

Translated Inspection Report

Hestia Rivierenbuurt KDV



Inspectierapport

Hestia Rivierenbuurt B.V. (KDV)

Uiterwaardenstraat 542
1079 AZ Amsterdam

Registratienummer: 128536111

| | | |
|------------------------------------|-----------------------|---|
| Toezichtouder | : GGD Amsterdam | Supervisor) |
| In opdracht van | : Gemeente Amsterdam | (By order of the Municipality of Amsterdam) |
| Datum inspectie | : 13-08-2019 | (Date of inspection) |
| Type onderzoek | : Jaarlijks onderzoek | (Yearly inspection) |
| Status | : definitief | (Status = Definite) |
| Datum vaststellen inspectierapport | : 09-10-2019 | (Date of confirmation report) |

| | |
|--|-----------|
| POINT OF VIEW OF THE HOLDER | 3 |
| THE LOCATION | 3 |
| POLICY TEACHERS IN TRAINING | 4 |
| POLICY SAFETY AND HEALTH..... | 4 |
| POLICY REGARDING SLEEPING..... | 5 |
| THE INSPECTION | 6 |
| INSPECTION DESIGN | 6 |
| REFLECTION..... | 6 |
| OBSERVATIONS AND FINDINGS | 8 |
| PEDAGOGICAL CLIMATE | 8 |
| STAFF AND GROUPS | 11 |
| SAFETY AND HEALTH | 16 |
| ACCOMMODATION | 22 |
| PARENTAL RIGHTS..... | 25 |
| INSPECTION ITEMS..... | 27 |
| PEDAGOGICAL CLIMATE | 27 |
| STAFF AND GROUPS | 27 |
| SAFETY AND HEALTH | 29 |
| ACCOMMODATION | 31 |
| PARENTAL RIGHTS..... | 31 |
| DATA ORGANISATION | 33 |
| DATA SUPERVISION..... | 33 |

Point of View of the Holder

On 13-8-2019 an unannounced inspection was performed at Hestia Rivierenbuurt. On 17 September an additional investigation took place. On 24-09-2019 we have received the model report of this visit. This model report has been discussed with inspector ms. N. Kemble and team leader Bertel van der Zee on 26 September 2019 during the adversarial procedure. In response to this conversation several adjustments have been made, and Hestia was provided with the opportunity to share multiple documents.

The location

The report includes a description of the location. Hestia Rivierenbuurt is a location with a children's day care (KDV) and afterschool care (BSO) in one building. The KDV is divided over several core groups: The Yellow group, the Green group and the Blue group. Alongside the own group spaces, the children of the KDV have access to communal rooms in the building. Within the location, the children can make use of the atelier, the theatre, the library and the piazza. In the communal spaces, the children have the opportunity to make contact with children of different ages. Within the Hestia work method, it is important that children of different ages come into contact with each other. Even though formally the KDV and the BSO are seen as two different branches, parents, children and employees experience it as one location. A lot of cooperation takes place between the KDV and the BSO. Children are familiar with all employees working at the location, and all employees know all children. Because the cooperation between the two branches is tight, the children of the different locations are able to join activities at different groups. In the Reggio Emilia work method, the contact between the different children is described as "the child as pedagogue". The building is designed to enable as much interaction between the different groups as possible. Due to the manifold use of glass in designing the building, children from different groups and ages of different groups and ages can always be in contact with each other. The open doors policy that we implement fits perfectly in this as well. The children have the opportunity to observe an activity taking place at a different group and can decide to participate in the activity at the different group.

The open doors policy and the interaction between the different groups is also the manner in which Hestia at her location demonstrates and implements the respect for the autonomy of the child. Children can always see what happens in the different rooms. In consultation between colleagues and the children it can be agreed that they can join an activity at a different group.

At Hestia, the child is part of the own development. This can only happen when the possibility exists for the child to take a decision, and when the decision itself is actually respected.

Hestia Rivierenbuurt is a bilingual day care location. The children are cared for multilingually. For this, Hestia implements the model of One-Teacher-One-Language. In practice this means that every preschool teacher at Hestia consequently speaks one language with the children. To achieve a rich language offer of high quality, Hestia aims to hire English-speaking teachers with a C1-C2 level of (near) native speakers, with different backgrounds such as American, British, Australian, etc., according to the European Framework of Reference. This is an aim Hestia strives to fulfil alongside the governmental legally required demands concerning the language level (B2). Hestia Kinderopvang is also a participant in the national pilot

multilingualism in children's day care. At all our locations we have joined project MIND. For project MIND, children are tested on the development of the English and Dutch. Hestia is proud to be partaking in the pilot and actively works toward having parents participate in the study.

In this point of view, I react to the findings as can be read in the report of the GGD.

Policy teachers in training

The supervisor indicates that the description in our pedagogical policy plan of the tasks performed by our intern and preschool teachers in training (PMIO'ers) is not sufficiently concrete. During our adversarial procedure it has been discussed what this text should include specifically. By now the supervisor has received our adjusted policy plan including the approved text, which has resolved the violation.

The supervisor has observed as violation that teachers in training are not deployed according to the conditions incorporated in the CAO. Hestia believes that she does. This case specifically concerns the completely formative deployment of a teacher in training who, according to the Wet op Kinderopvang, does not have the proper qualifications. The CAO kinderopvang lists the conditions which a PMIO'er must meet:

- The candidate-employee is in the possession of a diploma on a minimum level of MBO3 or a HAVO or VWO diploma;

OR

- The candidate-employee is in the possession of relevant work experience and a foreign diploma of which it is not yet known whether it is equal to the qualification demand for the position of preschool teacher

AND

- The drafted development plan reveals that the intake as preschool teacher in development is justified.

The concerning teacher has obtained a qualifying (university master) diploma in her country of origin. Additionally, she has gained experience in working with children and she has now been working to our complete satisfaction at Hestia for over half a year. Looking at the demands set by the CAO and the background of the employee, Hestia believes this requirement is met.

In annex 9 of the CAO Kinderopvang, the following is said on the deployment and law on salaries of student-employees:

- The employer determines the formative deployment in phase 1 and phase 2 based on the information from the educational- and practical supervisor, and records this in writing.

However, during the conversation with the inspector, it transpires that the inspector simply wants to pass judgment on this, which is incorrect and a law-transcending demand from the inspector.

Policy safety and health

The inspector believes that we have not met the requirement of having a policy that leads to the safety and health of the children to be cared for to be safeguarded as much as possible. Additionally, the supervisor concludes that the safety and health policy does not include a

plan of action in which it is indicated in concrete terms which measures shall be or have been taken in which term in order to limit these main risks with severe consequences regarding safety, health and the risk on transgressional behaviour, and the work method should these risks crystallise.

The violations which have led to these observations consist of an employee doubting whether the food was heated to the correct serving temperature. She has voiced this to the supervisor. This information is put up in the kitchen and can thus easily be consulted. Hestia Kinderopvang highly values offering responsible day care. Food safety is part of this. During earlier inspections at location Amstelveen, the protocol food safety was requested. For the inspection dated 13-8-2019, this document was not requested. In combination with the submitted document and the rules and regulations published in the kitchen, Hestia believes that the requirements regarding safeguarding food safety are met.

Policy regarding sleeping

The supervisor also believes that children below the age of 18 months must sleep in a bed. Hestia maintains that this is a law-transcending demand. The law requires an adjusted separate sleep space for children below the age of 18 months, not a bed specifically. Apart from the separate sleep spaces, the children at Hestia Rivierenbuurt also sleep outside. At Hestia Riverenbuurt there are plenty of beds for the children to sleep outside. Should extreme weather conditions occur, a physiological temperature colder than -10 degrees or higher than 25 degrees, the children do not sleep outside.

In such cases, the children below the age of 18 months are put to sleep in the sleep spaces. Within the Hestia work method, during the nap times children also sleep on mattresses or stretchers. Hestia is thus of the opinion that as long as this happens within a sleep space, this is sufficiently fitting and in accordance with the law. Nowhere in the law it is stated that the use of beds is obligated and that a child cannot sleep on a mattress.

If necessary, Hestia would like to lodge this issue with a judge, in order to hopefully gain clarity on whether Hestia does or does not meet the legal requirements.

Furthermore we are happy that the supervisor has voiced her trust in the hard work put in at Hestia Rivierenbuurt to improve the knowledge about the protocols, and that the small violations were resolved within the restoration term.

The Inspection

Inspection design

On 13 August 2019, based on article 1.62, second section of the Wet Kinderopvang, an unannounced yearly inspection has been performed.

Based on the risk profile established for this children's centre, a complete inspection on all fields has been performed.

The supervisor has granted the holder with opportunity to submit documents after the inspection visit. The documents have been received by the supervisor on 16, 19 and 27 August 2019. Additionally, an organisation conversation with the manager, the three location managers, preschool teachers (in training) and the employee language, research and development took place on 26 August 2019.

Restoration offer

During the current inspection, a variety of violations have been observed. The holder has been given the opportunity to demonstrated which measures they shall take or have taken to structurally resolve these violations. In the context of this restoration offer the holder has submitted documents on 3, 6 and 16 September 2019. The supervisor has again performed an additional inspection on 17 September 2017 to assess in practice whether the observed violations have been resolved.

Reflection

Organisation

Hestia Rivierenbuurt B.V. is part of Hestia Holding B.V. The person bearing final responsibility for the policy to be implemented is the director; additionally, she is the manager and only shareholder of Hestia Holding B.V. which consists of three B.V.'s with a total of five children's centres in Amsterdam-Zuid and Amstelveen. The locations are headed by team leaders who each manage one or two children's centres (at one address). An external confidential counsellor has been appointed for the staff.

The organisation is characterised by its choice to let itself be inspired by (amongst others) Reggio Emilia during the design process of the locations and while drafting the pedagogical policy, and the Thomas Gordon communication method is applied. Furthermore, sleeping outside and water- (or, in the winter, snow-) treading is characteristic for the vision of the organisation.

Location

Children's day care Hestia Rivierenbuurt B.V., together with the afterschool care with the same name, is established in a building in the neighbourhood called 'Rivierenbuurt'. The children's day care consists of three horizontal core groups (Yellow, Green and Blue). Every core group has its own group space, however additionally communal spaces are being used avidly by all; for example, the hot meal is enjoyed in one of the piazza's on a daily basis.

The team of the children's day care consists of eight teachers. Several of them are working based on a permanent contract and have been with the location or organisation for several

years. Three teachers have started working for Hestia since the previous yearly inspection. The holder applies a policy in which all teachers work a maximum of four days per week. Additionally, structural use is made of multiple agency workers, of whom some are deployed as permanent teachers. The location manager has been working for the organisation since January (2019) and is responsible for managing both the children's day care and the afterschool care. She has multiple years of experience as a manager within children's day care.

National experiment multilingual day care

At the location bilingual care has been offered from the start (English-Dutch). Since 2018 Hestia has been a participant in the national experiment multilingual day care. This entails that the location may offer bilingual day care for the duration of the experiment (four years). On a yearly basis, English is used as working language for maximum 50% of the time, alongside Dutch. In the context of the national experiment, the location participates in Project MIND, a study in multilingualism in children's day care in the Netherlands which is conducted by the University of Amsterdam.

The assessment of the requirements applicable to this experiment has been expanded on in the clarification of the requirement '[Use of the prescribed working language](#)'. This assessment is not part of potential enforcement by the municipality but is offered to the minister of Social Affairs and Employment for informational purposes. It has been concluded in the inspection that the pedagogical policy plan, regarding bilingualism, is implemented and that, even though use is made of English alongside Dutch, responsible day care is offered.

Offer of restoration

In the current inspection, multiple violations have been observed in the field of the pedagogical policy, staff and groups, safety and health, accommodation and parental rights. The holder has been allowed to demonstrate within the restoration period which measures they have taken or shall take to resolve these violations, in the form of a restoration offer. The holder has partly made use of this offer.

Advice to the municipality

The supervisor has observed violations during the inspection. The holder has been allowed to solve these within the inspection term. Not all violations have been (completely) resolved. The supervisor advises to act in an enforcing manner in accordance with the enforcement policy.

Observations and Findings

Pedagogical climate

Pedagogical policy

A general pedagogical policy plan that is applicable to the entire organisation has been composed. This policy applies to all locations of Hestia. Per location, an additional pedagogical work plan has been created. The general policy plan contains a clear account of the vision and educational philosophy of the organisation. The work method of Reggio Emilia serves as a source of inspiration. The pedagogical policy plan includes a concrete illustration of the manner in which Hestia gives effect to the aspects of responsible day care.

Core groups and activities outside of the core group

The pedagogical policy plan includes a concrete description of how the children's day care consists of four core groups (Yellow, Green, and Blue), which also clearly mentions both the maximum group size and age structure. It is also described in detail that children leave the core groups during the day to participate in a diverse array of activities such as playing outside, or to make use of the piazza, library or a different group.

Familiarisation, extra half days and mentorship

The pedagogical work plan contains concrete descriptions of the manner in which children are allowed to be familiarised with a new core group. The policy regarding making use of day care during extra half days is also properly explained. Finally, the manner in which the mentorship is designed and how parents are informed of which teacher is their child's mentor is formulated in detail.

Acting in accordance with the pedagogical policy

The holder has employed a pedagogical coach (in training) who coaches the teachers in implementing the policy. Furthermore, the pedagogical policy plan details how teachers receive diverse study- and reading materials about the Gordon-method and that new employees receive 'training on the job', which originates from the Gordon-course 'Dealing with children effectively'. Additionally, the training about the Reggio-educational philosophy is a permanent element in the professionalisation programme. During the inspection visit it transpires that the pedagogical policy plan is sufficiently implemented.

Restoration offer

Tasks and support of teachers in training (PMIO)

In the pedagogical work plan it is described that Hestia Kinderopvang is an acknowledged training organisation for students mbo3, mbo4 and hbo, and that students are deployed in a variety of manners. Additionally, it is detailed that bbl-interns are employed and that their deployment increases as the education progresses, in accordance with the cao Kinderopvang. When relevant work experience is demonstrated, employees with a foreign diploma are hired as a preschool teacher in training (*Pedagogisch Medewerker in Ontwikkeling, PMIO*). They commence working, and after the procedure they obtain the acquired competences through an EVC-procedure. It is further described that only bol-interns are worked with, and that this happens according to the bpv-plan. This bpv-plan however is not a component of the pedagogical policy plan. The deployment of these interns during holidays and in case of illness are discussed and aligned with the educational instance and communicated to parents.

The manner in which interns (bol, bbl and pmio) are supervised and which tasks they are allowed to perform are not described in sufficient detail. During the current inspection, no bol- or bbl-students are working at the location. A pmio however has been employed. The tasks and supervision of in any case this teacher in training must be set out concretely in the pedagogical policy plan.

In the context of a restoration offer, the holder has been allowed to adjust the pedagogical policy plan. In an email to the team leader Inspectie Kinderopvang (dated 17 September 2019), the holder further elaborates on how the text in the pedagogical policy work plan has been changed during the previous yearly inspection (dated 14 December 2018) and that at that time, the supervisor assessed this text as sufficiently concrete. At the time of this inspection, the team leader has submitted via email an adjusted text, in which is declared in writing that this text would be added to the pedagogical policy plan. For the current yearly inspection, the supervisor has requested the holder to submit changed policy documents in the context of the inspection. In doing so, the supervisor has pointed out that the pedagogical workplan which was received on 21 January 2019 was still in the possession of the GGD. The supervisor has subsequently not received a new pedagogical workplan. After the telephone conversation with the director (dated 20 September 2019) and the adversarial procedure (dated 26 September 2019), the changed pedagogical workplan has ultimately been submitted. The text incorporated in this workplan has been assessed as sufficiently concrete.

Based on the above, it has been concluded that after the restoration offer, the following requirement(s) has/have been met:

- The pedagogical policy plan contains, if relevant, a concrete description of the tasks which teachers in training, interns and volunteers in the day care can perform and the manner in which they are supported in this. (art. 1.50 section 2 sub f Wet kinderopvang; art. 3 section 3 sub d Besluit kwaliteit kinderopvang.)

Pedagogical practice

Based on observations of the pedagogical practice it has been assessed whether responsible day care is offered. The observations were performed during free play and moments of care. From the below examples it transpires that during the inspection visit, the teachers sufficiently implemented the aspects of responsible day care by providing an emotionally safe climate and by being attentive to the development of social and personal competences.

The teachers maintain respectful contact with the children. On group Green, the children are preparing to go outside. In doing so, everyone is using the toilet, and the children who must sleep are put into bed. There is a relaxed atmosphere and children who are done play in the group until everyone can go outside. There is one child crying in the group. The child indicates that it is tired and wants to go to bed. The teacher indicates that this is alright and prepares the outdoor bed where the child subsequently goes to sleep directly. The teacher explains that they keep a watchful eye on and listen carefully to the needs of the children, and these needs are heeded. This is the reason that she allows the child to cry for a bit, because room must be given to sadness as well. The child is visiting from group Blue, who at that moment are on an outing to a playground which the child did not want to join. From the above example

it transpires that teachers act sensitively and responsively to the children. They fittingly affiliate with the situation and desires of the child.

On group Yellow, the teachers stimulate the older children to take the younger children into account. Two children are playing at the table. The teacher is sitting with them with a baby who also is given a doll to play with. One of the older children takes the doll from the baby. The teacher explains that the baby also wants to play but is yet unable to say so and asks if the child wants to give the doll back. The child understands and immediately returns the doll. From the above example it transpires that the teachers stimulate the social competences of the children.

As part of the daily ritual the children are allowed to tread water after lunch. Treading water is a component of the 'Kneipp'-method, which is applied by Hestia and consists of several elements, amongst them water. The thought behind treading water is that the cold water helps to enlarge the resistance of your body, improves the blood flow, and energises you. During the inspection visit the infants and toddlers tread water before going to sleep as well. Additionally, during the winter, if it has snowed, the children tread snow.

Used sources

- Inspection;
- Conversations with teachers and the team leader;
- Restoration offer, dated 28 August 2019;
- Organisation conversation, dated 26 August 2019;
- Observations in the group Yellow, Green and Blue between 10.00 and 12.00 hr;
- Pedagogical Policy Plan Hestia, version dated 3 April 2018, already in the possession of the GGD;
- Hestia_Rivierenbuurt KDV_pedagogisch werkplan_Def IP, version dated 21 January 2019, already in the possession of the GGD;
- Hestia_Rivierenbuurt KDV_pedagogisch werkplan_Def IP, version dated -- September 2019, received on -- September 2019;
- Restoration offer, dated 13 August 2019;
- Email from the team leader, received on 16 September 2019;
- Email from the holder, sent to the team leader Inspectie Kinderopvang, received on 17 September 2019.

Staff and groups

Police clearance statement and personenregister kinderopvang

The people working at the children's centre are all in the possession of a valid Police Clearance Statement with which they have been registered at the Personenregister Kinderopvang (PRK). This is based on the assessment of the connection in the PRK of the new teacher who has commenced work for Hestia since the last regular inspection visit, as well as the agency workers.

However, not all persons have been connected to the holder in the PRK before the start of their work activities. A substitution teacher was employed at the location for the first time on 29 July 2019. During a check in the PRK on 14 August 2019 the supervisor observed that this person was not connected to the holder Hestia Rivierenbuurt B.V. on 23 August 2019 the teacher was connected after all to the holder. The connection however took place after the commencement of work activities.

Restoration offer

The holder has been given the opportunity based on a restoration offer to demonstrate how they shall take measures in order to not commit this violation in the future. The holder has complied with this and has documented the policy regarding connecting people in the document '*Hestia – Personenregister Kinderopvang – Werkinstructie koppeling personen aan Hestia*' (translated version available). By implementing this policy, the violation should (reasonably) not be committed again in the future.

Based on the above it has been concluded that after the restoration offer, the following requirement(s) has/have been met:

- After enrolling a person who falls under those listed in article 1.50 third section of the Wet in the Personenregister Kinderopvang, and after this person has been connected to the holder in this register, the person can start his/her work activities. (art. 1.50 section 4 Wet kinderopvang.)

Educational requirements

The pedagogical policy employee/pedagogical coach does not (yet) have a suitable diploma for this position: she has a pw3-diploma but is currently still finalising her training for an mbo 4-professional qualification. The combination of this professional qualification and the education certificate together meet the requirements for the coach position. Because she is still in training for an mbo 4-professional qualification, she is not covered by the transitional measurements determined according to the cao.

The director does have a suitable diploma that qualifies for pedagogical policy employee/pedagogical coach. The director however is not assigned as coach.

Restoration offer

During the organisational conversation (dated 26 August 2019), the pedagogical coach has stated that she expects to obtain the mbo 4 – professional qualification in November. Until the pedagogical coach has met the qualification requirement, the coaching must be performed by the director who does have an education suitable for the work activities. In response to this the holder has documented in writing in the policy overview of the

organisation (dated 3 September 2019) that the director currently has been allocated the role of pedagogical coach and that it is under her supervision that the pedagogical coach in training performs the coaching tasks. The holder must be able to demonstrate in 2020 that all employees of the organisation have received the required amount of coaching hours by a qualified pedagogical coach.

Based on the above it has been concluded that after the restoration offer, the following requirement(s) has/have been met:

- Pedagogical policy employees have followed an education suitable for the work activities, such as is included in the most recent cao Kinderopvang and cao Sociaal Werk. (art. 1.50 section 1 section 2 Wet kinderopvang; art. 7 section 2 Regeling wet kinderopvang; art. 6 section 3 section 4 Besluit kwaliteit kinderopvang.)

Number of professionals and requirements with regards to the deployment of professionals in training and interns

Teacher-child ratio

On the day of the inspection visit, a sufficient number of teachers is deployed based on the number and ages of the children that were cared for. In baby group Yellow, 11 children are cared for by three teachers, in vertical group Green 12 children are cared for by three teachers, and in toddler group Blue 9 children are cared for by two teachers.

Based on the sample from the attendance lists from the time period 24 July up until and including 13 August 2019 as well as the accompanying staff schedules, the supervisor concludes that during this period, a sufficient number of teachers have been deployed based on the number and ages of the children that were cared for. During this inspection, the deviation of the teacher-child ratio in the context of the three-hour regulation has not been assessed.

Deployment of teachers in training (PMIO)

At the children's day care, a teacher in training (pmio) is employed. For this pmio'er a personal development plan (pop) has been created, in which has been recorded which diploma the pmio'er plans to obtain (mbo4), that she is 100% deployable and which tasks she will perform in order to gain the acquired skills through the EVC-procedure and as such obtain the professional qualification. However, from conversations with the relevant pmio'er during the inspection visit it transpires that she has not worked in children's day care before her employment at the children's centre, and that her professional qualifications from a foreign university have not been equated by DUO to a diploma that qualifies for the position of preschool teacher in the Netherlands. In doing so it has been insufficiently demonstrated that the relevant pmio'er has the relevant work experience, as is required by the cao Kinderopvang and cao Sociaal Werk.

Restoration offer

The supervisor has given the holder the opportunity to demonstrate within the inspection period that the relevant PMIO'er is deployed in accordance with the cao. The holder has not complied with this. The violation has not been resolved within the restoration term.

Based on the above it has been concluded that after the restoration offer, the following requirement(s) has/have not been met:

- The deployment of teachers in training and interns happens in accordance with the requirements included in the most recently started cao Kinderopvang and cao Sociaal werk, provided that during the day care a maximum of one third of the total minimum amount of teachers to be deployed at the children's centre consists of teachers in training or interns. The minimum number of teachers to be deployed at the children's centre is formed by the sum of the minimum number of teachers to be deployed in separate core groups based on article 7 of the Besluit kwaliteit kinderopvang. When determining the deployment of the teachers in training and interns, the current educational phase they find themselves in must be taken into account. (art. 1.50 section 1 section 2 sub c Wet kinderopvang; ar. 7 section 1 section 2 section 8 Besluit kwaliteit kinderopvang; art. 9 Regeling wet kinderopvang.)

Deployment of pedagogical policy employees

At Hestia Kinderopvang, one pedagogical policy employee/coach has been assigned for all B.V.'s (encompassing a total of five children's centres) (see also: Educational requirements). The holder has recorded in an overview how many hours the pedagogical policy employee must be deployed on a yearly basis. This overview includes the hours for the children's centre of this holder (Hestia Rivierenbuurt B.V.) as well as the other B.V.'s of Hestia Kinderopvang.

Whether all teachers do indeed receive coaching shall be assessed in the next yearly inspection.

Stability of care for the children

The children's centre consists of three open core groups:

- The Yellow group with a maximum of twelve children aged 0 to 2 years;
- The Green group with a maximum of sixteen children aged 1,5 to 4;
- The Blue group with a maximum of sixteen children aged 0 to 4.

The location is registered with 60 child places. From an incidental investigation dated 27 November 2017, it transpires that the holder wanted to expand the location with group Terra, half day care for maximum sixteen children. During the yearly inspection (dated 14 December 2018). The current inspection also shows that this group, almost two years after the change request, has not been opened. The holder must ensure that the amount of child places they are registered with in the Landelijk Register Kinderopvang (LRK) equate to the situation in practice.

Care in a second core group

Should parents want to make use of extra days and exchange days, it can happen that a child is cared for in a different core group instead of its own. Parents give their consent in writing via email for planning a child in a different core group in advance. This is demonstrated through a sample of the email correspondence between an employee from the department 'Planning and Placement' and parents who requested extra- or exchange days. When a place comes free on the own core group due to cancellations or illness, the extra- or exchange day takes place in the own core group.

Parents are informed of which core group the child belongs to and who the mentor of their child is during the intake- or transition interview. Parents receive the schedules on a weekly basis in order for them to know in advance which teachers are assigned to which days.

Use of the prescribed working language

At the location bilingual care has been offered from the start (Dutch and English). This children's centre is part of the national experiment multilingual day care which began per 1 July 2017, initiated by the ministry of Social Affairs and Employment. In the context of the national experiment, the location participates in Project MIND, a study in multilingualism in children's day care in the Netherlands which is conducted by the University of Amsterdam.

The policy of Hestia regarding bilingualism is recorded in three documents: the pedagogical policy plan, the work instruction bilingualism and a code of conduct. In the current inspection it is assessed whether the pedagogical policy with regards to multilingualism is implemented in practice. The holder has created a selection of the policy documents and protocols, including the pedagogical policy, the code of conduct and the work instruction bilingualism in both Dutch and English. The working language during the work meetings is English, but the minutes are drafted in Dutch. Information for parents is available on the website of the holder (www.hestiakinderopvang.nl) in two languages. No children with a VVE-indication are placed at the locations.

From the observations during the inspection visits on 13 August 2019 it transpires that on the location the 'One teacher, one language' (OPOL)-method is applied. This method consists of the Dutch-speaking teachers always speaking Dutch with the children, and the English-speaking teachers always speaking English. The staff schedules contain colour-coded notifications per day which language is spoken by the scheduled teachers, which makes it transparent as to what the offer per language consists of. On some days, only English-speaking or Dutch-speaking teachers are assigned to a group. It is reasonable that this work method sufficiently ensures that on a yearly basis, a maximum of 50% of the language offer consists of English.

All teachers meet the required language level. Together with an application of participation to the national experiment, the holder has provided the ministry a staff overview. Based on this overview, as well as copies of diploma's and language certificates of all the teachers employed by Hestia at that moment, the ministry has granted a disposal of participation. Since this application and the previous yearly inspection (dated 14 December 2018), two new teachers have started working at Hestia. Of these teachers, their command of the minimum of B2-(3F-) level of the English language on the required skills has been demonstrated in the current inspection.

Used sources

- Inspection;
- Conversations with teachers and the team leader;
- Restoration offer, dated 28 August 2019;
- Organisation conversation, dated 26 August 2019;
- Pedagogical Policy Plan Hestia, version dated 3 April 2018, already in the possession of the GGD;

- Hestia_Rivierenbuurt KDV_pedagogisch werkplan_Def IP, version dated 21 January 2019, already in the possession of the GGD;
- Hestia_Rivierenbuurt KDV_pedagogisch werkplan_Def IP, version dated -- September 2019, received on -- September 2019;
- Personenregister Kinderopvang, consulted on 14 August 2019;
- First date of contract substitution teachers yearly inspection 2019, received on 16 August 2019;
- Permission care in second core group (email correspondence), received on 16 August 2019;
- Copies professional qualifications (sample), received on 16 August 2019;
- Copies DUO-statement PMIO, received on 16 August 2019;
- Assessment form PMIO, received on 16 August 2019;
- Development plan PMIO, received on 16 August 2019;
- Persoonlijk ontwikkelplan PMIO, received on 27 August 2019;
- Copies additional training pedagogical coach, already in the possession of the GGD;
- Copies professional qualifications and BPV-level 4, already in the possession of the GGD;
- Copies language certificates English-speaking teachers, received on 16 August 2019;
- Overview hours to be deployed Hestia Kinderopvang, received on 16 August 2019;
- Hestia – Personenregister Kinderopvang – work instruction connecting people to Hestia, received on 3 September 2019;
- 2018 Code of Conduct bilingualism Hestia NL(1), already in the possession of the GGD;
- Work instruction bilingualism, already in the possession of the GGD;
- Email from the team leader, received on 16 September 2019;
- Email from the holder, sent to the team leader Inspectie Kinderopvang, received on 17 September 2019.

Safety and health

Safety and health policy

The holder has created a safety and health policy for the children's day care.

Policy cycle, large and small risks, transparency and backup

The safety and health policy contains a concrete description of the manner in which the holder ensures that the safety and health policy is a continuous process in cooperation with the teachers. It has been established in the policy cycle in which manner the policy is formed, implemented, evaluated and actualised. The policy covers detailed descriptions of risks that are involved with the care for children, in which a more in-depth discussion is given of the main risks with severe consequences for safety, health and transgressional behaviour. Additionally, it is set out how the children are taught to deal with risks with small consequences. Furthermore, the manner in which the safety and health policy and its evaluations are transparent to staff and parents, and the manner in which the backup is arranged, have been documented sufficiently concrete.

A side note has to be given here in that multiple elements are rather general in nature. Also, references to additional policy documents are not always clear. For example, a reference is made to the actions in the risk-inventory, in which in turn is referenced to some (but not all) work agreements and protocols. Due to the incompleteness of these references, it is unclear which policy documents apply. During the organisation conversation (dated 26 August 2019), the holder has stated that currently, the entire policy is being revised, and the organisation is working hard to improve the policy.

Acting in accordance with the safety and health policy

The implementation of the safety and health policy has been assessed based on core points. Attention has been paid to the work method regarding food safety and safe sleeping.

Food safety

A warm meal is prepared by the teachers daily, also during the inspection visit (dated 13 August 2019). The food has already been prepared when the supervisor comes in (around 10.00 hr) and is placed on the stove. The teachers state that they normally ensure that the meal is done by 11.30 so it can cool down, after which it can be eaten immediately. The teachers cannot recall to which minimal temperature they must heat the food to decrease the transfer of bacteria as much as possible. The teachers are also not in the know regarding the desired temperatures for the fridge, and no thermometer is present. Regarding the storing of (prepared) meals, it is stated that most of it is thrown out after one day, on the compost hill, and opened products are labelled. In practice, not all opened products have been labelled.

In the protocol food safety, it is recorded (amongst other things) that the temperature of the fridge must be between 4°C and 7°C. Additionally it is described that prepared meals (with meat) can be stored for three days, and meals with fish a maximum of one day. Leftovers must be heated to a core temperature of at least 75°C. Based on the above it transpires that these work agreements are insufficiently put into practice.

Safe sleeping

Children from the baby- and vertical groups can sleep either in- or outside. The teachers implement part of the work agreements regarding safe sleeping. However, with regards to supervising while the children are sleeping, and the swaddling of children, agreements are insufficiently put into practice. Statements from teachers show that the new English-speaking teachers have been insufficiently onboarded, and not all policy documents and work agreements are available in English, which means the acting according to the policy is insufficiently safeguarded.

*Sleeping outside under extreme weather conditions (see also: **Accommodation**)*

The holder applies a policy in which children structurally sleep outside. Under extreme weather conditions, such as (physiological) temperatures of less than -10°C or higher than 25°C, the outdoor beds are not used. During the summer, a heat wave occurred several times. The teachers state that because of these, on multiple days no use could be made of the outdoor beds due to the high temperatures. Because there are only eight inside beds available in total (four beds per adjacent bedroom for the groups Green and Yellow), during the heatwave multiple children slept in the group space in the (own) travel cot. The older children from the baby group slept on a play mat, as stated by the teachers. Neither however are a suitable sleeping spot and these bring risks with them, such as heat accumulation, leading to the safety of the children being insufficiently safeguarded.

With regards to safe sleeping, several protocols have been established: Protocol Veilig slapen (safe sleeping), Protocol Wiegendood (SIDS), Flowchart Buiten slapen (sleeping outside) and the Heat protocol. There are no concrete work agreements put into record regarding how to act should it be impossible to use the outdoor beds in accordance with the policy.

Restoration offer

The holder has been provided with the opportunity to demonstrate through a restoration offer which measures shall be taken to structurally resolve the violations. The team leader states in an email dated 16 September 2019 that the complete safety and health policy is currently under revision. The deadline established by the organisation is week 40 (2019), after which the policy shall also be offered to the GGD. On 1 October 2019, the next team meeting shall take place, during which all policy documents regarding safe sleeping, food safety and the reporting code shall be discussed. These documents shall be sent to all teachers in the last week of September (2019), and during the meeting a variety of situations with which the teachers could be confronted shall be discussed and expanded upon. Because the listed topics concern severe risks with great consequences, they shall be discussed again during the work meeting of 19 October. To keep the knowledge up to date, both protocols shall again be discussed during the location meeting on 31 March 2020.

The supervisor has revisited the location on 17 September 2019 to assess whether the observed violations have also been resolved in practice within the restoration term.

Food safety

The teacher state that they have received digital versions of the work agreements food safety and have been instructed to read these. In the kitchen, the English version of these work agreements has been put up. The teachers are knowledgeable of the desired temperatures

of the fridges, which in practice are between 4°C and 7°C in temperature. The opened products which are meant for the children are labelled. Some products have a date of more than three days ago and are thrown away on the spot by the teacher.

During the inspection visit the teacher prepared a pasta meal (one with meat and one without). The teacher states that she measured the core temperature and that this must be at least 75°C. By now the baby group collected the meal and it is consumed immediately. However, the vertical and toddler group have not yet sat at the table. The meal is not heated anymore and is standing on the stove, cooling down. The teacher states that normally all children sit at the table on the piazza in order for the meal to be served directly as it is prepared. During the inspection visit on 17 September 2019 it still takes another thirty minutes before the children sit at the table. When the supervisor enquires how the teacher deals with this, she asks the supervisor whether she can now reheat the meal. The teacher is not entirely knowledgeable of the work agreements, nor with the risks regarding reheating hot meals. The measures taken by the holder transpire to be insufficiently effective to solve the violation. The risk on the transfer of pathogens through food which can lead to food poisoning, are insufficiently reduced.

[Safe sleeping and sleeping outside \(see also: Accommodation\)](#)

The teachers state that the next work meeting shall take place on 1 October 2019 and that the work agreements regarding safe sleeping and sleeping outside shall then be discussed. In practice, no changes have been made with regards to the inspection visit on 13 August 2019.

Conclusion

As has been described above, multiple violations were observed during the inspection visit with regards to the plan of action and the execution of the safety and health policy. Even though the holder is working extensively on improving the policy, they have not (yet) entirely resolved the violations within the determined investigation term.

Based on the above it has been concluded that after the restoration offer, the following requirement(s) has/have not been met:

- The holder of a children's centre has created a policy for each children's centre which leads to the safety and health of the children to be cared for to be safeguarded as much as possible. The holder ensures that the teachers at the afterschool care work according to the safety and health policy. (art. 1.49 section 1 art 1.50 section 1 section 2 sub a Wet kinderopvang; art. 4 section 1 Besluit kwaliteit kinderopvang.)
- The safety and health policy contains a plan of action in which it has been described in a detailed manner which measures have or will be taken during which time period, in order to prevent these main risks with severe consequences regarding safety, health and the risk of transgressional behaviour, as well as the work method should these risks crystallise.

With regards to the measures focused on limiting the risk on transgressional behaviour, the holder of a children's centre describes at the very least the manner in which he organises the day care in such a way that a teacher, teacher in training or intern can only perform the work tasks while he can be seen or heard by another adult. (art. 1.49 section 1 art 1.50 section 1 section 2 sub a Wet kinderopvang; art. 4 section 3 sub c Besluit kwaliteit kinderopvang.)

Reporting code domestic violence and child abuse

The holder has not drafted a reporting code domestic violence and child abuse which meets the set requirements. The team leader has submitted a basic model reporting code, but this is not specific to children's day care, and neither has been adjusted to the location by the holder. Additionally, a roadmap reporting code has been submitted, which includes a specific roadmap for when teachers have detected signals of domestic violence or child abuse.

From the submitted documents it does not become clear where the responsibilities lay; extra information regarding specific forms of violence (for example: a suspicion of child abuse by a teacher or sexual transgressional behavior amongst the children) lacks.

The holder did establish a separate roadmap which includes an assessment framework to assess the nature and severity of the domestic violence or child abuse. This assessment framework has however not been included in the established reporting code.

From conversations with the teachers during the inspection visit it transpires that they are not aware of the changes in the reporting code. They are also not familiar with the assessment framework. According to the yearly planning, the reporting code should have been discussed in February, however the teachers can only remember a study day of about 2 to 3 years ago. This demonstrates that the knowledge and use of the reporting code have been insufficiently brought to the attention of the teachers.

The team leader states in a conversation with the supervisor that over the past period, she has mainly focused on trying to stabilize the team and improve cooperation, in order to build upon a proper basis. Because the focus has been on this, subjects such as the reporting code have been deferred. After the summer holiday it is the intent of the team leader to focus on the implementation of the policy, which the reporting code shall also be part of.

Restoration offer

The holder has been offered the opportunity to take measures within the restoration term to ensure that the reporting code meets the requirements and to demonstrate in which manner the knowledge and use of the reporting code shall be fostered.

The holder has drafted a new reporting code. To do this, the organisation made use of the model created by the Brancheorganisatie Kinderopvang. The newly adopted reporting code meets most of the quality demands, including the roadmap, assessment framework, and dealing with data. Additionally, the social roadmap (annex 3) has been filled in for the location. The allocation of responsibilities to a variety of staff members alongside the steps in the roadmap, including the notification of the position of the person who bears final responsibility for making the decision about whether or not to report, has however not yet been sufficiently documented. The holder must ensure that the allocation of responsibilities has been put in record concretely, so that in situations of suspicions of domestic violence or child abuse the right people are alerted and everyone within the organisation knows where his/her responsibilities lie.

The team leader states in an email (dated 16 September 2019) that the next meeting with the entire location shall take place on 1 October 2019. During this meeting, the reporting code shall be discussed.

Based on the amount of text of policy documents and the reporting code, the assessment during the meeting shall be performed through 'Kahoot!'-quizzes. In doing so, the meeting shall be more interactive, and the reporting code can be 'brought to life'. It can be assumed that in doing so, the knowledge and use of the reporting code are being fostered sufficiently.

Based on the above, it has been concluded that after the restoration offer, the following requirement(s) has/have been met:

- The holder of a children's centre drafts a reporting code for the staff, in which is explained step-by-step how signals of domestic violence or child abuse must be treated and which reasonably contributes to support being offered as quickly and adequately as possible. The reporting code drafted by the holder for the staff contains at least the following elements:
 - a. A roadmap, including a description of the steps to be taken by the staff when dealing with signals of domestic violence or child abuse;
 - b. An assessment framework based on which the staff weighs the risk on, nature and severity of the domestic violence or child abuse, and which allows the staff to assess whether it concerns such severe domestic violence or child abuse, or a suspicion thereof, that a report is needed;
 - c. An allocation of responsibilities amongst the relevant staff members with regards to the steps in the roadmap, including stating the position of the one who has the final responsibility regarding the decision of whether or not to report;
 - d. If applicable, specific attention for special forms of violence, which necessitates special knowledge and skills of the staff;
 - e. Specific attention to the manner in which staff treats data of which they know or must at least reasonably suspect the confidential content. (art. 1.51a section 1 section 2 section 3 section 5 Wet kinderopvang; art. 5 section 1 sub a sub b sub c sub d Besluit kwaliteit kinderopvang.)
- The holder fosters the knowledge about and the use of the reporting code. (rt. 1.51a section 4 Wet Kinderopvang.)

Used sources

- Inspection;
- Conversations with teachers and the team leader;
- Restoration offer, dated 28 August 2019;
- Organisation conversation, dated 26 August 2019;
- Restoration offer, dated 13 August 2019;
- Email from the team leader, received on 16 September 2019;
- Email from the holder, sent to the team leader Inspectie Kinderopvang, received on 17 September 2019;
- Document: Food safety, version 18 January 2019, received on 16 August 2019;
- Protocol sleeping safely Rivierenbuurt, version February 2019, received on 16 August 2019;
- Permission form swaddling, received on 16 August 2019;
- Protocol SIDS dec 2014, received on 16 August 2019;
- Risk inventory: 28-03-2019 RIE-PvA Safety and Health Rivierenbuurt, received on 16 August 2019;
- Basic model and reporting code domestic violence (1), received on 16 August 2019;

- Reporting code domestic violence child abuse with assessment framework NL-EN (1), received on 16 August 2019;
- Procedure special needs children (social roadmap), received on 16 August 2019;
- Flowchart Sleeping Outside (1), received on 27 August 2019;
- Protocol sleeping outside 2019, 29-04-2019, received on 27 August 2019;
- Sleeping safely Rivierenbuurt (002), received on 27 August 2019;
- Protocol child abuse and transgressional behaviour for children's day care_2018_definitief, HESTIARB, received on 16 September 2019;
- Flowchart sleeping outside (no version), received on 16 September 2019.

Accommodation

Spatial requirements

Inside play area

The day care, together with the afterschool care by the same name, is located in a building in the schoolyard of the 15e Montessorischool Maas en Waal. Each group has its own group space, and additionally, there are multiple communal rooms, such as the atelier, the theatre room, the piazza and the library. The inside play area has been fittingly equipped for the age and number of children to be cared for.

Outdoor play area

The bordering outdoor space is designed with many natural materials. The outdoor play area has been renovated in January (2019). During the current inspection visit, the outdoor play area was equipped as a natural playground in a sufficiently fitting manner with sand paths, play hills, a sand box and an outdoor play kitchen. Additionally, a vegetable garden has been installed where together with the children seeds are planted and vegetables are harvested.

Sleep space

During the inspection visit it transpired that the children's day care does not have enough beds in a separate sleeping room for children up to the age of 1,5. The organisations applies a policy in which children structurally sleep outside in outside beds. For this, six outdoor beds are available to both the baby group (Yellow) as the vertical group (Green). Both group Yellow as group Green have adjacent sleeping rooms at their disposal. In both rooms, four beds are available. Additionally, in the sleeping room of group Yellow a fifth evacuation bed is present. Furthermore, children aged 1,5 and older sleep on mattresses in the group spaces of group Green and Blue. The outdoor beds are not used when the (physiological) temperature is under -10°C or above 25°C (see also: **Safety and Health**).

During earlier yearly inspections, the supervisor also observed that the sleeping rooms of the baby group (group Yellow) and the infant group (group Green) were insufficiently adjusted to the number of children to be cared for. From these reports it transpired that during extreme weather conditions, the available sleeping space is insufficient. In these reports it has been included that the work method for sleeping during extreme weather conditions must be documented in the policy. In the current inspection, this quality requirement has been investigated closer because multiple heatwaves occurred during summer. In this inspection again it turns out that the policy regarding this work method in these situations has not been recorded.

In the current yearly inspection it comes forward that the lack of policy regarding situations in which the (physiological) temperature from -10°C or over 25°C has led to an insufficient amount of available sleep spaces for children up to the age of 1,5. Teachers state that during at least two days of the summer, some of the youngest children slept in travel cots in the group space. For the older children (aged 1,5 and up), a play mat was supplied and equipped as sleep space. This has led to the failure of meeting the quality requirement of regarding a properly adjusted separate sleep space.

Restoration offer

The holder has been allowed to demonstrate within the restoration time period which measures shall or have been taken to ensure that in the case of extreme weather conditions, sufficient beds are available for all children present. The holder has drafted changed policy documents regarding safe sleeping and sleeping outside within the restoration term, in which agreements have been included about situations during which the (physiological) temperature goes below -10°C or above 25°C .

In these policy documents it is determined in which manner one should act during a too high or too low outside temperature. In the case of the physiological temperature rising above 25°C , the children from the baby group Yellow sleep in their own bedroom. Should there not be enough sleeping places available here, the bedroom from the vertical group Green provides the solution. In such cases the older children (age not specified) can sleep in the group space from group Green or Blue, on a mattress.

The supervisor notices that during the inspection visit of 13 August 2019 the teachers from group Yellow have too declared to have used both bedrooms. This however still led to issues on those days during which the groups were full, which led to them making use of earlier mentioned solutions such as travel cots and the play mat. The supervisor has insufficient trust in that in practice the described measures will lead to sufficiently separate bedrooms which are adjusted to the children during temperatures above 25°C .

In the case of low physiological temperatures from -10°C , several of the outdoor beds are put in the atelier and the door is slid open. During these situations the work method as is applied during higher temperatures is applied and both the bedrooms from Yellow and Green are used for the youngest children. It is not specified how many outdoor beds shall be put inside.

During the inspection visit in the context of the restoration offer (dated 17 September 2019), the supervisor has spoken with teachers about this work method and how sleeping on warm days was dealt with during the restoration term. A teacher states that many children were on holiday and therefore they experienced no issues with a lack in sleep places in the period 16 August up until and including 17 September 2019. Another teacher states that last year in the winter 4 outdoor beds were placed in the atelier during the extreme cold. However, the teacher does state that the solution does not really work in practice. The beds are large and heavy, and riding them back and forth cost a lot of time and manpower at the time. Moreover, this solution only realises a maximum of only four more inside sleep spaces, which leads to a total of twelve indoor beds being available (without counting the evacuation bed) for the day care of at least twelve children in the baby group and the children up until the age of 1,5 from the vertical group, of which the group size consists of maximum sixteen children.

As practice has shown during the current inspection visit, the amount of beds that are available inside is insufficient to provide a properly adjusted and separate sleep space. The measures that have been brought forward by the holder do not lead to a sufficient solution in moments that both core groups are filled to capacity and in situations of extreme weather conditions. The violation has been insufficiently resolved within the restoration term.

Based on the above it has been concluded that after the restoration offer the following requirement(s) has/have not been met:

- A children's centre has a separate sleeping room suited to the number of children present available for children up to the age of one and a half. (Art. 1.50 section 1 section 2 sub 9 sub h Wet kinderopvang; art. 10 section 4 Besluit kwaliteit kinderopvang).

Used sources

- Inspection;
- Inspection visit after restoration offer, dated 17 September 2019;
- Conversations with the teachers and team leader;
- Yearly inspection report, dated 16 February 2012;
- Yearly inspection report, dated 8 April 2013;
- Restoration offer, dated 28 August 2019;
- Organisation conversation, dated 26 August 2019.

Parental rights

Information

The holder informs the parents and anyone asking about the policy to be applied through the digital platform 'Speak-app'. The holder informs parents and staff about the inspection report through the website www.hestiakinderopvang.nl.

Complaints and disputes

The holder is attached to the Geschillencommissie Kinderopvang. Additionally, the holder has created a complaints procedure.

For 2018 a yearly complaints report has been written for Hestia Rivierenbuurt by the holder. In this report, both the complaints for the afterschool care and the day care, located at the same address, are described. From the descriptions of the complaints it does not become clear for all complaints whether they were filed with the day care or the afterschool care.

Furthermore, the holder has not submitted the complaints report with the supervisor before 1 June 2019. The supervisor has received the complaints report on 6 August 2019 in the context of an additional investigation performed at the afterschool care Hestia Rivierenbuurt B.V. Additionally, the yearly report of 2018 has not been posted on the website of the holder, meaning parents are unable to consult it. Only the complaints reports of 2017 are to be found on the website.

Restoration offer

The holder has been allowed to restore the observed violations. The holder has taken up this offer and has drafted an adjusted version of the yearly complaints report. Herein the complaints are listed and described per children's centre which meets the qualitative requirement. The holder must ensure that the complaints report for the year is submitted with the supervisor on a yearly basis before 1 June of the following calendar year.

The holder must ensure that, if so required due to the fact that complaints have been filed with the holder in the relevant year, the holder of a children's centre submits the yearly complaints report with the supervisor before 1 June of the following calendar year. Simultaneously the holder must inform the parents of the report in a suitable manner.

Based on the above it has been concluded that after the restoration offer, the following requirement(s) has/have been met:

- The holder of a children's centre ensures that, should a yearly complaints report is necessary due to complaints having been filed, a yearly report is drafted over each calendar year and submitted before 1 June. The yearly report contains at least:
 - A brief description of the complaints procedure;
 - Information regarding how the parents are informed of the complaints procedure;
 - The amount and nature of complaints dealt with per location;
 - The purport of the assessments and the nature of the measures put into place;
 - The amount and nature of complaints dealt with by the dispute commission, regarding parents or the parent committee.

The yearly report is not traceable to natural persons unless it concerns the holder, and does not contain address details, except for a children's centre which is located at the home address of the holder who is a natural person. (Art. 1.57b lid 2 sub e sub f lid 5 lid 6 lid 9 art. 1.57c Wet kinderopvang.)

- If so required due to the fact that complaints have been filed with the holder in the relevant year, the holder of a children's centre submits the yearly complaints report with the supervisor before 1 June of the following calendar year and simultaneously informs the parents of the report in a suitable manner. (art. 1.57b section 4 section 8 section 9 Wet kinderopvang.)

Used sources

- Inspection;
- Conversations with teachers and the team leader;
- Restoration offer, dated 28 August 2019;
- Organisation conversation, dated 26 August 2019;
- Website of the holder (www.hestiakinderopvang.nl), consulted on 14 August and 17 September 2019;
- Complaints report 2018 RB, already in the possession of the GGD;
- Complaints policy Hestia, already in the possession of the GGD;
- Complaints report adjusted new format 2018, received on 16 August 2019;
- Landelijk Register Kinderopvang, consulted on 14 August 2019.

Inspection Items

Pedagogical climate

Pedagogical policy

- The children's centre has a pedagogical policy plan. The holder of a children's centre ensures the daily routine in the day care follows the pedagogical policy plan.
- The pedagogical policy plan contains at the very least a concrete description of the manner in which the aspects of responsible day care are interpreted, as meant in article 2 of the Besluit kwaliteit Kinderopvang.
- The pedagogical policy plan contains at the very least a concrete description of the manner in which the mentor discusses on a periodical basis the collected information regarding the child's development with the parents and the manner in which the parents and the child are informed about which teacher shall be the child's mentor.
- The pedagogical policy plan contains at the very least a concrete description of the work method, maximum size and age composition of the base groups.
- The pedagogical policy plan contains, if relevant, a concrete description of the nature and organisation of the activities during which the children can leave the base group.
- The pedagogical policy plan contains, if relevant, a concrete description of the policy regarding making use of day care during extra half days.
- The pedagogical policy plan contains, if relevant, a concrete description of the tasks which teachers in training, interns and volunteers in the day care can perform and the manner in which they are supported in this.

Pedagogical practice

- With regards to offering responsible day care, the holder of a children's centre is responsible for ensuring that, taking into account the developmental phase in which the children find themselves:
 - a. Children are approached in a sensitive and responsive manner, respect for the autonomy of the children is shown, limits are placed on and structure is offered for their behaviour, in order for children to feel emotionally safe and secure;
 - b. Children are challenged in a playful manner to develop their motor, cognitive, lingual and creative skills, in order for the children to be able to function in an increasingly independent manner in a continually changing environment;
 - c. Children are guided in their interactions, during which they are taught social knowledge and skills in a playful manner, in order to allow children to build and maintain increasingly independent relationships with others;
 - d. Children are stimulated to be introduced in an open manner to the generally accepted values and norms within society, based on a respectful approach to others and active participation in society.

Staff and groups

Police clearance statement and personenregister kinderopvang

- People who must be in possession of a police clearance statement are:
 - a. the holder or intended holder of a children's centre;

- b. people who, based on a contract with the holder or an employment agency, will be present and/or working during day care hours at the location where the holder exploits a day care centre and where children are being cared for;
- c. the people who, based on a different agreement with the holder or an employment agency, will be present and/or working during day care hours at the location where the holder exploits a day care centre and where children are being cared for;
- d. the people who have or will have access to the information about the children attending the day care based on the function they hold;
- e. the people who are 18 years of age or older who live at the address on which the location is established, are or will be present during day care hours at a day care centre located at a home address.

As far as it concerns natural people, everyone meant in section a-e must be registered in the Personenregister Kinderopvang.

- The holder of a children's centre is responsible for connecting those listed in article 1.50 third section of the Wet, including the holder him/herself.
- After enrolling a person who falls under those listed in article 1.50 third section of the Wet in the Personenregister Kinderopvang, and after this person has been connected to the holder in this register, the person can start his/her work activities.

Educational requirements

- Employees are in the possession of a suitable diploma, such as is included in the most recent cao Kinderopvang and cao Sociaal Werk.
- Pedagogical policy employees have followed an education suitable for the work activities, such as is included in the most recent cao Kinderopvang and cao Sociaal Werk.

Number of professionals and requirements with regards to the deployment of professionals in training and interns

- The holder of a children's centre employs sufficient professionals for the amount of the children that are cared for, provided that:
 - The ratio between the minimum number of teachers to be deployed and the amount of present children in the core group is determined based on table 1 in annex 1, component a of the Besluit kwaliteit kinderopvang and the accompanying counting rules;
 - In the case children leave a core group for an activity as described in the pedagogical policy plan, this does not lead to a decrease of the total amount of minimum professionals to be deployed on the group or, should the activity take place outside of the children's centre, with regards to the situation directly preceding the activity;
 - In deviation hereof less teachers can be deployed during times mentioned in the pedagogical policy plan, with a maximum of three hours.
- The deployment of teachers in training and interns happens in accordance with the requirements included in the most recently started cao Kinderopvang and cao Sociaal werk, provided that during the day care a maximum of one third of the total minimum amount of teachers to be deployed at the children's centre consists of teachers in training or interns. The minimum number of teachers to be deployed at the children's

centre is formed by the sum of the minimum number of teachers to be deployed in separate core groups based on article 7 of the Besluit kwaliteit kinderopvang. When determining the deployment of the teachers in training and interns, the current educational phase they find themselves in must be taken into account.

Deployment of pedagogical policy employees

- The holder has determined the minimum amount of hours during which the pedagogical policy employee must be employed on a yearly basis, determined based on the calculation rules in the Besluit.

Stability of care for children

- Day care takes place in core groups. A child is assigned to one core group. The maximum group size is determined based on table 1 in annex 1, component a of the Besluit kwaliteit kinderopvang.
- The holder of a children's centre informs the parents and the child which core group the child belongs to and which teacher or teachers on which day have been assigned to the relevant core group.
- Every child is assigned a mentor. The mentor is a teacher of the child and discusses, if desirable, the development of the child with the parents on a periodic base. Additionally, the mentor is the contact person for the parents and the child regarding questions about the development and wellbeing of the child.

Use of the prescribed working language

- The Dutch language is used as main language. When, alongside Dutch, the Frisian language or a different regional language is still actively used, the Frisian language or regional language can be used as an additional main language.

OR

Alongside the Dutch main language, an additional main language is used, because the background of the children in specific circumstances necessitates this, in accordance with a code of conduct drafted by the holder of the children's centre.

Safety and health

Safety and health policy

- The holder of a children's centre has created a policy for each children's centre which leads to the safety and health of the children to be cared for to be safeguarded as much as possible. The holder ensures that the teachers at the afterschool care work according to the safety and health policy.
- The safety and health policy contains a concrete description of the manner in which the holder of a children's centre ensures that the safety and health policy is a continuous process of creating, implementing, evaluating and actualising policy, which is done in cooperation with the employees.
- The safety and health policy contains a concrete description of the risks that come with running a child care for the relevant children's centre, and in-depth discussions are given of at least: - the main risks with severe consequences for the safety of children; - the main risks with severe consequences for the health of children; - the

risk on transgressional behaviour by teachers, teachers in training, interns, volunteers, other adults present and children.

- The safety- and health policy contains a plan of action in which it has been described in a detailed manner which measures have or will be taken during which time period, in order to prevent these main risks with severe consequences regarding safety, health and the risk of transgressional behaviour , as well as the work method should these risks crystallise.

With regards to the measures focused on limiting the risk on transgressional behaviour, the holder of a children's centre describes at the very least the manner in which he organises the day care in such a way that a teacher, teacher in training or intern can only perform the work tasks while he can be seen or heard by another adult.

- The safety- and health policy contains a general description of the manner in which children are taught to deal with risks of which the consequences for the safety and health of the children are limited and which are therefore not classed as main risks with great consequences regarding safety and health and risk of undesirable behaviour.
- The safety and health policy contains a concrete description of the manner in which the holder of a children's centre ensures that the current safety and health policy and its evaluations are transparent to teachers, teachers in trainings, interns, volunteers and parents.
- The safety and health policy contains, if relevant, a concrete description of the manner in which the back-up has been arranged, should there be only one teacher present in the children's centre due to the teacher-child ratio or the deviation of the deployment of the minimum number of teachers based on the teacher-child ratio.

Reporting code domestic violence and children's abuse

- The holder of a children's centre drafts a reporting code for the staff, in which is explained step-by-step how signals of domestic violence or child abuse must be treated and which reasonably contributes to support being offered as quickly and adequately as possible. The reporting code drafted by the holder for the staff contains at least the following elements:
 - f. A roadmap, including a description of the steps to be taken by the staff when dealing with signals of domestic violence or child abuse;
 - g. An assessment framework based on which the staff weighs the risk on, nature and severity of the domestic violence or child abuse, and which allows the staff to assess whether it concerns such severe domestic violence or child abuse, or a suspicion thereof, that a report is needed;
 - h. An allocation of responsibilities amongst the relevant staff members with regards to the steps in the roadmap, including stating the position of the one who has the final responsibility regarding the decision of whether or not to report;
 - i. If applicable, specific attention for special forms of violence, which necessitates special knowledge and skills of the staff;
 - j. Specific attention to the manner in which staff treats data of which they know or must at least reasonably suspect the confidential content.
- The reporting code roadmap drafted by the holder of a children's centre contains at least the following steps:
 - a. Mapping out the signals of domestic violence or child abuse;

- b. Collegial consultation and if necessary the consultations with the advice- and reporting point domestic violence and child abuse (Veilig Thuis) or an expert regarding injury interpretation;
- c. A conversation with the parents and, if possible, the child;
- d. The application of the assessment framework, meant in the first section, element b;
- e. The decision regarding:
 - Reporting, and;
 - Employing the necessary support.
- The holder fosters the knowledge about and the use of the reporting code.

Accommodation

Spatial requirements

- The in- and outside spaces where children reside during the duration of time they are cared for are safe, accessible and set up in a fitting manner, in accordance with the amount and age of the children to be cared for.
- A children's centre has a separate sleeping room suited to the number of children present available for children up to the age of one and a half.

Parental rights

Information

- The holder of a children's centre informs the parents and anyone who requests as such about the to be implemented policy as is described in article 1.48d up until and including 1.57d of the law.
- The holder of a children's centre informs the parents and the staff of the inspection report by placing it on an easily findable place on the website as soon as possible after receipt. Should there be no website available, the holder makes a copy of the inspection report available at an easily accessible place for parents and staff.

Complaints and disputes

- The holder of a children's centre arranges a procedure that takes care of the dealing with complaints regarding:
 - A behavioural issue of the holder or a person working for the holder towards a parent or a child;
 - The contract between the holder and the parent.
- The holder of a children's centre ensures that, should a yearly complaints report is necessary due to complaints having been filed, a yearly report is drafted over each calendar year and submitted before 1 June. The yearly report contains at least:
 - A brief description of the complaints procedure;
 - Information regarding how the parents are informed of the complaints procedure;
 - The amount and nature of complaints dealt with per location;
 - The purport of the assessments and the nature of the measures put into place;
 - The amount and nature of complaints dealt with by the dispute commission, regarding parents or the parent committee.

The yearly report is not traceable to natural persons unless it concerns the holder, and does not contain address details, except for a children's centre which is located at the home address of the holder who is a natural person.

- If so required due to the fact that complaints have been filed with the holder in the relevant year, the holder of a children's centre submits the yearly complaints report with the supervisor before 1 June of the following calendar year and simultaneously informs the parents of the report in a suitable manner.
- The holder of a children's centre is attached to the Geschillencommissie Kinderopvang for dealing with:
 - a. Disputes between holder and parent regarding:
 - A behavioural issue of the holder or a person working for the holder towards a parent or a child;
 - The contract between the holder and the parent.
 - b. Disputes between holder and parent advisory committee regarding the implementation and execution of the Wettelijk adviesrecht.

Data Organisation

Opvanggegevens

| | | |
|--------------------------------------|---|-------------------------------------|
| Naam voorziening | : Hestia Rivierenbuurt B.V. | (Name organisation) |
| KvK-vestigingsnummer | : 000020595603 | (Chamber of commerce number) |
| Website | : http://www.hestiakinderopvang.nl | |
| Aantal kindplaatsen | : 60 | (Number of child places) |
| Gesubsidieerde voorschoolse educatie | : Nee | (Subsidised preschool education-No) |

Gegevens houder

| | | |
|--------------------|-----------------------------|------------------------------|
| Naam houder | : Hestia Rivierenbuurt B.V. | (Name holder) |
| Adres houder | : Postbus 16 | (Address holder) |
| postcode en plaats | : 1120 AA Landsmeer | (Postal code and residence) |
| KvK-nummer | : 50177753 | (Chamber of commerce number) |

Data Supervision

Gegevens toezichthouder (GGD)

| | | |
|---------------------------|--|--|
| Naam GGD | : GGD Amsterdam Inspectie kinderopvang | Data supervisor (GGD) (Name GGD) |
| Postadres | : Postbus 2200 | (Address) |
| Postcode en plaats | : 1000 CE AMSTERDAM | (Postal code and residence) |
| Telefoonnummer | : 020 555 55 75 | (Telephone number) |
| Onderzoek uitgevoerd door | : Mw. N.L.J.M. Kemble, MSc. | (Inspection performed by) |

Gegevens opdrachtgever (gemeente)

| | | |
|--------------------|----------------------|--|
| Naam | : Gemeente Amsterdam | (Data organisation ordering inspection) (Name: Municipality Amsterdam) |
| Postadres | : Amstel 1 | (Address) |
| Postcode en plaats | : 1011 PN AMSTERDAM | (Postal code and residence) |

Planning

| | | |
|--|--------------|---|
| Datum inspectiebezoek | : 13-08-2019 | (Planning) (Date inspection) |
| Opstellen concept inspectierapport | : 20-09-2019 | (Drafting concept inspection report) |
| Zienswijze houder | : 09-10-2019 | (Point of view of the holder) |
| Vaststellen inspectierapport | : 09-10-2019 | (Confirmation inspection report) |
| Verzenden inspectierapport naar houder en oudercommissie | : 09-10-2019 | (Forwarding inspection report to holder and parent committee) |
| Verzenden inspectierapport naar gemeente | : 09-10-2019 | (Forwarding inspection report to municipality) |
| Openbaar maken inspectierapport | : | (Inspection report made public) |