



**Welcome to Pilke early  
childhood education and care!**

**Every parent wants only the best for their child.**

**The opportunity to explore, wonder, make friends, burst into laughter, feel – and understand their own feelings. A place where they can feel valued. To grow, learn, and get ready to face the big wide world.**

**A child's first years are irreplaceable: they provide a foundation, and during this time children develop in leaps and bounds.**



**At Pilke,  
we are driven  
by heart**

# What is Pilke?

Pilke päiväkodit Oy is a sustainable-growth company that provides a diverse range of services for Finnish families with children. We partner with Finnish municipalities in early childhood education and care and afternoon club activities. We serve family-friendly companies who offer their employees childcare as a fringe benefit.

Our services help families to balance the needs of both children and adults for a smooth everyday life. Our task is to create conditions in which children can not only learn facts and skills, but also prepare to face the big wide world with heart and kindness.

We offer early childhood education based on innovative, active learning methods and professional instruction all over Finland.

At Pilke, high-quality early childhood education involves learning through play and positive interaction. We see and identify each child's individual abilities and support their strengths. We approach our work with passion and build safe and inspiring learning paths for everyone.



# Our values

**Pilke's values explain how we perform our work and for whom. We implement our values through everyday activities while playing, learning, putting on waterproof dungarees, searching for lost mittens or giving a warm hug.**



**Warm-hearted**

We live the Heart Culture in every relationship.

**Professional**

We are lifelong learners.

**Playful**

We create an environment of playfulness around us.

**Driven**

We dare to dream big.

**Generous**

We encourage our children and colleagues to grow.

**Committed**

We are driven by heart.



**Care and  
education,  
hand in hand**

# Practical tips for getting started

- When you bring your child to daycare, please make sure to hand them over to one of the early childhood educators. Please also ensure that your child washes their hands when they arrive.
- When taking your child home from the daycare centre, responsibility for the child is transferred to the guardian or person collecting the child once they enter the daycare centre area. Please finish all your business and personal phone calls before you pick your child up from daycare.
- Please let us know immediately if you are going to be late and will not be able to pick up your child by closing time.
- Please report any absences or upcoming holidays using DaisyFamily.
- Make sure that the contact details for guardians and persons who are authorised to collect your child are always up to date.
- We take special diets into consideration. Please enquire directly with the daycare centre for more information! If necessary, we can provide formula for children under 12 months old.
- We remember and celebrate children's birthdays, as well as other special occasions throughout the year. Please discuss birthday celebrations and catering with daycare centre staff.

## Five tips for parents!



1. Bring your child to daycare and collect them from daycare at the same times each day, if possible.
2. Also keep your schedule clear and regular at home: morning and evening routines, playtimes and naptimes.
3. When you bring your child to daycare, say your goodbyes clearly and concisely.
4. Speak positively about the daycare centre and its staff, take an interest in what goes on at the daycare centre from day to day.
5. Questions are welcome – feel free to ask us anything. This applies to children and guardians alike!

# What should my child take to daycare?

## **Make sure to dress for the outdoors!**

We spend time outdoors at the daycare centre every day. The daycare centre staff will make changes to the schedule and length of time spent outdoors in exceptional weather conditions, such as extreme heat or thunderstorms.

## **Make sure to check that:**

- Your child has enough spare clothes.
- Your child has separate indoor and outdoor wear, including during the summer.
- Rainwear is clean, intact, and the right size. Please take rainwear home regularly to be washed.

## **Don't forget these items and supplies:**

- Bring indoor shoes or slippers for your child. Make sure to bring enough nappies to the daycare centre.
- You can pack a pacifier, bottle, or bedtime toy for your child.
- Label all of your child's personal clothing, items, and toys.



**Take  
dirty laundry  
home from  
the child's  
cloakroom hook!**

# Example of the daily routine at daycare

The daycare centre schedule is always designed based on its size and objectives. This routine is a general example of a day at daycare. The daycare centre manager provides further information on the routine of your daycare centre.



**At 6–7** Daycare centre doors open. Welcome! We start the day with a hug and have a chat. Then we gradually start to play.

**8–8.30** Breakfast

**8.30–11** Small group activities indoors and outdoors.

**11.15** Lunch, followed by a rest. Some of the children sleep or rest while the others go outside. After the rest, it's time for quiet play and activities.

**14.00** Snack

**14.30** Play, small group activities and outdoor activities.

**17–18** The daycare centre doors close. See you tomorrow!





# Good to know: illness and insurance

**We ensure that group education is as individual as possible. We listen to families and take their needs into consideration in everyday life.**

## **If your child is ill**

Please notify the daycare centre of the child's illness and mark it in DaisyFamily. If your child becomes ill during the day, we will contact the guardians and the child will have to be taken home. The child can return to daycare once they can participate in activities and they are no longer contagious.

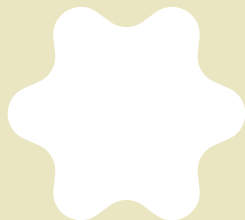
If an accident occurs, we will notify guardians immediately. Injuries that require medical attention will be treated either in the nearest municipal health centre or at a private medical centre.

## **Insurance**

The children are insured against accidents through the Fennia insurance company. The insurance covers travel between home and the day-care centre, plus the time spent at the daycare centre.

In accordance with the law, the daycare centre's liability insurance only covers damage to property or personal injury caused to others. It does not cover damage or injury caused by the children unless day-care centre staff contributed to the damage or injury, such as through e.g. negligence in supervision.

Most liability insurances included in your home insurance for a family with children cover damages caused by children.




Early childhood educators take care of your child. Your confidence in early childhood educators reflects on your child, too.

The child can become attached to more adults when they are encountered with genuine sensitivity and their sense of safety is ensured.

The best thing for the child is when cooperation between the family and the early childhood educators is clear and consistent.

We understand the challenges of everyday life, and know that starting daycare is an emotional time.



Driven  
by heart.

We meet families individually and try to meet each family's needs wherever possible.

Open interaction between guardians and early childhood educators creates a good basis for collaboration.

A smooth start to early childhood education begins with building a relationship of trust.



# We are warm-hearted towards one another

Pilke lives the heart culture. This means that we believe that every person is valuable as they are. We see and celebrate each other's strengths. We give everyone the chance to flourish as themselves. Positive interaction supports everybody's wellbeing. Positive interaction also supports the child's growth and inner stability. Early experiences play a significant role in all future development.

## **We are driven by heart**

Pilke's staff take good care of the children, and our task as a company is to take good care of our employees.

At Pilke daycare centres, work is divided between early childhood educators, early childhood carers, daycare centre maintenance staff, and managers so that everyone has time to focus on their own work and perform optimally.

**Follow us!**

**#lempeydenvoimalla**

**#pilkepäiväkodit**





**Pilke's task is the most important in the world, and we do it with heart**

# Our concept of learning



At Pilke Daycare Centres, each child is considered an active knowledge builder who selects and interprets information independently. The child's active participation is a crucial part of the learning process which is formed in interaction with the surroundings and results from the child's own activity.

Children structure new information based on their earlier experiences, knowledge and views. We integrate the learning material with each child's experiences and interests.



In order to learn, children must feel safe, well and happy. High-quality interaction relationships and positive emotional experiences enable children to act as unique individuals.

Children are naturally curious, creative and active and familiarize with the surrounding world through play. Positive feedback maintains children's motivation to learn and their image of themselves as learners. Learning must be fun and inspire children to learn more.

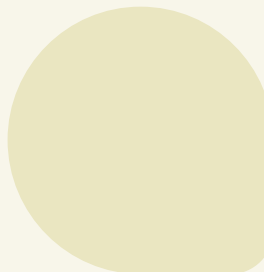
Children participate in the learning process actively right from the start and shape it through their own activities and ideas.

# Cooperation with guardians

Our cooperation with guardians is based on open and equal interaction between the guardians and the early childhood educators. The guardians bear the primary responsibility for their child's growth and education. The cooperation supports the child's overall development by ensuring versatile and consistent activities.

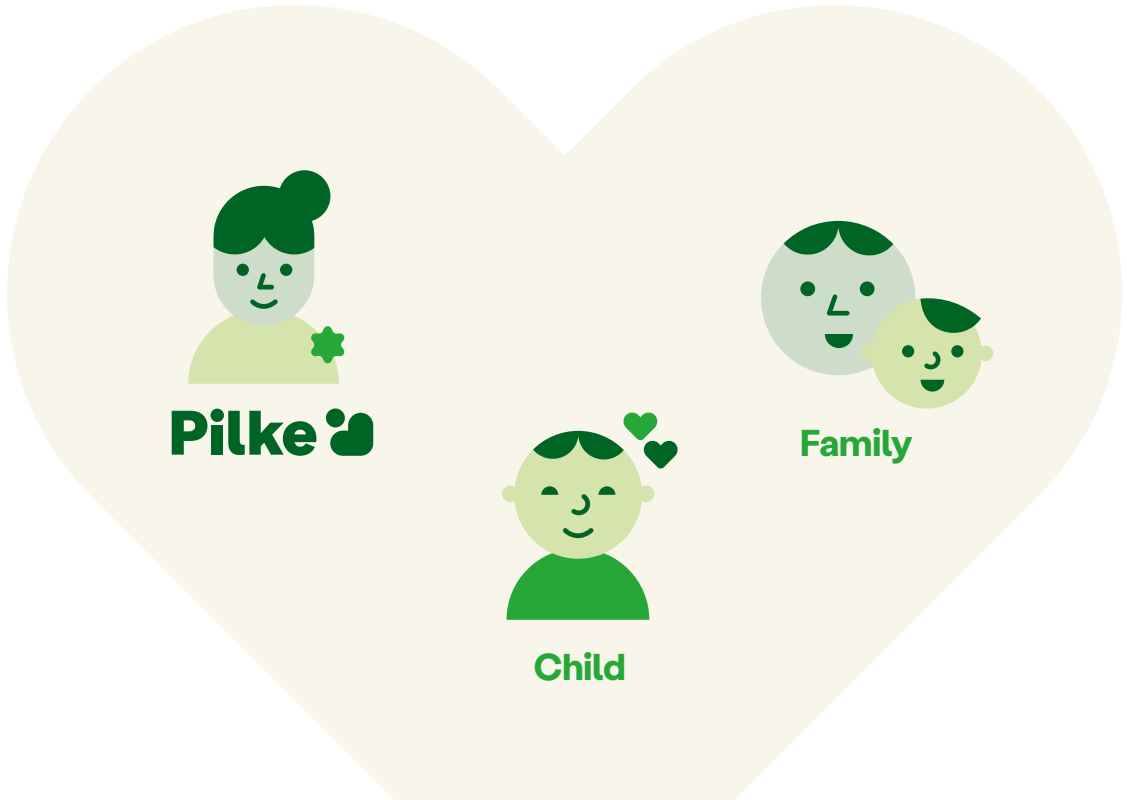
## How the cooperation works:

- Dates for a joint meeting, service agreement meeting and initial discussion are agreed before the child's early childhood education starts.
- Early childhood education and care discussions (ECEC discussions) are arranged annually at the daycare centre. The purpose of these discussions is to discuss common guidelines and objectives, and to agree on how the child's individual development, learning, and wellbeing will be fostered in early childhood education.
- We will inform you of your child's day and activities on a daily basis.
- We provide guardians with information about upcoming themes, activities, trips, celebrations, and other events in advance. Afterwards, we provide information and document how the events were carried out.
- Events for the entire family are a good way to meet the guardians of other children and to participate in the daycare centre activities.
- The DaisyFamily enterprise resource planning system is used for communication between the home and daycare centre. DaisyFamily is used to make care time reservations and to provide information about events at the daycare centre. We will provide you with instructions on how to use DaisyFamily when your child begins to attend the daycare centre.
- We welcome feedback on our operations. Please give feedback to daycare centre managers or the daycare group staff. You can also give feedback to the regional manager, Pilke's administration specialists, or via our website.



# Cooperation is important in early childhood education

Open and trusting cooperation between guardians and the daycare centre builds a solid foundation for a child's healthy, safe growth and development. It also promotes learning. A positive atmosphere and mutual respect ensure a good experience at daycare for the child.





# Participation and influence in daycare



## Child growth, development and learning

Pilke's professionals provide families with support and information on matters related to the child's growth and well-being. The early childhood education plan forms an individual basis for the child's growth, which is also supported by everyday encounters between guardians and staff.

## Pilke

### Providing an early childhood education service

Pilke ensures that the daycare activities it provides are of high quality and meet legal and municipal obligations.

### Planning, implementation and development of pedagogical activities

Pilke's early education is of a high pedagogical quality. We invest in the continuous development of our staff competence and in on-the-job learning. We continuously develop our operations, taking into account the Finnish Education Evaluation Centre's (Karvi) recommendations and the needs and wishes of the children.

### Making everyday life visible

Pilke offers a glimpse into the everyday encounters at the daycare centres by arranging guardians' evenings and other events, as well as through the use of DaisyFamily, social media channels, and newsletters sent to families.

## Family

### Community, joint events and regional networking

Pilke Daycare Centres are a meeting place for local families with children where friendships are established, and first steps are taken on the path towards school.

### Development of daycare activities

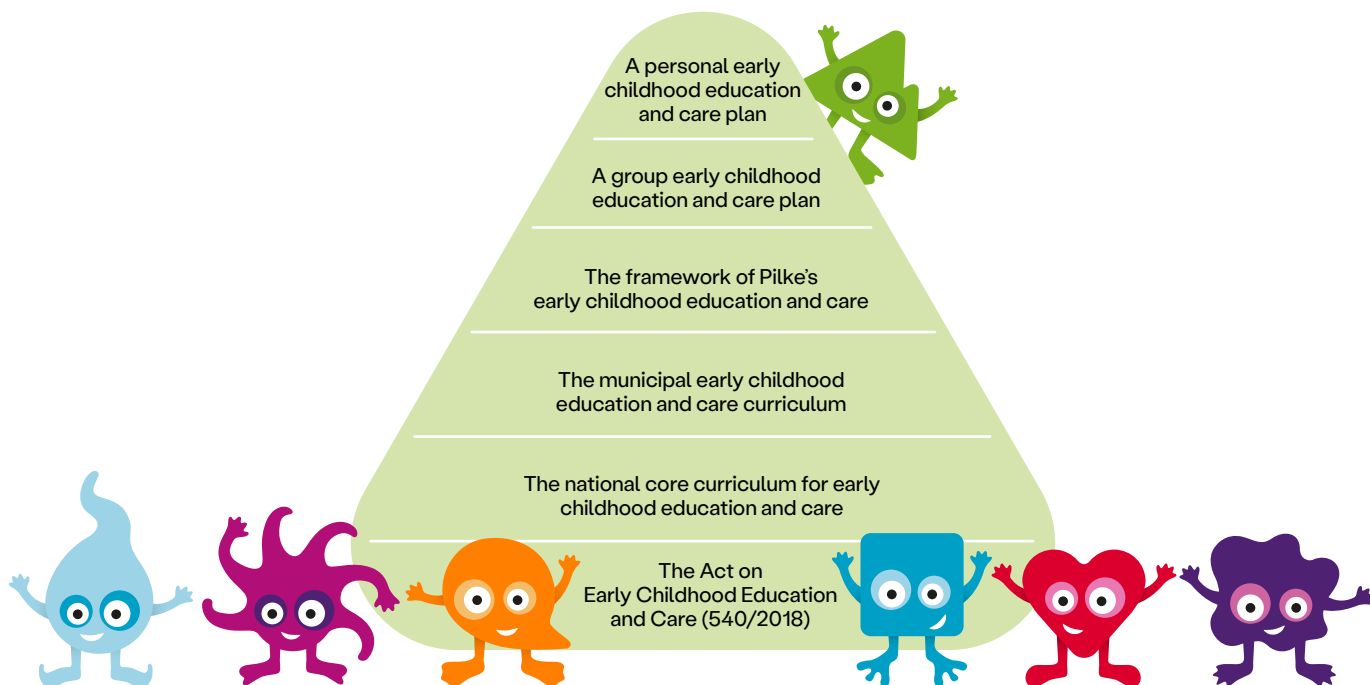
We warmly encourage families to participate in the development of daycare activities. Guardians can influence, brainstorm, and develop daycare activities by participating in the guardians' committee and in daycare centre events.

### Customer satisfaction surveys

We carry out an annual customer satisfaction survey of customers at our daycare centres. Invitations to respond to the survey are sent out via DaisyFamily. We actively use feedback to develop our operations.

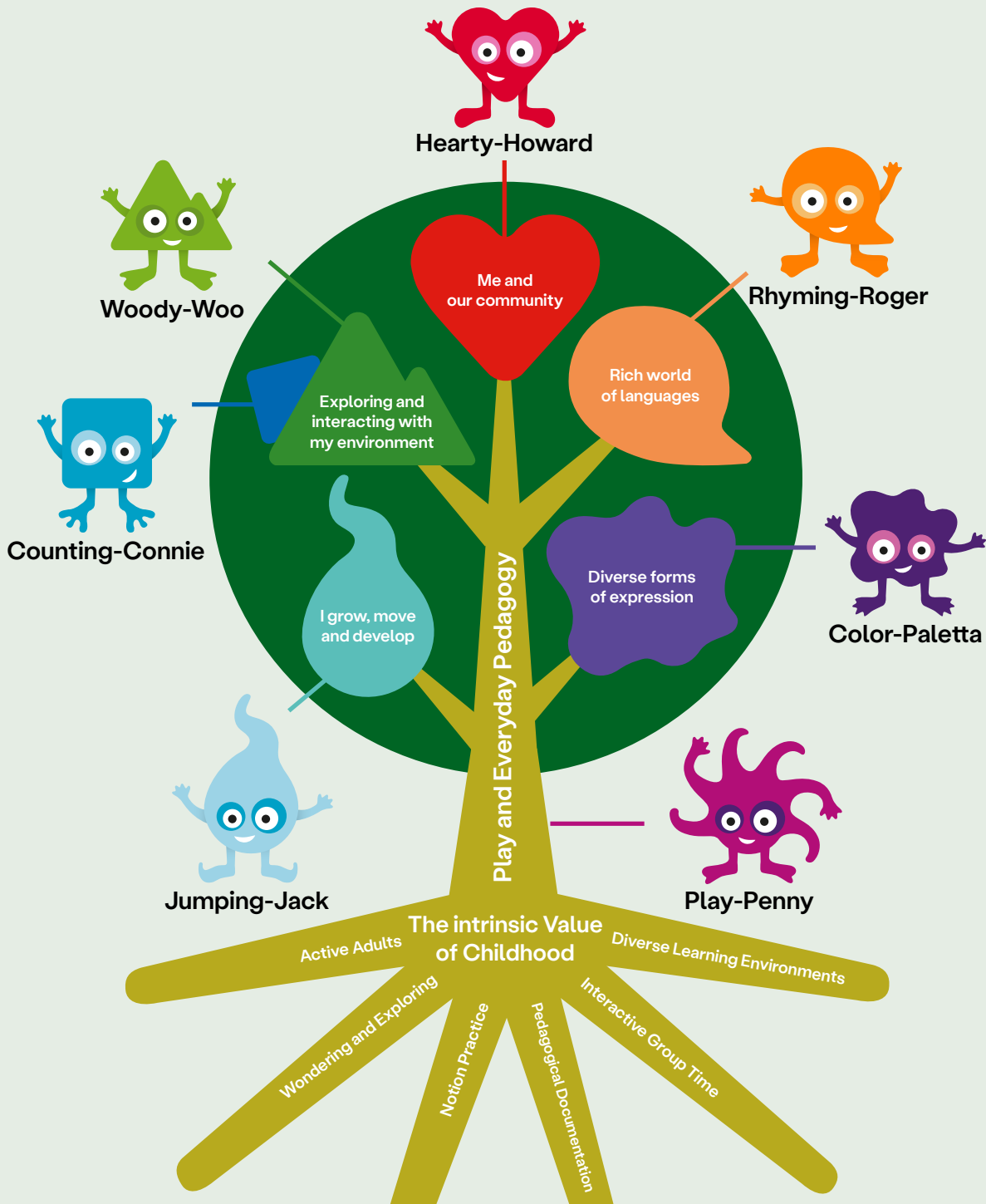
# Early childhood education at Pilke daycare centres

Pilke daycare centres operate in compliance with the national and municipal early childhood education and care curricula. Based on the curricula, we have drawn up a framework of the aspects that we emphasise and that guide the organisation of early childhood education and care content and activities at our units. Parents can relax when their child is at a Pilke daycare centre.



A young girl with light brown hair, wearing a white bonnet and a black and white checkered shirt, is smiling and holding the sides of her bonnet. She is standing outdoors in a park-like setting with a white fence and trees in the background. The sun is shining brightly, creating a warm, golden glow and lens flare effects. A green, cloud-like shape is overlaid on the lower left of the image, containing white text.

**We  
celebrate  
achievements  
and growth  
every day**



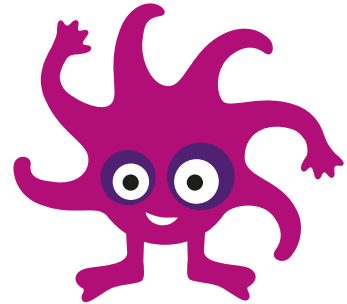
# Learning tree and our learning friends

The learning tree provides the framework and guidelines for our pedagogical work. Pilke also has seven cheerful learning friends who make the national core curriculum for early childhood education and care visible in everyday life at our daycare centres.

The **Intrinsic Value of Childhood & Play and Everyday Pedagogy** form the basis of our operations.

The roots of the tree form the framework of early childhood education at Pilke. The roots depict the methods we use to head towards a good and successful day at daycare for the child. We use the roots to explain the important premises of early childhood education and care.

The leaves on the learning tree are the learning areas in the National core curriculum for ECEC (2022) (Varhaiskasvatussuunnitelman perusteet 2022, Opetushallitus)

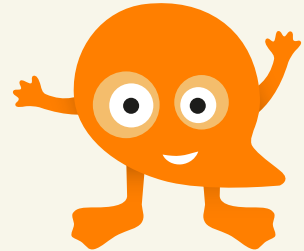


May I introduce myself? I'm Play Penny, and I'm nimble and fun! I learn together with the children through play, and that's why I want children to play lots indoors and outdoors every day. I especially enjoy role-playing, because you can be any character you like and only your imagination is the limit! I also love traditional games and singing games. I listen carefully to what the children want to play and then I enrich the game and give them room to play. Play is seen and heard at the daycare centre.

# We're Pilke's learning friends – we learn more together!

## LEARNING AREA: RICH WORLD OF LANGUAGES

Hi, I'm Rhyming Roger! My task is to help children to develop their linguistic skills and capacity. I love rhymes and riddles, and I always get involved in helping children to practice their linguistic skills. I encourage and motivate children to take part in word games and to use new words and expressions. My aim is to create a positive atmosphere for communication and support good dialogue connections. Most of all, I like to read books and play singing games. Let's learn our ABCs!



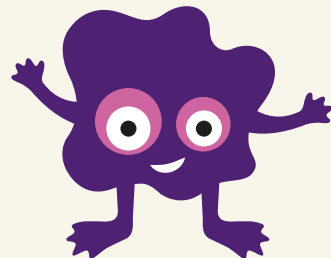
## LEARNING AREA: I GROW, MOVE AND DEVELOP

Hi, I'm Jumping Jack! I'm always on the move, jumping and bouncing. Whatever's happening throughout the day – I'm sure to be there! I want the children to be active, to eat nourishing food, and to be well. I like to run, climb, play ball games, and move to music together with the other children. I really love obstacle courses that adults and children can have fun with. I encourage children to get moving and experience the joy of exercise!



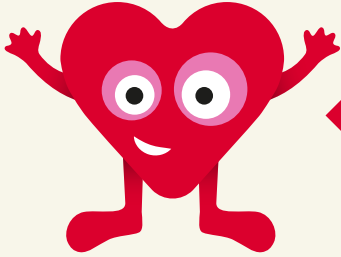
## LEARNING AREA: DIVERSE FORMS OF EXPRESSION

Colour Paletta here! I love colours and I'm always around whenever the children do creative work. I encourage the children to make individual art from all kinds of materials. I also like music and dance! I believe that singing together makes us all happier – and that songs and music help children to learn things more easily. I want the children to use their senses and their whole body creatively in everything they do.



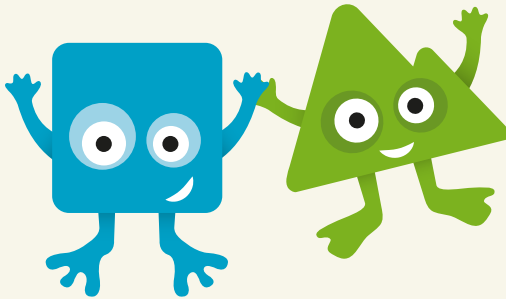


## LEARNING AREA: ME AND OUR COMMUNITY



I'm Hearty Howard! I want every child to feel safe and valued. I help the children to make friends and get along together. Together, we learn to speak to each other nicely, to listen, and to support one another. I also want to participate in role-playing games, supervise, and help everyone to develop their interaction skills. I'm interested in different cultures, and sometimes I ponder ethical questions together with the children. I believe that the power of heart can achieve miracles.

Hi, I'm Counting Connie! I count everything I see. I always pop up when it's time to work on mathematical skills at the daycare centre. I like to categorise, sort, and measure. I might arrange the children's socks by colour or size... I also love measuring and weighing all kinds of things in the kitchen. One of my favourite hobbies is playing board games with the children. Together with Woody Woo, we admire and explore all kinds of things in the nature outside.



## LEARNING AREA: EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Woody Woo here, hello! I love science and excursions. I use all my senses to experience nature and explore everything I come across with curiosity. Sometimes I ask the children to close their eyes and listen to the sounds of nature. I ask the children lots of questions to pique their interest. I like rocks, branches and pine cones, and sometimes I bring things with me from outdoors and use them for play, exploration, and creativity. I am also really good at using digital devices. I can use the compass on my phone, scan QR codes, and investigate things using the magnifying glass on a tablet. Counting Connie and I are a pair of investigators.

# The framework of Pilke's early childhood education plan

## The Intrinsic Value of Childhood

The daycare centre strengthens and protects childhood and its unique intrinsic value. The child is seen and respected for who they are.

The framework of early childhood education and care at Pilke childhood education means their opportunity to be heard and take part in decisions that affect their life and well-being. The child is provided with experiences of having sufficient skills, a meaningful role and responsibility in the community.

## Play and everyday pedagogy

Most of the learning of children under school age takes place during play or everyday activities. Our educators interact with each child as an individual in play and various daily situations to activate and encourage them to explore and act creatively in the changing learning environments.

Playful learning combines free play with a guided activity that varies throughout the course of the day. We make use of everyday situations in learning, such as mealtimes and dressing. Various small group activities complement everyday learning situations.

## Active adults

Active interaction from adults supports children's playful learning. Children must be active participants, not passive recipients. This requires good interaction, as well as the active participation of the child.

Embracing  
playful learning,  
interaction, and  
mastery





The adult's task is to create the space and preconditions for play, encourage the child to play, support and guide the child during play, participate in play, and observe the child's play. The adults work in order to make everyday life rich and exciting, and to offer the child plenty of opportunities to learn and succeed.

### **Wondering and exploring**

Wondering and exploring form a great foundation for development, learning, and happiness. When children wonder and explore, they gain learning skills. Children are excited to investigate all kinds of things, and are delighted by even the smallest discoveries. We can support children as they explore by showing contagious enthusiasm, and thereby support the child on their journey towards new achievements and understanding.

### **Notion Practice**

The active use of words and concepts creates a strong foundation for a rich vocabulary, which is vital for linguistic development. In notion practice, we understand the key significance of language in children's learning and development, interaction, collaboration, identity-building, and in belonging to the community. We also highlight multilingualism and encourage children to use language in a versatile way.

### **Pedagogical Documentation**

Pedagogical documentation means that we collect and save a wide range of information about the children's learning, needs, and group activities. The content of activities is planned and developed based on observations from staff and children, and on children's photographs and drawings, for example.

Pedagogical documentation can help to demonstrate what learning goals have been achieved. Pedagogical documentation is also required when evaluating or developing a child's need for support in early childhood education and care.

### **Interactive Group Time**

High-quality interaction is being genuinely and actively present, and sensitivity towards a child's thoughts and feelings. It enables safe interaction between the child, staff, and guardians.

Positive and encouraging staff support the development of the child's compassion, enthusiasm, and participation. A trusting and open atmosphere create the preconditions for communal wellbeing and for the child's learning.

### **Diverse Learning Environments**

Our daycare centre spaces are communal, flexible, and adapt based on pedagogical principles. Children play, learn, and use the spaces in small groups. Learning environments are built together with the children in accordance with the learning areas outlined in the national core curriculum for early childhood education and care with the help of learning friends.

The environment is developed in accordance with the child's growth and learning targets. In a learning environment, the child is an active participant who is involved in the design and construction of the learning environments. Staff support and encourage the child to create diverse and inspiring learning environments.

# Pilke Daycare Centres' learning orientations

The early childhood education at Pilke emphasises different learning areas depending on the unit. The orientations support the child's strengths and interests.

## Music

The primary purpose of music-oriented early education is to arouse children's interest in music. Through music, children can express themselves, deepen their emotional life and enrich their imagination.

The essential building blocks of our music-oriented education include songs, singing games, rhymes, playing instruments, musical movement and music listening activities.

## Science

Pilke's science-oriented daycare units focus on providing children with opportunities to explore and wonder the natural phenomena that arouse their interest. Depending on the children's ages, the activities may involve studying space or the states of water, admiring rainbows or building three-dimensional objects. The exploration of phenomena is an educational form of play that provides children with experiences of success.

## Nature

At a nature-oriented daycare centre, children learn a positive attitude towards nature and outdoor activities and adopt a sustainable lifestyle. The daycare centre's operation places emphasis on wondering and exploring various natural phenomena, making regular trips and organising outdoor activities in nature.

In addition, we have At Home in Nature daycare centres in which outdoor life is the cornerstone of early childhood education. The activities of these units include, for example, occasional naps in lean-tos. The activities of these units include, for example, occasional naps in lean-tos.

## Art and expression

The purpose of the art and expression-orientation is to foster children's creativity, curiosity and experimental attitude. Children learn new things about themselves through various forms of expression that deepen their emotional life and enrich their imagination. Visual arts give form and colour to their ideas and emotions.

### **Sports**

The objective of our sports-oriented units is to help the children find the joy of exercise and adopt a sporty lifestyle. The children regularly participate in instructed, goal-oriented exercise, and the development of their motor skills is supported extensively.

### **English**

Pilke Daycare Centres has fully English-speaking Playschools and ICEC units, as well as daycare centres that provide extensive bilingual early childhood education and units for language-enriched education. The aim is to arouse children's linguistic curiosity and willingness to explore languages by acting in a multilingual environment.

### **Swedish**

Pilke has both fully Swedish-speaking daycare centres as well as units for extensive bilingual early childhood education, or so-called language immersion units.

Children adopt the new language in a safe environment through play, singing and rhymes as well as theme-based and everyday activities.



# 10 methods of implementing sustainable development



1

We turn off the lights when we leave the room, and we do not leave water running.

2

We minimise food waste and only take as much food as we can eat.

3

We reduce the amount of plastic waste and do not use plastic disposable utensils or overshoes, etc.

4

Our procurements are sustainable and we utilise recycled and natural materials in crafting.

5

We let plants and animals live in peace. We investigate them, but we do not harm them.

6

We do not litter on our nature trips: we do not use juice boxes with straws, and we always pick up litter.

7

We recycle everything we can: biowaste, cardboard, glass, metals, paper, and batteries.

8

We utilise libraries, second-hand stores, and other local services.

9

We support and practice emotional and friendship skills daily.

10

We remember to say please and thank you, you're welcome, sorry, good morning, and bye-bye!

### **Social**

- We are fair – we do not bully!
- We respect each other as unique individuals.

### **Eco-friendliness**

- We reduce the amount of waste and sort our waste.
- We minimise food waste.
- We safeguard biodiversity – we respect nature and our surroundings.

### **Economy**

- We save energy.
- We utilise recycled materials.
- We favour sustainable procurement.




## **Dimensions of sustainable development**

### **Culture**

- We celebrate together and familiarise ourselves with traditions/ learn about traditions.
- We make sure that our learning environment is pleasant.
- We utilise local cultural services.

**“We strive for a better future for everyone through responsible activities.”**



A photograph showing a group of children and an adult gathered around a globe. The children are pointing at different parts of the globe, and the adult is holding it. The globe is a standard world map with blue oceans and various colored landmasses. The children are wearing casual clothing, and the adult is wearing a dark jacket. The background is slightly blurred, showing a colorful floor.

**We develop  
lifelong learners  
with a heart for  
the world**

# Welcome to the world of Pilke!

Pilke is Finland's largest expert company serving families with children. We offer a wide range of continuously developing services to families all over Finland. At Pilke, children gain skills and knowledge, but most importantly of all, they grow into kind-hearted and empathetic people.

Our work in daycare centres and afternoon clubs is driven by heart; we offer in-home childcare services and support families in various challenging life situations.

How can we help your family?

**We are Pilke.  
We combine the  
needs of children  
and adults into a  
smooth everyday life.**

## **Childcare assistance for families for teleworking, everyday life and parties 24/7**

Are you teleworking, ill, or looking after a sick child at home, but still need to work? Do you need childcare help for travel, errands, or just to make everyday life easier and more balanced?

**Yes, Pilke's nursery nurses are quick to help!**

To ask for  
more information  
and to order a nursery  
nurse at home:  
call 09 4245 5388  
pilkelastenhoito.fi

**Wishing you a warm  
welcome to Pilke daycare!**

[pilkepaivakodit.fi](http://pilkepaivakodit.fi)

**Pilke** 

**Driven by heart.**