

We want to help children develop into independent, responsible, and valuable personalities. For us to succeed in this, we base our day-to-day work on the educational approach of **Dr Maria Montessori**.

Children have an elementary need for exploratory learning and understanding. We support them in this. **“Help me to do it myself”** is our guiding principle.

Our learning methodology is based on observation of the child and on individual support in **social, emotional, motor and cognitive learning**. Each child works at their own individual learning pace. The motivation to learn arises from an interest in the activity and not from competition or pressure to perform. We are guided by the **rhythm** and preferences of the child and only steer them gently by providing a child-friendly and stimulating environment. We want all our children to feel **safe, comfortable, and understood**.

We care for **toddlers** based on their needs and gently introduce them to the Montessori methodology. In doing so, we also draw on **Emmi Pickler's** methodology of early childhood education.

As well as providing children with individual support, we also make use of the **benefits of group dynamics**. Younger children learn from the older children and thus experience the benefits of social team and group behavior. For the Montessori work, we divide the children into the **“Nido”** (for children up to approx. three years) and the **“Kinderhaus”** (children over three years), taking into account their individual development. For other activities (garden, forest, trips, etc.) we form **mixed-age groups** that vary in composition.

We also want children to experience fun and free time with us. So we offer an extensive and varied **additional program**. As well as being a time for fun and joy, additional sessions can also be used to develop personal strengths and work on weaknesses.

The children are taught by trained **English-speaking and German-speaking** staff. For toddlers who are not yet able to speak, we have a strong focus on non-verbal communication. True to the Montessori methodology, we observe a lot and so have a great deal of contact with each child. This promotes and strengthens the child's trust and provides them with care and security. Through **bilingual** teaching, we give children an advantage for their later school education and an increased understanding of different cultures.

The staff members serve as role models. When selecting our **staff members**, we take into account diversity, different strengths and skills, empathy and being able to work well in a team. Regular **internal and external training, further education** and a **culture of open feedback** are important to us.

Promoting health through a child-friendly, balanced, seasonal, varied and healthy (regional) **nutrition**, promoting physical activity indoors and outdoors and supporting mental health through our appreciative Montessori work with the children are very important to us. We therefore also follow generally recognized principles such as **“fourchette verte”** and **“Purzelbaum”**.

We support **mental health** by promoting resilience with many age-appropriate challenges, individual and small group reflection discussions, mindfulness exercises, yoga, relaxation and visualization techniques. We teach empathic, non-violent and solution-oriented conversations where children learn to express their emotions and resolve social conflicts. We accompany the children on the path to self-regulation and show them how they can become effective themselves in order to better deal with individual challenges.

Personal hygiene is important at all ages, and we pay close attention to this. When carried out correctly, diseases and tooth decay (caries) can also be reduced or even avoided. So we ensure that children regularly brush their teeth after meals and help children who cannot yet do this independently.

Just as important as oral hygiene is regular hand washing after going to the bathroom and when children help prepare meals.

Conflicts, whether among the children or with the care staff, are part of life and may therefore also have their place in our day-to-day experience. We observe the children and give them space and time to resolve the conflict themselves. If this does not occur or the dispute escalates, we try to find a suitable solution together with the children. In the event of conflicts between parents and the care staff, all parties involved may contact the management team at any time in order to find a solution together.

The **trust** that parents place in us is of the utmost importance for our day-to-day work as well as for the child. We therefore attach great importance to open and transparent **communication**. As well as oral and written communication, we also use modern communication tools such as digital channels and apps.

Each child has a dedicated caregiver (key teacher) who is the contact person for their parents, and updates the **documentation** of each **child's developmental pathway**. An annual planning cycle is used to structure lessons around topic-specific and seasonal learning content and objectives. This is based on the Montessori curriculum and the requirements of compulsory kindergarten where relevant.

We have a strong focus on the **acclimatization phase**. First impressions are formative and should be designed to be as positive as possible. So we give the children as much time as they need to get used to their new environment. During the acclimatization period we also introduce ourselves to the new children, bring them into contact with other children and let them become used to our **daily routine** and **house rules**. During this stage, parents accompany their children for as long as necessary but as short a time as possible.

For the safety of the children, and the management and development of our work, we maintain appropriate **risk, process and quality management** policies and procedures including documentation and internal self-checks.