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**Conference President  
DGSPJ 2011**

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# **Early Group Day Care**

## **Developmental Pediatrician's**

### **View of Standards**

**Germany, Bielefeld, 23.Sept. 2011**

# PEDIATRICS®

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

## **The Pediatrician's Role in Setting Standards of Day Care for Children**

Esther H. Wender

*Pediatrics* 1993;91;237

## **American Public Health Association/American Academy of Pediatrics National Health and Safety Guidelines for Child-Care Programs: An Overview**

Albert Chang

*Pediatrics* 1994;94;1107

# PEDIATRICS®

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

## The Science Behind the American Public Health Association/American Academy of Pediatrics National Health and Safety Guidelines for Child-Care Programs

Susan S. Aronson, MD, FAAP

- ❖ environmental quality;
- ❖ prevention and control of infectious diseases;
- ❖ injury prevention and control;
- ❖ general health;
- ❖ nutrition;
- ❖ prevention and management of child abuse;
- ❖ staff health;
- ❖ children with special needs;
- ❖ health concerns related to social environment and child development;
- ❖ health and safety organization and administration.

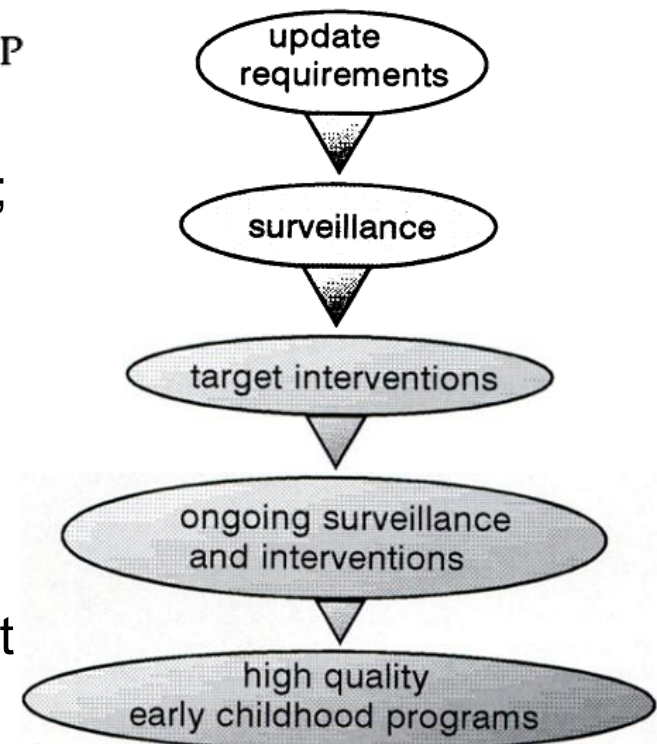


Fig 1. Quality improvement.

# Germany 2007

Monatsschr Kinderheilkd 2008 · 156:562–568  
DOI 10.1007/s00112-007-1607-5  
Online publiziert: 12. September 2007  
© Springer Medizin Verlag 2007

**J. Heinrich<sup>1</sup> · B. Koletzko<sup>2</sup>**

<sup>1</sup> GSF-Institut für Epidemiologie, Neuherberg

<sup>2</sup> Dr. von Haunersches Kinderspital, Ludwig-Maximilians-Universität München

## Kindergesundheit und Kinderbetreuung bei unter 3-Jährigen

**Children's Health and Day Care  
for Children under 3 years**

**Redaktion**  
D. Reinhardt, München

Monatsschr Kinderheilkd 2008 · 156:562–568  
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Redaktion  
D. Reinhardt, München

### Germany 2007

Children's Health  
in Day Care for  
Children under 3  
years

**„Of all problems that might arise with Group Day Care for Children under 3 years, in this article only aspects of somatic health as a function of Day Care are reviewed.“**

Monatsschr Kinderheilkd 2008 · 156:562–568  
DOI 10.1007/s00112-007-1607-5  
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Children's Health  
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Children under 3  
years

**„Group Day Care however can't be judged overall without taking into account psychosocial factors and potential risks (or benefits) for the social, mental and cognitive development of children.“**

Monatsschr Kinderheilkd 2008 · 156:562–568  
DOI 10.1007/s00112-007-1607-5  
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Redaktion  
D. Reinhardt, München

### Germany 2007

Children's Health  
in Day Care for  
Children under 3  
years

**„In Germany up to date there's not a single article in a peer-reviewed journal systematically reviewing data on issues of early day care and health, thus being able to give us a reliable answer to the question if group day care presents risks (or benefits) to the health of children.“**



At the same time pediatric GPs on “**Pediatricians in the Net**” stated:

## **Infants and Toddlers in Day Care – Psychiatrists see no Risks**

„Being in early family or group day care by no means does any harm to children...”

„It is important that nurses in early day care don't change on a daily basis...”

„One person changing 20 children's nappies isn't sufficient because then sometimes a child might happen to be forgotten...”



# Germany 2008

**Recommendations by the German Society  
of Social Pediatrics and Youth Medicine (DGSPJ)  
on  
Standards of Group Day Care  
for Children under the Age of Three.**

**Horacek U, Böhm R, Klein R, Thyen U, Wagner F**

[www.dgspj.de/media/Stellungnahme-Krippenpapier-Lang.pdf](http://www.dgspj.de/media/Stellungnahme-Krippenpapier-Lang.pdf)

**Recommendations by the German Society  
of Social Pediatrics and Youth Medicine (DGSPJ)  
on  
Standards of Group Day Care  
for Children under the Age of Three.**

**Horacek U, Böhm R, Klein R, Thyen U, Wagner F**

- 1. Survey of scientific literature**
- 2. Defining standards of structure-, process- and result quality.**
- 3. Standards for children with special needs**
- 4. Addressing neurobiological aspects (Cortisol)**
- 5. Stating demand for a national study group on the effects of group day care (not initiated up to date)**

**Recommendations by the German Society  
of Social Pediatrics and Youth Medicine (DGSPJ)  
on  
Standards of Group Day Care  
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**Horacek U, Böhm R, Klein R, Thyen U, Wagner F**

## **Systematic quality criteria**

### **1. Structural Quality**

- a. Building or site
- b. Adult to child ratio, group sizes, child ages,
- c. training and education of staff
- d. Overall concept

### **2. Process Quality**

- a. Didactic concepts
- b. Special needs of children under the age of three
- c. Co-operation with parents or other attachment figures
- d. Concepts for disabled children
- e. Co-operation with regional organisations
- f. Aspects of occupational medicine
- g. Documentation

### **3. Result Quality**

- a. Long term goal orientation and sustainability
- b. Evaluation und internal quality management

**Recommendations by the German Society  
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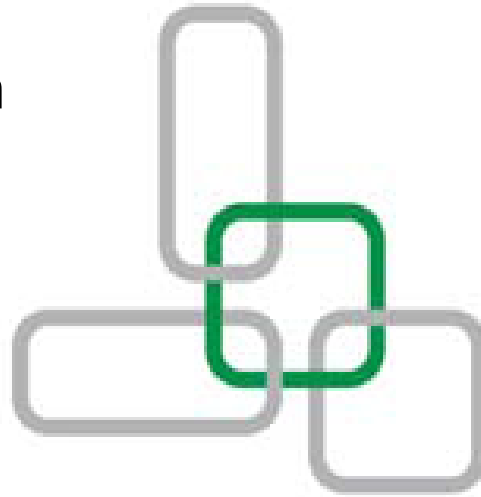
### **3. Result Quality - Criteria**

#### **3.a. Long term goal orientation and sustainability**

Children in group day care should attain good health in the long term according to WHO definition (mental, physical, cognitive, social).

The long term outcome should at least reach levels of children reared in family environment.

**German Academy  
of Child and Youth  
Medicine**



**Deutsche Akademie  
für Kinder- und  
Jugendmedizin e.V.**

*Dachverband der kinder- und  
jugendmedizinischen Gesellschaften*

## **Commission on day care issues:**

Prof. Dr. med. H. Bode; Dr. med. U. Fegeler; Prof. Dr. med. B. Koletzko; Prof. Dr. med. H.-J. Nentwich (Speaker); Dr. med. B. Schmid- Lachenmann

# Germany 2011



## Day Care Health

Information for professional carers and parents

<http://www.kita-gesundheit.de/>

## Structure Quality-Recommendations - Carer-Child-Ratio

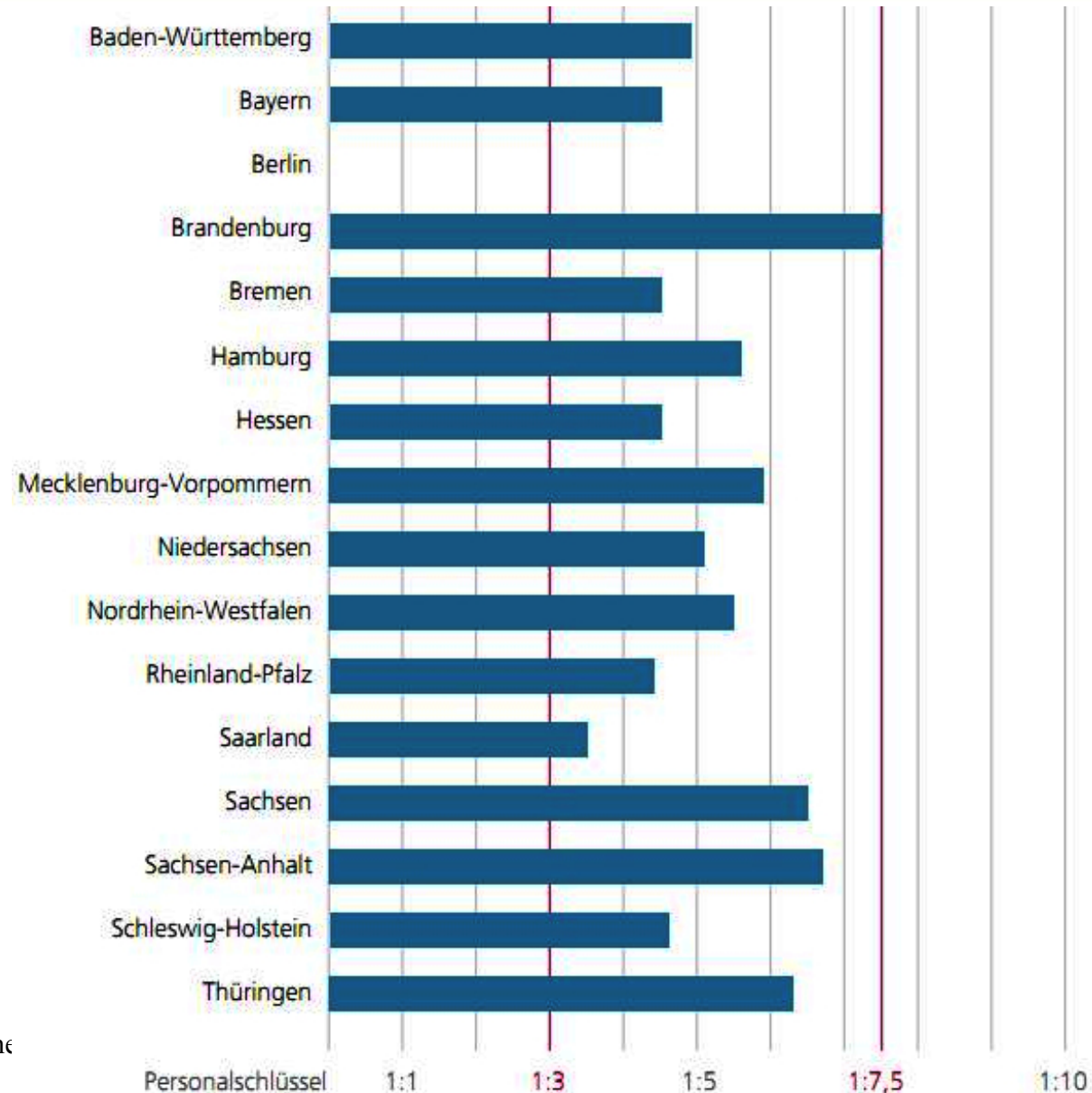
	<b>AAP/APHA</b>	<b>EU</b>	<b>DGSPJ</b>
<b>&lt; 1 Year</b>	<b>1 : 3</b>	<b>1 : 3</b>	<b>1 : 2</b>
<b>1 Year</b>	<b>1 : 3,5</b>	<b>1 : 3</b>	<b>1 : 3</b>
<b>2 Years</b>	<b>1:5</b>	<b>1 : 3 - 5</b>	<b>1 : 4</b>

## Summary

**Factual** Carer-Child-  
Ratios for under 3yrs  
in 2009

**Germany West: 1 : 5**

**Germany East: 1 : 6,5**





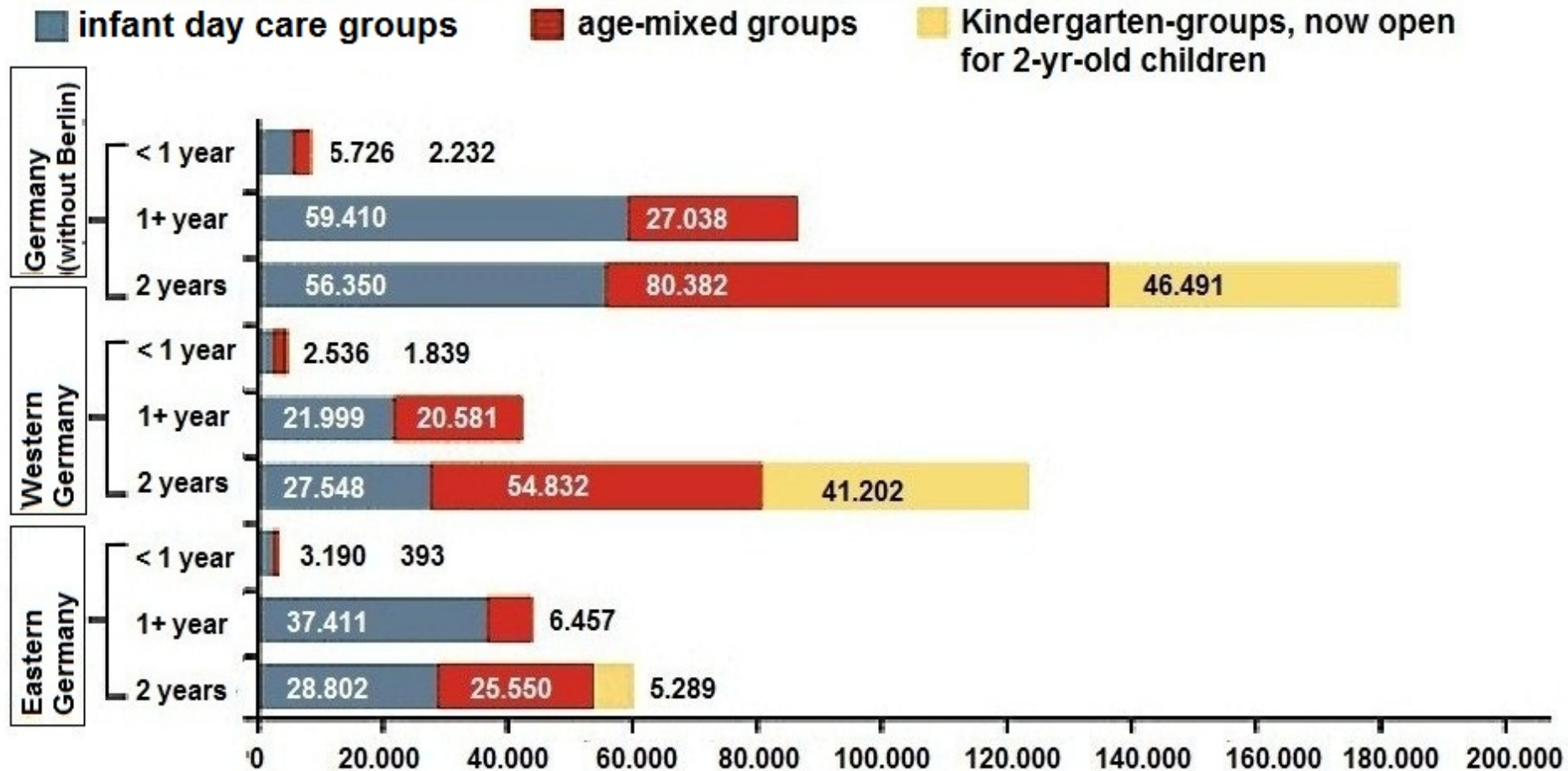
## Structure Quality - Recommendations

	Recommendations	Factual
Group Size	max. 8 ( - 12 ) children	Up to 15!
Qualifications of Carers	Bachelor Training Early Development	72% Carers 13% Carer-Helpers

### Cortisol-Studies:

- Group Sizes have the strongest impact!
- There should be no mix of infants and kindergarten-aged children

## Structure Quality Factual Situation in Germany



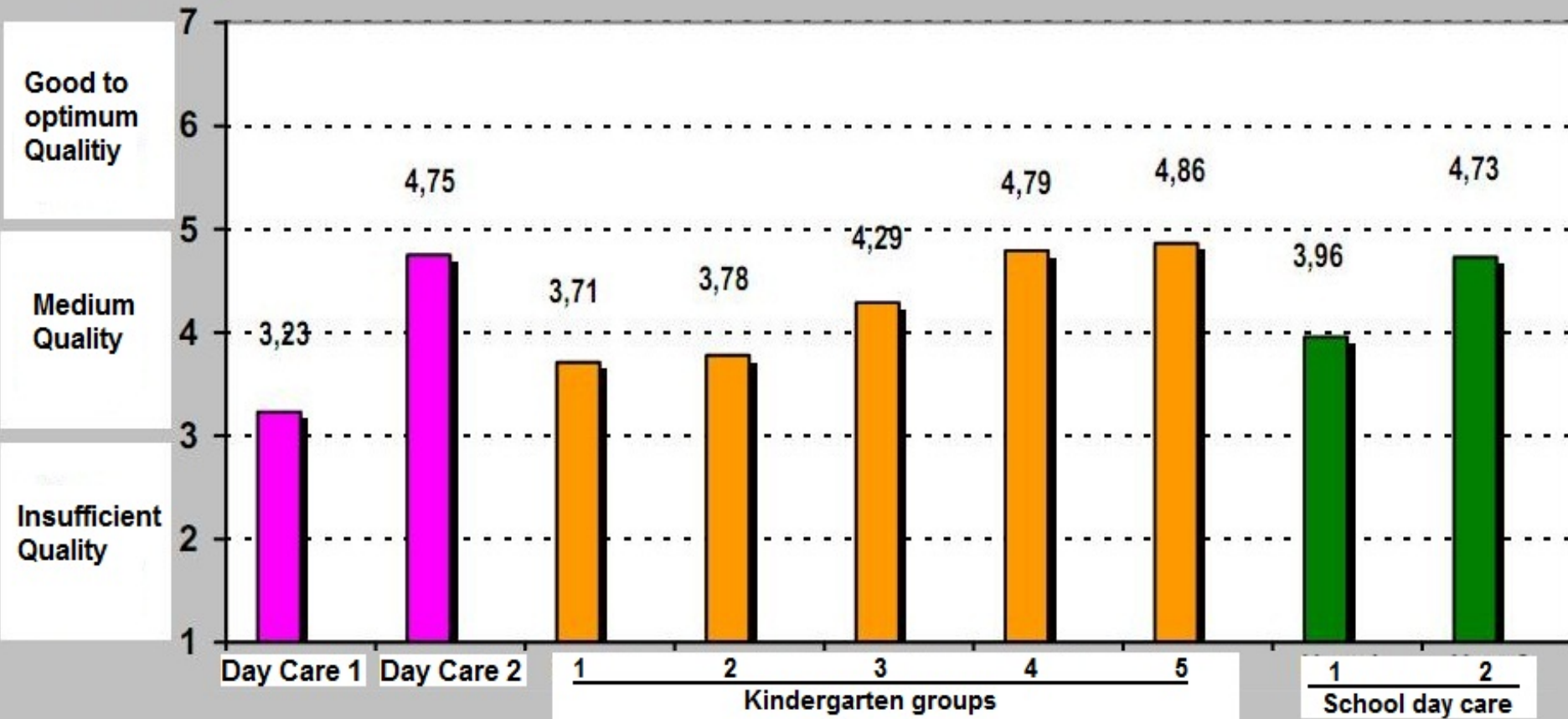
## **Process Quality - KRIPS-R Scale (2005)** (German Version ITERS-R, 1990/2004)

- 1. Site and Equipment**
- 2. Education and Care**
  - 3. Listening and Talking**
  - 4. Activities**
  - 5. Interactions**
  - 6. Educational Concept**
  - 7. Parents/Carers (incl. acclimatisation)**

Pict. 1

Educational Quality measured by KRIPS-R, KES-R, HUGS by Carers of different group day care settings (N=9)

### Quality Level



**Quality in German Day Care Centers for under 3s (KRIPS-R / 2007)**  
(N = 109)

<b>Very good/good</b>	<b>2 %</b>
<b>Medium</b>	<b>~ 2/3</b>
<b>Insufficient</b>	<b>~ 1/3</b>

Tietze W (2007), zit. aus Maywald J (Hg.) „Krippen“, Beltz 2008

**Effects of infant day care and Kindergarten on behaviour and cognitive performance  
as a function of time (duration) and institutional quality parameters (Rossbach HG)**

	Social-emotional Development		Cognitive Development	
	<i>Infant/toddler group day care (age &lt;3 years)</i>	<i>Kindergarten (age 3-6 years)</i>	<i>Infant/toddler group daycare (age &lt;3 years)</i>	<i>Kindergarten (age 3-6 years)</i>
<b>Time (duration)</b>	mildly negative	0 (to mildly negative)	0	positive
<b>Quality</b>	0	positive	mildly positiv	positive

Roßbach HG (2011): Langfristige Auswirkungen außerfamiliärer frühkindlicher Betreuung. In: Kißgen, R. & Heinen, N. (Hrsg.): Familiäre Belastungen in früher Kindheit. Früherkennung, Verlauf, Begleitung, Intervention. (In Druck). Stuttgart: Klett-Cotta.

## § 22 Sozialgesetzbuch VIII (social law paragraph)

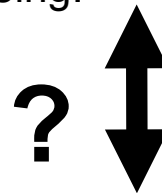
Day Care Settings should enhance children's development to *responsible* and *socially apt* personalities.

## OMEP (Organisation Mondiale pour l'Education Prescolaire) guidelines for infant education in the 21<sup>st</sup> century

„Utmost priority for early education is the upbringing of individuals as *competent, loving* and *empathic* citizens of earth.“

## Bavarian Childrens Education and Day Care Law

Central aim of educational efforts is the *relationally-competent, values-orientated, empathic* and *helpful* as well as *creative* human being.



**Scientific results, including NICHD, reveal that the amount of time children spend in group day care is – irrespective of quality of care!**

**- linearly associated with more:**

„ ... *quarreling, fighting, destroying, boasting, lying, bullying, committing cruelties, disobedience, frequent yelling or shouting* ...“

## **Early Group Day Care**

### **Proposition for Evidence-based Guidelines Grounded in developmental medicine**

- 1. No Group Day Care below age 2 years**
- 2. Between 2nd und 3rd Birthday maximally Half-day Group Care (up to 20 Hours a Week)**
- 3. From 3 years onward: Half- or Full-Day Group Care depending on individual readiness.**
- 4. No less than High Quality for all Group Day Care**



SOZIALPÄDIATRIE AKTUELL



# Auswirkungen frühkindlicher Gruppenbetreuung auf die Entwick- lung und Gesundheit von Kindern

**R.Böhm (2011), Kinderärztliche Praxis 82 (5), 316-21**

**„Effect of early group day care on the  
development and health of children“**



## Auswirkungen frühkindlicher Gruppenbetreuung auf die Entwick- lung und Gesundheit von Kindern

„Effect of early group day care on the  
development and health of children“

**„The recent political goal of  
propagation of early group day  
care is predominantly based on  
economical aspects [36] and  
tends to ignore health aspects.“**

„Studies on the Developmental Effects of Group Day Care,  
planned or carried out by economical or political institutions,  
organisations and political organs, have to be analyzed and valued  
with vigilant attention, comparable to studies in the medical field  
conducted by pharmaceutical companies.“

(This last sentence is not part of the published article, it was cancelled by the editor without  
consultation with the author)

## Conclusions (1)

1. Quality of Early Group Day Care in Germany is currently insufficient from a developmental perspective.
2. Only with high Quality of Group Day Care can certain long-term cognitive improvements be achieved.  
(independent of duration of Care)
3. Even High Quality does not prevent an increase in Externalizing Problem Behaviour and Long-term Risks of Neurobiological Alterations in Stress-Regulation. Therefore, restriction of total amount of Group Day Care is required.

## Conclusions (2)

4. In Germany Science-based, continually updated Pediatric Guidelines for Early Group Day Care up to date are practically non-existent and urgently have to be installed as a completion to economical, educational and gender-political aspects on the matter of Day Care



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