

# Baby concept for the ABB Kinderkrippen association

**Chinderhuus Baden**

**Aqualino Baden**

**Chinderdschungel Baden**

**Purzelbaum Birr**

**Littlefoot Dättwil**

**Zauberdrache Dättwil**

**Schnäggehuus Oerlikon**

**Zwärgehuus Oerlikon**

**Bäregarte Oerlikon**

**Müsliburg Turgi**

**Wichtelburg Wettingen**



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## 1. "ABB Kinderkrippen" independently operated association

Members of the "ABB Kinderkrippen" association can become legal entities. Membership is acquired on resolution of the general assembly on the basis of a written request for admission to the board of the association.

The manageress is responsible for the administrative and personnel support of the nurseries in Baden, Birr, Dättwil, Oerlikon, Turgi and Wettingen and the kindergarten with care centre in Oerlikon.

The board of the association is involved in all tangible and intangible issues pertaining to the ten nurseries and the kindergarten with care centre.

The functions and competences of the board are defined in the bylaws of the ABB Kinderkrippen association.

## 2. History/nurseries today

In October 1966, the first nursery (then called BBC) was opened in Baden. Today, the "Chinderhuus" accommodates 42 children between the ages of eight weeks to 6 years. The children are cared for in two baby groups, two mixed-age groups and one group for kindergartners.

In 1973, the second nursery was established in Turgi with 22 day care spaces. The "Müsliburg" moved house after 34 years and accommodates 32 children between the ages of eight weeks to 6 years at their new location. Children are cared for in one baby group and two mixed-age groups.

In October 1993, the third nursery in the Binzmühle in Oerlikon was opened. The "Schnäggehuus" today accommodates 24 children between the ages of eight weeks to four years. The children are cared for in two mixed-age groups.

On 1 January 1999, the fourth nursery was opened in Dättwil. The "Zauberdrache" accommodates 22 children between the ages of eight weeks to six years. The children are cared for in one baby group and two mixed-age groups.

On 1 April 2000, the fifth nursery was partially opened in Birr. The second group was opened following renovation, about in September 2000. In July 2005, the Purzelbaum moved house. The "Purzelbaum" offers 31 spaces for children between the ages of eight weeks to 6 years. The children are cared for in one baby group and two mixed-age groups.

The sixth nursery "Littlefoot" in Dättwil opened its doors on 4 August 2003. The "Littlefoot" accommodates 30 children between the ages of eight weeks to six years. The children are cared for in one baby group and two mixed-age groups.

On 1 September 2005, the seventh nursery "Aqualino" was opened in Baden. It accommodates 21 children between the ages of 8 weeks to six years. In August 2007, the Aqualino was expanded to 30 day care spaces. The children are cared for in one baby group and two mixed-age groups.

On 2 May 2006, the eighth nursery "Zwärgelhuus" opened its doors in Oerlikon. The Zwärgelhuus accommodates 30 children between the ages of 8 weeks to four years. The children are cared for in two tandem groups (8 weeks to 2 years) and in one group for children from 2 years of age.

On 2 April 2007, the ninth nursery opened its doors in Wettingen. The "Wichtelburg" nursery accommodates 30 children between the ages of 8 weeks and six years. The children are cared for in one baby group and two mixed-age groups.

On 25 August 2008, the "Bäregarte" in Oerlikon opened its doors. The Bäregarte offers full-day care (full-day care centre) with integrated offer of 1<sup>st</sup> and 2<sup>nd</sup> school year of the obligatory kindergarten, according to the syllabus of the canton of Zurich.

On 1 October 2008, the tenth nursery "Chinderdschungel" opened its doors in Baden. The nursery accommodates 44 day care spaces for children between the ages of 8 weeks to six years. The children are cared for in two baby groups and three mixed-age groups.

The day nurseries as well as the kindergarten with full-day care centre are available to all children of parents employed by association members in principle. Should there be any vacancies, children whose parents do not work for association companies can also be admitted.

### **3. Guiding principle**

#### **3.1 General**

The ABB Kinderkrippen association is to be understood as a family-complementing institution. The nursery facilitates child care outside of the family in close collaboration with parents / legal guardians.

The members of the association contribute to family-friendly management and are socially accountable.

The ABB Kinderkrippen association:

- supports women and men who want to, or have to, share family- and job-related work;
- allows both parents to stay up to date in their occupation;
- supports employee flexibility;
- is an alternative for single mothers and fathers;
- provides space for a child-oriented daily routine;
- promotes the child's social competence
- provides parents with security through its professional and humanly competent stewardship and contributes to the parents being able to focus on their demanding professional life.

The ABB Kinderkrippen association is an investment in the future.

Nurseries, kindergarten and extracurricular care are one among many measures that allow women and men to better reconcile gainful employment and family-related work.

In addition, the members of the association strive for the creation of family-friendly corporate structures.

### 3.2 Nursery philosophy/basic values

Trained personnel are on hand for the children, and they are fully aware of the responsibility of their tasks. The child is always at the centre because the child's wellbeing always has first priority. The nursery provides the child with a sense of caring and security. It is to feel loved and accepted. Each child shall be allowed to develop its personality and individuality. Living together in the group strengthens the child's social competence. The daily routine is adjusted to the child's individual rhythm. The children are offered special activities and age-appropriate possibilities to play.

## 4. General goals

### 4.1 Education

The day nursery creates a pleasant atmosphere. Trust between parents, educators and child is absolutely essential. It is the declared goal of the day nursery to convey a sense of harmony and wellbeing to the child.

The day nursery ensures the child's individual, holistic development. The educator observes the child's development and informs the parents of the developmental progress and any developmental conspicuities where applicable at regular intervals. The day nursery advises and supports the parents in educational and nutritional matters as well as in matters of general baby care.

### 4.2 Collaboration between parents and nursery

Great value is placed on the daily exchange of information between parents and professionals in order to meet each individual child's requirements. The daily exchange of information focuses on the current sleeping and eating rhythm as well as the baby's general sensitivities. This information is of critical importance for the child's wellbeing. Equally important is the trained personnel's feedback on how the day went at the time the child is picked up by the parents.

Apart from above-described conversations in passing, we will provide more detailed conversations on request, such as for example the status conversation. In this conversation, the child's current stage of development is discussed. Parents' evenings take place in the nurseries at regular intervals that provide the parents and the trained personnel with an additional platform for the exchange of information. During the annual parent event for the entire ABB Kinderkrippen association, information on a specialist subject is offered. In addition, each day nursery offers individual festivities and occasions in which parents are more than welcome to participate.

## 5. Pedagogical principles/goals

### 5.1 General goals

Common principle:

Each ABB Kinderkrippe runs two or more groups. Social competency is thus developed by cohabitation within the group as well as in a group-spanning manner.

An internal familiarisation takes place when transferring into the mixed-age group. The two groups concerned make arrangements with each other. A caregiver accompanies the child to the mixed-age group and stays with the child as a key carer in the background. Once the child has settled into the mixed-age group, a farewell party is hosted in the baby group.

Each ABB Kinderkrippe operates according to its own pedagogical concept, supplemental to this concept, which serves as a guideline for the daily work with children and which is reviewed, revised and optimised as needed.

Common goal:

The nursery enables each individual child, with the support of trained personnel in a protected environment and with a well-adjusted daily routine, its own individual development taking account of personality, age, needs, abilities and emotional and physical constitution. The child feels secure and senses closeness through affectionate handling.

### 5.2 Language

The most important means of expression and communication for a person in our latitudes is language. Through it, she or he communicates information, thoughts, feelings, desires and opinions to others. Through language, the child becomes acquainted with the points of view of the people in its surroundings, and with the imperatives and values of the culture it belongs to. Its self-image and world view is thereby decisively formed.

Language takes place in a verbal and a non-verbal mode.

Children do not need a complicated vocabulary to express their daily needs. Children abandon themselves to an internal impulse. Insofar, it is important to decode and understand their body language.

Pedagogical tenor:

- The educator gives affection and attention to the child through language.
- The educator is a role model and talks to the child in a clear and distinct manner.
- The educator also uses infant-directed talk for babies.
- The educator names procedures, actions and objects.
- The educator differentiates between and recognises a baby's different intonations.
- The child learns to express itself through its body language.
- The child learns to express itself verbally and is able to define itself through language.
- The child comes into contact with the different languages of individual children.
- The educator talks to the child in German (Swiss German).

### 5.3 Eating and drinking

It is important for babies that they can maintain their accustomed eating rhythm. The meal plan is discussed with the parents at admission and then time and again later on. For babies, it is also important that they are given the opportunity to eat independently (in part also using their hands) and to thereby gain their first experiences with eating. The transition from puree to solid foods occurs individually and after consultation with the parents. The child is gently familiarised with the day nurseries meal rhythm.

Pedagogical tenor:

- For babies, the educators adopt the child's home rhythm.
- The nursery offers freshly prepared vegetable and fruit puree. Powdered baby milk and special foods must be supplied by the parents.
- The ABB Kinderkrippen association will ensure a balanced and healthy mealtime rhythm.
- Children's individual nutritional needs are taken into consideration in consultation (allergies, illnesses).
- Unsweetened drinks are at the children's free disposal at any time.
- Different religions and their principles are respected.

### 5.4 Outdoors

The ABB Kinderkrippen association places great value on regular time spent outdoors.

Pedagogical tenor:

- A multitude of nature experiences are provided on the outside grounds of the institution and in the near vicinity.
- The children's senses are stimulated and nurtured in a different manner outdoors.

### 5.5 Exercise

The day nursery places particular value on providing the baby with great versatility in exercise opportunities.

The urge to move is different in each child. Each child acts out its need to move in an individual manner.

Pedagogical tenor:

- To promote motor function development, the educator places the baby frequently on the crawl blanket.
- Through specific observation, the educator perceives the need for movement and provides the child with the appropriate room to act out.

## 5.6 Sleeping and resting

A sufficient amount of sleep is an important requirement for the healthy development of a child.

Each child has its own sleep and daily rhythm. An active phase is followed by a rest phase.

Pedagogical tenor:

- The educator furnishes the bedroom to be inviting and comfortable.
- The educator is responsive to the baby's individual sleeping habits.

## 5.7 Playing and discovering

The day nursery provides a stimulating and safe environment, with exciting and diversified opportunities for discovery. This allows the children to explore their surroundings using all of their senses.

Pedagogical tenor:

- The educator offers a variety of materials to the children to play and experiment with.
- The educator provides stimuli and suggestions for holistic development of the senses.
- The educator is mindful of group and age-spanning sequences.

## 5.8 Rituals

Rituals provide the child with support and security. Rituals are part of a child-oriented daily routine. Each day nursery has its own rituals such as:

- Welcoming and farewell rituals
- Individual group rituals
- Mealtime rituals
- Hygiene rituals
- Bedtime rituals
- Additional rituals:
  - Birthday
  - Carnival
  - Eastern
  - Samichlaus and Advent season
  - Farewell (leaving the day nursery)
  - Seasons...

## 5.9 Body hygiene

Great value is placed on protecting privacy. For a baby, personal hygiene is taken on by the educator. Regular body hygiene is ensured by the educator.

Pedagogical tenor:

- The educator allows plenty of time for the child's grooming and hygiene.
- The educator ensures a quiet atmosphere in a protected environment.
- The educator names the body parts while changing the baby's nappy and describes her actions.

## 5.10 Attending the day nursery in the event of illness

The child cannot be optimally cared for in the nursery by the educator if it is sick. The child may not attend the nursery with the following symptoms:

- Fever over 38° C
- Childhood illness, until the infectious period has passed
- Conjunctivitis
- Mouth decay or thrush
- Vomiting
- Severe diarrhoea
- Head lice or nits on the head

## 6. Nursery team

### 6.1 Educators

The employment plan complies with recommendations by KiTaS. Each nursery has an organisation chart.

### 6.2 Team requirements

- To ensure a structured daily routine appropriate for children
- Group-spanning work
- Constructive collaboration with the parents

The following is expected of the team:

- Honesty and flexibility
- Ability to deal with conflict
- Critical faculties
- Sense of responsibility

Continuing education courses are mandatory in order to ensure modern childcare.

### 6.3 Apprenticeship

The apprenticeship to become a specialist in the subject area of childcare (FaBe) takes three years. Training takes place in three training locations:

- Firm
- Vocational school
- External courses

Following cantonal review, the nurseries will receive the training authorisation. The firms take on the task of training locations by carrying the responsibility for the practical portion according to cantonal guidelines. Following the successful completion of the apprenticeship, the learners will receive the Swiss certificate of proficiency.

### 6.4 Areas of responsibility

Job descriptions are available for all employees.

## 6.5 Communication and information structure

Information and team meetings take place at regular intervals.

At least once a year, an individual conversation in terms of a placement determination (MAG) is conducted with all employees.

## 7. Furnishings

The nursery furnishings are appropriate for children and comply with the European safety standard.

## 8. Setting/public relations

Good collaboration and the regular exchange of ideas and experiences are desired with the following bodies:

- Board of the ABB Kinderkrippen association
- Authorities and professional associations
- Vocational colleges social services
- Specialist and counselling centres
- Neighbourhoods of the nurseries
- Other nurseries
- Public kindergartens

Festivities, anniversaries, open house days and other functions allow employees of the members of the association as well as the public at large to get a glimpse of the daily routine in the nursery. With these activities, the ABB Switzerland nurseries also make an important contribution to corporate culture.

## 9. Addresses

“Chinderhuus” Baden  
Wiesenstrasse 30  
5400 Baden  
Tel. 056/222 82 81  
E-mail: [krippe.abb.ba@bluewin.ch](mailto:krippe.abb.ba@bluewin.ch)

“Müüsliburg” Turgi  
P.O. Box 222  
5300 Turgi  
Tel. 056/210 24 08  
E-mail: [krippe.abb.tu@bluewin.ch](mailto:krippe.abb.tu@bluewin.ch)

“Schnäggehuus” Oerlikon  
Binzmühlestrasse 81  
8050 Zurich  
Tel. 01/310 34 73  
E-mail: [krippe.abb.oe@bluewin.ch](mailto:krippe.abb.oe@bluewin.ch)

“Zauberdrache” Dättwil  
Segelhof 5  
5405 Baden-Dättwil  
Tel.: 056/493 03 84  
E-mail: [yvette.pilloud@ch.abb.com](mailto:yvette.pilloud@ch.abb.com)

“Purzelbaum” Birr  
Zentralstrasse 40  
5212 Birr  
Tel. 056/444 08 25  
E-mail: [krippe.abb.bi@bluewin.ch](mailto:krippe.abb.bi@bluewin.ch)

“Littlefoot” Dättwil  
Täfernstrasse 26  
5405 Dättwil  
Tel. 056/ 483 25 50  
E-mail: [krippe.abb.li@hispeed.ch](mailto:krippe.abb.li@hispeed.ch)

“Aqualino” Baden  
Ländliweg 6/8  
5400 Baden  
Tel: 056/ 210 30 64  
E-mail: [krippe.abb.aq@bluewin.ch](mailto:krippe.abb.aq@bluewin.ch)

“Zwärgehuus” Oerlikon  
Allmannstrasse 4  
8050 Zurich  
Tel.: 044/ 313 07 11  
E-mail: [krippe.abb.zw@bluewin.ch](mailto:krippe.abb.zw@bluewin.ch)

“Wichtelburg” Wettingen  
Am Gottesgraben 5  
5430 Wettingen  
Tel.: 056 / 430 28 75  
E-mail: [krippe.abb.wi@bluewin.ch](mailto:krippe.abb.wi@bluewin.ch)

Kindergarten "Bäregarte"  
Armin Bollinger Weg 1  
8050 Zurich  
Tel.: 044/313 00 13  
E-mail: [kiga.abb.bg@bluewin.ch](mailto:kiga.abb.bg@bluewin.ch)

“Chinderdschungel” Baden  
Wiesenstrasse 2  
5400 Baden  
Tel.: 056/210 08 90  
E-mail: [krippe.abb.ch@bluewin.ch](mailto:krippe.abb.ch@bluewin.ch)

Management:  
ABB Kinderkrippen  
Jeannette Good  
Brown Boveri Str. 6  
5401 Baden  
Tel. 058/585 33 56  
E-mail: [jeannette.good@ch.abb.com](mailto:jeannette.good@ch.abb.com)

**ABB Switzerland**  
Brown Boveri Strasse 6  
5400 Baden  
[www.abb.ch](http://www.abb.ch)

Responsible: ABB Kinderkrippen association/  
Jeannette Good  
Version: 3 December 2008  
Date: 3 December 2008

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