

**Does the institution live up to the legal requirements?**

- The international school's kindergarten department as a whole complies with the legislation for day care. In some contexts, the intentions in the work in the international school's kindergarten department differ from the intentions in the legal basis for the common pedagogical basis and the framework for the strengthened curriculum in Danish day care. This deals in particular with the intentions of developing academic skills and competencies with an individual long-term goal in mind. A little less emphasis is placed on the broad concept of learning, where the intentions are directed towards development within education, play competencies with a focus on child perspectives and child communities.
- The institution follows the Curriculum for the Early Years Department. The annual plan for both the youngest group (Nursery) and the oldest group of children (Reception) is in good agreement with the legislative framework for curriculum themes, social training and the development of both general and specific competencies. The plan is clear and structured.
- The curriculum remains comparable to the curriculum themes of the National Enhanced Curriculum. The national common pedagogical basis lends itself to practising the broad concept of learning. Curriculum aims to some extent at a broad concept of learning, for example in relation to working with communities, cultural understanding and identity formation.

Does the institution live up to the municipal service level?

- The institution lives up to the municipal service level in the daily pedagogical efforts.
- The institution lives up to a lesser extent to the municipal service level in terms of health, diet and meals.

Does the institution live up to its own pedagogical objectives and curricula?

- The Early Years Department (EYD) follows the curriculum of the Early Years Foundation Stage (ETFS) (Cambridge)

The teacher shows great professional competence in the work with the curriculum. The teacher is able to complete the teaching with the whole group of children and at the same time keep an eye on the individual child's development competencies and behaviour. The teaching is carried out in a calm and positive way and the children seem happy and interested. The scope of teaching is planned so that it harmonizes with the age of the children.

General experience of the inspection visit

There is 1 senior Early Year Teacher (Danish), 1 trained pedagogue (Danish), 1 assistant teacher (Uzbek) and 1 pedagogical assistant (Danish) present during the supervision visit. There are 23 children of mixed nationalities. The communication takes place in English and Danish. In the youngest group (Nursery) there is a number of Danish children and the educator speaks Danish to them on the playground and English in teaching activities. Some children approach each other in other languages. The children seem happy, open



and welcoming and like to talk about what they are doing. The children are divided during the visit into 2 age groups when they complete teaching activities. In addition, the whole group of children is on the playground. During the supervision visit, there are both teaching activities in letter and sound recognition, pronunciation and the children practise letter shapes. There are also math activities around shapes and figures. The activities are planned and carried out with the help of the teacher. The activities are carefully matched to the children's age and there is room to wait and go a little 'outside the box'. Some activities are carried out inside, but with outerwear on because it is only short-lived. This appears a little hasty and without a moment for contemplation.

The activity snack-time, which is the children's morning meal, is carried out at tables on the playground. The children even have a packed lunch due to the current situation with Corona. Early on, the kindergarten was responsible for the meal and the focus was on giving the children fruit, vegetables and possibly a biscuit. There has recently been a project about healthy food and the importance of children having good nutrition in connection with learning activities. During the supervision visit, snack time was characterized by many children consuming cake, chocolate and very sugary snacks. One can advantageously discuss with the parents the importance of children receiving a healthy diet in connection with their daily meals in the kindergarten. Herewith the National Board of Health recommendations: <https://altomkost.dk/kommuner-og-institutioner/altomkostdkdaginstitutioner/>

The pedagogical practice

The ordinary everyday life of the children's group follows the curriculum for learning of both a professional, personal and social nature, which is designed following the Early Years concept. There are known, clear and distinct routines in everyday life. Some activities are carried out at the tables, others on the floor and outside. There are many different options for using exploratory materials and immersing yourself with toys and books. The annual plan states that there are planned learning activities beyond the school - to the forest, in the city, at the nature centre.

In the Early Years children's group, there are clear expectations from the adults to be part of the community and follow the instructions given. There is a shift between learning-driven activities and more free play. In the overall group, the children organize themselves according to where and with whom they want to play. In some contexts, the teacher organizes smaller groups with a conscious purpose, e.g. language stimulation and groups across gender.

There is a clear division of roles between the adults, where the main responsibility for the pedagogical work lies with the teacher and other more practical tasks are solved by the assistant adults. The adults are attentive when the children approach and give laudatory feedback. There is a demand for time for joint planning and space for joint pedagogical reflection.

Language initiatives

All children are language tested using TRAS - to clarify any language challenges. If necessary, possible help is requested from language consultants at PPR. A new system has been established, where children in need of extra effort are referred to 2 teachers from the school, who liaise with PPR. It is essential to ensure that children with language challenges receive prompt help and support.

**Children and families in vulnerable positions**

There is knowledge of how to request help for children and families in particularly vulnerable positions. Via 2 teachers from the school, there is collaboration with a PPR psychologist and there is knowledge of guidelines for notifying in relation to children in vulnerable positions. However, it is rarely relevant to use either psychologist or social authorities.

There is a clear division of roles between the adults, where the main responsibility for the pedagogical work lies with the teacher and other more practical tasks are solved by the assistant adults. The adults are attentive when the children approach, and give praise. There is a demand for time for joint planning and space for joint pedagogical reflection.

Employees in relation to number of children: 4 employees

Number of children: 23 children per. 20.10.2020

Safety and hygiene conditions

There is a focus on hand washing. Outdoor sinks have been established. There is a sanitiser available at the school entrance, but none immediately available in the kindergarten department.

Recommendations

What recommendations are there for the institution:

- the kindergarten is recommended to include recommendations from the Danish Veterinary and Food Administration regarding diet and meals in everyday life

Recommendations

What recommendations are there for the institution:

- the inspection report must be published on the website.

The head of the consultant / day care institution will follow up on the recommendation before 1.12.2020

The inspection visit took place on 21.10.2020 and was carried out by Birgitte Rønnow, specialist consultant in the children's family department.

A subsequent supervision meeting will be held with parent representatives, management, teachers and day care manager Merete Villsen on 26.10.2020.