



Pedagogical Concept

Introduction

The idea to found a Crèche and Kindergarten occurred in 2022. The number of parents looking for a daycare that fosters bilingualism to their children's development is rising.

Humpty Dumpty Crèche and Kindergarten (Kita) at Eldoret has assigned itself the task of fostering bilingualism from infancy.

The idea to open English and Kiswahili speaking Kita emerged from many conversations with parents whose interests were language development of their children and an experience in multicultural relations. The core motivations of multilingual education are the emotional and linguistic benefits, which are distinctly made accessible and attainable to the children.

Learning and using a second language has its own benefits. Recent research convincingly shows that, the early acquisition of a second language supports cognitive development and native language learning. Language skills create opportunities both in school and later in a career. It also supports personality and character development. Owing to the fact that humans have the capability to acquire more than one language, every child, therefore, has the necessary capacity to learn bilingually.

Through the experience of authentic multilingualism, children will be prepared for the world of tomorrow. Additionally, multilingualism initiates tolerance for people from other cultures or those who speak different languages. Furthermore, multilingual children are more verbally and cognitively capable in the long-term. Therefore, we consider a second language to be a gift that we do not want to leave unwrapped.

Eldoret is popular with young multicultural families and is one of the towns where a good number of children reside. Inquiries regarding bilingual Kita in the city are steadily increasing. Parents do not want to do without such an option. Happily, our bilingual Humpty Dumpty Kita in Eldoret was opened in March 2024, as an all-day care facility for 0-4-year-old children.

Humpty Dumpty was created to offer a "Kiswahili-English" education based on the Play method while borrowing from other teaching methods. This offer is available to all families who want their children to learn English and Kiswahili and about the sometimes-complex cultures that spring from our diverse families.

Herein, we are pleased to present our pedagogical concept that was developed after German kindergarten concept, in 2023. In Germany, nearly all small children attend a daycare or "Kita", where they can find new friends, play and learn outside the home and independent of

their parents. Their attendance to the Kita helps them to learn the language and many other useful things. Most importantly, sending kids to the Kita prepares them for attending school, while their parents get ample time to focus on their day-to-day businesses.

The Staff have defined the content of this concept as the basis of our shared pedagogical vision. We hope you will enjoy reading it, gain more insight into an important place in your child's life and find interesting information about your child's learning experience at Humpty Dumpty.

Our Mission

Humpty Dumpty is a safe, child-centred, and an all-day child care facility that offers an outstanding, inspirational education.

Our engaging and passionate teachers are actively working in a close collaboration with our parents and the wider school community to inspire our children to become well-rounded, independent thinkers, who are equipped with the skills, knowledge and understanding to master future challenges.

Beliefs and Values

We value independent thinkers and partnership. We believe education should be inspirational.

In unison, we the staff and our parents have defined the above values and put them at the core of our pedagogical work and philosophy. These values navigate and regulate our further organization and actions. As we collaborate together, we want to guide the children in our care to become self-sustaining individuals who develop their own stable value system. We primarily achieve this through the role model function of our pedagogical staff and by actively living these values on our every day basis. According to our inter-cultural approach, we also pay attention to the diversity of belief systems, by learning and sharing different concepts of life and world religions in order to actively promote tolerance and mutual inter-cultural understanding.

Identity as a Private Kita in Eldoret

Humpty Dumpty Kita was founded in 2023, primarily to provide a safe and inspiring learning space for children of inter-culturally-rooted and open-minded families in the Eldoret area. In line with her objective, the founder wanted to offer children from 0-4 years and their families a place of education, where they are equipped with the knowledge, skills and values to actively and reflectively shape their future and be better prepared for the challenges of the rapidly changing world.

Humpty Dumpty uses a modern curriculum, which her motivated pedagogical staff bring to life in an inspiring learning environment.

Our Kita is located in the city centre of Eldoret, along Elgon view drive, right next to Tophill hospital.

Organisational Form and General Conditions

Presentation of the provider

Humpty Dumpty Kita is a private educational facility. The managing director Mrs. Raschke, completed a Master of Education in Research on Teaching and Learning at the Technical University of Munich and a Master of Arts in African Language Studies at the University of Bayreuth in Germany. She is currently studying curative education, an educational discipline that focuses on people with various disabilities. Precisely, curative education is part of the educational sciences, whose origins are characterised by general pedagogy and medical disciplines. Mrs Raschke has been working in parallel to her studies. She has devoted herself entirely to education on a full-time basis since 2019.

In 2023 Mrs, Raschke turned her vision of starting a Crèche and a kindergarten into reality, and, thus, our facility was opened in February 2024.

Opening hours and days closed in the Kita

The Kita offers a full-day care option. It is open Monday to Friday from 7:30 am to 5:30 pm. Unless there are special requests from our parents, the Kita remains closed over the weekend, on all public holidays and for two weeks during the December vacation period.

Parents must notify the staff as quickly as possible about the absence of their children due to illness or in case of additional holidays. For planning reasons, it is highly recommended that this notice be given well in advance. After two weeks of unjustified absence, the contract will be automatically revoked at the end of the following month.

It is important that children arrive at the Kita in the morning no later than 9:00 am so that the day's schedule can get underway. If the morning assembly has already begun when a child arrives, teachers will not be able to take charge of the children, and parents will have to wait with the child until it is finished. The children should be picked up no later than 5:30 pm.

If another person is to collect the child, parents should give advance written and signed authorisation to the staff.

Structure of the Kita

Our Kita offers 30 places for children between the ages of 6 months and four years. They are cared for in two groups. There is an early years division (Crèche) of 6 months and 2 years kids, a mixed-age kindergarten girls and boys between the ages of three and four years.

Staff

All members of our staff are professionally trained. They are qualified pedagogical staff, who support and enhance the learning of the children in their care. They achieve this by forming close relationships and creating a secure bond with each of our kids. The pedagogical staff are responsible for planning and implementing the daily and weekly programme within the institutional goals and pedagogical framework.

Our staff is composed of Kiswahili and English-speaking educators who work together to implement our bilingual programme. The team is led by an Early Years Leader.

In addition to the administrative and the pedagogical staff, teaching assistants, such as interns or social assistants, are employed to work under the guidance of the pedagogical staff in the daily routine of the kindergarten classes. If staff members are absent or not available for different reasons, supplementary staff offer support with coverage.

The pedagogical team is supported by a team of housekeeping staff, janitors, office staff and, last but not least, Mrs. Raschke, the director.

Facilities

In our Kita, the children have many opportunities to experience a Kita time that is rich in discovery and development. Each group room has enough space for children to develop freely and provide them with all the materials they need. In addition, we offer a nap room for children who need a break from an eventful day, as well as a music and movement room, movement zone and book corner. A multi-function room is available for transition lunch times and can also be used flexibly for other Kita events.

Outside our facility, we have a spacious playground. The playground offers a variety of play opportunities for our children, such as a sandpit and water play area and various climbing, balancing and role-playing areas.

Clear responsibilities of the sponsor and the kindergarten

The educational provider of the Kita, is the employer and contact person in all organisational matters. she is responsible for the recruitment and employment of certified and suitable pedagogical staff. In addition to furnishing the premises and planning and execution of possible construction measures in the Kita, the provider also takes over the ongoing administrative tasks and oversees the financial resources. These tasks are carried out in close cooperation with the Kita administration.

The pedagogical administration of the kindergarten, is in close partnership and coordination with the provider. He/she has the overall responsibility for the implementation of the conceptual framework through professional evaluation, supervision of duties and professional counsel to the staff on site. Administrative tasks include the preparation of duty rosters, ongoing personnel management, the planning, implementation and further development of the pedagogical work with the children, regular communication with staff and guardians, as well as all other tasks necessary for the ongoing implementation of our educational concept.

Basic pedagogical attitudes

Together with the parents, we seek to educate the children in our care to become independent thinkers who develop their own stable value system and constantly reflect on themselves and others.

Image of the of the child

At Humpty Dumpty, we consider individual children together with their families, cultural and social background, strengths and weaknesses and special interests and needs as at the centre of our work. We want to support every child holistically with all of their strengths and potential for development, helping them to develop and educate themselves personally, socially and academically.

Children are curious by nature, have ideas, ask many questions and want to be independent. They “grasp” and “experience” the world step by step, in the truest sense of the word, with all their senses. This development takes place within a social context, e.g. in the family and later in the kindergarten group, where children learn social skills and gain cultural experience.

We see children as largely independent and constantly developing and learning individuals to whom we must respond individually. We place the individual child at the centre of our care, upbringing and education.

In our Kita, the complete acceptance of each child is the highest guiding principle of our pedagogy: acceptance of all his/her individual traits, because each child is different and unique through his/her previous experiences, family background, origin, language, talents, temperament, learning speed and also weaknesses and potential for development

We strive to make our contribution to children's development as independent thinkers, cooperative, active individuals who can navigate their own way, feel at home and prove themselves in today's constantly changing global world.

Attitude towards family

Our work at the Kita is a complement and extension of our children's home and families' upbringing and education. That is what we consider. In the implementation of our concept, great importance is attached to a close, trusting and cooperative relationship with the parents, who, together with the kindergarten's pedagogical staff, carry out educational tasks in an atmosphere of mutual support.

We see the family as not only the first social unit that the child experiences from infancy, but also a place that offers the child the closest and most long-lasting social contacts. Parents are the most important role models, and at the same time, are emotionally closest to the child.

This explains their paramount importance for the entire development of the child, especially for the early phase at kindergarten age.

For the Humpty Dumpty Kita, this means that we strive to strengthen the family in the interest of the child (upbringing and education), relieve parents/caregivers where possible (care, opening hours) and actively involve them in our work and the development of their child.

Inclusion

Our Kita places a high value on integrating all children with their individual talents, gifts, cultures, religions, as well as special needs, into the group and supporting them individually. All children in the kindergarten learn that there is a wide range of talents, characteristics and behaviours, each of which is an equal part of our society.

In this context, it is especially important to recognise areas of support early on and to support and encourage the children accordingly and in a timely manner. Together with parents, internal and external specialists and experts and after detailed observation of the child our educators agree on possible support measures.

We derive our attitude towards children with disabilities from our goal of promoting the developmental potential of each child according to his or her aptitudes and abilities. Every child is unique but always equal to others. This also applies to the uniqueness of children with disabilities. As far as the child's need for help and the general conditions of our facility allow, all children should be supported together.

By living together with children of different abilities, other children learn that there are many different strengths and characteristics among people, but that everyone has his/her place in the community and everyone deserves respect and consideration.

Pedagogical Focus

Language acquisition through immersion

Given our bilingual orientation, the philosophy of Humpty Dumpty Kita is that, children should learn their second languages as easily as possible. It can happen through daily communication from about the age of 6 months. The daily immersion in the English/Kiswahili languages, characterises our pedagogical concept in the Kita. Immersion here literally means a language "bath" that focuses on language communication in daily activities. The teachers and children can use gestures, signs and pointing to make themselves understood.

Immersion in both English and Kiswahili means that, instead of a few hours of English or Kiswahili per week, our children speak both languages for several hours each day with native-speaking professionals. There is no question of forcing a child to speak or study a second language. Interest in the second language and communication has to be encouraged through games. Whenever possible, we follow the principle of "one language for one person". This way, the children build their language skills "automatically" and at their own learning speed; they can also go to the desired specialist and speak to him/her in the language of their choice when necessary.

Intercultural education with local roots

At Humpty Dumpty Kita, inter-cultural work is at the centre of our program. We value an inter-cultural upbringing. Accordingly, we are guided by the Education and Development Plan for Children in Uasin Gishu and link its goals and content with the Kenyan national curriculum programme of the nursery years.

It is our aim to educate children to become cosmopolitan and global citizens by not only focusing on and celebrating regional traditions and customs, but also by incorporating diverse cultural backgrounds into the groups and kindergarten's everyday life. Participation in regional projects related to our daily kindergarten life is as important as the appreciation of our inter-cultural roots.

Self-determined research and learning in a structured environment

Our curriculum was developed for girls and boys aged between six months and six years. It provides a broad, very carefully structured interdisciplinary framework. The focus is on

individual needs in the learning process, which is child-centered. The “inquiry-based learning” approach lends itself to independent research, exploration, trial and error, and practice. Among other things, the programme promotes early literacy and mathematical skills, opportunities for scientific research and information technology, as well as an emphasis on the physical, social and creative development and advancement of children. Besides, children are able to explore the arts such as music and creative art.

Learning and research take place through systematic stimulation, free and guided group or individual games and project work in a regulated daily routine and structured environment. The individual group, as well as the entire Kita, offer a variety of stimuli in the form of play and learning materials and thus becomes the “third educator” (Montessori), alongside the specialist staff and the other children.





Children educate themselves and support each other in doing so. By exploring, discovering and experiencing situations with or without other children, they learn to grasp, understand and question their world and environment. By interacting socially with children and actively stimulating and taking up their questions, the pedagogical staff specifically promote children’s linguistic, social and intellectual development. We support the children in their learning process by giving prompts, asking questions and providing play and learning materials, as well as by purposefully designing rooms. By solving problems individually and together, children learn to explore and understand the world and to transfer these experiences to their everyday lives.

Participation of children

Participation is a social construct that is considered valid even for the youngest children. Legal foundations for this can be found, for example, in the “Universal Declaration of Human Rights” and in the “United Nations Convention on the Rights of the Child”.

Participation in the Humpty Dumpty Kita means the active involvement of the children in decisions in the daily kindergarten routine. Each child is unique and is strongly influenced by family and cultural backgrounds, as well as his/ her own experiences and social relationships. Children learn to perceive and express their own ideas, wishes and needs. They are encouraged to express their opinions but also to listen to and accept other opinions and points of view in discussions. In this context, we seek to ensure that children are not only involved in learning processes, but that children and adults plan and shape educational processes together. Everyday opportunities for participation lay the foundation for children to develop into mature, sensible, decisive and independent personalities.

Children have many opportunities to participate in our Kita and to express and implement their ideas, wishes and needs. Examples of these are:

-  if possible, in the daily routine, deciding whether they want to play outside or inside
-  their questions guide the content of the learning unit
-  in the daily morning circle, the children are encouraged to participate
-  reflection at the end of the week by sharing what they have experienced during the week and expressing what they liked and didn’t like

- ✚ regular children's conferences in the group room and group-wide children's conferences with the kindergarten administration
- ✚ (re-)design of the group room, other kindergarten rooms and the playground
- ✚ kindergarten meeting (assembly)
- ✚ co-determination of the snack offer
- ✚ feedback and lunch conversations directly with the chef

The pedagogical staff is in active exchange with the children and with each other in order to constantly reflect on and expand the possibilities for participation in the kindergarten's everyday life.

Children's issues/complaints as an opportunity

Every child has the right to express anything that is bothering him/ her. In our Kita, we actively encourage children's ability to express their complaints appropriately and to maintain them even when adults do not perceive them as such. Children learn to express themselves verbally and non-verbally to professionals and other children.

Our team adheres to the following principles:

- ✚ complaints are welcome as constructive criticism
- ✚ all staff members are open to complaints and deal with them in a reflective and appropriate manner.
- ✚ complaints are dealt with swiftly and objectively
- ✚ we give children time and space to express complaints
- ✚ children are familiar with the kindergarten's complaints procedure

Staff members are encouraged to regularly reflect on their attitude and handling of complaints. Children are given several opportunities to voice their complaints in the daily kindergarten routine, such as in the morning circle, through children's meetings in the group and across groups, and by talking to selected trusted educators/teachers.

Children learn our culture of complaint through role modelling and also active conversations with pedagogical staff and other children. We also empower children in our care to actively use different modes of communication (e.g. verbal and non-verbal) and media (e.g. posters, drawings, letters, conversations) to express their complaints. Children learn that their opinion, in this case their complaint, is taken seriously and considered. They learn early on that their actions and expressions of opinion can actively bring about change and improvement in their environment. Feedback to the children is given, depending on the complaint, directly to the child, to the parents or visually via a notice in the info box.

Observation and Documentation of Child Development

Individual observation and documentation of children's development is an important educational task and an ongoing process with established rules. In the daily group routine,

documentation is done using photos, notes, checklists, tests, work samples and learning stories.

Parents have regular insight into individual and group activities and experiences of their child via our online platform “Storypark”. This platform documents children’s learning through photos, videos and short reports. Parents can also encourage sharing by commenting or creating their child’s own stories.

Our curriculum, uses “formative” and “summative” assessments as well as regular observation and “anecdotal records” to monitor and review the child’s individual development. In this process, knowledge and developmental status are evaluated by means of discussions, observations and assessment procedures at different times of the year on the basis of specific units of study.

At the end of every academic year, our parents receive a progress report for their child including photo and video evidence. This provides parents with detailed information about their child’s individual development, with a focus on cognitive, social, linguistic and motor skills.

Accompanying transitions pedagogically

Childhood is strongly characterised by transitions and changes. Numerous developmental tasks and adaptations are necessary to cope with these phases. Both the autonomy and the competencies of the children are constantly expanding during this time. The child experiences a change in his/ her own identity; he or she may feel anticipation, pride and curiosity, but also fear of the new situation. As expectations of the child and his/her behaviour change, new competencies are gained. Relationships expand, new partnerships are formed, and a sense of belonging to a group emerges. This means that the family must also adapt to new schedules and structures and be integrated into the educational routine.

All transitions that our children go through from the beginning are closely monitored by our pedagogues in terms of structure and organisation. The child has an opportunity to become acquainted with the new facility before the first day in kindergarten through a taster visit and is thus prepared for the coming stage of his/her life. Parents receive numerous tips and information before the first day, as well as during upcoming transitions, on how they can actively support their child during the upcoming change and whom they can contact if they have any questions.

Transitions are accompanied by active exchange among and between colleagues, parents and the child himself/herself. Individual needs and previous experiences can thus always be actively integrated into the process.

Programme of the Kita

The various gifts and talents of each child are broadly based but often hidden and therefore require a variety of offerings in the kindergarten. We therefore offer the individual child stimuli from a wide range of areas so that his/her inclinations and abilities are broadly encouraged and further developed. The same applies to the discovery of certain areas of support. We strive to counteract these by means of targeted encouragement and learning opportunities provided by our pedagogical staff.

We place particular emphasis on the development of language and reading skills as well as early musical development. The pedagogical staff plan and carry out their activities according to the age and individual development of the children.

Daily routine and rituals

Rituals are very important in the daily and weekly routine and throughout the year for the children in our Kita. In the morning circle, for example, which is organised by the pedagogues and the children, the day is discussed. During the week, our children participate in scheduled activities such as sports, art, and music.

The kindergarten day begins at 7:30. Between 7:30 and 9:00 is drop-off, breakfast time and free play time in the group room. 9:00 to 9:30 is morning assembly time. At 9:30, the children meet in the Kita yard and start their day there actively. From 11:30-12:30 is lunch time. The children will go back to their dining area and they will be served with lunch. Immediately after lunch is quiet/nap time. Our youngest children sleep until about 14:00. At the same time, our elder ones will play and learn in the play room. At 14:15-15:00, all children will be served with afternoon snack after which they all go outside on the playground for afterschool care. The day ends for all children at 17:30.

Special offerings, festivals and celebrations throughout the year

Social events and the celebration of common festivals provide opportunities to learn about other families and children, as well as diverse traditions and cultures, and to talk with our educators outside of the formal classroom. These occasions are not only fun but also provide valuable opportunities to learn more about ourselves or other families.

Events and celebrations throughout the year are organised by the Kita, or by our parent representatives. We celebrate some of the festivals together with families. A firm fixture is our annual family celebration. We celebrate our diversity with many booths for inter-cultural food, drinks, games and activities, all organised by parents. We celebrate other festivals internally with the children in their groups. Concretely, this is what could occur: Halloween, thanksgiving, Saint Martin, Christmas, Easter, St. Nickolas and children's birthdays etc. For Halloween, we'll make things out of pumpkin and prepare for Halloween.

Inter-cultural education with local roots is one of our pedagogical priorities. Therefore, we encourage parents to participate in a variety of festivals and events or to help with their organisation. We are pleased about an active partnership that enables us to celebrate festivals such as Diwali, Holi, Saint Martin and Eid al Fitr, and also familiarise ourselves with and celebrate new festivals and traditions. In this way, we succeed in creating a culture of “living” together and giving the children support and an appreciation of their identity.

Excursions and “Outdoor Learning”

Each day begins on the playground for our children. They all could also meet outside in the afternoon, regardless of the weather.

Daily exercise in the fresh air plays a big role in our Kita day. We believe that morning exercise gives children a positive start because it ideally prepares the brain and body for the day ahead. In addition, the children learn about their own physical limits, make social contacts and can intensively live out their urge to move on a daily basis.

In addition, the kids go on a variety of planned outings throughout the year. With adapted reading materials, advance preparation is made for them. The excursions are made to offer children the chance to explore their social space, transfer their knowledge to real-life situations and incorporate it into their daily learning, experiences and exploration; a leaf press could be made, the noise and atmosphere of a season can be recreated through music, or the sounds of wind, raindrops and rustling leaves can be imitated.

Social space orientation vs. internationality

We strive to teach our children about the diversity of lifestyles and cultures, their equal rights and peaceful coexistence. This begins with the acceptance of children of different nationalities, skin colours and mother tongues and continues in the daily and inter-cultural programme of our Kita.

In language and country projects, we explore ways of life, customs, music, art and other aspects of different cultures and religions with the children in a playful way using concrete examples. For example, children learn about the background of religious festivals such as St. Martin’s Day or international festivities such as Diwali and can form their own opinions by asking questions, exploring and experiencing new traditions firsthand. In this way, we want to educate the children entrusted to us and help them become cosmopolitan and reflective individuals.

Orientation in Kindergarten & Transition to the First Grade

In order to support the transitions of our children and their families in our institution as sensitively and pedagogically as possible, each new kindergarten year begins with a settling-in and becoming acquainted phase.

Even before the first day of kindergarten, parents and children have the opportunity to get to know the facilities, the classroom and some of the teachers on a “taster Saturday”. The subsequent settling-in period, our gradual entry period, lasts around three weeks during which the child gradually learns the daily routines and becomes familiar with the new environment. During these weeks, the child’s attendance in the facility is gradually extended according to the individual needs of the child and the family. Families receive all important information at a parents’ evening before the start of kindergarten so that they are well prepared.

At the end of the kindergarten period, the transition to primary school takes place. The teachers actively support this transition through various parent and child projects. These include our “school cone crafting”, where teachers invite parents to tinker a traditional school cone for their child, visiting a PP1 class during “Step-up Day” and road safety training.

Partnerships

Collaboration of the employees

The cultural and pedagogical diversity of the staff provides us with opportunities to learn from and with each other. Each team member has his/her own pool of expertise, experience and interests, which he/she shares with colleagues and the Kita, in team meetings and collegial case consultations and implements in his/her specific area of responsibility. This allows us to continuously develop and offer the best possible care for the children.

Appreciative and respectful interaction is just as important to us in the team as it is in our contact with parents and children. In this way, we create an environment in which everyone can feel comfortable and in good hands.

Principles of the educational partnership with parents

The desired participation involves not only the children, but also the parents. We assume that a trusting and close relationship between the pedagogical team and the parents is a fundamental prerequisite for the successful upbringing and education of children. This kind of relationship will result in a constructive and fruitful partnership. Parents are perceived as educational partners and cooperate accordingly for the good of the child.

In order to maintain regular, informal and formal communication between our pedagogical staff and the parents, we have integrated various forms of communication into our daily kindergarten routine:

- ✚ Informal: the pedagogical professionals make an effort to have direct contact with individual parents in “door to door” conversations as parents drop off and pick up the children in the morning and afternoon respectively.
- ✚ Formal: Formal partnership and communication with parents takes place through discussions about children’s progress, parent meetings, parent evenings including parent council elections, regular parent council meetings and “coffee mornings” with parents on relevant topics.
- ✚ Other: We offer our parents the opportunity to become actively involved in the day-to-day activities of the kindergarten. This can be, for example, reading a book aloud, accompanying on outings, working on a special project or helping in the library. This strengthens the families’ identification with our kindergarten and leads to a more trusting relationship. We inform parents about upcoming events through our notes to parents, email and parent notice boards.

Constructive handling of parental issues (complaints)

Complaints from parents are recorded and documented in an appreciative manner. We become aware of parental issues in a variety of ways: through sensitive perception and observation, in direct dialog, by telephone or e-mail, by involving parent representatives or by means of parent surveys on satisfaction with the Kita.

Complaints are taken seriously and dealt with promptly and in partnership with parents in order to find solutions. Parents are given feedback on their complaint, depending on the issue, in person, by phone, by email, through parent representatives, in the parent council meeting or through our “Notes to Parents”.

The primary contact persons for complaints regarding personal matters are the pedagogical staff in the Kita, the kindergarten administration and deputies, the parent representatives, the parent council, and ultimately, the educational provider. Complaint procedures are made known to parents during parent meetings, at parent evenings, via the parent representatives, at parent council meetings and through information materials.

Cooperation with crèches and other Kitas

We strive for close cooperation with other crèches and Kitas. This allows us to facilitate the entry of incoming children into our Kita, exchange experiences with other institutions, initiate training activities together with other institutions and exchange ideas on projects and new materials.

Relationship with schools

In particular, we work intensively with the regional primary schools, so that the children can make their later transition to primary school as seamlessly and as smoothly as possible. Examples of these relationships include joint meetings between the pedagogical staff and the teachers at the primary schools, observation by Grade PP1 teachers at the Kita and vice versa, the children's taster day at the primary school and support for children to participate in possible preschool courses or shadowing at primary schools.

Relationship with social institutions

We complement our pedagogical work for children and their families by working with specialised agencies and external institutions. For example, depending on the individual case and the situation, we work together with the health department, the psychological services of the town of Eldoret and the youth and social welfare offices. Furthermore, we use the services of various agencies specialising in socio-pedagogical and therapeutic evaluation, which advise and support both the school and its families.

Child protection

There is an agreement between the town of Eldoret and Humpty Dumpty Kindergarten and daycare that pays special attention to the protection mandate in the event of a risk to the well-being of a child. This is in accordance to the 2010 Constitution of Kenya (Article 53). The current version of child protection is a binding instruction for all pedagogical staff when there is a suspicion of a threat to the well-being of the child. An integral part is the obligatory documentation in the facility. For instance, if in the course of our daily work, we become aware of significant indications that a child in our care is at risk, it is our responsibility to carry out a risk assessment. In this case, our actions are guided by our child protection concept, which has been approved by the Department of Children Services of Uasin Gishu county.

A threat to the child's well-being can manifest itself in various forms. These include physical and emotional abuse, neglect, sexual abuse, an existing addiction and mental illness of the parents, domestic violence in the family or a highly conflictual separation of the parents.

In the risk assessment, we must involve a specialist experienced in the field of child welfare risk. If the effective protection of the child is not in question, the legal guardians are included in the risk assessment.

If further action is required, the legal guardians will be advised to seek help. If the danger persists, if the legal guardians are not willing to cooperate, or if there is an acute danger to the child, we are obligated to inform the Youth Welfare Office.

Clear rules for child protection also apply to our employees. All employees are carefully selected. Our employees in all areas, the volunteers as well as any partners, must submit an up-to-date “extended certificate of good conduct” (criminal record check) and renew this regularly. If there is any indication of danger to children by employees, we follow the binding rules of the Uasin Gishu county from the publication “Rights, Protection and Participation in Uasin Gishu daycares”.

Illness and Accidents

At the time the children first enter the Kita, parents should inform staff of any allergies or other health concerns and where ongoing medical treatment or medication is required. To protect all children, teachers and parents, particularly pregnant women, a child should be kept at home when he or she: has a fever of 38 degrees or more, has a heavy cold, has a strong cough, vomits or has had diarrhoea during the preceding 24 hours, is extremely tired, has a parasite like nits or lice, has a contagious illness. The Kita respects the laws set down by the health authorities concerning the need to signal any contagious diseases and respect quarantine periods. Parents will be informed as soon as any such illness is detected. Should a member of the child's family or someone living with child contract anything contagious the Kita should be immediately informed. If a child falls ill at the Kita, he or she will be isolated from the others and the parents will be informed. Parents of ill children are expected to take them home as quickly as possible. In the case of injury, first aid will be given by the staff. If the injury is minor the teachers will write a report in the group book describing what happened and the parents will be informed when they come to collect the child. In the case of any head or serious injuries, the parents will be informed immediately after first aid is administered. If necessary, a doctor or paramedic will be called.

Community orientation

Our Kita is an inseparable part of both a larger social environment and a complex community; children's awareness is achieved by exploring the environment of the Kita for example, on the playground, while shopping together or visiting the fire department, the hospital and the police station.

The opening of the Kita to the neighbourhood, together with the partnership with parents, is one of the pillars of the community orientation of the organization.

Through excursions and projects outside the Kita, we teach children about the importance and function of the public community: everyone participates together, and the strong support the weak. Moreover, children learn the importance of participation and the role of the individual voice of the citizens, both of which make the community possible in the first place.

Quality development and assurance

The learning culture of our Kita is very important to the provider. It is carefully structured in a way that the educational processes of both the children and the adults are supported.

Quality management is an important concern for the work development of humpty Dumpty. The pedagogical work in the Kita is documented and reflected by reports on everyday situations (participation of children, familiarization, contact with parents). A constant review of the applicable quality standards is reviewed and further developed in regular operations (team meetings, development discussions, further development of the work).

The facility team has at its disposal: Preparation and follow-up times, supervision, joint professional and collegial consultation, staff meetings, service meetings, concept-developing days, further education and training.

Our constant dialogue and close collaboration with the city's educational authority ensures that all regulations for our facility are up-to-date and adhered to. By sticking to the working hours and offering targeted internal and external training and school concept days, the professional development of our staff is promoted and, accordingly, the continuous qualitative development of our institution.

Healthy and efficient employees are the basis of our effective and high-quality pedagogical work, today and in the future. Therefore, we attach great importance to active health protection through targeted employee training and professional opportunities, as well as the provision of resources for a safe and satisfying workplace.

Concluding remarks

This concept is not a final version, because just as children, adults and society as a whole change over time. Pedagogy will also change and develop further. We reflect and critically consider our daily work with the children and parents, so that we can perceive changes in time and react to them.