

Kita Noor

Pedagogical concept



Kita Noor

"A place where children's eyes light up"

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1. Introduction	3
1.1 Basic attitude	3
1.2 Guiding principles and values	3
1.3 Meaning and purpose of the concept	4
1.4 Notes to the reader	4
2. Viewing / Registration / Settling-in	5
2.1 Sightseeing	5
2.2 Registration	5
2.3 Settling in	5,6 & 7
3. Group structure / Group size / cross-group children's groups	7
3.1 Group structure	7 & 8
3.2 Group size	8
3.3 Cross-group children's groups	8 & 9
Daily Schedule / Drop & Pickup Times	9 & 10
5. Parenting style	11
Rituals & Transitions	11 & 12
6.1 Ritual	11
6.2 Transitions	11 & 12
7. Offers	12 & 13
7.1 Kinderyoga	12
7.2 Waldtage	12
7.3 Children's gymnastics	13
Room Conditions & Educational Spaces	13,14,15
8.1 Room for movement	13
8.2 Oasis of peace	14
8.3 Studio / Creative Room	14
8.4 Construction Space	14 & 15
8.5 Role-play area	15
9. Free Play / Guided Activities	15 & 16
9.1 Free play and its meaning	15 & 16
9.2 Guided activities and their importance	16
Free Food & Meals	16 & 17
10.1 Free food and its importance	16
10.2 Meals at Kita Noor	16 & 17
11. Care situation	17 & 18
11.1 Care situation and its significance	17
11.2 Care situation in the Noor daycare center	17 & 18
Needs and developmental tasks of infants and children with disabilities	18,19,20 & 21
12.1 Needs & Developmental Tasks of Infants	19
12.2 Your Role as a Caregiver	19
12.3 Important aspects in the Noor crèche	19 & 20
12.4 Needs & developmental tasks of impaired children and the role of the FaBe	20
12.5 Pedagogical Goal: Inclusion & Growing Up Together	20 & 21
13. Dealing with developmental difficulties and conflicts	21 & 22
13.1 Dealing with developmental difficulties	21
13.2 Dealing with conflicts	21 & 22
14. Observations / Documentation	22
15. Cooperation with parents	22 & 23
16. Teamwork	23
17. Participation	24
17.1 Importance of participation	24
17.2 Implementation in the Noor daycare center	24
17.3 The role of the FaBe	24
18. Gender	24 & 25
18.1 The Importance of Gender	24
18.2 Implementation in the Noor daycare center	24
18.3 The role of the FaBe	24 & 25
19. Multicultural work	25
19.1 The importance of multicultural work	25
19.2 Implementation in the Noor daycare center	25
19.3 The role of FaBe	25
20. Conclusion	25

1. INTRODUCTION

1.1. ATTITUDE

At the Noor daycare center, children of different ages and backgrounds spend their daily lives with us caregivers during the absence of their parents. Living together is diverse and requires the caregivers to consciously deal with their own values and goals. The basis for our pedagogical action is an image of the human being, which sensitizes us to perceive and respect the individual potential and personality of the child. Our daycare center is a place where we want to make children's eyes light up. Children only have one childhood and we want to make it unforgettable for them. We believe that every child has a unique glow within them, an inner joy, curiosity and enthusiasm that we will gently support, promote and accompany. Our goal is to provide children with an environment where they can feel safe, secure and, above all, free to discover the world full of wonder and joy with their shining eyes.

1.2. GUIDING PRINCIPLES & VALUES

Shining through security

In our daycare center, the children experience security, security and a feeling of home. Each child is perceived, respected and valued as an individual personality. On this basis, trust, openness and stable relationships develop. Through loving support and individual attention, we create an atmosphere in which children feel safe, can develop and their inner glow becomes visible.

Shining through curiosity

Children are naturally curious and willing to learn. In our daycare center, we pick up on this curiosity and promote it in a targeted manner by providing stimulating rooms, a wide range of materials and age-appropriate offers. These invite you to discover, experiment, marvel and play creatively. Through projects and playful learning, the children experience the world with all their senses. These should be experiences that arouse their interest and make their eyes light up.

Luminaires in community

Our daycare center is a place of encounter, togetherness and community. In a structured, respectful and warm environment, the children learn to be there for each other, to be considerate and to support each other. They gain their first experience in friendship, cohesion and self-confidence and experience how enriching growing together can be. This creates a sense of community that makes the sparkle of children's eyes visible.

Luminaires for the future

Each child carries its own light for the future. In our daycare center, we accompany the children in their holistic development and support them in their individual strengths and challenges. With trust, encouragement and appreciation, we prepare them to find their own way, to walk confidently and to carry their light out into the world.

1.3. MEANING AND PURPOSE OF OUR CONCEPT

The achievement of common goals requires that they are worked out together in the team, clearly defined and supported by everyone. Each team member should identify with the goals and be motivated to participate in their implementation. A common pedagogical attitude as well as clear agreements on working methods, methods and processes form the basis for this. The daily work with the children is regularly reflected, discussed in the team and further developed through an open, appreciative exchange and constructive feedback. In this way, we create the basis for high-quality pedagogical work that is oriented towards the needs of the children.

This concept makes our pedagogical goals and working methods transparent for parents, authorities and other interested parties and at the same time serves the team as a binding orientation for everyday life. In line with our motto *"A place where children's eyes light up"*, we want to create a space where children feel safe, seen and accepted and can develop with joy.

1.4. NOTES TO THE READER

The pedagogical everyday life in our daycare center is diverse and lively. In order to do justice to this, the present concept deliberately sets priorities. It is not intended as a complete description of all aspects of daily work, but as a guide to the central pedagogical issues that shape our actions. The selected content gives the reader an insight into our attitude, our way of working and our pedagogical understanding. They show how we can implement our motto *"A place where children's eyes light up"* and how we implement our values in everyday life with the children and fill them with life. The following chapters deal with those topics that are of particular importance for the quality of our pedagogical work.

- Viewing / Registration & Settling-in
- Group structure / group size & cross-group children's groups
- Daily itinerary including drop off and pick-up times
- Our parenting style
- Rituals & Transitions
- Special offers (yoga, forest day & gymnastics)
- Room conditions & educational spaces (movement, rest phase, creativity, development areas, spending time outdoors)
- Free Play & Guided Activities and Their Meaning
- Nutrition / eating situation
- Care situation
- Integration of infants and children with special needs into the children's group (developmental tasks)
- Dealing with Developmental Difficulties & Dealing with Conflicts
- Observations / documentations of the children
- Cooperation with parents
- Teamwork
- Participation
- Gender issues
- Multicultural work

2. VIEWING / REGISTRATION & SETTLING-IN

2.1. INSPECTION

A tour of our daycare center should give you as parents a non-binding first impression of the premises and first and foremost of our concept. If parents are interested in a crèche place in one of our daycare centres, they can easily contact the operations or daycare centre management at the e-mail address of the location. The company or crèche management will then contact you with some suggested dates during the crèche day. On the viewing date, the families are given an insight into crèche life, while at the same time a tour of the premises takes place. After the tour of the room, there will be a discussion in which we will give the families an understanding of our regulations and discuss open questions from the parents directly on site. The documents from the interview are for the parents and are welcome to take home.

2.2. REGISTRATION

After the viewing appointment and if you are still interested in a crèche place at Kita Noor, registration is made by means of a structured registration form, which is sent by e-mail. The completed form will be sent to the affected location by post or sent to the affected location by e-mail. The management of the company or crèche then checks the group capacities and the occupancy lists and then creates the care contract and the associated invoices for

the families, which are returned to the family in a timely manner. After signing the contract of both parties, the daycare place for the care of the child(ren) is secured.

2.3. SETTLING IN

Approx. 1-1.5 months before the child arrives, the company or crèche management contacts the family by e-mail regarding the settling-in phase. There is an internal settling-in model, which is intended to serve as an orientation aid for parents so that they can organize themselves at an early stage. Every child is seen as an individual at Kita Noor and therefore the settling-in process is adapted to the needs of the child and the family.

The settling-in period is therefore carried out before the date of entry. It is a great challenge for children to adapt to a new environment and to build a new relationship with strangers. They need the help and support of their parents.

The basic goal of settling-in is to build a sustainable relationship between educator and child during the presence of the parents. This relationship should have attachment-like characteristics and offer the child security. The feeling of security through a good relationship with the kindergarten teacher is the basis for a healthy start of the child in its new phase of life. In addition, the child as well as the parents should get to know the institution with all its processes, rules, rituals, its people and rooms in peace. For the parents, the settling-in period offers a special form of insight into the institution, and forms the basis for the educational partnership.

Settling-in guide

Date:	Day:	Time:	Background:	Separation time:
<i>Example</i>	Day 1	10:00-11:00 a.m.	<ul style="list-style-type: none"> Initial conversation, exchange of information Writing down peculiarities, etc. Get to know each other 	None
<i>Example</i>	Day 2	10.00-11.00 a.m.	<ul style="list-style-type: none"> Contacting the child through games Getting to know the kindergarten teacher-child and parents together Discuss open questions, build trust. 	None
<i>Example</i>	Day 3	10.00-11.15 a.m.	<ul style="list-style-type: none"> Keeping in touch Communication & play with the child Build trust first short separation attempt 	15 minutes to install
<i>Example</i>	Day 4	10.00-11.30 a.m.	<ul style="list-style-type: none"> Keeping in touch Communication & Play with the Child Build trust Second separation attempt If the child is interested, offer lunch together 	Install for 15-30 minutes

<i>Example</i>	Day 5	10.00 a.m. - 12.00 p.m.	<ul style="list-style-type: none"> • Further building of the bond including games and getting to know children • Designing a joint lunch situation 	30 minutes to 1h installation
<i>Example</i>	Day 6	10.00 a.m. - 12.00 p.m.	<ul style="list-style-type: none"> • Further building the bond, creating a range of games and getting to know children • Create a common lunch situation (same as day 5, because often the weekend is in between). 	30 minutes to 1h installation
<i>Example</i>	Day 7	10.00 a.m. - 1.00 p.m.	<ul style="list-style-type: none"> • Involve another caregiver to establish contact • Providing support and constant support in everyday kitting • Lunch together / First nap - Afternoon rest attempt 	2 – 2.5h installation
<i>Example</i>	Day 8	10.00 a.m. - 2.00 p.m.	<ul style="list-style-type: none"> • Strengthen bond and build trust • Lunch together & sleep-rest situation 	3.5-3.75
Example	Day 9	9.45 a.m. - 3.00 p.m.	<ul style="list-style-type: none"> • Strengthen bond and build trust • Lunch together & sleep-rest situation • create a shared outdoor experience 	Transfer to the child's "Preferred" room. 5h installation
Example	Day 10	9.30 a.m. - 4.00 p.m.	<ul style="list-style-type: none"> • Full crèche day accompanied by the caregiver (s). 	Direct separation in the cloakroom. 6.25h installation

GROUP STRUCTURE, GROUP SIZE & OPEN CHILDREN'S GROUP

3.1. GROUP STRUCTURE

The group structure forms a central basis for everyday pedagogical life in our daycare center. It creates orientation, security and reliability for the children and supports them in building stable relationships. Especially in early childhood, a manageable and clearly structured group composition is important in order to convey a sense of security to the children and to mindfully accompany individual development processes.

During the settling-in period and shortly afterwards, the children have fixed caregivers who give them security and build trust. The goal, however, is for the children to get to know all the professionals in the groups in the further course and to feel equally comfortable with all of them. This ensures that there is no discomfort in the event of staff absences and that the children receive reliable support at all times.

Our groups are made up of people of all ages and interests, so that children can learn from each other, support each other and experience different perspectives. The rooms are open and accessible to all children to enable self-determined play, discovery and learning. In addition, we offer targeted accompaniment and support for children with special needs, such as Down syndrome or autism. In this way, we ensure inclusion and ensure that every child, regardless of their abilities, can participate in the day-to-day life of the daycare center.

Our pedagogical specialists play a central role within the group structure. They ensure reliability, observe the children attentively and promote the individual development of each child and perceive the children's signals at all times in order to recognize under- or over-demanding. Our support creates stable reference systems that are intended to enable opportunities for retreat, community experiences and individual support in equal measure. Regular exchange and reflection in the team help us to continuously adapt the group structure to the needs of the children and to offer and guarantee a safe, developmental and appreciative environment for all children to be cared for.

3.2. GROUP SIZE

The size of the group plays a central role in the quality of care and the individual support of the children. In our daycare center, children from 3 months to kindergarten or kindergarten are cared for. school entry. However, the prerequisite for the care of kindergarten children is that the children have already attended our daycare center at nursery age. Externally supervised kindergarten children are not admitted to the Noor daycare center. Through manageable group sizes, we can ensure personal, individual support and promote a close bond between children and us professionals.

Our rooms are open and flexible so that the children can move freely, use different play and experience areas and take advantage of age-appropriate offers. Our open space concept supports self-determined play, encourages social interactions, and allows children to express their curiosity and creativity.

The childcare capacity of our daycare center is a total of 36 weighted crèche places. We specialists make sure that every child receives sufficient attention, attention and support despite the size of the group. Through a good balance between cross-group community activities, small group offers and individual retreats, we ensure that the needs of all children can be taken into account at all times.

3.3. CROSS-GROUP CHILDREN'S GROUP

Working across groups is an important part of our pedagogical concept and complements the care in fixed groups of children in the morning.

In the morning, the children are cared for in constant, fixed groups. This stable group affiliation offers orientation, security and reliable relationships with the caregivers as well as with the other children. The fixed structure supports the children in building trust, feeling a sense of belonging and learning and developing within a manageable framework.

In the afternoon, we deliberately open the groups and enable cross-group work. The children now have the opportunity to move freely in the different rooms, to make contact with children from other groups and to pursue their individual interests. The rooms are designed as functional spaces that cover different areas of education and experience, such as movement, creative design or role play.

By working across groups, the children expand their range of experience and learn to orient themselves in new group constellations. They strengthen their independence, their decision-making skills and their social and emotional skills. At the same time, their curiosity is encouraged and they receive a variety of suggestions for their self-determined learning.

The pedagogical specialists accompany the children attentively and support them in their individual learning and development processes. Through targeted observations, they pick up on the interests and needs of the children and design appropriate offers. Clear structures and agreements ensure that the children feel safe and well oriented even in the open phase.

The interplay of fixed groups in the morning and cross-group work in the afternoon creates a good balance between structure and openness. In this way, the children experience stability and security as well as freedom to co-create, develop and participate in everyday life at the daycare centre.

3.4.CARE FOR KINDERGARTEN CHILDREN

The care of kindergarten children at Kita Noor is aimed exclusively at children who have already attended our facility before entering kindergarten. This ensures continuity by building on existing relationships, familiar structures and individual developmental trajectories. External kindergarten children are not admitted. This regulation serves to ensure the stability of the children's group and to ensure the pedagogical quality.

The care is complementary to the kindergarten routine and is oriented towards the changed needs of the children. After a structured kindergarten day, they need both opportunities for relaxation and targeted suggestions to further develop their level of development.

In order to prevent underchallenge and boredom, we offer the kindergarten children age-appropriate and challenging activities. These include, for example, project-oriented offers, creative design, role plays, as well as targeted tasks to promote independence, the assumption of responsibility and social skills. The children also receive more co-determination in everyday life through the Ämtliplan and the transfer of responsibilities and are actively involved in decision-making processes.

The pedagogical specialists continuously observe the children and design the offers according to their interests, abilities and stage of development. The aim is to strengthen the children's self-efficacy and give them space for independent learning and discovery.

The path between kindergarten and daycare is the responsibility of the parents. We attach great importance to ensuring that the children are well accompanied and allowed to experience this transition safely. Reliable organisation by the parents forms the basis for the children to be able to arrive relaxed and well in everyday life at the daycare centre. If necessary, we are of course available to support and advise families.

DAILY SCHEDULE / DROP OFF & PICK-UP TIMES

The Noor crèche is open from Monday to Friday from 07:00-18:30. In our daycare center, we offer a so-called "golden Saturday", where parents can also register their children for care. (Oerlikon the first Saturday of the month from 07:30-12:00)

Time	Action / Activity / Offer
07:00-09:00	<ul style="list-style-type: none"> • First delivery time. The children may be brought to the daycare center by their parents during this time. The children are received by the kindergarten teacher and parents during the door-to-door conversation and important information is forwarded.
08:00-09:00 a.m.	<ul style="list-style-type: none"> • During this time, Kita Noor offers breakfast to the children. This is visible to everyone on the menu plan on the parent information wall. • Children who have already eaten at home, do not want to eat or have already finished eating are allowed to go into free play during this time. • The children's group is divided into the different rooms depending on the number of children and their needs. • During this time, the children are changed for the first time in our everyday life.
09:00-09:45 a.m.	<ul style="list-style-type: none"> • The first joint ritual takes place. This ritual is called "the morning ritual": This is intended to provide the children with initial orientation at the beginning of the crèche day. On the basis of this ritual, the children are shown which children and educators are on the groups today.

	<ul style="list-style-type: none"> • During this time, a daily report is made to the specialist staff. Important information about the children and the daily routine will be discussed and forwarded in this report.
09:45-10:45 a.m.	<ul style="list-style-type: none"> • During this time, the children are divided according to their needs. • There are guided activities in different areas such as; cognition, creativity, language, motor skills, etc. take place. • During this time, one or the other group of children goes on walks, playgrounds or excursions. • During this time, one of the educators prepares the balanced lunch for the entire daycare center.
10:45-11:15 a.m.	<ul style="list-style-type: none"> • Another ritual is now taking place. There will be a "movement and singing circle". Here, language is playfully promoted and the children can move around again before lunch. • During this time, the children are changed for the second time in our everyday life. • If parents were unable to bring their children to the daycare center by 09:00 a.m., due to appointments, etc., the children may be brought back to the daycare center during this time. (Additional drop-off time)
11:15 a.m. - 12:00 p.m.	<ul style="list-style-type: none"> • During this time, lunch will take place together.
12:00-12:30 p.m.	<ul style="list-style-type: none"> • Now it's time to rest. The children go brushing their teeth with their caregivers and get their favorite things from home, which they have brought from home, from their box. • The next ritual takes place. The "sleep ritual" This is intended to provide the children with further guidance for everyday life. • Afternoon nap children are put to sleep by caregivers during this time. • Children who no longer take a nap can go into the rest phase in the "relaxation room" and look at picture books, listen to audio books or simply rest.
12:30-14:00	<ul style="list-style-type: none"> • It's nap time. The children take their afternoon nap or are in the relaxation room to recharge their batteries. • During this time, the kindergarten teachers do the upcoming household chores and take their breaks.
2:00-2:15 p.m.	<ul style="list-style-type: none"> • The awake children are changed and your favorite from home is tidied up in the place provided in front of it.
2:15-3:30 p.m.	<ul style="list-style-type: none"> • During this time, the children are divided according to their needs. • There are guided activities in different areas such as; cognition, creativity, language, motor skills, etc. take place. • During this time, one or the other group of children goes on walks, playgrounds or excursions.
3:30-4:00 p.m.	<ul style="list-style-type: none"> • During this time, the joint snack will take place.
4:00-4:30 p.m.	<ul style="list-style-type: none"> • There will be an activity circle. (movement circle, singing circle, finch salad etc.) • The children are changed.
4:30-6:30 p.m.	<ul style="list-style-type: none"> • The children's group will be divided into the different rooms for the free play according to your needs.

	<ul style="list-style-type: none"> • From 6:00 p.m., the groups will be merged and a quiet activity will be offered so that the day-to-day care routine will come to an end. • During this time, the kindergarten teachers take care of the upcoming household work and prepare the daycare center for the next day. (breakfast tray, cleanings, activity preparations, etc.) • The children will be picked up by their parents and the professional day handover will take place.
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5. PARENTING STYLE

Every person grows up in a society that is shaped by expectations, values and norms. In this environment, one's own identity develops, ideally on the basis of a healthy self-esteem. Society wants people who are self-confident, satisfied, willing to perform, flexible and creative and who meet life's challenges with commitment and social skills. At the same time, every person has basic needs for closeness, security, appreciation, recognition and meaning. A field of tension often arises between these requirements and needs. This area of tension is of particular importance for the pedagogical work in the daycare center. In early childhood, children are strongly oriented towards the reactions of their caregivers. They develop a fine sense of what behavior is perceived, supported or limited, and derive conclusions about themselves and their actions from this. During the time that the children spend in our daycare center, we are reliable caregivers. Our pedagogical actions are based on an encouraging parenting style that focuses on the individual strengths of the children. We treat the children with appreciation, take their feelings seriously and support them in making their own experiences, taking responsibility and developing confidence in their own abilities. By consciously reflecting on our behavior, we pay attention to the messages we convey to the children. The aim is to create an environment where children feel safe, accepted and encouraged. In this way, we lay the foundation for a positive self-perception and a stable self-esteem - and design our daycare center as a place where children's eyes light up.

RITUALS & TRANSITIONS

6.1. RITUALS

Rituals are an essential part of everyday life and often accompany us as a matter of course. They consist of recurring processes that provide security and strengthen well-being. For children, rituals play a particularly important role during their stay in the daycare center. They provide orientation, create reliability and promote a sense of belonging and security. In everyday life at the daycare center, children encounter both self-developed and jointly designed rituals. This includes, among other things, arriving and saying goodbye, greetings within the group or recurring routines throughout the day. These rituals help the children to cope with transitions and to find their way in everyday life.

At Kita Noor, we consciously accompany and design rituals. For example, we invite the children to a common morning ritual as soon as all the children in the group have arrived. In a circle, the children experience community, for example through a familiar song or stories of weekends or experiences. The design of the rituals is based on the needs, interests and feedback of the children. Our experiences in everyday life serve as an important basis for further developing and adapting the content.

6.2. TRANSITIONS

Transitions are part of the everyday life of young children and represent important developmental steps. Whether it is the change from home to daycare, transitions within the day or the transition to a new group, all these situations require adaptability, trust and orientation from the children. Transitions can be challenging, especially in early childhood and therefore need sensitive, reliable and child-friendly support.

In everyday life at the Noor crèche, we at the Noor crèche design transitions consciously, clearly structured and individually. Fixed rituals, recurring routines and reliable caregivers give the children security and orientation. Transitions such as arriving in the morning, alternating between play and rest phases, meals or picking up in the afternoon/evening are calmly accompanied and adapted to the pace of the children. In this way, the children experience transitions not as an interruption, but as a natural part of their day.

During the day-to-day crèche, we educators at Kita Noor attentively perceive the children's signals and react sensitively to their needs. We prepare transitions, accompany them linguistically and emotionally and give the children time to get involved in new situations. Through our reliable presence, our patience and appreciation, we create trust and strengthen the children in coping with transitions increasingly independently and safely. In this way, transitions in everyday crèche life become stabilizing moments that promote the well-being of the children without overwhelming them and retain their inner glow.

7. OFFERS

7.1. KINDERYOGA

Children's yoga is a valuable pedagogical method that supports children in their holistic development even at nursery age. Through playful movement exercises, breathing techniques and short relaxation phases, children learn to consciously perceive their bodies, strengthen their motor skills and develop an initial sense of balance, coordination and body awareness. In addition, children's yoga promotes emotional development. Children practice perceiving feelings, enduring periods of rest and concentrating. They learn to reduce tension and consciously control their own energy. At the same time, children's yoga supports social skills: children experience joint activities, pay attention to each other and practice consideration and cooperation.

As part of our encouraging parenting style, we use children's yoga once a week to strengthen the children's strengths, build self-confidence and give them a positive body and self-image. Children's yoga offers a protected space in which children playfully learn to take responsibility for themselves, to perceive boundaries and at the same time to experience security and belonging. The Noor daycare center offers children's yoga once a week. This is carried out on different days so that as many children as possible can benefit from this offer.

7.2. WALDTAGE

Regular forest days are an integral part of our pedagogical concept and offer the children a wide range of learning and experience opportunities. The Noor crèche offers a forest day once a week between spring and autumn, where the children spend an entire day in nature. The children's group eats and sleeps in nature, and there is also a guided activity that matches the surroundings.

Participation in the Forest Day depends on the individual stage of development of the child. In particular, the prerequisites are sufficient physical resilience, a certain degree of independence and the ability to orient oneself in the group and in the natural environment. In this way, we ensure that every child can experience the Forest Day safely, positively and according to their needs.

Spending time in nature supports physical development by allowing children to run, climb, balance and train their gross and fine motor skills. At the same time, they experience nature with all their senses and develop an early awareness of the environment, plants and animals.

Forest days also promote social and emotional development. Children learn to observe rules when playing together, to be considerate, to cooperate with each other and to solve conflicts in a natural way. The open, natural environment invites you to creative activities that stimulate the children's imagination.

Through the Forest Days, Kita Noor creates a framework in which children are encouraged in their entirety, feel safe and at the same time experience freedom and a thirst for discovery.

7.3. CHILDREN'S GYMNASTICS

Children's gymnastics in the gym enables the children to experience targeted movement in a prepared and safe environment. Different equipment and movement landscapes invite you to consciously experience your own body, try out movement sequences and further develop motor skills such as strength, coordination and balance. The Noor crèche offers this offer on Wednesday afternoons, as the schools do not use the gym on this day, as the students have the day off.

The clear structure of the gymnastics lesson offers the children orientation and reliability. At the same time, they are encouraged to engage individually with exercise offers, to perceive their own limits and to take on new challenges at their own pace. A sense of achievement strengthens self-confidence and the joy of movement. In joint gymnastics, the children experience community, practice consideration and learn to stick to agreements. During the gymnastics lessons, we educators take on the role of creating an offer for the children and supporting and strengthening them in coping with it.

7.4. FRIDAY IS MEETING DAY

On Fridays, the owner's daughter will be present as a visiting child and play, do handicrafts and dance together with the children. (2016 vintage) These moments are an expression of the family-like, open culture of Kita Noor, a place where community is lived and children are allowed to learn from each other. Supervision and pedagogical responsibility remain with the specialist staff at all times.

8. ROOM CONDITIONS AND EDUCATIONAL SPACES

Our guiding principle: *"A place where children's eyes light up"* – this claim runs through all our *educational* rooms. Each room is deliberately designed to support the children in their holistic development and to offer them a variety of learning and development opportunities.

8.1. MOVEMENT SPACE

Exercise is a fundamental need of children and plays a central role in early childhood development. Through movement, children actively engage with their environment, gain learning experiences and develop motor, cognitive, emotional and social skills. Early childhood education processes are closely linked to physical activity, as children combine perception, thinking and acting through movement. An exercise-friendly environment therefore forms an important basis for a healthy upbringing.

The exercise room is a central pedagogical condition in our daycare center and makes a significant contribution to the holistic development of the children. As a consciously designed functional room, it offers children the opportunity to pursue their natural urge to move in a safe and structured environment. The movement space complements the outdoor areas and ensures continuous movement promotion, especially in limited weather or space conditions.

Through a wide range of movement offers such as climbing, balancing, jumping, rolling as well as free play, gross and fine motor skills, body awareness and coordination are specifically promoted. In addition, the exercise room creates space for social learning. Joint movement and play activities promote the ability to cooperate, be considerate and the ability to negotiate and comply with rules. Exercise also supports the reduction of tension and contributes to a balanced group climate.

Our goal of the movement room is to offer the children an active space in which they can develop their motor skills, strengthen social skills and experience the joy of movement.

8.2. RUHEOASE – Snooze Room

Rest and retreat are just as important for children in everyday daycare as exercise and activity. In early childhood development, children need phases of relaxation to process experiences, regulate stimuli and stabilize their emotional balance. Different age groups and individual needs require differentiated opportunities for recreation.

The oasis of peace is a central pedagogical room condition in our daycare center and offers the children a conscious retreat away from the active group routine. As a separate, quietly designed functional room – independent of the bedroom – it enables especially those children who no longer take an afternoon nap due to their age to relax and unwind during lunchtime or during the day.

The room is clearly arranged, low-stimulus and child-friendly and creates an atmosphere of safety and security. In the oasis of peace, the children can do quiet activities, relax or retreat for a short time. This promotes self-regulation, emotional tension can be reduced and a balanced group climate is created.

Our goal of the oasis of peace is to offer the children a retreat where they can find peace, relax and strengthen their inner balance.

8.3. STUDIO – CREATIVE SPACE

Creative activity and creative expression are central learning processes in early childhood. Children develop their perception, imagination and fine motor skills through painting, handicrafts, design and experimentation. Creative activities also promote emotional expression, self-awareness and self-efficacy and contribute to holistic development.

Our studio is a central pedagogical space condition in our daycare center and offers the children a specially designed space in which they can develop creatively and experimentally. As a functional creative space, the studio allows the children to try out materials and techniques, develop their own projects and design creative processes independently or in groups.

The room is clearly arranged, age-appropriate and diversely equipped, so that children can use different forms of expression such as painting, drawing or handicrafts. The studio supports both individual and social learning: children exchange ideas, inspire each other and develop cooperation and communication skills. At the same time, fine motor skills, concentration and endurance are specifically promoted.

With the studio, our goal is to offer the children a stimulating space in which they can develop their creativity, implement artistic ideas and experience the joy of designing.

8.4. CONSTRUCTION SPACE

Constructive play such as building, constructing and stacking is also a central learning process in early childhood development. Children develop spatial thinking, problem-solving skills, creativity and fine motor skills. At the same time, constructive play promotes social skills, as children cooperate in building together, exchange ideas and develop solutions together. Constructive activities also support perseverance, concentration and self-efficacy.

Our construction room represents an educational room condition in our daycare center and offers the children a specially designed functional room in which they can develop their constructive skills. The room is clearly arranged, age-appropriate and variously equipped, so that children can experiment with different materials such as building blocks, plug-in systems, rails or construction sets.

Both individual and collective learning are encouraged in the construction room: children plan their own construction projects, try out solutions and exchange ideas while constructing together. In the process, they develop spatial awareness, problem-solving strategies, fine motor skills, concentration and endurance.

Our goal of the construction room is to offer the children a space in which they can build creatively, try out solutions and develop social skills.

8.5. ROLE-PLAY AREA

The importance of role-playing and symbolic play is also a central learning process in early childhood. Children deal with everyday situations, role models and social rules. By imitating, inventing and designing scenarios, they develop language skills, social behaviour, empathy, imagination and problem-solving skills. Role plays also promote emotional expression, self-awareness and self-efficacy and contribute to holistic development.

The role-play area is a central pedagogical space condition in our daycare center and offers the children a specially designed space in which they can act out scenarios from everyday life, invent their own stories and try out social roles. The room is age-appropriate, clearly arranged and versatile, so that children can create different play worlds, e.g. "household", "shop", "doctor's office" or fictitious fantasy worlds.

In the role-playing area, both individual and collective learning is encouraged: children take on roles, plan game activities, negotiate rules and cooperate with each other. Language, creativity, social skills and conflict resolution skills are developed in a targeted manner.

The aim of the role-playing area is to offer the children the space in which they can develop their imagination, try out social roles and create creative scenarios together.

9. FREE PLAY / GUIDED ACTIVITIES

9.1. FREE PLAY AND ITS MEANING

From an educational point of view, free play plays a central role in early childhood development. It represents a natural learning and development process in which children decide for themselves what, how and with whom they play. In doing so, they actively contribute their interests, ideas and imagination. This self-determined activity allows children to gain their own experience, try out problem solving and try out social roles.

Free play promotes a variety of skills:

- **Cognitive development:** Children discover cause-and-effect relationships, develop problem-solving skills, strategic thinking and creativity.
- **Social skills:** In play, children practice cooperation, communication, negotiation, empathy and conflict resolution.
- **Emotional development:** Children can express feelings, experience self-efficacy and learn to cope with frustration.
- **Motor development:** Depending on the form of play, gross and fine motor skills, coordination and body awareness are strengthened.

From an educational point of view, free play serves as a learning laboratory for children, allowing them to actively explore the world and acquire knowledge at their own pace. Our role as professionals is to accompany the children, to observe them in a targeted manner and to give impulses only cautiously, without controlling the game. In this way, the children's independence, creativity and initiative are promoted.

Free play supports the holistic development of children and lays the foundation for lifelong learning, social responsibility and individual self-confidence. In our child-friendly room design, we always make sure to provide sufficient space, materials and a variety of play opportunities for free play, so that children can develop freely and actively shape their learning processes.

9.2. GUIDED ACTIVITIES AND THEIR IMPORTANCE

From an educational point of view, guided activities serve to create targeted learning opportunities in which children can discover new skills, learn about rules and practice social interactions under guidance. They promote concentration, perseverance, problem-solving skills, creativity and social skills and expand the children's range of experience and skills.

Guided activities are structured learning and support opportunities that are specifically prepared and guided by us specialists. They complement free play and enable children to consciously develop certain skills, try out new skills and systematically experience learning content. Guided activities can be of a linguistic, creative, motor or social nature and are based on the needs, interests and developmental stages of the children through constant observations during everyday life at the crèche.

The role of us specialists is of particular importance here. We carefully design the activities, select age-appropriate materials and adapt the content to the

individual development of the children. At the same time, we specialists observe the learning processes, give targeted impulses, provide support when necessary and make sure that the children can act independently and develop their own solutions.

Guided activities thus also promote the holistic development of the children by specifically stimulating learning processes and at the same time strengthening the children's independence, creativity and social responsibility. In our daycare center, guided activities are deliberately integrated into the daily routine to ensure a balanced mix of free play and targeted learning.

FREE FOOD & MEALS

10.1. FREE EATING AND ITS IMPORTANCE

Free food in the daycare center offers children the opportunity to eat in a self-determined way, to perceive their needs and to regulate their own hunger and satiety. It not only supports physical development, but also social and emotional skills, as children learn table rules, practice communication and be considerate of others while eating together.

Pedagogically accompanied by us specialists, free food becomes a learning situation in which children develop independence, responsibility and everyday skills. By offering choices, age-appropriate cutlery and a relaxed setting, children also learn to develop healthy eating habits and perceive meals as a pleasant social experience.

10.2. MEALS IN THE NOOR DAYCARE CENTER

At Kita Noor, we attach great importance to fresh, varied and healthy wholefood dishes. Our daycare center offers a breakfast dinner between 08:00 and 09:00. At 11:15 a.m. our lunch starts, which is freshly prepared by a kindergarten teacher in the morning. The person in charge pays attention to the special needs of the children, including allergies, and is guided by the children's food pyramid. On the daily report list, the information regarding the food of each individual child is recorded and reported back to the parents in the evening. At 3:30 p.m. there will be a joint meal with a snack (snack). Parents can find all our weekly menus on the parent information wall, including the origin of meat & Fish.

The infants' meals are discussed and prepared individually after consultation with the parents. Fresh vegetable and fruit purees are prepared for them every day. Depending on age and stage of development, there is boiled water in the bottle.

As milk formula, the Noor daycare center uses the product that the parents have brought with them. The product is written and dated with the child's name. Parents also have the option of bringing their expressed breast milk. This is then stored protected, also written with the child's name and provided with the date.

We caregivers give full attention to the infant who takes a bottle or porridge. The caregiver pays attention to the signals of the infant. On the basis of a separately kept "baby booklet", all all meal, changing and sleeping times as well as individual information are recorded, which are handed over to your parents in the evening.

11. CARE SITUATION

11.1. CARE SITUATION AND ITS IMPORTANCE

Care situations such as changing diapers, hand and face care, dressing or going to the toilet are more than just physical care measures. They represent important learning and relationship situations in which children develop independence, body awareness and personal hygiene skills. At the same time, these everyday processes offer opportunities for retreat, peace and closeness and strengthen the emotional bond with us professionals.

Pedagogically accompanied by us specialists, care situations become learning situations in which children can expand their skills step by step. We professionals pay attention to appreciative, respectful and age-appropriate support, give impulses for independence and promote the children's self-perception, independence and responsibility.

11.2. CARE SITUATION IN THE NOOR DAYCARE CENTRE

Basic attitude:	Pedagogical justification:
Respect and appreciation: We perceive the children as independent personalities. Privacy is respected by us and we offer necessary help.	Through our respectful and appreciative interaction, the children experience that we take their needs, wishes and privacy seriously. This strengthens their self-esteem and promotes trust in us specialists.
Transparency and communication: We inform the children about every step. (now I'll wipe your mouth clean etc.) We explain our actions and use our language in an age-appropriate way.	By explaining the next step to the children, they get to know the process of the care situation and can adjust to what comes next. This supports cognitive and language development at the same time.
Support and independence: We actively involve the children. (Do you want to pull up your pants yourself?) We only support the children where they need help or ask us for it	By actively involving the children in care situations, they develop self-confidence and practical skills. At the same time, we support their autonomy and prepare them for important everyday skills.
Safety and security: We create a calm and safe atmosphere. We offer closeness and give emotional security. (I believe in you... you can do it)	A calm and safe atmosphere created by us gives the children emotional stability and confidence. In this way, they experience care situations as positive, stress-free moments.
Empathy and empathy: We perceive the child's feelings and respond to them. We react sensitively to signals, resistance or discomfort.	When we professionals perceive children's feelings and respond appropriately, we help them to recognize and express their own emotions. This strengthens their social and emotional skills.
Rituals and structure: We create recurring processes that offer orientation and security. We take needs into account and react flexibly and individually.	Recurring routines give the children orientation and security. They know what's next, and as a result, they learn self-control and predictability. At the same time, we take individual needs into account at all times.

<p>Observation & Documentation: We recognize development progress and special needs. (Interested in getting dry etc.) We use information for targeted and individual support and apply parent communication.</p>	<p>By observing developmental stages, special needs and changes in behaviour, we can specifically promote the children's interests and skills</p>
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12. NEEDS AND DEVELOPMENTAL TASKS OF INFANTS & CHILDREN WITH SPECIAL NEEDS

Each child has individual needs, interests and developmental tasks. These form the basis for learning, development and well-being in the day-to-day life of the daycare centre. Early childhood development is a holistic process that combines physical, emotional, social, cognitive and linguistic skills.

As professionals, we observe the children attentively, take their signals seriously and accompany them empathetically in order to promote their independence, self-perception and social skills. In doing so, we take into account the different ages, stages of development and individual needs, so that each child can grow and learn at their own pace.

In the following sections, it becomes clear how we perceive the needs and developmental tasks of infants and children with special needs and provide targeted pedagogical support.

12.1. NEEDS & DEVELOPMENTAL TASKS OF INFANTS

Infants are in a particularly sensitive phase of early childhood development. Their basic needs for closeness, security, nutrition and attachment form the basis for emotional, social, cognitive and motor development. With loving and sensitive accompaniment and care, we support the children in building trust in themselves and their environment.

Early childhood development of infants takes place through attachment experiences, exploration and active interaction. Children learn to perceive their surroundings, to recognize cause-and-effect relationships and to establish their first social contacts. The satisfaction of basic needs, such as nutrition, sleep, personal hygiene, closeness and security are crucial for healthy development. Early childhood education processes are closely linked to sensitive attention, observation and targeted suggestions.

12.2. THE ROLE OF THE CAREGIVER

In our Noor crèches, it is the task of the educators to accompany the infants in their holistic development. We react sensitively to signals from the children, create a safe, quiet environment and promote motor, language and cognitive skills through targeted stimulation. Through rituals and consistent daily routines, we offer orientation and stability, strengthen trust and the bond with our caregivers and support the development of independence, emotional security and social competence.

12.3. IMPORTANT ASPECTS OF THE NOOR CRÈCHE

Movement at their own pace: Children are allowed to sit, roll or crawl independently before we actively intervene. Every child has its own pace of development, which is respected and valued by us professionals. This promotes the children's motor development, self-confidence and body awareness.

Self-determined exploration: Materials and toys are offered according to age and needs and are made accessible to the children. The children decide for themselves what they want to play with. This supports concentration, fine motor skills and decision-making skills.

Needs-oriented reaction: In our daycare center, we pay close attention to the children's signals. Even children who are not yet able to express themselves linguistically are perceived through their body language and facial expressions. Your signals are taken seriously by us specialists. We react sensitively to hunger, fatigue or malaise in order to strengthen bonding, security and trust.

Involvement in everyday activities: Children are involved in everyday activities and daily events at an early age. This is done, for example, through accompanying communication in care situations or by participating in singing and movement circles. In this way, we promote the independence and coordination of the children.

Rituals and recurring routines: Rituals are an integral part of our day-to-day life at the daycare center and are offered across all ages. Recurring routines when eating, changing diapers or sleeping give the children orientation, security and emotional stability.

Communication at eye level: Meeting at eye level is of great importance to us. We approach children respectfully, observe their signals and behavior and actively involve them. Infants are also informed about every step, e.g.: "I'm going to pick you up now." Only then is the child gently lifted.

Offer of sensory stimulation: Our rooms, materials and play facilities are selected according to age and needs. We offer different sensory stimuli such as different structures, colours or sounds in order to stimulate the perception, creativity and cognitive development of the children in a targeted manner.

12.4. NEEDS & DEVELOPMENTAL TASKS OF CHILDREN WITH SPECIAL NEEDS & THE ROLE OF THE EDUCATOR

Children with special needs (impairments) bring individual developmental processes, abilities and needs with them. In the day-to-day life of the daycare center, it is our task to perceive each child in his or her uniqueness and to enable him or her to actively participate in group life. The central needs of these children are emotional security, orientation and reliable support.

As educators, we create a safe environment through clear structures, recurring rituals and fixed caregivers that offers orientation and trust. We make sure to make everyday life clear and to announce transitions early on in order to give the children security.

Children with special needs often need individually adapted learning and development opportunities. We respect the respective pace of development, give sufficient time for repetition and provide the children with targeted support in their motor, linguistic, cognitive and social development. In doing so, we are guided by the strengths and interests of the children.

Another central need is clear and supportive communication. As specialists, we accompany actions linguistically, use supportive forms of communication if necessary and pay attention to an understandable, appreciative approach. In this way, we promote expression, understanding and social interaction.

We also take perception and stimulus processing into account in everyday pedagogical life. We pay attention to a quiet, adapted environment and offer retreats to avoid excessive demands and support the children's self-regulation.

Through active involvement in everyday activities and group situations, we promote independence, self-efficacy and belonging. The aim of our educational work is to provide children with special needs with an inclusive, appreciative and developmental environment in which they feel safe and can learn and grow at their own pace.

12.5. PEDAGOGICAL GOAL: INCLUSION & GROWING UP TOGETHER

A central goal of our pedagogical concept is the growing up of children with and without disabilities together. Children experience diversity as a natural part of everyday life and learn early on to perceive, accept and appreciate differences.

By playing, learning and experiencing together, the children develop empathy, consideration and social responsibility. At the same time, children with disabilities experience belonging, participation and recognition in the community.

As pedagogical professionals, we consciously accompany this process, create inclusive learning and play situations and support each child in his or her individual abilities. The aim is to promote respectful, open cooperation and to lay the foundation for tolerance and social competence. In the spirit of our motto *"A place where children's eyes light up"*.

13. DEALING WITH DEVELOPMENTAL DIFFICULTIES & DEALING WITH CONFLICTS

13.1. DEALING WITH DEVELOPMENTAL DIFFICULTIES

In our daycare center, the individual needs and holistic development of each child are the focus. Children develop at different paces, and sometimes they show developmental difficulties in areas such as language, motor skills, social-emotional behavior or cognitive skills. Such challenges are a natural part of child development and require attentive, empathetic and professional support. In order to detect developmental problems or developmental difficulties in children at an early stage, it is enormously important to us that we as experts always observe the children. To do this, we used our internal observation sheets, our expertise and pay attention to abnormalities and symptoms. Each child is taught at least once a year in their different areas such as; Observe language development, cognition, gross and fine motor skills, pillion-emotional development, play behavior, etc. The observed areas are recorded and documented in writing. An annual parent meeting takes place, during which the observed areas are discussed with the parents, and frequent consultations are also made about how the child behaves in the different areas at home. In child development, the child may show slightly different behaviour at home and in daycare. However, if the kindergarten teachers notice developmental difficulties during the crèche day through daily observations during free play or during guided activities, they will not wait until such a planned conversation takes place and the observation and conversation will be preferred. Here, too, it is important to us that we act individually. If it turns out during the conversation that the child exhibits similar or the same behaviors at home, we delve deeper into the area where the child has developmental problems. Together with the parents, we find solutions to support and promote the developmental problem or developmental difficulty. Here we offer parents various specialist offices to which they can turn for further clarifications or support. (Such as, specialists, doctors for speech and voice, childhood hearing disorder, speech therapy, occupational therapist, physiotherapist, etc.) Within the scope of our possibilities, we also offer support in the Noor crèche as well as the care of impairments caused by Down syndrome or autism. These are recorded in consultation with the business owner Zeynep Kalfa. It is particularly important to us to be able to guarantee competent support as well. (possibly through further training of educators or experts. It is particularly important to us to provide parents with advice and support in such situations and to pass on our expertise.

13.2. DEALING WITH CONFLICTS

Conflicts are part of the daily interaction in the daycare center. Children learn to express their own needs, to recognize boundaries and to make social skills such as sharing, waiting and making compromises. From a pedagogical point of view, conflicts are not disturbances of everyday group life, but valuable learning opportunities that contribute to the development of empathy, self-confidence and social skills. The aim is to enable children to solve conflicts constructively and to develop their own solution strategies.

We educators and caregivers play a central role in this. We act as role models by exemplifying respectful communication and appreciative behavior. At the same time, we observe what is happening carefully in order to assess when intervention is necessary and when the affected children can cope with the situation independently. If necessary, we caregivers moderate the conflict, support the children in expressing their feelings, perceiving the perspective of the other person and working out a proposal for a solution together.

Our pedagogical activities at the Noor crèche aim not to protect children from conflicts, but to enable them to experience conflicts as normal events that promote learning. Through reflective accompaniment and targeted support, they acquire social skills that will strengthen them in the long term at school, in friendships and later in life.

14. OBSERVATIONS / DOCUMENTARIES

As already mentioned in the section Dealing with developmental difficulties, observations in everyday crèche life are of great importance from a pedagogical point of view in the work with the children.

Observations are a central instrument in pedagogical work with young children. They make it possible to perceive the individual developmental stages, interests and needs of each child and to adapt the pedagogical action

accordingly. Assessments help to identify development progress, identify support needs at an early stage and continuously reflect on the quality of care.

We educators take on an observing and reflective role here. We observe the children in their different areas using our crèche internal observation sheets and document them in writing.

During the observation, the kindergarten teacher skilfully withdraws and only observes the current state, i.e. the presence of the child in the different areas of development. The documentation consists only of observation and in no way of interpretation. In doing so, we maintain a respectful and appreciative attitude towards each child and recognize strengths and challenges. We sensitively decide when an intervention or a targeted support offer is necessary.

Through this continuous observation and assessment, everyday life in the crèche becomes a developmental space that meets the needs of the children

15. COOPERATION WITH PARENTS

The cooperation with the parents begins with the settling-in of the child. This phase not only serves to get the child used to the new environment, the processes and the caregivers, but also lays the foundation for a trusting relationship with the parents. The aim is to give parents a positive impression of everyday life at the crèche and to focus together on the well-being of the child.

During the settling-in period, each family receives a permanent caregiver who accompanies the child during this time. This caregiver spends the entire settling-in period intensively with the child and builds trust with both the child and the parents. At the same time, important information about the child is exchanged. The first encounters have a significant impact on the child, which is why it is particularly important to us to attentively perceive both the signals of the child and the parents and to react to them individually. Our experience shows that the well-being of the parents is transferred directly to the child.

In the second half of the settling-in period, another specialist is involved in the process, for example by supporting the child's play or taking over the interaction in everyday situations, such as feeding. This makes it easier to get used to everyday life and promotes the diversity of relationships within the team.

Even after settling in, cooperation with parents remains central. It makes it possible to specifically support the children in their various areas of development and at the same time to create a trusting basis for daily exchange, for example in door-to-door conversations when dropping off and picking them up.

At the Noor crèche, we attach great importance to open and transparent communication. In the morning, parents have the opportunity to talk about the weekend or special events, while we maintain our professional but family attitude. In the afternoon/evening, we inform the parents about the crèche day and actively involve the children by telling them what they have experienced and perceived. These discussions also offer space for parents to express their wishes or concerns or to get advice and ideas from the professionals.

External events outside the regular crèche routine also strengthen the work with parents and the trust between families and team. These include, for example, family brunches, joint handicrafts for Mother's or Father's Day gifts and parents' evenings. At the end of the year, parents also receive an annual plan showing public holidays and closing days, planned projects with the children and various events. This annual plan will also be posted on the parent information board.

For us, parent work is more than communication – it is a central component of the pedagogical quality of our crèche. Through trusting cooperation, transparent information and joint activities, we create a stable foundation on which children can develop safely, develop their abilities and build positive relationships. A close partnership with the parents not only strengthens the well-being of the children, but also supports the professionals in shaping everyday life at the crèche in an individual, appreciative and developmental way.

16. TEAMWORK

A good team is the basis for a successful day-to-day crèche. Children benefit when professionals work closely together, coordinate and take joint responsibility for the well-being and development of the children. For us, teamwork does not only mean organization and coordination, but also creating an environment for the children together, where they can feel secure, accepted and comfortable as if they were in a second family.

In everyday life, we professionals regularly exchange information about the development and behavior of the children during the daily report. In this way, we can respond specifically to the needs of each child, identify conflicts at an early stage and support the children in the best possible way. A strong team ensures that all processes in the day-to-day life of the crèche run smoothly and that the children grow up in a warm, familiar atmosphere.

For us specialists, teamwork also means treating each other with respect, learning from each other and finding solutions together. First and foremost, however, to be fully aware of our role model function. Regular meetings, training and reflections help the team to constantly improve its pedagogical work. Through this cooperation, we educators create a trusting working environment that should have a positive effect on the care and support of the children. Good teamwork at the Noor crèche is crucial for us. Because this ensures the quality of our crèche. By acting as a team like a small additional family for the children, we can accompany each child individually, provide a safe and loving environment and strengthen a trusting relationship between children, parents and us caregivers.

17. PARTICIPATION

17.1. IMPORTANCE OF PARTICIPATION

Participation means involving children in decisions that affect their everyday lives in an age- and development-appropriate way.

In our daycare center, we understand participation as a fundamental pedagogical principle that enables children to express their opinions, to help shape them and to take responsibility. Children experience themselves as self-effective and experience that their needs, interests and ideas are taken seriously.

17.2. IMPLEMENTATION IN THE NOOR DAYCARE CENTRE

In everyday pedagogical life, participation is not only evident in planned co-determination offers, but above all in everyday situations. Children are actively involved in decision-making processes, for example in the choice of play materials, in the design of activities or – according to their age – in participation in excursions. Through a children's ministry plan, they take on small tasks in the group's everyday life and learn that their contribution is important for the community.

Joint activities such as preparing meals or setting the table also promote participation. The children learn to take responsibility, make arrangements and be considerate of others. At the same time, these experiences strengthen their independence and sense of belonging.

17.3. THE ROLE OF PROFESSIONALS

The specialists at Kita Noor accompany this process attentively and supportively. We create reliable structures, provide orientation and ensure that participation always takes place within the framework of the child's possibilities and pedagogical responsibility, without overtaxing the children. Through our appreciative attitude, active listening and clear communication, we enable the children to exercise their rights and experience basic democratic values in everyday life.

Participation strengthens children's self-confidence, promotes their social skills and allows them to actively shape the day-to-day life of the daycare centre. When children are heard, allowed to take responsibility and their ideas count, an environment is created in which they feel comfortable, safe and valued.

18. GENDER

18.1. THE IMPORTANCE OF GENDER

Children develop an understanding of gender, role models and social expectations at an early age. In the daycare center, they encounter different ideas of what is "typical girl" or "typical boy". A gender-sensitive pedagogy takes these early imprints seriously and creates space for diversity, individuality and equal opportunities. The aim is to strengthen children's personalities regardless of their gender and to enable them to develop their interests, abilities and feelings freely.

18.2. IMPLEMENTATION IN THE NOOR DAYCARE CENTRE

The implementation of gender education is integrated into everyday life and age-appropriate. Children have the freedom to choose their own play materials, roles and activities, regardless of gender attributions. Dolls, vehicles, building corners, books or creative materials are equally available to all children. Children are encouraged to express their own opinions and show feelings without being judged or restricted.

18.3. THE ROLE OF PROFESSIONALS

The professionals at Kita Noor have a central responsibility in the implementation of gender education. They reflect on their own attitude and their language behavior. The kindergarten teachers take an appreciative and open attitude and always react appropriately to the topic of gender issues.

As role models, we create a safe environment at the Noor crèche in which children should feel safe and be respected and accepted at all times.

19. MULTICULTURAL WORK

19.1. THE IMPORTANCE OF MULTICULTURAL WORK

Our daycare center is a place where children from different cultural, linguistic and family backgrounds come together. We see this diversity as an enrichment and an important part of our educational work. For us, multicultural work means accepting all children and families with appreciation, respecting their individual living environments and understanding cultural differences as an opportunity for joint learning.

Especially in early childhood, fundamental values such as openness, tolerance and respect are formed. Through a conscious multicultural pedagogy, we promote understanding for each other, strengthen the sense of community and support the children in developing their own identity - regardless of origin, language or religion. Together.

19.2. IMPLEMENTATION IN THE NOOR DAYCARE CENTER

Multicultural work is integrated into everyday life and implemented in a realistic way. Different languages, traditions and cultural habits find a place in the day-to-day life of the daycare centre, for example through songs, picture books, festivals, rituals, joint activities or stories after the holiday with the families. The children are encouraged to contribute their experiences and backgrounds and to learn from each other.

In our daily interactions, we also make sure to be sensitive to cultural differences, whether in eating habits, festivals or family traditions. Through shared meals, conversations and guided prepared projects, the children experience diversity as a matter of course and develop a respectful sense of self-service at an early age.

19.3. THE ROLE OF PROFESSIONALS

The pedagogical staff of Kita Noor play a central role in multicultural work. We treat all children and families with openness, respect and interest and reflect on our own attitude as well as possible prejudices. Through our conscious communication, attentive observation and appreciative support, we create an environment in which all families should feel welcome and understood. As role models, we professionals at the Noor crèche exemplify diversity and mutual recognition. We support the children in perceiving and accepting differences and experiencing them as part of the community. Through our regular exchange within the team and continuous training, we ensure that multicultural work remains an integral part of our educational quality.

20. CONCLUSION

Our pedagogical actions are based on the conviction that every child is unique and has the right to a loving, safe and stimulating environment. Under the motto *"A place where children's eyes light up"*, we understand our facility as a space in which children feel seen, heard and accepted.

We accompany the children on their individual path of development with respect, trust and appreciation. In doing so, we create conditions that arouse curiosity, promote independence and enable the joy of learning. Children should be able to laugh, marvel, discover, try out and develop freely with us.

For us, a place where children's eyes light up is a place of security, co-determination and community. Together with the families and in exchange with our team, we are constantly developing our pedagogical work, always with the aim of giving the children a happy, strengthening and formative time.