

Pedagogical vision of CompaNanny

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Chapter 1: CompaNanny's mission and me, we, the world

CompaNanny believes in a better world and spends every day investing in the development of new generations that can contribute to this. This is the mission (the WHY) of CompaNanny, a place where child development takes centre stage. The first years of a child's life are crucial in determining what kind of person he or she will become – what role he or she will play in their own lives, the lives of loved ones and the world in which we live.

CompaNanny aspires to be an asset to children by assisting them in their development and thus supporting parents, too. By providing children with the right environment within a safe Pedagogic setting, they can develop to their full potential.

In his or her first years, a child's perception of the world increases step by step. Children develop from a self-centred creature (I), to someone who looks for interaction with others (we), to a social person who is aware of the impact his or her actions have on the growing environment (world).

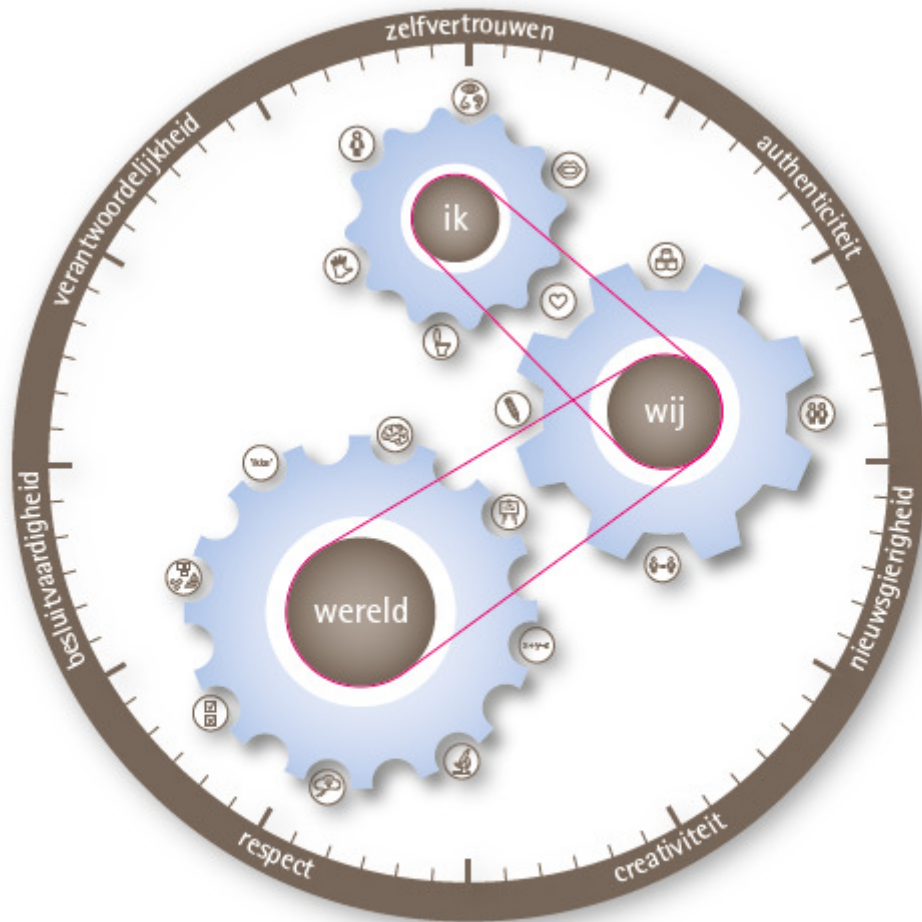
This growth of perception requires the development of various skills within each of these three levels (I, we, world). Our Nannies guide and encourage the children to develop these skills, ensuring that their focus becomes more intense during the times when a child is receptive to particular stimuli or types of interaction (the so-called 'sensitive periods'), and taking into account the individual abilities of each child. CompaNanny's aim is to use its pedagogical philosophy to not only inspire Nannies but also parents.

Children growing up in the Netherlands in the 21st century, live in a society made up of people with all sorts of different backgrounds, lifestyles and cultures. When they grow up to be adults, they are expected to be able to choose their own lifestyle in an environment characterised by great diversity. They will need a certain set of skills to do so.

The vast number of skills that a child develops during his or her first years can be categorised into groups, each of which is represented by a symbol. CompaNanny helps children to develop these skills, because we believe in a better world and want to inspire children to contribute to one. The support provided enables children to form their own values and, ultimately, instil them in the world around them. The following values apply to CompaNanny as a starting point:

- Respect for oneself, others and the world
- Self-confidence and authenticity
- Responsibility and decisiveness
- Curiosity and creativity

The cohesion between the Me, We, the World skills and these values are illustrated on the following page, where the rounds in the visual are symbolizing the different skills.



The best a child can do for the world is to be him/herself.

- Respect
- Zelfvertrouwen en authenticiteit
- Verantwoordelijkheid en besluitvaardigheid
- Nieuwsgierigheid en creativiteit

Respect for oneself, others and the world
 Self-confidence and authenticity
 Responsibility and decisiveness
 Curiosity and creativity

Chapter 2: CompaNanny in relation to today's society

In order to guide children well in their development in the 21st century, we have to consider the world they live in and what this means for the people who raise them. Nowadays, it is more and more common for both parents to have careers. Consequently, the upbringing of their children is no longer just in their hands. Parents often make the decision to implement external childcare, be it in combination with help from family or friends. This makes the quality of childcare more and more important, because parents have the choice to opt for the best quality. In order to combine family life with a working life and a social life, a high level of flexibility is required from childcare.

It is CompaNanny's task to consider important social factors, to be aware of children's developmental areas and encourage the skills they will need to eventually take part and contribute to our society in a confident way.

2.1. The current social context

What problems do we face concerning the upbringing and development of children? The four main current social trends taken into account by CompaNanny in its approach towards children and parents are:

- **The confusion about how to raise children**
The excessive amount of pedagogic information, knowledge, and contradictory research in this area has made it confusing for carers when it comes to deciding what is the right approach for bringing up children.
 - Because today's families are usually smaller than in the past, because parents are more aware of the choices they make and because they choose to have their children later on in life, there are higher demands for both parents and children. Parents raise their families with a higher level of awareness in the 21st century than ever before and this consequently creates more 'doubts in child raising'.
 - Children are kept occupied, so that they can find it difficult to know what to do on their own. Children who have too many activities organised for them feel useless, and that can lead to a sense of inferiority and passivity.
 - Families are smaller than they used to be, there are more one-parent families, and family ties are less close than before. Parents therefore have less experience in bringing up children, and receive less support from their social circle, family, etc.
 - In the past, the church/community dictated how you brought up your children, while now parents explore a much wider range of options for raising children and look for the one that suits them best. They look for information on the internet, television, magazines, books, and courses, and no longer accept advice from experts unconditionally.
 - It is a challenge for parents/carers to teach children on the one hand how to deal with the temptations of society, and at the same time to develop an internal world based on dialogue, respect, trust, and bonding. Nowadays parents try to give guidelines, not rules. This makes them different to previous generations.
 - The present-day model for raising children is called a participation model because parents and children influence each other in the child-raising process (they both give and take).
 - Parents find it increasingly difficult to set boundaries. They want to give their children everything: openness, contacts, individual attention, discuss things with them, and everything has to be fun. Growing affluence has meant that financial restrictions have disappeared to some extent.

- **Too much information**

The availability of different types of media combined with globalization means that children are overwhelmed by too many impulses at an early age.

- The world has become globalized: through TV and the internet the outside world reaches children deep within their homes.
- Virtual worlds/internet/television, etc., have a major impact on the development of children. The media takes advantage of this, and children are exposed to aggression and sexual content via commercials and films at an early age (because it sells).
- The use of internet is an individualized experience. Internet fragments, television binds (unless people are watching different programs on different TVs). Watching TV is passive, while using the internet is active. Children can train their communicative skills via the internet through chatting and e-mails, and moreover acquire a large amount of knowledge.
- The quicker tempo of life nowadays means emotions that are produced more quickly and intensely (anger, infatuation, aggression, euphoria) are more prevalent than emotions that develop more slowly (tenderness, respect, modesty, love). But it is precisely those emotions that develop more slowly that are essential for bonding. It takes time and rest for emotions to mature (allowing something to sink in). If there is an incessant stream of new stimulation, a child has no possibility of absorbing new experiences.
- At home, parental supervision has diminished and children are allowed to make their own decisions in their own room with television, computer and internet. The parents' and children's worlds drift further and further apart. Parents are lacking in knowledge about the 'new media' (internet, smartphones, etc.). As a consequence, parents are no longer quite as able to guide their children in what they see, hear and read.
- Children find themselves more and more in visual worlds (via internet) made by adults, which can be penetrated by adults at any time through commercialization. There is a danger that this could lead to the social and cultural needs of children, both now and in future, being increasingly formed by commercial media products.

- **The needs of boys insufficiently recognised**

There are too few male role models in the world where children find themselves (nursery and primary school). Consequently boys are not addressed adequately in terms of their male characteristics, so they become frustrated and perform less well.

- There are differences between boys and girls. It is important to acknowledge these differences in order to provide appropriate support for the development of children:
 - Boys are more focused on:
 - Competition
 - Objects
 - Reassurance about their performance
 - Outwardly orientated/aggressive
 - Girls are more focused on:
 - Care
 - Faces
 - Reassurance about their person
 - Inwardly orientated/timid
- Emancipation has led to an emphasis on the feminine side. Boys have too few role models in education and childcare. Boys are consequently less likely to achieve their potential (less understood, challenged, or addressed in terms of their male characteristics) and perform less well as a result.

- Men stimulate children more in terms of taking risks and exploring the outside world than women.
- Men are more focused on games that are physical, rough, and challenging. Women focus in the first instance primarily on care and comforting.
- **Balancing the needs of parents and the needs of children**
In more and more families both parents have a (full-time) job. Besides their working and their family life, these parents also value a social life and personal development. The raising of the children and the development of their children remains of high importance. Parents have high standards in all their needs, as they want to obtain the best for both their children as for themselves. In deciding what is best with respect to raising their children it is not always easy (thinking of flexibility) or possible (financially) to satisfy all the needs.
 - Daily life becomes faster and more flexible. Working hours are more flexible, people work at home, stores have extended opening hours and the latest news is available at any time of the day.
 - Due to governmental child care allowances, mothers are working more and more (full-time). This, not only because these women value a working life and personal development, but also because of financial needs and/or social desirability.
 - Besides a working life, both parents often value personal development.
 - Child care facilities should meet the needs of parents, in order to create time and peace for parents. Only then parents are able to spend quality time with their children.
 - Children need personal attention, in order to stimulate their development. In a world that becomes faster and more flexible, it is not always easy to provide children with this personal attention.
 - In order for children to function in the current society, the development of social skills in children – such as sharing, cooperating and consulting – is essential.
 - Because more and more often not only parents are involved in raising kids, but also grandparents, Nannies, etc., ambiguity is harder to obtain.

2.2. What does CompaNanny have to offer?

What does CompaNanny offer to enable an effective response to the social factors affecting the development of children, which can help to develop the above qualities in children?

The confusion about how to raise children

CompaNanny wants a return to simplicity, where children and parents are given the room to explore their own interests and boundaries:

- Offering children natural (craftwork) materials and undefined 'toys', CompaNanny allows children to experience the pleasure of deciding for themselves what they want to do with them. By learning, and daring, to create for themselves, the possibilities are endless. CompaNanny tries to give parents the example that children can become enormously inspired by simple and natural materials in their playing and craftwork activities. By offering calm, space, and attention for the natural environment, children are given the opportunity to develop and explore their own interests. The ability, and the opportunity, to moreover follow your own intuition is of considerable importance to both children and caretakers.
- Keeping a close eye on the development of children. This allows CompaNanny staff like the Nannies and the specifically appointed pedagogical coach (PC) to offer targeted pedagogical support. The PC works with all the groups of a location and this is why she knows all the

children and their parents. Due to her flexible hours, she is able to coach her colleagues on a daily basis during observations and when responding to children's needs.

Too much information

The Nannies help the children process impressions and information by:

- Telling children what they experience within themselves and in their environment.
- Helping children choose which area to play in or which materials to play with in order for them to express how they feel. When offering these choices, the Nannies should observe and listen in order to respond to their thoughts and fantasies.
- We consciously make sure out-of-school day-care (BSO) rooms do not have a computer or internet, so the flow of information is limited and the children do more activities together.

The needs of boys insufficiently recognised

At CompaNanny we try to address the male characteristics of boys by:

- Taking into account the specific needs of children and respond to this.
It is CompaNanny's view that when boys are allowed more room to physically discover (more tangible, making use of all their senses) the world around them, they will experience more challenges. This will allow the development of certain skills valued by CompaNanny to have more chance of succeeding. Conditions are created where boys are allowed to for instance be outside to throw, climb, run etc., all regarding certain safety measures and with respect for the surroundings. Girls are generally approached in a correct way automatically because of the large number of female role models. But these typical boy needs can also be important to offer to girls, encouraging their male characteristics.

Balancing the needs of parents and the needs of children

CompaNanny offers high quality and flexible day care through:

- An extensive and verifiable pedagogical policy and an extensive philosophy with respect to design and use of materials;
- Child care at a CompaNanny (after) day care location with extended opening hours, which provides flexibility at the beginning and at the end of the day. Furthermore, there is the possibility of a flexible day care contract, with which parents can adjust their need for child care on a monthly or weekly basis.
- Extra services for parents at the CompaNanny (after) day care centre, such as a hot lunch for children, meals- and coffee-to-go. This may help parents to find the time and the peace for 'quality time' with their children during a busy day;
- The CompaNanny at Home service, in which flexibility towards parents and personal attention are central.
- Selecting our Nannies on the basis of strict criteria and excellent social skills. Further, our Nannies remain aware of the recent developments and pedagogical practices and they keep working on their personal development by continuously participating in differed (obligatory) courses offered by CompaNanny.

CompaNanny is convinced that by provided day care at a CompaNanny location and through CompaNanny at Home, the needs of all children can be met. For every family and every child an optimal solution can be established. The combination of the social environment of a CompaNanny location and the extra personal attention at home, will ensure that the basic pedagogical goals – experiencing safety, the development of personal competences, social competences and norms and values – can be fully met. The social interactions at the day care location will positively influence the behavior of the child at home. By combining day care at a CompaNanny location with the services of

CompaNanny at home, ambiguity between parents and Nannies can be minimalized. The extra personal attention at home will ensure that the development and behavior of children can be closely watched and Nannies at a CompaNanny location can take this into account.

Finally the extra services provided by a CompaNanny location and by CompaNanny at Home will contribute to a balanced family life. Through high quality and flexible day care parents will find more time and peace, as CompaNanny will anticipate in the specific needs of every family. This will contribute to both the quantity and the quality of time that parents spent with their children and that is exactly the bottom line.

Chapter 3: CompaNanny's pedagogical sources of inspiration

Children are naturally competent. What this means is that they have a natural urge to learn and to develop. They do not need to be pushed or motivated by adults. This natural ability to be competent can however be disrupted. Children who are not acknowledged in their needs and feelings and are not given room to follow their own initiatives can become incompetent. This is why at CompaNanny, it is of the utmost importance to acknowledge children's needs and emotions and so giving them a sense of safety. It makes them feel important. We also give children room to follow their own initiatives at their own pace. This is offered in a prepared room which is childproof but challenging at the same time. We as adults, create the correct conditions for children to feel competent, for them to develop and for them to want to learn.

A child who feels competent, self-secure and comfortable will dare take the next step in his or her development. Emmi Pikler, Reggio Emilia and How2talk2kids all believe in the competent child.

3.1. Emmi Pikler

A number of ideas of Emmi Pikler are also similar to the way in which CompaNanny aims to approach babies and small children. The Nannies establish an environment based on trust in the competencies (the abilities) of the child.

Space:

Providing space is important, without too much stimulation. Children are then able to develop on their own, but an adult should always be on hand.

Babies should be restricted as little as possible in bouncers, chairs, and playpens. This limits their potential to move freely. Babies should be placed on a firm surface. Children should be given as few impulses as possible; instead the adult should observe what the child does and be on hand.

Objective feedback:

By describing the actions of a child out loud, a child feels it is getting attention. By continually praising a child, the child forgets how to do something for their own pleasure. During moments of care (e.g., changing nappies, dressing or undressing), genuine contact should be made with a child and extra attention given by enjoying the one-on-one moment together.

Postponing decisions:

Learning how to take decisions is an important skill for children. When children are given the room to make genuine choices about what they do and what happens to them, they are helped to improve their self-esteem and self-confidence.

Children should be given a fair choice. This makes the child feel like it is being taken seriously and encourages participation. If children are able to take decisions about themselves in some areas, they are more likely to accept decisions in areas where they have no choice.

It is important to ask closed questions. Asking open questions means they might ask for something you cannot allow.

Good questions are:

- would you like to do it now or first wait for a couple of minutes?
- do you want to come to me, or do I have to come and get you?
- do you want to stop hitting that child on your own, or do I have to come and help you?
- do you want a blue beaker or an orange beaker?

When a child does not decide straightaway, the choice is repeated. If a child still cannot decide after a reasonable period of time, the CompaNanny takes a decision what to do: for example, I will help you, then we can go outside, here is your jacket.

Creating space for emotions:

The child should be given neutral feedback about the emotions identified. In this way a child learns how to recognize its own feelings and how to deal with them. Feelings should therefore not be called good or bad. If you do this, children might try to hide any sad feelings.

For example:

- You did that puzzle all by yourself, you look very proud.
- You are crying because mummy is going away, you sound sad.
- You are shouting because he has taken that car off you, you look angry.
- You have to laugh when I tickle you, you look happy.

It is often tempting to distract children when they feel unhappy. If you do this, children can get the impression that it is wrong to feel bad about something. Give children the room to cry if they want to. If you say this is allowed, the child will feel understood, so that the crying will stop sooner than if you forbid it, or try to distract them.

Children need to understand their feelings. They have to know that sadness is just as important as pleasure. By accepting both, children learn to accept themselves and each other.

Setting boundaries:

It is better to describe what a child does than to use words that accuse/judge, such as "you are being naughty".

Always talk in the first person:

- I want you to be friendly.
- I don't like it when you run away.

It is good to give a brief reason why a child shouldn't be allowed to do something.

For example:

- I want you to put down that toy because that other child was playing with it. When he has finished playing with it, you can play with it, but I want you to let go of it now. You are still holding onto it. If you do not let go of it yourself, I will help you to let go (they can choose).

Learning to talk:

By talking to children/describing what you are doing with them and what you see about them, children learn to talk.

When children learn to talk, they are often not yet able to answer our questions. This does not mean that they are not able to understand what is being said to them.

Doing things yourself:

If you encourage children to do things themselves (costs a CompaNanny more time to start off with), this helps to build up both self-confidence and independence (saves time for a CompaNanny later on). Children who are encouraged to be independent can often do a great deal themselves. When adults have little time/are busy, they tend to do things for children that children are quite capable of doing themselves if they are given the space (walking on their own instead of being carried, getting up on their own when they have fallen over instead of being picked up straight away, putting shoes on, spreading sandwiches, etc.).

Planning ahead:

Regular times should be introduced for sleeping, eating, and active games, and the children should be prepared for what is going to happen next during these activities. The fact that children are sometimes very lively, or conversely very tired, should be taken into account.

Joint action:

Joint action means the child responds to the actions of the adult with its own actions. But they must be given enough time and space for this. Adults can do this by slowing down their movements, or even stopping and waiting for them. By moving rapidly, adults can make the participation of the child irrelevant. By delaying (offering something, asking something), a child is given the opportunity to act on its own.

For babies there are three major preconditions:

- respect for the need for a stable personal bond
- respect for the independent activities of the child
- the need to organize the life of a baby in a meaningful way, with time for:
 - rest/sleep
 - being awake and in contact with adults caring for it
 - being active themselves

When a child is given freedom of movement, then it will carry out increasingly more complex tasks during the course of its development. It is not important how quickly a child makes certain transitions, but that the child conquers all the transitional stages themselves. It is important that the baby is given enough time to practice what it has mastered, so that it feels ready to take the following step. A child develops physically not only by carrying out activities on its own, but it becomes self-aware, and gains an image of its body and its environment, and furthermore develops the capability to change that environment through its own actions. In this way the child develops self-confidence and self-awareness, the basis for its personality.

Toys:

Simple household items (a colander, bucket, washing-up brush, etc.) instead of toys that make noise and leave little to the imagination.

Give children the opportunity to 'mess around' with household items. Plastic tubs with lids, baskets, etc, inspire children to put things in them, and to take them out again.

Activities:

It is important to give children the opportunity to undertake activities that they are able to do well themselves, and which they can do together. This generates self-confidence and they experience pleasure with each other.

- Cleaning tables
- Sweeping floors
- Washing windows
- Helping in the garden
- Washing up and drying off
- Folding the washing
- Cleaning toys
- Baking (bread, biscuits, pancakes)
- Making apple sauce
- Making music/instruments
- Singing/dancing/nursery rhymes

3.2. Reggio Emilia

Certain elements of the pedagogic philosophy of Reggio Emilia are very representative for what CompaNanny wants to offer children. By observing and listening properly to what motivates children, CompaNanny is able to plan the organization of the spaces and the use of the (arts and crafts) materials around the needs of the children.

- There are 3 pedagogues: the child itself (children are each other's pedagogues), the adult(s), and the room.
- Children need each other and adults in order to learn about themselves.
- Reggio Emilia focuses on creating an environment in which children are free to follow their own development process and where adults assist and support them in this journey of discovery.
- It is the task of adults to identify what drives the intellectual curiosity of children. A child learns and acquires new knowledge because it is fascinated by new and unknown things. This fascination causes them to search for the relationship with that which they already know. The experience and relationship brings them to a new understanding. Because a child only learns something new when the new experience is connected with this fascination, it is very important to offer children materials and experiences that invite them to make new discoveries.
- Children repeat their experience until they have mastered the new understanding and are able to apply it in a new context.
- The group space should challenge children to discover and explore, be flexible so that the layout can be adapted to the needs of the children, and arranged and structured so that the children can make optimal use of it.
- Children in the 21st century grow up in a society with people who have different life histories, lifestyles, and cultures. They are expected to be able, later on as adults, to choose their own career path in an environment characterized by considerable diversity. In order to do this, high demands are placed on such capacities as independence and creative thinking, flexibility, self-reflection, taking responsibility, communication and collaboration, processing information, tolerance and respect with regard to diversity, negotiation skills, and the ability to reach a consensus. The Nannies try, in those cases where children need such, to enter into a dialogue with the children to help them understand and structure the world around them.
- Working together in small groups and attention to the diversity and individuality of the children is the platform for the individual and collective learning processes in the group.
- Adults listen and observe what interests the children, and help them to structure and document this.
- By showing documentation (the work of the children) the interests of the group are identified.

3.3. [How2Talk2Kids](#)

Finally, CompaNanny focusses on the communication method of How2Talk2Kids. In communication with children a number of issues are of great importance. You need to:

Be interested in children and what they have to say;

Give answers which prove that you heard and understood them;

Be positive and clear in your communication with children and make sure to be 'real'.

How2Talk2Kids focusses on:

- Learning how to deal with children's emotions. It is important for Nannies to listen carefully and acknowledge and point out the child's feelings.
- Stimulating cooperative behaviour in children. The Nannies need to describe what they see, give children information, give options, say what they mean using one word, describe what they feel and write this down. Nannies are able to do so making use of humour or by doing something unexpected.
- Giving alternatives to punishment. The Nannies show their disapproval (without becoming personal), and then express their expectations. The Nannies explain how children can improve, offer choices, take action and solve the problem together with the children.
- Encouraging children's autonomy. The Nannies show respect for the struggle children go through when they try something new, do not ask too many questions, do not offer answers straight away, encourage children to find their own answers, do not prepare children for disappointment and do not take away hope.

- Praising children effectively at special moments (and not continuously). The Nannies describe what they see and what they feel, describe what children achieve and do so using one word.
- Freeing children from set roles. The Nannies have children take another look at themselves, place children in situations in which they are forced to see themselves differently, have children hear them say something positive about them to somebody else, are role models for the children and show behaviour they expect from them and remind them of achievements made in the past.

Chapter 4: The best Nannies

CompaNanny recruits people who are able to provide an effective response to the social factors affecting the development of children with the aim of developing the key qualities in children identified by CompaNanny.

Nannies have a high level of motivation and positivity. This means they always act in the interests of the child, and are willing to absorb and apply new knowledge.

The Nannies make conscious decisions about the way they behave towards the children. For example, they will sometimes take an active approach by playing with a child or several children or by supervising their games and activities, or quite the opposite take a passive approach by staying in the background while still being available for the children.

Nannies also think carefully before placing a baby in a bouncer or in a playpen. It should never be for extended periods, and only when it is in the interests of the child, not because it happens to be convenient.

The qualities and skills Nannies need to have, and the basis on which they are assessed and selected, is described in detail in their job description.

By having the right qualities and skills, Nannies can help the children to develop the qualities described below. These qualities can only be developed properly when a child feels safe and at ease. Nannies therefore offer the children emotional security by providing them with warmth, physical security, and one-on-one attention. Furthermore, Nannies try to give the children the room to create their own place in the group, and to help them find their place within the group.

Chapter 5: How areas are designed and the use of various materials

In the rooms in which CompaNanny takes care of children, the spaces and materials are consciously used. At the CompaNanny locations this is evident; a Nanny of CompaNanny at Home mainly advises parents. The ideas of Emmi Pikler (especially for baby's) and Reggio Emilia (mainly for toddlers and preschoolers), which are illustrated later, are supporting the philosophy of CompaNanny in this area.

5.1 General vision of the rooms and use of materials at both the CompaNanny locations as well as with CompaNanny at Home

Baby groups

Babies should be restricted as little as possible in bouncers, chairs, and playpens. This limits their potential to move freely. Babies should be placed on a firm surface. Instead of exposing babies to too many impulses, observe what they do first and respond appropriately. Nannies can assist the children in their discovery processes with the materials listed below.

Toddlers and primary school children

The children are challenged and stimulated to train their skills, broaden their interests, and to process their impressions by the various play areas and variety of available materials. By carefully observing what motivates the children, the Nannies moreover fill a variety of roles that include set builder, hostess, director, supervisor, prompter, actor, role model, applauding audience, co-explorer and documentary maker, monitor, safe haven, and carer.

5.2 Design and layout of the rooms and the materials at a CompaNanny location

Baby groups

CompaNanny has a distinctive vision with respect to design and the materials at its baby groups. Certain elements are supported by Emmi Pikler's ideas. At a CompaNanny baby group so called 'passive toys' are used, such as household materials (colander, dish brush, plastic trays, etc.), building blocks and climbing furniture.

In order to show parents what children experience during the day, digital photo frames are used to show pictures children and their activities.

Toddler groups

The vision of the toddler groups are partly supported by the ideas of Reggio Emilia, but also the ideas of Emmi Pikler are still essential. Also for toddlers, passive toys are widely available, but also different play areas are created in the group, such as a dolls area, building area, a dressing up corner and an arts and crafts corner. In crafting, the use of recycled materials is stimulated (such as toilet rolls, straws, corks, nodes, etc.).

Also in toddler groups digital photo frames are used to show pictures children and their activities.

Flex group

A combination of baby and toddler groups. Materials and toys are available as to support the development and needs of kids between 0 and 4 years old.

After school care

The after school care provides a lot of materials that are also available at the toddler groups. However, the differentiation in playing areas is more profound and the material is more age appropriate.

The after school care of CompaNanny is based on the 8 intelligences. Based on the 8 intelligences, every after school care has different playing areas. Children will be attracted to one or more of these

playing areas. By presenting different materials belonging to one or more of the intelligences, children are stimulated to develop themselves in these areas. The 8 intelligences are:

1. Bodily kinesthetic intelligence
2. Intrapersonal intelligence
3. Musical intelligence
4. Naturalistic intelligence
5. Logical mathematical intelligence
6. Interpersonal intelligence
7. Linguistic intelligence
8. Spacial intelligence

5.3. Design and materials for CompaNanny at Home

CompaNanny at Home has the same philosophy as the CompaNanny day care locations. Because Nannies will have to work with the design and materials provided by parents, the practical interpretation will be discussed with the parents. The Family Consultant informs the parents of the philosophy of CompaNanny with respect to the use of materials and toys. Also, the Nanny will actively inform parents of the ideas of CompaNanny. Parents are then able to decide whether they purchase 'CompaNanny materials' and whether they base their interior on the philosophy of CompaNanny. If so, this will provide extra pedagogical dimension for the Nanny and a positive influence on the development of children. The Nanny is able select the 'right' materials and toys for children to play with. This way the Nanny ables herself to work according to the CompaNanny philosophy and stimulates the development of children.

Chapter 6: CompaNanny's quality

CompaNanny's quality is noticeable in each part of the organisation. It all starts with the first contact between the parents and the head office when they come to register their child. During a tour of the location, the parents experience CompaNanny's quality by the in-depth story that is told and the calm atmosphere. And it goes without saying that CompaNanny's quality is evident from its entire pedagogical policy. The way in which the Nannies care for the children, communicate with them and the environment offered by CompaNanny. In order to carry on improving its quality, Nannies are regularly and purposely offered skills training based on Emmi Pikler, Reggio Emilia and How2talk2kids because they support and strengthen CompaNanny's pedagogical views.

At CompaNanny we believe that quality has to meet a number of criteria:

1. each quality promise has to be delivered in practice (no empty talk)
2. the quality has to be visible (not just in the philosophy, but in practical activities within the group)
3. the quality has to be verifiable

CompaNanny's quality is not a final product. It's a way of working, it is the way in which all staff within the organisation contributes to what CompaNanny stands for. In order to have a clear overview of CompaNanny's quality, we focus on the following 5 areas:

1. Safety
2. Health
3. Design and layout
4. Development
5. Parents

The CompaNanny quality is not an end product.

It is a way of working in order to achieve the end result, and thus it is the methods we employ for the development of the 8 qualities in children. At CompaNanny we are convinced that we deliver better quality than most other childcare centres. We are therefore happy to give a concrete description of what that quality is based on.

Our concrete description of quality at CompaNanny is divided into the following five areas:

Safety

When we talk about safety at CompaNanny we mean children's physical and emotional safety. It goes without saying that CompaNanny offers this safety by complying with the Child Safety Act. Besides this we work according to clear protocols which describe in great detail how safety is offered. Physical safety is mapped out at each CompaNanny location annually by setting up a risk inventory. Where necessary, the risk inventory is completed by a list of points of action in order to minimize the risk of accidents. This annual evaluation contains a description of improvements made based on previous points of action. Offering emotional safety takes place by communicating respectfully with the children and colleagues alike.

Health

Health issues are also charted annually by making a risk inventory for every location. Focus is on the children's and staff's health and on a healthy and hygienic living environment. This risk inventory contains a list of points of action which focus on minimizing the spread of germs. This annual evaluation contains a description of improvements made based on previous points of action. A strict compliance with CompaNanny's cleaning protocol and illness policy are beneficial to good hygiene.

Area design

The environment in which children develop is of great importance. Does the area offer enough rest? Does it offer enough space? Does it offer the right amount of challenges? The correct materials in order to develop? A communal room or garden should comply with a lot of different demands in order to be effectively beneficial to a child's development. CompaNanny offers simple and clearly designed areas to help children focus on impressions that suit their age. Having to process too many impulses is avoided. Nannies are constantly aware of this process and watch the children carefully so that the area can be simplified (too many impulses) or made more challenging (not challenging enough).

Development

The most important part of CompaNanny's quality is the children's development. Safety, health and area design can be considered conditional which are also important and need to be in order for CompaNanny to be able to focus on its main activity: children's development.

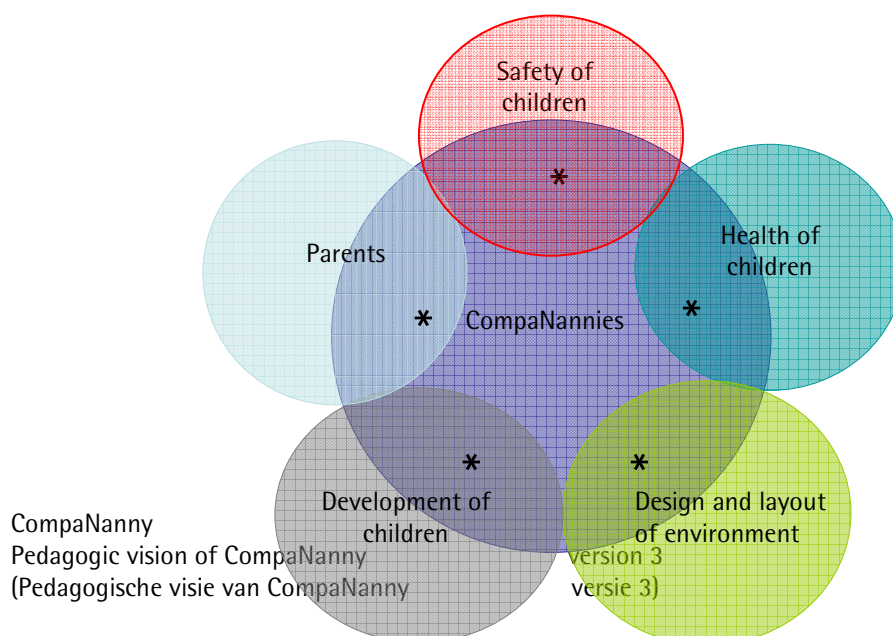
At CompaNanny we work on the various developmental areas of children clearly and concretely so that it is clear what CompaNanny actually does and so that all Nannies focus on the same areas. An example of this is clear when looking at the development reports at CompaNanny's childcare centres. These reports are made for every child every six months. Any possible concerns about a child are discussed with the parents at an early stage and all skills encouraged by CompaNanny are recorded in this report. As a result we have a clear overview of how the child develops and where any extra support is needed. Nannies are aware of the steps a child makes in his or her personal development and the pace in which a child does this.

Parents

CompaNanny is not just there for children but also for parents. CompaNanny and parents communicate with each other about the child. Parents indicate their wishes and determine whether or not they are satisfied with the situation. CompaNanny is more than happy to hear their judgement. Every single staff member at CompaNanny is dedicated, helpful and sensitive towards the parents. By keeping in close contact, proper communication is made possible. It allows parents to address issues they are not quite sure about regarding their child's upbringing. Moreover, Nannies are able to offer the parents additional information which will benefit the child. Nannies are open for improvement and wish to avoid problems or annoyances by keeping in contact and gauging the parents' level of satisfaction. Nannies behave in a professional and competent manner.

CompaNanny has developed the following quality model to illustrate how the 5 areas of quality relate to each other as a whole:

The quality model of CompaNanny



Shaded areas	=	facts (preconditions)
Shaded areas with asterisk	=	behaviour (behavioural requirements)

The quality model of CompaNanny clearly shows where the overlap is between preconditions (facts) and behavioural requirements (behaviour). The large blue circle representing 'CompaNannies' overlaps all areas. This means that quality is not only dependent on the behaviour of CompaNannies, but also on the existence of the preconditions. For example, CompaNanny would not provide a good quality service if it cared for children in unsafe rooms without enough nappies and bibs, etc. Let alone provide an in-depth pedagogic service for the children. In other words, the preconditions have to exist in order to provide a good service, but the quality of the preconditions is in turn also dependent on the behaviour of the CompaNannies. They are ultimately the ones who have to know when certain preconditions are not being met, and to raise awareness about this to make sure the preconditions can be re-established again.

Five separate folders have been created for each of the 5 areas of quality for both the preconditions (protocols and forms) and behaviour. These folders can be found at each CompaNanny location. The pedagogical vision and an overall summary of the contents of the five other folders are set out in a sixth folder (Folder 0).

- Folder 0: CompaNanny's Pedagogical Philosophy
- Folder 1: The conditions document and the behaviour document regarding children's safety + protocols and forms
- Folder 2: The conditions document and the behaviour document regarding children's health + protocols and forms
- Folder 3: The conditions document and the behaviour document regarding children's area design + protocols and forms
- Folder 4a: The conditions document and the behaviour document regarding children's development + protocols and forms
- Folder 4b: Observation child protocol, the pedagogical manual (for reference) and the reporting code for domestic violence and child abuse act
- Folder 5: The conditions document and the behaviour document regarding children's parents + protocols and forms

Folder 4b is supported by a skills app.

The working conditions offered to the Nannies by CompaNanny are described in the 'conditions' documents. The expectations set by CompaNanny regarding the Nannies' behaviour are described in the 'behaviour' documents.

Folders 0-5 are known as CompaNanny's pedagogical policy. The pedagogical policy is available for parents in the consultation room at the location. Moreover, all protocols and forms are available to parents here too (folders 0-5).

Literature references:

- *Tijd voor kwaliteit in de kinderopvang* door Marianne van Riksen-Walraven
- *Van opvoeding naar opvang, een rede* van Louis Tavecchio
- *Luisteren naar deskundigen* door Janneke Wubs
- *Opvoeden wat kun je?* door Carine Ex
- *Vroeg mondig laat volwassen* door Christien Brinkgreve
- *1, 2, 3 de peuterjaren* door Irene van der Zande
- *De meervoudige intelligentie* door Howard Gardner
- *De visie van Emmi Pikler* door de Emmi Pikler Stichting Nederland
- *Sporen van Reggio* door Margot Meeuwig, Wilma Schepers en Tienke van der Werf
- *How2Talk2Kids; effectief communiceren met kinderen* door Adele Faber en Elaine Mazlish