time they need to develop their own interests.

##### ■ The open group approach

The policy is designed for open and cross–group educational work. This means that children do not just remain in their home group but may take advantage of activities with children from other groups. This supports the development of the children’s personal and social skills.

Groups may consist of children of mixed ages or of peers. We support the children while they shape their days themselves. Infants and toddlers are not yet capable of making choices regarding which activity they wish to take part in but they can express their interest in many different ways. In such cases, the educator takes action as observer and “translator”.

*Definition:* Our policy does not mean that children are left to their own devices and are overwhelmed by room changes, choices of activity or playmate. The children always have a “safe haven” (in “their” group), even when they are not constantly with their home group educator.

### **Educational partnership**

#### ■ Parents and responsibilities

Parents play a major role in our policy. The education and healthy development of the children can only succeed when parents and educators pull together. With this in mind, we consider ourselves to be complementing families; we do not replace them. Particularly in situations where childcare hours are long, it is easy to lose sight of this guiding principle and, on occasion, this leads to demands that we are unable to meet.

Parents are, and always remain, responsible for their children regardless of the extent of childcare hours.

*Definition:* The policy does not mean that educators take on childrearing responsibilities for parents such as music classes, doctors’ appointments or support measures such as speech or occupational therapy.

#### ■ Parent cooperation

We explicitly request that parents participate and contribute at “their” centre. Parents’ requests to sit in, and their suggestions and ideas will be realised in consultation with the team.

However, this will not take place should a situation require a different decision. A high degree of transparency and confidence in this mutual cooperation contribute towards ensuring that this does not become an issue.

Please understand that there may be occasions when educators are not able to respond immediately to your concerns. The children’s well-being always takes priority and there are times when the educators “belong” solely to the children (for example during activities). This is the educators’ primary task and responsibility and the one that you, as parents, also expect for your child.

*Definition:* Parent cooperation does not mean substituting for educators or supplementing them during specific tasks that occur as part of daily educational work. Nor does it mean parents giving educators instructions on how they should shape the educational day, or demanding that their own suggestions are adopted. The heads of the centres and the provider share these responsibilities and are always happy to respond to parents.

■ The educators’ expertise and responsibilities

Educators at educcare centres are active companions for your children. They are qualified to take notice of a variety of aspects, to develop activities for the children, to initiate educational processes and – jointly with you – customise how each child is raised. That involves discussing the child’s development with you, making proposals, recommending other specialist fields, and incorporating your suggestions into daily work.

It also means, however, declining parents’ suggestions if need be and insisting on the educator’s expertise – professionally and transparently. This has to be accepted – with both sides being open to criticism.

*Definition:* Professionalism does not mean that the educator ignores the parents’ skills, “lectures” over them or sticks to decisions merely as a show of strength.

■ Partners in difficult times

Things do not always go according to plan. In particular, times when staffing levels are low – due to an epidemic, for example – are extremely wearing for all concerned and call for high levels of commitment, flexibility and creativity on the part of teams. We, the provider, facilitate by making full use of our human resources and additional recruitment. At the same time, we support measures that enable educators to focus in a reliable manner on what is feasible during

such times. “A little bit of everything” is not the answer for children, their parents or the educators. Consequently, it is possible that when staff levels are low, such as during an epidemic or when positions remain open long-term, we are required to take measures that could lead to restrictions in the amount of childcare offered. Transparency and constructive collaboration are particularly important during such challenging times.

Please be a responsible educational partner and support the team and management with your encouragement and understanding. Be appreciative of everything that is offered every day and from which your children benefit “despite everything”! Contribute with ideas for relieving the situation and work trustingly and constructively in partnership with the team and provider in difficult times.

*Definition:* Difficult times do not mean that children miss out, nor that educators are permanently working more than their contractual hours or past their breaking point so that parents are obliged to take on some of the educational work at the centre.

■ A home away from home

The centre tries to be a home away from home for families. However, there are limits, of course. Please note that care products, drinks, fruit, etc. are not a “given”, i.e. available for parents to take as they wish. Furthermore, parents do not have access to all rooms (e.g. the kitchen) or cupboards in the centre. Speak to the educators should you need something. They are on hand for you with help and advice.

*Definition:* A home away from home does not mean that your own rules and customs apply unreservedly at the centre.

**Staffing levels at the centre**

■ Staffing ratios

educcare centres are governed by statutory requirements regarding the quality and number of staff. These requirements are always met and, in part, improved upon (by using relief staff, for example).



*Definition:* This does not mean that educcare requires additional staff to be available in order to implement its policy for raising and educating children. educcare centres are able to operate with the same staffing ratios and meet all requirements as other providers, or municipal centres, for example).

#### ■ Staff development

In order to ensure the best possible education for your child, well-trained professionals are the most important key in our daycare centres. That is why educcare attaches great importance to the continuous training of all employees. This includes regular team days, where the focus is on the cooperation within the pedagogical team, but at the same time common professional knowledge is deepened and refreshed. In addition, it is important to us that all employees are trained in our regularly offered basic seminars and come into exchange about the contents and their implementation in practice. These seminars include the understanding and implementation of our educational concept as well as elementary topics from the day-to-day life of the daycare centre such as catering, observation / documentation, educational partnership and our framework protection concept for children.

#### ■ Staff shortages

Despite all efforts and various measures to retain and recruit new staff; providers, guardians and the teams in the facilities will have to adjust to the fact that the shortage of available educators will continue to worsen. The lack of the necessary professionals is a major challenge for the entire sector due to an imbalance of a large proportion of older professionals retiring now and in the next few years compared to a smaller proportion of younger professionals entering the labor market as pedagogical professionals. At the same time, the work-life balance has taken on a different meaning for younger professionals, so many no longer want to work full-time and not only is there a smaller number of professionals available, but at the same time, individuals are covering a smaller range of hours.

What does this mean in practice? Our centres with a certain amount of groups have the opportunity to maintain the quality of pedagogical work by creating synergies. Nevertheless, it is obvious that significantly changed framework conditions can also result in service restrictions.

All our centres have been “planning ahead” and will inform you of specific measures (e.g. limitations to the observation and documentation system, fewer excursions, shorter childcare hours, emergency groups) as and when required. Should we reach a point where we can no longer do “everything”, rest assured that the well-being of every single child is the most important developmental aspect and so remains the educator’s first and most responsible task.

We look forward to trusting and constructive cooperation – contact us if you have questions.

Your  
educcare team

## 2.2. Information handout regarding food safety

Dear families,

As you are already aware that food can change and cause harm under certain conditions, for example during high temperatures in summer, or when particular dishes have not been properly cooked through. Children are particularly susceptible to food that is spoiled or going off. You can help prevent food poisoning by avoiding particular food products and by taking certain precautions. We have compiled this information handout summarising the most important points for you. Please also inform your friends and relatives so that everyone can enjoy the cakes, desserts, salads etc. that you bring along.

### Food products and dishes that you should avoid:

**Please do not bring any dishes that have been made with raw eggs.**

Raw eggs are often infected with salmonella. Harmful bacteria can multiply unchecked if the eggs are not cooked or baked thoroughly and this poses a serious health risk. Therefore, you should avoid dishes containing raw eggs.

These include:

- All dishes, including salads, made with home-made mayonnaise containing raw eggs
- Desserts with egg yolks or egg whites e.g. tiramisu
- Enriched consommés or stock
- Potato salad containing raw egg
- Cakes and gateaux which have a filling or cream that was made with raw egg
- Home-made ice-cream

**Abstain from pork or steak tartare.**

Raw meat can also be infected with salmonella. Microorganisms multiply exceptionally fast in these. Consequently, we request that you abstain from dishes containing pork or steak tartare.

**(Untreated) raw milk has to be boiled.**

Pathogens have recently been discovered in both unpasteurised and certified raw milk that can lead to infections in small children. These types of milk must be boiled before use.

**Bring only products with a valid best-before date.**

The food products you have brought may be stored and used at a later date, please ensure that the best-before dates on the products are sufficiently far in advance.

**Special precautions for chilled dishes**

- Dishes that are always stored in refrigerators must be chilled during transportation.
- Food products that are removed from the fridge and immediately packed in an insulated bag with freezer packs will maintain their cool temperature for one to two hours..
- The following food products should only be transported well chilled:
  - Yoghurt, quark, custards and other milk desserts
  - Cakes with a filling that has not been baked e.g. fruit tarts, gateaux
  - Cheese and sausage products
  - Delicatessen salads
  - All cooked dishes whether meat, vegetables, pasta or rice

**Take special care with ice-cream!**

Ice-cream is a risky food product. Harmful germs multiply very easily once it is partly thawed. Please ensure that ice-cream cannot begin to thaw during transportation. If this is not possible, then please refrain from bringing it to the centre.

There is more than enough time for harmful bacteria to multiply when food is prepared too far in advance. Please prepare your dishes only shortly before you leave.

Thank you very much for your support.

### 2.3. Data protection in the educcare daycare centres – handling photos and videos

The conscientious and careful handling of both your personal data and, in particular, photos and videos of your child you have entrusted to us is a top priority for our educators, the management and the employees of the organization. In the childcare contract, you have already received declarations of consent and corresponding explanations on the subject of data protection, which we would like to supplement at this point.

Our task as a nationally recognized independent organization is to fulfill the educational mandate according to Art. 22 SGB VIII. It states that the development of the child into a liberal-minded, self-confident and socially capable personality is to be promoted. It is also our mission to ensure the well-being of the child. This also includes the protection of fundamental rights, in particular the right to free development of the personality (Art. 2 GG) and the right to protection of personal data (Art. 8 GRCh). The best interests of the child are at the centre of everything we do.

The right to one's own image is a personal right and applies to every person.

With a binding regulation on the handling of photos and videos at educcare

- all employees are given certainty of action
- we fulfill our duty of care towards the children and
- we implement the requirements of data protection law.

Photos and videos play an important role in the educational documentation of your children – both for the children's education and for parent-feedback meetings with you. Therefore, educcare educators only take photos and/or videos as long as they serve the purpose of educational documentation. Your children's developmental milestones, prominent behaviors, and illustrations of written learning stories, among other things, will be recorded via photos and videos if you have consented to this documentation. This documentation is part of our educational mission. At the end of the daycare period, your child will receive his or her "Ich-Buch" with photos of the educational documentation.

In order to comply with our educational mission and our duty to protect your child, you are generally not permitted to take photographs or shoot videos in educcare facilities and on the premises. Photos and videos always infringe on the personal rights of the persons depicted. Interference is particularly severe in the case of persons who are particularly in need of protection. Children are particularly in need of protection, i.e. a photo or video of a child represents a deeper intrusion than a comparable photo or video of an adult.

## 2.4. Dealing with illness

Many parents are often unsure about what action to take when their child is taken ill. Questions to be addressed include:

- When is my child ill?
- When is my child allowed to attend nursery or kindergarten?
- What do I have to report to whom?
- Who can give my child any necessary medication?

Uniform regulations serve not only to prevent illness, and protect the health of the ill child but also to protect the healthy children at the nursery or kindergarten.

We assume that an ill child needs more than just medical help for their recovery. Now they need, more care, rest and attention than usually in order to cope better and more easily with their illness. Overcoming an illness is often an important step in a child's mental development.

### **When is a child ill?**

- When a doctor has made such a diagnosis
- Children suffering from fever, pain, a severe cough or showing visible signs of being unwell (tiredness, apathetic behaviour, nausea ...)
- Children who are vomiting or have diarrhoea for unknown reasons or have unexplained skin diseases (pustules, blisters ...)
- Children suffering from a contagious disease (measles, German measles, scarlet fever, lice ... see too the fact sheet on infection protection – appendix 3 of your childcare contract)

- Children with a case of contagious disease in their living environment prior to the risk of infection having been clarified

**Attendance at nursery / Kindergarten** (source: Infection Protection Act / Infektionsschutzgesetz §34 IfSG)

Children suffering from the symptoms described above may not attend the centre until

- The child is no longer contagious / the doctor has confirmed the contagion has passed and the child's condition is stable.
- As symptoms resolve:
  - A child who has been suffering from a fever must be symptom-free for 24 hours, without the use of medication.
  - A child must be stable and symptom-free for at least 48 hours after cases of diarrhoea and vomiting.

#### Comments on fever / raised temperatures

First of all the child's general well-being is considered. Should a child with a raised temperature (under 38°C) be relaxed, open, in a good mood and willing to join in with the daily routine, then parents will be informed, but – as long as the situation does not worsen – will not be asked to collect their child.

Should there be visible signs of being unwell, fatigue and a strong need for rest and nearness, along with the high temperature, then parents will be asked to collect their child promptly.

Everyone involved recognises that while a temperature of e.g. 38° is of no consequence for some children, others will be unable to get through the nursery day once their temperature reaches 37.5°. If your child's temperature goes up to 38° or more you will be informed promptly to pick up your child. Consequently, we would like to appeal to parents' common sense and that the attention must be paid to the child's state of well-being.

### Comments on diarrhoea

According to the Infection Protection Act, children suffering from diarrhoea are to be collected from the centre immediately.

### **Reporting requirements**

Both parents and educators have a duty to provide information. Naturally, mutual trust in acting responsibly for the child's health is paramount.

- Parents inform the centre immediately should their child be suffering from a contagious illness.
- They let the educator know of anything conspicuous when they bring their child so that the educator can react to any changes in the child's state of health.
- Educators are required to inform parents when their child falls ill at nursery or kindergarten and where required will request they collect their child.
- In the case of a raised temperature (from 37.5°), conspicuous and prolonged weariness, lack of appetite etc., parents will be involved and further action discussed.
- If your child has contracted or is suspected of having contracted a contagious and notifiable disease such as rubella, measles, etc., you are obligated to report this to our centre and the public health authorities (§6 Infektionsschutzgesetz).

### **Administering medication**

In light of any risk of liability, educators will not administer medication in cases of sickness. The result could be that a child who requires medication during the centre's opening hours, may be unable to attend nursery or kindergarten. After consultation with parents and the doctor where appropriate, attendance at nursery or kindergarten may be permitted – though the final decision on whether a child may or may not attend the centre lies within the responsibilities the Head of the centre.

### **Possible exceptions:**

- Chronic illnesses requiring the long-term use of medication:



A child suffering from a chronic illness has to take medication constantly. There must be careful evaluation of what can be achieved in the centre and whether protection the child's health is appropriately addressed.

- Chronic illnesses with varying forms:

A child suffers from nappy rash or atopic eczema. Relief is provided by prescribed or pharmacy ointments.

- Chronic illnesses requiring emergency medication:

A child suffers from chronic bronchial asthma. They do not need to take medication long-term but a so-called Asthma-Spray (metered dose inhaler) is actually lifesaving in acute cases.

In every case close consultation between the parents, the doctor and the educator, or the Head of the centre is indispensable.

## 2.5. Preparation for personnel bottlenecks

Due to waves of illness, pregnancies with an immediate ban on employment (required by law) or due to unfilled positions, it can happen in exceptional cases that the “emergency concept” (= “Notfallplan”), which every educare daycare centre provides, comes into play. An emergency situation or bottleneck exists when the existing staff can no longer cover the care; the quality of the work suffers significantly and the staffing ratio required by the authorities cannot be met. In this case, a plan of action is defined that takes effect, such as rearranging the duty roster, merging groups, staff support from other educare centres and/or parents, setting up emergency groups, up to and including partial closure and closure of the centre by group and/or by day, as the case may be. Should this occur in your daycare / nursery centre, you will be informed by your head of the centre and provided with up-to-date information on measures and timeframes.

## 2.6. Parent survey & complaint management

### 2.6.1 Parent survey

educcare enables parents / guardians, employees and clients to report their satisfaction with the daycare / nursery centre twice a year. The feedback is evaluated by the head of the centre and the team, discussed with the parents' council (=Elternbeirat) and measures for continuous improvement are identified. To this end, you receive a letter in January and June of each year with a link and TAN for participation and have two weeks to take part in the survey. The survey takes place at 6-month intervals so that it can be checked in a timely manner whether the measures are going in the desired direction. Participation itself takes 5–10 minutes. Please note that the higher the participation rate, the more reliable the results. By doing so, you give "your" daycare centre important feedback to further improve quality and to preserve what is going well.

### 2.6.2 Complaint management

Transparent and appreciative communication is fundamental for successful collaboration and educational partnership. Therefore, an appreciative feedback culture is also an integral part of the educcare philosophy. Coordination meetings, such as during the handover or regarding the development of your child, are therefore indispensable between you as parents and the pedagogical staff.

In addition, you can also contact the head of the centre, the administration or the regional manager (Regionalmanager\*in) for specific topics. We give you the space to contact us in case of dissatisfaction and take your feedback seriously. We see your complaint as an opportunity for the further development of our work and the strengthening of the joint educational partnership.

Here you will find an overview of possible topics and contact persons:

Subject	Who do I address?	contact
<ul style="list-style-type: none"> <li>○ Pedagogical topics</li> <li>○ Questions regarding the procedure of everyday life</li> <li>○ Group-related topics</li> </ul>	the respective pedagogical professionals of the group	<ul style="list-style-type: none"> <li>• Direct approach to the pedagogical professionals</li> <li>• by phone</li> <li>• if in use: Family-app</li> </ul>
<ul style="list-style-type: none"> <li>○ issues concerning the contract</li> <li>○ inter-group topics</li> </ul>	head of the centre	<ul style="list-style-type: none"> <li>• by phone</li> <li>• E-mail</li> <li>• if in use: Family-app</li> </ul>
<ul style="list-style-type: none"> <li>○ questions regarding accounting</li> </ul>	head of the centre / administrative assistant (if present)	<ul style="list-style-type: none"> <li>• by phone</li> <li>• E-mail</li> </ul>
<ul style="list-style-type: none"> <li>○ in the escalation of topics</li> </ul>	regional manager	<ul style="list-style-type: none"> <li>• E-mail</li> </ul>
<ul style="list-style-type: none"> <li>○ other issues</li> </ul>	parents' council (= Elternbeirat)	<ul style="list-style-type: none"> <li>• E-mail</li> <li>• by phone</li> <li>• personal contact</li> </ul>

## 2.7 Sustainability

For children to develop in the best possible way, they need an intact environment. Our social duty is to act ecologically and sustainably.

With the Ökoprofit project, we have reviewed and deepened our previous commitment to sustainability, ecological responsibility and social justice. Now we are an official "Ökoprofit" company.

We are convinced that we perform best economically when entrepreneurial thinking goes hand in hand with responsibility towards the environment and a socially fair compensation. That's why we have integrated green electricity, sustainable nutrition and efficient use of resources,

among other things, into our daily routine. Doing business sustainably is part of our corporate philosophy and is anchored in our guidelines.

With our actions, we want to contribute to leaving an intact environment for future generations. Economic and social sustainability create a sustainable basis for acquisition as well as prosperity for a sustainable society that enables fair participation of all members. In our daily work with children, we want to use our opportunity to be a role model for the next generation. We live a responsible approach to the environment and the resources of our earth.

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Dear parents and guardians,

We are looking forward to getting to know your child and accompanying their development. If you have any questions, please do not hesitate to contact our staff at the centre.

We wish you and your child a wonderful time at our centre.

Your educare team

### 3. Information from the individual centre

## 4. Space for your documents