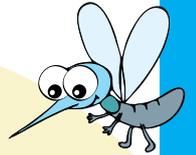
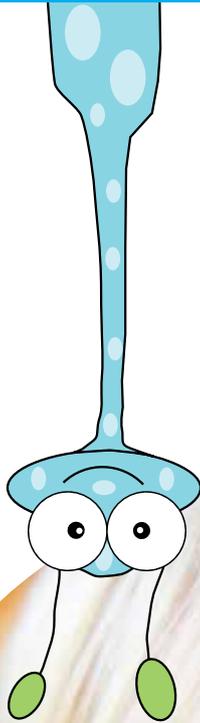


Kita Schilleroper®

Read on to find out what you should know about us.



Find out what is
waiting to be
discovered!



Kita Schilleroper®

A new world to discover, every single day

Dear Parents,

This brochure is intended as an introduction and a warm welcome to us, the Schilleroper day-care centre. On 1 November 2010, we opened our doors to you and, most importantly, your children.

Before going into greater detail about our centre, here are a few words about us, the supporting organisation sme e.V. (a community-based educational support centre). We have been active in the St. Pauli district for many years – for example, as an umbrella organisation of the neighbouring “Haus der Familie St. Pauli”, as the organiser of local projects such as the “Stadtteilmütter” (district mothers) and the “Stadtteillotsen” (district guardians), and as the managing body of KOOP, a group which is comprised of more than 30 institutes, schools and sports clubs which are all committed to improving the living conditions and situations of those who live in St. Pauli. In addition to this, we also offer educational support, ranging from a home for children and socio-pedagogical day groups through to direct “on-site” assistance. In a nutshell, our focus is firmly on the St. Pauli district and helping wherever this seems necessary.

In the Schilleroper day-centre, we want to guide and develop children. We want them to enjoy their time with us: to play, learn and discover. We want them

to grow into confident personalities with the encouragement from committed staff who are able to recognise strengths early on and offer age-appropriate developmental opportunities.

This means we involve our children as far as possible in upcoming plans and decision-making – for example, when deciding on which projects we would like to do with the children. The same applies to the parents: we warmly welcome parental initiative. We consider ourselves an educational partner who goes beyond the casual conversation in passing, individual discussions with parents and parents’ evenings. We look forward to hearing your ideas as parents, whether they are in regards to the day-to-day running of the centre or for special occasions.

On the following pages, you will find details of everything you need to know about our educational and room concepts as well as our team which approaches every single day with fresh motivation and energy. This brochure also includes basic information on hygiene and safety, and the necessary registration forms.

Please do not hesitate to contact us should you have any questions.

Krimhild Strenger

Krimhild Strenger
Head of the KITA Schilleroper

Rüdiger Kuehn

Rüdiger Kuehn
Managing Director



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Facts & Figures

Day-care service

Day-care services are offered for between four and ten hours.

Opening hours

Depending on needs, between 7 a.m. and 6 p.m.

Holidays

The Schilleroper day-care centre is closed during the summer holidays for two weeks and between Christmas and New Year

Number of children

Children aged 3 to 6: 44
Nursery children aged 1 to 3: 24

Number of state-certified educators

8 part-time educators

Total area

Ground and first floors: 400 m²



Children are at the heart of everything we do

Young and preschool-age children are extremely curious and keen to learn. They learn through play and, to this end, need an environment which stimulates them. They need role models and adults who enable them to learn and try out complex and varied ways to experience and perceive. We see ourselves as guides and partners to our children as they begin their journey through life. First and foremost, however, we want the children to enjoy their time at the Schilleroper day-care centre. That's why we take a holistic approach: we encourage their strengths and also try to compensate for any weaknesses, including their social environment, family and life situation. All along the way, we are guided by the principle of inclusion. Or, in other words, we are a day-care centre which is open to those who are different and, what's more, we see the positive in these differences.

We work using a semi-open concept which, in terms of content, is based on the Hamburg educational recommendations. To achieve this, we have developed special rooms – our function rooms, which are also referred to as learning workshops – that can be used depending on the child's interests and inclination. These function rooms focus on the following topics: linguistic and mathematical comprehension, scientific and technical experiments, musical and descriptive role play, creative work (scribbling, drawing, painting and handicrafts) and movement.

Why function rooms?

We chose to design the rooms in this way to allow the children to enjoy a holistic approach to learning with "head, heart and hand" (Pestalozzi). In these rooms, we aim to inspire and encourage the children's natural enthusiasm for the sciences, maths, technology, language and writing. For example, in the experiment room microscopes, water basin, sand pendulums, tubes, telescopes, magnifying glasses and much more are available. The children decide for themselves with which materials they wish to work, they familiarise themselves with these materials and can either make

discoveries on their own, in pairs or as part of the group. The role of the educator is to explain the materials and assist the children with their experiments.

Children aged between three and six

As children in this age range have an inborn need for stable and secure relationships, we have set up core groups with assigned carers. Thanks to our various rituals, such as the morning greeting, fruit snack, lunch and other similar group activities, we have created an atmosphere characterised by a feeling of security and trust. We place emphasis on the transition to primary school and prepare the children with targeted projects and tasks. These include buying bread from the bakery and helping to make meals – we offer our preschool children a range of activities which serve to enhance their motivation and initiative. Cooperation with the primary schools is central to the work of our staff. It goes without saying that the children visit their school before term commences to allow them to get a sense of what this new step is all about.

Reading and playing room
Experiment room
Theatre room
Workshop
Movement room



Nursery children aged one to three years

With nursery children, the familiarisation phase is all important for ensuring that the children feel comfortable in their new environment. We take a very gentle approach: starting with a first visit together with either mum or dad, followed by a first meal and the first nap until the child is able to spend the whole day on his/her own. It is important that, as far as possible, the carer is continuously present during this period and, indeed even after this time, stays in close contact with the child in order to be able to respond to his/her individual needs. Just like the transition from day-care to school, we also carefully prepare and guide the transition from nursery to the day-care centre. Depending on their development and individual possibilities, the little ones can take the whole building by storm ... even if this may be in the arms of the carer!



Our nursery children need particular attention. That's why they have their own protected area in which we give them the intensive care they need – from the familiarisation phase through to the transition to the day-care group.

Dear Parents,

When it comes to familiarising children with their new environment, we see each child as an individual and discuss with you the pace at which things are developing. To give you a rough idea of what you can expect, the plan below can be used as a guide:

Week 1: You stay from 9 a.m./9.30 a.m. to 11 a.m. together with your child in the nursery.

Week 2: On the first two days, you stay with your child until lunch and then leave at midday. From the third day, we try to go without the parents until midday and even attempt to lay the child down for a nap.

Week 3: You collect your child after the lunchtime nap. The time spent in the nursery is gradually increased.

Week 4: The last familiarisation week is shaped to meet the child's needs, depending on how well your child has adapted.

Both you and your child will have one assigned carer/contact person to whom you can always turn!

It is important that you always say goodbye to your child when you leave the nursery, even if only for half an hour.



Let your imagination run wild!

Our rooms play an important role within our educational concept. They are decorated in light, bright colours with pleasant lighting and are also well ventilated. They feature real wooden flooring and little carpet islands which are ideal for playing on the floor. There are plenty of great corners and hideaways in which children can play and discover without being disturbed by passing children and adults. All our rooms are designed to awaken the senses and enhance awareness and attention.

Our function rooms encourage children to play and learn about numbers, letters, colours, sounds, clothes and costumes and much more besides. Right from the very start, they promote the interests and skills which ease the transition from day-care to school of children aged between three and six. We also boast a restaurant where birthdays can be celebrated as well as lots of space for building, playing or simply whiling away the time. We have a large building spread over two floors which invites children to go on a voyage of discovery.

In addition to the movement room, there are plenty of other ways in which the children can romp around – whether this be in the sports hall at the “Haus der Familie”, on the stage in the theatre room or, of course, outside.

For our youngest guests, we have created a separate protected area that has been lovingly decorated in light, soft colours. In this play landscape, which has been specially developed for nursery children, the smallest ones are able to train and improve their motor skills. The nursery area also has its own water room for hours of fun playing with water and splashing around with colours and mud. In addition, there is also a small outside area for playing with sand and water.



A quick tour of our specially designed function rooms and the lovingly chosen details.





Enjoy your meal

Nutrition is a key part of the daily routine – whether in the form of a healthy breakfast, fruit snack, lunch or afternoon snack. Food energises both the body and mind and also helps to shape and structure how children interact.

At lunchtime, in particular, children learn how fun eating together can be. This is a time for relaxing, chatting and experiencing how much one can learn from sitting together at the table. In our kids restaurant, we have created the right atmosphere for ensuring just that: with its welcoming interior, set tables and food served in bowls, we want our “diners” to develop a sense of respect – both as regards the food they eat and the people they sit next to.

The food is provided by a recognised provider of meals for children and who cooks using largely fresh, organic whole-food. It goes without saying that we are able to accommodate specific allergies and intolerances. All children are offered fruit and vegetables and drinks, such as milk, tea and mineral water, over the course of the day. We provide everything except for breakfast – this is where you come in, mum

Kita Schilleroper®	
Mon	<ul style="list-style-type: none"> Fruit and vegetables Wholemeal pasta Tomato sauce Peach quark
Tues	<ul style="list-style-type: none"> Mashed potatoes Carrots Oat and cheese burger Fruit
Wed	<ul style="list-style-type: none"> Fruit and vegetables Brown rice Vegetable balls in curry sauce Chocolate pudding
Thurs	<ul style="list-style-type: none"> Fruit and vegetables Boiled potatoes Creamed spinach with boiled egg Marble cake
Fri	<ul style="list-style-type: none"> Fruit and vegetables Lamb's lettuce Macaroni casserole Fruit

Sample meal plan KITA Schilleroper



and dad. We ask that you prepare breakfast for your child so that he/she can look forward to finding out what you have made him/her and, in this way, enjoy a little bit of home away from home.

Isn't it great to be able to sit down at the table and chat? This is something most families enjoy, and this is also true at our day-care centre.



It's all action

Depending on the season and circumstances, there is always a whole range of activities and projects on offer for our children to enjoy which encourage them to become more independent – from trips out with the whole group through to sporting activities for both boys and girls.

Both day as well as longer trips away form part of our annual programme. We want to give the children a chance to enjoy a sense of belonging and to immerse themselves in nature. That's why we feel it is so important to offer alternatives to hectic city life.

Playing outdoors, even on rainy days, is part and parcel of a healthy childhood – and we regularly visit the playgrounds in the neighbourhood with the children aged three to six.

Of course, we also celebrate festivals. We take traditional holidays, such as carnival, Easter and Christmas, as an opportunity to organise our own events. We also welcome in the spring and say goodbye to the winter as well as celebrate an autumn festival and dance together to mark the first snow of the year.

In terms of gender identity, it is extremely important that the specific role behaviour of boys and girls is both acknowledged and respected. We talk to the children in a manner which is appropriate to their age about gender and role perception, and encourage them to think about and indeed question gender roles. Both girls and boys are involved in equal measure in activities such as football and dancing, and we also aim to involve them in discussions, plans and decisions.

We can only provide a small overview of our events here. Details of upcoming plans and activities will be provided in good time.

Initiative and independence are key to our work: wherever possible, we aim to get our children to work and try things out on their own. We ask questions and give hints and advice to allow the children to figure out solutions to problems on their own. To a certain degree, we also involve the children when making decisions as to events and structures at the day-care centre. In addition to those aspects which we as adults determine, there are also rules, approaches and activities which the children decide upon together with us.

We see first-hand and on a daily basis how your child plays and learns both with us and with other children, and closely follow his/her development. Our observations and experiences are documented and form the basis for discussions with parents. They also give us the tools to help your child develop further.



A good education demands teamwork

Our team is made up of trained educators and qualified social-pedagogical assistants, and is led by a social pedagogue with a BA in Social Pedagogy. We are all guided by the same goal: to ensure the healthy and most appropriate development of the children in our care. We continually monitor and adapt our educational approach to meet the needs of the children and their parents. We regard further training as a matter of course – after all, your children should receive the best possible care and start at our hands. Now it's the team's turn to introduce themselves in their own words.

KRIMHILD STRENGER

“First and foremost, children should be allowed to play and enjoy their time with us. We encourage their curiosity and desire to learn with our activities and projects.”

Krimhild Strenger has a BA in Social Pedagogy. Her professional experience to date has included educational assistance, town development (education and social issues) and day-care centre management. She has worked in St. Pauli for over 20 years and is 48 years old. She loves to get out and about on her bike.

JENNY ASSMUS

“You have got to be able to change plans. If, while on the way to the playground, we find a pile of leaves which the children want to take a closer look at, then maybe on that day we won't actually make it to the playground.”

Jenny Assmus is a social-pedagogical assistant and has gained a wealth of experience through various internships and projects. She is 25 years old and, in addition to looking after the children at the day-care centre, she also loves taking care of her dog.

NESE JEMAI

“Sometimes, children need to be consoled in their mother tongue.”

Nese Jemai has worked as an educator in the day-care, after-school club and nursery sectors. She is 33 years old and has two children, who alongside sport are her biggest hobby!

SIVE RODE

“We have got to get out with the children. Out into nature.”

Sive Rode is an educator with experience in both the day-care and nursery sectors. She is 31 years old and loves to spend her time in the great outdoors.

KATJA PEDERSEN

“We can give the children so much – and get soooo much in return.”

Katja Pedersen is an educator with experience in the nursery and after-school club sectors. She is 25 years old and has a passion for books.

TINA LOOFT

“I want to be creative with the children, to investigate and experiment with them.”

Tina Looft is an educator with professional experience in the day-care, after-school club and nursery sectors. She is 27 years old and has a keen sense of family.

ANJA ZIEGENHAGEN

“Children need structure, movement and music. And that's what I want to give them.”

Anja Ziegenhagen is an educator and has gained professional experience with various concepts, including the open approach. She is 37 years old and loves dancing and sport.



The playgrounds we go to:

- A. Our own playground behind the building
- B. “Beim Grünen Jäger” playground
- C. “Wohllwillstraße” playground
- D. “Am Brunnenhof” playground
- E. “Paulsenplatz” playground
- F. “Lerchenstraße” playground

If you have any questions or comments, just get in touch.

And
"bye-bye"



Kita Schilleroper[®]
A new world to discover, every single day

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