



Pedagogical Concept

for the English-German kindergarten and hort of the parents' initiative

Chocolate Butterflies e. V.

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Preface

We are the Chocolate Butterflies.

Why we are called that, we don't really know anymore. But we asked our children - and they knew. Because we are like chocolate and butterflies:



Butterflies and chocolate come in all different sizes, colors and shapes. We are just as diverse. And like butterflies, we can transform: The children unfold on their way through the kindergarten, and some even fly a bit further on their way together with us, - as hort children.

With this concept, we would like to give you an insight into our facility.

What do we offer?

What makes us special?

Which basic attitudes and values guide our work?

This concept is the result of an intensive examination of these and many other questions. With it, we have created a binding basis for our work, which offers orientation to all - pedagogical staff as well as parents - and gives the security of being able at any time to fall back on agreements made and described here. The pedagogical philosophy presented in the concept always refers to both areas of our facility, the kindergarten and the hort. Aspects that refer specifically to one of the areas are indicated in the appropriate places.

The contents of this concept were developed by the pedagogical team of Chocolate Butterflies in close cooperation with the parents. Since pedagogical work is always in a state of change, the contents of this concept are regularly evaluated and further developed.

Do you have any questions or suggestions? Please feel free to contact us!

We thank you for your interest in our English-German kindergarten and hort and hope you enjoy

1 General information about our Kindergarten and Hort

1.1 History and development of the parent-child initiative

1995 - After the unexpected closure of the English-German kindergarten in Plinganserstraße, the parents concerned were faced with the question of what to do next for their children. True to Kästner's motto "There is no good unless you make it," the parents decided to open a kindergarten themselves, and the parents initiative Chocolate Butterflies is founded! Initially, 25 children move into a building at Gaißacher Straße 21, which is renovated and rebuilt together with great effort. In 2017, the move to the current building in Gaißacher Straße 17 takes place. Originally a truck workshop, later an Asian supermarket, then a paint store - now the spacious and bright premises offer our children space to play, romp and learn. Since the current building has considerably more space than past locations, it became possible to set up a hort. Today, Chocolate Butterflies welcomes up to 49 children combined between our kindergarten and hort.

1.2 Legal framework

The kindergarten and hort of the parent initiative is run by the non-profit association "Chocolate Butterflies e. V." with approx. 40-45 association members per calendar year. The association is based in Munich and was entered into the register of associations at the Munich District Court on July 3, 1995.

Chocolate Butterflies fulfils the legal mandate for upbringing, education, and care as a family-supplementing and supporting childcare facility according to §22 SGB VIII. The legal basis for our daily work at Chocolate Butterflies is anchored in the Bavarian Child Education and Care Act (Bayerisches Kinderbildungs- und Betreuungsgesetz, BayKiBiG). Our pedagogical work and concept are based on the Bavarian Guidelines for the Education and Upbringing of Children up to the End of Primary School (Bayerische Leitlinien für die Bildung und Erziehung von Kindern bis zum Ende der Grundschulzeit) in conjunction with the Bavarian Education and Upbringing Plan (bayerischer Bildungs- und Erziehungsplan, BayBEP).

1.3 Funding

Chocolate Butterflies is funded by the State of Bavaria within the framework of the BayKiBiG and by the City of Munich within the framework of EKI-Plus through proportional grants in accordance with the relevant guidelines. Furthermore, any public supplementary funding programs are taken advantage of (e.g. management and administration bonus). In addition, we are financed through monthly parental fees (see also section 1.4.8 Parental fees and other costs).

1.4 Organization and structural issues

1.4.1 Location and Area Served

Chocolate Butterflies kindergarten and hort is located in the heart of Sendling at Gaißacher Str. 17 and within walking distance of several playgrounds and sports fields as well as the Südbad swimming pool. With the nearby subway stops Bruderstuhlstraße and Harras, we are well connected for excursions, for example to the zoo Hellabrunn. The main areas served by the kindergarten are Sendling and Thalkirchen. Our hort belongs to the district (Schulsprengel) of the elementary school at Gotzinger Platz.

1.4.2 Opening hours

Chocolate Butterflies tries to offer the most flexible and seamless childcare possible. We are open regardless of school vacations and close on only approximately 30 days per year. Our closing days include the period between Christmas and the 6th of January, public holidays (occasionally including bridge days), and the last two to three weeks of August. If necessary, two additional closing days may be added for further training and team/concept days.

Our regular opening hours in the kindergarten:

- Monday, Tuesday, Thursday, Friday: 07:30 a.m. - 5:30 p.m.
- Wednesday: 07:30 a.m. - 5:00 p.m.

Our regular opening hours in the hort:

- Monday to Friday 11:30 a.m. - 5:30 p.m.
- Wednesday: 11:30 a.m. - 5:00 p.m.
- During school vacations: Monday, Tuesday, Thursday, Friday: 07:30 a.m. - 5:30 p.m.;
- Wednesday: 07:30 a.m. - 5:00 p.m.

1.4.3 Target groups

According to the operating license, Chocolate Butterflies is allowed to care for up to 49 children. These are generally made up of about 60% kindergarten-age children (from 2.5 to 6 years old) and 40% elementary school-age children. The distribution of children may vary slightly depending on the number of professionals employed and the number of families entering and leaving within a school year.

Only children with primary residence in the city of Munich can be admitted. The hort is aimed at children who attend the elementary school at Gotzinger Platz.

1.4.4 Admission of new children

Our kindergarten and hort is basically open to all children, regardless of which native language(s) they speak. We are open to families of any social, cultural and local origin, of any faith, and of any sexual identity and orientation.

When selecting children, we make sure that the groups are as balanced as possible in terms of age, gender, and native language(s).

Applications for a childcare place can be made via an online form. After a pre-selection, eligible families are invited for personal interviews. Selected families are offered the opportunity to attend a trial day before a contract is drawn up. Current information on the application process (including online application form) is available at <https://www.chocolate-butterflies.de/antrag-fuer-einen-kindergarten-oder-hortplatz-online-stellen/>.

1.4.5 Facilities

Our facility has spacious rooms that are entered via a large, bright entrance and cloakroom area.

The kindergarten group primarily uses rooms on the first floor. A spacious group room offers versatile possibilities for activities in the large group (e.g. the daily morning circle). On a mezzanine level, there is a small quiet zone for retreat and relaxation. The room also has an area for role play and a wall bars. Next to it, connected by intermediate doors, is a bright art room, which also has a cozy reading corner and an aquarium.

The hort rooms (movement room, multifunctional area) are located in the basement, but due to our partially open concept, all rooms of Chocolate Butterflies are basically available to all children. The hort rooms are divided into areas according to the activities that take place there (e.g. homework, movement, play, art and crafts).

The basement also has a sensory room with light installations, an experiment room (our "Science Lab"), a small library with German and English books, a preschool room, and a cozy dorm room (our "Wolkenschiff" or "Cloud Ship").

We have a fully equipped kitchen where we have our daily snacks and lunch. The kitchen and dining area is also used regularly for cooking projects. Our friendly sanitary area is designed to meet the needs of both children and adults.

For outdoor activities, we primarily use the playgrounds at Valley- and Implertplatz. We also regularly visit other nearby playgrounds such as the playground at Neuhofener Berg or the Seidenspinner playground near Flaucher.

1.4.6 Staffing

The team of Chocolate Butterflies consists of seven pedagogical specialists (Fachkräfte) and supplementary staff (Ergänzungskräfte), each with native or fluent command of the German or English language. The team of teachers is regularly supported by two interns in the Federal Volunteer Service (Bundesfreiwilligendienst, BFD). A German-speaking music teacher and sports teacher complement the pedagogical team for weekly music and physical education classes. Chocolate Butterflies e. V. also employs an office and administrative assistant.

1.4.7 Catering

We offer breakfast, lunch and snacks in the morning and afternoon. We pay attention to a balanced and healthy diet. Lunch is delivered hot by an external, DE-ÖKO-037-certified caterer, checked according to hygiene regulations and regularly evaluated by the kindergarten team and the children. We take into account the individual needs of children with allergies and food intolerances as well as cultural and religious eating habits.

1.4.8 Parents' fees and other costs

Currently, parental fees for kindergarten children are paid by the City of Munich or the State of Bavaria. Income-dependent subsidies for the childcare fee are also provided for the hort. The association fee (Vereinsumlage), the admission fee, the annual association fee as well as the meal fee must be paid by the parents. The current fee schedule for kindergarten and hort can be found on our website (<https://www.chocolate-butterflies.de/gebuehren-und-oeffnungszeiten/>).

Within the framework of the legal requirements, a reduction of the parental fees up to an exemption is possible after application by the legal guardians, for example income-related reduction, sibling reduction, etc.

1.5 Guiding principle (Leitbild)

Chocolate Butterflies sees itself as a familiar and safe place where children from all over the world can come together and feel comfortable. We believe our cultural, international, and linguistic diversity represents a great wealth. We model tolerance by treating each other with respect and respecting the dignity of others. We see children as social and communicative beings who are capable and motivated

to help actively and creatively shape our world. Their natural curiosity and inquisitiveness help them in their efforts to grow into the world. We give them the space and time they need to develop their personalities freely. To learn at their own pace, they need our guidance and protection. We want to enable our children to have a carefree childhood, strengthen their self-confidence and promote necessary social skills. Chocolate Butterflies stands for a loving upbringing based on respect and openness, helpfulness, and personal responsibility.

1.6 Pedagogical approach

1.6.1 Pedagogical approach in kindergarten

The kindergarten of Chocolate Butterflies e. V. offers children space for learning and experience. We work according to the situation-oriented approach. This means that children's experiences and impressions are taken up and expressed in different ways (behavior, play, language, painting & drawing, movement). Furthermore, this approach means that we work in an interest-oriented way. We observe the children attentively in their activities and find out what interests them and what they would like to spend more time on. We base our pedagogical activities on this.

We also see Chocolate Butterflies as a place of cultural education and encounter, as a social "workshop" in which big and small people engage with each other again and again, in which new things are created, existing things are appreciated and cultivated, and in which forgotten or abandoned things can be rediscovered. Through dialogue, constant efforts to care for each other, individual freedom, and the experience of community, we create a place of trust and confidence for the children. A space where children and adults participate in each other's biographies.

We work in a partially open concept. On the one hand, this means that the children are divided into regular groups according to their age (our "Kiwis", "Flamingos", and "Falcons"), for which specific, age-appropriate activities and projects are offered. On the other hand, however, the children are also given the opportunity to focus on their individual interests. For this purpose, they can visit all areas of the kindergarten and thus determine the place of play, the play partners, and their activities themselves.

As an English-German kindergarten and hort, we place special emphasis on the development of early childhood language skills in the form of bilingual education (see section 2.1.1).

1.6.2 Pedagogical approach in hort

The concept of the hort is based on the concept of the kindergarten and forms a unit with it. The hort also has a partially open structure in which the rooms are available to all age groups. Apart from certain fixed guidelines (e.g. where lunch is eaten or homework is done), the children are allowed to decide for themselves where they would like to spend their free play time. This creates dynamic small groups and meeting places with students, but also with kindergarten children. In these activities, freely chosen by the children, they acquire many important skills for themselves, but also in dealing with others. Our everyday life is characterized by openness and tolerance, but also consideration and a sense of responsibility are values that we teach the children.

In addition to homework supervision (see section 2.2.7), we offer activities and projects in which the children can participate voluntarily and decide for themselves what they want to try out or what is good for them in that moment. The topics and projects we work on are based on the current interests and needs of the children (e.g. the topics of waste prevention and environmental protection). With such collaborative projects, in which everyone can contribute with their strengths, we form the basis for a great sense of community.

2 Pedagogical concept

2.1 Pedagogical goals and their implementation in the kindergarten and hort

2.1.1 Promoting bilingualism naturally

As a rule, children show great openness and receptiveness to languages. They learn languages in everyday life by listening and imitating and, above all, from each other in play. Chocolate Butterflies provides an environment where children can experience, learn, and use English and German on an equal footing. We also benefit from our multilingual community through which our children come into contact with a variety of languages.

The kindergarten and hort teachers at Chocolate Butterflies speak either German or English fluently and have at least basic skills in the other language.

Children who do not yet speak one or both of these languages should not learn them "in school", but rather come into contact with them in a natural way and learn to communicate in them through constant, hands-on experience. For this we use the immersion method. The children are "embedded" in the new language and develop it step by step from context - effortlessly and without coercion.

Our approach is "one person - one language". Each teacher speaks with the children in his or her main language. The German-speaking teachers speak German, the English-speaking teachers speak English. Thus, bilingualism characterizes the entire daily routine, and the children learn both languages in their natural context. Our various activities, such as morning circle, handicraft activities, reading aloud, and play activities are always led in the primary language (English or German) of the respective pedagogical staff. Bilingualism is also implemented in the daily rituals. For example, before eating, the children wish each other "Guten Appetit" and "enjoy your meal".

Especially at the beginning of a monolingual German- or English-speaking child's time in kindergarten, the pedagogical team also translates content into the child's native language if the child obviously does not understand it. In this way as a rule, each child has already acquired the necessary language skills after a few weeks and communication can gradually take place in the main language of the teacher.

2.1.2 Giving our children safety and security

We provide a place where our children can feel safe, secure, and welcome at all times. On this basis, the children learn to perceive and represent their own needs and interests. Such an environment also provides the ideal conditions for developing skills and individual strengths.

In our daily kindergarten and hort, we convey safety and security on several levels:

We show a positive attitude towards the children and accept each child as the person he or she is. By devoting individual attention to each child, he or she feels noticed and welcome. We strengthen them by teaching important skills that will help them become independent - from practical skills, such as dressing themselves, to doing their homework on their own, to confidently expressing their own opinions in discussions. In doing so, children learn from the very beginning that they can and should express their opinions freely without fear of negative consequences (see also sections 2.2.1 and 2.2.2).

We are reliable in our behavior and treat all children fairly. Fixed rituals such as the welcome in the morning, the morning circle and other recurring procedures also provide support and contribute to an atmosphere characterized by trust and commitment.

Safety and security are also created by the fact that we are a parent initiative: We are a place for the whole family, designed jointly by parents, teachers, and children. This idea - "everyone plays a part" - is also reflected in our pedagogical work. In this way, our children experience what it means to be part of a living community.

The strategies we use to ensure the protection and safety of our children are also set out in detail in our child protection concept (see section 2.3).

2.1.3 Making tolerance tangible and strengthening it

At Chocolate Butterflies, people of many different nationalities, religions and cultures come together. This diversity provides an optimal environment to experience and strengthen tolerance, thus preparing our children for living, learning, and working in societies that are becoming even more diverse. By tolerance, we mean an open, respectful attitude towards differences, the teaching of an equal value of cultures, religions, nationalities, genders and, above all, the joy of the enrichment we experience through diversity. Teaching an open, supportive attitude towards people with physical, intellectual, or psychological disabilities is also important to us.

A child can only learn and develop tolerance by example. A good sense of self is therefore the basis for us. We support our children in feeling accepted, respected, and embraced. By telling our children about other countries and cultures and reinforcing kindness, tolerance, and compassion, we support them in finding their way and feeling comfortable in our diverse world. We use the diversity of our multinational, multicultural, multireligious, and multilingual community as a resource: diverse stories, songs, and rhymes are integrated into our daily routines.

Mindfulness is a fundamental value for a functioning tolerant society and is best taught by showing and exemplifying mindfulness (e.g., how to be attentive and open to others). With our commitment to the needs of the children, we create a learning environment in which tolerance and humanity can be experienced. We also like to use role-playing games and books to teach these values (for example, using the example of St. Martin). In this way, we develop and strengthen in our children the ability to empathize with other people and situations.

We talk openly with our children about cultural differences. In this way, we teach them that it is possible to notice and discuss differences if this is done with respect and appreciation. We also use art projects to help our children think openly and creatively and to be tolerant of differences. We address faith issues when the children ask us about them; we then point out that one's own (non)faith is one possibility among several, that other people believe differently or not at all, and that this is okay.

We make a point of teaching our children that girls and boys are equal; we consciously work against gender stereotypes. We examine our own thoughts and actions for widespread and sometimes unconscious prejudices and break them down. We encourage the children to behave and play whatever they feel like. In doing so, we consciously do not differentiate between "boys' or girls' games", "boys' or girls' colors", etc. We also support our children in questioning widespread categorizations. We want the children to be able to formulate their choices free of stereotypes.

2.1.4 Promoting children's basic skills

Basic competencies are defined as fundamental personal skills that enable a child to interact with other people and engage with his or her environment. These skills form the basis for physical and mental health, for well-being and for the child's quality of life, and they are important for living together in groups. A central concern for us is to support the children in becoming aware of their own strengths and weaknesses. We offer them an environment in which they can discover their abilities and talents

and try them out in everyday life. It is also important to us to convey the joy of learning. Our children should experience a happy time with us, which strengthens and carries them as a foundation on their further paths. We firmly believe that happy children have the best prerequisites to become happy adults.

The pedagogical team of Chocolate Butterflies promotes the basic competences of the children, especially personal, social, and learning methodical competences: We support our children in developing self-awareness and self-regulation, creativity, empathy and their abilities to interact with others. They learn to understand themselves, others and their environment, and to experience their own self-efficacy. This makes them strong, helps them cope with potential changes and stresses, and stand up for themselves and others.

Children have a right to be supported according to their age and individual development. Therefore, we always focus on the children's stage of development and offer tasks that correspond to their level of achievement.

To promote the basic skills of the children, a loving relationship and bond is necessary. In our daily routine, we strive to spend quality time alone with each child. We deliberately say "relationship" instead of "education", and relationships need time and attention. Teaching basic skills happens every time we are together: Through example and imitation, every moment becomes a "learning moment." Therefore, we are aware of the importance of being a good role model and constantly reflect each other.

Together we create spaces in which our children can experience and test themselves with confidence. We encourage the children in their learning attempts and help them to learn from their actions. We also support them in continuing when something doesn't work out. We choose our words carefully, because we know how motivating (or, if wrongly chosen, demotivating) they can be.

Our pedagogical offers and activities include (movement) games, handicrafts, and crafts, singing, reading aloud and storytelling as well as units from the subject areas of mathematics, environment, science and technology, to name just a few examples.

2.1.5 Strengthening independence and sense of responsibility

Taking responsibility for oneself and others is one of the most fundamental skills we want to teach our children in kindergarten and hort. At Chocolate Butterflies, we always try to set a good example and model responsible behavior.

In the hort as well as in the kindergarten, the children are offered many opportunities to organize their free time according to their own wishes and ideas. In this way, the children learn not only to express themselves, but also to stand up for their wishes and take responsibility for their free time. With their ideas and projects, they can also inspire other children and develop their ability to work together. After each activity, the children clean up and make sure that all the rooms are clean so that others can continue to use them. In this way, the children also learn to take responsibility for their surroundings.

The daily routine at Chocolate Butterflies includes fixed tasks that the children must do, such as setting the table for lunch together. However, there are also many other tasks that they can take on voluntarily, such as drying the dishes or sweeping the floors. At lunch, the children decide for themselves what and how much they want to eat.

As soon as the children enter school and hort, they need to have a certain amount of independence and responsibility. Strengthening independence and a sense of responsibility is therefore given even greater focus in our hort and is specifically promoted in practically all areas of the daily routine. In doing so, we

are convinced that delegating responsibility can promote a child's independence and contribute to strengthening his or her self-confidence.

At the beginning of the school year, the teachers pick up the 1st grade children from school and show them how to get to the hort safely. Gradually, the distances the children travel independently are increased. After the fall break, the children then walk from school to hort on their own in small groups, with assistance from older hort children.

Homework time also provides an opportunity to reinforce personal responsibility. The teachers in our hort do not have independent information about the daily homework, but they rely on the children to know what they need to do. The children are responsible from the beginning. This also means that homework may not be done if, for example, a book is missing. In most cases, missed homework has to be made up the next day, so the idea of intentionally avoiding homework quickly loses its appeal.

2.2 Key processes for educational quality

2.2.1 Participation

Children have the right and the ability to participate in the democratic process - right from the start! The participation of children also makes a central contribution to preventive child protection (see also our facility-specific child protection concept, section 2.3). We are convinced that children who feel they are taken seriously and included from the beginning are more resilient and strengthened in speaking their minds, demanding their rights and getting help when needed.

In Chocolate Butterflies' kindergarten and hort, participation is practiced in all daily activities. For example, at daily meals, the children are allowed to decide for themselves what and how much they want to eat. To have a basis for decision-making, all meals may be tasted in advance. The children are also allowed to decide for themselves what rest they need, i.e. whether they want to take a nap or not. Our partially open concept in kindergarten and hort (see section 1.6.1) also takes special account of the children's opportunities for self-determination by allowing them to focus on their individual interests.

We have also integrated regular activities into our daily kindergarten and hort activities that serve to actively pick up on the children's opinions and moods and to involve them in shaping our facility- for example, the morning circle that takes place daily in kindergarten (see section 2.4.1), targeted surveys, small group discussions and our children's conferences in kindergarten and hort. In the morning circle, we regularly address topics of our togetherness and rules that we would like to remind the children of, among other things. Our children are also involved in decisions about the planning of the day. We work with surveys on concrete questions that serve the design of our facility (e.g. "Do you like the food?", "How can we organize free play time?" etc.). In small group discussions, the children learn to express their needs in front of other children and to understand their emotions. Children's conferences take place once a month in the kindergarten and in the hort. They are used to discuss topics that can be brought up by children and/or teachers, e.g. excursion destinations, room design, etc. We try to implement changes that we have decided on together quickly and give the children regular feedback on the status of implementation.

In everyday kindergarten and hort life, situations can arise in which children endanger themselves or others. These cases limit the children's right of co-decision to protect their own physical and mental integrity and that of others. We always address such borderline situations by seeking discussion with the child and explaining and motivating our actions in a manner appropriate to the child's age.

2.2.2 Complaint management

The possibility to complain is an important contribution to the prevention of violence and the protection of the child (see also our facility-specific child protection concept, section 2.3). At the Chocolate Butterflies e.V. kindergarten and hort, we have created structures and procedures that give children the opportunity to complain about personal matters.

We make it clear to the children in our facility that they can voice complaints at any time without fear and that they will receive individual help if needed. We also consider it our responsibility to make the children aware of their right to complain. An indispensable prerequisite for creating a positive culture of complaints is that we show the children respect and appreciation and are prepared to admit our own misconduct and work out ways of improving it.

We convey to the children that if they have a nuisance (e.g. a conflict with another child or a caregiver) that they cannot resolve on their own, they can turn to an educator of their choice. The children should know that they are making a difference with their complaint. Persons of trust are often the most important instance for the children to pass on their complaints.

In discussions, we first try to find out the background of the complaint. We listen actively and appreciatively to the child and engage with the child's perspective. This also requires the ability to perceive and assimilate a variety of child expressions (e.g. withdrawal, refusal, crying, anger). Together with the child, we then try to find constructive solutions. Part of good complaint management is that there is always feedback on a suggestion or complaint. After all, once a complaint has been received, it must not remain without consequences.

In addition to ad hoc complaints, our regular offerings such as morning circles, targeted surveys, small group discussions or children's conferences in the kindergarten and hort provide opportunities to voice one's own complaints, take up the complaints of others, and work out solutions together. In such participation committees, it is also possible to deal with complaints that are voiced by several children or the entire kindergarten/hort (e.g., concerning certain rules or the food offered).

For successful complaint management, it is fundamentally important to create an atmosphere of trust and acceptance. However, we are also convinced that a basic attitude, which understands complaints as desired constructive criticism, in turn contributes sustainably to strengthening the relationship of trust in our facility.

2.2.3 Sexual pedagogy

At Chocolate Butterflies, we perceive sexual education as an important educational and protective task. All teachers continuously update their knowledge of sexual education to be able to appropriately assess and influence the diverse everyday situations. Parents are informed about the sexual education work of the pedagogical team during parents' evenings or development discussions.

The pedagogical staff know and understand the forms of expression of children's sexuality and take on an accompanying role in this developmental phase. The primary task is not to "enlighten" the children. Rather, a positive psychosexual development is promoted in an age-appropriate manner, which is seen as closely linked to the experience of self, to the development of good body image and understanding, to self-confidence, to the ability to relate and love, and to empathy. At Chocolate Butterflies, children find a safe space where their questions are answered and where they can develop a fear-free, self-determined, responsible, and sensual approach to their childhood sexuality. The children are encouraged to become aware of the difference between pleasant and unpleasant feelings and to

communicate this.

Children have the right to be curious. It can also happen that their curiosity leads them to explore their own bodies and that they share these experiences with other children or in a group of children (e.g. so-called "doctor games"). It is the responsibility of teachers to teach children how to recognize their personal boundaries and how to communicate effectively and say "no" when they don't like something. When we observe children showing their private parts to other children, we respond calmly without making anyone feel guilty or ashamed. We talk to the children about the situation and make sure that no child has done anything against their will. To be open and transparent, we also talk to parents about the event.

Provocations, often of a verbal nature through sexualized language (especially typical among school children), we see as an expression of normal development. We closely observe and accompany such behavior and offer the children appropriate alternatives. We intervene when inappropriate behavior repeatedly, massively and/or purposefully violates the personal boundaries of other children. In our facility, there are clear rules about what is allowed and what is not; in this way, we create transparency internally and externally.

We take a clear stance against (sexual) violence and discrimination and strive for the greatest possible protection for the girls and boys in our facility. A common awareness of sexual education and coordinated procedures also create certainty of action for the pedagogical staff. Our sexual education concept is also part of our facility-specific child protection concept (see section 2.3).

2.2.4 Observation and documentation procedures

Observation and educational documentation are part of the quality standard of childcare facilities and are anchored in the educational plans of all federal states. In our kindergarten, we observe and document with KOMPIK ("KOMPetenzen und Interessen von Kindern"; <http://www.kompik.de/kompik>) once a year at the end of the kindergarten year and offer parents a development discussion. A fixed grid with questions and answer options from 11 areas of competence and interest forms a structured procedure for observing and assessing the child's development. Observation with KOMPIK is integrated into our daily care routine; in this way, the actual behavior of the children is reflected.

In the hort, we use an internal observation sheet that allows us to observe children's abilities and identify the next developmental goals of each child. The items on our observation sheet are: Homework and Fine Motor Skills, Language, Gross Motor Skills, Emotional Skills, Free Play and Interaction, Conflict Behavior, and Eating. The observations are documented by all hort teachers and compiled in a close exchange. The compiled observation sheet serves as a basis for discussions with parents.

As a further form of documentation, we create so-called portfolios with the children in the kindergarten. These are personal folders that the children create together with their focus teachers. The folders contain experiences in the kindergarten everyday life, celebrations and events, excursions, works of art and best memories. We start creating the portfolio when the child enters our kindergarten and it ends when the child leaves. On a regular basis, children are given the opportunity to document everything that is important to them in their own portfolio folder and record memories.

2.2.5 Settling in and transition

In the kindergarten, we work according to the Munich Acclimatization Model (Münchener Eingewöhnungsmodell). We organize the acclimation of each child individually. A careful, gradual acclimation should make it possible to build a relationship of trust between teacher and child. In this

way, the child can be gradually introduced to the new routines of everyday kindergarten life. The familiarization phase usually lasts about 10 days. On the first day, the child comes to the kindergarten for about two hours accompanied by a parent. From the 2nd day on, the parents are no longer present. Over the next few days, the duration of attendance is slowly increased and the child gradually participates first in lunch and then in rest time or nap time in the kindergarten. At the end of the settling-in period, the child stays with the group until the afternoon snack.

In the hort, it is also important to us to create a framework for the children that allows them to settle in gently. Together with the parents, the school and the team, we give the children the time they need to feel comfortable with us. The acclimation of the new children takes place in the first weeks after the summer vacations. They get to know the rooms, the teachers and the children who have been in the hort for a while.

2.2.6 German and English preschool

Preschool is an offer aimed at children in their last year of kindergarten. The aim of our preschool program is to strengthen the children's self-esteem, get them excited about school and prepare them for the challenges ahead. Preschool is a voluntary but highly-recommended offering. Preschool takes place twice a week between November and June of the last year of kindergarten - alternating between German and English. A preschool lesson lasts between 45 and 60 minutes. In the case of field trips (e.g. to the theater, city hall, police station, airport), preschool can also last an entire morning.

In addition to language, preschool focuses on aesthetic education, body, movement and health, as well as mathematical basics. Practical life skills are also taught, e.g. during school route training by the police. Political participation and sustainability are also important to us: the children learn to think and act in an environmentally conscious way and to become active themselves if they see a need for change. The teachers work according to the situational approach and work out with the children what is important to them (e.g. the topic of waste avoidance). The diverse range of topics worked on together with the children is as individual as the ideas and wishes of the children themselves.

In the German preschool, we work with the "Würzburger Sprachprogramm". Through simple language games, the preschool children learn phonological awareness.

2.2.7 Homework

Homework supervision is an important part of the pedagogical work in the hort. We see homework as an opportunity to practice behaviors for independent and successful accomplishment of learning and practice tasks, to internalize solution strategies, and to acquire appropriate forms of order and time management. "Mistakes" and their processing support this learning process.

To help children learn independently, we provide a quiet, focused atmosphere. The pedagogical staff who supervise homework time look at the homework, but they do not give solutions. If something is not understood, they are always approachable; the children are made aware of mistakes and encouraged to take another close look to discover them for themselves.

2.3 Procedures for dealing with threats to the well-being of children (child protection concept)

Chocolate Butterflies kindergarten and hort has its own child protection concept in which all central aspects for safeguarding the well-being of children in our facility are regulated. The child protection concept can be viewed at any time upon request. Please talk to us or contact info@chocolate-butterflies.de.

2.4 Daily schedule and special activities

2.4.1 Daily routine in kindergarten

At Chocolate Butterflies kindergarten, we welcome our children beginning at 7:30 am. Children should be brought in no later than 8:45 a.m. so that the morning circle can begin promptly at 9:00. The morning circle is one of the most structured parts of the kindergarten day (see also section 2.2.1). It takes place daily and lasts about 30 minutes. Accompanied by songs, movement, and finger games, we greet each other, discuss important topics, share stories and experiences, and make the plan for the day together. After the morning circle, we have a healthy snack.

The children spend the time until lunch either with indoor activities or outside on one of the nearby playgrounds. Once a week, our children do an hour of sports with a trained physical education teacher. The children also receive music lessons from a music teacher once a week. The preschool children attend the appropriate preschool program as described in section 2.2.6.

Lunch is served between 11:30 a.m. and 12:30 p.m. in two separate lunch groups (one after the other). The meal is followed by quiet time until about 2 p.m., during which we read books and listen to audio books or music. The youngest children also use this time for a nap in our "Wolkenschiff" (Cloud ship).

Afternoon activities include free play time in the group room or art room as well as outdoor activities. If possible, we visit one of the surrounding playgrounds every day. At 3:30 p.m., the children receive a snack. The kindergarten closes at 5:30 pm (Wednesdays at 5 pm). Parents are encouraged to pick up their children no later than 5:15 pm (4:45 pm on Wednesdays).

2.4.2 Daily routine in hort

All children in the Chocolate Butterflies hort attend the elementary school at Gotzinger Platz. Children who attend the first grade are picked up from school until the fall vacations. From then on, they walk the route from school to the hort in groups (of their classes) unaccompanied by adults.

During the time after they arrive at Chocolate Butterflies until lunch is served at approximately 1 p.m., first and second graders complete their homework. After lunch, a second, one-hour homework period usually begins for third and fourth graders. Afterwards, the children either receive specific educational offerings in the hort or spend their time with free play, in our small library, doing crafts, or outside on the nearby playground. A snack is served at approximately 3:30 pm. On Fridays, homework is not done in the hort. Instead, the program includes small excursions or special activities for which there is not enough time during the week. Especially during the school vacations, the hort children are regularly taken on excursions.

Pick-up time is 5:30 pm (Wednesdays at 5 pm). Hort children are also allowed to go home alone if the parents have confirmed this in writing beforehand. However, to ensure an exchange between teachers and parents, children should be picked up by their parents at least once a week.

2.4.3 Special activities

We love to celebrate! The annual highlight for all kindergarten and hort families is our big summer party with a rich buffet, proudly presented show performances by the children and plenty of time for a relaxed get-together. In addition to festivals that are part of the Christian tradition, such as Easter, St. Martin or St. Nicholas, we also celebrate numerous festivals from other cultures and religions, such as the Indian Diwali festival, the Chinese New Year or the Irish St. Patrick's Day. We benefit from the great cultural diversity of our community. The children learn about the background and traditions of these festivals

and experience the music, dance, customs, and foods associated with these events. Of course, we also celebrate the festivals that are traditional in Bavaria. We dress up for Fasching, dance into May and celebrate our own little Oktoberfest (for those who want in lederhosen and dirndl).

Throughout the year we offer many special activities. These include excursions to the Isar River, the nearby zoo, or to our district libraries. From time to time, we also visit concerts, museums, and theaters together. We also take advantage of environmental education programs (such as those offered by the Landesbund für Vogelschutz) and traffic education programs offered by the Munich police.

As voluntary offerings, a skiing course and a swimming course are organized annually by the parents.

Chocolate Butterflies has adopted two animals at Gut Aiderbichl. Our hort children visit the animals there every summer.

Every three to four months, our kindergarten and hort children are visited by a "tooth fairy" from the health department. She shows the children how to brush their teeth properly.

3 Cooperation in the parent initiative

In the pedagogical team and among the parents, we always treat each other with appreciation, respect and friendship and are open to constructive criticism. In this way, we strengthen our colorful community and are role models for our children. We all work towards the same goal - to raise happy and healthy children.

3.1 Cooperation of the pedagogical staff

For everyday life in the kindergarten and hort to run smoothly, good teamwork is essential. Our teamwork is characterized by mutual appreciation, openness, and lively exchange. All teachers at Chocolate Butterflies strive for close cooperation and the best possible mutual support. We also strengthen our sense of community through team-building measures, such as our annual team day.

In addition to the constant exchange of information between team members that is part of everyday life at Chocolate Butterflies, there are also fixed team times. The educational team meets regularly once a week for two hours to discuss professional and organizational topics and to ensure that everyone is well informed and working together productively. We also use our team meetings for critical reflection on our pedagogical work.

We are convinced that a good division of tasks leads to a reduction in workload for the entire team. All pedagogical and organizational responsibilities are clearly defined. The interests, skills and experience of each individual are taken into account and used as a resource. All team members are informed about each other's tasks and work processes, so that if one member is absent, everything can continue smoothly.

Each pedagogical specialist has five days of professional training per year. During team meetings, we inform each other about the latest findings from these education and training courses. In this way, new and improved procedures can always be implemented in our facility.

3.2 Educational partnership with parents

In our kindergarten, each child has a focus teacher who is the main contact person for parents in all pedagogical and developmental questions. The focus teacher also draws up the settling-in plan and works with the parents during the child's settling-in.

As a central element of the educational community between the pedagogical staff and the parents of the kindergarten and hort children, pedagogical parents' evenings (our "Meet & Greet" evenings) are held once or twice a year. Here we exchange information about the concerns of the children, the parents and the pedagogical staff and discuss current pedagogical topics.

Parent meetings are obligatory once a year (in the kindergarten with the respective focus teachers, in the hort this is done by the head of hort). If necessary, parent meetings can be held more frequently.

One of our most important ways of communication are conversations in passing. They enable a daily exchange between parents and teachers on all current issues. If necessary, communication can also take place by e-mail.

Parents also have opportunities to actively participate in the pedagogical work, for example by baking or cooking together with the children, reading to them, or creating other creative activities. The involvement of the parents contributes significantly to our friendly and familiar atmosphere and enables a particularly constructive cooperation between parents and teachers in the interest of the children.

3.3 Offices and cooperation of parents

The parents are responsible for the organization and administration of our parent initiative.

The board is composed of at least four members who are elected from and by the parents at the general meeting in March for one year at a time. In addition to the board chair, the board currently includes the following offices: Finance, Human Resources Management, New Admissions Coordination, and Operations.

The board is in close and regular contact with the pedagogical management team. Weekly meetings are held with the personnel board and occasionally with the full board. In addition, the board is the direct contact for the entire pedagogical team. Questions, problems, suggestions, or ideas are discussed in an open, uncomplicated exchange and approached in a solution-oriented manner.

About every three months, the board of Chocolate Butterflies e. V. invites to parent evenings to discuss important organizational matters.

Activities outside the pedagogical scope of our kindergarten and hort are defined by offices and special tasks and distributed among the parents. Each family assumes a board office or tasks with a time scope of at least 4 hours per month per child at the time the child enters the kindergarten / hort. Tasks include cleaning, maintaining the website, organizing festivals and flea markets, janitorial work and repairs, or designing the yearbook. A change of offices or tasks during the kindergarten period is possible.

A so-called "parent duty" is required when, due to staff shortage (e.g. due to illness), there are not enough teachers on site to fully ensure the care of the children. With the help of parents, closures can usually be avoided, and childcare can be maintained during the usual opening hours. The parents of each kindergarten or hort child commit to a fixed 2-hour time interval per week during which they are available for parent duty if needed.

4 Public relations and networking

It is important to us to open our facility to the outside world and make it visible. With this pedagogical concept, which is freely accessible to all interested parties in German and English, we provide information about our organizational structures and make the pedagogical work of our parent initiative transparent.

Information about our facility can also be found on our German and English language website (<https://www.chocolate-butterflies.de/>). Here you can find, among other things, current information about our facility as well as short profiles of our team members. The kindergarten and hort of Chocolate Butterflies e. V. also presents itself to the public on Facebook (<https://www.facebook.com/CBKindy>) and Instagram (https://www.instagram.com/chocolate_butterflies_kiga).

As part of our selection process, we offer interested parents the opportunity for a detailed informational interview and to get to know the premises. Another opportunity to get to know Chocolate Butterflies and to get into conversation is our popular flea market for children's things.

Chocolate Butterflies is a member of Kleinkindertagesstätten e. V. (KKT), the umbrella organization of Munich parent initiatives. The professionals at our facility regularly participate in networking meetings with other Munich parent initiatives organized by the KKT.

If necessary, contact is made with external specialized services and counseling centers (see the child protection concept of Chocolate Butterflies e. V.).

5 Quality management

To enable the children entrusted to us to develop successfully, high-quality pedagogical work is important to us. The lived partnership between pedagogical staff and parents is also of particular importance to us and is a sign of the quality of our facility.

By continuously reviewing and revising our pedagogical concept, we ensure a common understanding of our pedagogical work and continue to develop. We know the legal basis of our work, inform ourselves about changes and integrate these into our concept development.

The following measures ensure that we work in a pedagogically sound manner and can further develop our work in a quality-assuring manner:

- Qualified staff with German or foreign degrees officially recognized in Bavaria
- Above-average standard of care
- Language teaching by German or English native speakers or those with a fluent command of the respective language
- Involvement of further experts in early education (trained music and sports teachers)
- Regular attendance of further education and training courses by the pedagogical team, the board of directors and parents (e.g. safety officer)
- Annual child surveys
- Parent surveys at least every two years- more often if necessary
- Weekly team meetings, including once a month with team building activity
- Three preparation days before the start of the kindergarten year
- Two additional team/concept days, if needed
- Weekly team leadership meetings
- Annual supervision for team and board, more often if needed
- Regular meetings between the kindergarten teachers and the personnel board, including one in-depth annual meeting to reflect on the work and look ahead to future goals at Chocolate Butterflies
- Time for each team member to prepare for work with children and create a structured work environment for themselves

- Participation in the program "Pädagogische Qualitätsbegleitung in Kindertageseinrichtungen PQB" initiated by the Department of Education and Sports (Referat für Bildung und Sport, RBS)
- Regular contact with the professional advisors of the Kleinkindertagesstättenverein (KKT) for all questions; use of the network of the KKT as well as the continuing education and training offers