

Conception Forestgroup



Integratives
Katholisches Kinderhaus
St. Johannes
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11. Imprint


MISSION STATEMENT

Our children's house is a place where children can grow, discover, find themselves, develop courage and zest for life. Here the Christian faith supports us. Just as the namesake of our facility has set us up, all people are welcome with us. It is important to us all to be in an accepting, congruent, sensitive pedagogical attitude.

We see ourselves as companions and supporters for children and their parents. Together with the parents, we will take our education, care and upbringing seriously and implement it. For this we give the opportunity for an open and appreciative, mutually learning partnership between the educational staff and the parents.

Together we give the children the opportunity to develop themselves as self-competent, expertise and socially competent people and pay attention to their individual personalities so that they find their place in our society. It is important to us to teach the children everyday Christian rituals from our annual cycle. Through creativity and creative action and solidarity with people and nature, the children experience a respectful and appreciative attitude towards all living beings.

We would like to strengthen the children and encourage them to accept themselves, have confidence in themselves and believe in the good and love.



„Everybody can,
everybody is allowed,
everybody should,
nobody has to!“
....within the limits of their possibilities and their pace.

Everybody can, everybody is allowed, everybody should....
....to evolve“

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DIE WALDGRUPPE STELLT SICH VOR

1. HOW YOU FIND US

Die Anfahrt zum Waldcontainer erfolgt über die Bergstraße. Kurz vor Ortsende führt eine Straße links zum Wald. Im Ort ist der Platz auch als Ameisenberg bekannt.

Adress:

Kirchenstiftung St. Jakobus d. Ältere
Katholisches Kinderhaus
St. Johannes
Hauptstraße 17 a
85419 Mauern
08764/ 622
www.kindergarten-mauern.de
St-Johannes.Mauern@kita.ebmuc.de

Sponsor:

Katholische Kirchenstiftung
St. Jakobus d. Ältere
Dekan-Graßl-Str. 2
84079 Bruckberg
08765/ 227
Trägervertreter: Hubert Oberprieler

1.1 OPENING HOURS

Our Facility is open from Monday till Friday between 7 am and 14 pm.

Our closing hours are based on the legal requirements and are limited to a maximum of 30 days per year.

1.2 FEES

The Kinderhouse Fees depends on the weekly booking times, which are regulated in the education and care contract. A pedagogical core time of 4 Hours is required by law. In our facility the Core time is set between 8 30 Am and 12 30 Pm. You can find more details information in our fee statues.

1.3 REGISTRATION

Every year we offer families the opportunity to get to know our facility at an "open house". The date will be announced to the public on time. On this day, the children can be registered for the following year.

In our facility there are 5 curative education places in a kindergarten group and 2 places in the crèche group.

For a curative education place, the prerequisite is that the sponsor of the facility has concluded a fee and service agreement with the district of Upper Bavaria. He also takes care of the organization of a specialist service.

In addition to the registration form for the children's house, the parents must apply for integration assistance with the Upper Bavaria district with a medical certificate.

We will be happy to help and assist you with the application. You will receive forms on our registration date.

A special education children or nursery place can, for example, children with evidence of developmental delays, partial performance disorders (e.g. in perception, language, etc.), mental, physical peculiarities or difficulties in the emotional and social area.

1.4 ADMISSION CRITERIA TO THE FOREST GROUP

The Forest Group has a capacity up to 20 Children. The children should be 3 years old and toilet trained. Children from the Community area in Mauern are preferred. The Group should be balanced in age and gender. We offer optional funding opportunities and integration places. On request children from other communities can also be accepted. No lunch is offered in the Forest Group.

2. HISTORY OF OUR CHILDREN'S HOUSE

In April 1974 the parish kindergarten St. Johannes was put into operation. The one-story low-rise building was planned by the architect "Babinski". After more than 40 years, the facility can look back on many experiences and changes that come with the times and changes in society. In our early days there were 2 kindergarten groups with up to 25 children.

After a construction phase of almost 1 year, the kindergarten moved into the new building in 2014 and is now called the "Katholisches Kinderhaus St. Johannes".

The "new" children's house shines in a light-flooded new building and has been connected to the listed building (Ökonomiestadel). The combination of "old" and "new" was chosen deliberately. We see our children's home as a place where different age structures feel comfortable. The facility grew

to 4 groups and expanded the age mix of 1-6 years. It was important to us to offer all children the opportunity to provide education and care in the place where they grew up. In this way, places for children with and without disabilities were created. We are on the way to inclusion, we perceive this process as very positive and enriching.

3. FURNISHING

A. PREMISES

The container of the Forest Group Trolle and the adjacent Forest piece is located at the end of Bergstrasse. The container is edged by a big meadow and marks the meeting point of the children and the educational staff. Adjacent is an orchard where the children can help themselves. The



container has a size of 50 square meters and offers the children the opportunity in bad weather to stay indoors or respectively to eat and drink.

Our refuge is attached to the forest. The equipment of the hut includes a power connection. There are fresh water tanks in the forest house, which are used to prepare tea or wash hands. We also have a game shelf where the children have a lot of materials to play with and to do handicrafts. A Sweden oven is used for heating in the winter. The oven is separated from the children by an oven guard. When fetching wood the children are included and experience practical life skills.



Spiel- und Basteltisch. Im Hintergrund: Geburtstagskalender

4. THE OUTDOOR AREA

The outdoor area of the Forest House offers the possibility for diverse games. A wood crocodile is used for pretend play or to climb on. Disused Kitchen utensils are used from the children to build and design on the Sandhill. In the adjoining Forest piece there is a Tipi which is used to cook mud soup

5. THE WALD TROLLE

The Group Waldtrolle has space for 20 Children from the age of 3 years

Waldtrolle

Educational Staff

1 Teacher

2 supplementary Staff
teachers



20 Children from 3 years to
school

The staff is composed of 1 Teacher and 2 supplementary staff. Further training in the field of nature pedagogy is offered to the Staff on a regular basis.

In case of illness from one of the forest teachers the staff of the Kinderhouse steps in. The Team of the Waldtrolle is participating at the weekly team meetings and gets all the important information.

5.1 WHAT IS THE MEANING OF A FOREST DAY CARE?

In a forest daycare the children get the chance to make nature experiences, which is important for their development. The children learn from the environment conditions that are around them. The perception with all senses offers the children the gathering of individual experiences and to build up an access to natural habitats. In addition they will also gather knowledge about plants and animals. The children will receive insights into the biodiversity through tips from the staff throughout the day and they learn about the connections between climate, seasons and growth process.

Studies showed that daily stay in the nature is positive for the children's health. Their immune system gets stronger and infectious diseases don't spread as easy as in a closed area. A forest group promotes children's skills in a variety of ways. The movement and play on the uneven forest floor promotes the coordination skills. Playing with nature materials promotes the development of imagination and creativity. The playing of a daily changing role plays, activities and handicrafts make every day unique.

5.2 A DAY WITH US

- The day begins between at 7 30 and 8 30 Am with the drop off. After that we start with a morning circle ritual. We start in the centre of the circle behind the Forest House on the wooden blocks. We light a candle and talk about important facts of the day like the current date, the week day and the daily planning.
- After the morning circle we off to the woods. While we walk we discover the changes of the nature environment. The morning circle Child has the responsibility to lead the group to certain points in the forest. That promotes responsibility and a sense of community. in the forest there are certain meeting points that are announced by the morning circle child through syllable clapping.
- By 9 30 Am we reach the play area, the children put away their backpacks and have a first free play till 10 Am.
- After that a collective using of the bathroom follows. Web start washing hands introduced with a song, followed by a prayer and a table saying we eat breakfast.



- At 12 Pm we go back to the Forest house and do a ending day circle.
- Followed by another bathroom stop and hand washing at the crocodile that includes a second breakfast in or outside depending on the weather. After the breakfast the children can decide if they want to play in or outside for the free play till they go home.

5.3 FREE PLAY - MOST ELEMENTAL EXPRESSION

The game is the child's very own form of expression. In the game, the child deals with its environment and processes different impressions. That is why it is the focus of our upbringing and educational work in the children's home. All areas of competence are addressed in the game. Here the child learns without knowing that it is learning!

The educational specialists support the free play by creating atmosphere and paying attention to the needs of the children. In this way, relationships are built and deepened, rooms redesigned, games and materials exchanged, observed and played together, but also new impulses and ideas are given. An important aspect is to give the children trust and confidence.

Free match decision

Problem solving ability

Initiati**v****E**

Int**E**raction (social contacts are made)

Power or Nap

Learn how to learn!

Activity

Independen**t****Y**

5.4 FOOD AND BEVERAGES

- In a forest group there are a lot of rules to follow when the parents pack the content of the breakfast bag:
- Sweet Beverages and Food attract insects and can sting the children
- Liquid foods like yoghurt can get damaged in the backpack
- In the winter month we prepare tea for the children and fill it into their thermoses
- For all the children we offer in regular intervals juices to the children which are served at the forest house. Every child has their own cup

- We can use the Sweden oven to cook our own meals in the fall with foods that we grew ourselves
- The second meal can also be a lunch from home that the parents put in a thermos

5.5 GOING TO THE TOILET

Going to the toilet is really easy in the forest. We support them getting undressed and dressed and gives the childrens helpful hints.

Before every meal we use the bathroom together. During the free play the children can go to the toilet on their own but have to inform a teacher about it.

In every play area there are, due to hygienic reasons, only certain spots where it is allowed to pee. For the bigger business there are toilet bags and equipped with toilet paper, wet wipes and a shovel we take care of it. We dig a hole in the ground and mark the spot.

5.6 MATERIALS

In the forest group we don't use premade toys. We use materials that are available in the woods. The nature materials promote creativity and let arise different role plays. A bark becomes a piece of fish and a stick becomes a fishing rod

We also use the nature materials for art activities for example we use leaves or fruits. We also use them to deepen math skills while count or sort with nature materials.

5.7 PRE SCHOOL

The preparation for School is regulated in the Bavarian educational plan. The forest group is in close contact with the Kinderhaus. The preschool children from the forest group get the same education for preschool like the Kinderhaus children. Also the preschool children from the forest start carving wood, which is helpful for the development of the fine motor skills and the hand eye coordination. The math skills are promoted with number laying with nature materials, the continuation of logical series of numbers or simply the gathering of materials supports the preschool children.

The Nature and the habitat Forest is detailed thematized. There is also a cooperation with the groundschool and the Kinderhaus for years now and now takes place with the forest group too.

6. FIRST AID

There is a First Aid Kit in the Forest House and every Teacher has a first Aid Kit with him/it contains band aids, sterile wipes tick removal card, cool packs and much more. To remove a tick we need the parents permission. We inform the parents if the child had a tick and the spot where the tick was removed will be marked.

6.1 STORM OR SNOWBREAK

Storm and snow can be dangerous if you are in the woods. In this case we can use the parish home in Mauern and the parents will be informed

6.2 REACHABILITY

We have a Forest cell phone and can always be reached. Should there be any complications we can call the parents or the Kinderhouse in no time

If there should be technical difficulties can the parents call the Kinderhouse any time

7. LIVING WITH THE SEASONS

The children can experience the change of all the 4 seasons with all their senses, consciously perceive the changes. We work with nature materials that each season has to offer. The children can learn how the animals and plants prepare for the winter and how everything comes to live again in the spring time. We depend on the weather and that's why some activities are spontaneous.

The positive effect of a Forest Group is that being outside a lot strengthens the immune system and makes the children less vulnerable for illness.



Sometimes we experience rain and we limit the outside time a little. We only take short walks and play in the Forest house or read a book as an alternative.

8. COOPERATIONS

While in daycare the children have lot of different contacts for example with Institutions, Sport Clubs or companies. we maintain close contact with farmers, bee keepers and hunters and much more. The children get an inside look to the world around them in Mauern and the people who work there.

Any conveyor services that support the Kinderhouse are also in contact with us. Who that is can you see on page 47 in the Kinderhouse Conception

9. DOCUMENTATION

Observation

We use different forms of observation to address current issues, needs and interests of children. This enables us to stimulate, accompany and further development and learning processes. We achieve this by seeing different methods of observation as one of the most important foundations of our educational work. In addition to group pedagogical observations, which are recorded in a card index system, we use targeted observation sheets to identify strengths / resources and weaknesses.

The following are prescribed by law:

- Seldak and Simsik => Linguistic area
- Perik or Kompik => social-emotional area

Children are small individuals and should be seen in their entirety. That is why we have developed an in-house arch to cover all of these areas. This includes the following areas:

- Practical area
- gaming behavior
- Perception (self-perception, body diagrams, spatial position)
- Motor skills => fine and gross motor skills
- Mathematical area
- Cognitive thought processes

Portfolio

Each child has its own portfolio. Development and learning steps are documented here. We capture everyday situations with pictures. The children are responsible for helping to shape their portfolio. In addition, it is the property of the child, it collects (with the support of the parents) important things, experiences of success and learning success.

Transparency and observation

In addition to the documentation of our educational work, portfolio and notices (weekly review, master plan, concept, ...), we regularly offer parents detailed development discussions. During these discussions there is an exchange between the day care and the parents. We talk about the child's

development and develop common goals for the child. We provide advice on educational issues, pass on information material and refer to advice centers if necessary.

The results of our observation work are subject to data protection and confidentiality.

In order to get an insight look into everyday pedagogical life, we offer the possibility of an internship.

9.1 PROTECTION ORDER IN ACCORDANCE WITH § 8A SGB VIII

“Children have the right to a non-violent upbringing. Physical punishments, mental ones, injuries and other degrading measures are prohibited. ”

- As part of the protection mandate, we check the evidence of the early detection check-up according to § 3 AVBayKiBiG child protection (4) when registering.
- The sponsor picks up from all Employees an extended certificate of good conduct. Among other things, the level of development of the children is documented in various forms of observation in order to assess possible risk.
- The staff pays particular attention to the privacy of the children in the hygienic area. The children are sensitized to this topic in a playful way and learn to perceive and respect their own limits and those of others.

(Section 1631, §2 of the German Civil Code) If the child's mental, physical and mental well-being is endangered and the legal guardians are unwilling or unable to avert the danger, the Civil Code describes this as a risk to the child's well-being. If these requirements are met - and only then! - the state is entitled to intervene in the right of parental care in order to ensure the child's best interests. The legislator has the law "Protection mandate with Child welfare risk " section 8a SGB VIII passed, for the implementation of which day care centers are responsible.

There is an agreement between the youth welfare office and the agency responsible for ensuring the protection order in the event of a child's well-being.

Process steps were developed in order to be able to react safely and quickly to suspected or obvious threats. We are assisted by an ISOFAK (experienced specialist). This ensures that children who are at risk of violence or neglect receive adequate help. Only a highly probable serious damage to the child due to sexual, physical or emotional violence or serious neglect triggers a procedure according to SGB VIII § 8 a.

9.2 INCLUSION

“All children should grow up, play and learn together right from the start. How everyone learns:

All children are different, and that's a good thing.“

We at the St. Johannes children's house, see ourselves a place where we offering children with and without disabilities the opportunity to discover the world together. It is not just being together in one facility that makes integration or inclusion successful. Rather, it is our concern to give everyone the right to be "different" regardless of their origin, level of development, skills and ability.

We see ourselves as role models, supporters and companions to enable children to enjoy respectful cooperation in a community. From and together we learn to recognize differences, to accept them and to deal with them individually. All children, parents and educational staff benefit from the diversity of each person. We learn to reduce fear of contact and can meet each other in a co-constructive, attentive, appreciative attitude. It gives us the opportunity to perceive “being different” as a positive learning process and thus to strengthen the personal development of each individual.

“The goal is to create an inclusive social space. Inclusive social space means a barrier-free living environment that all people with and without disabilities, old and young people, people with or without a migration background can freely design and use together.”¹

The road to inclusion is a never-ending process that has a positive impact on EVERYONE.

9.3 TRANSITION

FAMILY IN THE CHILDREN'S DAY CENTER

Upon entering our facility, the child grows into a new, separate area of life and moves away from his familiar environment. The joy and curiosity for the new can be brought out as well as uncertainty and fear.

Every child copes with transitions at their own pace. It is important to give the child the time it takes to get used to it. Depending on temperament and previous experiences, it experiences the first time as more or less stressful. From the very beginning, it is very important to have a dialogue with the parents in order to know the differences and previous experiences of the children and to be able to accompany them individually. Flexibility also plays an important role here.

Afterwards, the child tries out new behaviors in order to adapt to the new situation and to find his inner balance.

¹ http://www.stmas.bayern.de/imperia/md/content/stmas/stmas_internet/behinderung/aktionsplan.pdf

We divide this time into three phases:

- 1. Orientation (the first days),**
- 2. Integration efforts (the first few weeks)**
- 3. Acclimatization (the first months)**

If there are no longer-lasting problems, children express their well-being, have social connections and they actively use educational stimuli for themselves, you can consider the transition successful.

We accompany and support children and parents through transparency, information flow and exchange.

With the "Open Day", initial discussions and the trial afternoon (on which the parents also receive suggestions on how to cope with the transition period), we offer children and parents the opportunity to get to know the facility before entering.

In order to be able to respond individually to each child, the children are acclimated to our facility individually, ie 1- max. 2 children are accepted in one day per group. In the orientation phase, the children can also be accompanied by their parents.

CHILDREN'S HOUSE - SCHOOL

In general, the children look forward to school. However, this should not hide the fact that school entry is a turning point accompanied by uncertainty.

In order to prepare the children for their new phase of life with joy and confidence, it is important to us to take away fears. A year before they start school, they are gradually introduced to the topic of school. Curiosity and joy are awakened in age-appropriate tasks and offers.

During two school visits, they become familiar with the school building and the school processes. Through the "Preschool" project group, the Würzburg language program, the preschool excursion and the preschool sleepover, the children experience another form of group togetherness.

It is important to us to have a constant exchange with the parents, the school and other institutions involved (eg therapists, health department, "school entrance examination", etc.).

The "first graders" are also invited to festivities after they have started school so that contact does not break off abruptly after school starts.

10. PARENTS

As part of our educational work, we try to reconcile the expectations of parents with the needs of children. This “agreement” is not always a matter of course. For example, the parents' desire for “visible” results of their child's employment in the children's house often comes into conflict with the child's need for free play.

We have set ourselves the following goals for working with parents:

- In the interest of the children to find a trusting and partnership-based relationship for discussion.
- To connect and enable the living environment of families with the living environment of the “children's house”.

10.1 PREREQUISITES OF PARENTAL WORK

The parents are fundamentally responsible for the upbringing and education of their children. If the children attend a social educational institution - that is, a **family-supplementary institution** - a trusting and close cooperation between the institution and the parents is desirable.

10.2 CONVERSATION POSSIBILITIES

We offer all parents opportunities to talk about pedagogical questions and provide information about pedagogical findings:

- Awaken understanding for the child; help to promote appropriate age and not to overwhelm it; strengthen it in its personality and accept it with its weaknesses.
- Talk to parents about the child's abnormalities and provide help with the placement of therapists. (Speech therapy, occupational therapy, early learning, etc.)
- Promote the interest of the parents in the development of the child with the associated sensitive phases and make them aware of the consequences for the upbringing.
- Allow the child to strive for independence, help the child to do it themselves so that they can build up self-confidence (e.g. when dressing and undressing independently).
- Make parents aware of negative behavior patterns and their effects (e.g. media consumption, tone of conversation).

10.3 CONTACTS BETWEEN PARENTS AND OTHER INSTITUTIONS

We open and support contacts:

- Educational and family counseling centers

- Schools: special schools, diagnostic and support classes
- Special facilities (preparatory school)
- Early intervention center with outpatient care
- Speech therapists, occupational therapists and other special therapists
- Parish with neighborhood help etc.

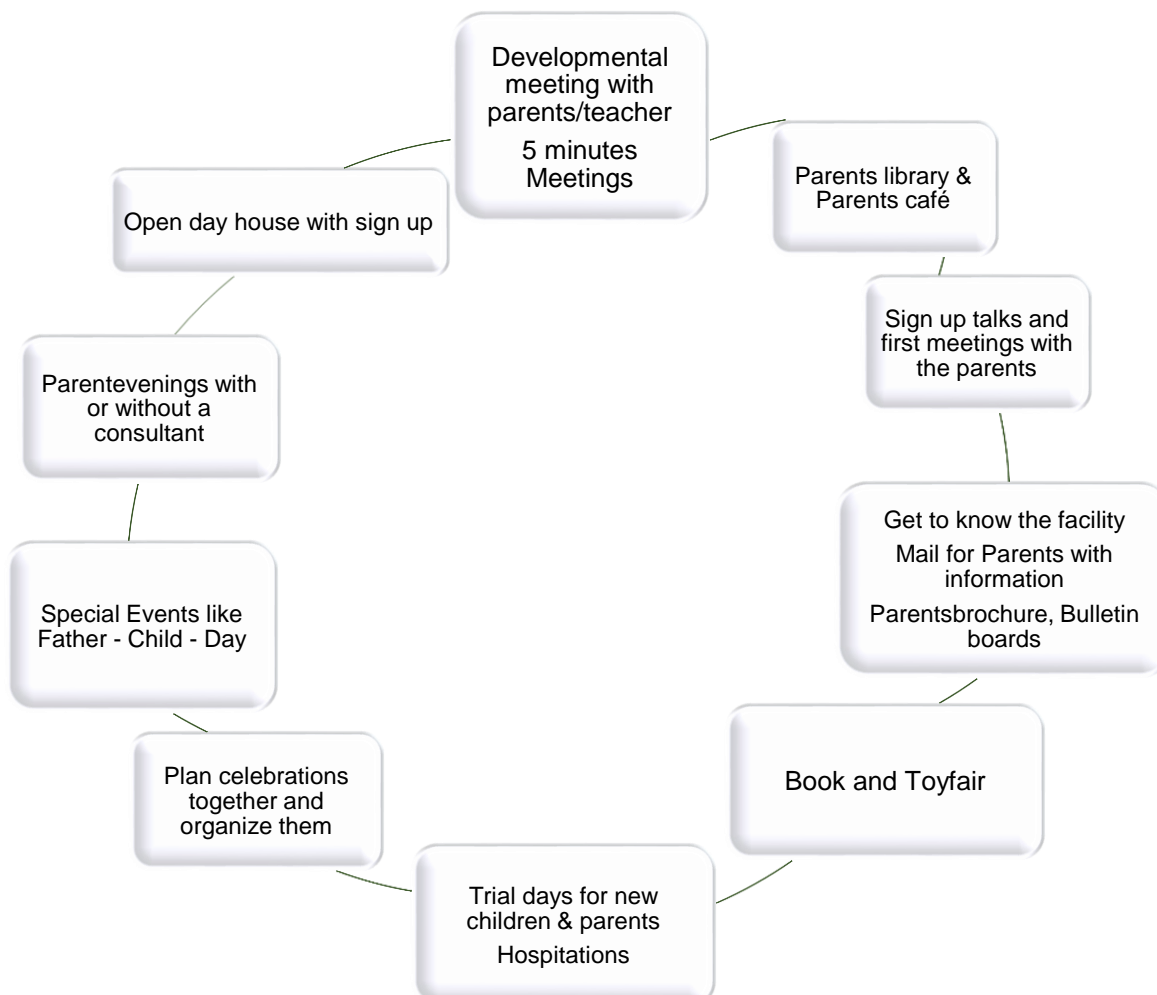
You can get addresses for these facilities in the children's house!

10.4 CONTACT WITH PARENTS

We actively involve parents in planning and holding parties and celebrations and motivate them to take the initiative. We also encourage parents to involve the children in the housework (e.g. joint work in a garden campaign).

Working together reduces prejudices and encourages tolerance among parents.

10.5 FORMS OF PARENTAL WORK



10.6 COOPERATION WITH THE PARENT COUNCIL

At the beginning of each year of the children's house, a joint parents' advisory board is elected for our facility for the following year.

The parents' advisory board is of great importance for our facility, as many things would otherwise not be possible or would be very difficult to determine or organize (e.g. castle Christmas and Easter bazaar).

The parents' advisory board has an advisory function and must be heard before making important decisions. They are also the "mediator and link" between the entire parenthood and the team, especially the management and the support.

Anyone who wants a direct "opportunity to participate" can go to the parents' council election and have themselves set up.

But even if you are not on the parents' advisory board, you can raise your concerns, wishes and suggestions via the parent advisory board (also in the parent advisory board letter box) or directly.

Our cooperation looks like this:

The management and the chairperson are in constant contact.

- ❖ The parent advisory board determines the meetings of the parent advisory board and invites you to do so.
- ❖ At the advisory board meetings - on issues that directly affect the children's house - children's house employees are present.
- ❖ The sponsor representative and all parents are invited to the parent council meeting.
- ❖ At meetings, the parents advisory board is informed by the children's house staff and / or the sponsor about "Events" in the children's house
 - informed
 - asked for support and assistance
 - obtained their opinion
 - asked
 - Decisions made

Parents can also make suggestions and stimulation here (e.g. for preferred topics at parent evenings, other opening times).

You can plan and organize events yourself (e.g. parents walk) and co-organize (e.g. summer party).

The parents' advisory board provides a protocol (from the meeting) and posters, for the whole parenting on issues and resolutions of meetings. If necessary, they ask for help for parties and celebrations, e.g. summer party, Easter bazaar.

11. IMPRINT

Responsible for this Issue since January 2021

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