



Short Concept

Day Care Center „Pieschner Kinderinsel“

Director: Herr Zetzsch
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The daycare center „Pieschner Kinderinsel“ introduces itself

The daycare center „Pieschner Kinderinsel“ located at Riesaer Straße 9 is situated in the northern part of Dresden, in the district of Pieschen and was opened as a new building in September 2022.

Capacities

The daycare center has a capacity of 291 children and offers 20 places for children with special educational needs. The nursery provides up to 75 care places (including 4 integration places) for children from maternity leave until the age of three. The kindergarten offers space for a total of 216 children (including 16 integration places) from age of three until they start school.



external view of the facility

Rooms and outdoor area

The ground floor of our facility forms the nursery floor with five room units (play sleep and sanitary per unit), which are named after island inhabitants – seagulls, dolphins, seals, seahorses and dragonflies. In our well thought out and learning-friendly nursery rooms, each area focusses on a specific theme – building, roleplaying, music, movement, creativity and senses. In addition, there are other themed areas with varying degrees of opportunities for play, discovery and learning as well as retreat options in the rooms. The sleeping rooms, where children spend their relaxation phase after lunchtime, are also used as retreat areas or other quiet activities during the day.

On the first and second floor, there are kindergarten areas with six room units and associated sanitary rooms for 108 kindergarten children. On both floors, the rooms in our facility are designed as learning workshops, where children can actively and independently engage. Because of targeted observation of the girls and boys, the room and material offerings are adapted to their needs and special features. Each individual learning workshop / room has a different theme and provides a diverse range of materials (e.g.: painting and construction). While exchanging ideas with one another, the children engage in activities creatively, systematically and intensively.

The naturally designed outdoor area separates the nursery and kindergarten sections with fence plantings. A gate between these areas allows mutual access for visits or shared play. Within the two open spaces, individual areas have been integrated as „islands“ in reference to the facility’s name „Pieschner Kinderinsel“, which are enclosed with large wooden elements and shrubs. The resulting separation of play opportunities offers the advantage of minimizing risks, especially due to the large number of children. Each island in the nursery and kindergarten has a different function and offers children a variety of demanding play opportunities and challenges through slopes and different elevation levels. In addition to the versatile movement activities that can be performed on different levels, the garden – with its old trees, shrubs and green facades – invites for nature observation and relaxation. In both island areas, different retreat options like playhouses and hammocks are available. Bat roosting sites and multiple nesting places for house sparrows and common swifts provide children with the opportunity to observe birds. Another habitat for insects and many small animals has been created through the green roof. Additionally, there is a photovoltaic system on the building’s roof.

Opening Hours

The opening hours are determined based on the needs of the parents and are reviewed annually.

The facility is currently open from 06:00 AM to 05:30 PM. If needed, care can be extended until 06:00 PM with prior arrangement.

Closing Times

The facility is closed between Christmas and New Year's, as well as on five additional days for training and further education of the team. Parents will be informed about the closing dates in advance.

In cases of special need for working parents and childcare during closing times, individual care options are available. Registration for this must be done one month in advance of the respective closing period.

Catering Provider

"Gourmetta" provides the facility's meal service. Their high level of professionalism and collaboration with regional suppliers and producers characterize this medium-sized, owner-managed company from Radebeul. The use of seasonal products from sustainable cultivation guarantees fresh ingredients daily, ensuring tasty and healthy meals. The menus are based on DGE standards. Special dietary needs such as food intolerances, vegetarian and culturally or religiously motivated diets are taken into account and alternatives are provided accordingly. The lunch menu is regularly expanded to include international dishes beyond the regional offerings. The caterer also offers breakfast, fruit platters, lunch, afternoon snacks and sugar free beverages for the children. A cold storage option is available for bringing meals from home, but children are encouraged to consume the full range of meals provided by the caterer. A drinking fountain at the entrance and mobile water stations on all floors provide children with water and unsweetened tea at all times. Each facility has a specialist with qualified expertise in healthy nutrition, who works closely with the responsible supervisor to monitor and further develop meal quality according to DGE standards.

Educational Understanding

Children are curious researchers and explorers who enjoy learning. This drives the educators to shape daily activities in an engaging and stimulating way so that children can develop voluntarily, freely and joyfully.

Each child is unique and comes with their individual learning and life history into the facility. The educators aim to recognize this uniqueness and support children in their development accordingly.

Learning pleasure is the engine for lifelong learning. Therefore, creating a positive learning environment is essential. The educational professional's act as role models who lay the foundation for children's holistic competency development.

The pedagogical staff see themselves as advisors, motivators, supporters, and discussion partners, guiding children based on their experiences and collected information from their surroundings. Together with the pedagogical team, children establish their own rules for everyday life in the daycare center.

Pedagogical Focus Areas

- The needs and topics of children are acknowledged.
- Individual developmental support for children, encouraging them to find their identity and develop independence.
- We see our facility as a place for both girls and boys where we offer a learning environment that complements family life. The focus is on the development of linguistic, physical, cognitive, aesthetic and social skills.
- A primary focus of our educational work with children is related to the daycare's long-term participation in the federal program „Sprachkitas: Because language is the key to the world“. The focus of this program is the best possible implementation of language education integrated into everyday life in the daycare.
- The daycare's educational approach also focuses on promoting children's health (healthy, balanced nutrition; opportunities for movement and relaxation; daily outdoor activities; fostering understanding and interest in nature).

Group and Room Structures.

- To promote children's independent learning we design our daycare spaces as learning workshops. Various materials and spatial offerings such as building and construction workshops are used daily in the educational space of the garden

- Additional learning workshops include two children's restaurants and the central cloak-room in the kindergarten. The multi-purpose room on the second floor allows children to exercise their natural need for movement daily and develop a sense of their own bodies.
- Each learning workshop always has at least one educational professional present.
- The children's midday relaxation period is organized according to their individual sleep needs in the respective learning workshops.
- To simplify identification for the children the daycare's guiding system merges the workshop concept with the Pieschen child dialect. For example, they refer to the construction workshop as "Bauinsel" (Construction Island). In the infant area, the rooms are named after islands inhabitants such as "Möwe" (seagull).
- We would particularly like to highlight the educational opportunities provided by the large glass windows of the building. When children sit on the window benches in the kindergarten area or look out from the hallway, they can closely observe nature, watch the movement of plants and animals and expand their knowledge in natural sciences.
- The group rooms for infants have adjacent, interconnected terraces distributed around the building offering direct access to the garden.



garden of the facility

Transition Design

From Family to Daycare Facility

The acclimatization process is carried out in a trusting, partnership-based collaboration with parents. The orientation for transition follows models such as the "Munich" and "Berlin" acclimatization Models, ensuring a smooth transition for children into the daycare environment.

The goal of the acclimatization period is to provide the child with security and trust, ensuring they feel comfortable and build a stable bond with their acclimatization caregiver (kindergarten teacher).

Steps of the Adaptation Phases:

- a personal conversation with the caregiver / kindergarten teacher,
- gradual acclimatization process with family support,
- building relationship with staff, children, materials and spaces,
- the first separation attempt from the fourth day onward

Each settling-in process is individually tailored and follows the child's own pace. It can take up to four weeks, depending on how comfortable the child feels and how well they have adapted to the environment.

From kindergarten to school / after school care

From the time, a child is enrolled in the facility until they enter school they are prepared for school with the support of the educational staff, taking into account all areas of education. However, the year before school entry holds special significance.

We consider the daily educational routine as a learning environment where school preparation takes place holistically and self-education processes are initiated, encouraged and supported by the kindergarten teachers (e.g.: independently dressing and undressing, handling cutlery during meals, taking on tasks and completing them, mutual assistance). All preschool children are provided with daily different learning materials that support school readiness and children's joy in learning.

The first experiences of the last kindergarten years along with the wide range of learning opportunities shape the children's development. At the start of their final kindergarten year, children are welcomed by the educational staff as preschoolers. In children's conferences, they plan the last year in kindergarten together according to their interests.

The main topics of our preschool program are considered here, allowing long-term projects to develop. The children (not the parents) choose from a variety of excursions and activities. This fosters new friendships that may continue in school and targeted exploratory trips in traffic prepare children for their way to school.

Collaboration with schools

The facility collaborates with several after-school care centers and schools in the area. Regular visits between educational professionals and teachers facilitate professional exchanges, and the planning of various joint activities to ensure a smooth transition from kindergarten to primary school. Trial lessons or school visits allow children to gain insights into school life and after-school care.

Collaboration with parents

To support all children's development together, we value a partnership-based, trusting collaboration with families through transparency of educational work, mutual respect, involvement and participation of parents.

Parents can regularly exchange information about their child's learning progress in agreed development meetings with their child's caregiver / kindergarten teacher.

Various offers, such as accompanying excursions, supporting the preparation and execution of festivals and celebrations, as well as participating in parent meetings, enable parents to be actively involved in the facility.

A very good collaboration with families has developed in the context of shaping the final kindergarten year. In recent years, boys and girls have gained insight into the professional fields of some parents. We are also always very grateful when parents accompany excursions to ensure they can take place, such as visits to the police station, the wastewater treatment plant, a museum of children's choice and forest excursions.

Cooperations

At the local level, cooperation is maintained with various institutions such as the police, pediatric dentists, therapists, other daycare centers, sports clubs and the library.

■ Collaboration with the Library

Through regular visits to the Pieschen Library, children discover the diverse offerings of the library (e.g.: storytelling mornings) and explore it as a learning and educational place.

■ AckerKita

By participating in the project "AckerKita", children in our facility learn playfully about where food comes from and how it ends up on our plates. Together, gardening becomes an exciting adventure and brings lots of fun.

■ Project „Sommerkinder“

To facilitate the transition and familiarization of boys and girls with the new school and after-school care environment, the project "Sommerkinder" was created in cooperation with the educational professionals of the after-school program at the 56th elementary school. Children who will be attending the 1st grade of the 56th elementary school and the after-school care can already spend the summer break (3 or 6 weeks) there.

We see this as an ideal transition from kindergarten to after-school care without additional academic demands.

Registration for a childcare Place

Registration for a childcare place is done online via the daycare portal of the state capital of Dresden: <https://kitaportal.dresden.de/elternportal/de/> or through the central advisory and placement office at Rathaus, Dr.-Külz-Ring 19.

Contact Information

If you are interested in a childcare place at our daycare center, you have the option to schedule an appointment with the director Mr. Zetzsch or the deputy director Mrs. Herbrich.

Monthly guided tours of the facility are available. Advance registration by phone is requested. You can find the dates on our website or inquire via email or phone.

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