Daisy Chain
PLAYGROUP
English-speaking playgroup · The Hague

Pedagogical Policy 2026 1

How we care for, teach and follow the development of every child at Daisy Chain (our pedagogisch beleidsplan)

Document	Pedagogical Policy (pedagogisch beleidsplan), for parents, staff and the GGD
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Prepared by	Serlene Stockton, Administrator, for the Daisy Chain team, based on the Pedagogical Policy and Practice written by Mrs S.L. Stockton
Approved by	Serlene Stockton, Administrator
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Parent summary (one page)

1. About Daisy Chain and this policy

Daisy Chain is an English-speaking playgroup for children aged 2 to 4. We have been welcoming children and families for over 30 years. We meet in the church hall of the Anglican Church of St John and St Philip, Riouwstraat 2c, 2585 HA Den Haag, on Monday, Tuesday, Thursday and Friday mornings from 09:00 to 12:00. The playgroup is non-denominational: we do not teach religion. We are registered in the national childcare register (LRK 143927164) and inspected every year by GGD Haaglanden.

Every childcare centre in the Netherlands must have a pedagogical policy (Wet kinderopvang). It describes how we give every child emotional safety, help them develop personal and social skills and pass on norms and values (the four basic goals), and how we organise our group, staff, mentors, settling in and the follow-up of each child's development. Our staff work by this policy every day and the GGD checks our practice against it.

This version is shorter than the 2025 policy. Detailed procedures now sit in separate policies, so that each topic is written down once. Section 12 shows where to find them.

2. Our vision: strong, resilient and listened to

At Daisy Chain, we provide emotional and physical security and trust. This is the foundation of everything we do. Children who feel secure and safe can explore their environment and discover things. We promote every child's right to be **strong, resilient and listened to**:

Strong	Secure in their relationships, safe and valued as individuals, confident in their abilities and proud of what they achieve, included equally, and part of a group where they learn to negotiate and respect others in a diverse world.
Resilient	Sure of their self-worth, able to say what they need, to overcome difficulties, to cope with challenge and change, and to develop a sense of fairness and responsibility towards themselves and others.
Listened to	Adults tune in to children's words, signs and body language, respond to what children express, and let children take part in decisions that affect them, in ways that suit their age.

We help every child build a positive self-image, which includes their heritage, colour and ethnicity, the languages spoken at home, their religious beliefs, cultural traditions and home background. Our Equality and Inclusion Policy describes how we make sure every child and family is included and valued (section 12). We work with parents in a spirit of open dialogue and trust: together we can resolve concerns and agree a shared approach for each child.

3. Our group and our staff

- **One group.** Daisy Chain has one group (stamgroep) of at most 16 children aged 2 to 4. As the law allows, a child can stay with us up to the day before their fifth birthday.
- **The same two faces every morning.** Our two permanent pedagogical staff, Serlene (Team Leader and holder) and Emmalene (assistant teacher), are both with the children for the whole of every session. Children and parents always know who will be there.
- **Ratio.** The Dutch regulatory authorities set the limits we work within: no more than 16 children a day, and at least one member of staff for every eight children (the beroepskracht-kindratio, which can be checked at 1ratio.nl). Because our mornings last three hours and both staff are present throughout, we never deviate from the ratio, not even for a short time.
- **If a member of staff is ill** and we cannot open safely with two staff, the playgroup closes, parents are told as soon as possible and the morning is not charged (Sickness Policy, section 8).
- **Replacement staff.** We have never used replacement staff. If this were ever needed, a replacement would meet all the required safeguards before starting, being qualified and registered in the Personenregister Kinderopvang, and would be introduced to the children in advance.
- Volunteers, interns and other adults never replace our staff and are never alone with the children (section 12).

4. A morning at Daisy Chain

A clear, predictable rhythm helps young children feel safe. A picture-card routine board shows the children what comes next. The general outline of every morning is:

09:00	Meet and greet: a personal welcome for every child and parent at the door. Then the register.
After the register	The day's programme. This includes free play in prepared play areas, a structured activity or craft linked to the theme of the term, songs and stories, a snack and drink together, and outdoor play in the church garden when the weather allows.
10:30	A supervised break.
12:00	Tidying up with a fixed song, a calm goodbye, and the children are collected.

Our themes for each term are set out in the Termly Lesson Outline, which sits alongside the Coaching Year Plan.

5. The four basic goals in practice

Dutch childcare law asks every playgroup to work towards four basic goals, taking each child's stage of development into account. This is how we do that at Daisy Chain.

5.1 Emotional safety

A child's development can only blossom when they feel they belong and are safe. Many of our children do not have English as a first language and come from a wide range of countries and cultures, so this matters even more. We:

- welcome every child and parent by name, and get down to the child's eye level to talk with them;
- comfort a child who is upset or new: we talk with them, hold or hug them if they want, and gently help them join in;
- welcome a favourite toy or comfort blanket from home: it reassures the child and gives us something to talk about;
- learn key words in each child's home language (for example toilet, wash hands) and offer comfort without words;
- always reassure children that their parents are coming back;
- keep the same staff and a predictable routine, and take a real interest in what each child has to say.

5.2 Personal competence

Children need the chance to develop their personality, discover what they can do and what they like (and do not like), gain self-confidence and express their thoughts. Our main approach is play, alone and with others, while staff follow each child's development in these areas:

Language	Reading books together, stories, songs, naming objects and actions, small-group activities and conversation with staff and other children (see section 6).
Identity and independence	Calling children by their name; imitation games; encouraging children to go to the toilet, wash their hands and put on their coats by themselves; letting them finish a puzzle, tidy up or make a craft. We help where needed and show that it is fine to make mistakes.
Thinking (cognitive)	Books, puzzles, games, colours and shapes, sand, water and blocks.
Creativity	Imaginative play, craftwork in most sessions, musical instruments regularly and singing in every session.

Physical	Walking, running, jumping, climbing, dancing and building; gluing, painting, colouring and puzzles for fine motor skills; songs and games about the body and the senses.

We give individual attention, encourage children to make their own choices and explain them as far as their age and language allow, praise effort and achievement, and offer different activities every day so that children stay curious.

5.3 Social competence

Children learn how to get on with others from their peers, from staff and from home. In our group they learn to wait their turn, help each other, work as a team and enjoy doing things together. We:

- make every child feel part of the group and never leave a child on their own during group activities;
- teach sharing, waiting patiently for a turn and respecting the rights of others, whatever their background, culture, gender or ethnicity;
- give children the words to talk to each other (for example "Can I have the car, please?") and support play between children who speak different languages;
- help children who are in conflict to understand each other. We encourage, but do not force, a child to say sorry;
- lead by example: polite, calm and friendly, without shouting.

5.4 Norms and values

Even very young children quickly grasp right and wrong, kind and unkind, and see that rules help everyone. They also learn that there are many cultures, each to be respected. We focus on:

- manners: please, thank you, excuse me and sorry; respect for staff and for each other;
- hygiene: washing hands, covering the mouth when coughing, putting things in the bin;
- looking after toys and materials, tidying up and not throwing;
- a few simple group rules, said positively (for example "walking feet" indoors), explained and repeated. We ask parents to talk about the group rules at home too.

Taking age into account

Our youngest children are still learning to manage strong feelings such as fear, anger or distress, and need calm adults to help them; tantrums or biting are usually a sign of this. Older children can put feelings into words, help set the group's rules and take on small responsibilities. Staff adjust their support, language and expectations to each child's stage.

6. Why we speak English

We speak only English with the children, so that all of them learn to understand and speak it. Most of our children do not have English as their first language, and many will go on to an English-speaking international school. Children who grow up with two or more languages may take a little longer in some areas at first and then catch up; we are patient, give extra time to answer, and use gestures, pictures and key words in the home language to make sure every child understands what is happening.

Parents send their children to Daisy Chain to learn English, so our songs, stories and activities are in English. We do not use Dutch songs or Dutch-language activities.

In Dutch childcare, Dutch is the standard language. Another language may be used when the background of the children makes it necessary, under a code of conduct (gedragscode) set by the holder (Wet kinderopvang, art. 1.55, as quoted in the GGD report). Our reason is the international background of our families; the language is English; parents are told at the first visit, on the website and in this policy.

7. Guiding behaviour

Children flourish when their personal, social and emotional needs are met and expectations are clear and suit their age. We see inconsiderate behaviour, such as taking a toy or pushing, as a mistake on the way to learning, and respond with support, explanation and a good example. We:

- treat children, parents and each other with friendliness, care and courtesy;
- notice and praise kindness, sharing and helping, and make sure there are enough toys and activities to avoid needless conflict;
- name feelings, comfort both children in a dispute and help them find a solution;
- work with parents if behaviour keeps recurring, to understand the cause and agree how to respond.

We never use or threaten physical punishment such as smacking or shaking; humiliate a child (ridicule, sarcasm); shout in a threatening way; send a child out of the room alone; or remove toys as a punishment. We only hold a child to prevent injury to someone or serious damage.

Hurtful behaviour, the rare case of bullying, rough-and-tumble play and the needs of under-threes are covered in the Positive Behaviour and Bullying Policy (Version 2, approved 8 November 2026; see section 12).

8. Settling in

Starting playgroup is a big step for a child and their parents. We plan it with you:

1. **Visit first.** You are always welcome to visit by appointment, to see the hall, meet the staff and watch a session.
2. **Before the first day.** You fill in the application form and, once your place is confirmed, the Emergency Medical Care and Medical Information Form. This is our medical form: the one place for your emergency phone numbers and your child's health details. You also receive our information pack. Staff are told about your child beforehand and, if needed, have a few phrases ready in your child's language. Your child's mentor is introduced (section 9).
3. **The first morning.** You are welcome to stay at the start to help your child settle. We advise you to stay no more than 30 minutes, so that your child can then join in with the activities. This is a maximum, with some flexibility if needed.
4. **Saying goodbye.** A short, cheerful goodbye works best. Please never slip away: tell your child you will come back. A comfort toy, a photo or something to show the staff often helps.
5. **The first weeks.** New children get extra one-to-one attention. We watch closely how your child settles and tell you how it is going at collection time. After about six weeks, your child's mentor has a short settling-in talk with you.

Practical tips for parents (preparing your child, stories, the night before) are in our separate Settling-in Guide for parents (section 12).

9. Following your child's development

Your child's mentor

Every child has a mentor: one of our two pedagogical staff. Each mentor is responsible for their children from the very beginning. We tell you who your child's mentor is shortly after your child starts, and the mentor tells your child, in words that suit their age, that they are their mentor. The mentor follows your child's development and well-being and is your first contact for questions about them. Serlene, as Team Leader, is also available after every session, and a longer meeting with the mentor and Team Leader can be arranged outside playgroup hours.

Observation, reports and talks

- Mentors observe their children during play and make periodic notes on their observations in each child's own record. The two staff also discuss any other observations with each other.
- General notes are written as and when needed. Once a year the mentor writes a full report covering all areas of development, with ideas for activities and a short summary. Both staff discuss the draft before it is given to you; the Team Leader coordinates.
- The mentor arranges talks with you about your child's development and well-being as appropriate. You can ask for a talk at any time.
- When your child leaves, you receive a final report on their development and progress at Daisy Chain.

If we, or you, have a concern

Every child develops at their own pace. If a member of staff is concerned about a child's development or behaviour, the two staff first discuss whether they share the concern. If so, the mentor talks with you and together we agree the next step. This may be a strategy at playgroup and at home, an observation by our pedagogical coach, or advice to contact your GP, the child health clinic or Youth Health Care (JGZ, CJG), or Rondomjou, the integrated early support service in The Hague. You can reach Rondomjou through its website, https://rondomjoudh.nl, which also links to other support, by telephone on 070 228 08 08 between 09:00 and 13:00, or through the contact form on the website. Every step is taken carefully, with you, and with your permission. Concerns about a child's safety follow our Safeguarding Protocol.

Moving on to school

A new school may ask us for information about your child, through you or by email. We only share information with the school, including any medical or behavioural information, **with your written consent**. If a request reaches us without your knowledge, we contact you first. You give your consent in writing on our form "Consent to Share Information with a New School", which we hand to you in person at the playgroup; it is not sent electronically. The signed form is kept with the child's file under the Filing and Retention Routine (2 years after the child leaves). The Team Leader and staff complete the school's forms together and we check the email address before anything is sent.

10. Outside the playroom, visitors and extra mornings

- **Outdoor play and outings.** Children play outside in the church's enclosed garden next to the hall when the weather allows. On days with nice weather, we also visit the Sandplayground, Ary van der Spuyweg 1, 2585 JA Den Haag, across the street from our premises, as part of our planned activities. The road is very quiet, and we only go when there is no commuting traffic. One member of staff leads, the children walk in a line, and the other member of staff walks at the rear. A child only goes if their parents have signed the separate Park Playground Permission Form; there is no general consent for outings at registration. Each visit has a risk check, two staff and no more than 8 children (Health and Safety Policy, sections 18 and 19).
- **Visitors.** If someone comes to sing, teach or entertain (for example, musicians, the police or the fire brigade), we tell the children a few days before and let parents know, so they can talk about it at home. Building work in our area is done outside playgroup hours.
- **Other people in the building.** Church staff or cleaners may be in the shared areas. They have no access to our room, which stays closed. We tell the children that they may see other people working, and that this is nothing to worry about.
- **Extra or different mornings.** We are happy to consider a request for extra mornings or a change of days. We can agree if there is a place within our maximum of 16 children and the staff-child ratio; places already promised to children due to start come first. Ask Serlene, who will explain any decision. Fees are set out in the Fees and Fee Payment Policy.

11. Coaching and keeping this policy up to date

Since 2019, every childcare provider must use a pedagogical policy officer and a pedagogical coach (pedagogisch beleidsmedewerker). At Daisy Chain, these are different people. For privacy reasons, this policy uses their job titles only. The policy officer develops this policy and checks how it works in practice; the pedagogical coach observes and coaches our staff on the floor, with a focus on interaction skills and the four basic goals. Every year, using the legal calculation (at least 50 hours per centre for policy work and 10 hours per full-time job for coaching, counted on 1 January), we set the minimum hours.

The coaching themes, quarterly coach visits and our Wednesday study days are planned in the Coaching Year Plan and the Policy Tracker and evaluated at the end of each year. Staff also use an internal interaction-skills checklist for self-audits and coaching.

Changes to this policy. Suggestions are welcome and go to Serlene. Daisy Chain has a parents' committee. Before a change is made, we share it with the staff, the pedagogical coach, the parents' committee and all parents for comment, in person, in the newsletter or in the WhatsApp group. The parents' committee acts as a go-between for parents and staff, suggests activities and sits in on policy meetings. Parents can approach the parents' committee directly when they drop off or collect their children, or via the staff. The committee is new and has not yet set up any email or WhatsApp route; it is independent of the playgroup's administration. This policy is on our website and available on request. If you are unhappy about anything, please talk to us or use our Complaints Procedure.

12. Where other topics are covered

Topics that used to be part of the Pedagogical Policy and Practice now each have one home:

Topic	Where it is now
Four-eyes principle, supervision, screening of staff and volunteers (VOG, Personenregister Kinderopvang)	Health and Safety Policy, Version 11, section 7
Outdoor play, outings, safety in the hall	Health and Safety Policy, Version 11, sections 4 to 6, 18 and 19
Worries about a child's safety (Meldcode), concerns about an adult	Safeguarding Protocol, Version 2026-1
Illness, staff illness and closures	Sickness Policy, Version 4
Complaints	Complaints Procedure, Version 3 (October 2025)
Hurtful behaviour, bullying, rough-and-tumble play	Positive Behaviour and Bullying Policy (Version 2, approved 8 November 2026)
Settling-in tips for parents	Settling-in Guide for parents, Version 2026-1
Observation, reports and school transfer in detail	Child Observation and Progress Reports Policy (to be written)
Volunteers, interns, replacement staff and visitors	Volunteers and Visitors Policy (to be written); until then the 2025 policy section on volunteers and Health and Safety section 7
Equality, inclusion and valuing diversity	Equality and Inclusion Policy, Version 2026 (approved 8 November 2026)
Fees, extra mornings charges	Fees and Fee Payment Policy
Coaching themes and study plan	Coaching Year Plan and Policy Tracker; Interaction Skills Checklist (internal, staff only)
Photos, personal data and children's records	Privacy Statement and Photo and Video Consent Form (Version 2026, approved 8 November 2026)

Questions? Email admindaisychain@gmail.com, phone +31 6 41 93 64 07, or talk to Serlene or Emmalene.

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Our Pedagogical Policy on one page

Summary of the Daisy Chain Pedagogical Policy 2026 1 (November 2026). Suitable for the website and the parent pack. The full policy is on our website and available on request.

Who we are	An English-speaking playgroup for children aged 2 to 4, for over 30 years. Riouwstraat 2c, 2585 HA Den Haag. Monday, Tuesday, Thursday and Friday, 09:00 to 12:00. Inspected every year by GGD Haaglanden.
Our group	One group of at most 16 children, always with the same two qualified staff, Serlene and Emmalene. We never go below one member of staff for every eight children.
Our morning	09:00 meet and greet, then the register; the day's programme; a supervised break at 10:30; collection at 12:00.
What matters most	Every child feels safe, welcome and listened to. Children learn through play: language, independence, thinking, creativity, movement, getting on with others, and good manners.
English	We speak only English with the children, and use key words from home languages to help them feel at ease.
Behaviour	We guide children calmly and positively, praise kindness and help them solve conflicts. We never use physical punishment or humiliation.
Settling in	Visit first. On the first morning, you are welcome to stay at the start, for no more than 30 minutes, so that your child can join in; we are flexible if needed. A short, happy goodbye and a comfort toy help.
Your child's mentor	One of our two staff, responsible for your child from the very beginning. Your first contact about your child.
Keeping you informed	Your child's mentor arranges talks with you as appropriate, and you can ask for a talk at any time. You receive a full report once a year and a final report when your child leaves.
Concerns	If we notice something about your child's development, we talk with you first and agree next steps together. Nothing is shared with a new school without your written consent, given on the form "Consent to Share Information with a New School", which we hand you at the playgroup.
Your say	We ask the parents' committee and all parents for their views before we change this policy. You can approach the committee at drop-off or collection, or via the staff. Questions or worries: talk to Serlene, email admindaisychain@gmail.com or phone +31 6 41 93 64 07.