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“Tällainen infopaketti on todella hyvä ajatus!”

A Guidance Booklet for Parents of Children in Illempiha Day Care

Paulasaari, Liina Kaisla

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”Tällainen infopaketti on todella hyvä ajatus!” - A Guidance Booklet for Parents of Children in Illempiha Day Care

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The purpose of this study was to create a guidance booklet for new clients of the Illempiha day care center. Since the guide has been written in the English language, its target group is clients who speak English or who understand English. The working life partner for this thesis was the Illempiha day care center and the supervisor was the day care center's director Sari Eskola.

The theory for this thesis was based around the subject of cooperation between parents or guardian of a child in day care and the day care center personnel as this is what the booklet aimed to support and develop. The nature of this study was in the form of a project; this thesis is a two-part thesis: one part is the written report and the other is the project, which is the guidance booklet for parents. Data was collected through an interview with the director of the day care to deduce the need for such a booklet and information for the booklet itself was collected from clients of the Illempiha day care center in the form of a questionnaire as well as some face-to-face conversations in 2017 and 2018.

The final booklet is a package containing seven informational pages and is thirteen pages in total length from cover to cover. It contains a brief introduction to the Illempiha day care center, its floor plan, schedules of the groups in the Illempiha building, a list of essentials such as clothes and other items to bring to day care, a visual representation of what to dress the child in according to different temperatures, and finally useful links readable both, in English and in Finnish.

The guidance booklet was asked to be created by the personnel of the Illempiha day care center, as the personnel had come to the conclusion that this type of information package is needed at the day care center. According to the feedback, both, from fellow students at Laurea University of Applied Sciences as well as the clients of the Illempiha day care center, the booklet was a good idea, and an important tool which contains only necessary information. The booklet will be distributed to new families after the summer of 2018 and will be available online as well. Due to the positive reaction and feedback on the idea itself as well as the contents of the booklet, I am sure that it will be useful and hope that it will be used and developed further for years to come.

Keywords: cooperation, guidance booklet, early childhood education, day care

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1 Introduction

My thesis is a project-based functional thesis, meaning that it includes both, this written report as well as a separate booklet I created as a project. The booklet I created is simply called “Guidance Booklet for Parents of Children in Illempiha Day Care,” which explains the nature of the booklet, as it is exactly a guidance booklet and the target group is the Illempiha day care center’s clients who speak English, or who understand English better than Finnish. The idea for this booklet came originally from Maria Rantanen, who is a kindergarten teacher at the Illempiha day care, but the content of the booklet came from the clients of the Illempiha day care center themselves.

As briefly touched on, the target group of the guidance booklet are the clients of the Illempiha day care center. In specific, the booklet is for clients who are of other background than Finnish, for an example, clients with an immigrant background, or clients who simply do not understand Finnish. Although the target group for the booklet consists of multicultural families, anyone who is interested in or is already a client of the Illempiha day care center will find the information booklet useful. This is because it is made with easily understandable English language, and there is only as much text as needed, meaning that anything that is written in the booklet is important. Other than text, the booklet consists of images, which makes the information in the booklet understandable for those who do not understand English. The booklet consists of a brief introduction to the day care center itself, which explains the different groups and supplies the reader with their contacts as well as the director’s contacts, the floor plan of the day care center, the schedules for the groups in the Illempiha building, a list of essentials for day care, and some useful links.

The purpose of the booklet is to overall support cooperation between parents or guardians whose children are in the Illempiha day care center. Cooperation between the clients of a day care center and the day care center’s personnel is essential for the health and well-being of the child in care as well as the comfort of everyone involved, most importantly, the child. As the guidance booklet for parents of children in Illempiha day care is in English, it creates inclusiveness and allows for clients, who are of other backgrounds than Finnish to become a part of the day care life as much as Finnish clients are to this day.

My written report is made up of an introduction to the Illempiha day care center through general information as well as an explanation of the day care center’s early childhood education plan, theory on day care, including an explanation on the purpose of day care, theory on cooperation with parents or guardians, an explanation of the project, which is the guidance booklet, as well as discussion and conclusions. The reason for the chosen theory in the written report is the same as the reason for the need of the guidance booklet itself: supporting cooperation between

parents, or guardians, of a child in care, and the personnel of that day care is incredibly important. Day care in Finnish is “päiväkoti” which, in direct translation, means day home, and is what day care should be; children in care often spend most of their day in the day care center, which means that the day care center personnel have responsibility of bringing up the child, whilst parents have primary responsibility of bringing up the child. Cooperation in bringing up the child should therefore be the leading value and goal of a day care center.

2 Background and Purpose of the Guidance Booklet

2.1 Functional Project-Based Thesis

A functional project-based thesis is a type of thesis, which is made up of a project, that creates a product, along with a written report, that is based on the project, instead of being a theoretical study in nature. This, in other words means that a project is designed, created, executed, and analyzed all as a part of a complete thesis. Indeed, a functional thesis is always made up of both, a product as well as a report (Airaksinen 2009). Airaksinen (2009) also states that a functional thesis seeks in a professional field to: create instructions or guidance on operations, organize operations, and making sense on the operations. A product can therefore be a physical product such as a guidance booklet, a pamphlet, a website addition, and so forth, or a result of organized events, such as creative methods and so on, or even a mixture of both.

The website of Metropolia University of Applied Sciences (2012) states that that the written report section of the overall functional thesis focuses on the description and reflection of the practice chosen. According to the Metropolia University of Applied Sciences page (2012), it is essential that the written report itself holds the analysis of the decisions made in order to create the product. Theory in a functional thesis is more limited than that of a theoretical study, as the theory should go hand-in-hand with the product itself; theory is present to create depth within the understanding of the context around the product.

2.1.1 Project Management

The Project Management Institute of the United States (2018) describes a project to be a temporary and unique enterprise. The institute explains that a project is “temporary in that it has a defined beginning and end in time, and therefore [has a] defined scope and resources” and is unique in that “it is not a routine operation, but a specific set of operations designed to accomplish a singular goal” (PMI 2018). In other words, according to the PMI, a project is an

enterprise that takes place over some period of time and is made up of actions, which are thought up of to achieve an objective.

Project management, then, is the act of administering a project. The Project Management Institute of the United States explains in more detail, that project management “is the application of knowledge, skills, tools and techniques to project activities to meet the project requirements” (PMI 2018). Project management naturally follows the nature of the project itself - if the project is simple in nature, project management is simple, and so forth. There are multitudes of sources that have been created to guide through project management and for the reader to master project management, since it is indeed a complex task if the project itself is complex. Regardless of the simplicity or complexity of the project, the Project Management Institute (2018) identifies the process of project management in five groups: “initiating, planning, executing, monitoring and controlling, [and] closing.” The Project Management Institute (2018) also defines that there are ten areas of project management knowledge, which are: “integration, scope, time, cost, quality, procurement, human resources, communication, risk management [and] stakeholder management.” The Project Management Institute therefore implies that these are the most essential areas of knowledge in order for one to be a good project manager.

The Department for Business, Enterprise and Regulatory Reform of the United Kingdom (2007) have created their own guidelines for managing projects. These guidelines include six chapters in which include a chapter where the purpose of the guidelines are explored and a chapter for each of the steps in the BERR Project Lifecycle: starting up a new project, initiating the project, running the project, closing the project, and realizing the benefits of the project are all provided. According to these guidelines, the definition of a successful project is one, which

deliver[s] the outcomes and benefits required by the organization, its delivery partners and other stakeholder organizations, create[s] and implement[s] deliverables that meet agreed requirements, meet[s] time targets, stay[s] within financial budgets, involve[s] all the right people, make[s] best use of resources in the organization and elsewhere, take[s] account of changes in the way the organization operates, manage[s] any risks that could jeopardise success, [and] take[s] into account the needs of staff and other stakeholders who will be impacted by the changes brought out by the project (Department for Business, Enterprise and Regulatory Reform 2007,3)

In the second chapter of the guidelines, during the first step of the BERR Project Lifecycle, objectives should be set. The setting of objectives “enables interested parties/stakeholders to agree at the start of a piece of work: what they are trying to achieve, what must be done for the work to be complete, how they will know that the work has been successful” and the timetable of the project (Department for Business, Enterprise and Regulatory Reform 2007, 13). The guidelines also share indicators to useful objectives, which are that the objectives “must be: specific to the project, and within the project [...], measurable [...], achievable [...], relevant

[...], [and] time bound (and, perhaps Trackable)” (Department for Business, Enterprise and Regulatory Reform 2007, 15). In addition to setting objectives, a project plan is also required in order for a project to be successful. Project planning and the attainment of objectives go hand-in-hand, since “without careful planning, it is likely that your project will fail to achieve its objectives” (Department for Business, Enterprise and Regulatory Reform 2007, 28).

The Guidelines for Managing Projects by the Department for Business, Enterprise and Regulatory Reform of the United Kingdom (2007) also have provided the reader with a project closure checklist. In other words, before a project is defined as complete, according to the Department for Business, Enterprise and Regulatory Reform, eleven close-ended questions should be answered (Department for Business, Enterprise and Regulatory Reform 2007, 45), which can be found in the chapter prior to the final chapter; if the answer to any of the questions is negative, the project should be re-evaluated and completed in a way in which the answers turn positive.

2.1.2 Discussion on the Field

In order to graduate from Laurea University of Applied Sciences with a degree in social services, it is expected, if the pupil does not have prior experience, all mandatory courses must be completed. Therefore, one can argue that the mandatory courses give a basic understanding of what social services encompasses.

Taking the above into consideration, social services consists of, but is not limited to: laws, customer work, dialogue, and the prevention of social exclusion. My thesis, therefore, is related to social work as it is sensitive to laws concerning early childhood education, day care as a whole, children, families, and social services as a whole. Also, my thesis is heavily dependent on dialogue between clients and professionals, meaning that it is based on customer work. Finally, my thesis works on preventing social exclusion in two main ways: firstly, since it will be available in English, and possibly later it will be translated into Finnish, and also due to the product itself, as the target group is new clients of the day care.

Focusing on the day care sector of the field, there are two key traits of a day care that I find are most important, which have been derived from my study and practical placement experiences. These traits are availability and transparency. A day care facility is one, where children spend time in without their parents or guardians, meaning that responsibility and cooperation, trust, and communication, which are all a part of transparency and availability are crucial. These traits are also key regardless of the time the child or children spend at day care, which is either part time care or full time care (Vantaa n.d.).

Availability and transparency are demonstrated through my thesis, since the whole process of it is through openness and communication. It also aids cooperation, as it is a booklet that is a service of the day care that physically shows the basics and the necessities for new clients and supports dialogue, as it is a tool of communication from the perspective of the day care and its personnel. Finally, all of these traits develop and promote trust between the client and the personnel, group, and the day care as a whole.

2.2 Premise

During my second practice of Placement for Professional Working Methods (for day care teacher's competence), I was working at the Illenpiha day care center as a teacher's partner. My teacher partner was also my supervisor and provided me with the task of creating an information booklet for new clients of the day care, since the day care did not have anything like it and she felt that there was a need for a booklet of such nature. Along with my supervisor, the resource special needs kindergarten teacher also agreed and encouraged me to make this.

My project therefore began by my supervisor's request to create a booklet of some sort, which held information for future clients of the day care. Later, parents were asked to deduce the need for the booklet, both through a questionnaire as well as through face-to-face conversation, and the need was realized. After this, the director of the day care was contacted to discuss and develop the idea, whom also stated that this idea for the project is necessary, especially in English as information is rarely translated to clients who speak and understand English better than Finnish.

As an employee of the kindergarten, my accessibility to the information I need for this booklet, including interviews, questionnaires, and numbers in general, is assured and generally more reachable. In addition, I work with the group with under three-year-olds, meaning that my direct clients are of most value to this thesis, as this group generally consists of new clients of a day care. Also, for this report, I have a lot of sources within the day care, including the kindergarten teacher mentioned above as well as the resource special needs kindergarten teacher, but also the director of the day care, Sari Eskola, who is the supervisor of this thesis.

As it can be speculated, this niche is one that I am interested in and plan to continue to work in. Noticeably, being a kindergarten teacher requires close contact with the children and their families, my thesis project was thought up of with the sole purpose of aiding the cooperation. In addition, my second practice supervisor, the resource special needs kindergarten teacher, and I designed the project to be something that would be used in the future; we planned for the booklet to be both, printed and available online.

What was especially highlighted in the making of this project was the concept of accessibility. At the primary level, this booklet was planned to be accessible for the people who are already the clients of the Illempiha day care center. However, accessibility would be further implemented if possible future clients could also be provided with this booklet, meaning that the booklet would have to be available in a common page, for an example on the Illempiha day care center's official page on Vantaa's early childhood education website.

The feedback on this thesis project idea increased my motivation and confirmed the idea that there is a need for this booklet; a fellow student, who is also a mother, stated that her life and the adaption process would have been much easier, had there been such a booklet available for her when her child started at day care. Indeed, there are cases where new clients of a day care do not have any way of knowing everything they are expected to know before their child begins day care.

2.3 Starting Point and Process of the Project

As a beginning for research, there have not been any similar booklets created for any of the day cares in the Aviapolis area, which are available online. In addition to this, the day cares that run in the Kartanonkoski area do not have anything of the kind at all. Instead, several different variations of the 'Welcome to day care' pamphlet have been created, however, my thesis differs from that in its context and purpose. In addition to this, there are no booklets created in the area, which are provided in the English language.

As the Illempiha day care center is the day care to which my thesis has been designed for, it only makes sense to analyze its situation. Firstly, the Illempiha day care center has constantly new clients. This further proves the need for my thesis. The Illempiha day care center has welcomed seventy-nine new families from 2016 to 2017. From these, twenty-five are not Finnish speakers, meaning that just a small fraction more than one fourth speaks another language than Finnish (Eskola 2017. Personal communication). This means that if all of these new clients are ones who do not understand Finnish, they are unable to receive important information concerning the health and comfort of their child in care. Although there are translators available for the more important sessions, for an example during the individual early childhood education plan conversation, the basics of day care life fail to be informed about to such families.

As it can be predicted, most of the new clients are parents whose children begin at the youngest group, Patruunat. This is also where the most diversity has been seen during the last few years. Currently, half of the children in care have a parent, or both parents, who are of immigrant background. All of the parents whose children are in care in the youngest group understand

English well and some of the immigrant parents understand little or no Finnish (Eskola 2017. Personal communication).

All the other groups in the Illempiha day care center also welcome children of any background throughout the year, as places become available. Most new clients are of Finnish background but the increase of children in care at this specific day care center, whose parents are of other background than Finnish is noticeable. Overall, it can be stated that a need for an information booklet is needed in the current situation at the Illempiha day care center and the amount of children with parents from other backgrounds is only expected to increase, when looking at the future.

2.4 Purpose and Aims of the Guidance Booklet and Personal Goals

Overall, there are two main purposes for this thesis. Firstly, during my second practice, I had been made aware that new clients, and especially ones of another background than Finland, do not know what they need to bring to day care for their child. They also, most of the time, do not know what the purpose of the things we do in day care are. My thesis aims to eliminate this problem by being an easily accessible answer to these problems.

The second main purpose of my thesis is to create a physical package that will be used at the Illempiha Day Care center. The reason as to why my supervisor requested me to do something like this was simply, because the day care does not have anything like this. From my visits to other day cares around Vantaa, I have come to notice that almost each day care has some form of an information package that new clients can inspect to have some knowledge. What makes my package different, however, would be the simplicity and the compactness, since I would only include what is necessary.

My package aims to create the feeling of availability and transparency as well as trust, communication, and cooperation, as explained above. This further means that my thesis allows for the act of the day care supporting the families in regards of bringing up their child or children. The booklet can therefore be used, not only during the most necessary time, which is when the family becomes a client of a day care, but also throughout the whole time that the family is a client of the day care.

The booklet should be used by each day care group within the Illempiha day care center in order to supply the client with all the necessary information they need. Regardless of whether the clients have a child under the age of one or over the age of six, the information is still applicable and relevant. Although there are some parts aimed just for certain age groups, the package is simple to understand.

Also, bringing all the information into one package ensures the coherency of information from each group, allowing for the whole day care to provide clients with the same information. This means that confusion and repetition is kept minimal and the necessities and information is kept the same as the children move from group to group, if they continue in the Illempiha day care center.

As for personal goals, I am aiming to become a better kindergarten teacher through the attainment of knowledge and being able to provide real clients with a service, which is the information booklet. I am also aiming to create a simple and aesthetically pleasing booklet, which I would be able to be proud of as my own work and be able to use the booklet as a certificate for future job positions.

3 Illempiha Day Care Center

The Illempiha day care center is a public day care situated in Kartanonkoski and is for children from the ages of eight months to six years old. The day care is made up of two separate buildings, which share a common play ground and are directed by Sari Eskola.

The annex is known as 'Ilpo', which stands for Illempolku, and holds the different preschool groups. The separate building is the day care unit's pilot project, which was designed to achieve the goal of implementing the learning modules presented in the preschool curriculum (Rantanen 2017. Personal communication). The building consists of three different groups made up of about 20 children, one of which serves as the area's part time preschool group, and they all share the building spaces, following their precisely conducted daily plans.

The other building within the same unit, known as Illempiha, is made up of four groups; one group consists of children under the age of three, two consist of children from three- to five years old, and one group is a part-day care group for children of all ages. Overall, throughout the year, each of these groups receive first-time clients, who require proper guidance and in-depth explanations of everything regarding day care life (Eskola 2017. Personal communication).

Although the Illempiha day care center is a Finnish-speaking day care, its clients are of a variety of backgrounds. This means that Finnish is not the mother tongue of a significant amount of clients. Out of these clients, some prefer, or simply understand, English better, in both, oral and written information.

3.1 Illempiha Day Care Center's Early Childhood Education Plan

Illempiha day care center's early childhood education plan focuses mostly on the general aspects of the day care and its ideology. Everything that is presented in the plan is written from the view point of the day care. The plan itself has been made public in 2014, but it still holds relevant information and habits that are still practiced today. The plan used to be available through the day care's homepage on Vantaa's site, but is not anymore. It is, however, easily accessible through search engines.

On a general level, the most important concern of the Illempiha day care center is the well-being of a child. Of course, there are many aspects to this abstract idea of 'well-being', including the physical atmosphere, emotional atmosphere, activities, pedagogy, and so forth. The early childhood education plan, however, places a great focus well-being stemming from family relations with the day care, meaning cooperation with parents, as well as the atmosphere of the day care, the relationships between the group professionals, and general respect and appreciation (The Education Committee 2014).

In addition to the above, the Illempiha day care center also takes pride in providing a service that aims to take care of all of the basic needs and develop interpersonal relationships to be as stable and lasting as possible. According to the plan, these are also considered to be defining factors to good a bringing up, development, and learning (The Education Committee 2014, 2).

The early childhood education plan of the Illempiha unit also highlights cooperation, especially good cooperation with parents or guardians multiple times and interlinks almost every general point of the plan with the act of this cooperation. Indeed, bringing up a child is not just the work of one person, but instead, is cooperation between the parents, group professionals, workplace, and cooperation partners (The Education Committee 2014, 3). According to the Illempiha day care center's early childhood education plan, good cooperation, then, is formed and maintained through confidential conversations (The Education Committee 2014, 4) and welfare work is cooperating with parents and cooperation partners (The Education Committee 2014, 17).

3.1.1 Values

Since the Illempiha day care center is a public day care in Vantaa, it follows the values of the city of Vantaa. The values of: being innovative, sustainable development, and sense of com-

munity are truly demonstrated in detail in the Illempiha day care center's early childhood education plan (The Education Committee 2014). The concretization of the values is seen within the daily life at the day care, whilst working together with children, parents, and families.

At the Illempiha day care center, their sense of community is demonstrated daily, especially through their belief that everyone should be taken the way they are. This belief is put into practice through having no tolerance for any sort of bullying or exclusion and giving clients freedom of speech and encouraging it, especially when giving feedback (Rantanen 2017. Personal communication).

Sustainable development is divided into three parts in the unit's early childhood education plan: ecological sustainable development, social sustainable development, and economical sustainable development (The Education Committee 2014). Ecological and economical sustainability can be seen through limitations in printing, good quality toys, and shared material. Social sustainable development, at the Illempiha day care center, means different cultures being present and accepted, and further, being adapted into the curriculum of the different groups in a pedagogical manner (Rantanen 2017. Personal communication). This allows for bringing up children to embody the values of the Illempiha day care center and Vantaa. Social sustainable development is also evident in the rest of the pedagogical upbringing of the children; forming small groups, where a certain amount of children receive quality time together, assisted by a day care nurse or teacher certainly strengthens interaction between the adults and children in day care.

Lastly, innovative aspects of the Illempiha day care center include the freedom the clients are given to impact the curriculum (Rantanen 2017. Personal communication). Parents are often asked to give feedback, and several platforms are available for them to do so. Also, children's opinions are valued highly and always taken into consideration when designing pedagogical material for early childhood education. Also, new ways of displaying and sharing information are constantly being innovated and improved to suit the likings of the modern day care client.

3.1.2 Ethical Principles

Within the ethical principles lie openness and respect (The Education Committee 2014). At the Illempiha day care center, children learn morals, respectful behavior, and responsibility (Rantanen 2017. Personal communication). Children are taught to apologize and settle arguments and misunderstandings vocally since they begin their day care career. The day care staff is always available for safety and help, and the day care, as a physical facility, is designed to act as a safe place for children to be themselves and develop.

3.2 The Passage of Information

There are multiple ways of passing information in the Illempiha day care center, as there are multiple people between whom information is to be passed. Between the staff, most information should be passed, whether it is regarding children in a group, general knowledge, information passed on from service users, information passed on by the director, and so on. Regarding sensitive information, everyone working at the day care has the same rule of confidentiality.

According to the Early Childhood Education Plan of Vantaa, cooperation between the personnel of the day care and interaction between the guardians and the vicinity are all a part of the operational culture of Vantaa's day cares (Ministry of Education 2017, 29). This means, in other words, that the passage of information, from whoever to whomever, is a significant and expected part of the structure of day cares operating in the municipality of Vantaa.

As a part of creating a joint plan of action, every team in the Illempiha day care center has their own plan of action, which is assessed and evaluated at least twice per academic year. From these individual group plans, the director of the day care assembles a plan for the whole day care. In this plan, the passage of information is divided into three sections: passing information in general, the passage of information inside the teams, and the passage of information between the teams (Illempiha day care 2017).

In the plan, it is stated that general communication happens through daily conversation, e-mail, the groups' information wall, in the blog of the own group, and through text message or Whatsapp. Groups also make a monthly plan and letter that is distributed to all parents through different means, such as by printing and handing the information physically to parents, by e-mailing, or by posting to the blog (Illempiha day care 2017, 2).

Communication within the teams happens through team meeting, which are held weekly, as well as through daily conversation. The communication between teams, then, happens through, for example, the personnel in the morning shifts conversing and updating each other, as the day care has one person per each full-time care team completing the morning shift daily. Also, meetings, such as the weekly meeting of the Illempiha day care center, the representative meeting held every other week, where personnel from all three units of which Sari Eskola is the director meet, and the monthly pedagogical meetings are platforms of communication through which the passage of information can happen (Illempiha day care 2017, 2).

Thus far, the Illempiha day care center does not use an information package as a form to pass information to clients. The most popular form of the passage of information is through word of mouth, which has its pros and cons. A physical information package could be an innovational addition to traditional ways of passing information, as it can insure the information is actually

passed and allows for the responsibility of attaining information to shift to the service users. Along with this, the amount of misunderstandings is surely reduced as information package shows and explains everything clearly. As Sari Eskola states, new service users are often anxious and spoken information is rarely remembered, which is why an information booklet can act as a reminder of the information already shared. Also, oftentimes the anxious new service users can not come up with questions during the face-to-face meetings, again, allowing the booklet to act as a reminder, or a service, from where to find answers (Eskola 2017. Personal communication).

3.3 The Need for the Guidance Booklet

I was presented with this opportunity by a kindergarten teacher, who had been working at the Illempiha day care center for many years and experienced that the need for a guidance booklet is dire since there are constantly new clients joining the Illempiha day care center and, for an example, personnel continue to forget to pass on certain information, as it continues to become like common knowledge (Rantanen 2017. Personal communication). Also, since Kartanonkoski is an area known for its family friendliness and youthful population, the situation of the constant need for day care places seems to be stable and increasing instead of decreasing.

Through personal communication with the Illempiha day care center's director (Eskola 2017), it is evident that day care group sizes are increasing and anytime a group has an empty spot for a new client, it is filled quite quickly. Due to the new ways of storing day care information, unfortunately the statistics of new clients in the Illempiha day care center prior to the year 2016 is inaccessible.

Year	New Finnish speaking clients	Of whom are non-Finnish speakers	Total
2016	Thirty-four (34)	Twelve (12)	Forty-six (46)
2017	Twenty (20)	Thirteen (13)	Thirty-three (33)
Total	Fifty-four (54)	Twenty-five (25)	Seventy-nine (79)

Table 1: New clients of Illempiha day care

As it can be seen from table 1, in total in 2016 and 2017, 79 new clients began using the Illempiha day care center as a service. Averaging only these two years from which data was available,

this data results to the conclusion that about 32% of the new clients are non-Finnish speakers, whilst the remaining 68% speak Finnish. Further, this means that 100% of the new clients are assumed to receive spoken information from the day care staff, but nearly one third (1/3) of these clients do not understand the information they are receiving in the first place since information is passed only in Finnish (Eskola 2017. Personal communication).

The need for the guidance booklet can therefore be seen through the analysis of this small amount of data. In order to reduce the gap mentioned above, and to allow for information to reach as many clients as possible, an information package is undoubtedly the easiest tool as it will be available in English and Finnish and can be translated into any language with the help of a translator. This also means that accessibility and openness will be more evident and it will not be the day care staff's responsibility to provide further translations, but instead, to keep using Finnish, as it is the language of the day care.

4 Purpose of Day Care

The purpose of day care can be inspected through multiple perspectives. From the perspective of the children, the Early Childhood Education Plan of Vantaa states that day care should promote the children's comprehensive growth, development, and learning in cooperation with their guardians (Ministry of Education 2017, 10). This quotation in itself demonstrates the importance of the guardians' role in the child's early childhood education as well as the importance of cooperation between the day care personnel and the guardians. In addition, day care's purpose is to allow for parents or guardians to be a part of the labor force or to continue their studies (Ministry of Education 2017).

The purpose of day care is to also prevent exclusion and to further children's parity (Ministry of Education, 2017). This does not only apply to the children, but extends to the guardians as well, as they are a part of the day care clientele; in other words, all clients of the day care should be provided with equal services. To elaborate this further, Vantaa's Early Childhood Education Plan states that early childhood education promotes Finland's society's democratic values of parity, equality, and diversity (Ministry of Education 2017, 17).

The guidance booklet fulfills the purpose of day care, both in the child's perspective as it does from the guardians' perspective. This is because it is a physical booklet that promotes cooperation between day care personnel and parents, which is one of the most important aspects of day care. It also allows for equality and diversity in Finnish day cares, as English-speaking clients are given the same accessibility to information as Finnish-speaking clients.

4.1 Early Childhood Education

Early childhood education is provided by municipalities in Finland. In Vantaa, the day care is provided and taken care of by Vantaa and according to its own guidelines and depending on the needs of the municipality individually. Early childhood education can be provided in different forms, both public and private, for an example, in a day care, as family day care, as clubs, as play activities and so on. In Finland, guardians choose whether or not to place their child in day care, if they are under the age of six (Ministry of Education 2017).

As stipulated in the early childhood education law, every child has the right to early childhood education (Finland, 2015). All in all, early childhood education should be available for everyone seeking it, as it is established with the perspective of inclusion. According to the Ministry of Education (2017, 16), the foundational principles of the early childhood education plan are the priority of the advantages of the child, the child's right to well-being, care and protection, respect of the child's opinion and the requirement of equal treatment and the prohibition against discrimination, UN's Convention on the Rights of the Child, and the early childhood education law.

The purpose of day care in the point of view of the guardians of the child is to especially bring continuity and safety to the child's daily life (Ministry of Education 2017). The Ministry of Education states that regular cooperation is essential so that the family's and personnel's mutual bringing up of the child forms a meaningful entirety for the child (2017, 15). Askola-Vehviläinen (n.d.) also states that close cooperation between the parents and guardians supports the child's safe beginning of early childhood education.

4.2 Documentation

Pedagogical aspects, such as pedagogical documentation, is also a part of early childhood education. Pedagogical documentation is essential for all aspects; the Ministry of Education (2017, 40) highlights: planning, implementing, evaluating, and developing are all supported through pedagogical documentation. One of the most important documentations done during the early childhood education process is the early childhood education plan and the group's early childhood education plan, which is derived from the individual plans.

Pedagogical documentation also implements different aspects of the child's or children's life, development, interests, thinking, learning, and needs and the group's activities in a concrete and versatile way (Ministry of Education 2017, 40).

As stated, the group early childhood education plan is compiled from the individual early childhood education plans of the children. The group early childhood education plan should be associated with the guidance booklet since a large part of the plan is the planning of promotion of cooperation between the guardians and the day care personnel and the evaluation of its successfulness. In addition to this, what is also relevant to the guidance booklet is that the group early childhood education plan is for: the planning of the promotion of the health and well-being of the children, the planning of the promotion of the mobility of the children, the planning of the promotion of the knowledge of natural sciences, and all of the above plans' evaluation of successfulness (Ediva n.d.).

Since the guidance booklet gives the guardians of the children an opportunity to understand the necessities and the basics of day care, the different sections of the group early childhood education plan are easier to implement.

5 Cooperation with Parents and/or Guardians

Cooperation with guardians of a child in day care is an indisputable, necessary part of the whole aspect of day care. Although, logically thinking, it is necessary to cooperate with guardians, it is also necessary due to the laws on early childhood education in Finland. The law states that day cares must work together with parents or guardians to ensure balanced development as well as comprehensive prosperity and support the child's parents or guardians in their work to bring up the child (Finland, 2015).

Prior to this year, this deep cooperation between the staff and guardians of a child in day care, also known as parent-teacher partnership, had its own word in Finnish [kasvatuskumppanus], which is no longer used in this context. Instead, the words 'cooperation' [yhteistyö] and cooperation in bringing up the child [kasvatusyhteistyö] can be seen being used multiple times in Vantaa's newest version of the early childhood education plan (Ministry of Education 2017).

Honest and good cooperation between the personnel of the day care and the guardians of the child can be argued to be the most necessary component of the whole picture. The early childhood education plan of the Illenpiha day care center states that confidential conversation with parents and child-oriented cooperation generates a base for good cooperation with the family (The Education Committee 2014, 4). After all, parents or guardians have almost complete control on where their child is placed and if at all. Naturally, one would think that the cooperation,

or the lack of, contributes to this choice, and therefore contributes consecutively to the reputation of the day care. Indeed, a day care which is following the legal guidelines and the national early childhood education plan will be one which expects excellent cooperation skills from its employees.

The above mentioned is not the only reason why cooperation is necessary. Cooperation between guardians and personnel also plays an important part in ensuring the wellbeing of the child in care. In the point of view of the child in care, their guardians and day care group's staff are all subconsciously important and embody safety and nurture. This means that if there is conflict or misunderstanding between the guardians and personnel, the child is not being raised in a positive or even neutral atmosphere, which can be detrimental to their growth and development. Usually, the parents or guardians of the child knows what is best for them, and cooperation brings about the guardians' knowledge and expertise on their child and therefore they have the opportunity to partake in the day care of their child (Venninen, Leinonen, Rautavaara-Hämäläinen & Purola 2011, 10).

5.1 Vantaa's Early Childhood Education Plan

Vantaa's Early Childhood Education Plan provides a lot of light to the requirement of cooperation between the guardians of the child in care and the day care staff. It states that the purpose of day care is to promote the comprehensive growth, development, and learning in cooperation with the child's guardians (Ministry of Education 2017, 10). In other words, the guardians of the child in care, according to the plan, are supposed to be included in all aspects of day care in some way. Indeed, the guardians of the child are experts on their child, whilst the personnel of the day care are professionals in their own field. The cooperation between experts of theory and experts of the child in care makes for the best possible learning environment for the child.

Vantaa's early childhood education plan also states that the cooperation between guardians and day care personnel brings continuity and safety to the child's life (Ministry of Education 2017). As mentioned in the previous section, this cooperation is a main factor in ensuring the child's wellbeing in day care, which is also mentioned in the Illenpiha day care center's early childhood education plan (The Education Committee 2014, 2). Through major disputes and disagreements, the trust between both sides of adults fade and the child is left between, being forced to take a side. This does not mean that in order for cooperation to happen, it must be positive and natural, but instead means that any form of cooperation should be set as a goal between both parties. According to the early childhood education plan of Vantaa, regular cooperation is necessary so that the cooperation of the guardians and day care personnel in bringing up the child shape a meaningful entirety for the child (Ministry of Education 2017, 15).

Also, according to Vantaa's early childhood education plan, the cooperation between guardians and personnel is significant in early childhood education because the aim of the cooperation is for the adults to commit to working together in order to better the child's safe and healthy upbringing, development, and learning (Ministry of Education 2017, 36). In other words, the Ministry of Education argues that cooperation between guardians and the staff bring about safe and healthy upbringing and ensure development and learning.

Cooperation comes in many forms. For an example, feedback, from either side, with the intention of being constructive and sensitive but upfront at the same time is considered to be a form of cooperation. As the day care is a facility for guardians to bring their children for whatever reason, the guardians have the right to contribute to the service, as previously pointed out. Oftentimes feedback is a naturally occurring form of communication that happens, for an example, during everyday confluences. With this being said, there are different types of people and some are more comfortable giving anonymous feedback and they should be given equal opportunity to give feedback through different means. Vantaa's early childhood education plan states that the feedback received from guardians and other partners in cooperation advance the learning of the community (Ministry of Education 2017, 28).

5.2 Relevant Matters of the Client-Staff Partnership to be Used in Client-Staff Cooperation

As stated in the introduction of this section, the term 'parent-teacher partnership' [kasvatuskumppanuus] is no longer used in the context of day care in Vantaa. This being said, there are several aspects of this partnership that have been extensively researched and are still, in my opinion, a relevant part in the relationship between the professionals in the day care and the guardians of the child or children in care. For this reason, the term 'parent-teacher partnership' has been changed to 'client-staff cooperation' or the 'client-staff relationship', in this section, to further argue important points raised by researchers of the parent-teacher partnership.

For this section, therefore, I have focused on the four main aspects that build the parent-teacher partnership, which are highlighted by Kaskela and Kekkonen, whom are often quoted on the matters of parent-teacher partnerships. In their research of the parent-teacher partnership and how it supports the child, they stated that they key points to a parent-teacher partnership are: the skill of listening, respect, trust, and dialogue. All are indeed relevant to building and maintaining cooperation between parents and staff of the day care as well as building the ideal relationship in the best interest of the child.

5.2.1 The Skill of Listening

According to Kaskela and Kekkonen (2007), listening is one of the general important skills to possess in order to have a working client-staff cooperation that works in the best interest of the child. Indeed, Kaskela and Kekkonen state that listening and hearing someone are essential in dialogue (2007, 32). This is certainly true, as dialogue requires at least two parties who discuss with each other, which includes both, speaking and listening. The type of listening that Kaskela and Kekkonen (2007, 32) feel is pivotal in the cooperation between parents and the staff in the day care is one, which always embrace presence and attendance.

In addition to the explanation made previously, the skill of listening can be further discussed and contemplated based on mannerisms it encompasses. For an example, one can recognize the other's intention to listen by their interest, empathy, and truthfulness (Kaskela & Kekkonen 2007, 32). In other words, these are mannerisms which professionals in day cares should operate when participating in dialogue with clients in order to produce good client-staff cooperation.

When done correctly, listening is one of the most essential tools of client-staff cooperation. This is because when a professional at a day care knows how to implement his or her listening skills, the professional supports the relationship between the guardian and the child, which, in turn, supports the cooperation between the guardian and the professional. As Kaskela and Kekkonen (2007, 34) state, in the day to day, hectic life, the most important times to develop the client-staff relationship are the times when the child is brought to and picked up from day care.

5.2.2 Respect

Respect is another aspect of a working client-staff relationship. Kaskela and Kekkonen (2007, 34) state that humans long to be accepted, without conditions, as they are. They further explain, that having a respectful attitude means accepting and valuing someone. In other words, showing respect for a client allows for them to feel accepted and valued. In addition to this, it is also stated that openness and appreciation help someone to know they are respected (Kaskela & Kekkonen 2007, 34). Respect opens up a possibility for the client and professional to form a good relationship and therefore be able to work in cooperation for the benefit of the child.

The skill of listening can be linked to respect, since listening helps one to accept or recognize, understand, and respect another being (Kaskela & Kekkonen 2007, 34). This is especially important when speaking of multicultural client-staff relationships. Naturally, forming relationships with people who one does not understand is a challenge. Kaskela and Kekkonen (2007, 34) take this beyond, and state that it is difficult to form a respecting relationship when faced with differences. In cases of this nature, acceptance is key, as it allows for honest conversation

(Kaskela & Kekkonen 2007, 35). Of course, having respect eases the creation of interaction and true interaction is, for an example, conversation where neither feels the need to hide or pretend (Kaskela & Kekkonen 2007, 35).

5.2.3 Dialogue

According to Kaskela and Kekkonen, dialogue is the fourth main aspect of the parent-teacher relationship. Personally, however, I would argue that dialogue is an aspect of the relationship that is needed before trust, as I believe that dialogue is a component in the actual building and growth of trust. Dialogue in itself contains both, conversation as well as interaction, which are mentioned in the next section. Kaskela and Kekkonen (2007, 38) define dialogue as a skill to think, speak, and act together. To be able to have a dialogue with a client, there should be mutual respect, which also includes the skill of listening. On the other hand, however, dialogue on some topics requires trust.

Kaskela and Kekkonen (2007, 38) highlight the importance of listening to the overall definition of dialogue. They state that the key of dialogue is listening and that only a relationship, where both parties know how to listen can create genuine conversation, where there is a possibility for both to be seen and heard with their own opinions. Listening and the relationship overall is affected by, for example, hierarchical aspects, which is something that Kaskela and Kekkonen (2007, 38) also touch on; dialogue is established in equal speech, where one person's knowledge is not more important nor more relevant than the other's. In fact, the day care professional's and the parent's dialogue is what forms a bilateral experience of communality and the feeling of accession to the child and his or her growth process (Kaskela & Kekkonen 2007, 40).

5.2.4 Trust

Trust is a main component in any relationship, which supports the claim that it is essential in the client-staff relationship as well. Trust in itself requires the previous two factors and indeed, as Kaskela and Kekkonen state, trust is built on the principles of the skill of listening and respect (2007, 36). In fact, it can be stated that it is not possible for a relationship to have trust if even one of the partakers does not have the skill to listen, or trust is not present. Building trust is a process, and to build it takes time, common encounters, and interaction (Kaskela & Kekkonen 2007, 36).

Due to the fact that trust is a larger concept than the two mentioned above, trust involves more effort from both parties, the client and the staff. It is possible to argue the idea that in order to create a good client-staff relationship, the staff does not have to put the role of the

child into as much importance as the child's parent or guardian. When it comes to maintaining a good client-staff relationship, trust becomes a necessity. Therefore, in order to receive the trust of the parent or guardian of the child, the child in question has to be seen as an equal member, and most likely even a member of higher value than the parents or guardians. Kaskela and Kekkonen (2007, 36) explain that in the opinion of most parents, trust in the personnel of the day care is built on the relationship between the worker and the child as well as the way in which the worker conveys their knowledge and opinion of the child.

In addition to the statement made above, trust is also built on the parent's ability to influence the care of their child, the bringing up of the child, and anything relating to the child's learning (Kaskela & Kekkonen 2007, 36). This can also grow the trust of the professionals at the day care towards the parents, as they can experience the parents as some types of coworkers, aiming to help bring about different viewpoints and valuable information and feedback. Above all, however, daily confluence, which, in short, includes all kinds of communication about the child, is what creates the base for trust to flourish (Kaskela & Kekkonen 2007, 36).

6 The Beginning Phase of Cooperation

Cooperation with service users of day cares usually begins before the child in question actually starts their daily life in a day care. Indeed, in Finland, there are multiple steps recommended, or expected, for day cares to take in order to produce a foundation for the upcoming cooperation and to initiate the cooperation, which can be called the initial phase of cooperation. On Vantaa's webpages dedicated for the beginning phase, it is stated that close cooperation between parents and staff of the day care facilitates a safe beginning of early childhood education for the child (Vantaa nd.). There can be, therefore, said to be an amount of 'phases' of cooperation between guardians and day care professionals.

In the beginning phase of cooperation, the day care and its staff are introduced to the upcoming new clients of the day care and vice versa: the family is introduced to the day care. It is important to notice that before meeting the new clients, the day care has already attained and most likely read the application papers that the parents or guardians of the child have provided the day care with, which include basic information on the child. On the other hand, the new clients do not have a pamphlet or booklet on information that they are expected to know upon beginning life in day care. My booklet for the Illepiha day care center would eliminate this gap between the professionals at day care and the new clients, as it will provide valuable information for the clients, that would allow them to get to know the day care before physically getting to know it.

According to the Early Childhood Education Plan of Vantaa, the aim of the joint beginning model [yhtenäisen aloittamisen malli] is to initiate good cooperation with the guardians of the child, support the child's transition from home care to day care, and to ensure a uniform beginning for all children starting in Vantaa's early childhood education (Ministry of Education 2017, 15). The plan also states that cooperation between parents and professionals is especially important in these transitional phases.

The director of the Illenpiha day care center, Sari Eskola, states in a personal interview that new clients of the Illenpiha day care center need written information, for an example in the form of a booklet. According to her, this is because the first meeting, and the beginning phase as a whole, make the clients nervous, meaning that all the information is not heard. In addition to this, there is a lot of new information being shared at the beginning phase. Also, it is common for important questions to arise only after the meeting (Eskola 2017. Personal communication).

After the day care staff and the family have met, more steps are to be taken in order to deepen cooperation and to make the cooperation itself more fulfilling for the child's growth, development, and safety. One of the most important steps is the beginning discussion [aloituskeskustelu], which is held based on the outline that Vantaa has provided in its webpage. This discussion can be held by any of the day care staff, but should be held by one of the personnel of the group the child will be joining, and is especially recommended to be held by the teacher or nurse, who will be the caretaker of the child.

6.1 Components of the Beginning Discussion

The beginning discussion is one of the first official conversations that happens between a client family and the day care. For the discussion, Vantaa has provided a downloadable file that should be followed. At the Illenpiha day care center, the questions are usually given to the family before the scheduled conversation so that the family can get to know the questions and think about answers. This is especially recommended if both parents or guardians cannot join the conversation.

The outline for the beginning discussion is made up of eight questions, all focusing on the child and the family. The discussion starts with a focus on the parents, allowing them to tell about their feelings and thoughts on their child starting at day care and carries on next to allow the child to tell his or her viewpoint, feelings, and thoughts (Vantaa municipal education administration nd.). These questions are ones, which need to be answered with thought, and are aimed to show the parents that the day care is interested and cares about the emotions that the overall process evokes.

The next four questions are more straight forward, asking the family to describe daily situations, such as describing the child, describing how the child handles their emotions, describing daily routines, and telling about the family's religious views (Vantaa municipal education administration nd.). These straight forward questions simply allow for the day care group to be able to include all the families' routines and views to be able to form schedules and pedagogical plans for early childhood education.

The discussion ends with a thought-provoking question, which is about the parents' hopes in regards to cooperation between them and the day care personnel and finally gives a free space for the parents to write about anything else they want (Vantaa municipal education administration nd.). As cooperation between the parents and the day care staff is so crucial, it is also a significant part of the questionnaire and discussion held with parents. This questions also allows for the family to decide and display what sort of cooperation they are wishing for. This is also usually the last topic discussed about by the day care staff and the parents, as it is usual for parents to not be able to think of anything more to add.

In the Early Childhood Education Plan of Vantaa, it is stated that the guardians of the children are to have an opportunity to partake in planning and developing the goals and the early childhood education activities together with the professionals within the day care group that their child is in (Ministry of Education 2017, 36). This is exactly what the beginning discussion allows for and what the continuing cooperation supports.

6.2 Daily Confluence

Another important factor that could be considered to be within the beginning phase is the daily confluence that takes place between the day care staff and the clients. Daily confluence, in other words, is the interaction, through different means, that happens throughout the day. Although interaction with the child is a basic concept within the realm of day care, the topic is about cooperation with parents, meaning that the daily confluence explained is only that which happens between the parents or guardians of the child in day care.

Daily confluence itself covers a large field of interaction, as interaction occurs throughout the whole day and takes many forms. It can be divided into three subtopics: daily confluence during the beginning of the day, daily confluence throughout the day, and daily confluence when the child is being picked up.

Firstly, daily confluence during the beginning of the day centers around the time the child is brought to day care. Interaction can happen through mobile, when guardians inform that their

child is not coming to care that day or is coming late and continues as it is common practice for day care personnel to reply to show that the message has been received. Phone calls are also a common way for clients to communicate with the day care personnel. Also, at the beginning of the day care day, interaction with guardians happens through basic face-to-face speech, when guardians inform, for example, if the child has already eaten, how the child is feeling, what their mood has been like in the morning and so on. The Illenpiha day care center also uses a tagging system, where guardians of a child in care 'tag' the child in for the day.

Daily confluence throughout the day continues similarly to how it started and always depends on the activeness and motivation of the guardians or the day care personnel to reach out. During times when accidents have occurred, for an example, day care personnel inform guardians in one way or another and communication continues depending on the situation. Also, during the middle of the day, blog posts are posted and at the beginning of the month, this is also when the monthly plan is shared.

Lastly, daily confluence when the child is being picked up usually finishes the interaction between the day care and the clients. This is when most of the communication occurs, however, as the day care personnel update the clients on all events of the day including: how the child has eaten breakfast, lunch, and snack, how the child has slept, activities of the day, and who the child played with. In some cases, if the child had done something unusual or unexpected, or something of the sort happened to them, this is also spoken about during this time. The Illenpiha day care center also encourages its employees to speak positively of its clients and to its clients, meaning that something positive should also be brought up during the time when the child is being picked up. Non-verbal communication is also a form of confluence at this point of the day, as tags or information is placed on the child's locker, letting guardians know to bring something or take something home. Daily confluence, most often, ends when the child is tagged out.

7 Fulfillment of the Guidance Booklet

7.1 Description of Work

The original idea for creating a guidance booklet for parents of the Illenpiha day care center came from my supervisor, Maria Rantanen, during my Placement for Professional Working Methods, which I completed at the Illenpiha day care center in the spring of 2017. The idea for the booklet was first formulated around its necessity at the specific day care center itself. The

form of the booklet was also entirely influenced by my interest in aiding all multicultural and immigrant families, both, who are new to the Finnish day care system and who do not have contacts within the range of early childhood education. Encompassing such necessary information within a physical booklet was concluded to be the best way to ensure the project's helpfulness, as an old-fashioned booklet seemed to be the most favored method of information retrieval, according to the parents who are currently clients of the specific day care center. This being said, in order to assure availability and accessibility in the modern day, one must offer online sources as well. Indeed, the guidance booklet was designed to be available and downloadable through the internet.

The idea of the booklet was under construction throughout the entire thesis process, which took almost a year. As I was creating a final product with the purpose of giving guidance for other people, feedback and ideas from tutor teachers, fellow students, parents of young children, and clients from the target day care center were all incredibly relevant and useful. Therefore, the booklet was due to be submitted, read over, discussed, edited, and so on until the end product corresponded with the needs and wants of its future readers to the best of its ability.

Theory was used to create a purposeful and pedagogically relevant booklet. In order to do this, I decided that writing the theory part of the thesis first was the most logical. Nevertheless, the addition and subtraction of ideas to and from the booklet were ongoing throughout the theory writing process.

The overall plan for the thesis was to finish it by the end of the year 2017, which would total in about eight months. The plan was to finish it in such a short amount of time as the thesis was qualitative in nature and therefore meant that I was in almost full control of the time it took to finish. When the thesis process was started, the amount of time research on theory would take and the amount of time I was willing to spend on the project overall were calculated and the result showed that eight months was not only plausible but also a very reasonable time span to fulfill a good end result. This, however, deemed impossible as my nature is to create the best outcome I can. In the end, the research section of the thesis and writing and analyzing theory took nine months and the project section of the thesis took about four months.

Indeed, striving for excellence also affected the lengthy duration of the thesis process. This is because my plan was to include the service users themselves in the creation of the guidance booklet. This meant that questionnaires (figure 1) were waited on and in order to receive a higher percentage back, more time had to be given to the parents. Also, constant feedback creates more editing, which in turn takes more time and creates a longer process. Realistically,

I will finish the thesis in the summer of 2018, which is when I am planning to release the guidance booklet for the use of the Illepiha day care center. The release of the booklet in spring will allow for new clients, who are becoming service users in the following autumn, to be able to become well aware of and prepared for the different aspects of the Finnish day care life. The booklet will also possibly be distributed to clients during their first visit to the day care and, as earlier mentioned, it will be available online.

7.2 Collection of Material

As previously mentioned, the main method used for collecting material was a questionnaire that was designed specifically for the situation. The questionnaire was distributed to all parents, who's children attended the Illepiha day care center during that time and only to the groups in the Illepiha building. The distribution of the questionnaire was not extended to the kindergarten building as during that time, all of the parents had been service users for more than a year. This meant that all in all, seventy-three families were given the questionnaire to fill out. Unfortunately, only eight of the seventy-three came back. With this being said, all of the eight had either similar, or the same ideas to what had been planned as the contents of the booklet, which allowed me to realize that I was able to analyze what new clients in day care need to know.

For information retrieval, an interview with the director of the day care was conducted (figure 2). This and the questionnaire seemed to be the best methods for this purpose as they are personal and allow for quite a broad answer within a topic. Of course, if there was a way to know that only a handful of clients were going to fill out the questionnaire, a few interviews could have been conducted also with them. This being said, the questionnaire was ensured to stay anonymous, which gave room for the clients to fill out exactly what they wanted to and to the extent of which they were comfortable sharing. This also meant that all important questions for the booklet itself, both, in the questionnaire and in the interview with the director of the day care were open-ended in nature.

7.3 Contents of the Guidance Booklet

During the process of creating the guidance booklet for new clients of the Illepiha day care center, I was working as a teacher in the under four-year olds group. This allowed me to have first-hand experience in the type of information new clients are being given and in what form. Also, as a teacher in that group, I received all sorts of questions regarding everything within the realms of day care life, allowing me to deduce which are the most common questions, and answer them in the booklet itself.

From the moment of introducing the idea of a guidance booklet for parents, almost all stated that this sort of booklet is needed and is an excellent idea. One parent, out of all who were informed, stated that the pile of papers they received at the beginning of their day care life was enough and a package might not be necessary. This response was what made me realize that the concept was not explained in enough detail, as the purpose of the booklet was partly to organize the pile of papers parents were given at the introductory stages, so that instead of parents getting all kinds of papers in one sitting, including the welcome letter, permission forms, and so on, parents would only be receiving the small, organized booklet and the basic papers that parents have to fill in. Most parents, indeed, exclaim something along the lines of “what a stack of papers,” when receiving all that the Illempiha day care center staff are supposed to distribute during the first days.

For the guidance booklet itself, I found it important to design the entirety of it. This is because the booklet is meant to be distributed and will be available online, meaning that any copyright issues might arise if I did not do so. Both, the outer shell as well as the inside correlate with the color scheme I chose for the booklet: white and blue. This color scheme was chosen mostly due to the fact that the color that is most present in all informative papers in Vantaa contain blue as their primary color. In Vantaa’s own information packages or booklets, yellow and blue are both used almost equally, however, I did not want to replicate Vantaa’s information booklet-look since this booklet is not relevant for the whole municipality in any aspect. I also added color with the images within the booklet to make it more visually pleasing, but keeping the overlook calm.

Most of the images and drawings are made by myself. For an example, I thought that the drawings of the clothes in the sub-section “What to dress your child in” are as easy to understand as if they were pictures of real clothes. The decision to draw them, again, links partly to the issue of copyrights. Although, this booklet is not for sale and will be available for everyone, the deduction was made that it is better to draw them. In addition to this, and possibly more importantly, drawing adds to the originality of the booklet and makes it more personal for the parents who are clients of the Illempiha day care center.

On the other hand, some of the images in the sub-section “Please note” are direct pictures of children’s clothes and essentials for day care. The decision to do this was made since some materials are very difficult to draw in the style of drawing present in this booklet. The items that parents are expected to bring for their child or children at day care are incredibly important to ensure the child’s comfort, and therefore I decided that placing pictures of the real clothes and other items would reduce misunderstanding of the items or clothes.

Overall, the booklet contains seven informative pages and is thirteen pages in length, front to back. The first informative page is called “Welcome to Illempiha Day Care” and contains the sub-section “Brief Introduction,” which, hence the name, is simply a brief introduction of the day care center itself, including its groups and their contact information as well as the contacts of the director of the day care. Relating to the welcome to the day care, the next page is a floor plan of the Illempiha day care center in its entirety, allowing for parents to become aware of where each group is located.

Next, the booklet shows the schedule of the groups. Since the under three-year olds follow a different schedule to the groups with older children, there are two time tables shown following each other. For easy understanding and logical continuation, the younger group’s schedule is presented first and the other groups’ schedule follows. Of course, the activities of each group vary, however, the schedule presented in the sub-section “Kisällit, Lukkarit, & Timpermannit” is a base schedule that each of the groups follow and is followed to some extent by the kindergarten groups as well. This being said, the information on kindergarteners is not very much present in the booklet, as they each have their own routines and their routines and schedules depend entirely on the teacher who is employed at that moment.

The next two pages are about the essentials needed for day care, which is also what the section is about. The first page, containing the sub-section “Please note” lists all the necessities that should be available for the child’s use at any given time. In this sub-section, there are a few things that I wanted to highlight, including the importance of writing the child’s name on everything that belongs to the child, which is brought to the day care. The sub-section “What to dress your child in” is somewhat similar to the sub-section before it, but it lists and shows every piece of clothing parents should dress their child in for a specific temperature range. This idea of images of clothes next to a thermometer came from a popular image used at day cares to show what to dress at what temperature (image available at <https://yle.fi/uutiset/3-9444602>). For the purpose of making the original image more understandable, I thought that listing the clothes next to the images was also important in order for parents to use sources to translate the clothing pieces for more understandability.

The last information page, called “Useful links” contains sub-sections, which both, contain links to further understand the day care life in Finland. Unfortunately, there are only a limited amount of English sources, which means that the sub-section listing Finnish sources is longer. This section is in the booklet as a few parents complained that they do not understand what the individual early childhood education plan is, therefore, I thought of hyperlinking the individual early childhood education plan form itself and information about it, which would allow for parents to be able to read before the scheduled meeting time with the teacher, if they wanted to.

Overall, the guidance booklet is a compact package of necessary information that is usually told to parents verbally. Putting this information in physical form allows for less misunderstandings as well as a constant reminder for parents. The booklet is designed to therefore ease the work of the staff in the day care as well as aid and guide parents whose children are in the Illempiha day care center.

8 Discussion

One of the main goals I set for my guidance booklet for parents with children in the Illempiha day care center was that it would help with the partnership between parents or guardians and the day care personnel. This is the reason as to why I chose to focus theory on the introduction of the specific day care center itself, the purpose of day care, and research on cooperation between parents and day care personnel including the different phases. I believe that since my guidance booklet was so compact, this is all the theory needed and relevant.

For the thesis as a whole, the research paper and the project itself, I have used both, information from new sources as well as information learned from classes aimed to create pedagogically competent kindergarten teachers. As for the booklet in specific, everything it contains is from parents' suggestions, which I simplified and structured into easily understandable concepts.

8.1 Evaluation of Reliability and Ethicality

This thesis is my first bachelor's level thesis. Before this, I have only written research papers, which are significantly shorter in length, and which, therefore, dealt with a more detailed and restricted subject. Reliability, for any research paper, can be measured firstly by the use of good and up to date sources; the oldest source I used in my thesis was printed in 1999, and from that source, I used only information that is still relevant to this day. Most sources used for research, however, are from 2017, which is the year I begun my research process.

Secondly, a reliable research paper should appropriately site its sources in the most understandable way so that the origins of the information can be easily found. As I am studying at Laurea University of Applied Sciences, I was required to use Laurea's own referencing style, which allows for easy source reading and accessibility. In addition to this, although all of my sources are in the Finnish language, I find the theory I provided reliable as I speak Finnish and

English fluently and can translate one to the other without hesitation. As I translated sources directly, I placed page numbers, which allows for easy access to the original text. It also makes sense to use Finnish sources, as the thesis I have written is about the Finnish day care system and is directly made for a Finnish-speaking day care center in Finland.

The reliability of a research paper should also be deduced according to the writing and creating process itself. I have written about the process of creating the guidance booklet in part seven "The Fulfillment of the Guidance Booklet" in some detail. Without examining the creation process in extreme detail, as it is unnecessary for this paper as a whole, I believe I have been able to provide proof of the reliability of the guidance booklet. In the case of the theory section of the thesis, it is important to be able to physically show your work behind the essay. In order to do so, I have kept all my notes in one notebook, which I am ready to hold as proof for my originality.

Next, I can argue that some outside sources allow for reliability. For an example, the fact that Illenpiha day care center personnel have had an opportunity for opinion and giving feedback on the booklet throughout its creation process has an impact on the booklet's reliability. Also, parents whose children are enrolled in the day care itself and are actively a part of the client community have had a huge impact on the booklet, which is also a big factor in the booklet's reliability. Another example of an outside force impacting reliability, is research permission from the city of Vantaa (figure 3).

Lastly, ethics is a huge contributor to either the reliability, or the unreliability of such a paper. As I am part of the social services community, I have a requirement of confidentiality. Especially since this paper is around children and families, this aspect is even further highlighted. Ethical issues have been therefore carefully calculated and I can ensure that there are no complications of such sort. For an example, I have allowed for parents to respond to my questionnaire anonymously and I have kept each comment and idea coming from parents as anonymous, whilst still giving credit where it is due.

8.2 Evaluation of the Guidance Booklet and its Achievement of the Aims

Overall, there were quite a few aims set for the guidance booklet. Almost all the aims, however, represent a small detail of the whole concept of the parent-teacher cooperation. The main aim for my guidance booklet was, therefore, to aid the cooperation in bringing up the child between the parent(s) or guardian(s) of the child at the Illenpiha day care center and the day care personnel, whether it be the child in question's teacher, nurse, or anybody else working at the day care. In order to make the aim more achievable, it was cut into smaller, more

detailed aims, as the parent-teacher cooperation is a concept which is difficult to measure in a physical manner.

Firstly, it was planned that the guidance booklet would be easily accessible. This aim is to be achieved through having the booklet available online, for an example, on Vantaa's page for the Illenpiha day care center, which is the first link that opens up when the day care's name is searched on the internet. Also, the booklet is planned to be distributed to new clients of the day care on their first day, or when the parents receive any information on the day care itself. Parents, whose children have been a part of the day care can also receive a booklet, if they so wish. In these ways, the booklet's aim of being accessible is achieved, as it will be easily accessible for parents who are already clients of the Illenpiha day care center as well as future clients of the day care center.

The package itself is supposed to showcase the transparency, availability, trust, and communication of the Illenpiha day care center, which is also a detail of the overall cooperation with parents. In order to do this, the booklet was created in a way, which invites parents to know, for example, who is taking care of their child through the introduction page and what their child is doing through the schedule page. In addition to this, the booklet is meant firstly for multicultural families in Finland, meaning immigrants, or any other people who do not speak Finnish as their first language, or do not have contacts within the service of the Finnish day care system. The aim therefore was to create a simple and understandable booklet, which was achieved by making the booklet as simple as possible, with minimal text and with many images.

Lastly, the booklet's aim was also to be useful to parents with children of all ages within the day care age. This aim was achieved through placing information in the booklet, which benefited any parent, who is currently, or will be in the future, as there is relevant information on every group at the Illenpiha day care center. Also, the booklet was planned so that it could be referred to by parents throughout their child's or children's day care life. It is difficult to deduce the achievement of this aim, however, as separate research is necessary and this research would take at least two or more full years.

While creating the guidance booklet, I kept in mind that the information is due to change, according to many factors. One of the most common changes that I am expecting in the near future is the schedule of one, or more of the groups. This is because the teachers change quite often in the Illenpiha day care center and inevitably, each teacher has their own view on how and when they want to implement everything. Therefore, overall this information included in the booklet which might possibly change in the future, is easy to edit. The plan is to give the booklet in its Microsoft Word document form as well as in its pdf form to the Illenpiha day care center for this purpose. The information, which is highly unlikely to change, which has been

relevant for decades, have been separately attached to the document form of the booklet, and therefore if the outlook of the booklet is to be changed, the person doing this would have to re-create those pages from the beginning. The only pages which cannot be altered are in the section “Essentials for Day Care,” which include both sub-sections: “Please note” and “What to dress your child in.”

8.3 Learning Outcomes and Professional Growth

As this was my first thesis and my first project-type report, I learned many new things. Firstly, and foremost, my language skills in professional Finnish developed immensely. This is somewhat due to the fact that all the research material was in Finnish and I had to translate their ideas to English. In addition to this, however, development in the professional Finnish language was mostly caused because my project process required interaction and communication with people in the field, which included both clients and professionals. Of course, since the Illepiha day care center is a Finnish-speaking day care, almost all interactions were in professional Finnish.

Secondly, I learned that I am able to trust myself with deducing what is missing and what information clients are seeking for. This realization came about due to the questionnaires and one-on-one conversation with clients. Prior to creating or distributing the questionnaires, I had made a draft table of contents for the booklet, which, to my surprise, matched almost exactly to what the clients wanted. With this being said, I had originally planned to create a booklet consisting of fifteen to thirty pages, which would explain certain important sections of day care life, such as explaining the process and the importance of the individual early childhood education plan, but by speaking with clients, I realized that this was unnecessary and would possibly result in clients not being interested to read through the booklet. Instead of doing this, then, I realized it would be better to include a page at the end of the booklet where some of such important factors of day care life were listed and with them, I included hyperlinks. This way, clients can easily determine whether or not they want to read and learn more in-depth than the simple introductions of that the booklet includes.

Thirdly, I learned that although target clients support the idea of creating something beneficial for them, most do not want to participate in the process. This was previously touched up on, as I already mentioned, I had distributed questionnaires to all four groups in the Illepiha building and only received eight back. This led me to also learn that unfortunately, this percentage result is quite normal and usual for project of such sort.

Overall, the theory that is written in this thesis was quite familiar to me to begin with, as most of it had been introduced in the early childhood education classes that I took at Laurea University of Applied Sciences. Although this is the case, I can now say that I am more comfortable

with these important aspects, as I have been able to read, research, and analyze through my own perception and will, which has allowed me to understand the concepts more in depth. In other words, although the theory that I included had been introduced, I had not understood the concepts until I made my own research.

Looking back at the whole process, I am glad that I chose to work on this thesis independently. Although I believe a partner, or a group, could have been a good idea if I wanted to finish earlier but working alone made more sense; working alone allowed for flexibility in all senses: research, the project, and the time that was planned to complete both. As stated earlier, the original plan was to finish the whole thesis by December 2017, which would have meant that I would have had eight months to finish the whole thesis. The fact that I worked alone allowed for me to be able to use this much more time, making the whole process take about a year. It also made sense to create this project and write this thesis alone as I created it for the Illenpiha day care center specifically, which is the day care I work at. Finally, I enjoyed having creative power to make the booklet however I like and to organize the thesis I found most logical and suitable. Indeed, I was incredibly excited to produce my thesis as I am a creative person.

I believe I made use of all the thesis guidance sessions I needed. As a full-time kindergarten teacher, I was unable to join all seminars, however I did find time to go to a few ones in specific. As well as joining all the compulsory seminars in the planning stage of the thesis, I also took part in four organized workshops: the thesis idea workshop, thesis writing workshop, literature review workshop, and the thesis plan workshop. As a result of being in these sessions, I believe I was able to form, write, and create a professional bachelor's level thesis. Overall, I believe these sessions were enough for me because I work best when I work independently and I like receiving feedback only after I feel satisfied and proud of my work. On the other hand, I worked in close contact with a few fellow students, giving and receiving comments and support.

I truly believe that my thesis plays a big part in why I feel I am a confident kindergarten teacher at the now. All the research I made for this paper allowed for myself to get a deeper understanding of the importance of my work and through creating something physical for my target clients, I am able to feel proud and more connected. I am also now ready to create more projects and I have now realized that I enjoy creating them. All in all, this whole process has been enjoyable and educational.

As for the achievement of my personal goals, I know I have become a better kindergarten teacher especially through the attainment of knowledge from the theory within this written thesis. I was also able to provide real clients with a service, which is the physical and digital information booklet. I was also able to create a simple and aesthetically pleasing booklet with my knowledge in computer applications, such as Microsoft Word and Preview, both in which I

edited the pages of the booklet. Indeed, I am proud of the booklet I created as my own work and I hope I am able to use the booklet as a certificate for future job positions.

8.4 Conclusions and Further Development

My thesis is a two-part thesis, which consists of the theory and analysis and the project, which is a guidance booklet for parents with children in the Illenpiha day care center. The project for my thesis was suggested by a fellow teacher at the Illenpiha day care center as well as the day care's resource special needs kindergarten teacher, who both stated that a guidance booklet is needed and that the day care does not have one yet. The guidance booklet is therefore supposed to be a physical item that acts as communication between parents and personnel of the Illenpiha day care center, which also means that it is meant to be a method of cooperation and aiding cooperation.

From the guidance booklet, parents should get information on quite a range of things. With the guidance of the booklet, parents should be able to familiarize themselves with the different groups as well as the day care center in general, which includes several forms of contacts, navigation tools so that parents are informed which group is where, the schedules of the groups in the Illenpiha building, which allows for parents to be informed on their children's whereabouts at any time of the day, essential items at day care, which includes clear instructions on how to dress their children at any temperature to be able to participate in day care activities in the Illenpiha day care center, and finally some general knowledge, which include instructions on understanding the individual early childhood education plan. This booklet was created from parent's wishes, which were expressed to me through answering my questionnaire or in face-to-face conversation. In other words, the booklet should be exactly what parents expect and need.

There can be many ways to further develop an information package. At this point, I have created a booklet, which includes only the information which day care professionals and clients, whose children are in care at the Illenpiha day care center, have wished for. In order to make the booklet of use for people from a different background than Finland, the booklet is in English and includes only the most necessary information in text, whilst using images as a tool for understanding. To develop my thesis, then, I believe the booklet should be also translated into a few of the most commonly spoken languages at the Illenpiha day care center, which are, besides English, Finnish and Russian. Also, if made available in client's own native language, a further development would be to add more information, for an example, adding the forms that are given to parents before or when their child starts at day care, including permission slips and general information sheets. This would decrease the amount of separate papers handed to

families, which would ease confusion. I believe it would also be useful for parents of kindergarteners to receive their own information booklet on the kindergarten building, Illepolku, itself.

The booklet is meant to be distributed to new multicultural or families from an immigrant background who are joining the Illepiha day care center as clients after the summer. This is the reason as to why it is not possible yet to collect genuine feedback on the guidance booklet. Also, it is impossible to measure the guidance booklet's necessity as it has yet to be tested. Since the guidance booklet includes information on a whole year, the best way to measure its usefulness is to conduct questionnaires or create a space, where parents can give their feedback. With this being said, I am proud of my end product as it is completely made up of information that parents have asked for and therefore can be assumed to be useful.

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Appendix 1: Questionnaire distributed to parents

Hyvät vanhemmat,

Olen sosionomi / lastentarhan opettajaksi valmistuva opiskelija Laurea ammattikorkeakoulussa ja opinnäytetyökseni suunnittelen informaatiopakettia uusille Illepihan päiväkodin asiakkaille. Tämä kysely mahdollistaa sen, että paketista tulee mahdollisimman käytännöllinen. Vastaukset voi jättää nimettömänä, ne käsitellään luottamuksellisesti, eikä niitä julkaista. Vastauksianne ei julkaista, käytän niitä vain opinnäytetyössäni kartoituksessa.

1. Minkälaista tietoa teillä oli päiväkodista ennen aloitusta (esim. kavereiden lapset olivat päiväkodissa, tms.)?

2. Mitä tietoa jätite mahdollisesti kaipaamaan päivähoiton alussa? Minkä tiedon koette olevan hyödyllistä päivähoiton aloittaville asiakkaille?

3. Mitä teidän olisi ollut hyvä tietää, kun lapsenne aloitti päivähoiton:

Vaatteiden suhteen...?

Rutiinin suhteen...?

Kontaktien suhteen...?

Kiitos ajastanne ja vastauksistanne,
Liina Paulasaari

Appendix 2: Interview base for the director of the Illepiha day care center

Liina Paulasaari
6.11.2017
Illepihan päiväkoti

HAASTATTELURUNKO

TAUSTATIEDOT

Missä työskentelet / kuka on työnantajasi / kuinka kauan olet työskennellyt päiväkodin johtajana?

Miten päivähoitoa hakevat löytävät Illepihan päiväkodin?

Kuinka monta uutta asiakasperhettä Illepihan päiväkodissa on aloittanut 2017 (ja 2016, 2015, 2014, 2013, 2012 erikseen)?

Kuinka moni heistä on ulkomaalaistaustaisia/sellaisia, joiden äidinkieli on muu kuin suomi?

Kuinka suuri osa alle 3v ryhmän lapsista on perheen ainut tai ensimmäinen lapsi?

TUTKIMUSKYSYMYKSET

Mikä on päiväkodin tärkein tehtävä?

Mitä vanhempien ja päiväkodin henkilökunnan välinen yhteistyö merkitsee?

Miten avoimuus liittyy yhteistyöhön / miten yhteistyön avoimuus näkyy arjessa?

Miten informaatio kulkee päiväkodin sisällä / vanhemmille / henkilökunnan kesellä?

Onko Illepihan päiväkodilla tarve jakaa informaatiota kirjallisesti uusille asiakkaille?

Miten vanhemmat hyötyisivät kirjallisesta informaatio vihkosesta?

Miten informaatio vihkonen voisi kehittää yhteistyötä eri osapuolten välillä?

Appendix 3: Research permit

Tutkimusluvan myöntäminen / Ohjekirjanen Illenpihan päiväkodin uusille asiakkaille - Guidance Booklet for New Clients of Illenpiha Day Care" / Laurea ammattikorkeakoulu / Paulasaari Liina

Laurea ammattikorkeakoulun opiskelija Liina Paulasaari hakee tutkimuslupaa opinnäytetyötään varten. Tutkimuksen nimi on "Ohjekirjanen Illenpihan päiväkodin uusille asiakkaille / Guidance Booklet for New Clients of Illenpiha Day Care".

Tutkimuksen tavoitteena on tehdä noin 30-40-sivuinen ohjekirjanen Illenpihan päiväkodin uusille asiakkaille. Tutkimus tehdään laadullisena tutkimuksena ja tutkimusaineisto kerätään haastatteluilla ja kyselylomakkeella. Tutkimuksen otoskoko kattaa päiväkodin työntekijöitä ja asiakkaita.

Tutkijalle ei luovuteta salassa pidettäviä asiakirjoja ja tutkija on lain mukaan salassapitovelvollinen tutkimuksessa tietoon saamiensa yksilöä ja perhettä koskevien asioiden suhteen, sekä hänen tulee huolehtia siitä, että yksittäistä henkilöä tai perhettä ei tutkimuksessa voida yksilöidä. Tutkimuksessa kerättyä tietoa saa käyttää vain tutkimustarkoituksiin. Mikäli tutkimus kohdistuu lapsiin, edellytetään huoltajien suostumista tutkimukseen osallistumiseen.

Päätös:

Päätän

- 1) myöntää tutkimusluvan Liina Paulasaaren opinnäytetyölle, jonka aiheena on "Ohjekirjanen Illenpihan päiväkodin uusille asiakkaille / Guidance Booklet for New Clients of Illenpiha Day Care";
- 2) että tutkija huomioi Vantaan varhaiskasvatuksen aloittamisen toimintamallin ja siihen liittyvät käytännöt sekä huomioi toimintamallin omaa opinnäytetyötään tehdessään; ja
- 3) että tutkijan tulee toimittaa yksi kappale tutkimuksesta PDF-tiedostomuodossa osoitteeseen kirjaamo(at)vantaa.fi

Päiväys Vantaa 18.12.2017

Allekirjoitus

Nimen selvennys Halme Katjamaria

Virka-asema Kehittämispäällikkö

Allekirjoitettu sähköisesti asianhallintajärjestelmässä.

Appendix 4: Guidance Booklet for Parents of Children in Illempiha Day Care

GUIDANCE BOOKLET

FOR PARENTS OF CHILDREN IN ILLEMPIHA DAY CARE

Created by:

Liina Paulasaari
Laurea University of Applied Sciences Bachelor's Thesis
in cooperation with Illenpiha Day Care Center

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Welcome to Illenpiha Day Care

i. Brief introduction

Illenpiha Day Care Center (Illenpiha 6, 01520 Vantaa) is a public day care center, catered to care for 0-6 year-old children, located in the heart of Kartanonkoski. The day care is made up of two buildings with a shared play ground area. Illenpuisto Day Care Center and the Open Day Care of Pakkala also belong to the same unit and all are directed by Sari Eskola (09 83925090 / sari.eskola@vantaa.fi).

Groups:

Main Building

Patruunat (0-3 year old's group)

043 827 0253 pk.illenpiha.patruunat@vantaa.fi

Kisällit (3-5 year old's group)

050 303 2900 pk.illenpiha.kisallit@vantaa.fi

Timpermannit (3-5 year old's group)

050 303 3169 pk.illenpiha.timpermannit@vantaa.fi

Lukkarit (part-day day care group)

043 827 0254 pk.illenpiha.lukkarit@vantaa.fi

Hoitoapupalvelu *Lukkarit (child care assistance)

043 827 0254 lukkarit.illenpiha@vantaa.fi

Illenpolku Building (kindergarten)

Keltaiset keltainen.illenpiha@eduvantaa.fi

043 826 1971

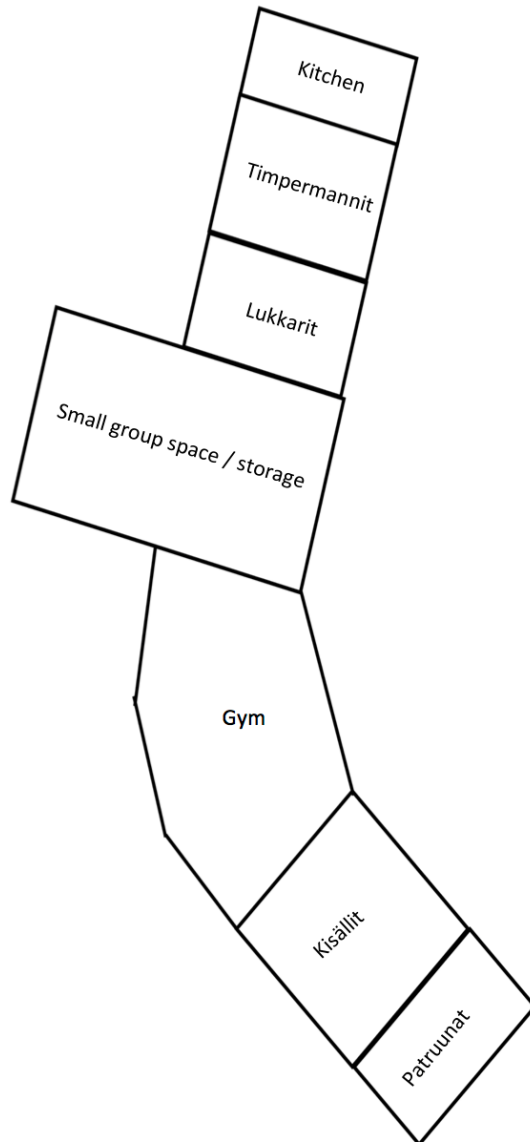
Vihreät vihrea.illenpiha@eduvantaa.fi

043 826 9172

Siniset sininen.illenpiha@eduvantaa.fi

Floor Plan

Illenpiha Building



Illenpolku Building



Schedule

i. Patruunat

Time	Activity
8.15-8.45	Breakfast
9.00-10.30	Planned activities (Play/Outdoor activities/Small group activities)
10.45-11.00	Circle time
11.00-11.45	Lunch
12.00-14.00	Nap time
14.00-14.30	Snack
14.30-15.30	Play time
15.30-17.00	Outdoor play

ii. Kisällit, Lukkarit, & Timpermannit

Time	Activity
8.15-8.45	Breakfast
9.00-11.00	Planned activities (Play/Outdoor activities/Small group activities)
11.00-12.00	Lunch
12.00-13.00	Nap time
13.00-14.00	Play time
14.00-14.30	Snack
14.30-15.30	Play time
15.30-17.00	Outdoor play

Essentials for Day Care

i. Please note

Your child will spend a significant amount of their day at day care. To ensure your child's happiness and wellbeing, Illepiha day care expects you to provide necessary items, which make your child's daily life at day care comfortable. Items that should be kept at day care at all times include the following:

Rain Clothes

Rain coat



Rain pants



Wellies



Rain mittens



Other

Indoor slippers



Bag



Family picture



Water bottle



Xylitol pastilles



If 3 years old or under / if needed

Spare diapers



Baby comforter / Sleep toy



Binkie and bottle



Spare Clothes

2 Tops



2 Bottoms



1 Pair of socks / Tights



2 Pairs of underwear



Seasonal

Winter

Spare hat



Spare gloves



Summer

Sun screen



Please remember to write your child's name on each of their belongings (clothing, toys, etc.), as they might get lost!

ii. What to dress your child in

> +20 dress child in and bring to day care:

- T-shirt or a thin long-sleeved shirt
- Pants or shorts
- Socks
- Sneakers or sandals
- Cap
- Sunglasses

< +10 dress child in and bring to day care:

- Shirt
- Pants
- Socks
- Thin jacket & thin outdoor pants
- Hat or cap
- Sneakers
- Thin mittens or gloves

> +10 dress child in and bring to day care:

- Shirt
- Pants
- Socks or tights
- Jacket & outdoor pants or outdoor overalls
- Beanie
- Mittens or gloves
- Neck warmer
- Boots or thick shoes

0~-10 dress child in and bring to day care:

- Shirt
- Pants
- Socks or tights
- Wool socks
- Fleece/wool jumper & pants or suit
- Thick winter jacket & outdoor pants or winter overalls
- Beanie
- Thin mittens & mittens or gloves
- Neck warmer & scarf
- Boots or thick shoes

**Incase the bitterness by frost is -10 °C or more, we DO NOT go outdoors with children under the age of 3.*

**Incase the bitterness by frost is -15 °C or more, we DO NOT go outside with children in day care.*

Useful links

i. Materials in Finnish

Vantaa's homepage for [Illempiha day care](#)

Illempiha day care's [description of operations](#) (2017-2018)

Picture guidebook for parents ([starting at day care](#))

The Early Childhood Education [Plan](#) of Vantaa (2017)

Basic information about the individual early childhood education [plan](#)

In-depth information on the individual early childhood education plan ([Finnish National Agency for Education](#))

The [model form](#) of the individual early childhood education plan (Finnish National Agency for Education)

ii. Materials in English

Basic information on the individual early childhood education [plan](#)

The [model form](#) of the individual early childhood education plan (Finnish National Agency for Education)

How the individual early childhood education plan is [created](#) (Finnish National Agency for Education)