

# Dear children and parents

## A warm welcome to Idrætsinstitutionen Bavnehøj.

Idrætsinstitutionen Bavnehøj is nestled in the leafy surroundings of Sydhavn and occupies bright, spacious facilities built in 2014, complete with a large natural playground outdoors.

We are licensed for 100 children, divided into five groups: **Løbebillerne**, **Springlopperne**, **Græshopperne**, **Honningbierne**, and **Dragonflies**, our English-speaking group for expat families. Additionally, we offer integrated flexible (“basisflex”) places in each room.

We are certified as a Sports Institution by DIF/UCC Peter Sabroe and hold the Green Flag eco-certification. We are a municipal institution under Copenhagen Municipality’s Children & Youth Administration.

As children and parents at Bavnehøj, you will experience our focused pedagogical-professional profile. In 2025, our main priorities are **supporting every child to participate in communities** and ensuring they belong to meaningful group experiences. We also consciously develop inspiring learning environments, both outdoors and indoors.

This folder provides information about our daily life, pedagogical priorities, traditions, and practical details. You’re always welcome to contact us with any questions or for more detailed information.

Warm regards,  
The Staff, Parent Council & Mette, Pedagogical Leader  
**Idrætsinstitutionen Bavnehøj**  
Bavnehøj Allé 40, 2450 Copenhagen SV  
Phone: +45 33 66 38 16

## Kindergarten Focus Areas for 2026

### 1. **Clear Daily Routines**

This year, we emphasize security and predictability in everyday routines. We ensure that every child knows what to do, is able to do it, and understands their boundaries—regardless of where they are or who is on duty. This fosters security, self-reliance, and encourages children to support each other.

### 2. **Inspiring Learning Environments**

Our goal is to create environments that attract, develop, and sustain children in play. We particularly focus on enhancing our large outdoor area and ensuring staff effectively support children’s play and learning there.

### 3. **Sports, Body & Movement**

Pedagogical sports are embedded in our kindergarten’s approach. Children develop physical and social skills through activities on the playground, in our multi-purpose

hall, on the climbing wall, and in their rooms. Feeling part of a community through sports is natural and important to us.

#### 4. **Nature Experiences**

With our Green Flag certification, we utilize our playground and organize trips to forests and beaches to foster curiosity and wonder. We build campfires, plant seeds in our greenhouse, and create crafts from natural materials. We also regularly visit the zoo using our annual membership.

#### 5. **Social Thinking**

A fulfilling childhood is a social one. We develop social thinking—from “I” to “we”—through exercises that help children understand their own and others’ thoughts, feelings, and reactions. Our focus is to support each child’s ability to interpret nonverbal communication, respond appropriately in moments of frustration, and articulate their own and others’ emotions—skills that help prevent loneliness, bullying, and social exclusion.

#### 6. **Circle of Security**

A good childhood includes high levels of presence and care. In our kindergarten, we consciously work each day with the Circle of Security, a model that supports secure relationships and attachments. This applies both when the child needs comfort and when they seek out new experiences. We strive to understand the child’s inner world and ensure each child has a secure base to return to. The Circle of Security is rooted in developmental psychology.

#### 7. **Language Development**

Language is key to a child’s sense of belonging. We work to develop understanding, vocabulary, and linguistic concepts for each child. We focus on rhymes and chants, language stimulation, and daily linguistic routines. All three- and five-year-olds are assessed in language, and we use tools like “Sammen Om Sprog” (Together About Language), the “owl method,” and supportive language strategies.

## **Values & Collaboration**

“We believe that being a child has intrinsic value. Each child should be met with safety, the right to be different, and the opportunity to develop at their own pace.”

Our work is rooted in Copenhagen Municipality’s core values: **Respect, Equality, Dialogue, and Trust**. We create secure frameworks and ensure children’s influence over their daily lives. We also follow municipal guidelines in areas such as parent partnership, transition coherence, reflection and structured pedagogical work, language initiatives, inclusion, community, social relations, and positive adult interactions daily.

We are part of the VVK-F group, whose parent board helps shape our vision: “Together we create a good childhood in Sydhavn.”

## Parent Council

As a municipal institution, we have a Parent Council composed of parents, staff, and leadership. Members are elected at a parent meeting in September or October. The council meets 4–6 times per year. One member also sits on the VVK-F parent board. All parents are welcome to run for the council.

## Children with Special Needs

Among our 100 places (including basisflex), we welcome children with special needs, such as autism spectrum disorders. These children have individual action plans and a tailored pedagogy. We emphasize clear adults, structured frameworks, and explicit pedagogical expectations, delivered in a respectful and clear manner.

## Pedagogical Learning Plans

We follow the six themes in the national child care law:

- Versatile personal development
- Social development
- Communication & language
- Body, senses & movement
- Nature, outdoor life & science
- Culture, aesthetics & community

## The “Big-Kids” Group

To ease the transition to school/fritid (after-school care), we have a group for our oldest children. Weekly, they engage in letters, number play, movement, social thinking, puzzles, and storytelling. They also enjoy special outing days. In autumn, the group follows a traffic-learning curriculum and works on social thinking—focusing on relationships, collaboration, and understanding others.

## Daily Routine

- **Opening hours:**  
Monday–Thursday: 07:00–17:00

Friday: 07:00–16:00

(Closed days are listed on our website.)

- **Drop-off time:**  
Please arrive by 08:45, so all children can participate in the circle time. If you arrive after 09:00, please come around 09:30, when the gathering has finished, to minimize disruption.
- **Morning hub:**  
Opens at 07:00 in the Honnigbierne room. Breakfast, play, and greetings until 08:00—then children go to their rooms.
- **Breakfast:**  
07:00–07:45
- **Circle time:**  
Approximately 09:00–09:15, focusing on group inclusion and social cohesion.
- **Morning activities:**  
Children are divided into small groups for pedagogical activities—sports, creative play, construction, or trips (zoo, local playgrounds).
- **Lunch:**  
Approximately 11:00–11:30. Children help set the table, choose food, pour milk, clean, sweep, and wash hands.
- **Outdoor time/nap:**  
11:30–14:00. Everyone goes to the playground; children who need a nap can rest for up to 1.5 hours under supervision.
- **Afternoon café:**  
Around 14:00, children have a snack (fruit or light meal). Play resumes indoors or outdoors until 16:00, with additional activities like yoga or gym time.
- **Group gathering:**  
Around 15:30–16:00, all rooms come together inside or on the playground.

## Weekly Schedule

Each week includes set activities: pedagogical sports, nature explorations, trip day, multi-sports hall sessions, and music & dance. Mornings are spent by room or in play groups; afternoons are cross-room to help children get to know everyone.

## Smooth Hellos and Goodbyes

Saying goodbye can be hard. Keep drop-offs short and clear (5–10 minutes). Use staff support for a safe transition. At pick-up, some children may protest—your calm guidance and saying goodbye help them. After a full day, your child needs downtime with family.

## Mealtime Pedagogy

Meals are social moments. We encourage table manners and sharing. Children taste new foods and experience variety. Lunch might include soup, bread, fish, meat, spreads, and packed meals for trips. Breakfast is served 07:00–07:45; afternoon snack approximately 13:30–14:00. All food is made in our kitchen, and we are proud of our 93.2% organic gold-label.

## Parties & Traditions

Join our social events and meet other families. We host several celebrations:

- **February:** Fastelavn (Carnival)
- **August:** Summer fest with dinner
- **December:** Light festival with parade and Christmas workshop

## Birthdays & Sugar-Free Policy

We celebrate each child's birthday during morning gathering or café at 14:00, either on the day or the following day (if the birthday falls during a weekend or holiday). We have a sugar-free policy—birthday treats must be sugar-free. A poster with suggestions is in the foyer. You may also celebrate at home on the weekend. We follow inclusive invitation rules: invite either the whole room or all children in the big-kids group; parents of children with needs may participate in the celebration.

## Parent Meetings

We hold two parent meetings a year: one in February/March and one in September/October (during which Parent Council elections occur). We also organize a joint information meeting in September for parents of incoming schoolchildren and families in nearby kindergartens.

## Welcome for New Families

After placement, you're invited to visit before your child starts. You'll meet other children and staff. About 2-4 weeks in, we invite you to a "getting to know you" meeting. You are welcome to request meetings any time. We also offer monthly tours for prospective families, at first coming Wednesdays in each month.

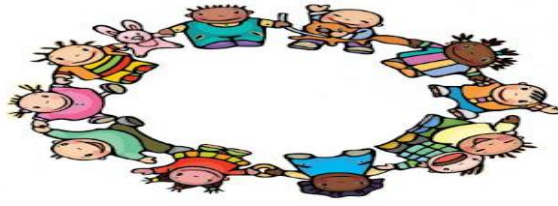
## Practical Information

- **Check-in/out via Aula:**  
Use tablets at the kindergarten to register daily. You can also report sickness or holidays, read diaries, and view photos. More info is on our website.
- **Illness:**  
Report illness via the Aula app. We cannot accept children who are unwell and will call you if your child seems too unwell. Children must be fully recovered before returning to avoid contagion.
- **Handwashing:**  
Good hygiene keeps everyone healthy. Please assist your child with handwashing in the morning. It's a municipal requirement.
- **Shoe-free zone:**  
To keep the premises clean, please remove shoes at the entrance. Use indoor slippers. If you walk through the building, barefoot or slippers are mandatory.
- **Clothing & spare clothes:**  
Dress your child in practical clothes and shoes. Provide spare underwear, socks, pants, tops/fleeces, rainwear, boots, and indoor slippers. If your child needs diapers, we provide them, but you may bring your own.
- **Toys:**  
Children's toys should stay at home to avoid loss and exclusion in the group.
- **Parking & mobile phones:**  
Car parking is on Bavnehøj Allé; on-site parking is reserved for staff, deliveries, and contractors. Bicycle racks for parents and children are by the entry gate; strollers can be stored there too. Staff keep their bikes in a separate shed. We're a mobile-phone-free institution—phones should stay in pockets.

### **Running in:**

We recommend that the first few days are short, as there may be many new impressions for the child. Day 1 is usually from 9.30-10.30. On day 2, you can, in cooperation with the staff, join the meal, i.e. from 9.30-11.30 and on day 3 until about 12/12.30. It is important that you as parents are in the institution with the child for the first 3 days or as long as there is a need for what makes sense for the child. Always consult with the staff.

## Welcome – The first meeting



Dear parents in the Idræts institution Bavnehøj

We would like to invite you to a conversation about your family and your child's first 3 years of life.

Attached you will find a number of questions about your child's well-being, previous institutional experiences, starting life and much more.

The purpose of the questions is to gain a deeper understanding of your child and at the same time create a close collaboration with you from the very beginning. The more we know and the better we are at talking to each other, the better we can support your child in everyday life.

It is important for us to gain insight into your child's early life and daily life. This knowledge enables us to do a better job of pedagogical work and give your family a safe and good start with us. This gives us a positive starting point for the child's start-up and some valuable tools to, for example, support relationship formation with other children.

There are many things that we as staff are curious about. Does your child have special interests? Are there siblings, or something else entirely, that your child is particularly proud of? These are all questions that help us create a safe and recognizable environment for your child – and support the child in becoming part of the community in the institution.

This type of conversation allows us to create a calm and trusting space where we can ask in-depth questions about your child and you. At the same time, the conversation can give rise to a good dialogue in everyday life, based on some of the themes we touch on here. We would also like to give you the opportunity to ask us questions – about everything that is important to you and your child.

We will also invite you to a meeting every year as a follow-up and to maintain the good cooperation.

Once again: welcome. We are very much looking forward to welcoming you and your child.

Best regards

The adults in the sports institution Bavnehøj

# Questionnaire

## Contact information and family life

- Child's name:
- Child's birthday:
- Who does the child live with:
- Who has custody:
- How is the cooperation in the family?
- Are there siblings?

## Child health

- How do you experience your child's general health?
- Is there anything we need to pay special attention to in relation to medication, allergies, motor skills, etc.?
- Does your child need special considerations in daycare?
- Does your child need special considerations at home?
- Has your child been ill for a long period of time? What was it about?

## The first time - in the family and institutional life

- How has the start of the child's life gone? Has anything happened that has affected you as a family?
- Has the child been cared for at home until the start of kindergarten or has it been in daycare?
- How have you experienced the child's well-being and social interaction in the nursery?

## The child's well-being and development

- How does your child sleep? Does the child take naps during the day?
- How does your child eat? Is there anything we should be aware of in relation to diet and eating habits?
- Does your child use a pacifier? Does the child have a teddy bear that they need for comfort?

## Starting in kindergarten

- What are your profession and working hours? Flexibility in terms of working hours? Who should we call in case of illness?
- Do you have a routine in relation to drop-off/pick-up? Time, who drops off/picks up?
- What is your network? Is the child cared for/picked up by others?
- Do you, as parents, need something special in relation to starting kindergarten? Have you had good/less good experiences in other institutions?
- Have you used Aula before? Messages to staff, check in/out.
- Is there anything else we need to know? Or anything you need to know?

