

# Concept of the KinderVilla at the University (KiVi)

In cooperation with Otto-Friedrich-Universität Bamberg



## Who we are

The KinderVilla on the premises of the Otto-Friedrich-University, whose sponsor is the Diakonisches Werk Bamberg-Forchheim e. V. (DWBF), is a facility for the care of children aged 6 months (exceptions in consultation with the management) to 6 years or until school enrolment, divided into a nursery and a kindergarten group. In the familiar atmosphere of a former residential house, we enable points of contact between nursery and kindergarten children, so that both younger and older children have the chance to benefit from each other.

We value each child as a unique creature who is warmly welcomed with his or her individual abilities, needs and expectations. Through appreciative and reliable contact, children experience acceptance and support. We see sustainable and supportive relationships with children and parents in the sense of an educational partnership as the basis of our work.

### ***Mission statement of the organisation***

The Diakonisches Werk Bamberg-Forchheim (DWBF) was founded in 1945 and, according to its statutes, fulfils exclusively charitable and church-related purposes. It wants to practise a contemporary form of diaconia.

We give people in our institutions not only space but a home in which they can live in a self-determined way. People and their needs are our priority. We respect them as personalities with their own abilities, wishes and needs. We want to recognise and promote these. Our orientation towards Christian principles helps us to do so. The services provided by the DWBF stand for both professional competence and humanity in action. The DWBF facilities are places of life where people are warmly welcomed and where they want to live and work.

### ***Mission statement of the cooperation partner***

The Otto Friedrich University is "regionally anchored", i.e. it uses the opportunities offered by its location in the world cultural heritage and is the academic centre of the region. Short distances, both literally and figuratively, enable good supervision, personal communication and interdisciplinary research, teaching and learning. It bears a social responsibility and supports the concept of lifelong learning.

The university has set itself the goal of realising the above, offering equal opportunities to all its members, and is certified as a "family-friendly university". In order to be family-friendly "in everyday life", it was obvious to support the establishment of a day-care centre close to the campus, where the children of members of the university are cared for together, regardless of their group affiliation (students, professors or academic and other staff) and citizens of the city of Bamberg. For this reason, the property at Markusstraße 6 will be given to the DWBF for long-term operation as part of a cooperation agreement.

## **Organisational concept**

### ***Location***

The Kindervilla is located on the edge of Bamberg's historic old town. Various social and cultural facilities such as the concert and congress hall, the natural history museum, the town hall, the municipal library, the grounds of the state garden show and much more are within walking distance.

The Faculty of Human Sciences of the Otto-Friedrich University of Bamberg and its campus life characterise the direct neighbourhood. The KinderVilla is easy to reach on foot, by car, by bicycle and by public transport (bus stop directly in front of the building). Short-term parking spaces in the adjacent Steinertstraße make it easy to drop off and pick up by car.

### ***Sponsors***

As part of the Protestant Church in Bavaria, the DWBF supports people in shaping their lives in self-determination and dignity - regardless of age, origin or denomination. Because faith in Jesus Christ and practised charity belong together, we provide a wide range of services for people - from childcare to social counselling and outpatient care to nursing.

We have been involved in the upbringing, education and care of children for 65 years. We currently care for children in 11 day care centres with about 950 children of different age groups.

### ***Legal basis***

The legal basis for the operation of the KinderVilla is formed by the regulations of SGB VIII as well as those of the Bavarian law for the education, upbringing and care of children in day care facilities and in day care (BayKiBiG) with its implementing ordinance. The Bavarian Education Plan provides orientation for the pedagogical framework.

Of course, the regulations on hygiene, labour law, etc. are also applied.

### ***Staff***

The children in our Kindervilla are cared for by:

In the nursery group (12 children):

2 teachers

1 teaching assistant

1 intern

In the kindergarten group (25 children):

2 teachers teaching assistants (one English speaking)

We attach great importance to a well-founded education as well as constant further and advanced training of all our staff members in order to expand their professional, personal and communicative competences. The actual number of hours required by the teachers and assistants depends on the times booked for childcare.

### **Opening hours**

The Kindervilla is open daily from Monday to Thursday from 07:00 to 16:15, on Fridays from 07:00 to 16:00.

An extended off-hours care until 20:00 hrs by day carers in our rooms is basically being considered. The demand as well as the framework conditions for feasibility are continuously being investigated and, if necessary, implemented.

The facility has a maximum of 25 closing days per year. These are distributed as follows:

- Christmas closing time during the Bavarian school holidays
- 3 weeks closing time during the Bavarian summer holidays
- 2 days during the Easter holidays
- as well as individual days for team training, planning day, etc.

### **Booking times**

The booking period is the time your child stays at the KinderVilla. Depending on how long you need and want the care, the daily booking time can vary from 4 to 10 hours. The time from 08:45 to 11:45 is core time; as a rule, no children can be brought and collected during this time. In addition to the drop-off and pick-up time, the minimum daily booking time is 4 to 5 hours, or 20 hours per week. Beyond this, you can flexibly book additional hours, but you must commit to the times booked.

So please consider on which days you need care for your child and for how many hours. Plan realistically, but not too tightly, and include drop-off and pick-up times. The daily average indicates the booking category. An increase in booking during the year is possible up to the 15th of the current month with effect from the following month, a reduction in booking times only twice in the kindergarten year.

The kindergarten year runs from 1 September to 31 August.

### **Costs**

#### *nursery group*

Lunch € 2.45 per meal

Snacks and drinks 15,00 € per month

Play fee 8,00 € per month

Admission fee 15,00 € one time

#### Average daily booking time costs

4 - 5 hours 410,00 Euro

5 - 6 hours 447,00 Euro

6 - 7 hours 484,00 Euro

7 - 8 hours 521,00 Euro

8 - 9 hours 558,00 Euro

9 - 10 hours 595,00 Euro

### *Kindergarten group*

Children who turn three in the current calendar year receive the state contribution subsidy of €100.00 from September of the same year.

Average daily  
booking time  
costs

4 - 5 hours 298,00 Euro  
5 - 6 hours 325,00 Euro  
6 - 7 hours 352,00 Euro  
7 - 8 hours 379,00 Euro  
8 - 9 hours 406,00 Euro  
9 - 10 hours 433,00 Euro

In addition to this:

Lunch € 3.45 per meal  
Snacks and drinks € 15.00 per month  
Play money 8,00 € monthly  
Admission fee 15,00 € one time

## **Pedagogical concept**

### ***Basic approach***

Every child is unique and valuable. It carries treasures within itself which it wants to discover and which we can often only gaze at in amazement. Our pedagogy is based on the findings of Maria Montessori and Emmi Pikler. Their research shows that children have a natural will to learn and experience and that they develop according to an individual time scale. Children need a framework of stimulation, time and quiet. Pikler and Montessori assign the educators the task of developmental companions: they perceive each child as an individual, observe them attentively and create learning and experiential environments that meet the current needs of the children. "Help me to do it myself" and "Take my time" - two central demands of their pedagogy that are reflected in our facility.

We see appreciation, relationship and bonding as prerequisites for development and education. We work bilingually with English, as it is the essential language of science and business.

### ***Christian profile***

As a Christian institution, it is important to us that the children experience something of the living and loving God in whom we believe. To this end, we strive to make our own basic Christian attitude perceptible in our dealings with children and parents. We integrate Christian rituals, prayers and songs into our daily routine, according to the age of the children and impart knowledge about religious topics and Christian festivals. Based on this religious-cultural self-understanding, we motivate children to meet children from other religions and cultures with openness and curiosity, to discover similarities and differences, to develop tolerance and to experience a preferably prejudice-free coexistence as a matter of course.

The pastors of the Protestant Student Community and of St. Stephan's Parish support us with regular activities for the children and act as contact persons for children, parents and staff.

### ***Bilingualism***

Our children are growing up in a rapidly changing world. New communication channels, a globalised economy and individual long-distance travel opportunities are turning the world into a "global village". For our children, living and working together with people of different cultures and languages will be a matter of course. The ability to adapt to foreign cultures and to learn other languages is therefore an important basic competence.

Contact with a new language at an early age awakens curiosity about foreign languages and cultures, broadens horizons, has a positive effect on mastering one's own mother tongue and promotes cognitive development. Children have a natural ability and willingness to acquire language. Learning a second language is particularly successful if it takes place as early and intensively as possible, in a natural and motivating way. We want to take this into account in the KinderVilla by working bilingually according to the so-called immersion concept. Immersion (Latin *immersio* "to immerse", "to embed") in this context means immersion in another language. The children learn without any coercion or pressure to perform in a natural situation. For this purpose, we have employed an English-speaking pedagogue in the kindergarten group who speaks English with children and adults during her entire attendance time.

In the nursery there is also an English-speaking educator who creates language islands for the youngest children in everyday life and uses this offer in an age-appropriate way. Immersive language acquisition does not require any special talent or home practice and is equally suitable for all children. German remains the majority language in our institution. We have chosen English as one of the world's most important scientific and business languages.

It is important for us to note that it is not our aim to teach the children English according to the school or classroom principle. Rather, the immersion principle focuses on everyday and natural interaction with a reference person. This results in a passive as well as active language acquisition for each child, per say as a hidden treasure that lifts itself up. All experiences show that children understand a new language very quickly. When and to what extent they actively speak it varies greatly from individual to individual and depends on various factors (e.g. how much contact does the child have with the caregiver? How much does the child like them? Is the child already growing up with other languages?)

### ***Learning/educational areas***

The aims and contents of our pedagogical work are based on the Bavarian education plan. Of particular importance to us are:

**Strengthening personal and social skills**

Children have basic needs for social contact, autonomy and experience of competence. They want to belong and to feel loved; they want to be able to act in a self-determined way and to be able to cope with difficult tasks on their own.

We contribute to this by:

- treating the children with respect and honesty.
- giving the children the space to try things out and the freedom to make their own decisions and mistakes.
- allow them to participate in decisions according to their age and development (joint daily and weekly planning, children's conferences).
- support them in putting themselves in other people's shoes.
- act as moderators in case of conflict and let the children develop conflict resolution techniques.

- set and consistently enforce limits and rules that are comprehensible to the children and that provide orientation and support.

### ***Learning methodical competence***

"Learning methodical competence is the basis for a conscious acquisition of knowledge and skills and the cornerstone for school and lifelong, self-directed learning. Coupled with prior knowledge, it enables knowledge and competence to be continuously expanded and updated (...)." (Bavarian Education Plan).

Especially in the context of project work with the older children, we support the children:

- to learn how to acquire information (e.g. books, excursions ...).
- to look at issues from different perspectives, e.g. (a shop from the point of view of the owner, the customer, the supplier, etc.).

### ***Language competence***

"Language competence is a key qualification and it is an essential prerequisite for success at school and at work, for full participation in social and cultural life." (Bavarian Education Plan)

The development of language competence includes non-verbal aspects such as facial expressions and gestures, the desire and ability to communicate, experiences with abstract texts, stories, songs and rhymes that are not related to the current situation. Children acquire language through listening - ideally with empathetic caregivers - and through active language use.

Therefore it is important for us:

- to seek purposeful conversation with the children, to listen to them attentively, to avoid constant interruptions, to encourage children to speak.
- to be a role model for language, to speak with pleasure and variety.
- to awaken joy in dealing with language in writing, rhyme and picture.

### ***To take pleasure in movement***

"Children have a natural urge and joy to move. For them, movement is an important means of acquiring knowledge about their environment, of "grasping" their environment, of acquiring knowledge about themselves and their bodies, of learning about their abilities and of communicating with other people. Motor skills are closely connected with sensory and mental processes." (Bavarian Education Plan)

Movement is an essential part of the holistic development of children. We take this into

account by:

- offering regular movement activities in small groups.
- creating a stimulating environment for self-exploration, both indoors and outdoors.
- creating a connection between music and movement with musical movement games and dance.
- Conduct forest days in the kindergarten

### ***Gender-sensitive pedagogy***

We value children of both sexes as equal and of equal value and perceive differences as enrichment and with appreciation. Boys do not automatically have to be wild and girls may be interested in technology. Children should be able to choose their activities according to their wishes and needs and not according to gender-typical patterns.

Therefore it is important for us:

- to reflect on our own role behaviour as role models and to sharpen our pedagogical

perspective in the team and through further training.

- to make an effort to break up the female-dominated staff structure in the KinderVilla and to also offer the children male identification figures.
- to offer both co-educational and gender-segregated activities depending on the situation.

### ***Participation***

Our children spend a large part of their day with us and are accompanied by the staff and supported and guided in their activities.

It is important for us to shape our daily routine and our togetherness together. Participation is an important and essential element of a democratic way of life and here the children should be involved in as many and varied decision-making processes that affect them, as possible.

However, this does not mean that children are allowed to have a say in everything. The limits of participation are found where children, due to their age or maturity, would be overwhelmed and their physical and mental well-being would be endangered. Children have the right to freely express their opinions and it is our task to take these into account and encourage them according to the age and maturity of the children. In this way, the children can test their options for action and develop their own solutions. We see ourselves here as role models, companions and supporters. Our children's ideas are either implemented together or the reasons why they cannot be implemented are discussed together. We do not present solutions and ideas in advance, but develop them together.

This process enables our children to learn to put their needs into words, to hold opinions, to reconsider and to compromise.

Likewise, they learn to critically engage with their environment and practise the rules of conversation in the community.

### ***Inclusion***

Inclusion is our attitude of valuing all children, parents and staff in the same way and keeping barriers to a minimum for all.

The diversity of individuals allows everyone to benefit from each other. Children of different cultures, ages, talents and temperaments should be able to develop together and learn from each other.

All children have the desire to learn at their own pace. We accompany this individual process by observing them to find out where and how we can support them.

We provide the space and a variety of materials and offers that give each child the opportunity to have stimulation and play opportunities according to their needs and stage of development. For this purpose, it is important that the educators and pedagogical assistants observe and support the development of each individual child.

Developmental discussions with parents and regular exchanges in the form of door-to-door talks are also a fundamental part of this overall process.

There is close cooperation with the local primary schools, support agencies, specialised services and the youth welfare office, so that a holistic view of the children is achieved and they can be individually and specifically accompanied and supported.



### ***Complaint management***

Complaints are welcome for children, parents and staff. Complaints in the form of criticism, requests for improvement, suggestions etc. are always an opportunity to reflect on our work, to develop ourselves further and to find solutions together. Our children should learn from an early age to get involved, to express and represent their opinions on the basis of the right to participation. We listen to our children and take their needs seriously. This promotes the development of self-confidence and selfcompetence and makes them strong.

The children can bring complaints to the attention of their group leader or the second teacher, either themselves or through their parents. Solutions are sought together. If no solution can be found, a parent meeting is held with the persons involved or a solution is sought in the team meeting together with the staff.

### ***Meals***

We want to offer the children in the KinderVilla a healthy, varied and child-friendly meal. For this purpose, we receive food for fruit, vegetable and bread platters for snack times. We obtain a balanced lunch from an external kitchen.

We organise the meals together in a relaxed atmosphere and encourage the children to eat independently according to their age.

### ***Settling in***

The entry into the nursery or kindergarten is an important stage of life for children and parents. For the children, the initial focus is on separation from their parents. Their familiar living space is expanded, new caregivers join them, life in a group with other children is unfamiliar and challenging. For parents, too, it is a break to place their child into the hands of others. Will the child be all right? Will the educator understand the child? All these questions and needs must have their place during the settling-in period. In order to give children, parents and our educators enough time to adjust to the new situation and to establish new relationships, we organise the settling-in period in the nursery group according to the so-called "Berlin Model". It is important to us that you, as parents, take time for the settling in process and that we can adapt these first days and weeks together to the individual needs of your child without time pressure.

During the first days in the nursery, parents stay with their children and spend a few hours together in the group. Experience shows that it makes sense for you as parents to be rather passive, but always present in the room and not attempting any separation. We also mainly observe during this time and carefully offer contact. If the child is doing well and has made contact with the other children, we increasingly take over the care of the child from the fourth/fifth day onwards and begin with the first short attempts at separation from the parents. However, it is necessary that you remain at the facility during this time so that you are quickly available for your child if needed. If your child accepts the separation, the time of absence will be extended accordingly until you can finally leave the facility. However, you should always be available by phone, especially in the first weeks, to give your child the security that you are there when your child needs you.

Depending on the children's previous experience, the acclimatisation process in the kindergarten is quicker than in the nursery. Here too, you as parents have the opportunity to accompany your child during the first few days.



### ***Educational partnership with parents***

You as parents are important to us and are very welcome! You should feel just as comfortable in our facility as your child! You are your child's closest caregiver, you know your child best and are his or her natural educators.

We, the educational staff, would like to meet you as partners in joint responsibility for your child. As an institution that complements the family, we care for, educate and raise your child together with you and offer you guidance, support and advice. To this end, we seek close exchange and cooperation with you. We are open to your expectations, concerns and wishes. Please also be open to our concerns about your child.

We offer you the following opportunities for information, influence and cooperation:

- Everyday matters can be discussed during door-to-door talks.
- Observation in your child's group is possible in exceptional cases.
- Regular development discussions provide a good insight into the status and progress of your child in the day care centre.
- We ask you to address any discrepancies immediately! Perhaps we just see things from a different perspective. Clarity and openness help to ensure that disagreements do not turn into conflicts, that we can be partners and experts for each other.
- Sometimes children need more help in the course of their development than you and we can provide. We are happy to support you in finding suitable specialist services.
- We will inform you regularly about our pedagogical and conceptual work.
- Praise and criticism are always welcome and help us to reflect and improve our work.

Once a year, we ask you to give us feedback by means of an anonymous parent survey.

- We are happy if you get involved with us and help to determine and enrich life in our day care centre! We are happy to have people who represent the interests of the parents and are our contact persons, people who support us at festivals and events, people who contribute with their personal or professional skills.
- We support the formation and work of the parents' council.
- Integration of academic offers from the relevant departments of the University of Bamberg.

### ***We see ourselves as an open house***

For us, openness means creating the greatest possible freedom for the children. We encourage children to look for activities according to their current interests and needs. In doing so, we assist them by observing, advising, intensifying, moderating and supporting them.

On the other hand, we promote the exchange between the nursery and kindergarten group, so that the children can benefit from each other. The "big ones" thus have the opportunity to expand their social competence, to practise consideration, helpfulness and acting as role models; they are exposed to less competitive pressure and learn to perceive differences in development as normality. The "little ones" receive additional stimuli and incentives for development, are motivated to be independent and learn from the model of the big kids.

In order to demonstrate openness to the outside world, transparency in our work is particularly important to us. Parents and children should know what, how and why we do something. We make sure that the latest version of our concept is available for all to see and that the results of parent surveys and the like are published in the centre.

Projects with external experts (especially with teachers and students of the Otto Friedrich University within the framework of the space and personnel resources, but also with artists, teachers, the police, fire brigade...) as well as with interested parents/

grandparents (visit to the workplace, "reading nanny"...) enrich our work in a targeted and measured way and are gladly initiated by us.

### **Quality assurance**

In order to check, maintain and improve the quality of the pedagogical work in the KinderVilla, we use a variety of possibilities:

- Continuous reflection on the pedagogical work is of particular importance.
- Portfolios, development discussions and observations help us to observe and record the status and development of the children more objectively.
- Constant further development of our concept allows us to remain attentive and critical.
- Parent surveys give us feedback from the people our work is aimed at.
- Personal further training as well as team further training broaden our horizons and maintain and strengthen our professional competence.
- The responsible expert advisor of the Protestant KITA Association of Bavaria has many years of practical experience in bilingual day care centres and supports us with advice and support.
- The development and updating of a quality manual for the day care centres of the Diakonisches Werk set cross-institutional standards.

## **Our KINDERGARTEN GROUP**

### **Daily routine**

07:00 - 08:00 am Arrival; free play time

Joint care with the nursery children

08:00 - 08:45 am Arrival; free play time in the kindergarten group

The morning drop-off time ends at 8.45 am! After this time the house is closed. Bringing in is only possible in exceptional cases!

08:45 - 09:15 am Start of the day together in the morning circle (English or German)

09:30 am Snack time

10:00 - 11:00 am Small groups / projects / gymnastics / activities (English or German)

11:00 - 11:45 am Free play / Garden

11:45am - 12:15 pm Pick-up time

12:15 - 13:45 pm Lunch, nap time (possibility to sleep, no pick up and drop off possible during this time)

13:45 pm Start of flexible pick-up time in the afternoon / half-hourly

13:45 - 15:00 pm activities / garden / free play time

15:15 - 15:45 pm Snack (bread)

15:45 - 16:15 pm Free play time / garden

Shared care with the nursery children

Core time is from 8:45 am to 11:45 am.

During this time, children can only be brought and collected in exceptional cases.

Pick-up times are from 11:45 am to 12:15 pm and from 13:45 pm.

### **Transitions**

Nursery children who transfer to kindergarten visit their future groups regularly during the second half of the nursery year. They intensify their contact with their new caregivers and the children during joint walks, visits to the group, participation in suitable projects, etc. The transition is discussed in detail with the parents. Parents are informed in detail about the procedure in a transition talk.

Kindergarten children who are new to the KinderVilla have the opportunity to visit us together with their parents in the afternoon and on two mornings in the weeks before they enter kindergarten.

One of the tasks of the day care centre is to prepare the children adequately for school in the long term. This task begins on the day of admission.

For successful school preparation and transition management, cooperation between parents, day care centre and primary school is necessary. The cooperation between the day care centre and the primary school consists to a large extent of reciprocal visits,

during which educators, teachers and children come into contact with each other. In particular, we work together with the primary schools that are located in the immediate vicinity. It cannot be ruled out that children will later attend another school.

The transition to school is designed with the two pillars of pre-school education and expansion of the movement space. Pre-school education once again places special

emphasis on concentration and perseverance, linguistic, mathematical and fine/motor basic skills. The expansion of the movement room also supports the children in growing into their new role as school children. We take the children out of the kindergarten, so

to speak, by taking them on excursions to historical, social and cultural destinations in the city centre, visiting the children's future schools as far as possible, practising traffic education in real-life situations, etc.

## **Our NURSERY GROUP**

### ***Settling in***

Settling in is done according to the "Berlin Model" (see p. 10).

### ***Personal hygiene***

Well-designed personal hygiene is of central psychological and educational value, it promotes language and body awareness in one. We do not see personal hygiene as a necessary evil, but as an important area of learning and experience. We accompany our actions communicatively and include the reactions of the babies and toddlers. Time for skin contact, touch, stimulation with massage balls etc. intensifies body awareness and promotes the development of a positive body image.

To create a pleasant setting, we design our sanitary rooms to be cosy and warm. We take our time and ritualise procedures, but always keep the children's current needs and reactions in mind. We promote cleanliness education individually in close contact with the parents.

### ***Daily routine***

In the daily routine of the nursery group, free play time, small group activities and quiet times alternate in a variable way depending on the existing group structure.

We are guided by the following framework:

07:00 - 08:00 am Arrival; free play time

Joint care with the kindergarten children

08:00 - 08:45 am Arrival; free play time in the nursery group

The morning drop-off time ends at 8:45 am!

After this time the house is closed. Bringing in is only possible in exceptional cases!

08:45 - 09:00 am Start of the day together in the morning circle  
09:15 - 09:45 am Snack time in two groups  
09:45 - 10:45 am Pedagogical activities in small groups / garden / free play  
10:45 - 11:15 am Time for personal hygiene (nappy changing)  
11:15 am Lunch circle  
11:30 am Lunch in the whole group

From 12:15 pm no pick-up is possible.

13:45 pm Start of flexible pick-up time in the afternoon (half-hourly)  
13:30 - 14:30 pm Get up; time for personal hygiene (nappy changing)  
14:30 pm Snack time  
15:00 - 16:15 pm Educational activities / free play / garden  
Joint care with the kindergarten children

*In detail this means:*

#### ***Morning circle***

We start the day together with a morning circle. We greet the children, count the number of children present, sing songs, play finger games, etc.

#### ***Free play***

Free play is of central importance to us. As a rule, children develop individually through their own efforts. They perceive with all their senses, want to choose their own playmates, do not want to be overly entertained and overwhelmed. They need appealing material with a challenging character, a variety of movement possibilities and familiar, attentive caregivers. Accordingly, we see our role in the free play time to observe closely and to provide space and opportunity for self-determined action.

#### ***Small group activities***

In the small group activities, we differentiate according to the age and developmental stage of the children. In addition to recurring, ritualised daily activities such as music, finger plays, etc., we offer a variety of activities, especially in the areas of creativity and movement.

#### ***Meals***

The preparation of bottle feeds is discussed individually with the parents. For more information, see "Meals" (see p. 10).

#### ***Rest times***

A balance between activity and rest is an essential part of a healthy lifestyle. In our comfortably designed quiet area, each child has his or her own mattress as a place to retreat and sleep. Bringing personal cuddly toys, cuddle cloths, etc., which are part of the bedtime ritual, is important for the children and desired by us. From 12:15 pm we have quiet time together. The very young children in particular have a need for rest/sleep that goes beyond this, and we are happy to take this into account.

#### ***Garden***

Spending time in the outdoor area of the KinderVilla as well as small excursions into the surrounding area provide the children with extended physical experiences, role-playing opportunities and strengthen their immune system. Therefore, we like to go outside with the nursery children frequently, as far as the group structure as well as the current conditions (projects, settling-in times, etc.) allow.

## **This is how you can reach us:**

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