

Concept for the Association of ABB Childcare Centres

Human Resources ABB Switzerland

Chinderhuus Baden

Aqualino Baden

Chinderdschungel Baden

Camäleon Baden

Kakadu Baden

Purzelbaum Birr

Littlefoot Dättwil

Zauberdrache Dättwil

Schnäggehuus Oerlikon

Zwärgehuus Oerlikon

Rägeboge Oerlikon

Müusliburg Turgi

Wichtelburg Wettingen



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Concept for the Association of ABB Childcare Centres

1. Governing body of the “Association of ABB Childcare Centres”

Members of the “ABB Childcare Centres” association can be legal entities. Membership is obtained via a resolution passed by a members’ meeting on the basis of a written application for membership to the association’s executive board.

The business manager is responsible for the administrative and staff management of the childcare centres in Baden, Birr, Dättwil, Oerlikon, Turgi and Wettingen.

The executive board is responsible for all tangible and intangible issues relating to the eleven childcare centres.

The tasks and competencies of the executive board are set forth in the bylaws of the Association of ABB Childcare Centres.

2. History/childcare centres today

The first childcare centre (at BBC at that time) opened in October 1966 in Baden. Today, the “Chinderhuus” can accommodate 36 children aged between eight weeks and six years. The children are looked after in two baby groups, and two mixed-age groups.

In 1973, the second childcare centre was set up in Turgi with daycare facilities for 22 children. After 34 years, the “Müüsliburg” relocated and can now accommodate 32 children aged between eight weeks and six years. Lunch facilities for children of school age are possible as an exception. The children are looked after in one baby group and two mixed-age groups.

In October 1993, the third childcare centre was opened in the Binzmühle facility in Oerlikon. Today, the “Schnäggehuus” can accommodate 24 children aged between eight weeks and six years. The children are looked after in two mixed-age groups.

On 1 January 1999, the fourth childcare centre was opened in Dättwil. The “Zauberdrache” can accommodate 22 children aged between eight weeks and six years. The children are looked after in one baby group and two mixed-aged groups.

On 1 April 2000, part of the fifth childcare centre was opened in Birr. The second part was opened on completion of conversion work in the course of September 2000. The “Purzelbaum” relocated in July 2005. The “Purzelbaum” can accommodate 31 children aged between eight weeks and six years. The children are looked after in one baby group and two mixed-aged groups.

The sixth childcare centre - “Littlefoot” in Dättwil opened on 4 August 2003. “Littlefoot” can accommodate 30 children aged between eight weeks and six years. The children are looked after in one baby group and two mixed-age groups.

On 1 September 2005, the seventh childcare centre “Aqualino” was opened in Baden. It can accommodate 21 children aged between eight weeks and six years. The children are looked after in one baby group and one mixed-age group.

On 2 May 2006, the eighth childcare centre “Zwärkehuus” opened in Oerlikon. The “Zwärkehuus” can accommodate 30 children aged between eight weeks and six years. The children are looked after in two parallel groups (8 weeks to 3 years) and in one group for children over the age of three.

On 2 April 2007, the ninth childcare centre is scheduled to open its doors in Wettingen. The “Wichtelburg” facility will accommodate 30 children aged between eight weeks and six years. The children will be looked after in one baby group and two mixed-age groups.

On 25 August 2008, the childcare centre “Rägeboge” in Oerlikon opened its doors. The Rägeboge can accommodate 33 children aged between eight weeks and six years. The children are looked after in one baby group and two mixed-age groups.

On 1 October, the eleven childcare centre “Chinderschungel” will open in Baden. It can accommodate 36 children aged between eight weeks and six years. The children are looked after in two baby groups and two mixed-age groups.

On 1 September 2010 opened the fourth nursery “Camäleon” in Baden. The nursery accommodates 40 day care spaces for children between the ages of 8 weeks to six years. The children are cared for in two baby groups and two mixed-age groups.

On 1 August 2011 opened the thirteen childcare centre “Kakadu” in Baden. The Kakadu accommodates 24 day care spaces for children between the ages of 8 weeks to six years. The children are cared for in one baby group and one mixed-age group.

Basically, these childcare facilities are available to all the children of employees who work for association members. Should surplus places become available, they can also be filled by children whose parents do not work for association companies.

3. Mission statement

3.1 General

The Association of ABB Childcare Centres is an institution intended to complement the family. The childcare facility permits childcare outside the family in close cooperation with parents/guardians.

Association members make their contribution to the family-friendly management of the company and accept their social responsibility.

ABB Childcare Centres:

- Support men and women who wish to or have to share their time between family and job
- Enable both parents to pursue their careers
- Promote employee flexibility
- Are an alternative for single parents
- Provide scope for child-friendly everyday life
- Promote children’s social skills
- Thanks to their professional and personable management, they give parents a feeling of security and enable parents to concentrate on their demanding jobs.

The Association of ABB Childcare Centres is an investment in the future.

Childcare facilities are one of many measures intended to improve how men and women can combine their jobs and family life.

In addition, association members aim to create family-friendly corporate structures.

3.2 Childcare centre philosophy/basic values

Trained caregivers look after the children and are aware of their responsibility. The focus is clearly set on the children and their wellbeing is always afforded the highest priority. The childcare centre gives children a feeling of being protected and safe. Children should feel loved and accepted. Every child should be allowed to develop their own personality and individuality and living together in a group bolsters children's social skills.

Selected activities and free play as well as rest breaks are adapted to the children's needs.

4. General objectives

4.1 Upbringing

Childcare centres create a pleasant atmosphere. Confidence between parents, caregivers and children is indispensable. One aim of the childcare centre is to give children a feeling of harmony and wellbeing, allowing children enough scope and promoting joint activities as well as providing individual care for each child.

Childcare centres ensure the individual, holistic development of children. They do their utmost to recognize any developmental difficulties at an early stage and, after consultation with the parent, to introduce any measures required. Childcare centres provide advice and support for parents in pedagogical issues.

4.2 Cooperation between parents and childcare centres

In order to meet the needs of each individual child, great store is set by a daily exchange of information between parents and caregivers. Information on a child's wellbeing is of major importance for caregivers to organize a day to suit a child's needs. Reports by caregivers on the course of a child's day when parents collect them are just as important

Alongside the casual conversations mentioned above, we offer detailed discussions if required, such as development assessments. These cover a child's current state of development.

The childcare centres hold parents' evenings at regular intervals, which provide a further platform for an exchange of experience between parents and caregivers. An annual event arranged for parents in the whole Association of ABB Childcare Centres features information on a specific topic.

In addition, each childcare centre hosts individual parties and events to which they are pleased to invite parents.

5. Pedagogical principles/aims

5.1 General objectives

Basic joint principle:

Each ABB childcare centre cares for two or more groups. In this way, social skills are developed by living together within the group as well as beyond the group.

As a supplement to this concept, ABB's childcare centres work according to their own pedagogical concept, which serves as a guideline for the centre's daily work with the children and is revised, modified and optimized together with the team as required.

Common goal:

With the support of qualified staff in a protected environment and with a structured framework for the day, the childcare centre enables each individual child: to develop individually with due regard for their personality, age, needs, abilities and mental and physical condition.

5.2 Language

In our part of the world, speech is the most important form of expression and communication for people. It is used to communicate information, thoughts, feelings, wishes and attitudes to others. By means of speech, children become familiar with the viewpoints of people around them and with the standards and values of the culture of which they are part. Their image of themselves and the world are thus decisively formed.

Speech can be both verbal and non-verbal.

Children do not need complicated vocabulary to express their everyday needs. Children follow an inner impulse. In this respect, it is important to decode and understand their body language.

Basic pedagogical approach:

- Children learn to understand German (Swiss German) and to express themselves in this language at the childcare centre.
- Children can vary their voices (e.g. whispering, screaming, etc.).
- Children learn to express themselves verbally and can set themselves apart from others by means of speech.
- Children come into contact with the various languages spoken by individual children.
- Children can express themselves by means of body language.

5.3 Eating and drinking

Eating and drinking in a community promote group dynamics and mutual respect. Children find their own “eating model” by means of various eating habits (preferences, dislikes, quantity, religion, etc.). Regular meals help to orientate children’s daily lives and to establish a routine.

Basic pedagogical approach:

- ABB childcare centres ensure a balanced and healthy rhythm of mealtimes
- Children’s individual nutritional needs will be taken into account after discussion (allergies, illnesses)
- If possible, children will be involved in preparing meals
- Unsweetened beverages are freely available to the children at all times
- Caregivers will adopt babies’ home rhythms
- Different religions and religious principles will be respected

5.4 Outdoors

Basic pedagogical approach:

- A wealth of experience with nature can be gained in the institution’s grounds and its nearby surroundings.
- Outdoors, the children’s senses are activated and promoted in a different way.

5.5 Movement

The urge to move is different for every child. Each child acts out their need for movement individually.

- Caregivers perceive the need for movement by careful observation and offer the children the corresponding amount of scope to act this out.

5.6 Breaks/retreat

Every child needs breaks appropriate to their age. An active phase alternates with a resting phase.

After lunch, children are offered the opportunity to recover individually.

All children have a place to retreat to at all times, for example a “snuggle corner” or book corner.

5.7 Guided sequences

Children can be motivated to pursue a varied range of play and action options by means of a wide assortment of games and guided sequences, as they are called. The caregivers largely leave it to each individual child's own initiative, wealth of ideas, preferences, where and to what extent he or she would like to get involved. "Offer" pedagogics is fully justified among lively, imaginative and strong-willed children. However, it becomes a problem if individual children limit themselves monotonously and exclusively to the same games, game rituals, processes or roles for weeks or months or never make use of what is available of their own volition. It is important that the people in charge notice such mechanisms and are in a position to react with general suggestions, motivating offers and by proposing games or handicrafts suited to the abilities of the individual child.

- Guided sequences can help in recognizing and acknowledging children's development deficits.
- Guided sequences extend a child's range of play.
- Guided sequences address a child's senses, knowledge, social behaviour and feeling of self-worth.

5.8 Free play

Free play is a daily component of everyday life at the childcare facility. Children are allowed sufficient time for this and the corresponding ambience is provided.

Free play mainly takes the form of interaction with other children and without any targets being set, the focal point being on the process. The children themselves control what happens, thereby strengthening their ability to make decisions and react to conflict situations. No limits are set on the imagination in free play and children have an opportunity to process what they have experienced and to act out their need for movement.

5.9 Rituals

Rituals give children a basis and security. Rituals belong in children's everyday lives. Each childcare centre has its own rituals such as:

- Arriving and leaving rituals
- Individual group rituals
- Eating rituals
- Hygiene rituals
- Naptime rituals
- Other rituals:
 - Birthdays
 - Carnival
 - Easter
 - St. Nicholas and Advent
 - Leaving for good (the childcare centre)
 - Seasons...

5.10 Bodily hygiene/body awareness/sexuality

Trained carers are responsible for the bodycare of babies.

As children become more independent, the carers provide the necessary support in bodycare and give children a sense of bodily hygiene.

Children develop a positive attitude to their own bodies and learn by doing with support from the carers.

Children are made aware of their own feelings and can deal with them and communicate them to others.

5.11 Attending the childcare centre if ill

Children who are ill cannot be properly cared for by staff at the childcare centre. Children who have the following symptoms may not attend the childcare centre:

- A temperature of more than 38.5°C
- Children's diseases until the contagious phase is past
- Conjunctivitis
- Aphtha (mouth ulcer) or oral Candida (oral thrush)
- Vomiting
- Severe diarrhoea
- Head lice or nits

6. Childcare centre team

6.1 Teachers

Staff are appointed in accordance with cantonal guidelines. Each childcare facility has an organization chart.

6.2 Demands made on the team

- To ensure a structured, daily life to meet children's needs
- Inter-group work
- Constructive cooperation with parents

The team is expected to exhibit:

- Openness and flexibility
- Ability to cope with conflict
- Ability to cope with criticism
- Awareness of responsibility

Continuous further training courses are indispensable when it comes to guaranteeing contemporary childcare.

6.3 Training

The training required to become a qualified child caregiver takes three years. Training takes place at three locations:

- Company premises
- Vocational school
- External courses

After inspection at cantonal level, the childcare centres receive teaching approval. The companies carry out their tasks as a training location by bearing responsibility for the practical part in accordance with cantonal guidelines. After successfully completing the training period, students receive their Swiss Federal certificate of proficiency.

6.4 Scope of duties

All employees have job descriptions.

6.5 Communication and information structure

Information and team meetings are held regularly.

Individual discussions are conducted with all staff at least once a year in the form of a performance assessment (performance review).

7. Equipment

The childcare facilities are equipped to be child-friendly and comply with European safety standards.

8. Surroundings/public relations

Good cooperation and regular exchanges of ideas and experience with the following bodies are desirable:

- Governing body of the “Association of ABB Childcare Centres”
- Authorities and professional associations
- Vocational schools for social professions
- Specialist and advisory institutions
- Neighbourhood of the childcare centres
- Other childcare facilities
- Public kindergartens

Parties, anniversaries, open days and other events enable the co-workers of association members as well as the general public to gain an insight into everyday life at the childcare centre. These activities also enable ABB Switzerland to make an important contribution to corporate culture.

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