

PUBLICATION OF

EDUCATIONAL INSTITUTION
ANTONIJA KUCLER VRHNIKA



June 2026





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FOREWORD

Dear Parents,

We are starting the new school year with optimism and enthusiasm. As always, this time brings opportunities to form new friendships and acquaintances. The uncertainty of a new journey can be daunting, which is a normal part of life. It is important to get to know each other, share information, and immerse ourselves in kindergarten life.

We systematically integrate our work into all curriculum areas, placing particular emphasis on the arts as our priority theme.

In kindergarten, we recognize that raising children is challenging. We know that children learn best by observing adults and that gaining new experiences is easier in a safe and supportive environment. Trust is essential: first between parents and teachers, just as trust in the work of all professionals in the kindergarten. We strive to act professionally and responsibly for the benefit of our children. One of the kindergarten's tasks is also to assist parents and families in the comprehensive care of the child, which requires mutual respect and cooperation.

Your child is starting kindergarten now, and in a few years, they will be entering school for the first time. Take the time to cherish this period, listen to your children, and give them your valuable attention. This time will never come back, so spend it by hugging, playing, talking, and standing by them when they are sad, angry, or upset. All emotions should be acknowledged – this shows them you care. Allow them to do things on their own, as this builds self-confidence. Set boundaries for them, as this gives them a feeling of safety and will be beneficial for you during their teenage years.



Protect your children from phones/screens, as their negative impact affects all areas of development and can lead to addiction. Instead, spend time exploring Vrhnika's natural spots, which children visit with teachers in the mornings. Children love to play in nature; they do not need special equipment or toys because nature provides everything they need for play.

There will be times when compromises are needed; during these moments, let us be patient and understanding, recognizing our differences. We believe that together we will create many wonderful and educational experiences, full of laughter, play, and enjoyment in daily activities. This publication provides you with essential information about the work and life of children in kindergarten.

We hope you will open the doors of our kindergarten with trust.

Anita Čretnik, principal



All I really need to know about how to live
And what to do and how to be
I learned in kindergarten.
Wisdom was not at the top of the
graduate-school mountain,
but there in the sandpile at Sunday School.

These are the things I learned:

Share everything. Play fair.

Don't hit people. Put things back where you found them.

Clean up your own mess. Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat...

(Robert Fulghum)

PRESENTATION OF KINDERGARTEN VRHNIKA

Kindergarten Vrhnika is a public institution providing a public service for the education of children of pre-school age in accordance with the programs established by the Expert Council of the Republic of Slovenia for General Education.

The institution operates
under a full name: **VZGOJNO-IZOBRAŽEVALNI ZAVOD ANTONIJE KUCLER VRHNIKA**
under a short name: **VRTEC VRHNIKA**

The seat of the institution is located at **Tržaška cesta 2a, 1360 Vrhnika.**

The following units are part of the institution:

ŽELVICA

Address of the Unit	Tržaška cesta 2 a, 1360 Vrhnika
Head of the Unit	Andreja Brelih-Hatunič, assistant principal
Telephone number	01/75-07-387

KOMARČEK

Address of the Unit	Poštna ulica 1, 1360 Vrhnika
Head of the Unit	Andreja Brelih-Hatunič, assistant principal
Telephone number	01/75-07-387

ŽABICA

Address of the Unit	Stara Vrhnika 1a, 1360 Vrhnika
Head of the Unit	Ines Jesenovec, assistant principal
Telephone number	01/75-07-381

BARJANČEK

Address of the Unit	Stara Vrhnika 1a, 1360 Vrhnika
Head of the Unit	Ines Jesenovec, assistant principal
Telephone number	01/75-07-381

ROSIKA

Unit	Bevke 17, 1358 Log pri Brezovici
Head of the Unit	Tanja Petrovčič, head of the unit
Telephone number	01/75-90-790

The seat of the kindergarten is in the unit Želvica, where we enroll children in all units of the kindergarten.

Assistant principals are Andreja Brelih Hatunič and Ines Jesenovec, who ensure that the work of the units, information and communication in the kindergarten is carried out in accordance with the implementation of the annual work plan.

Each unit is a separate organizational entity with its own peculiarities and characteristics and is connected with its immediate environment.

BUSINESS TIME

The business hours in each unit are:

ŽELVICA	from 6.00	to 16.15
KOMARČEK	from 6.00	to 16.00
ŽABICA	from 5.30	to 16.30
BARJANČEK	from 6.00	to 16.15
ROSIKA	from 6.00	to 16.00

On December 24 and 31, the kindergarten is open until 15:30.

During May Day vacations, summer, fall, and New Year vacations, children from different units are grouped together, as only units on-duty operate.

The details of the business hours and on-duty details are determined in the annual work plan for each school year.

KINDERGARTEN MANAGEMENT

SECRETARIAT

Tržaška cesta 2 a, 1360 Vrhnika	
telephone:	01/75-07-372
e-mail address:	info@vrtec-vrhnika.si

PRINCIPAL

ANITA ČRETNİK	
telephone:	01/75-07-370
e-mail address:	anita.cretnik@vrtec-vrhnika.si

ASSISTANT PRINCIPAL

ANDREJA BRELIH-HATUNIČ	
telephone:	01/75-07-387 in 031/603-002
e-mail address:	andreja.brelih-hatunic@vrtec-vrhnika.si

ASSISTANT PRINCIPAL

INES JESENOVEC	
telephone:	01/75-07-381 in 051/400-015
e-mail address:	ines.jesenovec@vrtec-vrhnika.si

COUNSELLING SERVICE

TANJA MAVSAR BRENCIČ	
telephone:	01/75-07-395
e-mail address:	tanja.mavsar-brencic@vrtec-vrhnika.si

COUNSELLING SERVICE

POLONA SLABE	
telephone:	01/75-07-380
e-mail address:	polona.slabe@vrtec-vrhnika.si

ORGANIZER OF NUTRITION AND HEALTH HYGIENE REGIME

SARA GORŠEK BOBEK	
telephone:	01/75-07-377 in 031/603-006
e-mail address:	sara.gorsek-bobek@vrtec-vrhnika.si

ACCOUNTING

JANEZ MIVŠEK	
telephone:	01/75-07-376
e-mail address:	janez.mivsek@vrtec-vrhnika.si

ACCOUNTING OF FEES and SECRETARIAT

VALENTINA LESAR	
telephone:	01/75-07-372
e-mail address:	valentina.lesar@vrtec-vrhnika.si

HUMAN RESOURCES and ACCOUNTING OF WAGES

GOGA MARAŠEK DELAY	
telephone:	01/75-07-375
e-mail address:	goga.delay@vrtec-vrhnika.si

INSTITUTION BODIES

BOARD OF THE INSTITUTION

The Board of the Institution shall perform the duties set forth in the Law on the Organization and Financing of Education and the Decree on the Establishment of the Kindergarten.

The responsibilities of the Board are:

- Adopts the program for the development of the kindergarten,
- Adopts the annual work plan of the kindergarten and the report on its implementation,
- Decides on the introduction of additional activities and other programs,
- Decides on complaints arising from labor relations, on parents' complaints related to pedagogical work,
- Appoints and dismisses the principal,
- Reviews reports on pedagogical issues,
- Adopts rules and other general acts of the institution as stipulated in the founding act or other general acts,
- Establishes the financial plan and adopts the financial statements,
- Proposes to the founder changes or extensions of activities,
- Submits proposals and opinions to the principal and the founder of the institution on the individual issues,
- Announces the election of the employee representatives to the Board of the Institution,
- Adopts a staff reduction plan,
- Appoints representatives of the institution in other associations,
- Announces, in agreement with the founder, the integration of joint administrative and accounting tasks and the performance of other joint responsibilities,
- Performs other duties specified in the laws and other regulations.



The board consists of three representatives of the parents, three representatives of the founder and five representatives of the employees. The mandate of the board members lasts four years. The mandate of the parents is linked to the status of the children in the kindergarten. The board of the kindergarten operates in accordance with the rules of procedure.

PRINCIPAL

The educational management and administrative body of the institution is the principal.

PROFESSIONAL BODIES

The professional bodies of the institution are the Assembly of the Teachers and Professional Work Groups.

PARENTS' COUNCIL

The Parents' Council consists of parents elected at parent-teacher departmental meetings. Each department elects one member to the Parent Council.

Responsibilities of the Parents' Council:

- Proposes above-standard programs,
- Gives approval to Principal's proposals for above-standard services,
- Gives an opinion on the kindergarten development program proposal and the annual work plan,
- Discusses the Principal's reports on educational issues,
- Deals with complaints from parents about pedagogical work,
- Elects representatives to the Board of the Vrhnika Kindergarten,
- Performs other duties specified in the laws and other regulations.



PROGRAMS AND ACTIVITIES

In accordance with the law on kindergartens, we carry out the following activities:

- A daily program lasting between 6 and 9 hours for children from one year old to school age,
- A program for children with special needs (development department),
- A program with implementation needs and additional professional support for children with special needs integrated into the regular daily program.



»When we criticize a child,
the child does not stop loving us.
They stop loving themselves.«
(Author unknown)



FIELDS OF ACTIVITIES

Activities in kindergarten are divided into six areas:
Movement, Language, Art, Society, Nature and Mathematics.

MOVEMENT

The kindergarten's educational program encourages children's physical activities, enjoyment of movement, development of motor skills, mastery of the basic elements of various sports, as well as awareness of one's own body, learning about one's own motor skills, and gaining confidence in one's own motor skills.

In our kindergarten, we learn through movement, with teachers incorporating elements of FIT pedagogy into their work with the child.

LANGUAGE

Children in kindergarten have many opportunities to listen, understand, and experience language. In relationships with adults and among their peers, they develop their speaking skills, expand their vocabulary, and learn to express themselves in a cultured way. They learn about language as a tool for everyday communication with others and as a form of artistic expression. As early as kindergarten, children learn about basic literary works for children. They have the opportunity to create literary works themselves.

ART

The field of arts includes various artistic genres: artistic creativity, dance, music, theatre and film. Children have the opportunity to experience, learn, enjoy and also create art. They develop the ability to perceive,

express and communicate with art aesthetically. In kindergarten, they have many opportunities to learn about individual genres of art and to test their artistic abilities.

They have a range of materials and artistic means of expression at their disposal to help them develop their particular talents in this area.

SOCIETY

In kindergarten, the child gradually learns about the social events around them. In the learning group, they learn about themselves, their peers, and adults. They learn about different ways people connect: from family, peer group, to cultural, religious, racial, ethnic groups and nationalities.

They discover the differences between themselves and others and learn to live in coexistence and tolerance with those who are different from themselves. They form basic life habits, learn about different social spaces, habits, work environments, occupations, cultural and historical realities of society, and the like.

NATURE

Children are naturally curious explorers of the world around them. The program in kindergarten allows them to experience and learn about animate and inanimate nature.

The children learn about living things and their way of life. They explore matter, space, sounds, light, laws of nature and changes – weather and other natural phenomena. They learn about technology, engineering, and technical objects. They experience how we can influence nature,

protect it, and preserve it. They learn about themselves, their bodies and its functions, and master the skills of healthy living. They learn how to protect themselves from injuries, diseases and harmful substances.

MATHEMATICS

The first steps into the world of mathematics in kindergarten are very playful. The children discover mathematics in everyday life, develop mathematical thinking and mathematical skills. They discover symbolic language, learn about relationships between causes and effects, and master problem-solving skills. They master the concept of numbers, develop mental skills that form the basis for addition and subtraction. They learn to orient themselves in space, about mathematical symbols and bodies, sort different objects, play with measurements and the like.

„Childhood is not a race to see who can be more successful. It's a short time of opportunity to play, creating friendships, and having fun while learning for life.“

(Walt Disney)



OUTLINE OF CHILDREN'S DAILY ACTIVITIES

from 5.30 / 6.00	to 8.30	Arrival of children at kindergarten, planned curriculum activities (playing in the corners, meeting the needs of children when they arrive at kindergarten – holding the child, talking).
from 8.00	to 9.00	Breakfast
from 9.00	to 11.30	Planned playroom or outdoors activities for children ages 1–3
from 9.00	to 12.00	Planned playroom or outdoors activities for children ages 3–6
from 11.30	to 12.15	Lunch for children aged 1–3 years
from 12.00	to 12.45	Lunch for children aged 3–6 years
from 12.15 or from 12.45	to 14.00	Rest or quiet activities according to the daily curriculum or the needs and wishes of the children
from 14.00	to 16.30/ 17.00	Departure of children from the kindergarten, planned curriculum activities (playing in the corners, playing outdoors and in the sports room, talking).



ENRICHMENT ACTIVITIES

Enrichment activities are carried out each day of the child's stay in the kindergarten in the form of workshops in the premises of the kindergarten, visits to performances, cultural institutions, places where activities take place (choir and other music, dance, art, sports activities, projects, content of Mali sonček project, Reading backpack project ...)

Teachers lead enrichment activities.

The purpose of the presentation and implementation of enrichment activities is to implement the principles of preschool education as much as possible, especially the principle of equal opportunities for children and parents, respect for the differences between children and the right to choose and be different, as well as the varied implementation of the curriculum. The details of enrichment activities are specified in our annual work plan for each school year.

ABOVE-STANDARD ACTIVITIES

Summer and spring camps, field trips

A one or multi-day implementation of kindergarten activities away from the children's homes. Each child has the opportunity to participate in a stay in nature. The work takes into account for the optimal development of the child, as well as his individual characteristics.

The stay in nature is paid by the parents, part is financed by the municipality, and some funds are collected from donors.

The details of activities beyond standard are specified in our annual work plan for each school year.



OUR VISION

Our kindergarten should be a friendly place, it should offer safety, acceptance, love and freedom to all who enter it.

Kindergarten should be a welcoming environment where staff, children, parents, and others feel at ease, fostering collaboration within departments, within units, across units, with external partners, and institutions.

We carry out our mission with happy faces:

CHILDREN

- They should feel relaxed, active, and healthy;
- They are the focal point of all activities;
- Teachers work with them to discover and respect their abilities and characteristics;
- We adhere to inclusivity.

PARENTS

- We approach them with friendliness, consistency, and reasonableness;
- We listen to them attentively and keep them well informed;
- We educate them about children's developmental characteristics and emphasize the importance of educators' professional work;
- We confidently ensure professional competence;
- We remind them of their responsibilities towards their children and the kindergarten.

EMPLOYEES

- We foster open communication;
- Individuals strive for personal and professional growth with institutional support;
- Work and social gatherings strengthen our convictions;
- We value each other, offering opportunities for educational and career advancement.

Our vision recognizes that we are all different:

- We embrace diversity;
- We know how to coexist with it;
- We enrich each other through it;
- Our relationships are founded on mutual respect;
- Let's be diligent, responsible, and discerning.

OUR ADVANTAGE AND FEATURE

All of our units have many options and opportunities to spend time outdoors. Therefore, it is important to us to live in nature, with nature and for nature – natural corners. Our orientation is related to "Living healthy, with nature in nature!"

PROFESSIONALISM

We want to educate with quality, with a good organization of work and life, with a responsible implementation of the curriculum (respecting the principles and objectives), while promoting professional enthusiasm.

Our values are: family, respect, trust, friendship, diligence, and setting a good example.

»To raise a child well is not easy,
as children absorb what we do and
some of what we say. We can say that
children learn what they live.«

(Dorothy Law Nolte)



VALUES IN OUR KINDERGARTEN

FAMILY is extremely important for the development of children and adolescents. In a family environment, the individual is shaped, their identity is formed, they acquire habits and beliefs, and develop their view of themselves and the world. The family is therefore the fundamental cell from which we develop. Educators, with their expertise, assist parents in the comprehensive care of children, improving the quality of life for children, improving the quality of life for families and children, and in creating conditions for the development of children's physical and mental abilities.

Our **TRUST** is directed towards the development and potential of children, their abilities, success, and the professionalism of the staff. Trust is the foundation of good relationships within the organization.

From true, mutual **FRIENDSHIP**, we draw strength and courage to face everyday challenges; inspiration and patience to realize our dreams.

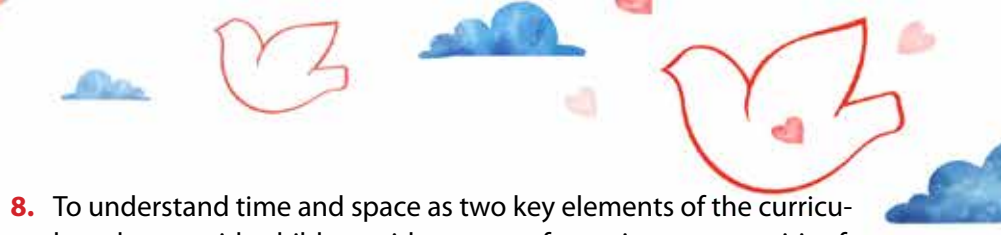
DILIGENCE is the awareness that we are carrying out an important mission, which we encourage through various responsibilities and tasks. We are willing to invest effort and time into it and find satisfaction in our work.

We are aware that with our behavior and actions, we are a role model for our children, and we strive to be a **GOOD EXAMPLE**.



GOALS OF PRESCHOOL EDUCATION IN KINDERGARTENS

1. To provide all children with an environment that supports well-being, emotional security and attachment, as well as appropriate conditions and stimulation for holistic development, obtaining of new experiences, skills and knowledge.
2. To enable children to develop frequent and high-quality social interactions, to function within a group and the wider community, and to foster the development of self-awareness and empathy, social understanding, communication and conversation skills, and cooperation.
3. To encourage children to form fundamental social norms and values, such as human rights and responsibilities, equality, freedom, tolerance, responsibility towards themselves, other living beings and the environment, and respect for agreed rules.
4. To provide children with opportunities to become aware of and express individual and group differences, regardless of gender, social, economic or cultural background, worldview, national or linguistic identity, or developmental particularities.
5. To ensure an innovative, flexible and balanced implementation of the kindergarten curriculum across different preschool programmes, in line with children's developmental needs.
6. To enable educators to use diverse methods, approaches and content to promote children's development and learning, taking into account the developmental characteristics and needs of children of different ages, as well as insights from educational and other sciences, with special emphasis on children's play.
7. To enable educators to work autonomously and with professional responsibility within the kindergarten, based on self-evaluation.

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8. To understand time and space as two key elements of the curriculum that provide children with a sense of security, opportunities for choice, individual expression, and the possibility of withdrawal.
 9. To establish high-quality, systematic and ongoing information-sharing with parents of enrolled children, and to cooperate with parents in planning and implementing individual kindergarten activities, for the benefit of the children and while respecting the professional autonomy of the kindergarten.

Long-term goals are derived from the vision and mission of the kindergarten, which determine the content of the strategic goals, and from a survey conducted among children, parents and staff of the kindergarten. They aim to achieve improvements and a higher quality of kindergarten work:

- Supporting parents in the comprehensive care of children, creating conditions for the development of children's physical and mental abilities,
- fulfilling the basic mission through personal and professional responsibility and striving to achieve the vision of the kindergarten,
- maintaining the quality achieved through the training of the staff in the institution and promoting the development of the professional staff,
- Focus learning around the professional staff,
- Acquire knowledge and share practices,
- Establish collaboration and coordination with other Erasmus+ participants,
- Improving the quality of preschool education at the procedural, indirect and structural levels,
- Developing and strengthening the autonomy of the kindergarten,
- Providing suitable premises space and other material conditions for working with children,
- Enrolling as many children as possible in kindergarten,
- Incorporating alternative and innovative approaches into pedagogical work and presenting good practice to the public.



The future professional focus Vrhnika Kindergarten emphasizes enhanced attention to children's physical activity, environmental care and ecology – sustainable development, monitoring children's progress through portfolio assessment, and ensuring high-quality standards in kindergarten. Additionally, we plan to broaden our expertise internationally through the Erasmus+ project in the years ahead. Our goal is to share our knowledge, initiatives, and strengths with all who join our kindergarten community.

COOPERATION WITH PARENTS

Parents are an integral part of the life and work of the kindergarten. We strive for friendly interaction with each other, which is a prerequisite for successful cooperation. We look for contents and forms that enable us to get in touch with parents in a quality way. The forms of cooperation with parents are group and individual.

GROUP FORMS

Parent meetings in the departments, parent meetings before the child enters the kindergarten, joint events, creative workshops, celebrations of children, parents and educators, professional lectures and expert talks.

INDIVIDUAL FORMS

Exchange of brief information on arrival and departure from the kindergarten, detailed conversations about the child in consultation hours once a month, individual meetings with professionals before the child enters school, involvement of parents in various activities of the pedagogical program in the group (grandparents are also welcome), parents with the child in the ward during the introduction of the child to kindergarten after consultation with the educator, written information about the current work and life in the group in the parents' corner.



DUTIES OF THE PARENTS

- Before the child enters the kindergarten, the parents need to bring to the kindergarten management a certificate from the pediatrician about the child's health condition and vaccinations.
- The applicable house rules and the rules for the child's safety must be observed.
- The child may enter and leave the kindergarten only in the company of the parents or an authorized person older than 10 years, with the permission of the parents.
- Parents may drop off or pick up the child at the kindergarten only in the presence of a professional and may not leave the child alone in the changing room or even in front of the kindergarten.
- The parents will acquaint the kindergarten teacher with the child's special characteristics.
- They give permission for the children's photographs, recordings and products to be used for the presentation of work on the website, at professional meetings, for participation in competitions and for the preparation of study materials for the needs of the kindergarten.
- They acknowledge that photos taken at the Kindergarten may not be used or published on social media, nor may they be otherwise made publicly available or reproduced.
- In the event of a child's illness, parents will inform the Kindergarten of the reason for the absence.
- Parents will bring a healthy child to kindergarten.
- Parents will notify the Kindergarten Director of any change in personal information within 8 days of the change occurring.
- To respect the personal integrity of the kindergarten teacher and the rest of the kindergarten staff,
- To respect the professional autonomy of the kindergarten.
- Parents should provide healthy, comfortable and safe children's clothes and shoes (which may get dirty).

- The child should have spare clothes in the kindergarten.
- We expect parents to take an interest in the child's education and development and to cooperate with the kindergarten staff in following the instructions and directions on the parent bulletin boards.
- We ask parents to respect all legal agreements regarding contact with the child when the child does not live with both parents.
- Children should not bring items to the nursery that could endanger the health and safety of other children.
- By signing the contract, parents agree to meet their financial obligations to the Kindergarten on a regular basis. For all explanations concerning the payment of the Kindergarten, please contact the Kindergarten office in person or by telephone.
- To celebrate children's birthdays, parents do not bring food and drinks to the kindergarten. In the kindergarten we provide a pleasant celebration (blowing out candles, cheering with music, musical wishes, painting, gifts from the group).
- It is forbidden to move freely in the (empty) playrooms without the presence of the kindergarten staff.
- Parents adhere to the opening hours of the facility when picking up their child.
- Safety hooks on the entrance door of the fence and locked doors to the kindergarten ensure that children do not take an unplanned walk.
- To follow the instructions and notices on the bulletin board.
- To fill out the form when dismissing the child and to observe the 15-day dismissal period.

RESPONSIBILITY OF ALL WORKERS TOWARDS CHILDREN

Educators are aware that parents or families entrust their children to our care, guidance, upbringing, learning and play, so that in their absence they may be in a safe environment and have those varied experiences in the company of peers and with the support of professionally trained adults that the family cannot give them. We are aware of the responsibilities and duties we have to children, parents or families, and society.

We understand the well-being of the child as a common label for his or her dignity, safety, happiness and long-term well-being; it represents for us the highest value on which all other values are based and to which they are subordinate, as well as the principles that derive from them.

We respect and take into account the child's view of the world, his or her understanding of things, events, and situations, and his or her emotional response to them, and do not reject the child's thinking and feeling as inappropriate or wrong.

We provide the child with opportunities, encouragement, and assistance in developing physical, mental, and social autonomy and independence. We respect the beliefs and views of parents regarding the upbringing and education of children (Code 1996).



PARENTS RIGHTS AS DETERMINED IN INTERNATIONAL DOCUMENTS, CONSTITUTION AND LAWS

The kindergarten is an institution that must provide for the realization of the fundamental rights of children. In a democracy, the rights of children are represented by their parents or guardians.

Parents have the right to read the preschool programs (curriculum), to be informed about the life and work in the kindergarten, and the right to privacy, with the protection of personal data being paramount.

Parents have the right to participate in planning and shaping the life and work of the preschool and the group, which the preschool must formally allow them to do. In doing so, they must respect the limits of their codetermination and must not interfere with the professional autonomy of the kindergarten.

When the child enters the kindergarten, the parents, in consultation with the kindergarten teacher, are enabled to gradually introduce the child to the kindergarten group.

»When a child is overwhelmed by strong emotions, our task is to share our calmness with them, rather than joining them in their chaos.«



CHILDREN'S RIGHTS

The Convention on the Rights of the Child is a fundamental document that governs our work with children.

We do not discriminate against children on the basis of race, color, sex, religion, political or other opinion, national, ethical or social origin, property, birth, or any other circumstance affecting the child, his or her parents or guardians.

We provide equal opportunities for all children in the activities that take place within the standard kindergarten program.

We respect the personal dignity and integrity of the child.

We respect and take into account the child's view of the world, his or her understanding of things, events, and situations, and his or her emotional response to them, and encourage the possibility of perceiving the same thing or event from different perspectives.

We take into account the individual and group differences among children and create conditions that allow them to express themselves, the right to choose and to be different.

We plan pedagogical work with children with the knowledge and understanding of the child's development at a certain age and in accordance with the characteristics of each child; we protect the child from physical and verbal violence by other children and adults. We provide a safe, understanding and stimulating environment for the child's physical, mental and social development and on the basis of positive emotional, cognitive and social experiences for his full self-confidence.



COUNSELING SERVICE

The counselors at the Vrhnika kindergarten are:

- **Tanja Mavsar Brenčič** (Želvica, Komarček and Rosika units) and
- **Polona Slabe** (Barjanček and Žabica units).

You can contact them personally by appointment every day between 7:00 and 15:00.

THE PURPOSE OF THE COUNSELING SERVICE IN THE KINDERGARTEN

The counseling service supports and participates in the kindergarten with the basic goal and purpose that the kindergarten and the parents' home together create, as much as possible, optimal conditions for the development of children's abilities in the preschool period. Together with the other participants - in cooperation with the parents, the kindergarten teachers and the management of the kindergarten - the conditions for the well-being of all participants should be created and the achievement of the basic and other general and specific educational goals should be as successful as possible.

The relationship between the kindergarten and the parents or families is particularly important for the best possible quality of everyday life for preschool children.

Parents become interlocutors and co-creators in the kindergarten. Therefore, we want our cooperation to succeed and to be the best basis for a good climate. You can consult with a counselor about:

- Inclusion of the child in the kindergarten (preparation and accompaniment of parents who are interested or concerned about the inclusion of the child in the kindergarten, accompaniment of children in supporting and promoting their best possible development),
- Consultations on the child's upbringing and development (advice and support for parents who have problems with the child),

- Understanding and helping the child's developmental and emotional problems and difficulties (feeding or sleeping problems, inappropriate behavior, restlessness, bed-wetting),
- Understanding the child's reaction and helping the child through critical situations in the family (birth, moving, death, divorce, other difficulties experienced),
- Difficulty of the child to participate and join the group,
- support of a child with developmental difficulties and deficits (cooperation with parents in establishing contacts with a special educator or other professionals and institutions - support in the process of accompanying children),
- Cooperation with parents of children with special needs - expert groups, integration and ensuring equal opportunities in the upbringing and education of children with special needs, and
- The transition of a child from kindergarten to school.

FORMS OF COOPERATION

- One-on-one consultations (in person at the Counseling Services office or by appointment at the child kindergarten unit),
- Answering questions via email: tanja.mavsar-brencic@vrtec-vrhnika.si
- Expert groups (children with special needs),
- Group work forms (lectures and workshops on the desired topic, short seminars and workshops on the initiative of parents).

If necessary and with your consent, the counselor also cooperates with professional institutions (with the Children's Outpatient Clinic, the Center for Social Work, other health institutions and counseling centers). The counseling process is based on voluntariness, mutual consent and confidentiality of information and always takes place in the best interest of the child and his/her family.



EARLY INTERVENTION

At our kindergarten, we create an environment where every child is accepted, supported, and included. We pay special attention to children with diverse developmental needs, focusing on their strengths and individual learning pace.

PURPOSE OF EARLY INTERVENTION

Early intervention is a form of comprehensive support for children from birth until school entry who, due to developmental differences, challenges, or risks, require additional professional assistance. The purpose of early intervention is the early identification of needs, timely support, and the creation of a safe and stimulating environment for the child's overall development.

At our kindergarten, the early intervention teachers are:

- **Ana Fajdiga** (Želvica and Komarček units)
You can contact her by phone at 051 400 019 or send an email to: ana.fajdiga@vrtec-vrhnika.si
- **Nina Tratnik** (Žabica, Barjanček, and Rosika units)
You can contact her by phone at 051 400 018 or send an email to: nina.tratnik@vrtec-vrhnika.si

MULTIDISCIPLINARY TEAM

For every child included in early intervention, a multidisciplinary team is formed, consisting of: the child's parents, specialists from the developmental clinic (developmental pediatrician, psychologist, speech therapist, etc.), the kindergarten counseling service, the early intervention teacher, educational staff from the child's group, and, if necessary, other professionals.

Together, the team monitors the child's development, plans support goals, and looks for ways to gently support the child in their development.

Children identified as at-risk or children with special needs receive additional professional support (DSP) in the kindergarten. This support takes place individually, in pairs, or in small groups and focuses on developing specific areas of the child's development (communication, language, social skills, motor skills, cognition, emotional regulation, etc.).

Additional professional support is carried out in close cooperation with parents, the educational team, and the kindergarten counseling service, as we believe that collaborative work is the key to progress. In their work, the early intervention teachers use various methods to strengthen the child's overall development (Bal-A-Vis-X, MNRI, Brain Gym exercises, Dooble Doodle Play, mindfulness techniques, formative assessment, Montessori methods, etc.).



GRADUAL INTRODUCTION OF A CHILD TO KINDERGARTEN

Entering kindergarten marks a significant milestone for both children and parents. The separation from parents and adjusting to a new environment are substantial changes for the child, underscoring the importance of parents' preparation for this transition. Cooperation enhances the experience.

During the introductory meeting, parents of newly enrolled children receive the "First Time in Kindergarten" brochure, offering comprehensive guidance on navigating this sensitive and pivotal period for the family.

To support children and parents before kindergarten, we have implemented a gradual introduction protocol. Children respond differently to the start of the kindergarten, requiring our careful attention. Together with the teacher, you will discuss your child and agree on the best approach for their introduction. Taking time for this process allows you to feel more at ease and focused on your child's needs. Avoid leaving your child at the kindergarten for the entire day during their first week, as they may feel abandoned, potentially complicating their adjustment. The introduction should proceed gradually as agreed with the teacher and any initial challenges will soon diminish. As children become accustomed to their new environment, life in the kindergarten will become enjoyable. We, the kindergarten staff, are committed to ensuring they feel accepted and safe, which is crucial for their successful learning.

At our kindergarten, we have seen positive outcomes from gradual introduction of the children. Initially, parents spend time with their child in the kindergarten, engaging in activities together before increasing their child's independent classroom time. This approach helps children develop a sense of security and trust in their new environment alongside their parents.

We recommend:

- ▶ Parents should be resolved to enroll their child in kindergarten with clear goals, which helps ease moments of temporary separation;
- ▶ Parents should meet with the teacher a few days before enrollment for an introductory discussion about their child, including strengths, special characteristics, any health concerns, and about the introduction process;
- ▶ Parents should allow sufficient time for the child's gradual introduction in to the kindergarten;

Children are born with the potential for development, and through life they acquire essential experiences in their environment, shaping their abilities.

»A difficult child does NOT EXIST!!!
What is challenging is being a child
in a world where people are tired,
impatient, and overwhelmed...«



ENROLLMENT AND WITHDRAWAL FROM THE KINDERGARTEN

We admit children on the basis of the Rules for the admission of children to kindergartens. The kindergarten accepts preschool children from one year old until they start school.

In exceptional cases, the kindergarten also accepts younger children at the end of parental leave, but not younger than 11 months.

Children are admitted to the kindergarten on the basis of applications and vacancies throughout the year.

Parents enroll their children in the kindergarten by submitting an application on the form determined by the kindergarten.

Parents can obtain the application for registering a child from the kindergarten administration and on the kindergarten website (<https://vrtec-vrhnika.si/>)

The application for enrollment of a child in the kindergarten is submitted by the child's parents or legal guardians (hereinafter: parents):

- In person at the main office of the kindergarten, by mail or
- scanned by e-mail to info@vrtec-vrhnika.si.

The kindergarten informs the parents in writing about the date of the child's admission to the kindergarten and about other conditions for admission to the kindergarten, such as the conclusion of a mutual agreement, the submission of a decision on orientation for children with special needs and other conditions.

If parents wish to withdraw their child from kindergarten, they fill out a statement on the form published on the kindergarten website www.vrtec-vrhnika.si or obtain it from the kindergarten administration office. The withdrawal deadline is 15 days before the actual withdrawal.



NUTRITION IN KINDERGARTEN

Health care is at the forefront of diet planning in our kindergarten. Children's health is affected by many factors, of which nutrition is one of the most important. Since most children spend two-thirds of their active time in kindergarten, a nutrition program is created and implemented for each age group according to professional guidelines.

While in kindergarten, the child receives about 70% of nutritional energy and biological values.

Eating habits acquired during the preschool period are usually maintained throughout life. It should be noted that food is not only a basic necessity of life, but also a foundation for future health and an investment in the future. A healthy, safe and balanced diet for children is one of the most important protective factors for health, growth and development. When planning the menu, we are guided by the Guidelines for the Preparation of Menus, which set the minimum standards and norms for the implementation of the nutrition program in kindergartens.

The menus are varied, and we offer the children fresh seasonal fruit at least twice a day, making sure that the menu contains enough vegetables, milk and dairy products, and legumes, and that the meat is as low in fat as possible. The food in the nursery is not fried in oil, fish and fritters are baked in a steam convection oven. We point out that the use of sugar and sweets is moderate in order to prepare a meatless diet at least once a week.

The menus are available for parents to view on all bulletin boards and on our website so that parents can monitor their child's diet on a daily basis. In the kitchens we carry out constant internal controls according to the HACCP system to ensure the quality and safety of the food.



Children with a medical indication receive a diet based on a medical certificate from a pediatrician or specialist. The diet meals are carefully planned and derived from the daily menu depending on the type of allergy. Parents are required to inform the Kindergarten of any change in their child's diet. In the event that the diet is discontinued, this must be communicated in writing.

The health and safety of the children is one of our main responsibilities, so we want to maintain the highest level of health and well-being. To ensure this, we regularly monitor the children's health and carefully implement preventive measures to prevent and control the spread of infectious diseases.

At the same time, we control the hygienic and technical conditions of the facilities, premises and equipment. The basics of precaution for one's health and safety are incorporated into various activities in the kindergarten, so that we introduce the children to a healthy lifestyle in a way that is appropriate for them. In our efforts to promote children's health, we collaborate with the National Institute of Public Health and the Preventive Dental Service. In order to achieve this goal, it is necessary to work with parents, and it is also important to regularly inform the kindergarten teachers, especially if your child is absent due to an infectious disease.

According to the Kindergarten Law, a kindergarten is an educational institution and not a medical institution, so the kindergarten should be attended by healthy children and not by sick children. If certain signs of illness occur, the kindergarten teachers must turn the child away upon arrival at kindergarten; however, if the signs of illness occur while the child is at kindergarten, the parents will be informed immediately. The administration of medication in the Kindergarten is not permitted. In exceptional cases, in the case of life-threatening illnesses, appropriate therapy may be administered after a doctor's certificate, written instruc-



tions, and written consent from the parents. We keep records of the therapies performed.

The food is prepared in the central kitchen in the Žabica unit and from there it is transported in stainless steel transport containers to the Želvetica, Komarček and Rosika units. There it is transferred into serving containers in the distribution kitchens and distributed to the children in the playrooms.

The head of nutrition and health&sanitary regime is **Ms. Sara Goršek Bobek, B. Sc. in Nutritional Technology.**

KINDERGARTEN FUND

Kindergarten Vrhnika has a kindergarten fund from which activities are financed that are not an integral part of the educational programme or are not funded from public resources. The fund obtains its resources from: voluntary parental contributions, donations, bequests, gifts, contributions from legal entities and individuals, donations from various foundations and institutions, and other sources.

Contributions, donations, and grants are voluntary.

The fund's transaction account is:

SI56 0134 0603 0643 076, reference number 00 299900.



KINDERGARTEN FINANCING

Funding for kindergarten is governed by the Kindergarten Act. The pre-school education program is financed by public funds, funds from the founder (municipality), payments from parents, donations and other sources.

PAYMENTS BY PARENTS

APPLICATION FOR A REDUCED KINDERGARTEN FEE

To claim this right, parents must submit to the Center for Social Work (hereinafter CSD) the form: Application for exercising rights from public funds, which is available on the eUPARVA website:
<https://e-uprava.gov.si/podrocja/vloge/vloga.html?id=1468>.

Parents submit applications on the provided form to the appropriate CSD - in person, by mail, or electronically, in the month prior to enrollment.

Applications for claiming benefits from public funds (reduced daycare fees) are processed by the Social Welfare Center according to the Law on Claiming Benefits from Public Funds.

Reduced daycare fees are granted to parents from the first day of the following month after submitting the application.

The amount of the kindergarten fee is based on the average monthly income per person. The scale, which is based on the classification of income for the payment of parents, is established in the Law on the Exercise of Rights from Public Funds and is published on the website GOV.SI under the heading Reduced Kindergarten Fees:
(<https://www.gov.si/teme/znizano-placilo-vrtca>).

PRICE OF THE PROGRAMS

The price for the program in the kindergarten shall be determined by a resolution of the Municipal Council on the proposal of the kindergarten.

The resolution on setting the valid price for the programs is available for the parents on the website of the kindergarten: www.vrtec-vrhnika.si.

For parents who are not entitled to a reduced kindergarten fee, the kindergarten issues a bill in the amount of the highest income class according to the scale (i.e. 77% of the program price). Parents' fee is determined in accordance with the Act on the Exercise of the Right from Public Funds.

Parents who have two children in kindergarten at the same time are exempt from paying for the younger child. Parents are also exempt from paying kindergarten fees for the third and each additional child from the same family, regardless of whether he or she is enrolled in kindergarten at the same time as his or her sibling. The payment of parents for a kindergarten in the amount of a reduced payment to kindergartens is provided for in the state budget (Kindergarten Law, 2021).



Children are our only joy;
The true one that does not fade.
They grow quickly day by day.
They grow up and quickly go away.
The parent's goal is then achieved,
And children can continue to share
LOVE.

(Leon Rožman)



PRESENTATION OF UNITS

Each unit of the kindergarten has a name associated with life and living in a marshland.

In the units, the professionals prepare various activities and materials for the children to play, explore and learn. Thus, in addition to special toys and educational materials, the children have at their disposal various "scraps" of wood, styrofoam, newspaper, autumn fruits, PVC corks, bottles, cardboard boxes and other useful waste materials.

Throughout the year, children from individual departments meet for joint activities, which are carefully planned by the professionals. Such gatherings take place during Children's Week, in anticipation of the New Year, at Carnival, at the Spring Festival and on FIT mornings. The children move from playroom to playroom and broaden their horizons when they meet other children.

We emphasize outdoor living (forest playgrounds) and movement. In all units, we have outdoor playgrounds with sandboxes and various playground equipment that provide opportunities and incentives for the children to test and develop their motor skills.

There are also asphalt and grassy areas that provide opportunities for the children to ride tricycles and engage in other physical activities. We often go for walks in the surroundings: across the bridge to Verd, to Močilnik or Sveta Trojica and to Bevke to the natural corners of the forest and bogs. We are involved in projects: Erasmus+, FIT project, Sustainable mobility, Intercultural - practices of successful integration of migrant children in kindergarten, Pasavček, Neon, Tourism and kindergarten, Symbiosis of movement and other projects that enrich our program.

For each child, the professional staff in the department keeps a portfolio, which means that they monitor and record their developmental progress. The work program for all children is carefully planned by the professionals, taking into account the specifics of each age group and each child in the groups. The curriculum we use in the daily program provides the children with a variety of activities in the areas of nature, society, language, mathematics, art and movement.

Throughout the year, joint team activities are planned and implemented with the participation of all staff and children: Fall Festival, New Year's Festival, Spring Festival, Carnival, open day, workshops for children and parents.

ŽELVICA unit

Tržaška cesta 2 a, 1360 Vrhnika



The Želvica unit is located in the center of Vrhnika on the river Ljubljanica. Even the shape of the building in the form of a butterfly testifies to the connection between the kindergarten and nature. Only a short walk separates us from the marshes of Ljubljana, Močilnik, Retovje, Trojica and other natural attractions of Vrhnika. The great added value of the unit is a natural corner with a pond, a sensory path, a rock garden and flower beds, which allows even the youngest to have daily contact with nature.

The children love exploring nature, participating in gardening, growing vegetables, observing animals and watching nature change through the seasons; they especially enjoy taking care of chickens, something we are particularly proud of. In this way, the children develop a respectful attitude towards nature and learn to care for the world in which they live.



The unit is colourful both on the outside and inside. It houses eight groups: two first age-group classes, five second age-group classes, and one class with an adapted programme. The early intervention educator also has her own workspace in the unit. The kindergarten administration is located here as well. The central space of the facility is a themed foyer, which also serves as a place for meetings and cultural events, and is equipped to allow a variety of physical activities. Children's singing and the sounds of instruments echo through the hallways, the walls are decorated with drawings and other children's artwork, and the playrooms, library, and closets are richly stocked with various materials and toys. The connection between the indoor and outdoor areas is a covered terrace, which provides additional space for play. Playgrounds with interesting toys and other outdoor areas provide children with many exercise challenges throughout the year. On hot summer days, the trees provide shade and for the older children to develop their climbing skills.



At the unit, we strive to make everyone we meet feel at home, accepted, we promote respect for each other, trust in each other, cooperation and enrichment through diversity.

KOMARČEK unit

Poštna ulica 1, 1360 Vrhnika

The Komarček Unit is located in the centre of Vrhnika, close to the bank and post office, and has a rich history in the field of preschool education. Children's lively voices returned to the renovated cultural heritage building in 2012, when the kindergarten was given a new image.

The name Komarček (Little Mosquito) was inspired by the small insect—the mosquito—which is very common in the nearby Ljubljana Marshes. The playrooms are named after spices and herbs, whose scents welcome you already at the kindergarten entrance.

There are six groups in the unit:

- Ground floor: Basil Room and Mint Room (first age group) and Rosemary Room (adapted programme).



- First floor: Lavender Room, Oregano Room, and Tarragon Room (second age group).

On the second floor there is a well-equipped sports gym, set apart from the other rooms. It hosts a variety of physical activities, and its size also allows for different forms of gatherings: puppet and theatre performances, carnival and New Year celebrations, visits from external collaborators, parent lectures, cultural holiday events, etc.

Our newest addition is a smaller room for individual work, used by the early intervention educator and occasionally by external specialists.



The central location offers an excellent starting point for nature trips, as Retovje, Močilnik, the Marshes, Mirke, and Sveta Trojica are all nearby. The Vrhnika Sports Park is also close, where we frequently carry out physical activities, adding variety to kindergarten life.

We are a small unit with many opportunities for close connections among children and professional staff.

ŽABICA unit

Stara Vrhnika 1a , 1360 Vrhnika



Žabica is one of the younger units of Vrtec Vrhnika. It houses six second age-group classes and four first age-group classes. The early intervention educator also has her workspace here. Near the first age-group playrooms there is a small fairy-tale sensory corner. The unit also includes a kitchen and laundry that serve all Vrtec Vrhnika units.

The kindergarten extends over two floors with separate entrances connected by stairs. First age-group playrooms have terrace access, allowing outdoor activities in all weather conditions. For older children, there is a playground with swings, climbing structures, and a sandbox. A special feature is the small valley area with a dynamic natural environment, enabling children to develop natural movement skills, imaginative play, social interaction, and year-round nature exploration. The unit boasts a very large, systematically equipped gymnasium that offers



numerous physical challenges and promotes motor development, coordination, and a love of movement. A distinctive feature of Žabica is the annual Frog Olympics, involving all second age-group classes. It takes place in nature or on the kindergarten playground. Through fun movement tasks—jumping, climbing, running, and cooperating—children strengthen skills and joy in play.

The rich natural surroundings (Trojica, the playground in the valley, school path, school playground, and park) provide endless opportunities for outdoor learning, creativity, imagination, skill development, and exploration. Raised garden beds and a compost area add special value. Children actively participate in gardening, learn about plant growth, and gain first experiences with sustainable food production and environmental responsibility.

Indoor spaces are warm and welcoming, decorated with children's artwork that reflects their creativity and experiences. Together, we create a stimulating learning environment where children feel accepted, safe, and proud.



BARJANČEK unit

Stara Vrhnika 1a , 1360 Vrhnika



The Barjanček Unit is located in Stara Vrhnika, in the premises of a former barracks building, and is divided into two entrances:

- Entrance A: five first age-group classes
- Entrance B: five second age-group classes, along with the counselling service offices

Children have access to many well-equipped spaces enabling diverse activities and quality development: a large gym, library, music room, and several resource rooms with varied materials.

Outdoors, children play and explore daily across multiple playgrounds:

- A sand playground surrounded by tall spruce and deciduous trees provides shade in summer and opportunities for autumn exploration and leaf play.



- An asphalt playground is used for movement polygons, natural movement activities, and the Mali sonček sports programme; in summer it becomes a water-play area.
- A cycling area offers bicycles, scooters, and balance bikes.

We often visit the nearby playground in the valley, where children develop motor skills on natural terrain. In winter, the slope becomes a place for shovelling snow, sledding, and winter play. The pleasant natural setting supports daily walks, exploration, and outdoor learning. We maintain raised garden beds where we grow vegetables and herbs with the children—observing growth, harvesting, and tasting produce while learning about sustainability.

A special feature is our large wood-fired oven, where we occasionally bake young potatoes, vegetables, or bread—always a festive day for children.

Barjanček is lively not only because of children—local animals visit us too, including our favourite squirrel, Čopka, to whom children love bringing hazelnuts and walnuts. These encounters enrich daily life and nurture coexistence with nature.

We create a warm, exploratory, and stimulating environment where children grow, play, learn, and experience something new every day.



ROSIKA unit

Bevke 17, 1358 Log pri Brezovici



The Rosika Unit in Bevke is the smallest unit of Vrtec Vrhnika—a small, warm, and closely connected kindergarten setting with three mixed-age groups. Because of our size and location, we are especially well connected, and the environment allows children to bond both with nature and the local community, which gladly supports us. This sense of togetherness also helps children transition smoothly between age groups.

We enjoy spending time together, so several times a year we organise joint guided activities and gatherings that enrich our year and build strong bonds among children, educators, and parents. Movement is part of our daily routine—outdoors and in planned indoor activities—through which children naturally acquire new knowledge and skills. Movement games are not only fun; they foster learning, cooperation, and lifelong social skills.





Rosika is located in an annex of the Bevke Volunteer Fire Brigade building, giving the kindergarten a special character. Cooperation with local firefighters is meaningful and warm. Each year during Fire Safety Month, they open their doors so children can learn about their work and try real firefighting equipment—unforgettable experiences that broaden horizons and strengthen a sense of safety.

Nearby lies the magical “Gnome Forest – Mali plac,” home to forest gnomes and countless exploration opportunities. Older children especially enjoy visiting—exploring paths, playing with natural materials, listening to nature, and developing imagination and environmental respect.

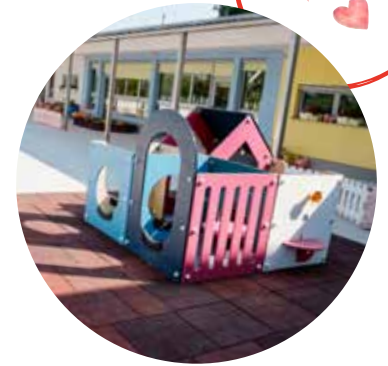
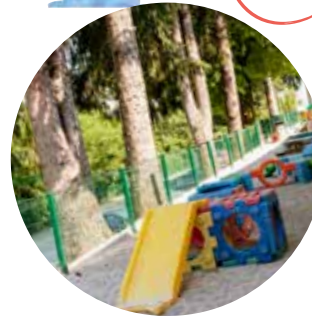
Our Bevke unit is a place of warmth, cooperation, and curiosity—a place where children grow, develop, and become happy, joyful, and inquisitive individuals.



»Before a child speaks, they sing.
Before they begin to write, they draw.
As soon as they stand, they dance.
Art is the foundation of human expression.«

(Phylicia Rashad)







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»Smile and bravely step
into the new day.
The sun is within all of us –
we just need to shine.«



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