



Daycare center „Claras
Abenteuerland“

Concept



DRK Kinder- und
Jugendhilfe Dresden
gGmbH

Kindertageseinrichtung
„Claras Abenteuerland“

Neubertstraße 4a

01307 Dresden

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1. The day care center introduces itself

1.1 The organization responsible for the facility

The DRK Dresden District Association has been committed to helping all people in the Saxon state capital of Dresden since 1990. It is active in elderly care, child and youth welfare, rescue services and first aid training. In addition, more than 1000 children, young people and adults volunteer in the communities – On-call service, water rescue, mountain rescue, welfare and social work and the Red Cross Youth.

The DRK Kreisverband Dresden e.V. is part of the international community of the Red Cross and Crescent Movement. All its activities are guided by the principles of the Red Cross: Humanity, impartiality, neutrality, independence, voluntariness, unity and universality. These principles are the decisive element in the specific profile of the day care centers run by the Red Cross. They define the objectives and structure of the educational work and form the basis for the mission statement. The daycare center sees itself as a family-supplementing and family-supporting facility that offers the child additional experience and learning spaces. As a DRK daycare center, the life, dignity, health and well-being of all children and the people involved in the development process have the highest priority. For the DRK, the focus is on the child as an independent and individual personality in his or her life situation. All children have the same right to care, upbringing and education. No distinctions are made on the basis of nationality, ethnicity, religion, gender, social status or special physical, mental or psychological conditions. The Red Cross represents appreciation, acceptance and tolerance in its educational approach.

These humanitarian values, which can be derived from these seven principles, are the basis of the pedagogical actions in education, upbringing and care and are taught to the children.

As part of the German Red Cross, the DRK Kinder- und Jugendhilfe Dresden gGmbH is committed to the statutory mission of promoting health, welfare and youth and, as a recognized provider of youth welfare in the field of child daycare, operates the DRK daycare facilities.

- „Schatzinsel“ on Reicker Straße 30 in 01219 Dresden,
- „Haus der kleinen Entdecker“ at Marienallee 12 in 01099 Dresden,
- „Kleine Naturdetektive“ at Max-Schwan-Straße 10 in 01156 Dresden and
- „Claras Abenteuerland“ at Neubertstraße 4a in 01307 Dresden.

In order to guarantee the high quality of the educational work, there is a continuous exchange between the daycare centers and with those of neighbouring district associations.

As part of its professional and service supervision, the association ensures that the educational work is implemented and ensures the necessary personnel and material



conditions, taking into account legal requirements and their quality. It offers support in the planning and implementation of projects, helps to establish new opportunities for cooperation and enriches the content of the work in various areas. Furthermore, the DRK and its umbrella organization DRK Landesverband Sachsen e.V. guarantee the professional qualification of the pedagogical work and thus its quality.

1.2 Description of the daycare center

General conditions

The “Claras Abenteuerland” daycare center was opened on February 1, 2015 and has 42 nursery places and 107 kindergarten places. On two floors, it offers space for a total of 149 children aged from 1 year to school entry. On the ground floor, our youngest children aged 1 - 3.5 years are cared for in 2 areas (“Orange” and “Green”), each with 2 groups. The upper floor offers space for a total of 5 mixed-age groups. These 5 groups are also divided into 2 areas (“Yellow” and “Blue”).



We have decided to allow the children to belong to a stable group of children. This means that important points in the daily routine, such as the children's circle, meals or quiet time, take place in their own group. However, the children's play and learning time is organized across groups in the individual areas. This promotes the children's educational opportunities, as uncertainty and stress caused by frequent social interaction can be reduced.

The tracks of the group animals in our 4 areas:

- *Raccoons and squirrels in the orange area*
- *Ladybirds and Snails in the green area*
- *Dragonflies and Bats in the blue area*
- *Birds of paradise, Owls and woodpecker in the yellow area*

The children are looked after by a multi-professional team with a wide range of qualifications, e.g. educators, social pedagogues, additional qualifications in curative education and language, practical guidance or sports trainers.



The daycare center is open from Monday to Friday from 6.00 am to 5.30 pm.

The daycare center is supplied by the kitchen of the DRK nursing and retirement home “Clara Zetkin”. It provides the children with freshly prepared, wholesome meals and thus contributes to a healthy diet. Specific needs such as allergies or religious considerations can also be taken into account.

Our facility is also characterized by its cooperation with the Carl Gustav Carus University Hospital, as a cooperation agreement has been concluded between DRK Kinder- und Jugendhilfe Dresden gGmbH and the Dresden University Hospital. In this agreement, the daycare center “Claras Abenteuerland” guarantees the University Hospital occupancy rights for 50 places. These are allocated in consultation with the hospital's family office. The cooperation is primarily based on joint activities, such as a visit to the teddy hospital. The children are given an insight into hospital life in a child-friendly and loving way, can try out equipment and are allowed to treat their teddy bear.



Our Daycare-dragon Filour framed by the trees of the surrounding park of the

Our annual schedule includes recurring festivities as well as our closing days. These are limited to the period between Christmas and New Year, bridging days and 3 training days per year. It is important to our childcare facility to work closely with parents. For this reason, we have an elected parents' council that is committed to the concerns of parents and supports the daycare centre in a wide range of organizational tasks.



Location and social space

The “Claras Abenteuerland” daycare center was created in 2015 from the conversion of the service building of the DRK “Clara Zetkin” retirement and nursing home. It is integrated into the southern part of the home's park and is therefore green and quiet. The home's own park

with its well-kept and over 100-year-old trees is ideal for short excursions and walks. The direct proximity to the care home offers the opportunity to provide intergenerational educational work.

Thanks to the adjacent Pfothenhauerstrasse and Fetscherstrasse in the Johannstadt-Nord district of Dresden, which is close to the city center, the daycare center is easily accessible via various routes and a variety of public transport options.

Primary and secondary schools such as the 18th and 102nd elementary school, the 101st secondary school and the Bertolt-Brecht-Gymnasium are in the immediate vicinity.



The nearby Elbe meadows and forest park are ideal for outdoor activities.

Premises and outdoor area

Every daycare center should be unique and therefore unmistakable – just like Clara's Abenteuerland!

The design of the rooms and outdoor area is geared towards the needs of the children from the very beginning. Through our individual room design and free play time, we enable an interplay of:

The room (Raum in German) as a third pedagogical professional.

R – how to comply with rules

A – how to create opportunities for exchange

E – how to exert influence

U – how to explore the environment and the world

M – how to make materials easily accessible

E – how to stimulate independent activity

Activity - communication - success - security - movement – attention

In our four areas: Green, Orange, Yellow and Blue, a total of 149 children can be active in a variety of ways on two floors. There are nine functional group rooms, five sanitary areas and four play corridors. Each group room is assigned a specific function. In our cozy building, there

are

construction/building, theater, relaxation and

creative rooms as well as three children's restaurants. Our spacious multi-purpose room is available for group exercise sessions, additional external activities and events.

Our outdoor area is directly adjacent to the park of the retirement and nursing home and serves as an excursion destination. The newly designed outdoor area offers plenty of space to explore, discover and romp around. The approx. 200m long scooter track, the balancing rocks, the dragon "Filou", various climbing equipment, the swings, the little house "Theo", two large sandboxes,

a ball pit and the slide tower stimulate the children's natural urge to move and invite them to play creatively. Parking facilities for baby carriages, bicycles and balance bikes are located directly in the entrance area of the daycare center.



Slide tower with mine entrance and terraced play hill

2. Fundamentals of educational work

2.1 The legal foundations at federal and state level

The educational mandate of child day care facilities is mainly based on the following legal foundations::

- Paragraphs 22 to 26 of the Child and Youth Welfare Act,



- the Saxon law on the promotion of children in daycare facilities (SächsKitaG) and
- the Education Plan of Saxony

Overall, the aim is to promote the development of the child into an independent and socially competent personality. The statutory mandate to promote this includes the upbringing, education and care of the child and represents an important task for society as a whole,

which the legislator has assigned to the daycare centers.

In particular, the Saxon education plan forms the basis for the design of the independent care, education and training mandate in accordance with § 2 of the Saxon Daycare Center Act (SächsKitaG). It offers educational professionals thematic and methodological guidance for daily practice and provides a binding framework for professional action. The starting point is the basic concept of valuing the child as a unique personality, focusing on their strengths and considering them capable of educating themselves. For optimal personal development, six educational areas have been formulated that promote the child's complex skills such as thinking, perception, social behavior, speech and creativity in everyday pedagogical practice: somatic, social, communicative, aesthetic, scientific and mathematical education.

2.2 The educational mission of the daycare center

The basis of the daycare center's work is the educational and care mission defined in the KJHG and the SächsKitaG. The concretization of these tasks by the Saxon education plan is the basis for the educational work of the daycare center.

Due to the changed image of the child in recent years, education has come to the fore as the central focus of the work. Education is understood here as a process of self-education in social contexts of action, close to everyday life and as a process of discovery and research in real life contexts, which the child drives forward in a self-determined way. This understanding implies that the educational and developmental processes require an impulse and corresponding prerequisites. In accordance with the educational mission, the daycare center is committed to promoting self-education and aligning the principles of education and care with this.



2.3 The image of the child

Children are competent and eager learners who are able to participate in their environment and actively interact with it from the very beginning. They are inquisitive, curious and ready to explore, experience and open up the world with all their senses. Especially between the ages of 0 and 6, children learn through play and exploration, gain experience, acquire constantly changing behavioral repertoires and learn tirelessly through listening, observation, repetition, imitation and role models. Children are thus respected as active creators of their development, equipped with the competence to carry out their own development in a continuous learning process according to their individual talents. The child's play thus becomes the central field of learning and therefore plays an important role for us.

In order for a child to be curious and open-minded in its environment, the basic needs for security and well-being must be safeguarded by the most important caregivers. This is why our day-to-day interactions are characterized by a loving, empathetic and authentic relationship. In an atmosphere of trust and security, the children experience safety, protection



and firm attachment partners in the teachers, which enables them to develop trust in their environment and in themselves. This encourages the children to experiment, ask questions, but also to make mistakes and learn from them. The focus is on guiding them towards independence, strengthening their personality and allowing and encouraging curiosity and self-determination.

2.4 The role of the educational staff

Based on the understanding that the child is the main figure in their own development, our educational staff see themselves as companions in the children's educational and developmental processes. Our educational activities are therefore characterized by creating a framework in which the children receive impulses, stimuli and content for comprehensive self-education. By providing diverse and stimulating materials, rooms, open spaces for experimentation and



educational activities, the children are challenged to learn independently and supported in discovering and understanding connections.

The self-image of the teachers also includes being a role model and counterpart in order to give children the necessary orientation in terms of conveying values and teaching social skills through behavior and lived values. The basic attitude of the educational staff is therefore a central element of the educational work. As DRK employees, we treat all people with openness, acceptance and appreciation and encourage the children to deal with different behaviors and opinions.



Play area with plateau in the green area

Observation and documentation of the children form the basis of our educational work. This enables changes and developments to be recognized and understood. It also reveals the resources, interests and needs of each child, which we use to guide our further work. This enables us to perceive the children in their individuality as well as their own self-construction and construction of the world and to support them according to their individual development speed and potential. We see our work as complementary to the family, as learning does not only take place in the daycare center. Consequently, cooperative work with parents is also a central task for us. Development goals for each child must be coordinated between the daycare center and parents and implemented by both sides.

For us, a constant expansion of specialist knowledge with the associated self-reflection is essential for quality pedagogical work. We use our regular team meetings and external training opportunities for this purpose.

2.5 The goals of the educational work

The objectives and design of the educational work are determined in accordance with the latest educational and scientific findings and the principles of the Red Cross. In the GRC framework concept, the aim of the day care center is to support and encourage the child in shaping his or her life increasingly independently and autonomously according to his or her individual age-appropriate



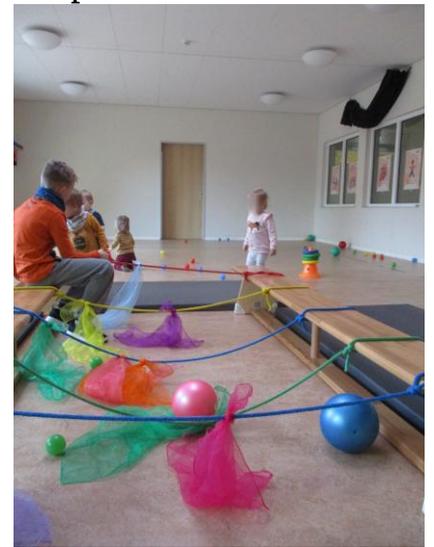
abilities. As active creators of their own development, children are supported in developing holistically and mastering the challenges of their present and future lives. To this end, children are supported in their abilities in an individual, holistic and resource-oriented manner.



One of the most important goals is to strengthen ego competence. Children are encouraged to develop their

skills and knowledge in order to act increasingly self-confidently and independently and to perceive and assert their needs, interests and wishes.

In particular, gaining independence in everyday activities is an important basis for mastering everyday tasks, finding their own solution strategies and thus developing growing opportunities to explore their environment. In the spirit of the German Red Cross, a tolerant and peace-loving attitude characterizes cooperation, children stand up for each other and help each other. By making social contacts, being confronted with different types of behavior and trying out different forms of relationships, children practice entering the world with an open mind and respecting otherness. They develop community skills, tolerance and acceptance and recognize the importance of friendships and relationships in shaping their lives. These are social skills that are highly valued both at the German Red Cross and in our society.



2.6 Working according to the situational approach



Role play area with children's kitchen

As a facility, we have decided to work according to the situational approach. The aim here is to support children from different cultural backgrounds in understanding their living environment and shaping it in a self-determined, competent and responsible manner. The educational work is based on the social and cultural life situations of the children and parents. Educators engage in continuous discourse with children, parents and other adults to find out what the key situations in children's lives are. They work with the children at eye level and are their companions. They have the task of constantly creating varied life situations in which the children can develop freely so that autonomy, solidarity and skills can develop. It is important that the children's questions and topics are addressed and actively included in the planning. If something attracts attention in everyday life, the focus is directed towards it and, if necessary, a project is developed from it. This requires flexibility on the part of the teachers and possibly putting their own plans to one side.

This approach is practiced in our facility as follows:

- plenty of time for independent activities and play
- taking up the children's interests and topics, working on them in activities and projects
- integrative, intercultural and intergenerational work
- cross-group work in the areas by allowing the children to choose their own play location, play partner and play topic

- enabling children to participate, e.g. in the children's circle, at the table or tooth brushing service
- creating forms of participation for parents, e.g. in the parents council, for shadowing, supporting parties and celebrations, etc.

3. Implementation of the educational work

3.1 Focus on intergenerational work

Intergenerational education is an essential aspect of our daily educational work. Many children do not have the opportunity to build a continuous grandparent-grandchild relationship due to physical distance or the grandparents' occupation. This is precisely where our



work comes in, with the intention of promoting encounters between children and senior citizens. Existing contacts within the family can thus be supplemented by new opportunities to be together and enable those who do not have these contacts to have positive experiences. The aim of intergenerational work is to develop a mutual understanding between the generations and to build up a relationship with each other through continuous encounters and also to counteract the alienation of the generations within society.



Christmas sparkle: Children, parents and teachers pack Christmas presents for the senior citizens in the care home

The mediation between the living environments is the task of the cooperation facilities - between us as a daycare center and the nursing staff and everyday companions of the Clara-Zetkin retirement home. Each area on the lower floor and each group on the upper floor of the daycare center maintains constant contact with a sponsor area of the retirement home, with whose managers the cooperation is organized. Activities or offers are planned and meeting spaces and situations are created in which both generations feel welcome and addressed. There are daily encounters at the daycare center fence that allow both sides to interact openly. Senior citizens watch the children play, communicate with teachers or children and are also happy to accept invitations to our garden. Barrier-free access makes it possible to enter the garden with a wheelchair or walking frame. Benches in the nursery garden invite children to linger and give senior citizens the chance to integrate themselves into the activities and take part in the children's play and life. The proximity created between the generations, which has a positive effect on both the senior citizens and the children, can be observed in such natural situations. In addition to spontaneous activities and visits. There are regularly planned activities.



Cosy get-together of young and old for the annual St Martin's Day parade

Whether it's birthday singing, Easter nest hunts, Christmas caroling at the retirement home or joint craft workshops (at Easter or the Secret Santa workshop at Christmas), sporting activities or reading days at the daycare center - children are active for senior citizens, senior citizens for children or both sides together. Some of the established highlights of the cooperation, which are repeated annually and take place together, are the carnival parade, the Day of the Generations on World Red Cross Day, the summer party, the lantern parade, barbecues and the Christmas market.



Annual Advent crafts with senior citizens from the care home and our children in the daycare centre's multi-purpose room

The relationship work between young and old is enormously enriching for both sides. Through contact with the children, senior citizens experience access to contemporary life, an increase in their zest for life and a stabilization of their identity. In addition, they are given the opportunity to gain important experience and

learning processes, deal with new circumstances and educational methods, question their own ideas and remain active through this mental effort. Social integration, exchange and joint activities with the children enable active participation in life within their immediate living environment. The spontaneity, straightforwardness and affection of the children give the seniors the impetus to try out something new and possibly unfamiliar.

Through stories, old songs and tales, children experience areas of life with the senior citizens that they might otherwise be denied. They receive new impulses, their childlike imagination is stimulated and learning processes arise in relation to social interaction. Through interaction, children learn to accept and reflect on the peculiarities of ageing, such as the need for rest, frailty, the need for help and thoughtfulness. This opening up of new horizons of experience enables them to learn about new circumstances that are more or less unknown to them from their own world.

3.2 The work in the educational areas

The Saxon education plan is a guideline for all educational professionals and an integral part of the Saxon daycare law. For us, it serves as a basis for our work and for parents as an orientation aid in order to be able to assume joint responsibility.

The education plan contains six educational areas, which can never be considered separately, but rather intertwine. In the entire day-to-day life of the daycare center, in the children's play, in the room design and in projects and activities, the educational areas are always and interlock with each other:



I. Somatic education (well-being)

Somatic education includes all aspects of education that relate to the body, movement and health, such as understanding the importance of one's own health and well-being, dexterity and coordination, the joy of movement and control of gross motor movement sequences, coordination skills and the development of body awareness as well as attitudes towards gender equality. coordination skills and the development of body awareness as well as attitudes towards gender equality. The children's well-being is the guiding principle, as they can only develop if they feel comfortable and their basic needs are met. Somatic education thus becomes the basis for all areas of education.



The implementation of this area of education is reflected in the following activities, for example:

- each child is seen and respected in their individuality;
- Freshly cooked food from the in-house kitchen every day,
 - Movement games and dances,
 - theater project for children in their last year of kindergarten,
 - regular sports activities,
 - daily visits to the outdoor area with its various movement challenges,
 - brushing teeth together.



II. Aesthetic education (perception)

Children discover their environment with all their senses and express their perceptions with the help of language, pictures, music, movement or scenic expression. The child's reality thus appears as an image, processed in a creative act, and allows the playful handling, exploration and testing of relationships to become clear. Aesthetic education should therefore be seen as a holistic process in which the focus is on the activity, the engagement with the different materials and not the result itself. The children have enough space and time to try things out, creative rooms or areas offer a wide range of materials and music, dance and theater also play an important role in our daily routine. Through the teaching of a wide range of design techniques the children receive valuable impulses that they can incorporate into their creative work. At the request of the children their results can be presented in the house.

III. Science education (discovery)

Children have a keen interest in physical, chemical and biological processes. By interacting with other people, observing, experimenting, etc., they manage to acquire comprehensive scientific knowledge by the time they start school. Our task is to take up the children's questions and provide child-friendly answers, lead them to further questions, provide opportunities for observation and experimentation and encourage the children's spirit of research and curiosity. This is largely done in a playful way or in the form of experiments or projects. It is also important to give the children plenty of scope for self-directed learning and independent research. We make use of many opportunities to go out into nature, but spending time outside every day is also a fundamental maxim for us.



We support this urge to discover with the following things:

- Provision of various natural materials
- Looking at science books and encyclopedias,
- Carrying out projects on the subject of nature, weather, environmental education ... e.g.: Melting snow in the room,
- cultivating our fruit and vegetable garden.

IV. *Mathematical education (arranging)*

Mathematical education is primarily about acquiring basic mathematical skills that enable children to discover mathematics in their world. Children are naturally very interested in and enjoy various mathematical topics. They sort by color or shape, by size and type. With numbers and counting, comparing and measuring, they open up their world and learn new things every day. In this way, they develop their mathematical skills, which are also an important part of cognitive development. Implementing mathematical education therefore means supporting and developing children's mathematical thinking.

In Clara's Adventureland, the children can develop an understanding of mathematics, for example, as follows:

- with a variety of materials that encourage children to organize, measure, weigh and compare and comparing, e.g. plug and puzzle games, laying material, trolleys, magnifying glasses etc.,
- tidying up the play materials together in order to match things up,
- when counting everyday objects, e.g. dishes, bibs, children,
- on excursions where, for example, animals can be counted, the color of cars recognized or different shapes of street signs compared.

V. *Social education (participation)*

In the first six years of life, the foundations are laid for a child's social-emotional development. This is the foundation for a child's development, as they need to learn how to deal with challenges, control their needs, behave empathetically, take on roles within a community and deal with frustration and defeat. A child's closest caregivers, including us educators, have a great responsibility when it comes to learning these social behaviors and strengthening emotional competence. It is important to support each child in developing their personality and at the same time help them to respect the boundaries of others. It is important to support each child in developing their personality and at the same time help them to respect the boundaries of others.

We succeed in doing this when:

- we take the children's positive and negative feelings seriously,
- every child who seeks comfort and encouragement receives the necessary attention,
- rules of daily interaction are worked out together,
- the children are given the opportunity to settle disputes initially without help,
- older children are made responsible for looking after younger ones,
- social and empathetic behavior receives significantly more attention and receives positive reinforcement than undesirable behavior,
- we educators work closely with parents and build a trusting educational partnership,
- more serious problems and conflicts in projects and activities are addressed.



VI. *Communicative education (Dialog)*

The aim of communicative education is to promote and support children's linguistic development. This can be done through verbal and non-verbal language or through various writings and media. Good communication is important to us when working together. The children are encouraged to communicate and express themselves, to listen to others and to understand each other. We use the daily morning circle of language, writing and media is very important. Shared experiences give us occasions and content for discussions. Often activities are

recorded and documented with a camera. We sing, rhyme and tell each other Stories. Age-appropriate books are available for the children.

3.3 The importance of playing

Playing is the main activity of children, as it is the age-appropriate form of engagement with their environment. This involves sharing and processing experiences and imitating actions from their environment. Through the same play content, common interests and ideas, they meet each other, make contacts and expand their knowledge horizon.

Children acquire many important communication and everyday skills through play, such as Observing, listening, being able to fit into a group, negotiating and adhering to rules rules, patience, concentration, imagination and creativity, enduring resistance, developing strategies for solving conflicts as well as gross and fine motor skills. In handling a wide variety of objects and materials, they discover their properties and possible uses. These successful learning processes form important prerequisites for their later educational careers.

We educators therefore create a framework in which play as a group-wide, fun-filled, purpose-free activity and goal-free activity, completely self-determined by the child. They decide what, with what, where within their own area and with whom they play. In their actions, they experience their full self-efficacy, which makes a valuable contribution to motivation and lifelong learning. It can choose at any time between the following types of play: building and construction games, role play and dressing up, didactic table games and games, book corner, handicrafts and experiments, movement games and musical games (dancing and instruments) and finds age-appropriate stimulating materials. We plan extended play times every day, observe the children's conversations and play content, incorporate these findings into material purchases and support children in finding undisturbed play activities by playing with them from time to time. Dressed appropriately for the weather, we offer daily outdoor playtime, whereby the children (including the crèche) can use the entire outdoor area.



Die gemütliche Kuschecke im blauen Bereich lädt die Kinder zum Ausruhen, Beobachten und Bücher lesen ein.

3.4 The participation of children

Children are the experts on themselves and often think more creatively, democratically and openly than adults. They are active participants in their own development and shape their own environment from birth. Participation processes allow children to experience other points of view. They learn to express their concerns appropriately, take part in discussions and reach compromises. They become creative by looking for solution strategies and communicating with others. This allows them to experience their self-efficacy. Children learn various skills during these processes, such as communication skills, cooperation skills, empathy, the ability to deal with conflict and moral development.

In our children's facility, the children are actively involved in discussions and decision-making processes in both the kindergarten and crèche areas according to their abilities. The teachers create recurring situations in everyday life in which the children can get involved. The groups start with the daily morning circle to work out and discuss the daily routine and the weekly schedule together. Children



also take on various tasks in the daily routine. In addition to the joint development of offers and projects, they are involved in the design of the premises, the outdoor area and various excursions. The children's opinions are also

important when setting the group rules. We offer them plenty of

*Our daycare centre CD:
Together with some of the children, we put together songs that we composed ourselves – including our Kita-Clara song, which all the children know and love to sing along to.*

space to shape their own ideas and wishes. Through their positive attitude towards the children, the educational staff convey a sense of familiarity and thus encourage the children to participate. The toys and all materials are freely available to the children during the kindergarten day. The children can use all the functional rooms in one area and can also discover other areas if they wish.



3.5 Intercultural work with children

As many children of different nationalities play and learn together at our facility, we always focus on intercultural education. It is important to us that we see diversity as normality and always treat each other respectfully and as equals, overcome language barriers creatively and show interest in the origin, language and personal life situation of others. For us, respect, tolerance, friendliness, helpfulness and a non-violent culture of debate are fundamental principles for us.

These goals are reflected in the following actions:

- We adapt to different family cultures from the very beginning of our cooperation.
- If necessary, we organize an interpreter so that conversations with parents who do not speak German.
- We have a good knowledge of English and, if necessary, we use symbol cards for better communication.
- We make sure that all languages and nationalities in our daycare center are considered equal and can be included in all activities.
- We focus first and foremost on building a trusting relationship with the child and their parents (building relationships comes before language acquisition/communication mediation).
- We have important forms and conversation guidelines available in various foreign languages
- As far as possible, we take into account the special dietary requirements and eating habits of the children in the daily meals as well as at parties and celebrations
- We communicate clearly to all families at the daycare center that our daycare center is open to everyone and that no discriminatory remarks or discriminatory comments or ethnic conflicts are tolerated.
- In our communication with parents, we make sure that our personal beliefs are taken back in favor of our educational goals (conveying values that are reflected in all religions) and explained in an understandable way
 - We encourage the children through targeted activities and encounters (e.g. books, pictures, songs, etc.) to recognize the differences and diversity of gender, origin, culture, language, appearance, etc.
- This way, similarities can be discovered and a prejudice-conscious world view developed..

- We objectively explain everyday German culture and values to parents with the aim of equal participation and successful integration in our society (greetings/goodbyes, role models, religions, festivals and holidays, the value of language and education, the daily structure of a family, ...)
- If necessary, we advise families on various leisure and recreational activities or support services in the neighborhood.



3.6 Integration / Inclusion

Our main focus is on accepting every child with their strengths and weaknesses and to support and empower them so that they can cope well with their future life. Above all, this means that children with and without disabilities learn together and under the same conditions in our daycare center and that we accept every child and their needs.

The implementation of inclusive principles is important to us, but our building is not barrier-free, so unfortunately we are unable to accept children with severe musculoskeletal impairments.



We provide six inclusive places in our facility. The decision to apply for integration assistance in accordance with SGB IX, which parents ultimately make, is based on observations of the child in question in everyday daycare, assessments on the basis of development questionnaires (Beller and Beller) as well as on discussions with the parents and the daycare management.

If there are deviations from the normal development of a child or if special characteristics are identified, we follow an action plan. After an assessment by teachers and parents, the further procedure for applying for an integration place is discussed. If integration assistance is granted, the child entitled to benefits has an integration place in our facility. The daycare center management, the pedagogical and a educational specialist draw up a support plan. This contains targeted methods and measures for individual learning and development support, according to which all teachers can work with the child. The preparation of the support plan is based on the application of the ICF-CY. Parents are informed of the support plan. The approved support and the support plan are reviewed on an annual basis. Thanks to the cross-group work within the departments, all educational specialists in the department are involved in the remedial educational work.

Some therapeutic rehabilitation facilities cooperate with our daycare center and are on site for the support units in the daycare center. We provide rooms for the therapy and have a direct exchange of information with the therapists. Developmental progress and further support measures are discussed in regular meetings with parents.



sheltered, quiet garden area for the youngest children

The integration measure ends when, following an assessment, the developmental difficulty has been averted by the measure. If support is required beyond the daycare period, possible types of school and support services are discussed with the parents.

3.7 The design of transitions

Familiarization

The settling-in phase is an important part of our educational work, as the change from the family to a daycare center is a major challenge for children and parents. New rooms, unfamiliar children and adults, a new daily rhythm and being separated for several hours are changes that require learning and adaptation. We rely on the most common concept, the "Berlin acclimatization model", which is based on findings from attachment and brain research. It is based on the assumption that support for the child from parents or other important caregivers in the early years is a prerequisite for the child being able to build a secure bond with a caregiver who was previously unknown to them. This is seen as a prerequisite for successful educational and developmental processes.

The "Berlin acclimatization model" is based on different phases:

- During the three-day basic phase, one parent accompanies the child to the daycare center and stays there for approximately one to two hours. The mother or father should observe the child attentively and signal that he or she is available as a "safe haven". At the same time, the accompanying parent behaves as passively as possible in order to give the child the opportunity to make contact with the educational professional.
- The next step is a first attempt at separation. If the child can be calmed down when the parent is separated, the separation phase is extended to a maximum of 30 minutes. However, if the child does not calm down quickly, the accompanying caregiver will be called back after a short time. Depending on the child's reaction, it is decided here whether there will be a short or longer settling-in period.
- The following days include the stabilization phase: taking into account the child's reactions, the period in which the child stays alone with the specialist to be acclimatized is extended more and more. The children systematically participate more and more in the activities of the group, e.g. in the children's circles, individual meals or quiet time.
- The acclimatization process is complete when the child has accepted the pedagogical specialist as a "secure base" and can be comforted by them.



Such a development-oriented and individual settling-in process is a fundamental prerequisite for children to have a good start in the daycare center and to benefit from the educational opportunities and the exchange with the other children.



Transition from crèche to kindergarten

In order to make the transition from the crèche area to the kindergarten as child-oriented as possible, regular visits by crèche children to the "big ones" on the upper floor take place beforehand. There is cooperation between the orange and blue areas as well as the green and yellow areas, which promotes various forms of collaboration. In addition to regular playtime together, there are also excursions and other activities. The future kindergarten children are therefore already familiar with the premises, the routines, the children and the teachers, which makes the transition much easier.

Direct familiarization then begins 14 days before the planned change. The children increasingly take part in the daily routine of the "grown-ups" - first in individual play phases, then later in the children's circle or at mealtimes. Once the midday rest is over, the change to kindergarten can be officially completed. This takes the form of a move together with the child. Parents are kept sufficiently informed about each step so that they have the opportunity to understand the process.

Transition to school

At the "Claras Abenteuerland" daycare center, continuous preparation for school begins on the first day at the center. All teachers work purposefully to prepare the children for school and life beyond. However, the design of the last year of nursery is aimed at ensuring that the children acquire the necessary skills to be able to actively manage the transition to school and later everyday school life. These general requirements include social skills (e.g. the ability to fit into and assert oneself as an individual in a group or sufficient self-confidence to deal with new situations without fear), cognitive skills (e.g. the ability to think concretely and logically, prior knowledge of quantities and numbers or the ability to express oneself linguistically) and work attitude and motivation skills (e.g. willingness to make an effort, self-control of attention and inhibition of disruptive impulses or needs). Independence should be developed to such an extent



Here our ABC kids and their parents can find all the important information about the last year at the daycare centre

that it is independent of constant attention from adults. Good physical awareness is also important, as stable body control protects against accidents, good eyesight and hearing are closely linked to reading and writing skills and manual dexterity supports fine motor skills when learning to write.

What methods and activities do we use to implement this educational mission in our kindergarten? With the "I help myself" program, our facility has a powerful tool to strengthen self-confidence, perseverance and, above all, social skills in children in their final year of kindergarten. All ABC kids meet once a week to discuss school-related topics, practise completing tasks. road safety, explore their home town and learn about first aid. They learn to recognize dangers and compete with other daycare centers in their athleticism. We also make use of various external partners (e.g. police, museums, Dresden Sports Association, etc).

There is a cooperation agreement between our facility and the 102nd elementary school "Johanna". This includes basic positions on cooperation, common goals, cooperation plans and reflection on the last year of pre-school. This gives our children the opportunity to get to know a school building and discuss their questions about school with a teacher. This means that the children's fear of contact is quickly forgotten.



Außerdem We also work closely with the primary and special schools that are accepting our ABC-Kids. This means that the children's current stage of development can be passed on to the schools in advance, and any necessary support can be coordinated.

Our ABC children are bid farewell with an individual candy cone party.

3.8 Observation and documentation

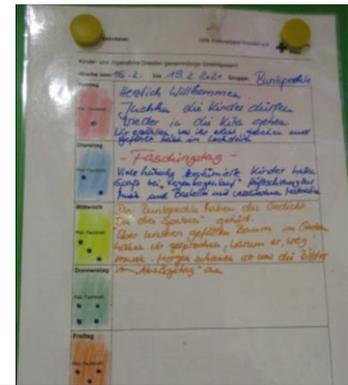
Continuous observation of the children is an important basis for our educational activities.

We derive the following findings from this:

- the child's state of mind and well-being,
- what, with what and with whom the children play most often and most intensively,



- what developmental progress the individual children are making and what activities can be used to challenge them further,
- what special qualities, interests and strengths individual children have and how they can be utilized for other children
- what relationships have developed between the individual children and how they are changing and
- whether our daily routine and rules are appropriate for the children.



This is what we experienced today: on our daily schedule, parents can see what their children have experienced during the day and talk to them about it.

Observations are reflected on in regular team meetings and, as a result, activities or projects are planned with the children, the range of materials and room design are adapted and development discussions are prepared. We use the assessment of the children according to the "Beller & Beller" development table as well as photo and video documentation as the basis for these meetings.

A portfolio is kept for each child in order to make developmental steps visible. The children discover their skills as they look through them, can compare themselves with others and experience a strengthening of their self-esteem. For parents, in turn, the development of their child and their learning strategies become comprehensible. This makes our educational work transparent for parents.

3.9 The organization of the daily routine

In order to provide children with a good basis for their educational processes, not only are many learning opportunities necessary, but above all security, safety and a protective framework. This is ensured by fixed caregivers, a manageable group of children and regular daily routines and rituals.

Children experience a recurring daily routine at our facility. This helps them to develop a sense of time, the day becomes predictable and gives them security and orientation. Fixed elements of the daily routine help the children to consciously perceive daily rhythms and to plan ahead for themselves.

Our daily routine alternates between fixed points, daily routines and phases of self-initiated activities for the children. In this way, we provide them with shared experiences, but also individual opportunities for their own ideas.

The teachers observe the children during the course of the day in order to be able to respond to signals such as over- or underchallenge. By providing targeted stimuli, the children are accompanied and encouraged in their activities.

During targeted observation, the teachers also recognize the children's topics and questions. This allows thematic work or project work to be implemented in line with

the situational approach.

A word about midday rest

The children rest in our facility at lunchtime. While the little ones make themselves comfortable in their beds, the older ones can listen to a few more stories and songs. They also rest on their mats afterwards.

This rest period is very important for children. During this recovery time, the numerous experiences of the day can be processed. As a child's brain is still developing, the body relies on this relaxation phase to recharge its batteries. In addition, stress hormones can be optimally reduced during this phase and what has been experienced and learned during sleep is stored in the long-term memory.



3.10 Teamwork

For us, teamwork means working together towards a common goal with a high level of motivation. We make sure that our educational work is child-centered, that we are inclusive, intercultural and intergenerational and that we regularly evaluate and develop our conceptual work.

What do we do to achieve our goals together as a team?.

- The services offered to the children are developed by the team.
- The facility and the work in the facility are presented and represented by the entire team.
- Everyone contributes their own ideas on how the team goals can be achieved.
- Every idea is discussed constructively and decided democratically..
- Everyone listens to each other. Everyone supports each other.
- Everyone can rely on each other.
- Everybody supports each other
- Ideas that contribute to the realization of objectives are developed and implemented jointly.
- Regular team consultations, notices and revision
- Team training

Our large team is divided into four smaller teams according to the respective areas. Each small team is led by a team leader, who is primarily the contact person and coordinator for staff and parent concerns. The small team meets every 14 days to discuss current topics and plan activities and projects for children.

The entire team meets monthly to coordinate conceptual and organizational matters of the facility and to ensure the exchange of information between the small teams.

The overall responsibility for all processes lies with the facility management. Their management style is democratic, so that decisions on conceptual issues are made with the entire team. She is supported by a deputy manager.

4 Cooperation of the daycare center

4.1 Cooperation with parents

The family and daycare center are jointly responsible for the well-being of children. They both have a decisive influence on the child's development. Education and upbringing begin with the parents and continue together in the daycare center. Parents are therefore the child's most important attachment figures and, as experts on their children, the most important partners for us. We see parental work as an active collaboration in a process that is constantly evolving and should always take place in an atmosphere characterized by trust, openness and appreciation.

Through regular communication and transparency in our educational work, such as in door-to-door talks and development meetings, we discuss the children's current issues and provide opportunities to exchange ideas. This ensures that parents are always up to date with the latest developments and know what their children are experiencing on a daily basis. For us, this exchange is also the basis for a trusting collaboration. It is important to engage in an open dialog about educational ideas in order to act in the best interests of the child.

Parents can gain an insight into our everyday life through the following opportunities:

- Tours of the facility
- Initial meeting with the daycare management
- Familiarization talk with the reference pedagogue
- Parents evenings, on specific topics if required
- Annual development talks
- Conflict resolution meetings
- Parents house cleaning / work assignments
- Parties and celebrations
- Participation in group activities / observation
- Parents cafe
- Phone calls

The Parents' Council is a special form of co-determination for parents. The Parents' Council represents the interests of the parents vis-à-vis the facility and the provider. This committee receives requests, suggestions and proposals, examines them and forwards them to the daycare center management and the provider. Meetings are held several times a year, to which the daycare center or area management can be invited and at which parent and daycare center topics are discussed constructively.

The Parents' Council has the following rights and opportunities to participate:

- Participation in the development of conceptual topics
- Inclusion of parents' wishes and topics
- Decision on closing days

One representative from each group is elected to the parents' council each year.

In order to evaluate our daily work, we carry out a survey at regular intervals. parent survey. Parents can use the anonymous form of the survey to give us tips and suggestions. We use the knowledge gained from this for further pedagogical cooperation.

4.2 Cooperation with training schools / training of trainees

At our facility, we support interns in order to give the next generation of professionals the opportunity to gain experience and to familiarize the next generation of professionals with our understanding of daycare work. We see interns as an enrichment in order to constantly adapt our own knowledge to current requirements. We see the interlocking of theory and practice as the cornerstone for sound pedagogical training. For this reason, we work closely with local universities and technical colleges. Training content and expectations are coordinated in regular discussions. expectations have been coordinated time and again. We can now look back on several years of cooperative collaboration with various educational institutions.

Each daycare center currently has at least one trained pedagogical specialist for practical guidance who accompanies the trainees. Furthermore, educational professionals act as mentors with all rights and obligations in cooperation with the practical instructors

The interns draw up an individual training plan for the internship period, which is regularly discussed with the internship supervisor. For each phase of the training, it includes the particular learning opportunities of the company and the individual learning interests of the trainees. Learning objectives are set together and steps to achieve the objectives are planned together, which are continuously reflected on and reviewed during the internship. This serves to reflect on the supervision and the interns and is helpful for the preparation of the final assessment.

4.3 Cooperation with external institutions

Responsible pedagogy includes networking with other institutions and educational and institutions and educational and psychosocial services in the surrounding area..

We work regularly with the following institutions::

- The Dresden Children's and Youth Medical Service, in order to be able to recognize developmental peculiarities at an early stage and offer support options.
- The educational colleges and universities of applied sciences in order to train future staff.
- Secondary elementary school to ensure a successful transition for the children.
- Various therapists who look after children at our facility in order to be able to discuss joint development opportunities.
- The district library to be able to use various media on different topics..
- Prevention agencies of the city of Dresden, such as the fire department, the dentist or the police, to raise children's awareness of how to deal responsibly with dangers.



Close cooperation with specialist agencies is important to ensure the healthy and optimal development of children. The aim here is to identify any developmental delays or parenting problems and to initiate the necessary measures for mutual support. This is always done in close cooperation with the parents.

- The admission and support plans for integrated children are discussed in cooperation with the social welfare office.
- The Youth Welfare Office of the City of Dresden is consulted by families in need for advice.

5. Quality development

Quality management is a necessary and useful instrument for developing quality standards within our facility. They make it possible to review quality and continuously adapt it to the requirements of everyday life. As the team at the "Claras Abenteuerland" daycare center, we do not see educational quality as a fixed concept, but rather as a changing one - accordingly, ongoing quality development goes hand in hand with monthly team meetings. These processes are documented transparently and serve as a binding work manual for all teachers. At the same time, they represent a quality criterion for every team member at our daycare center and serve as reliable benchmarks for children and parents.

We review and develop our pedagogical work using the quality instrument of the national criteria catalog "Pedagogical Quality in Daycare Facilities for Children" (Tietze 2003) PädQuis. The national criteria catalog is divided into 22 quality areas, which systematically take into account all aspects of the education, care and upbringing of children up to the age of school entry in daycare facilities. In our facility, however, the quality areas are not worked through strictly one after the other

Rather, the observations of the staff and their "focal points" influence the selection of quality areas - this enables us as a team to respond promptly to current needs and to rethink and, if necessary, revise the corresponding quality standards.

It should also be mentioned that quality work does not only take place in our professional consultations on PädQuis, but also in every professional discussion, in every consultation and in every professional discussion between the educational professionals..