



element-i

Educational Concept Summary

#eskommt
aufmichan



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Foreword



Dear Reader,

The birth of a child is a wonderful gift that comes with great responsibility. Everyone who accompanies the child through life – consciously or unconsciously – follows certain guiding principles in their actions, pursuing various goals: They want the child to stay healthy and be happy, to develop ambition and find their own path, to become empathetic and stand up for others.

When it comes to choosing a daycare center, the educational goals pursued there should align with one's own values.

We see our childcare centers as institutions that support and complement families, providing reliable care for your children.

In this brochure, we introduce our goals and approach.
I appreciate your interest.

Waltraud Weegmann
Managing Director of KONZEPT-E



Dear Reader,

People want to be free and realize their own visions. They strive to live self-determined lives while also seeking connection and recognition.

Our vision is to raise children to become internally free, independent, and strong individuals who reflect on themselves and the world, taking responsibility for their actions and their consequences.

True to our motto #eskommtaufmichan, every individual plays a crucial role in making a community function.

We focus on the individual strengths, potential, and interests of children while simultaneously encouraging them to contribute to the group. This is reflected in the „i“ in element-i, which stands for individuals, interests, and interaction.

Our educators are meant to be adult partners for the children, guiding them along this journey.

In element-i pedagogy, we integrate various educational approaches and scientific findings, continuously adapting them to new challenges arising from societal developments. This summary of our concept provides an overview of the framework for our pedagogical work.

I hope you enjoy reading!

Carola Kammerlander
Pädagogische Geschäftsführerin von KONZEPT-E

1. The Goal of element-i Pedagogy



element-i is a freedom-promoting pedagogy, from which a clear educational mission arises. The goal is to raise children to become internally free, independent, and strong individuals who reflect on themselves and their perspective on the world, taking responsibility for their actions and their consequences.

We do not understand freedom as merely being free from something, but rather as being free for something. However, inner freedom as a personal life goal is inseparably linked to the freedom of others. A free society thrives and exists through individuals who are aware of their personal responsibility to the community and fulfill it.

Thus, element-i describes a humanistic view that considers the individual in strong connection with society. Individuals are social beings; they need community. At the same time, a community can only exist if individuals actively shape it, engage in it, contribute their

interests, strengths, and abilities, and thus play their part in ensuring its success.

When „It’s all about me“ transforms into „It depends on me“, a new form of individuality emerges – this is the core of element-i pedagogy.

From this value framework arise guiding principles, which act as strengthening resources for inner motivation by encouraging self-reflection and setting expectations. These principles provide orientation, supporting and guiding children’s ability to act and make decisions in everyday situations.

We take a holistic view of health – beyond physical well-being, it includes psychological and social aspects. The goal is to continuously restore an internal balance.

One of our fundamental preventive tasks is to promote resilience, the psychological



»Education must accept that the child creates itself.«

Ludwig Liegle

strength of children. This core competency enables them to cope with life’s crises and changes.

Children are naturally curious and eager to learn from birth. This open-ended perception remains the foundation for embracing new experiences throughout life. However, to discover what truly interests them, children need stimulation and role models.

Connection and Autonomy mean experiencing a sense of belonging and reliability while also being able to shape one’s life independently. Children learn to develop within their own growth processes and to understand the consequences of their actions. They should also learn to actively empathize with others. Fundamentally, children need reliable relationships, well-designed environments, and a clearly structured, comprehensible, and meaningful daily routine – alternating with periods of free play and opportunities for meaningful participation.



»Community does not emerge in opposition to individuals, but through them.«

Karl Martin Dietz



2. Our Understanding of Upbringing

Children have a right to upbringing – but they also have a fundamental need for it. In order to learn and develop, they require empathetic guidance, inspiration, and appropriate challenges.

Educational Goal

A society of individuals only becomes a truly free society when individuals take responsibility for themselves and for shaping that society. For this to happen, people must recognize their significance as indispensable parts of the whole. This concept integrates individuality into a social framework – individuality as a social principle.

Educational Practice

Our pedagogical work is guided by the belief that we, as educators, are adult partners for the children – committed, engaged, and genuinely interested in forming relationships with them. We engage in a dialogue-based process, orienting ourselves to the children's perspective on the world and sharing our thoughts and ideas with them.

Our approach to upbringing aims to foster the development and unfolding of individuality in the interest of the community. We design experiences in a way that makes them comprehensible, manageable, and meaningful for children at their respective stages of development. Through active participation and direct engagement with people, objects, and situations, children build an inner picture of the world, shaped by the personal signi-

ficance of their experiences. This way, they come to understand that the world is connected to them – fully in line with our guiding principle: „It depends on me.“

Our educational professionals see themselves as pioneers and companions in children's development. Through empathetic observation, they assess the children's developmental stages, provide an enriching environment, and act as sensitive, engaging interaction partners.

The Youngest Children in the element-i Childcare Center

Infants experience the world exclusively through sensory impressions. During this „pre-cognitive phase,“ thinking is equivalent to concrete action. We provide sensory, emotional, and psychomotor experiences while accompanying them with language. Consistency and appropriate sensory stimulation are also crucial. Our educators carefully observe the actions and reactions of the children with sensitivity and attentiveness (especially through eye contact and reassurance). They interpret the children's signals, such as turning





toward or away from stimuli, to understand their needs and responses.

Group Structures as a Dynamic Framework for Child Development

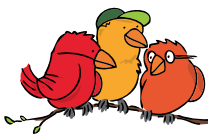
When children first join our childcare centers, they start in the “Nest” – a small, protected space where they can orient themselves and establish their first social connections.

They are then carefully prepared for the next stage, which includes transitioning to new spaces. A structured, needs-oriented daily routine provides them with a sense of security. Based on this foundation and with caring guidance, children gradually explore the entire childcare center.

Over time, children naturally move beyond their original group based on their interests. They increasingly form dynamic small groups – either age-homogeneous or mixed-age – allowing them to develop relationships with peers and educators in an autonomous, self-directed way.

As they grow older, children begin to abstract and become more aware of their own interests and needs. During the daily Children’s Conference, they are asked, „What are your plans for today?“ This gives them the opportunity to express, negotiate, and shape their daily routine in a self-determined and democratic way, together with other children and educators.

3. Our Understanding of Education



Education is an active, exploratory, and problem-solving process. It requires engagement with the environment, actions, and interactions. Children learn through sensory perception and emotions, identifying what is meaningful to them and understanding the purpose and significance of their experiences. Our educational approach allows them to structure their day individually within a general developmental framework. This development-oriented perspective fosters individuality within the learning process.

Play is Joyful Learning

For children, learning and playing are one and the same. What they perceive is mentally processed, transformed, and creatively reimagined through play. Children do not need to be forced to learn.

If children spend their day in a stimulating environment and participate in household

activities as part of the daily childcare routine, it sparks their imagination and desire to be involved.

Through hands-on activities, they develop habits and skills that become so second nature that they free up energy for new challenges, attention to detail, care for others, and creativity. This supports their curiosity and scientific spirit while maintaining their motivation to learn. In element-i childcare centers, children are given the freedom to decide across different thematic areas: when, what, where, how, and with whom they want to play. This self-directed play promotes their social, emotional, motor, and cognitive development. Children explore their environment, experiment, acquire knowledge, practice newly learned skills, try out different roles, and develop creativity and imagination. They learn to solve complex problems, interact with others, manage conflicts, express and regulate emotions.



»A ship in harbor is safe,
but that is not what ships are built for.«

John Augustus Shedd

We ensure they have free spaces to play without direct supervision, depending on their age and developmental stage. We also provide age-appropriate and developmentally suitable play materials, favoring natural materials, everyday objects, and real tools.

element-i Impulses

Our activities serve as impulses that align with the interests and needs of the children, ensuring relevance to them. When adults trust children's abilities, allowing them to experiment, occasionally fail, find their own solutions, and reflect on their learning process, it leads to self-directed, initiative-based learning. Skills acquired in this way are retained over the long term.

Large and Community Groups

Group activities, even in large groups, are just as important for healthy child development as recognizing and fostering their individual strengths and interests. Children experience a sense of belonging within the environments they navigate daily. They develop coherence through routine and rhythm, a clear sense of affiliation, and joy in being part of a larger community. Through these experiences, they learn to find their place in a group, respect and adhere to boundaries, challenge themselves, and handle frustrations. Shared successes

empower the individual, providing energy and joy.

The conceptual approach is implemented through:

1. Fixed community groups in the morning, where children, for example, design invitations for an event, plant a garden bed, work on a project as „school jumpers“ (preparing for school), or redesign a room,
2. Garden time after lunch for all children who do not nap – allowing them to run, play, climb, and dig freely according to their needs
3. Shared play and fun in the afternoon, providing a relaxed close to the day.

Nature and the Garden Phase

Since many element-i childcare centers are located in urban areas, we place great importance on giving children direct experiences with nature. Excursions to nearby parks, meadows, and forest areas, as well as interactions with nature within the childcare setting, provide valuable outdoor experiences. To ensure fresh air and regular outdoor time, we incorporate a daily garden phase after lunch where children can explore and engage with nature.



Spending time outdoors in all weather conditions provides a wide range of developmental and experiential opportunities. It promotes physical activity, environmental awareness, and a connection with nature, while also strengthening the immune system and the physical and mental well-being of children.

Multidisciplinary Teams

The inclusion of professionals from diverse fields, such as the arts, music, or craftsmanship, expands children's experiences. Multidisciplinary teams bring creativity and inspirati-

on into the children's daily lives, contributing new skills, perspectives, and areas of expertise to their learning environment.

Media Literacy

We aim to provide children with age-appropriate and reflective access to the world while enabling them to develop a meaningful and responsible approach to media. To build media literacy, children first need foundational experiences such as sensorimotor integration, communication skills, production, reception, reflection, and selection abilities. They require



time and space to engage with real materials and media that they can understand and manipulate. For this reason, element-i childcare centers focus solely on tangible, hands-on experiences and activities, ensuring that children's interaction with media is rooted in real-world exploration and play.

Real-World Orientation and Collaboration with Other Institutions

Our educational approach is grounded in the social and cultural realities of children's lives. We encourage children to explore their neighborhood, navigate their environment independently, and be recognized as active participants in society.

We collaborate with parent-child groups, other kindergartens and schools, companies and public institutions, such as the police and fire department, vocational schools and professional committees, enabling continuous improvement in education, upbringing, and childcare.

Key Areas of Childhood Learning

The early years are the most intensive learning period of a child's life. This stage lays the foundation for physical, psychological, cognitive, social, and moral development. It forms the basis for further individual growth, differentiation, and the unfolding of potential. Children must be supported meaning-

fully in mastering the complex and diverse challenges of their development. At element-i childcare centers, we categorize learning into the following key areas:



Body: Movement and Nutrition

The body is central to early childhood development. Children discover the world through movement. By engaging all their senses, they learn to recognize and understand cause-and-effect relationships. Thus, movement and perception are essential to overall development and personality formation. At element-i childcare centers, children have access to ample space for movement, varied play materials and opportunities for age-appropriate movement activities and games.

Through physical activity, children experience tension and exertion, pushing their bodies to the limit – sweating, breathing heavily, and using their full physical strength. These phases of exertion are followed by moments of relaxation and recovery. Only through hands-on experience can children truly learn. And sometimes, bumps and tears are part of the process – they're a natural part of learning.

An Optimal nutrient intake is an essential factor in the body's growth and development.

Through the element-i nutrition concept, meals are carefully structured to ensure balanced, high-quality nutrition at all times, empowering children to become experts in their own nutrition.



Language

Language and speech are fundamental to cognitive development and key competencies for lifelong learning and participation in education. Language is essential for expressing thoughts and emotions, understanding the thoughts and emotions of others, shaping a child's worldview and self-image. Adults act as role models and facilitators, giving children time to respond, speak, and engage in conversations with peers. We value natural multilingualism and in collaboration with parents, incorporate it into daily life. Additionally, native speakers work in our childcare centers, speaking their first languages with the children. This approach sparks curiosity about languages and cultures, sustains and expands children's interest in multilingualism.

Language and literacy are present in our centers through writing and drawing materials, posters, books, and auditory media. We maintain a communicative atmosphere that fosters joy in speaking. Throughout the day – whether in the Children's Conference, story-



telling circles, projects, or meals – children are encouraged to express themselves, describe events and facts, argue their points, engage in philosophical discussions and plan activities.



Senses: Perception and Emotions

Children develop and grow through sensory perception and physical activity. Our approach

focuses on stimulating all their senses while providing support through care, attention, closeness and distance, tenderness, and comfort. This forms the foundation for a positive body image. Children learn to recognize and express their needs through nutrition, movement, rest, sleep and hygiene. Topics such as gender identity, childhood sexuality, and personal privacy are integrated to promote well-being and a positive identification with one's body. We place particular emphasis on building self-confidence and self-esteem. Identity development is supported with awareness of diverse factors, including cultural background, family traditions, skin color, gender, social status and disabilities.

Children are encouraged to express and manage emotions, feelings, and expectations, while also learning to understand the emotions of others. They practice resolving conflicts independently, with an increasing

focus – depending on their age – on taking responsibility for their own actions.



Creation

Engaging with artistic activities allows children to interpret and understand the world, while also exploring themselves and others.

The act of creating is a way for children to perceive and shape their self-development processes, approaching the world through a variety of sensory and interactive experiences. Whether through play, painting, drawing, voice experimentation, or experiencing sounds and rhythms, artistic activities offer countless learning opportunities.

Creative expression helps children perceive reality deeply and meaningfully, express and process emotions and experiences through artistic creation.

Engaging in artistic activities encourages children to experiment with independent work, trust their own perspectives, and develop the confidence to express their opinions and creative processes in discussions. It fosters communication skills, tolerance, and an expanded awareness beyond what is immediately visible.

Creative expression includes all artistic disciplines, such as painting, sculpting, theater,

dance, music, building, construction and play. These activities primarily take place in the atelier, workshop, music area, and construction room. However, creativity is not confined to specific spaces – it can happen anywhere in the childcare center. Creation also includes hands-on workshop learning.

Workshop-based learning is process-oriented and situational, supporting exploratory, action-based, and self-organized learning. It connects internal creativity with external environments, provides stimulating material and social interactions, creates space for discoveries and experiments and encourages complex, non-linear learning pathways. At the heart of the learning experience are hands-on activities, reflection, exhibitions, and performances. Artistic creation serves as a cross-disciplinary stimulus in all forms of artistic expression.



Nature and the Environment

Children are natural explorers who want to discover their environment with all their senses.

In a stimulating, diverse, and ever-changing setting, they actively follow their interests and pursue open-ended questions. Through active exploration and engagement with natural phenomena, children build a deep understanding of scientific concepts. At element-i

childcare centers, we provide a wide variety of materials designed to provoke curiosity and questions.

Access to STEM (German: MINT) topics (Mathematics, Computer Science, Natural Sciences, and Technology) allows children to further develop their curiosity in these fields. By actively engaging with mathematical and computational concepts, children gain a deeper understanding of complex relationships in their environment and develop logical thinking skills.

Children want to understand the world – they ask their own questions and, based on their development, form hypotheses to explain both living and non-living nature. Educators take on the role of active companions rather than direct instructors, allowing children to explore. Knowledge acquired through personal discovery and trial-and-error remains in memory far longer than ready-made explanations.



Community

At element-i childcare centers, we emphasize successful social interactions and cooperative living. Children are encouraged to form and maintain friendships, initiate social connections independently

and resolve conflicts and develop empathy. Caregivers serve as role models for respectful behavior and support children in learning conflict resolution skills. We promote participation and responsibility through various activities, ensuring that diverse life experiences and interests are respected. Children learn about rules and boundaries, consequences of actions and distinguishing fairness from unfairness. As children grow, they take an active role in shaping group rules, learning how to evaluate new experiences based on fundamental values. Educators take children's right to self-determination seriously and guide them through discussions on values and meaningful choices. Through this, children learn to identify what is important to them, develop respect for people and nature, experience mindfulness, tolerance, and equality, engage in group-based value and norm formation – especially in activities like story circles and children's conferences.

Children have the opportunity to gain firsthand experiences at cultural and religious sites, allowing them to understand how traditions, rituals, and recurring celebrations structure their daily lives. The promotion of critical thinking, emphasis on fairness, and awareness of diversity and families with migration backgrounds are fundamental aspects of our pedagogical concept.



4. Cross-Cutting Themes

Appropriate Forms of Participation and Complaint Mechanisms for Children

We teach children that every individual matters. This is especially evident in our pedagogical approach, where children's conferences, singing circles, and other forums provide a space for children to voice their opinions, thoughts, and wishes, which are taken seriously. As children grow older, they are actively involved in establishing rules within the childcare center. Their perspectives and ideas are valued, and discussions lead to collective decision-making.

In direct one-on-one interactions, children's feelings and thoughts are reflected upon and respected. A child's "No" holds the same weight as that of an adult.

Inclusion

All children are cared for together, with diversity being embraced, valued, and celebrated. We teach and practice mutual respect among children. Our focus includes: Ensuring accessibility and eliminating non-physical barriers (such as linguistic, cultural, social, and bias-related obstacles)





For children with special life or care situations, we develop and implement individualized solutions, often in collaboration with specialized services, counseling centers and medical professionals. However, any approach must be beneficial for the child and practical for staff to implement effectively.

Gender-Sensitive Pedagogy

Boys and girls experience different life conditions and developmental paths in our society. We aim to address and counteract gender-based disadvantages, provide equal opportunities for all children, recognize and support diverse interests and life situations. Every child has the freedom to define their own gender identity, which does not need to conform to traditional stereotypes or biological sex.

Our approach includes: Encouraging positive body perception and fostering emotional expression and healthy self-confidence. As part of our educational partnership, we engage both parents and take the entire family into account, acknowledging the different roles, interests, and circumstances of mothers, fathers, or other guardians and caregivers.



Observation and Documentation

At element-i childcare centers, we use a variety of observation and documentation tools, such as Milestones of Development, Learning Passports and portfolios. These serve as the basis for regular parent-teacher meetings.

Our goal is to support each child appropriately in their development, providing stimulating impulses that help them progress. To achieve this, we use the element-i Learning Passport, which covers all educational and developmental areas. It provides a broad overview of the child's interests, responses to their individual needs and guiding principles as strengthening resources. By understanding each child's strengths and competencies, we can shape the learning environment to expand their strengths and encourage discovery and new learning experiences.

Understanding Childcare

Childcare centers are family-supporting institutions with an independent educational mission. For us this means: Offering parents maximum flexibility and providing the highest quality care. However, childcare must balance the expectations of parents with the needs of the child and the dynamics of the group. Sensitive topics include: The duration of childcare, especially for very young children and the child's daily health status. Requests



for exceptions (e.g., special dietary rules) can put children in a special position, which is why educators carefully assess whether to accommodate them.

Shared Responsibility

A successful partnership between parents and educators is based on mutual understanding, acceptance and open communication. We encourage parents to actively participate in the childcare community and implement their own initiatives. However, any parental involvement must align with the daily operations of the childcare center and be consistent with the pedagogical concept.

While we respect the perspectives of parents, our educators, as experts in childcare, education, and child development, make independent and responsible decisions in their daily work. Communication with parents includes regular one-on-one meetings about the child's development, parent evenings, held at least twice a year and an annually elected parent advisory board, which represents parents' interests and participates in discussions on pedagogical topics.

Settling-In Phase

Based on attachment research, we recognize the critical importance of the settling-in phase and handle it with great care. A close partnership with parents is essential during this transition. For a child to build a secure attachment, they need to be accompanied by a familiar caregiver (e.g., a parent) during the initial phase. This familiar caregiver remains the child's secure base until they form a bond with an educator, feel safe and trust them and seek comfort and support from them.

We follow the "Berlin Settling-In Model," where children typically take two to four weeks to establish this new attachment. However, the timeline is adjusted individually in consultation with the assigned educator.

Parents are generally required to plan for a four-week settling-in period to ensure a smooth transition for their child into the childcare environment.

Attendance and Daily Structure

To provide structure, orientation, and a sense of security, the daily routine in our childcare centers follows a clear and predictable schedule. Throughout the day, there are alternating phases of activity and relaxation, structured group activities and free play. Each morning and afternoon, children have

extended periods of uninterrupted time to engage meaningfully with one another. These focused time blocks are crucial for deep play immersion, exploring themes and projects, developing concentration and enjoying the atmosphere without disruption. If children arrive late or leave early, it reduces the quality of the educational experience and disrupts peer interactions, particularly during ongoing activities and shared meals. Therefore, we place great importance on adhering to these structured timeframes and strictly enforce them. Flexible drop-off and pick-up times are provided within set windows, and any exceptions must be discussed with the educators in advance.

Nutrition

We prioritize healthy, child-friendly nutrition, using high-quality, locally sourced, and seasonal ingredients. Meals are nutrient-conscious, balanced, and freshly prepared on-site. Our goal is to help children develop a positive and mindful relationship with food.

For breakfast a varied buffet is available for about two hours, allowing children to choose when, what, and with whom they want to eat. This fosters self-awareness and independence.



Lunch is served in small groups at a fixed time. Water and tea are always available throughout the day.

Space Design

Carefully designed theme-based rooms support children's curiosity, need for exploration, sense of community, and daily rituals. Key features include ateliers, workshops, construction rooms, movement and relaxation spaces. A central "marketplace" connects different learning areas. Designated staff members are responsible for maintaining and developing each space. A "Nest" area for very

young children offers a warm and protective environment. Visibility into kitchen and housekeeping areas whenever possible, foster transparency and there is direct access to outdoor play areas.



5. Structural Elements for Implementing Pedagogical Work

Quality Development

Our educational professionals participate regularly in specialized training programs designed to enhance their skills and advance current pedagogical topics.

Additionally, we are committed to nurturing future educators. Through collaboration with our Freie Duale Fachakademie für Pädagogik, we train new professionals and support career changers in becoming certified educators and childcare specialists.

We are an official provider for voluntary services and post-qualification programs for staff within the expanded professional framework.

All element-i childcare centers have access to a quality management handbook. Key quality assurance measures include annual audits for all element-i facilities, annual parent surveys, self-evaluations by staff and child feedback surveys. These assessments are conducted via the online platform TopKita. Results are reviewed and analyzed twice a year at the

management level and used to develop and implement targeted improvements.

To allow our educators to focus fully on their pedagogical work, all administrative tasks (such as child admissions and parent fee processing) are centrally managed by the administration.

Team Collaboration

Each child is assigned a designated educator who guides them through the settling-in process, acts as a stable attachment figure until the child feels comfortable enough to bond with other educators and serves as the primary contact person for parents regarding the child's development. This assigned educator also consolidates observations, documentation and annual parent meetings.

Team support includes regular professional consultations, coaching, and organizational guidance from leadership and administrative teams.

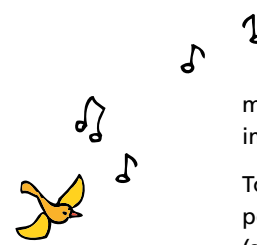
In their daily work, employees are given a great deal of decision-making freedom, which is associated with taking on responsibility. Weekly team meetings are held outside operating hours.

Staffing Ratios

Each childcare center's staffing follows local city requirements, state laws and regulations under supervision from the regional Youth Welfare Office. The number of educators is adjusted daily based on state-mandated child-to-staff ratios and the number of children present. In cases of temporary staff shortages, we carefully adjust resources to provide reliability and follow legal guidelines, by collaborating with external partners, including "Vielfalt in Sport und Kultur e.V." (VSK) and certified childminders (Tagespflegerpersonen).

Child Protection

To ensure child welfare and protection, element-i follows strict regulations under the German Social Code (SGB VIII §§ 8a, 47, 72a), in collaboration with local youth welfare offices. Our child protection framework mandates that staff recognize and report risks related to health endangerment and violence against children. Concerns are discussed with parents, appropriate support services are recommended and an intervention plan is developed collaboratively. All element-i childcare centers work closely with specialized counseling centers to assess risk levels, receive expert guidance and support collaboration with parents. Within the KONZEPT-E network, we maintain specialized child protection experts



(IsoFaK - "Insoweit erfahrene Fachkraft" for child protection) and a dedicated pedagogical leader specializing in child protection.

To ensure the safety of children, all employees must submit an extended police clearance certificate before starting their employment. Additionally, our „Procedure for Handling Staff in Cases of Suspected Abuse“ outlines the necessary protocols and interventions. In emergencies, the Psychosocial Emergency Care Team (PSNV) – a group of trained professionals from our network – provides immediate support to those affected.

Operating Hours

Our childcare centers are typically open for nine hours per day, though actual hours depend on demand, staff availability and funding. Flexible care options include: Full-day or half-day attendance, with or without lunch and custom agreements based on individual needs. Regular attendance of at least three days per week is required.

Closures align with municipal regulations, fall within school holiday periods and include occasional staff training days.



Example of a Typical Day

7:00 – 9:30 AM	Opening of the childcare center, free play, flexible breakfast, drop-off time
9:30 – 10:00 AM	Children's conference
10:00 – 12:00 PM	Intensive activity phase with projects & community group activities
11:50 – 12:00 PM	Pick-up time
12:00 – 12:30 PM	Lunch
12:30 – 12:45 PM	Pick-up time
12:45 – 2:30 PM	Relaxation time (nap or outdoor garden time)
2:30 – 3:00 PM	Afternoon snack, pick-up time
3:00 – 4:00 PM	Intensive activity phase with projects
From 4:00 PM until closing	Free play, "Group Fun & Play," children are gradually picked up



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