

Inspection report

After-school care Sluiskade (BSO)

Binnendijk 198

8244 AJ Lelystad

Registration number 263658673

Supervisor:	GGD Flevoland
Commissioned by the municipality:	Lelystad
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The research

Research design

This investigation was conducted pursuant to Article 1.62, paragraph 2 of the Childcare Act. It concerns an unannounced annual investigation.

In this study, several topics from the Childcare Act were assessed. An overview of the assessed inspection items can be found at the back of the report.

The supervisory authority carried out the following inspection activities:

- document research;
- site visit;
- conversation with the professionals.

In the report, the supervisor provides an explanation of the assessed topics in each chapter. The introduction to the chapter states which topics the supervisor assessed during this investigation.

Reflection

Judgement:

This annual study shows that BSO Sluiskade meets the assessed requirements following the remedial offer.

Annual survey

BSO Sluiskade was visited on February 25, 2025, for the annual inspection. The after-school care facility was not notified of the visit in advance. During the visit, the inspector spoke with the professionals present. The inspector observed the pedagogical practice. Documents were also requested and reviewed.

The following domains have been investigated:

- Pedagogical climate;
- Staff and groups;
- Safety and health.

Recovery offer

The following deficiency has been rectified within this study:

- Pedagogical climate; description of the pedagogical policy plan.

The quality requirement is now met. The supervisor explains this further in the report.

An impression of the atmosphere on location

The inspection takes place on a Tuesday afternoon. When the supervisor arrives, school has just finished. The children sit down at the table to have something to drink and eat. Afterwards, various activities are offered. The children are also allowed to play freely.

There is a pleasant and relaxed atmosphere. The professionals have short conversations with the children and respond appropriately when children come to ask or tell something.

General information

Out-of-school care (BSO) Sluiskade is located at Binnendijk 198 in Lelystad and has been since

Registered in the National Childcare Register (LRK) in August 2016. A maximum of 50 children are cared for in 3 vertical basic groups aged 4-13. In addition to this location, the provider has a day care center for children aged 0-4 (KDV) location in Lelystad-Haven.

The after-school care is located in De Sluis primary school. The after-school care uses two classrooms and a central area.

Childcare is available from Monday to Friday and during school holidays.

Inspection history

In recent years, the following studies have been conducted:

- 06-05-2024. Annual review. The assessed requirements have been met. Recommendation: No enforcement.
- 12-06-2023. Incidental investigation following a request for modification. The number of children has been increased from 35 to 50.
- 06-06-2023. Further investigation; the shortcomings identified in the annual review of January 2023 have been remedied. Recommendation: No enforcement.
- 24-01-2023. Annual review; not all assessed requirements have been met. Within the Personnel and Groups domain: the hour calculation is inadequate. Within the Safety and Health domain: not all measures are clearly described. Parental Rights domain: alternative parental consultation is insufficient. Recommendation: Enforcement.
- 18-01-2022. Annual review, the assessed requirements have been met. Recommendation: No enforcement.

Structure of the inspection report

This inspection report is divided into various chapters, which we call domains. Each domain is further subdivided into several sections. For each section, it is described whether the requirements have been met. At the end, there is a list of the requirements that have been assessed.

The holder has been given the opportunity to submit a response to the report. We call this response a view. If a view is present, it is included at the back of the report.

Advice to the Municipal Executive

No enforcement.

Observations and findings

Pedagogical climate

In the chapter 'Pedagogical climate', the supervisor assesses the following topics:

- pedagogical policy;
- pedagogical practice.

Below, the assessment and an explanation from the supervisor are listed by topic.

Pedagogical policy

Judgement:

The required topics are sufficiently described in the pedagogical policy plan of BSO Sluiskade. In practice, the professionals work in accordance with the described policy.

The professionals work with the Sluiskade pedagogical policy plan version 2025.

The pedagogical policy plan contains a clear description of:

- Providing responsible out-of-school care.
- The steps taken when abnormalities in development are identified.
- The implementation of the mentorship.
- The settling-in policy when children are new to the group.
- The organization of childcare when fewer professional staff are allowed to be present.
- The organization of activities where children can leave the base group.
- The policy regarding requesting an extra childcare day.
- The working method, maximum size, and age structure of the basic groups.
- The tasks that interns can perform. And how they are supervised in doing so.

The pedagogical policy plan describes the following with insufficient concreteness:

- How many professionals there are relative to the number of children present and how they are distributed across the basic groups.
- How stability for the children is ensured in the distribution of professionals across the different basic groups. Plus how attention is paid to what the child needs in this process. (BKR at location level)

The pedagogical policy plan contains information that does not correspond with practice:

- *Children from various schools are being brought to the location.*(Policy quote)
- The calculation for the BKR is outdated.

The pedagogical policy plan lacks a description of how professionals are assigned to a base group. One professional explains that they rotate groups after every school holiday. They do this so that all professionals know all the children.

Recovery offer

The holder has been given the opportunity to make the necessary additions to the Pedagogical Policy Plan. For the above-mentioned shortcomings, the supervisor offers a remedy offer on 26 February 2025 until 5 March 2025. On 4 March, the supervisor receives the amended

policy plan of BSO De Sluiskade. In the policy plan, the above topics are described concretely, for example;

BKR

Policy plan quote:*As of July 1, 2024, the BKR may be calculated across locations, and we apply 1Ratio.nl to the entire location. This assesses the total occupancy per day. In doing so, we ensure that there is at least one permanent staff member in every group. We then determine, where necessary and based on the children's activity needs, whether to deploy the other two professionals to provide extra support for young children. This may vary from day to day.*

The holder has added a table showing the minimum and maximum number of professionals that can be deployed across the different groups, as well as the maximum number of children per group.

- The holder has removed the information regarding the various schools. No children from other schools are being accommodated.
- The holder has removed the old BKR calculation.
- The holder has added information regarding the rotation of professionals;

Policy plan quote:*Rotating staff members between the three groups; agreements have been made among the pedagogical staff to swap to a different group for 6 to 8 weeks after every school holiday. The underlying idea behind this is to maintain engagement with all children throughout the year. This ensures that all staff members know the children well, that the environment is varied for the children, and that it is perceived as pleasant. During a school year, the children see a different pedagogical staff member on a rotating basis in their base group, creating a closer bond for all children with all teachers during holidays or in the event of absence.*

This rectifies the deficiency.

Work according to the described policy

The supervisor asks the professionals present questions about the pedagogical policy. The professionals are sufficiently familiar with the basic pedagogical objectives from the pedagogical policy plan.

From the conversation with the professionals and the minutes of the team meetings, it appears that the pedagogical policy and working methods are regularly discussed.

Remark:

The pedagogical policy plan includes a great deal of information on topics that do not need to be described in this plan, such as the code of conduct, the parent committee regulations, the administration of medication, and the complaints procedure. As a result, the pedagogical policy plan is a 54-page document. Describing only the legally established conditions regarding the pedagogical policy would improve readability.

From the above observation(s) / findings, it appears that the following condition has been met following the offer of remediation:

The pedagogical policy plan contains at least a concrete description of the working method, maximum size, and age structure of the basic groups, as well as the manner in which the staff-to-child ratio is met, at least through staffing.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, subparagraph d, Childcare Quality Decree)

The pedagogical policy plan contains at least a concrete description of the holder's considerations regarding the relationship between the minimum number of professionals to be deployed and the number of children present in the childcare centre.

In doing so, the provider shall in any event address the distribution of the number of professional staff across the various basic groups, the needs of the child, the structure of the basic groups, and the stability of the care.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, sub f, Childcare Quality Decree)

Pedagogical practice

Judgement:

The provider ensures adequate pedagogically sound childcare.

The way the pedagogical observation was conducted is described below:

When observing pedagogical practice, the supervisor uses the 'Field Instrument for the Observation of Pedagogical Practice' of June 2023. The supervisor describes the pedagogical practice by quoting a sentence from this observation instrument and subsequently describing an example from practice. The observation instrument is based on the definition of 'responsible childcare' as described in the Childcare Act.

The observation instrument consists of 4 parts: a)

Emotional safety

b) Personal competence

c) Social competence

d) Norms and values

Below follows a description of the pedagogical observations:

The supervisor observed the pedagogical practice at various times: during eating and drinking, during an activity, and during free play.

a) Emotional safety Quote:

Individual attention (4-12)

*The professionals (usually) respond to **awarm and supportive way**on children. They goin **a casual way**to be with every child.*

Observation:

X approaches the professional with a broken car. The tire has come off the wheel. The professional says with a laugh, "Oh dear, now it has to go to the garage!" The child says that the car has already been there. "And couldn't they fix it there?" asks the professional. "Then I'll give it a try," she says.

Group Shell goes outside. One child does not want to go along. The staff member consults with the staff member of the other group to see if he may stay there. He is allowed to. The child lies down on the ground, bored. The staff member squats down beside him and says, "Would you perhaps like to play a game together?"

b) Personal competence Quote:

Program (4-12)

*The professionals have a recognizable program, in which there is (plenty of) room, or room can be made, for new/fun/exciting situations that **offer opportunities** for discussion and learning opportunities.*

Observation:

During the table time, the professional checks with the children if there are any seeds in the apple. When the professional shows a seed to everyone, X says, "We should plant this one like this, then we'll get an apple tree!" The professional thinks that is a good idea, but explains that they first need to find a pot and can look up together how best to do that. The professional asks how long the children think it will take before it becomes a tree. A child shouts, "Two weeks!" "Well, it takes a bit longer; it becomes a small plant first," the professional explains.

Quote:

Challenge (8-12)

*For the 8+ year old, there is sufficient challenge thanks to materials, activities, games, or tasks. There is a **degree of exclusivity** in for this group given the level of difficulty, self-reliance, or availability. The 8+ year old **is not dependent** of the presence of other 8+ year olds to still experience challenge and fun.*

Observation:

The professional explains what they are currently working on regarding coaching at the time of the inspection. She explains that they come up with fun activities for the younger children, but that they now also want to offer the older children more challenging activities. She mentions that they actively involve the children in this. As an example, she mentions specific materials they have purchased for the older children, such as 3D puzzles and color-by-number. The children are actively engaged with these during the observation.

c) Social competence

Quote:

Encouraging interaction (4-12)

*The professionals encourage interaction between peers of the same age and/or group. They **to help** the children to make contact with each other. They offer play that **start** to consultation, coordination, helping each other, sharing emotions, learning from each other.*

Observation:

In the three group rooms, children can play together in various play corners. In each group room, an activity is ready or waiting for the children to participate in. But they can also play freely. After all, it is free time, the staff member explains.

Examples of activities:

- Two children are playing with the foosball table.
- A group of children is painting flowers
- A child is doing a puzzle together with a professional.

Two children are arguing over a car. The professional walks over and asks what is wrong. Then she asks how they can resolve this. Together, they come to the solution that X may play with the car first, and Y afterwards.

d) Norms and values Quote:

Structure (4-12)

*In the room, at specific places **information** present (icon, word, slogan, list) whereby children **to know** which agreements or rules apply in those places and throughout the entire space. The space is children's own familiar environment.*

Observation:

- An activity board hangs in each group. It lists the various choices regarding play materials. The children hang their name next to their choice.
- The names of all the children in each base group are posted outside every group room.
- A poster with "this is how you wash your hands" hangs by the tap.
- The after-school care rules are visibly displayed in the group room. Here, with text and a picture, it states, for example: walk in the hallway, when we play together we share, everyone feels their best when no one is bullied.

Sources used

- Call holder (By telephone March 4, 2025)
- Conversation otherwise, namely: (Intern present)
- Conversation with professional(s) (Three professionals present)
- Observation (Pedagogical practice, indoor and outdoor space)
- Field instrument for observing pedagogical practice
- Pedagogical policy plan (Sluiskade 2025)
- Minutes of team meeting April 2024, February 2025

Staff and groups

In the chapter 'Personnel and groups', the supervisor assesses the following topics:

- Certificate of Conduct and Childcare Personnel Register;
- training requirements;
- number of professionals and requirements for the deployment of professionals in training, differently qualified professionals and interns;
- deployment of pedagogical policy officer.

Below, the assessment and an explanation from the supervisor are listed by topic.

Certificate of Conduct and Childcare Personnel Register

Judgement:

The holder ensures the timely registration and linking of persons in the Childcare Personnel Register (PRK).

This is evident from the findings below:

Holder

The holder is registered in the Trade Register as a sole proprietorship. The holder holds a Certificate of Conduct for a natural person. The registration in the PRK and the Certificate of Conduct check are in order.

Staff

The check of the PRK shows that the following employees are registered in the PRK:

- The three professionals present
- The BOL intern present

The employees are linked to the holder. After being linked in the PRK, they started their work.

Educational requirements

Judgement:

The professionals and the pedagogical policy officer/coach hold an appropriate diploma. The professionals meet the IKK language requirement.

This is evident from the findings below:

Professional diploma

The supervisor has reviewed the diplomas of the three professionals present. They hold an appropriate diploma.

IKK Language Requirement

The three professionals present meet the IKK Language Requirement. This is evident from the supporting documents received.

Diploma in Pedagogical Policy Officer/Coach

The supervisor has reviewed the diploma of the pedagogical policy officer/coach (PBM). The PBM holds an appropriate diploma.

Number of professionals and requirements for the deployment of professionals in training, differently qualified professionals, and interns

Judgement:

The provider ensures the deployment of sufficient professional staff. Professionals in training, interns, and other qualified professionals are deployed in accordance with the conditions. A backup is available for the Out-of-School Care.

This is evident from the findings below:

Staff-to-child ratio (PCR)

At the out-of-school care, sufficient staff are deployed for the number and age of the children being cared for. During the inspection, the following numbers of children and staff were present:

Group	Number of attendees children aged 4-13	Number of attendees professionals	Number needed professionals
The Seahorses	10	1	1
The Shell	9	1	1
The Pirates	11	1	1
Total	30	3	3

In the period from February 17 to 26, the number of staff members also matches the number of children. This is evident from a sample of the requested schedule and attendance list.

For the calculation, the regulator used the calculation tool on 1ratio.nl.

BKR discrepancy

The provider may employ three hours fewer professional staff per day on school-free days. On school days, this is permitted for half an hour per day. The provider does this in accordance with the conditions. At least half of the required professional staff must be present. This is visible on the staff schedule and attendance lists. The attendance lists show the arrival and departure times of the children.

Deployment of professionals in training, interns

At the out-of-school care facility, trainees and/or interns are deployed in accordance with the terms of the childcare collective labour agreement. The provider has taken the training phase into account in this regard. The BOL intern currently present is deployed in an additional capacity. The practical training agreement has been reviewed.

Deployment of pedagogical policy officers

Judgement:

In 2024, the pedagogical policy officer/coach (PBM) was deployed for the mandatory number of hours. For 2025, the holder has correctly calculated the number of hours for which the PBM must be deployed. The holder has documented the distribution of hours in writing. This distribution of hours is transparent to parents and professionals.

All professionals received coaching in 2024.

This is evident from the findings below:

Calculation of hours

The holder arrives at the following calculation:

	50 hours x number childcare centers	10 hours x number of FTE pedagogical staff	Sum (of 50 hours x number of childcare centers + 10 hours x number of FTEs) = minimum hours commitment
2025	50 x 2 = 100	10 x 15.23 = 152.30	100 + 152.30 = 252.30 hours

The holder has made this calculation using the applicable calculation rules. The data used for this purpose have a reference date of January 1 of that year. The number of childcare centers in the calculation corresponds to the number in the National Childcare Register.

Distribution of hours across locations

The allocation of hours across the holder's various locations is described in the document 'Use of coaching hours 2025 KDV/BSO'. The hours are split into coaching hours and policy hours. For BSO Sluiskade, 50 policy hours and 20.3 hours for coaching have been calculated.

The breakdown of hours is transparent for professionals and parents because the document has been posted on the website.

Use of PPE

At BSO Sluiskade, the PBM has been split into two roles: pedagogical policy officer and pedagogical coach. The pedagogical policy officer is responsible for drafting and implementing the pedagogical policy. The pedagogical coach provides pedagogical coaching to professionals. Based on the conversation with the professionals and the submitted document 'Deployment of coaching hours 2024 BSO', it appears that the PBM was deployed for the mandatory number of hours in 2024.

Coaching for every professional

From the conversation with the professionals present, it appears that they received pedagogical coaching. Coaching was provided by:

- Coaching on the job.
- Individual sessions.
- Input during the team meeting and child discussion.

The PBM also works as a professional in the group. Therefore, the PBM receives coaching from the PBM who provides coaching at the daycare location of the same provider.

Sources used

- Conversation with professional(s) (Three professionals present)
- Observation (Pedagogical practice, indoor and outdoor space)
- Diploma/qualification of professional(s) (3 professionals present)
- Diploma/qualification pedagogical policy officer(s)
- Proof 2f language level of professional(s) (3 professionals present)
- (Practical) Learning Agreement student(s)
- Childcare Personnel Register (26-02-2025)
- VOG verification holder (26-02-2025)
- Attendance list (Week 8 and week 9)
- Staff schedule (Week 8 and week 9)
- Calculation of pedagogical policy officer(s) (Coaching deployment Kidz Ahoy 2025)
- Overview of deployment of pedagogical policy officer(s) (Deployment of coaching and policy officer 2024 Out-of-School Care)

Safety and health

In the chapter 'Safety and health', the supervisor assesses the following subject:

- safety and health policy.

Below is the assessment and an explanation from the regulator.

Safety and health policy

Judgement:

In practice, the professionals work according to the described policy. An adult with a valid First Aid certificate is always present.

The professionals work with the Safety & Health Policy Plan BSO De Sluiskade 2025, version March 2025. The policy plan is up-to-date.

Work according to the described policy

The supervisor observes the professionals while they are working in the group and asks questions about it. This shows that the professionals have sufficient knowledge of the safety and health policy.

Work is carried out as described in the policy plan.

In practice, the following points have been investigated:

- Evacuation/emergencies
- Allergies
- Ongoing process

Evacuation/emergencies

In practice, the following measures have been observed:

- The emergency exits are clear.
- Employees are trained to act in the event of emergencies. The names of the on-call Emergency Response Officers are listed on the attendance board at the entrance.
- Evacuation drills have been conducted. The supervisor has received a report of the last drill, dated May 2024.
- A first aid kit is present in every group, containing, among other things, safety vests and child details.

The conversation reveals that the professionals have sufficient knowledge of what to do in the event of an emergency. **For the sake of completeness, these agreements should be included in the policy.**

Allergies

Quote from Health and Safety policy plan: *A child may already present with symptoms known to the parents, such as allergies to: hay fever/asthma, pet or animal allergies, house dust mite allergies, food allergies, wasp and/or bee allergies, or medication allergies. If parents know that their child has an allergy, we immediately record this in the tracking system so that all caregivers know which children might potentially have a reaction to food or medication.*

In practice, the following measures have been observed:

- The iPad keeps track of which children are allergic to which substances.
- There is an exclamation mark next to children with special needs.
- Substitute staff are also informed of any allergies children may have.

- The individual means to counter a (severe) reaction are available to professionals (if necessary).
- This and other medication is stored in a locked cabinet.
- The outdoor area has been cleared of plants that can trigger an allergic reaction.

The policy includes the risks associated with managing children's allergies. Measures have been described to prevent risks in practice. Work in practice is carried out in accordance with the policy.

The policy states; *We are not in possession of an EpiPen and therefore cannot administer one; consequently, it is essential to always call the emergency services, even in the event of a severe reaction.* In practice, it may occur that a child has a known allergy requiring the use of an EpiPen, in addition to calling for medical assistance. When this occurs, healthcare professionals must know how to act. The conversation reveals that the professionals are familiar with this. **For the sake of completeness, this should be described in the policy.**

Ongoing process

The policy plan clearly describes how the holder ensures that the policy is an ongoing process. The process consists of writing policy and applying it in practice, followed by discussing and, if necessary, adjusting the policy plan.

In practice, the following components of the ongoing process have been observed:

- The risks are inventoried and evaluated annually by the policy officer and a professional.
- The policy officer writes an action plan and subsequently updates the policy.
- The points from the action plan are communicated to the professionals during the team meeting.
- Protocols and working agreements are discussed with professionals at the team meeting. This is evident from the minutes sent and the conversation with the professionals.

Presence of a first aider

During opening hours, an adult with a valid First Aid certificate is always present. This is evidenced by the submitted First Aid certificates.

Sources used

- Conversation with professional(s) (Three professionals present)
- Observation (Pedagogical practice, indoor and outdoor space)
- First Aid Certificate (Out-of-School Care Professionals)
- Safety and Health Policy (BSO De Sluiskade, version March 2025)
- Evaluation of safety and health policy (+ measures taken)
- Action plan (Appendix 3, following RI)
- Team meeting minutes (April 2024, February 2025)
- Protocol (Out-of-School Care Work Schedule)

Overview of tested inspection items

Pedagogical climate

Pedagogical policy

The pedagogical policy plan contains at least a concrete description of the working method, maximum size, and age structure of the basic groups, as well as the manner in which the staff-to-child ratio is met, at least through staffing.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, subparagraph d, Childcare Quality Decree)

The pedagogical policy plan contains at least a concrete description of the holder's considerations regarding the relationship between the minimum number of professionals to be deployed and the number of children present in the childcare centre.

In doing so, the provider shall in any event address the distribution of the number of professional staff across the various basic groups, the needs of the child, the structure of the basic groups, and the stability of the care.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, sub f, Childcare Quality Decree)

The childcare center has a pedagogical policy plan. The holder of a childcare center ensures that the out-of-school care is conducted in accordance with the pedagogical policy plan.

(Article 1.49 paragraphs 1 and 2 and Article 1.50 paragraphs 1 and 2 of the Childcare Act; Article 12 paragraph 1 of the Childcare Quality Decree)

The pedagogical policy plan contains at least a concrete description of how the aspects of responsible out-of-school care, referred to in Article 11 of the Childcare Quality Decree, are implemented.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, sub a, Childcare Quality Decree)

The pedagogical policy plan contains at least a concrete description of the manner in which peculiarities in the child's development or problems are identified and parents are referred to appropriate agencies for further support.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, under c, Childcare Quality Decree)

The pedagogical policy plan contains at least a concrete description of the manner in which the mentor discusses the information obtained regarding the child's development with the parents, and the manner in which the parents and the child are informed which professional is the child's mentor.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, sub b, Childcare Quality Decree)

The pedagogical policy plan contains at least a concrete description of how children can acclimate to a new base group in which they will be placed.

(Article 1.50, paragraph 2, Childcare Act; Article 12, paragraph 2, under e, Childcare Quality Decree)

The pedagogical policy plan contains, where applicable, a concrete description of the frameworks within which justified deviations from the required staffing levels are permitted for no more than three hours per day, provided that at least half of the required number of professionals are deployed.

(Article 1.50 paragraph 2 and 1.60c paragraph 1 of the Childcare Act; Article 12 paragraph 3 under a of the Childcare Quality Decree)

The pedagogical policy plan contains, where applicable, a concrete description of the nature and organization of the activities during which children may leave the base group.

(Article 1.50, paragraph 2 of the Childcare Act; Article 12, paragraph 3, sub b of the Childcare Quality Decree)

The pedagogical policy plan contains, where applicable, a concrete description of the policy regarding the use of out-of-school care during additional half-days.

(Article 1.50, paragraph 2 of the Childcare Act; Article 12, paragraph 3, under c of the Childcare Quality Decree)

The pedagogical policy plan contains, where applicable, a concrete description of the tasks that differently qualified professionals, professionals in training, interns, and volunteers may perform in out-of-school care, and the manner in which they are supervised in doing so.

(Article 1.50, paragraph 2 of the Childcare Act; Article 12, paragraph 3, under e of the Childcare Quality Decree)

Pedagogical practice

In the context of providing responsible out-of-school care, the holder of a childcare centre shall in any event ensure that, taking into account the developmental stage of the children:

- a. children are treated in a sensitive and responsive manner, respect for children's autonomy is shown, and boundaries are set and structure is provided for children's behavior, so that children can feel emotionally safe and secure;
- b. children are challenged through play in the development of their motor skills, cognitive skills, language skills, and creative skills, in order to enable children to function increasingly independently in a changing environment;
- c. children are guided in their interactions, whereby they are taught social knowledge and skills through play, in order to enable children to build and maintain relationships with others increasingly independently;
- d. Children are encouraged to become acquainted with generally accepted values and norms in society in an open manner, with a view to respectful interaction with others and active participation in society.

(Art. 1.49 paragraphs 1 and 2 and 1.50 paragraphs 1 and 2 of the Childcare Act; Art. 11 of the Childcare Quality Decree)

Staff and groups

Certificate of Conduct and Childcare Personnel Register

Are in possession of a Certificate of Conduct:

- a. the holder or intended holder of a childcare centre and the director, partner, associate or manager of that childcare centre;
- b. the participating parent;
- c. the persons who, on the basis of an employment contract with the holder or with a temporary employment agency, are or will be employed during childcare hours at the location of an enterprise with which the holder operates a childcare centre and where children are cared for;
- d. the persons who, on the basis of another agreement with the holder, are or will be structurally employed during childcare hours at the location where children are cared for;
- e. the persons who, by virtue of their position, have or will have access to information about the children being cared for;
- f. persons aged 18 years and older who have or will have their principal residence at the residential address where a childcare centre is located, or who are or will be structurally present at the childcare centre located at a residential address during childcare hours.

As far as natural persons are concerned, everyone as referred to in parts a through f is registered in the childcare personnel register and linked to the holder.

(Article 1.50 paragraph 3 and 1.48d paragraph 3 of the Childcare Act)

After the registration of a person as referred to in Article 1.50, paragraph 3 of the Act in the Childcare Personnel Register and after being linked to the holder of a childcare centre, the person may commence his or her activities.

(Article 1.48d paragraph 3 and 1.50 paragraph 4 of the Childcare Act)

Educational requirements

Professionals and other qualified professionals possess appropriate training as included in the most recently commenced Collective Labour Agreement for Childcare.

(Article 1.50 paragraphs 1 and 2 and 1.60c paragraph 2 of the Childcare Act; Article 15 paragraphs 1, 2 and 19a of the Childcare Quality Decree; Article 9a paragraphs 1 and 3 of the Childcare Act Regulation)

Pedagogical policy officers possess qualifications appropriate for the duties, as included in the most recently commenced Collective Labour Agreement for Childcare.

(Article 1.50, paragraphs 1 and 2 of the Childcare Act; Article 15, paragraphs 3 and 4 of the Childcare Quality Decree; Article 9a, paragraph 2 of the Childcare Act Regulation)

The holder of a childcare centre possesses a copy of a document proving that a Dutch-speaking professional meets the IKK language requirement.

(Article 1.50, paragraphs 1 and 2 of the Childcare Act; Article 15, paragraphs 1, 2 and 19a of the Childcare Quality Decree; Article 9a, paragraph 4 of the Childcare Act Regulation)

Number of professionals and requirements for the deployment of professionals in training, differently qualified professionals, and interns

The holder of a childcare centre employs sufficient professional staff for the number of children being cared for. The ratio between the minimum number of professional staff to be deployed and the number of children present at the childcare centre is determined on the basis of the calculation rules attached to the decree.

During out-of-school care, a maximum of half of the total number of required staff members may consist of staff in training, interns, or other qualified staff. In this case, a maximum of one-third of the total number of required staff members may consist of interns or other qualified staff.

(Article 1.49 paragraph 1, 1.50 paragraphs 1 and 2 and 1.60c paragraph 1 of the Childcare Act; Article 16 paragraphs 1, 2, 3, 4, 8 and Annex 1 parts b and c of the Childcare Quality Decree; Article 9c paragraphs 3, 4 and 5 of the Childcare Act Regulation)

During the hours before and after daily school hours, as well as during free afternoons of the primary school, when fewer professionals are deployed for at most half an hour per day, or if fewer professionals are deployed in accordance with the pedagogical policy plan, at least half of the required number of professionals shall be deployed.

(Article 1.49 paragraph 1, 1.50 paragraphs 1 and 2 and 1.60c paragraph 1 of the Childcare Act; Article 12 paragraph 3 under a and 16 paragraph 4 of the Childcare Quality Decree)

The holder demonstrates, by means of an overview of the deployed staff and attendance lists of children, including an indication of arrival and departure times, that he meets the required staff-to-child ratio and, where applicable, the deviation therefrom on days off and during school holidays.

(Article 1.49 paragraph 1 and 1.50 paragraphs 1 and 2 and 1.60c paragraph 1 of the Childcare Act; Articles 16a and 16 paragraphs 2 and 4 of the Childcare Quality Decree)

Deployment of pedagogical policy officers

The holder of the childcare centre assigns the pedagogical policy officer the required number of hours to coach professionals in the performance of their duties and the development and implementation of pedagogical policy intentions. The minimum number of hours of assignment is determined annually on the basis of the calculation rules in the decree.

(Article 1.50 paragraphs 1 and 2 and Article 1.60c paragraph 1 of the Childcare Act; Article 17 paragraphs 1 and 2 of the Childcare Quality Decree)

If the operator of a childcare centre operates more than one, the operator determines annually the manner in which the mandatory minimum number of hours for which pedagogical policy officers are deployed is distributed among the various childcare centres, and records this in writing so that it is transparent to the professionals and parents. The operator structures the distribution in such a way that every professional receives annual coaching in the performance of their duties.

(Article 1.50 paragraphs 1 and 2 and Article 1.60c paragraph 1 of the Childcare Act; Article 17 paragraph 3 of the Childcare Quality Decree)

Safety and health

Safety and health policy

The operator of a childcare center has a policy for each center that ensures the safety and health of the children being cared for are safeguarded as much as possible. The operator ensures that actions in out-of-school care are taken in accordance with the safety and health policy.

(Article 1.49 paragraph 1 and 1.50 paragraphs 1 and 2 of the Childcare Act; Article 13 paragraph 1 of the Childcare Quality Decree)

Data provision

Reception data

Name of facility	: After-school care Sluiskade
Website	: http://www.Kidz-ahoy.nl
Chamber of Commerce registration number	: 000007472749
Number of child places	: 50

Data holder

Name holder	: CK Loiaconi
Chamber of Commerce number	: 54168732
Affiliation with the disputes committee	: Yes

Data surveillance

Data of supervisor (GGD)

<small>Name of Municipal Health Service</small>	: GGD Flevoland
Address	: P.O. Box 1120
Postal code and city	: 8200 BC LELYSTAD
Phone number	: 088-0029910
Research conducted by	: L. van Marle

Client details (municipality)

Name of municipality	: Lelystad
Address	: P.O. Box 91
Postal code and city	: 8200 AB LELYSTAD

Planning

Inspection date	: 25-02-2025
Drafting a preliminary inspection report	:
Holder's view	: 14-03-2025
Confirmation of inspection report	: 17-03-2025
Send inspection report to holder	: 17-03-2025
Send inspection report to municipality	: 17-03-2025
Public disclosure of inspection report	:

Appendix: Viewpoint of childcare center owner

The viewpoint concerns a response from the holder to the content of the inspection report.

Good morning,

I would like to share my perspective regarding the BSO De Sluiskade based on the GGD Inspectorate.

We would like to share that the inspectorate was perceived as friendly and approachable; this creates a greater sense that we are looking together at how we carry out our service, both in terms of practice and policy.

Yours sincerely,

C. Loiaconi and N. Kok - Van der Wielen