



House conception

“Sprach-Kita”
„Language, the key to the world”

„Little Feet – big steps”

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I. Preface

We are very pleased that you are interested in the concept of the bilingual children's house "Little Feet – big steps".

This house conception was developed together with the pedagogical team of the day care center, the *Kinderland-Fachberatung* (pedagogical council) as well as the management of the supporting organization, the Kinderland PLUS gGmbH. The basis of this is the BayKiBiG (*Bayerisches Kinderbildung- und -betreuungsgesetz*) and the additional execution guidelines of the AVBayKiBiG. Our conception is essentially based on the contents of the *Bayerischer Erziehungs- und Bildungsplan* (BEP).

You can get detailed information about Kinderland PLUS gGmbH at www.kinderland-plus.de. Information about the BayKiBiG and AVBayKiBiG are found at <http://www.stmas.bayern.de/kinderbetreuung/baykibig/>, about the BEP at <http://www.ifp.bayern.de/projekte/laufende/bildungsplan.html> (only in German).

II. We introduce ourselves

1. The facility

"Little Feet – big steps" is a day care center with a bilingual concept (English – German). The facility is part of *Kinderhaus Sudetenstraße* and is located in the part of the building with the street number 1. *Kinderhaus Sudetenstraße* offers a total of 39 places for children from six months to three years and 131 places for children from the age of three.

We accompany and care for the children from 6.45 a.m. to 5.30 p.m. in an open concept (*Offene Arbeit*) with functional rooms, but fixed groups for the morning circle and lunch. In this way, the children have a fixed point in their daily routine and develop a sense of belonging.

1.1 History of origins

It is scientifically proven that the effortless acquisition of a second language at an early age brings many advantages. As early as 2003, Kinderland offered a two-day English-speaking playgroup. Parents increasingly requested bilingual care five days a week. With the establishment of a bilingual kindergarten in September 2007, this was met. Initially housed in the rooms of Kinderland Fresiengasse, the bilingual group moved with 25 children into the newly built annex at Sudetenstraße 3 in September 2008.

The increasing demand for the bilingual concept as well as the wish to offer bilingual day care for nursery children prompted the supporting organization to swap the facilities at Sudetenstraße 1 and 3 in September 2010. This part of the building offers a little more space for the further development of the facility. Currently, 13 nursery children and up to 79 children from 2.5 years to school entry can be accommodated.

1.2 The social environment of the facility

Poing is conveniently located about 25 km east of Munich and north of the *Ebersberger Forst* (forest) and about 30 km from Munich Airport (MUC). The commune has a connection to the S-Bahn (S2) and fast connections to the A94 and the FTO (*Flughafentangente*, airport bypass). Poing has a lot to offer for its 16,000 residents, including many families. There are several day care facilities and a school center with schools for all ages including a special pedagogic education center in the northern part of the commune. Another elementary school and two day care centers are located in the southern part of the village, known as *Alt-Poing* (old part of Poing). Another elementary school and two more day care centers in the new development areas

“Zauberwinkel” and “Seewinkel” opened in September 2017. Several sports halls and a large sports field are available to schools and clubs. A popular bathing lake, the *Bergfeldsee*, has been located on the northern edge for several years.

1.3 Target group

“Little Feet – big steps” is a day care center (*Kinderhaus*) for children between one year and school entry, regardless of gender, origin, religious affiliation or special needs. It is possible to create places for integration children.

1.4 Building and outdoor areas

The day care center is part of *Kinderhaus Sudetenstraße* and is located in the part of the building with street number 1. All rooms are at ground level. The building is surrounded by a large, beautifully overgrown garden with lots of playground equipment, which is shared with the day care center “kleine Hände – große Taten” (street number 3).

In addition, Poing’s Kinderland facilities can take advantage of the “Lärchenvilla”, a construction trailer (*Waldbauwagen*) located in *Gruber Taxet*, a small forest on the outskirts of the commune, for nature experience weeks. They can use it with different groups on a weekly basis. During school holidays, Kinderland’s after-school care centers have the opportunity to explore the Lärchenvilla and its surroundings and thus have a nature-oriented balance to school. The construction trailer was financed and provided by Kinderland Poing e.V., main shareholder of Kinderland PLUS gGmbH.

2. Our pedagogical focus

Sprach-Kita – language is the key to the world

In the bilingual part of the day care center “Little feet – big steps”, language is an important and everyday topic. Many families with different origins and language backgrounds choose our bilingual concept for their child. The children and families bring many language skills with them to everyday life at the day care center. We use these skills in our pedagogical work.

Since September 2017, we have been participating in the federal funding program “Sprach-Kita: Weil Sprache der Schlüssel zur Welt ist”. In the course of this process, the quality of language education is reflected on and improved.

Language is the key to equal educational opportunities for all children from the very beginning. Scientific studies show that language education is particularly effective when it starts early. There are numerous opportunities in the day-to-day life of a day-care center to stimulate the acquisition and development of language in children.

*Children learn language in **stimulating situations in the midst of their lives and experiences**. Language education integrated into everyday life is based on the individual skills and interests of the children and supports their natural language development.*

***Diversity and variety** are an enrichment in the day-to-day life of a daycare center: the educational staff in the language centers recognize this value and make use of it. The diversity of children opens up numerous language opportunities and thus contributes to a prejudice-conscious education and upbringing.*

*A trusting and welcoming **educational partnership** between the pedagogical team and families of different origins is necessary in order to accompany children holistically in their language development. Because language education takes place first by parents and at home.*

(see brochure “Sprach-Kitas”, fruehe-chancen.de)

Immersion method

The immersion method (Latin: immersio: to immerse oneself in s.th.) is currently considered the most successful language teaching method worldwide. In short, it simply corresponds to the way children learn their mother tongue: without cramming vocabulary and grammar. In immersion learning, the new language is the working and colloquial language. The language itself is not the object of instruction, but a tool.

According to the principle of "one person – one language", each team member stays with his or her language. The languages German and English are represented. The central point of the immersion method is the communication in context, the so-called contextualization, i.e. the language must be integrated into the action. The pedagogues reinforce everything they say through facial expressions, gestures and pointing. The children then develop the language independently, bit by bit, from the context of the situation. This recreates the natural way children learn languages – including their mother tongue. They are constantly in contact with the new language and learn to use it in various areas. The children are not required to have any skills that they do not already have. They understand the situation through the activity. The immersion method thus enables intuitive language learning. It is particularly suitable for children because they are introduced to the language without pressure. Each child can go at his or her own individual pace, there are no class goals that have to be achieved. Language teaching through immersion has a motivating effect, as it takes place without any coercion.



It has been found that knowing a second language generally enhances a child's cognitive development and even helps her or him to develop their mother tongue better – the child is more aware of its own language. Children learn to think and act more flexibly, get a better understanding of people who speak another language and can better put themselves in the mindset of others.

Parents can trust the immersion method. Neither practice at home is necessary, nor is an English-speaking parent. Due to the fact that the immersion method teaches a language without any pressure to perform, does not overwhelm any child and allows everyone to learn at their own pace, it is suitable for all children, poor and strong learners.

Implementation of the bilingual concept

Language learning is either uncontrolled, as in the case of the mother tongue, for example, or controlled, through consciously working on and learning the language. In the bilingual day care center "Little Feet – big steps", English is taught as a second language with the help of the immersion method. This is considered to be particularly effective and suitable for children, as the new language is not taught as a foreign language as in school, but is lived as a real second language.

III. The pedagogical concept of our day nursery

1. The room concept

Our group room is designed for 13 children. It is very friendly and openly structured, so that the children have various options for organizing everyday life. The equipment includes a kitchen for household activities. Furthermore, there are: a shelf with property compartments for each child, a doll and kitchen corner, a painting corner with pens, paper, brushes and paint, a cuddly basket for resting and relaxing, a large open shelf with different materials such as wooden building blocks, books, cloths, natural materials according to the season, etc.. Various toys such as toy animals and objects for role plays are stored in drawers. An aquarium serves not only as an example for the handling and care of animals, but also as a resting point.

The functional **bathroom** is adjoined to the group room. It offers a shower, a changing table with stairs as well as drawers with spare clothes, four washbasins at toddler height, two children's toilets and a hook rail with towels for each child.

The **bedroom** is also adjacent to the group room. Each child has its own place to sleep, bed linen is brought from home. Depending on their needs, the children sleep in a cot, on a mattress or in the cozy corner.

The **cloakroom** is located in front of the group room. Each child has its own place here with hooks and storage space. A magnetic board is available for notices. Above a small chest of drawers, where lost property, spare clothes and caps are stored, is the parents' mail.

The kindergarden rooms can also be used by the nursery children according to their interests and needs; this can be the case for projects, offers and according to the interests of older nursery children in particular.

2. Key situations in everyday pedagogical life

We assume that every child, as a competent personality, is born with the striving for development, which is based on an individual schedule, if the child is supported by the surrounding society by providing an individual learning opportunity and the time necessary for it. This requires sensitive pedagogical staff in the nursery. This in turn requires the recognition of verbal and non-verbal signals and the appropriate reaction to them. The team therefore sets itself the task of constantly reflecting on and training itself in this regard.

Our key situations:

a) Adaptation phase

Familiarization is the key to building a good quality relationship between the educational staff and the child.

To ensure that the child settles in well at the facility, we attach great importance to a gentle and sensitive adaptation phase, which lasts on average about 3 to 5 weeks, depending on the child. During this time, the child is accompanied by a parent.

The first two days the child is in the nursery with the parent for one hour. On the third day, the first separation attempt is made (individually between 5 and 15 minutes). Depending on how the child reacts, the time is then increased until the booked time is reached. For further information on a possible familiarization process, please refer to the guidelines which will be handed out to you during the admission interview.

b) Morning circle

Our morning circle takes place every day. All children and adults are welcomed by name. We use photos to determine who is present and who is absent. The rest of the morning circle is designed together with the children: The children can suggest songs to be sung, all children are counted, we talk about the weather, etc.

c) Offers

Our offers (*Angebote*) are situation-oriented. We paint, knead, cook, bake, do handicrafts, make music, experiment with water and other materials, look at a book, etc.

d) Free play

Free play is an essential part of our daily work. Children learn the most during free play (do I want to play alone, who do I want to play with, how do I deal with conflicts, what do I want to play, what are my interests, etc.). The freedom gives them the opportunity to get to know their own interests and to pursue them. The children decide independently between active and quiet play. With the help of free play, each child develops his or her skills and strengthens his or her own personality.

The role of the pedagogical staff during free play

We deliberately hold back to watch the children carefully while they are playing and yet still being there for them in situations in which the children need help and support. We react to the children's signals, but don't intervene too quickly. The play is free and not directed by us. We help the children to find their way into the game and then withdraw again, depending on the situation.

e) Changing diapers

Diapers are changed as needed as well as before and after sleep. We design the intimate changing process and care situation as well as the "getting clean" individually with particular sensitivity. If the children wish, they can go to the toilet or potty at any time. We make sure that the will really comes from the child and that it is not under pressure.

f) Sleeping

Sleep is a basic human need, not having enough can lead to health problems. With us, each child has its own place to sleep and we take into account the individual sleeping needs of the children.

There are always transitional phases in which the children's need for sleep changes, i.e. they no longer need a rest break at lunchtime, but are tired in the afternoon. To accompany them well in this phase and to respond their needs requires good cooperation between the pedagogues and the parents.

g) Meals

All meals are taken together at the tables in the group room. Depending on their development, the children learn to eat independently, how to use cutlery, how to drink from glasses and then how to clean themselves up afterwards. We encourage the children to try dishes that are unfamiliar to them. Tea and water are available for the children at any time of the day. The times of the various meals can be found in the daily schedule.

h) Rituals

Rituals frame our daily educational routine, giving the children orientation and support. These can be acoustic signals or recurring actions at certain times (morning circle, tidying up together, looking at books together during nappy-changing time before meals).

i) Transparency

The parents are informed about the key situation events on a daily basis via an information sheet. The information is encrypted – each child has its own sign. In this way, the parents can i.e. find out whether their own child has slept, how big its appetite was at lunch, etc. The daily work is made transparent for the parents through pictures and/or reports in the entrance area.

j) The transition to kindergarten

A few weeks before the transition to kindergarten, the gradual familiarization to the new environment begins. The transition is accompanied by the nursery staff the whole time.

Initially short visits to the nursery are gradually extended. If the child feels comfortable and has established contact with the kindergarten staff, he or she can stay in the kindergarten without a reference educator (*Bezugspädagog*in*) from the nursery.

The transition is simplified by the concept of inner opening (*innere Öffnung, Offene Arbeit*) in our house for children. Especially the gym and the garden, which are used by all children, are already familiar to the nursery children. The nursery children are often out and about in the kindergarten. For example, they take part in a creative offer or build with different materials in

the construction room. Through this, the children get to know the pedagogical staff in a playful way through joint projects across all ages.

3. A day in the nursery "Little Feet – big steps"

until 09.00 am	<i>Arrival of the children</i> The first children arrive at the nursery of "kleine Hände – große Taten" All the early service children always meet there with a nursery teacher. From 7.30 am onwards, the children move to the nursery of "Little Feet – big steps" to welcome all other arriving children there. Sometimes there is a stopover in kindergarten. Then they can have breakfast together with the kindergarten children. Otherwise, the children have breakfast together in their nursery room. During this time, some children already choose something to do and/or they take some cuddling time with the nursery teacher.
09.15 – 09.30 am	<i>Morning circle</i> The children are welcomed and the morning circle is designed together.
09.30 - 10.30 am	Free play takes place during this time and is supplemented by walks, time spent in the garden and targeted educational offers.
10.30 - 11.00 am	<i>Tidying up and changing time</i> We tidy up together. While the children are being changed one by one, the others have the opportunity to look at books.
11.00 - 12.00 am	<i>Lunch</i>
12.15 am - 02.00 pm	Rest time / lunch nap or rest period for all children who do not sleep
01.00 pm	<i>End of core time</i>
02.45 – 03.15 pm	<i>Tea time (Teestündchen)</i> Every Monday, the children go shopping together for the tea time. Attention is paid to a healthy and varied food. The children decide for themselves whether they want to go shopping with us. Depending on how they are feeling that day, they walk by hand or are driven in the nursery taxi. The shopping day offers many different impressions. Depending on what the children discover on the way, different stops are made. After bedtime, the tea hour takes place. Here the children eat their snack together again. This takes place alternately in the nursery or in the kindergarten.
from 03.15 pm	After tea time, the children from the different areas come together in a group, i.e. nursery and kindergarten children are usually looked after together during free play. The children often meet in the gym, creative room or in the garden, where they spend the rest of the day together.
05.30 pm	End of the day in the nursery

IV. The pedagogical concept of our kindergarten

The day care center "Little Feet – big steps" is an open and mixed-age facility. This means that children of all ages can move freely in the functional rooms. In order to offer the children fixed points of reference in everyday life, the morning circles and lunch take place in fixed groups. These are always accompanied by a fixed reference person. If necessary, instead of the morning circle, children's conferences are held with all children, where current topics are discussed with the children.

1. The room concept

Heart room

The heart room is the center of our premises. This room was designed together with the children. It is a multifunctional space that has been set up according to the needs and preferences of the children. This arrival room is the place for all children to start the day and to arrive. (Early morning children meet in the nursery "kleine Hände – große Taten" until around 7.30 am.)

The room is equipped with a doll's house, a small building corner, puzzles and board games, plus-in games, a book corner and a cozy sofa. The children can have breakfast until 8.45 am. At the beginning only the heart room is open, from 8.00 am the inner opening of the rooms begins. This means that the children can move from the heart room to the other rooms through the inner doors. The outer doors are deliberately closed so as not to disturb the play situations and/or offers in the rooms that are already starting during the arrival time. The heart room is always open for the children during the day and offers constant opportunities to retreat.

The dolphins meet in this room for lunch.

Creative room

This room offers the children many opportunities to be creative. The children have various everyday and creative materials at their disposal, such as different pens, wax crayons, scissors, glue and papers, which they can use independently. Parents and children often bring along everyday materials such as toilet paper rolls, packaging materials, fabric and wool scraps, which enrich the choice of materials.



Specific offers are made based on project topics and the seasons. The children learn the correct and appreciative use of scissors, glue, paint and paper.

It is important to us that the children experience joy in their own work of art.

Building room



In this functional room there are various building and construction materials with which the children can occupy themselves independently, e.g. cross-cut bricks, cars, wooden trains, Lego etc. The materials are adapted to the current interests and needs of the children. In addition to building blocks and Duplos, the children will find many natural materials, such as wooden discs, branches, cones, stones etc., to create the various structures. The children also get an insight into the different building techniques used in architecture.

In particular, they can look at books and/or become architects themselves by using architect's paper, rulers, compasses and pencils to let their own thoughts run free.

In addition to the various materials relating to the subject of building, the room also offers children opportunities to familiarize themselves with the subject of mathematics. Here, the children are offered special play materials to playfully become familiar with numbers. Due to the wide range of options, the fine and gross motor skills of the children are particularly encouraged. The horses meet in this room for the morning circle and lunch.

Role play room

The role play room deliberately offers a lot of free space with little furniture in order to provide enough space for the free role play. By trying out or swapping roles, the children practice social behaviour. They can dress up, cook in the play kitchen, build caves or play with dolls. The room is always redesigned according to the children`s interests and needs. For example, the children have recently set up a shop and produced many materials for sale together with a teacher. In addition, a puppet theater offers many opportunities to perform little plays for and with the children in a variety of ways.

This is where the dolphins meet for the morning and closing circle.

Entrance area/corridor

In the entrance area there is a lot of current information (menu, excursions, appointments, letters from parents, illnesses...) for parents. In the corridor area, parents will find a display that shows them with whom and where they have to sign their child in and out daily. All children are handed over to the responsible pedagogue in the heart room at drop-off time. In the afternoon, the room varies – depending on the openings. In addition, we offer a "lost and found" wardrobe. This is where parents can find their child's lost clothes.

Small bays lead off from the corridor, the cloakrooms. Each child has its own place with hooks and storage options. In the corridor, each child has space for rubber boots.

There are changing photo exhibitions on current events as well as space for information about the daily routine on various magnetic walls. Photos of the pedagogues who are currently working in this room hang on magnetic strips of each room so that the children can see which rooms are open or where which pedagogue is currently located.

In addition, the corridor offers the possibility to display works created by the children. A ball pool is located in a wall niche.

The corridor always offers the children opportunities to retreat and rest. There is a book corner that offers English and German books. Here the children can spontaneously pull out a pillow and look at books. This often results in small groups of seats and the children communicate.

We have set up a small playroom next to the gym. Here the children can build with different materials or play puzzles and board games at the table. Two couches also offer a cozy retreat to take a breath and/or to look at a book. The children also like to listen to a CD or a radio play while playing with building blocks.

In the future, a writing workshop will be created here. Here, everything will revolve around letters and numbers, which the children can discover in a cozy corner. This will create another opportunity for small role-playing games.

In addition, two platforms invite the children to build a wooden railway with a landscape. Here, the children experience building from a different perspective. Here, too, we offer many natural materials to build with.

Since the corridor is always a popular hub, it is important for us to accompany the children here. The pedagogues take turns in the "floor service" and are a point of contact for many things that have to be coordinated in the corridor.

In addition, the corridor with its many walls also serves as an information platform for parents. Here they not only find a preview of future offers and projects, but also the results of the last time. A pedagogical information wall helps parents to see the individual projects and topics of a particular staff member at a glance. At the same time it serves as a bridge for communication – either with their own child and/or with the pedagogical staff. In addition, a Sprach-Kita information wall is being created here, which is filled with impulses, suggestions and information.

Library

Next to the heart room is our library. Here the children find a large selection of thematically well-assorted books - of course in English and German - and many cozy reading and snuggling corners. The room invites the children to withdraw from the hustle and bustle, to snuggle up in

blankets and cushions and to relax. While being read to, the children's imagination is stimulated, new worlds are discovered and past experiences are reflected upon together. In addition to books, new media also play an important role in the library. At the listening station on our iPads, the children have access to a large database full of music, audio books and audio plays, which can be listened to via headphones - also together with friends. A selection of "talking pens" enables the children not only to acquire knowledge independently, but also encourages them to become creative themselves and, for example, to think up stories and dialogues and to make them accessible to the other children for a longer period of time with the help of the pens. Another highlight of our library is our beamer and screen, which regularly turn the library into a picture book cinema in no time at all.

Discovery room

Here, experiments are carried out on different topics and with different materials. The room also offers the opportunity for board games, puzzles and the like.

There is also our experimentation table in this room. This table was built especially for us by a husband of a colleague. Here, the children have various possibilities to experiment. It invites them to work for a long time. The children like it very much to work quietly and intensively with one or the other material in peace and quiet. The tubs in the table also give us the opportunity to offer a wide range of materials again and again. So it is not only interesting to experiment with water and foam, but also with sand, water, mud, earth...etc...

These experiments offer many opportunities to talk to each other. The joint tinkering and research works in a lively exchange. The dinos have their morning circle and lunch in the discovery room.



Garden

The spacious garden is divided into several areas.

There are climbing frames, swings, sand play areas and retreats for every age group. On a large terrace, the children have the opportunity to exercise their urge to move in a variety of vehicles. In addition to a play and toboggan hill with a slide, there is a small vegetable garden with a raised bed and a composting area. By actively helping out, the children can experience the plants growing and flourishing and experience the seasons up close. This offers countless opportunities for conversation with the teachers.

We have also formed a tandem for the garden. Doing so, the garden is open all day and therefore offers the children an additional space. They can decide for themselves whether they want to act indoors or outdoors. As we go to the garden in (almost) all weather conditions, the children need to be dressed appropriately for the weather - seasonally adapted.

Gym

The children are allowed to let off steam in the gym, both during free play and during activities. The pedagogical staff supports the children in discovering their gross motor skills with specific offers (balancing, games and parcours of skill, etc.). The aim is to give the children a positive body feeling. Different types of exercise are offered, which become versatile sensory experiences through the targeted use of materials such as chiffon scarves. Through team games, the children get to know rules, adhere to them and act within a group. The gym is open every day to all children in the house. It provides an additional space. By forming tandems from both areas, one pedagogue always opens the gym every day.

2. Key situations of everyday pedagogical life and recurring everyday components

Adaptation phase

The children are exposed to a multitude of new impressions and experiences. Therefore, the familiarization to the new environment is handled extremely sensitively. It is always important that parents have the time and patience to help the children to settle in. The exact design and process of the familiarization depends on the individuality of each child. The pedagogical staff develops an appropriate procedure for each child. Usually, the children start with an attendance of about one hour. This time is extended bit by bit in consultation with the team until the child gradually stays for the entire booking time. This can take days or weeks.

Morning circle

The morning circle is a short and intensive time that is used to discuss and pass on certain things and information to and with the children. It consists of certain rituals such as a morning song, listing the days of the week, counting the number of children present, who is not present, etc...

The morning circle is led by the children's *Bezugspädagog*innen*. Our rule here is: one person – one language. In this way, everyone speaks in their own language and the circle is structured individually. In the morning circle, topics are discussed in advance that will be discussed in a larger group in the children's conference.

At the end of the circle, the children are allowed to open the "treasure chest" and discover which rooms are open after the circle. Tickets for the garden, the gym and/or special offers are also distributed. Currently, we are celebrating the children's birthdays in the morning circle after consultation with the parents. However, this is in the process of being developed. In the future, we would like the children to decide who is allowed to take part in their celebration. "Guests (friends)" from other circles are also invited and may join into the celebration.

Kindergarten conference

If necessary, a children's conference takes place instead of the morning circle. In the children's conference, all children discuss current issues in kindergarten life with the pedagogical staff. The pedagogical staff picks up on impulses from the children and helps to find an appropriate and practicable solution for recurring conflict situations. In the course of kindergarten, the children learn how rules can be created for everyday life in a large group and that sensible rules contribute to relaxed interaction with one another. Existing rules also have to be discussed again and again. It is checked whether they are still appropriate or whether it would make sense to change them. All those involved see themselves as a learning community in which the needs of the group as well as those of the individual are taken into account. By participating in the process of rule-finding, the children feel that their needs are taken seriously and at the same time experience the rules as more binding because they have decided on them themselves (participation). Topics discussed here are followed up in the morning circle and in everyday life.

In addition, the children learn about democracy and are allowed to vote on many different things. For example, they choose their own carnival theme, or the motto for the summer festival and/or determine the rules for toy days.

Offers

Various offers are made to the children on a regular basis. An offer is a structured educational activity. Participation is voluntary, the children are encouraged to participate. There are offers for certain age groups or mixed-age activities that are based on the children's abilities and interests.

Experimentation

Experimentation takes place in kindergarten during free play and as a pedagogical offer. Most children start exploring the world around them at a very early age by conducting a variety of experiments, such as mixing water and sand. Guided experimentation builds on this natural exploratory behaviour by offering specific experimental set-ups that enable the children to get to the bottom of a scientific phenomenon and deal with it intensively. Experimenting primarily conveys scientific, mathematical and technical educational content.

Music

Music is a big part of kindergarten life. We have a number of instruments at our disposal, such as wooden sticks, xylophones, cymbals, guitars and of course our voice. The body is also used, be it through dance or "body percussion" (clapping, stamping...). The focus is on fun, joy and the discovery of one's own musical, rhythmic abilities. In addition, singing and making music support the children's language development.

Gymnastics & exercises

In the gym, we have a lot of different materials and play equipment at our disposal, with which we can try all sorts of things. Regular gymnastics classes are held in smaller groups.

Excursions

Excursions and walks in the immediate surroundings take place at different intervals, both in small groups and in large groups, and can have different goals. On the one hand, they serve to gradually expand the child's everyday world. As the children grow older, they gradually discover the place where they live and increasingly find their way around independently. During walks in the neighbourhood, the children can find links between individual places they are familiar with and thus gain an even more accurate picture of their immediate surroundings. Excursions that lead out of this limited environment usually serve to deal with a specific project topic that is of particular importance to the children. We also use excursions as a particularly varied language opportunities, as there is a lot to discover there that the children can use to talk to each other and also to the teachers.

Project work

Projects are planned and designed together with the children. Often the projects change despite a basic framework during implementation. It is therefore important to observe everything carefully, to reflect and to react flexibly. Projects offer the opportunity to get to know the world together with the children. Parents are cordially invited to offer projects or to get involved. If it fits, excursions and trips take place as part of a project. Projects are also accompanied by suitable offers.

Transition to school/preschool

The entire time in the bilingual kindergarten is preparation for school. The last year of kindergarten is used to prepare the children for the transition to school. After this year, the children should have acquired the necessary skills to successfully start school.

Many skills, such as independence, social skills, fine and gross motor skills, which the children need for this, they develop from birth and refine themselves further in the course of kindergarten.

For a successful transition to school, children need basic skills in the areas of language, social behaviour, motor skills and cultural techniques. In order to get to know these and practice them, the children are offered appropriate activities on a weekly basis. This gives us the opportunity to experience and observe the children in a school-like situation and to support them accordingly. The following preschool offers are compulsory:

Preschool

In the weekly preschool, the understanding of numbers, letters, shapes, colours and quantities, etc. is deepened. Practical life exercises such as tying shoes or behaviour in traffic are also trained. The preschool activities take place alternately in German and English. For the parents, there is a detailed information parent's evening in autumn, during which the preschool work is explained.

"Listening & Learning": Würzburger Trainingsprogramm

The *Würzburger Trainingsprogramm* was developed to promote the phonological awareness of kindergarten children in the last year before school starts. Phonological awareness is a crucial component for successful written language acquisition in primary school. This takes place weekly and in German.

Cooperation with primary schools

Organizing the transition to school is a joint task of parents, day care center and school. For this purpose, discussions take place together with the pedagogical specialists from the facility, teachers and parents. After the school teachers have observed the so-called "school play" in the kindergarten, observations and questions are discussed. Since the school year 2017/2018, there are three primary schools in Poing: the *Anni-Pickert primary school (Anni-Pickert Grund- und Mittelschule)*, the *Karl-Sittler primary school (Grundschule an der Karl-Sittler-Straße, Alt-poing)* and the *Am Bergfeld primary school (Grundschule Am Bergfeld)*. In recent years many forms of cooperation have taken place, such as mutual visits, a joint sports festival and joint school plays.

Many of these forms of collaboration have proven successful and will be maintained. In particular, the visits to the schools are very important for a good transition.

Pre-course German (Vorkurs Deutsch 240)

Children who have special needs in the German language should take part in the *Vorkurs Deutsch 240*. This applies in particular to children whose parents are both non-German speaking. This course concept begins 18 months before school enrolment. The need for support is determined on the basis of the standardized language development questionnaire *SISMIK*. Only children who have demonstrated a need for special support on the basis of this development documentation should take advantage of this course offer. The aim of the *Vorkurs Deutsch 240* is to teach children basic language skills in the German language in order to give them a good start in school.

3. A day in the kindergarten „Little Feet – big steps“

until 09.00 am	<p><i>Arrival of the children</i></p> <p>The children meet for early service in the nursery of "kleine Hände – große Taten". Around 07.30 am they move to the heart room. All children who arrive after the early service are brought to the heart room by their parents. Children who are brought in by 08.30 am have the opportunity to have breakfast with us.</p> <p>The children start the day in the heart room and through the inner opening they have the opportunity to go to the other rooms and already take part in an offer and/or to look for the friend with whom they would like to start the day. Shortly before 09.00 am there is the common clean up song – the children run through the rooms with bells and sing one, two, three, the playing time is over...</p> <p>In order to start the day together and on time, it is important that the children arrive until 09 am so that the morning circles can start. All parents should have left the facility by this time.</p>
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09.00 am	<i>Morning circle</i> The morning circle with the recurring rituals plays central role in the kindergarten's daily routine. Here, the children immerse themselves in an English language bath. They receive a lot of linguistic stimulation (e.g. songs, verses, games, stories). Typically, the children count themselves, look at the weather, and discuss what day of the week it is.
09.35 – 11.00 am	<i>Free play time</i> The children have the opportunity to play in the open rooms and to pursue guided and free activities there.
09.35 - 11.15 am	<i>Offers</i> The pedagogical offers change depending on the day of the week, the project topic and the season; e.g. handicrafts, experimenting, gymnastics, playing in the garden, reading aloud, group games, working with Montessori materials, preschool, Würzburger Trainingsprogramm, singing or rhythmic activities, cooking/baking or similar activities.
11.15 - 11.30 am	<i>Clean-up time</i> Here the children ring the bells through the rooms again and sing our clean-up song. This way, all rooms can be tidied up together.
11.30 – 11.45 am	<i>Closing circle cats and butterflies</i> Usually, there is a short second circle to gather before lunch, to sing together, to play a game or to listen to a story.
11.30 a.m. – 12.00 pm	<i>Closing circle dinos</i> The dinos meet every morning for the closing circle. Open topics from the morning circle can be discussed further here and/or certain things can be worked out. The dinos also like to read books during this time and listen to a continuing story.
11.45 am – 01.00 pm	<i>Lunch</i>
01.00 pm	<i>End of the core time</i> The display in the entrance area indicates where and with whom the children should be signed out. This person also has a communication book in which important messages are noted as needed.
01.00 - 2.30 pm or longer	<i>Garden</i> To ensure that all children have been outside at least once a day, we all go into the garden together at this time and use our outdoor area.
02.30 – 03.30 pm	From 02.30 pm we go back to the kindergarten rooms. Tea time takes place in the heart room and the construction room. The parents of the children who are still here at this time bring food with them every week. A small snack is prepared and all the children have a short break. Afterwards, depending on their needs and interests, the rooms are opened again for playing and learning.
04.00 - 5.30 pm	<i>Late service</i> All children from the house meet at this time in the areas: garden, gym, playroom and/or the premises of the kindergarten "Little Feet – big steps". The late service asks the children about their needs and these rooms are opened if possible.
05.30 pm	<i>End of kindergarten day</i> At 5.30 pm all children have left the house.

V. Parental cooperation & educational partnership

Without the support of the kindergarten work by the parents, children cannot develop their full potential. The aim of the bilingual kindergarten is therefore to make the work in the facility transparent for the parents and to integrate the parents (educational partnership). Regular Parents' evenings and individual parenting talks give both sides the opportunity to exchange

information about the pedagogical work in the facility and about the level of development of the individual child. By observing parts of the day, parents can gain an insight into the daily routine of the kindergarten. Parents can actively contribute after consultation with the pedagogical staff in the context of projects such as the presentation of their own job/profession, their own cultural, national and ethnic traditions or special skills in areas such as handicrafts, art, music and sport. In addition, parents have the opportunity to participate constructively and actively in kindergarten life in the parent's council.

VI. Closing words

The concept presented to you represents the current pedagogical work in the day care center of the facility "Little Feet – big steps".

Life is change, which is why our everyday educational work is also subject to a process of constant discussion and adjustment. This concept is therefore not a final product, but will continuously grow, change and be adapted to new developments.