

We aim to help children develop into independent, responsible, and valuable individuals. To achieve this, our daily work is guided by the pedagogy of Dr. Maria Montessori.

Children have a fundamental need for exploratory learning and understanding. We support them in this. “Help me do it myself” is our guiding principle in education.

Our learning methodology is based on observing the child and providing individualized support in social, emotional, motor, and cognitive development. Each child works at their own pace. Motivation to learn arises from genuine interest rather than performance pressure or competition. We follow the child’s rhythm and preferences and gently guide them by providing a child-friendly and stimulating environment. We want every child in our care to feel safe, understood, and comfortable.

We care for our youngest children according to their needs and gently introduce them to Montessori methods, also taking into account the principles of early childhood education developed by Emmi Pikler.

In addition to individual support, we also leverage the benefits of group dynamics. Younger children learn from older children and experience the advantages of social teamwork and group behavior. Considering individual development, we divide children for Montessori work into the “Nido” (children up to around 3 years old) and the “Children’s House” (children over 3 years old). For other activities (garden, forest, outings, etc.), we form mixed-age groups that change regularly.

Children should also have fun during their free time with us. Therefore, we offer a comprehensive and varied extracurricular program. Beyond enjoyment, these activities allow us to foster personal strengths and address weaknesses in a targeted manner.

Children are taught by both German- and English-speaking professionals. For nonverbal toddlers, we emphasize nonverbal communication. In line with Montessori pedagogy, we observe the children closely, maintaining an intensive connection with each child. This fosters trust and provides a sense of security and well-being. Bilingualism not only gives children an advantage in their future education but also promotes greater cultural understanding.

Our staff serve as role models. When selecting personnel, we prioritize diversity, a wide range of skills, empathy, and strong teamwork. Regular internal and external training, along with an open feedback culture, is important to us.

Health promotion is a priority: providing child-appropriate, balanced, seasonal, varied, and healthy (regional) nutrition; encouraging physical activity indoors and outdoors; and supporting mental well-being through our respectful Montessori work with children. We also follow widely recognized principles such as those of “Fourchette Verte” and “Purzelbaum.”

We support mental health by fostering resilience through age-appropriate challenges, individual and small-group reflection discussions, mindfulness exercises, yoga, relaxation, and visualization techniques. We teach empathetic, nonviolent, and solution-oriented communication, helping children express emotions and resolve social conflicts. We guide

children toward self-regulation and show them how to take effective action in facing personal challenges.

Hygiene is important at every age, and we pay close attention to it. Proper hygiene can help prevent illness and dental problems such as cavities. We ensure regular tooth brushing after meals and assist children who are not yet able to do this independently. Equally important is regular hand washing after using the toilet or helping with meal preparation.

Conflicts—whether among children or with staff—are a normal part of life and are given space in our daily routine. We observe children and give them time and space to resolve conflicts themselves. If resolution fails or a dispute escalates, we work with the children to find a fair solution. In cases of conflicts between parents and staff, all parties can contact management at any time to find a solution together.

Parental trust is crucial both for our daily work and for the child. We therefore place great importance on open and transparent communication. In addition to traditional oral and written communication, we use modern digital tools and apps.

Each child has an assigned key person (Key Teacher) responsible for parent communication and maintaining documentation of the child's developmental progress. Teaching is structured according to an annual plan aligned with thematic and seasonal learning objectives. This is based on the Montessori curriculum, supplemented by requirements from the mandatory kindergarten curriculum for the relevant children.

We place great emphasis on the acclimation phase. First impressions are formative and should be as positive as possible. Children are given as much time as they need to adjust. The acclimation period allows children to get to know us, interact with other children, and become familiar with our daily routines and house rules. Parents accompany their children as long as necessary and as briefly as possible.

To ensure children's safety and monitor and improve our work, we maintain appropriate risk, process, and quality management systems (documentation and internal self-assessments).