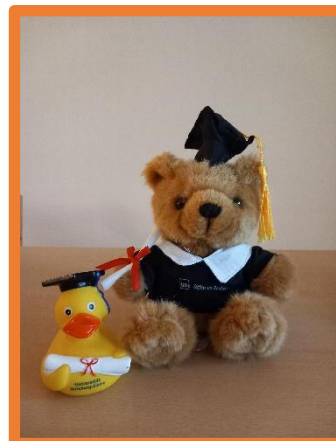
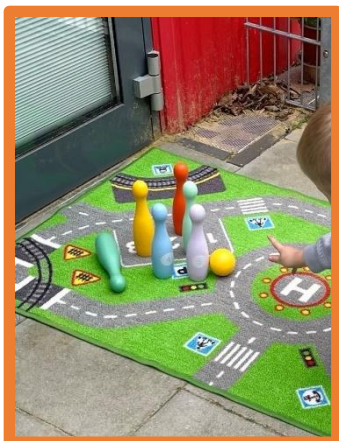


PEDAGOGICAL CONCEPTION OF THE DU-E-KIDS

Child day care as a childcare service at the University of Duisburg-Essen
As of July 2026

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1 The DU-E-KIDS introduce themselves

Since 2007, the University of Duisburg-Essen (UDE) has been offering its research assistants as well as technical and administrative staff at both locations the university's own U3 childcare DU-E-KIDS, in the form of child day care. The University of Duisburg-Essen (represented by the service facility "Family Service Office and DU-E-KIDS") is the sponsor of the DU-E-KIDS.

The DU-E-KIDS currently have 37 childcare places, which are divided into two LARGE day care centers and three DAYcare centers. On the Essen campus, the child day cares YELLOW, GREEN and RED are located. On the child day cares BLUE and ORANGE are located in Kammerstraße, close to the Duisburg campus.

In the LARGE day care centers, up to nine children are cared for by two child day care workers and in the day care centers, up to five children are cared for by one child day care worker between the ages of four months and three years*. Each child is assigned a specific day care worker, the reference day care worker. This highly personal care of each child is an essential feature of child day care. *Which childcare worker works in which group can be found on the first page.

In addition, the DU-E-KIDS have another day care worker in each group, who takes over the highly personal care of the child during periods of illness and vacation of the reference day care person. Due to the continuity of the assignment, these child day care workers are well known to all children at the respective location and a loss of the reference day care worker can thus be compensated.

All child day care workers are trained according to the DJI curriculum or QHB and have the necessary care permit. This care permit presupposes continuous training of the child day care workers.

The rooms of all LARGE and DAYcare groups are similar in terms of space, the size of the rooms varies.



The hallway is the hub for dropping off and picking up the children. It is usually designed according to the season. This is where the wardrobe is located and each child has his or her own coat hook and a compartment for his or her personal belongings such as a cuddly toy, pacifier or change of clothes. Parents can get information from the group here. The families also introduce themselves to the other families with a small picture, as does the day care worker. The hallway also serves as a studio and the self-created works of art are exhibited.

The large group room is the heart of every group. This is where the morning circle takes place and a wide variety of game suggestions are available. The focus is on creative play offers, so the large cardboard box can be converted into a hut, storage area or car. Sometimes it serves as a chair or table, depending on the child's imagination. Relaxation and reading corners complement the offer in the group room as well as exercise opportunities.

The fully equipped kitchen with a large table and sufficient children's chairs is at the same time the preparation and preparation room of the day care workers and also serves as a retreat for the older children, e.g. if they want to concentrate on puzzles or painting.

Each child has his or her own fixed place to sleep. Depending on the stage of development, they are instructed to go to bed independently and to sleep in a quiet and atmospheric environment. The bedroom can be converted into a multifunctional room. Thus, in the times when the children are awake, there is more alternative option for further offers.

The bathroom is equipped with a baby changing area and adjoining shower tray. Here, too, the children are instructed to climb up independently, depending on their stage of development. A childproof staircase can be used. A children's toilet and a children's tub are available for their own personal hygiene. Hygiene is an essential part of the daily routine, not only in times of Corona. Employees have their own toilet at their disposal.

In Essen, the outdoor area is directly adjacent to the group room, in Duisburg the respective outdoor area is in the immediate vicinity of the group rooms. Outside,



each child to their heart's content, etc. playing, lounging, digging, playing with water or driving a bobby car.

The groups regularly visit the public play facilities in the surrounding area. The footpath encourages the children to perceive their environment and to make (nature) discoveries.

The opening hours are weekdays from 8.00 a.m. to 4.00 p.m. During this period, a binding quota of 16 – 40 hours can be booked. Between Christmas and New Year, care is offered as needed. Closing times, for further training, team development or conception days, will be announced in good time.



The care via the DU-E-KIDS is financially supported by the public. Parents submit an application to the youth welfare office responsible for their place of residence for the assumption of childcare costs. The parental contribution, which is usually socially staggered, is transferred by the parents to the responsible youth welfare office. If costs for meals are added, this is a parental contribution and is regulated in the childcare contract.

2 Settling in

We are guided by the **Berlin model**. The Berlin Model is a concept that supports the parent-accompanied* acclimatization of the child into everyday care. *It is also possible that another person who is very familiar to the child will accompany the settling-in process.

In various phases and with the support of the parents, the child is familiarized with the new environment and its caregiver, the children in the group and the daily routine during the settling-in period. Through slow and accompanied contact between the child and the caregiver, the child and also the parents can practice separation and the caregiver can build a relationship with the child.

The settling-in period is therefore a very sensitive and intensive time, for each individual child in the group, for the parents and the caregiver. It paves the way for a trusting relationship and makes daily care possible. It is important that the child to be acclimatized determines the speed of acclimatization.

A secure attachment relationship between the caregiver and the child is characterized by the following characteristics:

The children

- 😊 seek and receive positive attention from the caregiver.
- 😊 feel safe and protected in their surroundings.
- 😊 get support in their exploration behavior.
- 😊 are comforted when they are sad, restless, or tense.
- 😊 seek and receive help and support when needed and accept it.

1. Settling-in phase

One parent stays in the group with the child. In this way, the child feels comfortable and secure despite the unfamiliar environment. Out of this security, the child will soon be interested in his new environment. The caregiver responds to the child with a lot of empathy and thus creates a basis of trust.

The parent is asked to behave as cautiously as possible in the first phase. The more active it behaves, the clearer the loss becomes to the child when there is a first attempt at separation after a few days.

In this phase, parent and child stay in the group for 1-1 1/2 hours every day. In the beginning, the care routines and the feeding are still taken over by the accompanying parent. Gradually, the caregiver begins to take over the feeding and changing and thus further build up the relationship of trust.

2. Settling-in phase

In this phase, a first separation takes place. The accompanying parent brings the child, stays briefly and then says goodbye, remains close to the group, but without visual contact with the child. We can bring the parent back at any time and quickly in case the child is not feeling well. The child stays in the group for a maximum of 15 – 30 minutes without parents. When the accompanying parent returns, they go home together.

This short-term separation makes it possible to estimate how much time is needed for the rest of the settling-in period. If, after a short cry, the child can be easily reassured by the reference day care, the duration of the separation can be increased. If the child reacts violently to the separation and cannot be calmed down, phase 1 is extended.

In phase 2, the child learns that even in this unfamiliar situation, he or she can rely on the reference day care provider and the parents. The experience of a parent coming back again and again reassures and comforts the child. With this feeling, they are ready to get more and more involved with the reference day care provider.

3. Settling-in phase

When the child has established a relationship of trust with the caregiver, the third phase begins. For example, the child is brought to the group in the morning, the accompanying parent says goodbye and picks it up again after an agreed time, e.g. after lunch.

4. Settling-in phase

Only when the child feels comfortable throughout the morning does phase four begin. The child stays in the group after lunch and is put to sleep and picked up right after the nap.

5. Settling-in phase

The child stays in the group after the afternoon nap and participates in the afternoon snack. At this stage, the child is picked up as needed.

If he feels comfortable and safe in the daily routine, the acclimatization is complete. The child can now be brought and picked up at the booked care times.

The settling-in period and the duration of the settling-in period are child-oriented, so there may be a change in the settling-in process. A close exchange between the caregiver and the parents is important and conducive to the settling-in process.

It determines the duration of the individual settling-in phases and forms the basis for the educational partnership between parents and caregivers.

For further reading: https://www.kita-fachtexte.de/fileadmin/Redaktion/Publikationen/KiTaFT_Braukhane_Knobeloch_2011.pdf

3 A day at the DU-E-KIDS exemplary, deviations are possible

8.00 a.m. The first children come into the group. We greet the children and their parents and have a short exchange. How was the night? Is there a change in the pickup? What's on our agenda today? The free play begins, the group can be explored. People read, build, puzzle and move.

approx. 9.00/9.30 h After a joint dinner we have breakfast together. When it's a child's birthday, there are also cakes or muffins – that's what everyone likes very much. Children who are brought later eat a trifle when they are hungry.

approx. 10.00 h We greet each other with finger games and songs in the morning circle. Afterwards, the children have time to play freely or can take part in targeted activities. There are handicrafts or exercise activities or we go for a walk, go to the garden or go on an excursion.

approx. 11.30 a.m. lunch together

approx. 12.00 h After eating, everyone is tired. The children are getting ready for a nap or are being changed. When everyone is ready, we go to the bedroom together. Each child has its own fixed bed, in which pacifiers, cloths or cuddly toys are waiting. The children who don't want to sleep anymore take a break and are allowed to look at books and occupy themselves quietly.

approx. 14.00 h Now everyone slowly wakes up, we cuddle and read a story.

approx. 14.30 h In the afternoon there is a snack consisting of fruit, raw vegetables or yoghurt.

approx. 15.00 h The first children are picked up. What did we do today? What did we experience? Who made a funny saying? Is there a bump that is presented? We discuss this with the parents who pick them up. The other children are in free play



and often also in the garden. Finally, we clean up together. We say goodbye and look forward to tomorrow.

4 The Free Spin

In free play, the children are given the opportunity to choose freely between the toys on offer, to do nothing or to experience boredom. Play partners can be found or the need for rest and relaxation can be lived out. It is important that children develop imagination and drive on their own initiative. Strategies for solving problems are tried out and consolidated. In working together, the children have important social experiences. Language, creativity and motor skills are trained in a variety of ways. The child day care worker observes the play behaviour and can develop conclusions for play impulses, offers and conversations. The game material offered is age-appropriate, easily accessible and is made available on a rotating basis. You can choose from, among others: small kitchen with kitchen toys, shopping bags, baskets, doll, stuffed animals, doll prams, vehicles, construction corner, building materials, cars, puzzles, games, construction material, baby toys, disguise box, cloths, blankets, instruments, crayons, slide, trampoline.

In the case of a **free play impulse** by the day care worker, play materials that are not always available are provided for additional stimulation. The children can let their imagination run wild on their own: cardboard boxes, river stones, movement construction sites, cloths, etc.

In the case of **free play** offers, the child day care worker conducts a guided offer: morning circle, musical offers, painting and handicraft offers, offers to promote fine motor skills such as kneading, baking, exercise offers indoors as well as outdoors, excursions, action tub, foot-sniffing path, etc.

5 Offerings

We develop offers based on specific occasions and interests of the children and are also based on the course of the year and the living environment of the children currently being cared for.

We offer:

-  Shopping/market visits
-  Visit to the Municipal Library
-  Excursions to the wild boar enclosure, the zoo and playgrounds in the area
-  age-appropriate "board games"
-  creative offers with paint, pens, paper, glue



-  Exercise activities such as climbing, jumping, balancing, running, romping (movement construction site, river stones, setting up a course)
-  Musical offerings: morning circle with songs and finger games, listening to music, making music yourself and making sounds
-  Sensory offers such as barefoot path, muddy with sand and water, foam and slime, action tubs, kneading
-  Excursions to the park/forest and discover the nature

6 Children need exercise

Children are constantly on the move, they crawl, get up, fall over, pull themselves up, run, roll, swing, jump, throw, balance, fool around. They pursue their natural urge to move and explore and we support them in this. The cognitive, emotional and social development of a child is based, among other things, on the movement experiences of the first years of life. Learning to move means conquering the environment!

We support the children in their urge to move by going outside every day, we use our outdoor area with a wide variety of playground equipment or go for walks in the surrounding area and visit playgrounds or the ducks at the duck pond, the inner harbor or go into the forest.

In addition, we offer the children opportunities to let off steam in the group rooms. We build movement landscapes or sing and dance. By touching, feeling, smelling, hearing and seeing, wrestling and romping with others, balancing, climbing and pushing, children actively experience their environment and their bodies.

7 Language support

Language is very important for human development, because language means communication. Through them you can communicate, put your thoughts and feelings into words.

The first years of life are particularly important for language development. Since adults, especially the caregivers, are language role models for the children, we as child day care workers also bear responsibility for the children entrusted to us.

Communication is an important prerequisite for language development, because children only learn to speak in an environment in which they speak. If babies initially communicate only through sounds such as chuckling, babbling, squeaking, crying as well as through their facial expressions and gestures, it is important for us to accompany our daily actions and the behavior of the baby with words and to turn to him.



As they get older, children learn to communicate verbally and are reinforced by us by repeating what has been said in complete sentences. In dialogue and through open questions, we give the children the opportunity to recount their experiences, e.g. "What did the dog do when you petted him?". In case of linguistic errors, we do not correct the children, but repeat what has been said in the correct form.

In everyday life, we stimulate the children's language by:

- Singing songs,
- Finger games,
- Read
- look at picture books and
- by providing linguistic accompaniment to the children's actions.



Language support always takes place, so it is important for us to be in constant contact with the children, to communicate with them. We talk to them in correct, complete and simple sentences.

8 Catering, nutrition, supply

At the DU-E-KIDS we eat together, because eating is not only about eating food and satisfying hunger, but also about joy and social interaction. So we usually start breakfast with a breakfast song or verse. The healthy and varied breakfast consists of for example grain, spelt or wheat bread or rolls with various toppings such as cheese, sausage, cream cheese or scrambled eggs. There is also sometimes a porridge or homemade cereal without added sugar. In addition, there is fresh fruit such as grapes, apples, pears, bananas or vegetables. Seasonal fruit. Raw vegetables such as tomatoes, cucumbers, peppers and baby carrots are also offered. In addition, the children are given a hard-boiled egg once a week.

Lunch is cooked and delivered to us by the company Vitesca. It is a varied, child-friendly meal. We meet at the common lunch table and start the meal with a good appetite saying.

In the afternoon we offer the children a snack consisting of fruit and vegetables, cereals and dairy products. Mineral water and occasionally unsweetened tea are permanently available to the children. For children under one year of age, we offer milk, porridge and jar food.



Diapers and other care products are uniformly procured by the DU-E-KIDS at a drugstore. The costs for food and care products, if they are not included in the public subsidies, are borne separately by the parents. (see appendix to the care contract). If children have allergies or the parents have their own ideas about the care of their child, the parents can of course bring the food and consumables.

9 Music

The children sing together daily in the morning circle, get to know movement songs, play instruments with elementary instruments such as wooden block drums, different rattles or the glockenspiel. You can listen to music from the CD to relax or move. This leads to the first rhythmic experiences. As a matter of course, the joy of music is integrated into everyday life, e.g. when changing diapers, going for a walk, comforting or calming down.

10 Creativity - creative design

Children are researchers, they experiment, think and try things out. In addition to research, they also reinvent. They rework things and learn to improvise. They proudly show their results and are happy when we take them seriously and take them seriously.

Our pedagogical task is to enable the children to have a variety of experiences, to give them the opportunity to deal with a variety of materials. That's why we paint with various painting utensils and techniques, kneading, tearing, cutting, gluing, smearing, pasting and letting research and discover.

11 Safeguarding children's rights and child protection

"The individual rights to which children worldwide are entitled are laid down in the **Convention on the Rights of the Child**. Every child has the right to life, health care, education and protection from violence and exploitation. It is equally important to take into account a child's will to ensure freedom of expression and information, access to the media, and freedom of thought, conscience and religion."

Source: unicef All children in the world have equal rights, regardless of their origin, language, skin colour and gender. According to the definition of the Convention on the Rights of the Child, a person up to the age of 18 is a child. Source: UN Convention on the Rights of the Child

Children have basic needs: adequate personal hygiene, suitable place to wake and sleep, age-appropriate nutrition, proper treatment of illness and developmental disorders, protection from danger, tenderness and recognition, and



Affirmation, safety and security, individuality and self-determination, address, reliable relationships.

We respect the children's basic needs and are partners of the children in order to strengthen them in their development into an independent and self-confident personality.

If we detect signs of child welfare endangerment, we will immediately contact our responsible specialist counselling center. The municipalities have developed a protection concept, which then takes effect.

The protection concept can be viewed. Parents can contact us if they are interested.

Further details can be found at:

<https://www.kinderschutz.nrw/handlungsfelder/kinder-und-jugendhilfe/kindertagesbetreuung>

12 Participation and democracy

In the groups of DU-E-KIDS, the children are included according to their age and maturity.

The Federal Association for Child Day Care formulates as follows:

Children have a right to be involved in decisions that directly affect them. It is the task of adults to enable even very young children to have a say. Here, decisions often have to be made together in the group.

The following questions can help:

Clothing

If a child is allowed to decide, ...

- whether it dresses itself?
- What does it wear indoors?
- whether he puts on a hat, scarf and gloves?

Drink

If a child is allowed to decide, ...

- If and when he drinks something?
- How much and what it drinks?
- whether it pours itself?

Personal hygiene

If a child is allowed to decide, ...

- If and when it is wrapped?
- if and when he wants to blow his nose or wash his hands?
- Who will help him with personal

Daily routine

Are children allowed to decide ...

- What do you want to do together?
- When, where and with whom do you play?
- whether and how they get involved (e.g. watering flowers, wiping tables)?

Eat

If a child is allowed to decide, ...

- If and when it eats something?
- What and how much does it eat?
- how he eats and who he sits next to while eating?



13 Our image of the child

We welcome all children and know that each child brings previous experience, skills and feelings from their own family and social environment.

The focus of the pedagogical work is on the living environments of all children and their parents, their families. We treat every child with appreciation. We accept it as it is, because every child has its own needs, abilities, talents and perceptions. The children see, think, feel and express themselves, each in their own way. They want to explore, feel, feel, comprehend and understand the world. Every child has talents that should be found and encouraged. When they can discover, develop and their skills, they enjoy learning, which makes them more self-confident.



use

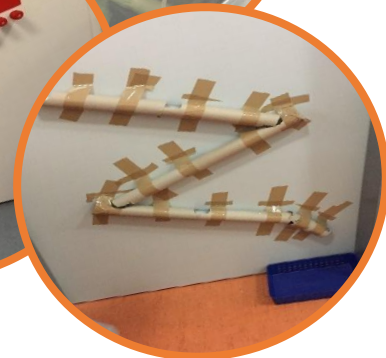
Each child also has its own level of development. With our work, we accompany, challenge and encourage each individual child in his or her individual rhythm.

As child day care workers, we are observers and companions who support the children when they need help, motivate them when things are not going well and comfort them when they are sad.

Children want and should be taken seriously, no matter how small they are, no matter what skin color they have, no matter where they come from. They are simply our children and we treat them with love and respect!

14 Inclusion

We work inclusively. The term "inclusion" comes from Latin and means "to include/include". It is important to us that every child, regardless of gender, origin, nationality, education, religion and his or her health situation, feels a sense of belonging. We take diversity for granted and adapt the circumstances to the needs of the child. Diversity is an asset. Accordingly, we are not only appreciative of the diverse children, but also of their parents and ourselves, because we employees of the DU-E-KIDS are also diverse.



15 Individual support

Each child brings its own personality. By observing the children, we recognize the interests of the respective child and promote them accordingly. We provide him with a wide variety of materials and give him incentives so that the child opens up his world and can perceive himself and his environment with all his senses. We awaken interests and abilities that the child perceives and explores through the curiosity and the child's thirst for knowledge.

The small groups with fixed children and caregivers give the child safety, trust and security over time. In this way, we support the child in being able to build emotional relationships and develop the will. The formation of stubbornness and community spirit is also essential for a positive group consciousness.



16 Promotion of self-employment

Through a loving and respectful approach, we want to strengthen the self-confidence and independence of the children. We encourage them to recognize and express their own desires and feelings, to communicate them to us and to perceive those of others. We encourage them to try things themselves, e.g. dressing and undressing themselves, eating alone, washing their hands, balancing or climbing stairs. Since every child has an innate instinct to discover, he wants to try out many things and do them himself, we let the children do what they want and are their helpers.



17 Observing and documenting

We observe the children with a positive view and perceive their interests, strengths and development potential. Regular notes help to understand and document the individual development processes. At the same time, a portfolio of each individual child is created over the entire care period by collecting photos, paintings and memories. When the child leaves the DU-E-KIDS, it will be handed over to him. It is therefore a documentation of the development during the time with the DU-E-KIDS and a nice memory.

In addition, these records are the basis for the annual development meetings with the legal guardians.

18 Educational partnership – the cooperation between child day care workers and parents

In order to promote the child's skills and to make him or her feel comfortable in the care environment, there must be a relationship between the parents and the caregiver that is characterized by trust, respect and mutual respect.

With the DU-E-KIDS, the exchange takes place during the daily door-to-door conversation. When bringing, the parents inform us about how the child slept, how the afternoon on

the day before or about the morning routine in the family. When picking them up, the parents learn from us how the day went for the DU-E-KIDS, how and what the child played, what and how much he ate and how the afternoon nap went. It is also important that we tell the parents how the child felt. Did it laugh and have fun or did it have to cry or was it even sad and had to be comforted. It happens that children are upset and upset, this is also communicated to the parents.

Through the daily exchange, ambiguities can be discussed and, if necessary, clarified and can be solved together.

We appreciate the exchange very much and try to organize at least one joint party every year, so that time is also allowed for getting to know each other better. In addition, all parents are given the opportunity to have a development interview every year.

18.1 Parental involvement

Parental involvement in the form of a parent council elected by the parents is legally required for daycare centers within the framework of the KiBiz §10 and is also desired by us. The parent council is the point of contact for all parents of DU-E-KIDS, as well as for the childcare providers and the campus management of DU-E-KIDS, as well as the overall management of the Family Service.

The parent council receives wishes, suggestions, and proposals from parents, examines them, and presents them to the campus management, overall management, and the professional association. In this way, it becomes the "voice" of the entire parent body. The joint exchange with the possibility of discussing current events and changes provides a good basis for the desired parent partnership.

Dates for the election of the parent council are communicated by the campus management at the beginning of the care year.

19 Cooperation – Quality Assurance – Training

The permit to work as a child day care worker is granted by the responsible youth welfare office, in our case either the youth welfare office of the city of Essen or the city of Duisburg. This authorisation is linked to participation in further training. In regular team meetings, the contents of the training are reflected with the daily work. In this way, the teams and the DU-E-KIDS develop together.

We cooperate with the AWO Essen as a trade association for the Essen location and with the Duisburg Youth Welfare Office at the Duisburg location.

20 Transition from daycare – farewell rituals for the DU-E-KIDS

The children who leave our group and move to the daycare center go on an excursion with the daycare workers and the other discharged children, e.g.: to the zoo or to the Gruga. Each child receives a souvenir gift as a farewell gift. Usually this consists of photos, a self-designed calendar or similar and the portfolio, a collection of all records about the development during the time at the DU-E-KIDS and a selection of the resulting works of art. This is accompanied by a personal letter from the reference day care worker.

The parents of the farewell children often bring cake or the like with them by arrangement, so that the whole group of children can have a farewell coffee.

21 Handling and rules in case of illness

Acutely ill children are best cared for at home and cannot be cared for, even with only a mild flu-like infection!

On the one hand, so that the other children and daycare workers do not become infected, and on the other hand, so that the child itself receives the necessary attention, rest and treatment to be healthy again soon.

In the event of illness, we comply with the general re-approval guidelines of the health authorities (see below). <https://www.tagespflege-online.de/> (contagious diseases). Therefore, we only care for previously ill children again when they are fever-free for 24 hours without medication and without diarrhea and vomiting for 48 hours. The recommendations of the health departments are binding for everyone. Parents are responsible for ensuring that the child's care is ensured.

Since we do not administer any medication, an exception can only be agreed upon after consultation with the responsible campus management, e.g. in the case of allergic diseases of the child or certain chronic diseases, upon presentation of a medical and parental power of attorney. We reserve the right to refuse medical care.

Employees of the UDE have the opportunity to seek advice from the Family Service regarding external care in the event of illness of the child.

22 What do "I" need to bring with me?

When the child takes up childcare at the DU-E-KIDS, the parents receive a welcome folder. All relevant information is summarized here. Every child should bring these things:

- | | |
|--|---|
|  Change of clothes in at least two versions (bodysuits or underwear, socks, trousers, T-shirts, sweaters) |  in summer: sunscreen, swimming trunks/swimsuit, sun hat, UV shirt, etc. |
|  Slippers or stopper socks or leather slippers |  In winter: hat, scarf, gloves |
|  Mud pants, in winter lined mud pants or snowsuit |  Cuddly toy, if necessary a pacifier, special blanket, etc. |
|  Rain jacket with hood |  Sleeping bag |
|  Rubber boots or mud shoes to change |  Water bottle, if you still have to learn how to drink from a cup |
| |  |

23 Appendix

The educational task in child day care

Both SGB VIII (§§22ff.) and KiBiz (§§ 13 in conjunction with 17) oblige day-care centers and day-care centers to promote the development of the child into an independent, community-oriented personality. This obligation includes the education, upbringing and care of children.

Legal provisions incl. State Child Protection Act NRW:

- SGB VIII (§ 1, § 5, § 8a, § 8b, § 22, § 23, § 24, § 43, § 90, § 98 ff.)
- KiBiz (§ 1-8, § 12-14, § 14a, § 16, § 17, § 22, § 23)
- LKiSchG NRW (§ 1-4, § 9, § 11)
- First Act on the Implementation of the Children and Youth Act (AG-KJHG) NW (§ 17, § 18)

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