

Concept

Georg Ludwig Kindergarten Swakopmund



-January 2020-

Table of contents

1. Foreword	3
2. Patronage	3
3. Institutional description 4 -	10
4. Team	11
5. Parents Committee	
6. Cooperation of parents with the Kindergarten 12 -	
- 6.1. Parents' evening	
- 6.2. Door-step conversations	
- 6.3. Developmental conversations	
- 6.4. Parental discussions	
- 6.5. Individual group afternoons	
- 6.6. Festivals and celebrations	
- 6.7. Excursion accompaniment/ participation	
- 6.8. Fundraising / donations	
7. Kindergarten everyday life	
- 7.1. Acclimatization phase	
- 7.2. The day at the kindergarten	
8. Educational mission of the institution	
- 8.1. Our educational fields	
9. Image of the child	
10. Role of the educator	
11. Free play	
12. Religious pedagogy	
13. Gender awareness regarding sexual education in the kindergarten	
14. The kindergarten as a place of education	
15. Cooperation with other institutions	
16. Afterword	
17. Annex: House Rules	

1. Foreword

"May the kindergarten serve to make the years of earliest youth quite sunny for many Swakopmund children."

These were the words of the first mayor of Swakopmund at the opening of the Georg Ludwig Kindergarten on 3 January 1910. Since then, the Georg Ludwig Kindergarten in Swakopmund has existed. Since 1935 as a kindergarten of the German Evangelical Lutheran Church in Swakopmund.

A long history - how many children has the kindergarten experienced since that time, and how many more will come?

Not only the child-friendly promotion of emotional and social competence, physical and intellectual abilities and skills of our children on the way to the next important phase of life - school - is important and self-evident to us, but also the maintenance of the Christian tradition is an indispensable basis of our pedagogical work.

2. Patronage

Since 1935, the German Evangelical Lutheran Church (DELG) Swakopmund has been the patron. The Georg-Ludwig-Kindergarten is under its patronage. Cooperation with the Church is an integral part of our work with the children. The teaching of Christian norms and values is very important to us and an essential basis for the development of a strong personality. In addition, the children get to know religious festivals and customs, which they can internalize through our performances throughout the year.

The land and the buildings are the property of DELK. The financing of the current operation is organized by the parents' committee.

The parish church council and the parents' committee are the respective contact partners in terms of personnel, buildings and general orientation.

3. Institutional description

Our kindergarten is located in the city center, on Theo Ben Gurirab Street, near the Crystal Gallery.



Currently we have 4 classrooms, which can be used in the morning from 7:15 a.m. to 17:00 p.m.

They provide care and individual support for children from the age of 4 months up to 4/5 years, regardless of their nationality and denomination, as well as their skills and abilities.

The Private School Swakopmund has their German and English Grade RR and R on the same premises which makes the transition from kindergarten to pre-school very easy for the children.

The German language plays an important role in the Georg Ludwig Kindergarten. The teaching medium is German and songs and games are also offered in German. The kindergarten is open to all language groups, but it is a prerequisite that basic language skills in German are available in order to ensure that the children are integrated into the daily routine.

The kindergarten accommodates more or less 50 children

Some impressions of our festivities:



Some class examples:

The Zebra Group: 4 and 5 years old



The Giraffe group: 2 and 3 years









We are particularly happy that we have a huge and beautiful playground for our children to play, romp and explore.



For the beetle children there is a separate play area in the outdoor area. They can stay in it if they feel lost and insecure in the large playground. You can also play on the large playground.



4. Team

"When we all work together, success comes naturally."



For good cooperation and satisfactory work, recognizing the performance of each employee and understanding their strengths and weaknesses for the benefit of your child is essential.

The educators want to make an unforgettable stay in the kindergarten possible for the children, as they are given many essential things for later life. Our staff is trained, trained and has pedagogical expertise.

Of course, we not only see ourselves as teachers, but also learners in our profession. We regularly take advantage of training and further education and are also available for open discussions and suggestions at all times. We work in a team across groups and exchange ideas about pedagogical topics, our observations and problems on a weekly basis at our meetings. In addition, we plan and reflect on festivals, excursions and actions. Our team meetings are an integral part of the work. These are always logged.

The Georg-Ludwig-Kindergarten sees itself as a place of warmth, love and affection and in this sense we act and act for the benefit of your children.

For children are a gift from God!

5. Kindergarten Committee / Parents' Committee

The Committee is an organization that makes and represents elected decisions regarding the kindergarten. The Committee is composed of elected parents and educators and representatives of the Church. It is usually re-established annually.

The elected representatives of the parents (Parents Committee) promote cooperation between kindergarten and parents. They work closely with the educators and support them in important decisions, such as the planning, preparation, implementation and follow-up of festivals, excursions and actions, as well as in the further development of the institution.

The parents' representatives also report to parenthood and are responsible for establishing a balanced budget. The Parents' Committee is also the party's decision to set the fees on an annual scale, as well as to raise additional funds through fundraisers and festivals.

Annex: Festivals and celebrations

These should continue to motivate other parents to act actively. Once a month there is a meeting with the elected parents' representatives and educators, as well as the kindergarten management. Being a member of the Parents' Committee is a very responsible activity, which requires a lot of enthusiasm, love for the kindergarten, understanding of everyone's work and also time.

A very good cooperation with the Parents Committee will definitely have a positive effect on the children and their environment!

6. Cooperation between parents and the kindergarten

We would like to form an educational partnership between parents and all employees in kindergarten. That means communicating and standing together. Parents and educators are professionals in their dealings with children in their own way. The family and the kindergarten try to shape the education together, to complement each other and to support each other. This requires mutual trust and respect. Enabling a kindergarten to live, also needs the commitment of its parents. There are many ways to get involved and get involved in kindergarten in a creative way.

The everyday life of an educator is not always easy and often very challenging. Of course, being a parent is no easy task either. That is why it is so important to value and recognise each other. Meeting on an equal footing and empathizing with others allows for real understanding.

Our kindergarten offers various forms of cooperation with parents:

We would like to introduce them to you and mention that in every form of cooperation, the needs of the children are always in the foreground.

6.1. Parents' evening

A parents' evening takes place once or twice a year. These serve to exchange information and get to know each other between parents. Lectures can also be given by guests on specific topics to which the kindergarten invites. Furthermore, topics relating to kindergarten, such as finances or processes, etc., can also be discussed on such an evening.

6.2. Door-step conversations:

These usually take place when bringing or picking up the children. We are always ready for a short exchange, a daily update. These conversations are of great importance to both sides. Important concerns or serious discussions should then be discussed better in a parental discussion.

6.3. Developmental conversations:

These conversations are held at least once a year from the zebra class (4th and 5th year). If the parents need it or if problems arise during the child's development, the educators are also available for a conversation in the smaller classes at any time. The child and its development is in the foreground.

6.4. Parental discussions:

These can be requested by parents or the kindergarten if necessary. Concerns on both sides can be discussed.

6.5. Individual group afternoons or evenings:

At the beginning of the new year, the groups will host an individual group afternoon or evening informing them about the work in the respective class.

The respective educators introduce themselves and their work.

Openness and transparency are particularly important to us as an institution. If there are inconsistencies, dissatisfactions in any way, please address this immediately.

6.6. Festivals and celebrations:

These take place throughout the year on specific dates. Here we are particularly pleased about the help of the parents to create a nice day together. For example, Easter, the Lantern Festival, the Spring Festival and our Advent Celebration are just a few highlights in our kindergarten.

The festivals are not only for community support, but are also an important part of financing for the kindergarten.

6.7. Excursion accompaniment / participation:

Each class can plan an excursion or beach day, etc. depending on the theme or situation. We are always very happy about the commitment of the parents in these sometimes spontaneous initiatives. This can take the form of monitoring, organisation or financial support.



6.8. Fundraising/Donations:

The Georg Ludwig Kindergarten has to finance itself. In other words, we must 'earn' enough every financial year that all the expenditure of the current year is paid for and, if possible, a small reserve is available. Unfortunately, we cannot achieve this from the monthly contributions alone. All new acquisitions and extra activities would not be possible if we did not receive a special income from fundraisers or donations from time to time. This requires intensive cooperation and support and full understanding of the Parents' Committee and parents to keep the fees at a very favourable level.

7. Kindergarten – everyday life

7.1. Acclimatization phase:

The need for a period of acclimatization is the responsibility of the respective educator and agreed individually with the parents.

7.2. The day at the kindergarten:

Our morning schedule may vary slightly from class to class, but the general framework is the same in all classes.

Arrival time: 07:15 until 08:30 hours

The kindergarten opens at 07:15.

All children should be brought by 08:30 at the latest. In order to ensure an undisturbed process in the groups, we close our front door at 8.30 a.m. For children who have to attend activities outside the kindergarten or have to attend an important appointment, we open the door of course.

Occupational and leisure play time: 08:30 until 10:00 hours

The children have the opportunity to play freely. (The game is not left to self-running. The educator observes the children and reacts if necessary.) They receive thematic employment offers, which they can carry out with or without assistance, depending on their level of development. They should be creative, they can tinker, paint and "let off steam" in a wide variety of areas. In addition, the children have weekly sports and music activities.

Breakfast time: about 10:00 hours

The handicraft tables are converted into a breakfast table.

Morning circle: about 10:45 hours

The children gather on the communal carpet to greet each other, to tell stories, to sing and do much more.

Free-play game court: from about 11:15 hours

The children can let off steam outside.

Lunch: about 12:30 hours

The children who are registered for lunch and/or afternoon care will receive a meal. This is to be brought from home.

Collection time: until 13:00 hours

Official kindergarten closing time

Afternoon care:

From 13:00 - 17:00 hours

8. Educational mission

Our kindergarten sees itself as a family-complementary institution in which children are supported in their overall personality through care, education and pedagogy. It is also particularly important to us to preserve and deepen the German language and the traditions associated with it.

In the Georg Ludwig Kindergarten, children are allowed to explore new habitats and establish long-term social contacts with other children. Here, the "free play" is given a special role. This does not mean that the children are "just playing", but that many important areas of development are promoted on a daily basis. Children learn by playing.

With us your child is in good hands!!

Every child has a right to education, care and education.

Every child is a valuable individual who has a basic framework of qualities and abilities from birth.

8.1. Our fields of education:

Emotional development and social learning

- . treating each other positively
- . sharing ability
- . self-assertion
- . adapting to the group
- . developing tolerance
- . finding friends
- . discovering the own "I"
- . developing independence
- . experiencing boundaries
- . expressing feelings
- . strengthening resilience (ability to deal positively with setbacks; not to give up)

Developing cognitive skills and the joy of learning

- . concentration
- . endurance
- . transfer of knowledge
- . comparison/differentiation
- . elaboration of own solutions
- . experience of differences

Body; movement; health; sensory education

- .precision motoricity
- .non-precision motoricity
- .physical health awareness

Language and communication

- . getting to know language as a means of communicating
- . expressing wishes and thoughts
- . solving conflicts
- . building and expanding vocabulary
- . promoting the German language

Practical life skills

- . interpersonal relationships/partnership-based and respectful interaction
- . personality development
- . becoming familiar with norms and values

Mathematical basic understanding

- . playful experience with numbers and letters

Art and design

- . becoming artistically active
- . developing own projects, games and ideas
- . sharpening of senses

Musical education

- . singing and instrumental games
- . dance and movement games
- . dealing with your own voice

Religious education

- . learning about the basic knowledge of the Christian faith
- . learning songs
- . learning Christian prayers
- . knowledge and tolerance of Christian and cultural values

The task of our educators and caregivers is to accept every child as it is! In one of the most formative phases of life, we support its development, enabling it to have a good start in life as a self-confident, curious, self-responsible and socially competent child.

We work according to a **school-preparatory curriculum, taking into account the situational approach.**

This entails:

- supporting the independence of the child
- enabling the child to live a good life in the community
- making the child competent for life.

Each group is based on a plan/theme drawn up by the group leader. In addition, situations that currently occupy or move the children are included in the daily planning and implementation. We let the children show us what they need, what they are interested in and what they are open to. Praise and recognition enhance the children's positive qualities and abilities. In order to give the children safety, we act with loving consistency.

In our kindergarten, we pay particular attention to ensuring that every child can achieve the greatest possible independence according to their age, abilities and skills. This includes not only dressing and undressing, going to the toilet, eating independently, but also making your own decisions and learning to develop conflict resolution strategies.

The focus of our work in all our planning and activities is on the development of the self-reliance and self-activity of the child.

9. Image of the child

"Child learning happens continuously and by the way, in dealing with the environment.

It is all the more intense, the more it appeals to the child's senses.

Sensual experiences, such as learning, seeing, tasting, feeling, smelling, even emotional and physical perception are the basis of learning in early childhood!"

(Excerpt from the orientation plan of Baden Württemberg)

From the very beginning, the child is a unique personality with different facilities, skills and competences. These develop further as the child actively deals with its environment and with all its senses. In addition to a stimulating environment, this requires reliable relationships, recognition, appreciation, rules and limits and, above all, communion with other children. The needs and motivations of the child are central to independent development and lifelong learning. We see their consideration, together with the rights of children, as fundamental components of our pedagogical work.

The child is at the heart of our pedagogical activities. Our interest is to help the child build healthy self-confidence and self-esteem. We believe that only when the child is in harmony with itself, is the child able and willing to engage with other children and situations and to deal with them adequately. With regard to the further community life in society, we see this as an important building block for life.

In addition, we see it as an educational focus to give children's play, along with its curiosity and the urge for movement, sufficient opportunity and inspiration. As a "play partner", we coordinate the ideas, wishes and needs that the children have brought to us and offer them assistance in coping with conflicts and acting independently.

Our game observations offer us the opportunity to recognize the level of development of the children and to promote them accordingly. The resulting findings are also part of the development discussions that we have with the parents at least once a year. Through the confrontation and the intensive interaction with the children, we are in constant process to learn from each other and to reflect on what we do.

"If I'm only allowed, if I'm allowed, but never can, if I want, then I don't like it when I have to. But if I may, if I want, then I also like, if I should and then I can also if I have to.

After all: "Those who should be able to, must also be allowed to want."

Author unknown

10. Role of the educator

Our central role as educators in the institution is to represent a permanent reference person for the children and also parents and to act as contact persons for their needs.

We are in constant dialogue with the children and encourage them individually to face situations with their own strengths and weaknesses. In our daily dealings with children, we act as a support for the management of conflicts.

Our goal is for children to learn to resolve their conflicts independently and to take personal responsibility for their actions. As a "play partner", we coordinate the ideas, wishes and needs that children have received from us and offer them assistance in their implementation.

We are a counterpart for the children, especially if they want to have their boundaries redefined, and help the child to grow in this process and to be able to integrate into groups in different areas of life. In addition, we stay in the background to watch the children play and do things and, if necessary, to act and set impulses. Our observer role offers us the opportunity to recognize the level of development of children and to promote them adequately. The resulting findings are also part of the development alder discussions we hold with parents every year.

11. Free play

"The entire world of human experience is built on the foundation of playing."

Donald W. Winnicott (Psycho-analyst)

The free playing time is the most important focus of our work for us!

In the free time period, all areas of education are taken up and all competences of the children are stimulated, strengthened and promoted. It addresses initiative, creativity and self-reliance. In addition, many other competencies will be strengthened, depending on the functional area.

This can be clearly illustrated by a simple **example**: some children want to **build a tower** in the corner of the building.

The following competences will be promoted:

Personal competence

I-competences:

Self-confidence (I want to build a tower.)

Self-employment (I go to the building corner and build a tower.)

Self-Self-organization ability (My friend helps me build the tower.)

Experiencing competence (I can build a tower.)

Emotional and psychic competence:

Playability (We build a tower for our knights.)

Need regulation (My friend wants to build a bridge in addition to the tower, but I don't.)

Dealing with own feels (I just want to build a tower.)

Tolerance of frustration (My friend helps me, but only if we build another bridge to the tower.)

Non-violence (I'm waiting for my friend because he wants a bout, but I get into it so I don't have to build alone.)

Cognitive skills:

Orientation ability (Where is a good place for our tower?)

Language (My friend and I talk about how we build the tower.)

Flexibility (Two other children also want to build the tower with us.)

Perceptual capacity (Where is there still room to put a building block on the tower?)

Problem-solving ability (The tower goes wrong and collapses.

We have to think about something else so that he stands.)

Intelligence (What other ways are there to build a tower that doesn't fall over so quickly?)

Imagination and creativity (We try to build it wider and upwards it becomes sharper.

It looks even nicer.)

Fine motoric skills (I carefully put a building block on the tower with my fingers.)

Gross motoric skills (No one is allowed to walk fast and too close to the tower, otherwise it will fall over again.)

Competences for acting in social contact

Social competence:

Conflict ability (I would like to take a yellow stone, another child prefers a red stone.)

Contact and relationship ability (I have to agree with the other children.)

Communication competence (We need to talk to each other and clarify who is allowed to build first.)

Behaving rules (I kindly request if I may build first.)

Adhering to rules (We have previously determined that we always build alternately, so it's the other child's turn first.)

Taking over perspectives (The other child hasn't set a stone for a long time and now wants to do it.)

Value orientation (Now the boy wants to play along, whom nobody likes. I don't really like it either, but I invite it to join in.)

Helpfulness (The first child is too small and does not reach the top. I'm already bigger and helping him.)

Willingness to cooperate (Another group builds a second tower and therefore needs a few more stones.)

Group ability (When we build our towers together, the structure becomes even bigger.)

Civil courage (A child accidentally overturned the tower and everyone insults him.

I show understanding and help the child rebuild the tower.)

Respect and tolerance (The other tower is slate than ours, but they are bigger together.)

Learning methodological competence:

Methods (How can I set the stones so that the tower does not fall over?)

Problem solving (With the help of a chair, we get even further to the top of the tower.)

Basic knowledge (I can't put a round stone on an angular stone.)

Metacognition (The last time I asked which stone to set. What solution did I have?)

Concentration ability (I have to carefully place the next stone so that the tower does not fall over.)

Language (I tell others what to watch out for.)

Memory (Where can I no longer sit the stone because it hasn't worked before?)

Interest (How high do we manage to build the tower?)

Curiosity (Maybe we can build the tower up to the closet?)

Motivation (The tower should rise as high as possible.)

Competent handling of changes and burdens

Resilience (- is the ability to survive difficult life situations without lasting impairment -)

such as:

Positive self-concept (I have managed to build a tower many times.)

Many interests (Not all children want to build the tower the way I want it.)

Ability to communicate and relate (We need to get together and see how the tower is to become.)

Tolerance of frustration (Another child knocks down the tower.)

Religion and values (God also loves us if we do not do something so good.)

Optimism (At some point, we will manage to build a tower up to the closet without falling over.)

**„Playing is not fiddling about.
It has high seriousness and deep meaning.“**

(Reform educator Friedrich Fröbel)

This simple but detailed example shows that in a seemingly simple activity in free play (the construction of a tower), almost all basic competences of the child are addressed.

Since we want to strengthen all children in their basic skills and achieve this mainly through the free play time, we have declared this to one of our main areas of work.

During this time, the children are specifically observed by the educators in order to address the strengths and weaknesses of the individual child.

The pedagogical staff accompanies the children's free time and gives them suggestions on certain "learning situations". This is also in line with the situational approach, which promotes self-employment and learning in everyday life and in children's contexts of action.

In the free play time, they are given the possibility to try something for themselves and to take over the organization of their time on their own.

12. Religious pedagogy

The Georg-Ludwig-Kindergarten is under the patronage of the German-Evangelical Lutheran Church in Namibia. This means for our institution that the Christian faith plays a major role.

"God's house has open doors, everyone should be welcome.
Finding friends who like you» Bright laughter invites us.
God's house is full of life, celebrating, laughing, being happy.
God's Word brings us together, everyone likes to get involved." Holger Kiese

The right to religion is also one of the fundamental rights of children. Children need inner images of faith, hope and love. And this is where religious education begins. Through them, we want to create a positive attitude that allows the child to deal intensively with its questions, feelings and experiences in order to be able to develop its own beliefs later.

The experience of these experiences makes it possible for the children to feel valued and supported in their faith development. If I learn that I am loved, that I am accepted and valued with all my strengths and competences, and that I can rely on others for questions and difficulties, I can also overcome obstacles and disappointments and get strengthened from them again and outgrow.

The starting point of religiousness is therefore not the faith in itself, but the unconditional acceptance of the child, regardless of the appearance, the character and the circumstances of life given to him, just as Jesus Christ taught us.

Religious pedagogical work is therefore not meant to be a mere transfer of knowledge. It is more aimed at conveying certain values and norms, such as acceptance, tolerance, peace and justice. We want to create an inner image of God, he becomes an invisible friend who stands for security, protection, trust and hope and acts as a constant companion and supporter in crisis situations and challenges. Above all, it is important to believe that things always turn for the better.

We educators have a responsibility to the children to stimulate and support them in the design and recognition of their inner images. Accompanying the children entrusted to us in this process always presents us with a theological challenge, which we gladly take on with calmness, time and thought. Stories from the Bible, picture books, prayers, rituals, divine services and devotions give a good insight into the topic and stimulate active reflection, participation and shaping.

13. Gender awareness regarding sexual education in the kindergarten

Sexual education is a very important topic in the field of education "body and senses" for our children as a normal experience of their body, but for some adults the child sexual urge to researcher tends to be unsettling and is therefore often prevented.

The aim is for all girls and boys to have positive access to their bodies and sexuality. In this way, they learn to treat themselves and others with respect and to preserve their own limits. It also includes offers to prevent sexual violence against children. Sexual education, like all areas of education, is implemented both at home by you as mothers and fathers and in kindergarten. You will be informed about the pedagogical implementation in kindergarten, e.g. through parents' evenings, partly with external speakers, through posters and in the development discussions as required. If you have any questions, don't be afraid to contact the employees or the management.

The topic of sexual education can be found in the group rooms of the kindergarten through a variety of material, such as picture books or dolls with anatomically precise sex characteristics. Through a wide range of other offers, such as projects in girls' and boys' groups or games for body perception, e.g. with sand, shaving foam or water, the educational area of body and senses is further developed.

In their kindergarten years, all girls and boys should get to know the names and functions of the body parts of the human body. This includes allowing children to know and use the names for the sex organs and to receive answers to their questions about love, sexuality, procreation and childbirth. It is not up to the children alone when the topic becomes topical in the kindergarten: Through specifically provided books and through play material as well as offers from the employees to the girls and boys, they become conscious to discuss this topic. The children experience that all life forms in our kindergarten are equally valued.

From a certain age, children begin to experiment with language and begin to try out the effects of sexualized and sexist swear words. The educators in your child's group are aware of this and take up the children's words to explain their meaning to them. In this way, the children learn that some words are hurtful or disrespectful, and that they should not be used.

Through the age-appropriate and open handling of sexuality, the children learn naturally the loving handling of their body. This will help you determine what is pleasing to them and also what feels uncomfortable. When the children realize, "It's not right for me. I don't feel comfortable in my skin." They seek help from familiar adults faster than when this topic is taboo.

A trusting and open approach to sexual development can better protect our children from sexual exploitation of any kind! That is why this topic is so important for us as educators!

14. The Kindergarten as a place of education

The kindergarten is a place of education for prospective pedagogical specialists and supplementary staff.

We also provide guidance to pupils from different schools on how to find a job.

For this reason, different interns regularly work in our institution. During their practical days or weeks, the trainees receive comprehensive and competent guidance from the pedagogical staff and are given the opportunity to:

- ◆ Putting school content into practice.
- ◆ Expanding and deepening existing knowledge.
- ◆ Gaining insight into the different areas of work.
- ◆ Learning basics about work organice.

Of course, we are always happy about the active support of our interns who are working with the children.

15. Cooperation with other institutions

First of all, the German Evangelical Lutheran Community (DELK), under whose patronage the kindergarten is located.

Cooperation and exchange take place regularly at the level of festivals, bazaars and also a regular church visit by the older children in kindergarten - once a month.

Once a week, the community's children's and youth deacon attends the kindergarten and we sing together or hold a devotion. The Church also receives the monthly minutes of the Parents' Committee.

The Georg-Ludwig-Kindergarten cooperates with the following other institutions:

- other child day care facilities in Swakopmund and Namibia
- schools
- therapists, partly doctors
- the *Meerdorfer Musikschule*, Dörte Witte
- dance schools
- swimming
- yoga

This list can be expanded as needed. Basically, it has to be stated that the kindergarten seeks and wishes an outside orientation to the world in order to get new suggestions for its own practice time and again.

16. Afterword

Kindergarten

" In a kindergarten, plants are of many kinds, needing a gardener who does not save on fertilizer.

The fertilizer is the love that touches little hearts and if applied abundantly, will mature the whole life.

The fertilizer is the help that stirs small hands and if applied abundantly, will lead to charity.

The fertilizer is the singing that gives every plant love and if applied abundantly, the joy of life.

The fertilizer is the dancing that drives small feet and if applied abundantly, incorporates the rhythm.

The fertilizer is the play that feeds imagination and if applied abundantly, becomes a value in life.

The fertilizer is the sharing that helps in this world and if applied abundantly, re-illuminates the earth.

The fertilizer is the prayer that shapes small souls and if applied abundantly, shapes the whole life.

There are so many little plants - whether black, yellow or white - to admire flowers and they deserve great diligence,

for if carefully raised, loved, cherished, cared for, a good seed is put in every plant".

Unknown author.

Appendix

Our House Rules

1. The Georg Ludwig Kindergarten is open on weekdays from 07h15 to 17h00. The children must be brought to the kindergarten by 8h30 at the latest. After that, our front door is closed. Parents are asked to pick up their children on time. Parents who pick up their children after half-day care, i.e. later than 13h15 and later than 17h15 in the afternoon, must pay a fee of N\$ 80 to the kindergarten. This amount will appear on the monthly invoice.
2. On public holidays, between Christmas and New Year and sometimes 2 weeks in May (the exact dates will be announced at the beginning of the year) the kindergarten is closed.
3. The kindergarten is generally open to children of all denominations and language groups. The Georg Ludwig Kindergarten sees itself as part of the German community in Swakopmund and has as its main goal the teaching of the German language and culture. Should there be irreconcilable difficulties in integrating into the community or learning the German language, the kindergarten reserves its right to terminate the contract with you after a 3 month trial period.
4. In kindergarten, children from the age of 2 until the beginning of school are cared for and supported.
5. The kindergarten fee must be paid in advance for the next month until the 7th day of the month. Even in the event of illness or holiday, the full contribution must be paid. A penalty of 10% will be charged for late payments and outstanding amounts. If your child is accepted in kindergarten, a deposit of one month's contribution must be paid. This will be withheld until the child has been deregistered. Children who are enrolled in kindergarten more than 4 days a week and more than 4 months will be charged the full kindergarten fee and will not be considered as guest children.
6. A timely deregistration must be made in writing one month in advance. If this is not done, a contribution payment for the following month shall be made.
7. As a rule, the supervision of the children by the staff of the kindergarten takes place only during the opening hours of the kindergarten. For group trips, the children are also supervised outside the premises (parents' consent must be issued).
8. The child attends the kindergarten at the risk of the parents.
9. Teachers and assistants cannot be held responsible for damage or loss.
10. Please apply sun cream in the morning at home.
11. The children bring a daily breakfast to the kindergarten. Children also bring water bottles. Sweets are not welcome. The kindergarten is not obliged to provide lunch for afternoon care.
12. All garments that can be discarded should be named. All children have to bring hats or other suitable headgear daily to the kindergarten. Replacement underwear is desired in younger children. If children receive change of underwear from kindergarten, this should be considered as the property of the kindergarten and returned washed.
13. In the event of illnesses, this must be communicated to the kindergarten immediately. Sick children do not belong in kindergarten. Medicine is not administered in kindergarten.
14. Children's toys are not welcome in kindergarten. (only on fixed playing days.)
15. All children must be taken by adults to the kindergarten and also picked up again. Only the legal guardians or persons certified by them in writing (permission form in kindergarten) are entitled to take them. All children must be handed over in person to the educator. When leaving the kindergarten, the children have to say goodbye to the educator, so that the duty of supervision is handed over to the parents. With the presence of the parents in the kindergarten, the educators' duty to supervise the children is eliminated.