Company concept

for the "World of Kids" day care near the adidas AG workplace in Herzogenaurach

(Effective: August 2013)

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Preface

Dear Parents,

Our modern and changing society makes a demand and family-oriented child care necessary. The desire to optimally combine family life with working life is becoming more and more important in our world. Therefore, we have, as the agent, and adidas, as your employer, the genuine reconciliation of work and family life in mind with this day care facility.

Kinderzentren Kunterbunt gGmbH is a nation-wide, non profit organisation with a great deal of experience and professionalism in the child care sector. Together with educators, scientists and adidas AG, we have created a concept that is specially tailored to your needs.

With the entry into the nursery or in the day care/preschool, a whole new life phase begins for you, your family and your child.

For many children, it is the first step out of the familiar realm of the family out into a larger community. Your child will meet new playmates and new caregivers. This will give an opportunity to new friendships and mutual trust.

As a parent, you will entrust your child to another’s care from time to time. This requires a lot of trust but also information. Initially, many things will be unfamiliar to you and there will be many questions.

With this day care concept, we would like to introduce the “World of Kids” day care facility and the concept which has been developed by us as the experienced agent and by the active support of Professor Fthenakis, recognised expert in early childhood as well as Jun. Prof. Schwarz recognised expert for pedagogical physical education and sport.

With this concept, we describe the quality standard of the Adidas day care. Our concept is alive, changing and evolving. In doing so, we involve you, the children and the teaching staff.

Next to quality and agreement, the welfare of the children is, of course, always in first place. With our “World of Kids” day care center, we want to offer the children a second home and give you a safe and good feeling for your family.

We look forward to welcoming you and your child.

Your Kinderzentren Kunterbunt gGmbH team
1. The staff - for loving and professional care

“At the Kinderzentren Kunterbunt, we are not just employees but a family - the KiKu family. The willingness to listen, lend a helping hand and pass on a good idea simplifies our everyday work enormously.” (Sabine M. caregiver at the KiKu Kinderland Nuremberg)

Overlapping staff
1 full time, officially recognised educator as the facultative head of the facility

Educational staff
7 full time, officially recognised caregivers as group leaders
(of those, 1 facility assistant head)
14 full time, officially recognised caregivers or if applicable, third party employees also child care workers (including 7 English native speakers)
2 officially recognized caregivers as substitute caregivers.
1 movement educator
If possible, annual interns.

Other staff
2-3 kitchen staff, e.g., as dietitian assistants (as needed)
1 cleaning and housekeeping employee (as needed)
1 caretaker/janitor (as needed)

The use of personnel at the adidas day care centre is above the legal requirements in order to meet the high educational standards of the centre.
2. Opening hours - for a balance between work and family life

"The flexible opening hours at the Kinderzentren Kunterbunt have really simplified the organisation of our everyday life. If a meeting time lasts longer, I can spontaneously pick up my little one an hour later." (Maria P., mother at the Coface Kids in Mainz)

Our opening hours are based on your needs and your demand. They are regularly checked and adjusted if necessary.

**Hours of operation**
Monday - Friday from 07.30 - 18.30
Demand opening hours can be modified or adapted beginning with at least 6 children

For pedagogical, organisational and conceptual reasons, the children should not be dropped off or picked up during the core hours of 9.00 - 13.00.

The pick up collection of the children is always possible on the half and full hour.

**Holiday closure**
The facility is closed from 24 Dec. to 01 Jan.
3. The groups - for a good structure in the day care centre

The facility has a total of 110 spaces for children aged three months to six years. The spaces are distributed among five nursery groups with 12 spaces each (three months to three years) and two preschool groups of 25 spaces (three to six years). This facility is independently run by a facultative manager.

Each group is cared for by two caregivers and an additional employee. One caregiver as educational specialist assumes the duties of the group leadership and is responsible for the educational work in the group, especially for the implementation of the concept in the educational life. One employee in the group is a native speaker (English) and implements the immersion approach (see point 6.1.2 consistently (depending on the staff).

The leader is exempt from group service. Thus, they can focus on their management function and the associated administrative activities. The facility management bears the responsibility for the facility to the agent. We make sure that the facility leadership has appropriate qualifications (e.g. social business administration) and is prepared for the management function. The management takes over the job of group-wide springer who is used primarily as a holiday and sickness substitute.

A full time movement educator supports the entire facility in the implementation of the concept of movement. If possible, caregiver interns support the team.
4. The premises - plenty of space to play, learn and relax

The facility is located on the campus of the "World of Sports" in 91074 Herzogenaurach and it was newly built with child-friendly, loving and age-appropriate furnishings. The rooms are very spacious. There are seven group rooms and associated facilities (side rooms/bedrooms and bathrooms), six functional rooms, an exercise room, a nursing room, an office, a conference room for meetings with parents and a economic kitchen.

All rooms are multifunctionally equipped and stimulate different ways of movement. Many rooms have visual contact in the form of glass elements. As a result, the children have a direct access to the outside, the educational staff always has a view to the inside and the group process can remain largely undisturbed. The facility has a private fenced-in outdoor area with a close-to-nature outdoor playground.

4.1 Outside area and surroundings

The facility has a large outdoor area with a garden. We attach great importance to a play-friendly, nature-oriented exterior design and age-appropriate toys (e.g., nest swing, shaded sandpits, climbing wall with slide, children's atrium). This includes ensuring that the terrain with different levels, motivates both older and younger children to move, all natural materials (e.g. willow tunnels, balance beams, etc.) stimulate creative interaction, games and communication and many sensory experiences can be made.

The designed green space provides our children with willow cottages, play trees, fruit trees, shrubs and herb beds. Our children acquire knowledge on individual herbs and their beneficial effects on their own bodies. They also experience the cycle of nature.
They develop a positive attitude about their natural environment and respect them as a partner, for example, by discovering, describing, touching, feeling, smelling, (hearing and) tasting and smelling the herbs, nature walks, harvesting and processing of herbs and plants. The preparation of home-grown herbs, fruits or vegetables in the children's kitchen represents the culmination of the project.

For experiences around the theme of water, there are water courses with a generous mud table which animates children to play and provides for new sensory experiences. (This area encourages the children to particularly creative role play.)

(A major concern is that the centre is not perceived as an "island" by the children.) Thus regular joint excursions into the surrounding countryside or surroundings are a part of everyday life in order to bring them closer. The children perceive the annual cycle of nature consciously and can gain experience in this way.

What does the outside area offer at a glance:
- Bobby car racetrack
- Mound of earth
- Sledding hill
- Herb garden and raised beds
- Various swings
- Sand and water play area
- Climbing and balancing station for the day care/preschool
- Seating atrium
- Playground
- Private terraces for each group

4.2 Group rooms
The spacious group rooms are brightly designed and friendly. Large windows allow direct access to the outside terrace which can be used in good weather to eat outside or for play activities in the fresh air.

In addition to eating, the group rooms are mainly used for playing and for group activities. Clearly articulated playing areas aid in the free and role play.

In the group rooms, we work with a second level in the form of stairs or platforms for role and motion games. These encourage children to movement adventures or allow them to withdraw (e.g. a second play level). This element also demonstrates multi-functionality as it invites to role-play or building and construction, as well as for a retreat. Free play is also possible in the construction area.
4.3 Adjoining rooms/bedrooms
Each group has its own adjoining room. This is provided with levels and is used as a bedroom. Your child has his/her own crib and mattress. We cater to the individual sleep times of the children. While the nursery children rely on their midday nap, this is not generally the rule with preschool children. The older preschool children use the noon time also for relaxing or day dreaming.
In addition to the active areas, there is also a relaxation area in the group room. Thus, the children can choose between active play or relaxation according to their individual needs.

Outside of the nap time, the bedroom in the day care area can also be used as a single functional area so that the children can freely decide during a part of the day which activities they want to participate in. In the preschool/day care, there are two adjoining rooms: one is used as a bedroom or retreat, the other serves the children as a preschool room. It allows the children to have a peaceful and relaxing atmosphere to prepare for their entry into primary school. Special furniture features are the stairs and steps where children can sit and work together.
4.4 Functional rooms
The functional rooms have been planned similarly to the educational priorities of the day care centre:

4.4.1 Little scientist
A side room is specifically set up as a laboratory and research space. A research centre allows children to scientifically explore and understand everyday phenomena: How do magnets work? What floats on the water and what sinks? How does something look under the microscope?

4.4.2 Little library
The children's library offers a cosy retreat to look at books or be read to. Here books on foreign cultures and countries, also in English, play an interesting role for the children. We also introduce the children to the responsible use of new media. Simple research on the computer brings the topic closer to the children.

4.4.3 Little theatre
In the children's theatre, the kids have the opportunity to express themselves creatively and descriptively. There are no limits to the little actors with available stage props and other accessories. In addition, the functional room is also used for playing music together and the sampling of musical instruments. For this purpose, various musical instruments are provided (e.g. seat drums, music trolley). A children's choir (which performs together) is also possible.

4.4.4 Little kitchen
This is used as a children's kitchen for cooking projects where the kids can cook together with the caregivers and playfully, explore food. Here, children learn about different foods and process foods which they have previously planted in the herb garden, for example. A cooking island in the centre, with platforms at child height, allows for cooking together. Outside the kitchen, in the indoor playground area, there is the opportunity to sell these products.
4.4.5 Little studio
In the children's atelier, the artistic expression of the children is the foreground/focus. Whether drawing, crafting or designing - creativity knows no bounds. With a painting wall, screens and a workbench, the children can express themselves creatively.
4.4.6 Little gym - Exercise room
The exercise room is centrally located at the entrance to the facility and is easily accessible from all group rooms. With almost 200 square meters, the groups have sufficient space to pursue diverse movement options. Through appropriate tower walls, ceiling and gymnastic walls, exercise incentives can be created. Using chicken ladders, wall bars, half ladders and sports ladders, the range of exercises can be expanded and the skills of balancing and climbing strengthened. Through the climbing functions, new sensory experiences can be gained and the children can test their limits. The furnishing of the room was done in coordination with the movement concept of Kinderzentren Kunterbunt gGmbH and Prof Schwarz.

The exercise room has a multifunctional design and thus offers age-appropriate exercises both for the nursery and the preschool children. Ball, group and tag games are possible through the size of the room.

4.6 Cloakroom
Each group has its own cloakroom and each child has a permanent wardrobe space with an integrated shelf. From the cloakroom in the hallway, direct access to the outside is possible.

4.7 Sanitary facilities
The sanitary and bathroom facilities for the children are adjacent to the group rooms. Each group has its own adjoining bathroom. In addition to the nappy changing areas, the cribs and nursery toilets, there is a wet play area. In addition to the hygienic care of the children this area is used as an experience workshop on water and health. Next to the children's bathrooms, there are separate staff and guest toilets.

4.8 Employees rooms
For the facility management, there is a separate office which can also be used for meetings and talks with parents. For the educational staff, there is a staff room and a small kitchen which serve as places of retreat and relaxation. A meeting room complements the premises for employees.

4.9 First aid/nursing room
This space, which is located near the entrance area, is used by the mothers who want to breastfeed their children in a peaceful atmosphere. This space also serves as a first aid room to provide for little ones' minor injuries with plasters.

4.10 Kitchen area
In the fresh kitchen, meals are prepared for all the children. Through an extra-large viewing window, the kitchen offers transparency to the children in the preparation of food. A touchable menu shows kids where food comes from and how it looks in its original condition. For a detailed description of our diet concept, see item 7.

4.11 Parents' waiting area
In the hall, there is a waiting area for you. Here, you can retreat during acclimatisation.
5. The acclimatisation - a new phase for the whole family

The scatter of the age of three months to six years necessitates significant differences in the skills and abilities of the individual children. The children will be picked up where they are at that moment and supported individually and holistically. To enable a good start for all children, we work with the Berlin acclimatisation model.

Initial situation
During the acclimatisation time, we understand the first few weeks a child spends in a group, in the beginning together with you and later alone. During this time, your child will feel many changes in its life and gain many new impressions. In order to process the separation from the family, smoothly your child should be given the opportunity to gently and gradually grow into the new situation. The children need your support for this learning process.

However not only your child needs this gentle transition. It is a new experience for you too. The task of the acclimatisation design is to give those involved the ability to actively deal with the new situation, to get to know each other, to go from their point of view towards a common understanding and to learn manage this transition situation positively. All those involved are entitled to having their feelings and their needs to taken seriously. The need for acclimatisation exists for all age groups; the design of the acclimatisation period is however different.
Berlin acclimatisation model
We orient ourselves to the “Berlin” acclimatisation model in the acclimatisation. Here it is relevant that the accompaniment of acclimatisation is only done by one of our caregivers (main caregiver). In the first three days, your child visits our facility for one to two hours. An attempt to separate from the child should only be done on the fourth day and limited to up to half an hour. The remainder of the transition will be decided depending on the reaction of the child.

The presence of you or any related person is definitely necessary in the first week, possibly even longer. Only when your child's main caregiver is accepted as a secure basis and, e.g. your child allows him/herself to be consoled by the caregiver, is the transition complete.

Please allow sufficient time for the acclimatisation for yourself and your child. During this time, actively experience the behaviour and the handling of your child in the group and talk with the (caregiving) personnel. In addition to in-depth discussions, you will get a detailed information letter at the beginning which describes the acclimatisation process. The acclimatisation period is recorded for every child and documented on a specially designed form.
6. The educational conception - for the best promotion of your child

The basis of our educational work in the facility is the co-constructive approach. This concept for the 'World of Kids' day care centre was specially created for adidas together with Prof. Wassilios Fthenakis and accordance with the most recent scientific findings. The facility works according to the Bayerischen Bildungs- und Erziehungsplan für Kindertagesstätten (BEP) [Bavarian education and education plan for day care facilities].

The child is the focus and is seen as a unique individual with his/her own skills and strengths. Knowledge is acquired through the interaction between the child and the caregivers and parents. All partners are active and create learning opportunities together.

The co-constructive approach aims to generate knowledge together with others and to construct meaning. This approach focuses on processing new contents jointly, getting to know new perspectives, solving problems with others, extending the current level of understanding and developing ideas. It is the first concept in the history of educational science which does not allow for passive parties.

The pre-requisite for the co-constructive approach requires that everyone works and pulls together. An educational partnership and a transparent exchange with you lays the foundation for the pedagogical conception of our day care facilities. The co-constructive approach is based on the following milestones:

1. We focus on your child as a unique individual with its skills and strengths. We aim to strengthen the child's development and the individual educational biography.
2. Your child is considered an active co-constructor of his/her education and development who is involved from the very beginning and in cooperation with you, the professionals and other children.
3. For your child's development, we jointly organise our plans of action based on the same principles thus contributing to the consistency of the educational concept.
4. The understanding of education is based on the view that the generation of knowledge and the exploration of meaning takes place through interactions and discourses which are jointly organised with the children, you, the specialists and others.
5. The mid-point of all efforts is the child's development. This is done in the "World of Kids" at three levels: (a) the strengthening of visions, (b) by strengthening competencies and (c) through more than 15 educational areas that ensure a holistic development.
6. In order to organise optimal educational processes, the didactic-methodological approach of co-construction has been introduced.
7. As the children come from different cultural background, openness and intercultural competence is declared a mark of quality for the "World of Kids". The same also applies to multilingualism. Cultural and lingual diversity is welcomed and affirmed.

8. In cooperation with you, "World of Kids" overcomes previous concept of the so-called "parental involvement" and introduces the concept of "educational partnership".

9. The children's development is recorded using the observation and documentation method. The data serves as a basis for regularly held discussions with you.

10. A high quality education can not be ensured without qualified personnel. Therefore, special care is paid to the choice of professionals and an individual training program.

11. The quality of the facility is ensured by the quality management and supports the formation of a parent advisory council.

For an explanation of these points, see the pedagogical short statement at www.kinderzentren.de / adidas.

Six educational focuses have been set for the "World of Kids". This will be explained in more detail below.

6.1 The pedagogical focuses

In the adidas day care facility, we advocate a holistic approach. That is why various educational focuses are implemented and actively put into action. This is done through offerings and project work by the teaching staff but also the children's and the groups' own initiative. The kids are actively involved and participate in shaping their daycare everyday.

6.1.1 Exercise and sports

An exercise concept has been specifically developed for the "World of Kids" together with Prof. Schwarz. This is based on the latest scientific findings. This movement concept is implemented by a facility's own exercise and movement educators and the entire team.

Milestone of physical activity and sport concept

» Use of the co-constructive approach (e.g. through materials and equipment which can be independently set up or dismantled in the multi-purpose room; involvement and suggestions for the exercise content; set-up of open movement challenges for creative movement solution; reluctance of educational staff in providing ready-made exercise/movement solutions, instead trusting in the movement skills of the children)

» Motor development and observation

» Foundation of a movement pedagogy and education

» Scientific foundation

» Complex understanding of development
One of the most important variables for the successful promotion of physical activity is represented by the early childhood educator him/herself. As a moving "model", the educators influence the joy of movement - devices can not replace a living example! Our movement concept is implemented in an all-encompassing manner at the day care centre. Special utilisation is found in the little gym (exercise room), the indoor playground and outdoor use.

For more detailed information, please see our separate movement concept.
6.1.2 Bilingual education

Day care facilities have very good conditions to give children the chance of learning an additional language in a playful, child-friendly manner, without demanding too much or using coercion but involving lots of fun.

Studies have shown that the sub-areas of language learning in childhood have been more successful than others. The pronunciation of foreign sounds, in particular, seems less problematic in the face of a less-established sound system. Anyone who learns a language at a young age often has less of an accent. In addition, children seem to retain the ability to make assumptions by generalizing strategies on the importance of what is said without having to understand everything in detail.

All groups will be conducted bilingually in the Adidas Kita. This happens in everyday communication situations. We use the scientifically recognized method of immersion.

That is, the children are immersed in the new language. The new language is the spoken language and working language even if children do not know it at the beginning. Immersion learning does not overburden the child because the language is not made the topic and grammar and vocabulary are not the focus.

In the day care center, immersion is: when each educational specialist speaks in his/her native language with the children. The English-speaking staff supports what they say with gestures or pointing, etc. Through this contextualization, the language is integrated into actions. It is important that the English-speaking caregiver is a native speaker or on an native speaker level and that he/she consistently and naturally uses the English language.

The method of "one person - one language" allows the children to pick up English similar to their native language. The children learn the English language during the normal course of daily events at the facility. The daily routines are designed so that the children are given the best possible opportunities to develop their language learning skills. It is crucial that the language is used so that the children can infer the language or its structures themselves without any explanation from the caregivers. The education specialists provide varied materials (e.g. games, CDs, new media, songs, picture books, etc.).

It has been scientifically proven that in immersion:
- the new language is learned more successfully than with conventional methods
- the native tongue does not suffer rather benefits
- the expertise is not in deficit but often develops better
- the early acquisition of a second language does not endanger the cognitive development of children rather promotes it long-term.
6.1.3 Health - nature experience for children

Studies show that children responses to issues regarding nature are shaped by the media. To the question: "What colour is a duck?" a researcher received a frightening number of answers saying yellow ducks. The major knowledge gaps show the importance of nature education already in day care.

Nature has a relaxing and soothing effect on the mind and body. The central message of nature education is: The experience of outer nature is important for the development.

The largest value of the nature experience is the feeling of freedom. The more than generous outdoor area of the adidas day care facility offers children many opportunities to enjoy this nature experience and to discover exciting and interesting facts. In nature, you can satisfy your own needs, let your own fantasies and dreams roam free. Nature is a great teacher in many ways. The sensory experiences from weather and the environment, the exciting atmosphere for the imagination, moments of silence, physical events, the space and the material to be creative, life in the forest, the possibilities of movement, the music of nature become topics for the children through their experiences.

The experience and action in nature brings a different perspective to the child. The children get to know it in all its facets and a certain familiarity grows. If something is familiar and I know something, I can take responsibility for it. It is important for the children to learn the responsible use of nature, to experiment with it, to understand processes and relationships and to act accordingly. This includes, for example, personal experiences with the preparation of food and of course recycling and dealing with the remains. Further, we pay attention in advance to a more environmentally friendly packaging and waste separation.

6.1.4 Performing arts and creativity

Children interact with their environment from birth on using all their senses and make their first aesthetic learning experiences. The creative and spontaneous imagery allows children to process the experience and classify it. The curiosity and personal creative action are the motor of the child's personality development. The goal of aesthetic education is to promote a differentiated perception of the children.
This greatly supports the ability to learn in general because aesthetic education includes several areas of education, for example, language in role play, music and rhythmic movement and sound stories. Even in the field of mathematics, creative solutions are needed.

The starting point for artistic education involves the senses and the playful use of different methods. Aesthetic education promotes the overall personality of a child; it speaks to the holistic cognition, emotion and motor skills. In the little studio in the little theatre, these approaches are implemented, e.g. in the form of children’s own plays, creative works, etc.

Examples of practical implementation (children under 3 years)
» Dealing with different materials (finger painting, water colours, clay, paper)
» Natural materials (wood, sand, water, chestnuts)
» Draw, paint and create your own creative pictures
» Little role play

Examples of practical implementation (children older than 3 years)
» Use of different materials, tools and techniques
» Plays, creation of own songs and/or produce utensils
» Shadow play or hand puppet play
» Talking about artwork and reflecting on forms of expression
» Get to know art, also from other cultures (explore letters)

6.1.5 Music
The music focus is strongly rooted in rhythm and movement. The holistic care of the child is ensured by the rhythmic and musical approach through the playful use of music, language and movement. The holistic experience and imaginative forms of rhymes, verses, movement games, songs and dances encourages the children in their natural musicality, in their ability to move and in their language development.

Regular music making positively influences the development of children in many areas, such as social behaviour, intelligence, psychomotor skills, cognitive ability.

The musical content such as rhythm, melody, tempo, articulation and volume are playfully conveyed through mutual singing, speaking, experimenting with sounds and tones on simple instruments such as wood blocks, building blocks of sound, bells and rattles and movement. Children are fascinated by music and have an innate ability to sing and move to the rhythm. This is where the rhythmic music education begins and playfully promotes the entire personality of the children.
In everyday music making, prefabricated musical instruments are used, in part, also made self-designed instruments. Natural materials are also used for creative music making, for example, chestnuts, leaves, sand and nuts. Colourful rhythm towels, finger puppets or art and crafts materials can be used as a form of expression.

In the little theatre, music is integrated as an educational focus. Drum stools, music pieces on the stage, various sound experiments and sound journeys bring the children closer to music and its effect in the “World of Kids”.

Examples of practical implementation (children older than 3 years)
» Motion games for rhythmic accompaniment of music (finger plays, dances, songs on physical experience, circle dances and free movement)
» Singing and speaking (songs, voice verses, echo games and phonation)
» Forms of expression from emotions through bodily gestures for example, clapping, stomping, flicking, etc.
» Perception training through accurate listening listen to different sounds, mapping practice, creative experimentation from making own musical instruments and texts of own songs and poems on to creating stories of sound with various musical instruments.

6.1.6 Natural sciences

The beginning of all science is the surprise that things are as they are (Aristotle). "Why is it snowing?" "How does a flower bloom?" "Why does the cake rise in the oven?"

Many experiments take place in our daily lives. The basis for scientific and technical understanding is exploring and investigating the awareness for phenomena in every day life together with the children. Science experiments are not primarily lengthy and long-winded scientific explanations, but the understanding of the phenomenon of the relationship. Kids want to observe, decode and understand the causality (“if - then”).

An objective for children is to experience world affairs and explore the world. The outside area of the day care centre offers important experience opportunities. Here, natural materials such as sand, water and stones or plants also play a central role. First scientific observations are also the changing of nature depending on the season and the observation of the weather. Inside the day care centre, an important experimental area is the little scientist functional room. In little scientist in (“World of Kids”), we experience experimentation, among other things, through a research centre, a magnet marble run, construction areas and water channels. The sanitary/bathroom area can also be used for water games.

Objectives of the natural science education:
» Development of endurance and own solution approaches; also not giving up even in the face of failures but searching for a different solution
» Enrichment of the creative ideas of the children
» Promotion of the understanding of natural phenomena and the social interaction of a group
» Knowledge building: Children learn to distinguish the basic elements and can describe natural phenomena
» Risk assessments: Understanding of boundaries and risks
» Extension of expertise, language skills and vocabulary

The exploration of many different projects and research topics is possible in the day care centre; here are a few examples: Environment and waste separation, planting activities, nature exploration, traffic technology and routes, food or utility providers (waterworks, power plant, waste water treatment plant), magnetism, gravity, mirroring.

6.1.7 Intercultural competence

Intercultural competence is not only important for the pedagogical work but affects all people in our society because we are shaped by a culturally diverse community.

Thus, intercultural competence can be seen as a basic competence which every child and every adult needs for a self-determined life and peaceful coexistence.

In early childhood, we get to know the cultural realities of our own family and assume this pattern, in part, unconsciously. So, for example, many of us learn to shake hands when greeting others; others prefer to embrace or kiss on the cheek. This is how we act every day in various cultures. Especially children often act as intermediaries between them. They learn, for example, in preschool, the cultural practices of the caregivers, the facility and the other children and carry these experiences into their family life and vice versa.

For the children and also the educational staff, it is important to be able to react appropriately and flexibly to each situation with his/her own standards and values flexible and handle the situation appropriately (e.g. the acceptance of others' eating habits of the families).
It is important for the children that they can adequately express their own needs and feelings of whatever type, and can and are allowed to convey them to others. This also means that each child can find him/herself again in the facility with his/her own cultural traditions and is completely accepted.

In the day care groups as well as on the team, there can be friction during the everyday get-togethers, sometimes more, sometimes less. It is important to be fair in conflicts and find solutions. Children need to learn this depending on their level of development. To develop these skills, it is important that the specialised staff takes the cultural characteristics of all concerned, including their own, into account in the monitoring of conflicts.

**Summary:** We want to teach the children that their own culture and way of life in their family is one of many and all the different ways of life are good and right in their personal way.
7. The nutritional plan - for a healthy and fresh diet

At the World of Kids, we offer a fresh, healthy and balanced diet to all children. Our dietitians plan all the meals at the day care centre. From the menu planning to the purchasing to the preparation and visual presentation of the meals.

Even the youngest (up to 12 months) can be integrated into the full dining experience. The children are welcome to transition from jar food to communal dining. Through this offering by the World of Kids, the fundamentals of a healthy diet can be laid for all children equally. The topics of nutrition and health come alive through interaction and mutual exploration.

Our dietitians not only purchase the regional, seasonal products but also plan the menus and prepare the fresh, healthy and child-oriented meals. In the choice of food, organic quality is considered. For the day care centre of the adidas Group, all food prepared is up to 90% organic quality; the vegetables and meat especially are offered in up to 100% organic quality. We do not offer any convenience products. We deal with qualified local suppliers.

The “touchable menu” contains the products used lunch exhibited daily. In this way the children can graphically see the main ingredients of the meals as raw products. This may be done using real foods such as several tomatoes for the pasta sauce or pasta in its uncooked state. The creative representation hardly has any limits.

You can find more detailed information on catering in the facility in our separate Diet concept.
8. Quality assurance - the highest standards for your child's development

To be able to competently support children in their development and you in your nurturing, the personality and qualifications of the professional staff at the day care are also key factors. Thus, our centre is based on the “Quality manual for Kinderzentren Kunterbunt GmbH centres”. The manual is available in our facility for our staff and is reviewed semi-annually.

The agent is responsible for the maintenance of the manual. Specially qualified and trained quality management (teachers with a university degree in education) are available for support, quality assurance and development of the educational work in the facilities as well as to participate on expert committees. These support the facility in its educational work and are available for any specialised questions. In addition, the quality management is responsible for the planning phase of new buildings and works out space and equipment concepts.

To verify the educational quality in our institution and to take measures to improve the facility regularly, the facility is assessed using the Kindergarteneinschätzskala (KES-R) [day care/preschool assessment scale] and/or the Krippen-Skala (KRIPS-R) [nursery scale].

Through regularly scheduled staff and parent surveys in writing, we reflect on and improve our own work. Case discussions and weekly individual, group and team discussions as well as consultations, individual and team training ensure the high quality of our work.

Each employee receives a separate training budget for external training during the year. The training courses are approved by the quality management or required. Furthermore, regular internal training activities are carried out by the quality officer.

The quality management ensures that the training of different themes are addressed to cover as broad a range as possible. For this, an internal agent catalogue has been developed which contains the educational objectives. There is also a specially developed adidas educational concept for the educational staff for the initial training.

Two times a year there is an executive meeting of the agency management. Thus, the management gets an opportunity to exchange ideas on the one hand, and on the other, to deepen educational qualifications again. In addition, there is an annual closed meeting on a weekend day at the facility. The facility's team determines the issues to be discussed.

To ensure the implementation of the educational goals of the institution, the group leaders create a quarterly educational plan verification in which the educational objectives are documented which are being met in their group. The educational plan verification is checked by the quality management.

Two times a year, goal-setting discussions are held with the employee and the goals, desires and expectations of the employee are integrated into this setting process.
We also set the bar very high when monitoring the development of your child. Twice a year, we discuss your child's development based on the Beller and Beller curve. In these talks, your child's development is addressed. We point out successes and any possible difficulties they may have.

The group leaders and facility management offer regular office hours and refer you to specialists when necessary. We will tell you about our daily activities in the day care centre and all the new features at the parents' evenings.

We look forward to meeting you and your child, to filling the house with new life and making it a place where your child will feel comfortable and secure in the future.