

Adaptation Plan 2025/2026

Information and Activities for the Adaptation Process

- **Open Days** (April) – parents with their children visit us to get acquainted with the conditions of the childcare group, information about its operation, and answers to questions. More details: [Open Days - Daycare](#) (in Czech).
- **Website Information** – see the [Adaptation Process in Childcare Groups of the CAS](#)
- **Information Brochure** – a guide for parents of newly enrolled children with various information and recommendations, including the adaptation process. More details: [Information Brochure](#)
- **Entry Questionnaire** – questions for parents of enrolled children to gather valuable information for the daycare staff, especially during the adaptation period. More details: [Information Brochure](#)
- **The ‘Step into our Daycare Center’ event** (last week of August) – visit by parents and children to obtain specific information for the child’s start at daycare, meeting the daycare staff, discussing the Entry Questionnaire, completing administrative tasks, and allowing the children to play. More details: [Information Brochure](#)
- **Insight Window** – a recorded lecture by Mgr. Eliška Kotrbatá to support the adaptation process, available to parents via a shared electronic link.
- **Personal Meeting with Daycare Staff** – to discuss the child’s adaptation based on daily records and evaluations, and to agree on further cooperation if needed.
- **Parent–Teacher Conference (meeting)** (October)
- **Adaptation Process – Summary of Recommendations for Parents** – attached to this document.

Organization of the Adaptation Process

- **Adaptation begins on the child’s first day** in the childcare group, as stated in the Agreement on Providing Childcare Services in the Children’s Group of the CAS (hereinafter referred to as the “Agreement.”)
- The adaptation process can be **adjusted based on the child’s individual needs** in agreement with daycare staff and/or management.
- For **mid-year enrollments**, meetings and information sharing with parents are conducted individually. Adaptation cannot begin in July or August.
- **Absences during adaptation** are handled as in other periods, i.e., according to the Internal Rules (Article V, Paragraphs 13 and 14).
- Daycare staff is methodically equipped (e.g., communication cards) for initial communication with children who speak a **different native language** than Czech, and some

are linguistically equipped (English, German, or other languages) for communication with parents.

Adaptation Process

- The child's stay at the daycare during adaptation follows **assigned time slots** to allow the caregivers to focus more on the children that are adapting.
- **First day: 30 minutes with the presence of a parent, second day: 30 minutes without the parent's presence**, subsequently attendance is extended* **by one half-hour every day**, additionally **according to the child's ability** and ends **after lunchtime**.
- **First two weeks: daily attendance**.
- **Following two weeks** (weeks 2–4): **attendance** according to the **Agreement**.
- **Full-day attendance** (if agreed with the parents via the Twigsee system) starts no earlier than the **second month**.
- During the adaptation process, caregivers **work more closely with parents and keep each other informed** about the child's behavior. Based on their observations, caregivers keep daily records, evaluate them, and **at the end of the first month** invite the parents to a **personal meeting** to discuss the child's progress and, if needed, agree on further support for the child.

*To ensure a smooth and sensitive adaptation for the child, daycare staff may suggest, in the event of a break in attendance (e.g., illness, vacation), that the child return for a shorter period of time at first, with gradual extensions.

End of the Adaptation Process

- **Formally** the adaptation process ends at the end of the month in which the child started, linked to the **reduced service fee** for the daycare provided.
- **In practice**, adaptation may take **longer** – until the child can separate from their parents without signs of stress, feels safe, and engages in group activities. Until that time, the daycare staff offers the child increased individual support.
- If **adaptation is unsuccessful** even after being extended and the child continues to experience psychological distress without signs of improvement or is unable to adjust their behavior to the group setting – thereby negatively affecting the well-being, health, or safety of the other children – parents may be advised to **suspend attendance** until the child is more developmentally ready to join. Alternatively, the childcare group may **terminate the child's attendance** in accordance with Article VII of the Agreement.

Contacts

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 - **Website:** [Children's Groups](#) and [For the Parents](#)
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Attachment to the Adaptation Plan 2025/2026

Adaptation Process – Summary of Recommendations for Parents

Dear parents,

Adapting to daycare is not something that concerns only your child – it represents a transition for the whole family. We would like to offer you some recommendations for the period before your child starts attending the childcare group, as well as for the beginning and course of their attendance.

Preparing at Home

- Set clear **rules** for your child and stick to them (inconsistency, frequent changes, and giving in can be confusing for the child).
- Encourage your child to be **independent**, especially regarding hygiene, dressing, and eating habits.
- Practice with your child how to ask for **help** or assistance.
- Look for opportunities for your child to **meet other children** (playgrounds, play dates, play areas).
- Talk to your child **about the daycare group in a positive way** – focus on things they can look forward to (friends, toys). Take a look at and talk together about [how the daycare looks like](#).
- Introduce repeated daily activities, so-called **rituals**, into your child's routine.
- Set up a **daily routine similar** to the one in the children's group (waking time, snack/lunch/nap time) according to the [Education and Childcare Plan](#) (in Czech).
- Practice an afternoon **nap or rest** ritual (e.g. with a bedtime story or a cuddly toy).
- Prepare your child for **separation**. Introduce a **farewell ritual** (e.g. a hug or kiss). Avoid leaving in a rush, secretly, or in anger. Don't draw out the goodbye – if your child is crying, be kind but firm. Long goodbyes and negotiations aren't helpful for either you or your child. **Keep your promises** so your child can trust that you will return for them (e.g. "after snack time").

- Let your child know you understand any worries they might have about starting daycare. Reassure them that you believe in them and that they can handle it – this helps build their **confidence**.
- **Avoid planning additional major life changes** during the adaptation period (such as moving house or starting a new extracurricular activity).
- **Prepare yourself, too** – feeling confident about your decision to place your child in a children's group, and trusting the staff, will help you and your child succeed during this transition. Parental uncertainty often transfers to the child.

Getting Ready for the First Day

- Try to be calm and relaxed the night before, so the morning can go smoothly.
- Make sure your child knows where they are going, who will pick them up, and when.
- Talk together on the way to daycare.
- Bring a comforting item for your child such as a favorite (cuddly) toy or a family photo.

Adaptation Process

During the adaptation period, your child will begin to realize that they are no longer the **sole focus of attention** as they were at home, but that they are now part of a group of similarly aged children, where certain **shared rules must be followed**. The child will go through a wide **range of emotions** during this time and will need to learn how to process them.

- We recommend establishing a **morning ritual**, such as singing a song on the way to daycare or telling a story (this can make arrival easier).
- **Avoid unnecessary absences** during the adaptation period (i.e., vacation or scheduled doctor visits). If needed, it is better for the child to postpone their start of attendance.
- Stay **calm** and be a source of support for your child – a sensitive and patient parent helps the child feel secure.
- If a **crisis** arises, try to redirect your child's attention to something more positive or neutral.
- Reassure your child that you will be back **soon to pick them up**.
- Don't prolong the **goodbye** or accompany it with emotionally loaded statements like "I'll miss you too" or "I'll be so sad without you." Do not return after saying goodbye. Even if your child is crying, try not to be thrown off. (Letting go of your own anxiety helps relieve your child's anxiety.) The daycare staff are qualified and equipped to handle such situations. If applicable, you can also agree with the other co-parent(s) that the parent who finds separation easier will handle drop-off.

- Don't make attending daycare conditional on **rewards** (toys, candy, etc.).
- Always **keep your promises**.
- **Pick up your child on time, according to what you have agreed with the daycare staff.**
- **Do not leave** your child in the daycare for **longer than necessary**.
- **Ask** for any needed information **when picking up** your child.
- **Actively listen** when your child shares their day with you and validate their feelings.
- **Make time for your child** so you can enjoy relaxed and peaceful moments together.
- **Speak positively** about the daycare staff.
- Your child's adaptation to this new situation is essential for successful attendance of daycare, so make sure to set aside **adequate time** for it in your family. Not every child adjusts immediately – they need the chance to get to know the new environment, the other children, and the caregivers. **Don't rush the process.**