



Inspectie van het Onderwijs  
*Ministerie van Onderwijs, Cultuur en  
Wetenschap*

# **INSPECTION FRAMEWORK CHILDCARE BES 2026**

for the supervision on childcare on  
Bonaire, St. Eustatius and Saba  
(1 January 2026 - 1 January 2031)

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## 1. INTRODUCTION

The Inspection Framework 2026 (hereinafter referred to as: the Inspection Framework) of the Inspectorate of Education (hereinafter referred to as: the Inspectorate) describes what the supervision on childcare on Bonaire, St. Eustatius and Saba (hereinafter referred to as: BES or the Caribbean Netherlands) will look like on 1 January 2026. From that moment the Childcare Act BES (hereinafter referred to as: the “Wko BES”) takes effect.

The Inspection Framework involves the working method of the Inspectorate and the Public Entity<sup>1</sup>. In addition, it also contains the assessment framework. In short: the Inspection Framework indicates how we supervise and the assessment framework indicates what we inspect.

The Wko BES indicates that the Minister of Social Affairs and Employment (SZW) designates a supervisory authority (Section 5.1). In the designation order it is noted that civil servants of the Inspectorate and the Public Entity were indicated as supervisors of the quality of childcare. The Inspectorate bears ultimate responsibility for this. The Inspectorate and the Public Entity Bonaire, St. Eustatius and Saba agreed on arrangements regarding the supervision on childcare. They established the arrangements in cooperation agreements between the Inspectorate and the Public Entities. The cooperation agreements also contain the mutual divisions of tasks (see: [Caribbean Netherlands | Education Sectors | Inspectorate of Education \(onderwijsinspectie.nl\)](#)).

In the introduction we first explain what Act is important for the supervision. We then address the scope and effect of the Inspection Framework.

### 1.1. Statutory framework supervision on childcare in the Caribbean Netherlands

The Wko BES provides the foundation for the supervision on childcare in the Caribbean Netherlands. The civil servants of the Inspectorate and of the Public Entity have, as supervisors, the duty to assess and to help improve the quality of childcare. This also includes the quality of the childcare staff.

The Inspectorate and the Public Entity jointly supervise the childcare centres and the host parent care facilities. We describe the definitions included in the Act below (Section 1.1 of the Wko BES).

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<sup>1</sup> With Public Entity we refer to the Public Entity Bonaire, St. Eustatius or Saba.

### Childcare

- Childcare: the professional, or otherwise other than without consideration, provision of care and upbringing and the contribution towards the development of children up to the first day of the month that the secondary education starts for the said children;

### Childcare centres

- Childcare centre: a facility where childcare other than host parent care is provided; Childcare centres include: daycare, out-of-school care and flexible care<sup>2</sup>.
- Daycare: childcare for children aged from 0 up to primary school age, in the course of which daytime childcare is offered.
- Out-of-school care: childcare for children of primary school age, in the course of which childcare is offered before or after the daily school time as also during days or afternoons off and school holidays.
- Flexible care: childcare for children aged 0 up to secondary school age that takes place in the evening, at night or during the weekend.

The Inspectorate and the Public Entity also supervise host parent care.

Host parent care: childcare in a family situation that involves simultaneous care for a maximum of six children, including the relatives by blood or affinity in the descending line of the host parent or their partner who have not attained the age of ten yet, in the course of which the care is provided:

- a. at the address of the host parent; or
- b. at the residential address of one of the parents of the children for whom the host parent is providing care.

## **1.2. Basic quality and individual ambitions**

In the supervision, the Inspectorate makes a distinction between the mandatory requirements from the Act and the individual ambitions of the childcare centre.

Basic quality regards the general standards for the quality of childcare laid down in the legislation and regulations.

If a childcare centre or a host parent facility complies with the basic quality then it provides childcare of sufficient quality.

Insufficient quality of childcare results in remedy arrangements and can lead to fines or other consequences imposed by the Minister of SZW and/or to temporary

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<sup>2</sup> The first five years after the entry into force of the Wko BES, the government is not funding flexible care.

closing ordered by the Inspectorate. It can also lead to suspension or revocation of the permit by the Executive Council of the Public Entity.

When we talk about individual ambitions then we refer to the ambitions and objectives that the childcare centre or the host parent facility imposes on itself and that go beyond the basic quality. Departing from the stimulating supervision, the Inspectorate inspects how these elements contribute to the continuous and sustainable improvement of the childcare quality. The Inspectorate conducts the conversation about this with the childcare centre or the host parent facility. In reports, the Inspectorate makes a clear distinction between opinions that we base on legislation and regulations and findings that regard individual ambitions.

### **1.3. Object of supervision**

The responsibility for the quality of the childcare is vested in the operator of the childcare centre and the host parent. The operator is a natural person aged eighteen or older or a legal entity that operates a childcare centre. The host parent is the person aged eighteen or older who provides host parent care. The operator and the host parent bear ultimate responsibility for the provision of responsible childcare, the health and safety of the children, and the quality of the childcare. Most of the operators have one childcare centre and host parents have one host parent facility. They receive an operating permit for this.

The supervision takes place at location level. This means that the location is the focus of the supervision, and not the operator or the umbrella organisation. We assess the quality requirements at location level. Per location we establish whether the operator acts in accordance with the legislation and regulations.

### **1.4. Functioning and evaluation**

This Inspection Framework 2026 is valid from the date that the Wko BES takes effect and is basically valid for five years.

According to the Explanatory Memorandum with the Wko BES<sup>3</sup>, the Inspectorate consulted with the stakeholders in the European and Caribbean Netherlands about the Inspection Framework. In the European Netherlands, consultations took place with the relevant departments of Education, Culture and Science (OCW) and Social Affairs and Employment (SZW). In the Caribbean Netherlands, consultations took place with the Public Entities Bonaire, Saba and St. Eustatius, operators of childcare centres and host parents. We also take the insights and experiences gained during the BES(t) 4 kids programme into account.

The evaluation of the functioning and the effects of the Inspection Framework takes place before 1 July 2030 in order that we can take the outcome into account

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<sup>3</sup> House of Representatives, 2022-2023. 36 306, no. 3

in the revision of the Inspection Framework on 1 January 2031. Consultation with the parties involved is part of this. On the basis of an evaluation of the functioning of the effects of the framework, we can decide to proceed with an accelerated revision of the framework, if so required.

## **2. RESPONSIBLE CHILDCARE AND APPROPRIATE SUPERVISION**

This chapter explains what the guiding principles of the supervision on childcare in the Caribbean Netherlands are and what the main features of the supervision are: safeguard and stimulate.

### **2.1. Guiding principles of the supervision and role of the supervisory authority**

Departing from our safeguarding function and stimulating function, we make a distinction in our assessment framework between the basic quality and the individual quality ambitions. Basic quality is what a childcare organisation must by law provide. Individual quality ambitions are what a childcare organisation individually wants to attain. The foundation of the safeguarding function is formed by the statutory requirements in the Wko BES, the Childcare Decree BES, the various Island Ordinances (and any subordinate decrees) and the Childcare Regulations BES. For the individual ambitions, the pedagogical and educational policy plan forms the point of departure. We work transparently and all quality information is public. With the help of the Investigation Framework, the operators can work on basis quality and the individual ambitions.

### **2.2. Main features of the supervision**

The Inspection Framework consists of the components 'safeguarding the basic quality' and 'stimulating better'.

#### **2.2.1. Safeguarding the basic quality**

The residents of Bonaire, Saba and St. Eustatius must be able to rely on the fact that children aged 0 up to secondary school age receive childcare of sufficient quality. The standard for the basic quality is that the childcare centre or the host parent facility complies with the requirements of childcare quality set forth in the Act.

We refer to the opinion 'Satisfactory' when the childcare centre or the host parent facility complies with the relevant legislation and regulations. If the childcare centre or the host parent facility does not comply with this in terms of health and safety, we issue the opinion 'Unsatisfactory'.

We assume that the childcare centre is a safe and healthy location for children. That is why all requirements that may affect the health and safety of children fall under health and safety. Hence, for instance also (safe) accommodation and (sufficient) staff. In chapter 3 we elaborate what requirements fall under the theme health and safety.

At least up to five years after the entry into force of this framework, we refer to a 'Point for Improvement' in respect of all other statutory requirements if the location does not comply with the legislation and regulations.

Annually, we conduct at least one inspection at each childcare centre and each host parent facility<sup>4</sup>. We do this both unannounced and announced. Does it become apparent from our inspection that the childcare centre or the host parent facility does not comply with the basic quality? Then we aim our interventions at the relevant operator or host parent who must ensure within an acceptable remedy period that they comply with the relevant requirements.

### **2.2.2. Stimulating better**

Our supervision is also stimulating: aimed at the improvement of the quality. This follows from our working method in various ways.

First of all, our stimulating role can be noticed in the content and style of our conversations with childcare centres and host parent facilities. We give childcare centres and host parent facilities room to present their vision and ambitions and the way that they translate them into their childcare practice. We conduct the conversation on the basis of the ambitions, as described in the pedagogical policy plan. At the end of the inspection day, we organise so-called final conversations. This way, the operator of the childcare centre and the host parent gain more insight into our (provisional) opinions on the basis of the individual case. This offers operators and host parents specific starting points for activities in order to be able to improve.

Secondly, our stimulating function can be seen in the reports. We indicate on what points the childcare complies with the requirements. We also describe the good practices, if we encounter them, in order that they can serve as an example. This way, we provide an honest picture of the quality as observed by us during the inspection.

Finally, apart from the assessment 'Satisfactory' we also use the assessment 'Good'. With the assessment 'Good' we also assess, in addition to the requirements pursuant to the legislation and regulations, the individual ambitions. We show to what degree the childcare centres and host parent facilities realise their individual objectives. This stimulates operators and host parents to give

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<sup>4</sup> As the Inspectorate of Education and the Public Entities jointly carry out the supervision, the cooperation arrangements contain arrangements about the distribution of supervision duties. The Inspectorate of Education and the local inspectorate annually carry out an inspection in respect of a part of the quality aspects from the assessment framework. Annually, the locations are consequently confronted with two moments during which they are inspected. Combined this leads to a complete annual inspection in the course of which all quality aspects are inspected.

substance to improvements in their individual way and within individual frameworks in a targeted manner. We ask the operator and host parent for consent to issue the assessment 'Good' in respect of the individual ambitions. If an operator or host parent does not want to lend cooperation in this stimulating part of the inspection then this is not required. In chapter 4 it is indicated in respect of what quality aspects the assessment 'Good' can be given.

At childcare centres and host parent facilities that comply with the basic quality, we mostly inspect whether there is question of an improvement culture. We intend this as a joint pursuit of not only keeping the childcare quality at a satisfactory level but of also improving further. If this improvement culture is present then room is created to lift the childcare quality as a whole to a higher level.

### **3. THE ASSESSMENT FRAMEWORK**

In this chapter we describe the assessment framework. First, we provide a summary of the statutory duties of childcare in the Caribbean Netherlands and the quality requirements (section 3.1). Then we describe the structure of the framework in section 3.2. In section 3.3 the complete assessment framework for childcare in the Caribbean Netherlands is then provided. In this regard, we make a distinction between the various childcare centres (daycare and out-of-school care) and the host parent care. In the final section (3.4) we address the other statutory requirements.

#### **3.1. Quality requirements childcare**

In the Wko BES, Section 2.3 states precisely what **responsible childcare** is:

- the offer of emotional safety to children in a safe and healthy environment;
- the promotion of the individual and social competence of children;
- the socialisation of children through the transfer of generally accepted standards and norms;
- the playful and purposeful stimulation of language skills, arithmetic skills, motor skills and social-emotional skills for the benefit of a continuous development process for children.

The operator of a childcare centre or host parent must also ensure that they establish the implementation of the pedagogical policy and the health and safety policy in writing, evaluate and, where required, revise it. Below, the quality requirements that the childcare centre and the host parent must meet in order to realise responsible childcare are outlined.

##### **Quality requirements childcare centre**

Section 2.4 of the Wko BES contains the quality requirements that the Act imposes on a childcare centre. An operator of a childcare centre:

- organises the childcare in such manner;
- provides the childcare centre, both qualitatively and quantitatively, with such staff and equipment;
- provides for such distribution of responsibilities; and
- pursues such pedagogical, health, safety, educational and organisational policy;
- that this all, within reason, results in responsible childcare.

The Childcare Decree BES (hereinafter referred to as: the Bko BES) contains further rules about the conditions for responsible childcare at a childcare centre (in pursuance of Section 2.3 Subsection 3 of the Wko BES). We make a distinction between daycare, out-of-school care and flexible care. Section 2.4 Subsection 4 of the Wko BES indicates what conditions this can regard.

The Childcare Regulations BES (hereinafter referred to as: the Rko BES) contain, in pursuance of Section 2.2 Subsection 4 of the Wko BES, further rules about the content of the childcare agreement. In pursuance of Section 2.11 Subsection 2 of the Bko BES, the Rko BES contain further rules about the skills to administer first aid to children.

Section 2.4 Subsection 5 of the Wko BES contains the further rules that can be imposed on a childcare centre by or pursuant to the Island Ordinance and the Island Decree.

Finally, there are other statutory requirements that childcare centres must meet.

#### **Quality requirements host parent care**

Section 2.6 of the Wko BES contains the quality requirements that the Act imposes on a host parent. A host parent:

- organises the activities in such manner;
- provides the care, both qualitatively and quantitatively, with such equipment;
- pursues such pedagogical, health, safety and educational policy;
- that this all, within reason, results in responsible childcare.

The Bko BES contains further rules about the conditions regarding responsible childcare at a host parent. Section 2.6 Subsection 4 of the Wko BES indicates what conditions this can regard.

The Rko BES contain, in pursuance of Section 2.2 Subsection 4 of the Wko BES, further rules about the content of the childcare agreement. In pursuance of Section 2.11 Subsection 2 of the Bko BES, the Rko BES contain further rules about the skills to administer first aid to children.

In pursuance of Section 2.6 Subsection 5 of the Wko BES, the Island Ordinances contain further requirements imposed on the host parent care by the Public Entity. Further rules and conditions can be imposed on the host parent care in the Island Decree.

Finally, there are other statutory requirements that host parent care must meet.

### **3.2. Structure of the assessment framework**

The assessment framework consists of four quality areas. They answer four questions about the quality of childcare and 32 quality aspects (childcare centres).

We distinguish four quality areas in the assessment framework:

- I. Administration, Staff and Accommodation (ASA)
- II. Safety, Health and Pedagogical Climate (SHP)
- III. Childcare and Learning by Playing (CLP)
- IV. Quality Assurance, Quality Culture and Accountability (QQA)

The elaboration of these four quality areas in the assessment framework results in an answer to four questions:

1. Does the childcare centre / the host parent facility comply with the requirements in the area of administration, staff and accommodation?
2. Is it safe and healthy for the children?
3. Are children sufficiently stimulated in their development at the childcare centre / the host parent facility?
4. Is the management of the childcare centre / the host parent facility steering on the improvement of the quality?

Every quality area consists of quality aspects. There are a total of 32 quality aspects. The quality aspects are divided per topic. A quality aspect contains one or more requirements from the legislation and regulations. The quality aspects all contain a short explanation that indicates what requirements are included. With a part of the quality aspects under the quality areas CLP and QQA there is also room for a dialogue about the individual quality aspects that the childcare centre or the host parent facility shows or aspires to. We include individual ambitions in our formation of an assessment for the rating 'Good'. In this regard, we inspect whether the childcare centre or the host parent facility realises its individual ambitions and whether the institution thus realises good childcare.

The Act imposes various requirements on a childcare centre and the host parent care. As a result, not all quality aspects are also applicable to the host parent care. The host parent care has a total of 26 quality aspects. In chapter 6 we clarify this difference.

We do not include all requirements as included in the Wko BES and underlying regulations in the Inspection Framework. This applies to, for instance, the retention periods of documents like the health and safety plan, to the provision of professional care without a permit and to the rejection of the provision of care to children. On the basis of notifications and signals we can question operators and host parents about potential non-compliance with the other statutory requirements. Non-compliance with (one or more of) the other statutory requirements can lead to the instigation of an inspection, a remedy arrangement or potentially enforcement.

The assessment framework BES has the following structure for the child centres:

<b>QUALITY AREAS AND QUALITY ASPECTS CHILDCARE BONAIRE, ST. EUSTATIUS AND SABA</b>	
<b>I.</b>	<b>Quality Area Administration, Staff and Accommodation (ASA)</b>
	Administration
	1. Quality aspect Operating permit
	Staff and groups
	2. Quality aspect Qualification, training and experience
	3. Quality aspect Certificate of good conduct
	4. Quality aspect Working language
	5. Quality aspect Number of professionals and group size
	6. Quality aspect Familiar spaces and people (stability)
	Accommodation
	7. Quality aspect Accommodation and areas
<b>II.</b>	<b>Quality Area Safety, Health and Pedagogical Climate (SHP)</b>
	Health and safety
	8. Quality aspect Health and safety policy
	9. Quality aspect Healthy food
	10. Quality aspect Obligation to inform, consult and report <sup>5</sup>
	Pedagogical and educational policy and pedagogical practice
	11. Quality aspect Pedagogical and educational policy
	12. Quality aspect Emotional safety
	13. Quality aspect Personal skills
	14. Quality aspect Social skills
	15. Quality aspect Transfer of norms and values
<b>III.</b>	<b>Quality Area Childcare and Learning by Playing (CLP)</b>
	Programme / provision
	16. Quality aspect Daily routine and activity programme
	17. Quality aspect Early childhood education programme (daycare) / Quality aspect Provision focused on child's development (out-of-school care)
	18. Quality aspect Classroom design
	Monitoring the development
	19. Quality aspect Monitoring development
	20. Quality aspect Identifying development issues and reflecting
	21. Quality aspect Inform the primary school about the child's development (daycare)
	Learning by playing
	22. Quality aspect Encouraging the development through play and goal-oriented
	23. Quality aspect Interaction
	24. Quality aspect Active participation
	Cooperation

<sup>5</sup> The obligation to inform, consult and report for the operators of childcare centres and the obligation to consult for host parents takes effect on 1 January 2027.

	25. Quality aspect Cooperating with parents
	26. Quality aspect Cooperating with local partners
<b>IV.</b>	<b>Quality Area Quality Assurance, Quality Culture and Accountability (QQA)</b>
	Quality assurance
	27. Quality aspect Working systematically on quality improvement
	28. Quality aspect Evaluating the quality
	Quality culture
	29. Quality aspect Professional quality culture
	Accountability and dialogue
	30. Quality aspect Providing information
	31. Quality aspect Complaints procedure
	32. Quality aspect Parent committee
	<b>Other statutory requirements</b>

### 3.3. Quality areas and quality aspects

The assessment framework for childcare on Bonaire, St. Eustatius and Saba has four quality areas, each with a number of quality aspects. For each of the 32 quality aspects, we first indicate what we mean by basic quality (what the childcare centre / host parent facility must do). The assessment framework then provides space for the individual ambitions and goals of the childcare centre / host parent facility (what the childcare centre / host parent facility wants) for each quality aspect under quality areas III and IV. We also indicate which further rules are included in the lower regulations (the Childcare Decree BES, the Childcare Regulations BES, the Island Ordinance and the underlying decree).

The appendices contain the assessment frameworks for the childcare centres (daycare and out-of-school care) and host parent facilities. The appendix with the legal elaboration of the assessment framework can be found on our website. (see: [Caribbean Netherlands | Education Sectors | Inspectorate of Education \(onderwijsinspectie.nl\)](https://www.onderwijsinspectie.nl)).

## **4. STANDARDS AND FORMING AN OPINION**

In this chapter, we describe how we use the assessment framework from chapter 3 and the elaborations in the appendices to assess the quality of childcare.

### **4.1. Forming an opinion at one level**

We assess the quality of childcare per quality aspect. In section 4.2, we describe the standards based on the legislation and regulations, and in section 4.3, we describe the guidelines for the assessment of the individual ambitions.

The assessment of the individual quality aspects does not lead to an assessment of a quality area or of childcare as a whole (section 4.4). By assessing only one quality aspect, it becomes clear to the provider which statutory quality requirements are or are not being met. All statutory requirements carry equal weight and do not lead to an assessment of the overarching quality area. As we do not assess per quality area, we do not give a final assessment for per childcare centre or host parent facility.

### **4.2. Standards quality aspects**

Quality aspects comprise one or more requirements from the Wko BES. Whether we assess a quality aspect as Satisfactory or Unsatisfactory / Point for Improvement is based solely on whether the childcare centre / host parent facility complies with the legislation and regulations.

For the first five years after the Act comes into force, we only give a Satisfactory / Unsatisfactory rating for the quality aspects that fall under quality areas I. Administration, Staff and Accommodation (ASA) or II. Safety, Health and Pedagogical Climate (SHP). We will take immediate enforcement action in the form of remedy orders with reasonable deadlines. The health and safety of children must not be compromised.

For the first five years after the Act comes into force, we only give a Satisfactory / Point for Improvement rating for the quality aspects that fall under the quality areas of Childcare and Learning by Playing or Quality Assurance, Quality Culture and Accountability. We also issue remedy tasks in this regard, but with longer deadlines.

<i>Opinion quality aspect</i>	<i>Standard for quality aspects</i>
Satisfactory (basic quality)	The childcare complies with the legislation and regulations on the quality aspect.
Unsatisfactory	The childcare does not comply with the legislation and regulations on the quality aspect that falls under quality area I. Administration, Staff and Accommodation (ASA) / I. Administration, Host Parent and Accommodation (AHPA) or quality area II. Safety, Health and Pedagogical climate (SHP).
Point for Improvement	The childcare does not comply with the legislation and regulations on the quality aspect that falls under Quality Area III. Childcare and Learning by Playing (CLP) or Quality Area IV. Quality Assurance, Quality Culture and Accountability (QQA).

### **4.3. Assessment individual ambitions per quality aspect**

For the rating "Good" on a quality aspect, the childcare centre / the host parent facility must at least comply with the relevant legislation and regulations.

The assessment of the individual ambitions takes place in two ways:

1. When assessing the quality aspect, the individual ambitions are decisive for the rating "Good".
2. All quality aspects in childcare in the Caribbean Netherlands have a statutory basis. If the childcare centre or the host parent facility sets individual ambitions and goals in the pedagogical policy plan in the quality areas III. Childcare and Learning by Playing or IV. Quality Assurance, Quality Culture and Accountability then this may result in a rating of "Good". This may be the case if the childcare centre convincingly demonstrates the individual ambitions in relation to the quality aspect (both in terms of ambition and realisation). If we observe this, we assign a rating of "Good". We only do this if the operator gives their permission.

<i>Assessment quality aspect</i>	<i>Guideline for assessment individual ambitions</i>
Good	The childcare complies with the statutory requirements and convincingly realises the individual ambitions, thereby setting an example for others.

## **4.4. Forming an opinion**

### **4.4.1. Assessment of compliance with legislation and regulations**

In forming our opinion, we use the standards set out in sections 4.2 and 4.3 as a guideline. The extent to which the childcare practice demonstrates the essence and the intention of, in particular, the legislation and regulations is decisive for our assessment. In doing so, we apply the principle that, in order to receive a "Satisfactory" rating for a quality aspect, the childcare must comply with the legislation and regulations that apply to that quality aspect. However, we do not assess compliance with each statutory requirement for each quality aspect in isolation, but in relation to the quality we aim to achieve with that quality aspect. By way of illustration: it may be that the childcare centre or the host parent facility shows a positive picture in terms of quality, but that the childcare does not (yet) meet a certain element of the quality aspect. If non-compliance with that statutory requirement has a limited impact on the quality found and if the childcare centre can easily remedy the issue in the short term (or has already remedied it before the report is finalised), we will give a "Satisfactory" rating for that quality aspect. The operator of the childcare centre or the host parent facility receives a remedy order for the non-compliant element and is responsible for ensuring compliance. We also monitor this during the next annual inspection, in accordance with our statutory duty.

### **4.4.2. Assessment of individual ambitions**

In addition to visibly complying with all legislation and regulations relating to the quality aspect, we also look at the individual ambitions when awarding a "Good" rating: does the childcare centre / the host parent facility convincingly demonstrate how it shapes and implements its own quality policy in terms of the quality aspects and how this results in good childcare? Does the childcare centre / the host parent facility set an example for others? The pedagogical policy plan of the operator / host parent and the observations of the inspector in practice are important sources in this regard. We base our assessment primarily on the ambitions of the operator and the choices made by the childcare centre / host parent facility in this regard.

### **4.4.3. Environmental factors**

Environmental factors determine the context in which the childcare centre or the host parent facility operates. These can have a positive or negative impact on the quality of childcare. Environmental factors include: the development of the child population, the accommodation and the availability of qualified staff. Our assessments always concern the quality of childcare that children receive, regardless of the environmental factors.

Although environmental factors do not influence the assessment, they do play a role in the determination of appropriate interventions in the context of follow-up

supervision. The effect of non-compliance with legislation and regulations can vary depending on the target group. We take this into account when determining the remedy order, the remedy period and when advising on the possible imposition of a sanction.

#### **4.4.4. Expert opinion**

Our opinions have a statutory basis and are made using multiple sources, such as documents from the childcare centre or the host parent facility and observations. We also conduct interviews with the operator and management of the childcare centre / the host parent facility, with professionals, with children, with parents and with the parent committee (if applicable). This approach enables us to arrive at a balanced opinion. We apply the principle of hearing both sides.

We use a similar approach to assess the individual ambitions. Here, we play the role of the *critical friend*. The childcare centre or the host parent facility is responsible for taking action, and we adapt our supervisory style accordingly.

The nature of the assessment framework, with its solid statutory basis on the one hand and scope for individual ambitions on the other, places high demands on our expertise. Using the assessment framework as a tool and the guidelines for forming an opinion, we assess the actual realisation of childcare as experienced by the children.

Throughout the entire assessment and evaluation process, our focus is on doing justice to the quality of childcare we encounter and, in doing so, to the opportunities for children on the BES islands to develop to their full potential.

## **5. SUPERVISORY METHOD CHILDCARE CENTRES AND HOST PARENT FACILITIES**

In this chapter, we describe our working method. We base this on the annual inspection. We conduct the annual inspection on the basis of the principles described in chapter 2 and with the aid of the assessment framework and standards described in chapters 3 and 4.

We start with the inspection questions and then discuss the three phases of the annual inspection: preparation (section 5.1.1.), implementation (section 5.1.2.) and completion (section 5.1.3.).

In addition to the annual inspection, there is also the incidental inspection (section 5.2) and the further inspection (section 5.3).

### **5.1. Annual inspection**

At each location, we assess the quality of childcare annually based on all quality aspects from the assessment framework. We check whether the operator of a childcare centre / the host parent facility with an operating permit complies with the statutory requirements.

#### **5.1.1. Preparation**

*Preparation inspection childcare centre or host parent facility*

In preparation for the performance of the inspection, the inspectorate forms an initial impression of the quality of the location by reviewing and analysing all available information. Each inspection begins with an expert analysis of the information available to the inspectorate or requested in advance from the location to be inspected. We analyse the pedagogical policy plan (does it comply with the statutory requirements and what ambitions does the plan contain?) and other relevant documents like policy plans and documents concerning the evaluation and assessment of the quality. These documents form the basis of the expert analysis. In addition, we look back at previous supervision (supervision history) and include other (publicly available) data.

In preparation for the inspection, we review, in any case, the following documents: the operating permit, the pedagogical policy plan, and the health and safety policy. We also investigate any reports we may have received.

We check whether the information from the childcare centre / the host parent facility is up to date in our systems and whether the information relates to our inspection questions and thus also covers the quality areas of the assessment framework.

### **5.1.2. Performance inspection childcare centre or host parent facility**

The performance of the inspection has the objective of arriving at an assessment for each quality aspect. During the annual inspection, we observe the actions of the professional staff or the host parent in the group. We conduct interviews with professional staff or host parent, the management of the organisation and location and, where possible, with children and parents. We also review available documents during the inspection (document analysis).

We use the assessment framework to form our opinion. We ask the operator / host parent about the individual ambitions and whether the operator / host parent agrees to participate in an inspection of good quality, so that this can lead to a rating of "Good" for the individual ambitions.

#### *Feedback findings and opinions*

We conclude the visit with a final discussion in which we share our findings and preliminary opinions and indicate what is going well, what could be improved and what must be improved. We want our opinions and assessments to be meaningful to the childcare centre / the host parent facility and the operator / the host parent, so that they are not only recognised and acknowledged, but also encourage improvement.

We provide an explanation of our opinions based on what we have seen, heard and read. In doing so, we can provide the managers with more information than is contained in the reports. When it comes to the individual ambitions, we emphasise the relationship with the pedagogical policy plan.

### **5.1.3. Completion: report**

#### *Report*

In the report, we present our findings and substantiate our opinions. We do this in such a way that the childcare centre or the host parent facility can identify with the opinions, thereby encouraging them to implement necessary and desirable improvements.

The operator first receives a draft report and then a final report. The report contains the opinions and assessments of the childcare centre or the host parent facility, any remedy orders and recommendations. The report is addressed to the operator of the childcare centre or the host parent.

In the report, we describe and substantiate our opinions and assessments of the location. The report also provides an overview of the development of the location. In doing so, we discuss the environmental factors that also influence the quality of childcare as we found it.

The operator of the childcare centre / the host parent can respond to the draft report by reporting any factual inaccuracies and comments in writing to the Inspectorate. The operator can also provide a verbal explanation. The response may lead to changes in the report. We then finalise the report.

In addition to the response already provided, the operator of the childcare centre or the host parent has the opportunity to attach an opinion to the report (see chapter 8). The operator of the childcare centre / the host parent has the opportunity to indicate how the findings from the inspection are involved in the further development of the quality of childcare. We then publish the report on the website of the Inspectorate of Education.

## **5.2. Incidental inspection in case of risks and signals**

In addition to the annual inspection, there is also the incidental inspection.

Throughout the year, we continuously monitor the performance of childcare centres / host parent facilities, e.g. developments in the staffing levels, adjustments to the pedagogical policy plan, signals or the number of children at the childcare centre / the host parent facility. Throughout the year, the Inspectorate receives reports and signals about childcare centres and host parent facilities, e.g. from parents. We use an internal signal route for this purpose. Based on this, we consider what steps to take towards the operator. Do we identify any risks? If so, this may lead to an incidental inspection. We also carry out this inspection on the basis of the assessment framework.

In this inspection, we determine whether the childcare centre / the host parent facility meets the basic quality standards with regard to one or more quality aspects. This continuous monitoring of developments and risks supports us in the performance of our safeguarding function.

The incidental inspection must answer the question of whether there are any statutory shortcomings and whether the childcare centre / the host parent facility does or does not meet the basic quality standards. The scope of the inspection depends on the information that the childcare centre / the host parent facility can provide about the quality of childcare. We tailor the selection of quality aspects to be inspected accordingly.

## **5.3. Further inspection**

Do we discover shortcomings during an inspection (annual inspection or incidental inspection)? If so, we may then carry out one or more further inspections. The aim is to check whether the agreed remedy arrangements were met and the shortcomings were remedied. We only inspect what the operator or the host parent had to remedy.

## 6. REPORTING AND COMMUNICATION

### 6.1. Quality profile childcare centre and host parent facility

In an annual inspection, we present the quality aspects we assessed in a table. We call this the quality profile. We include our opinions and assessments of the quality aspects in the overview.

<b>QUALITY PROFILE CHILDCARE CENTRE</b>		
<b>I. Quality Area Administration, Staff and Accommodation (ASA)</b>		
Administration		
<i>Quality aspect</i>	<i>Opinion</i>	
1. Operating permit	Satisfactory/ Unsatisfactory	
Staff and groups		
<i>Quality aspect</i>	<i>Opinion</i>	
2. Qualification, training and experience	Satisfactory/ Unsatisfactory	
3. Certificate of Good conduct	Satisfactory/ Unsatisfactory	
4. Working language	Satisfactory/ Unsatisfactory	
5. Number of professionals and group size	Satisfactory/ Unsatisfactory	
6. Familiar spaces and people (stability)	Satisfactory/ Unsatisfactory	
Accommodation		
<i>Quality aspect</i>	<i>Opinion</i>	
7. Accommodation and areas	Satisfactory/ Unsatisfactory	
<b>II. Quality Areas Safety, Health and Pedagogical Climate (SHP)</b>		
Safety and Health		
<i>Quality aspect</i>	<i>Opinion</i>	
8. Health and safety policy	Satisfactory/ Unsatisfactory	
9. Healthy food	Satisfactory/ Unsatisfactory	
10. Obligation to inform, consult and report	Satisfactory/ Unsatisfactory	

Pedagogical and educational policy and pedagogical practice		
<i>Quality aspect</i>	<i>Opinion</i>	
11. Pedagogical and educational policy	Satisfactory/ Unsatisfactory	
12. Emotional safety	Satisfactory/ Unsatisfactory	
13. Personal skills	Satisfactory/ Unsatisfactory	
14. Social skills		
15. Transfer of norms and values	Satisfactory/ Unsatisfactory	
<b>III. Quality Area Childcare and Learning by Playing (CLP)</b>		
Offer		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
16. Daily routine and activity programme	Satisfactory / Point for Improvement	Good
17. A. Early childhood education programme (daycare) / B. Provision focused on child's development (out-of-school care)	Satisfactory / Point for Improvement	Good
18. Classroom design	Satisfactory / Point for Improvement	Good
Monitoring the development		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
19. Monitoring development	Satisfactory / Point for Improvement	Good
20. Identifying development issues and reflecting	Satisfactory / Point for Improvement	Good
21. Inform the primary school about the child's development (daycare)	Satisfactory / Point for Improvement	Good
Learning by playing		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
22. Encouraging the development through play and goal-oriented	Satisfactory / Point for Improvement	Good

23. Interaction	Satisfactory / Point for Improvement	Good
24. Active participation	Satisfactory / Point for Improvement	Good
<b>Cooperation</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
25. Cooperating with parents	Satisfactory / Point for Improvement	Good
26. Cooperating with local partners	Satisfactory / Point for Improvement	Good
<b>IV. Quality Area Quality Assurance, Quality Culture and Accountability (QQA)</b>		
<b>Quality assurance</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
27. Working systematically on quality improvement	Satisfactory / Point for Improvement	Good
28. Evaluating the quality	Satisfactory / Point for Improvement	Good
<b>Quality culture</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
29. Professional quality culture	Satisfactory / Point for Improvement	Good
<b>Accountability and dialogue</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
30. Providing information	Satisfactory / Point for Improvement	Good
31. Complaints procedure	Satisfactory / Point for Improvement	Good
32. Parent committee	Satisfactory / Point for Improvement	Good

<b>QUALITY PROFILE HOST PARENT CARE</b>		
<b>I. Quality Area Administration, Host Parent and Accommodation (AHPA)</b>		
Administration		
<i>Quality aspect</i>	<i>Opinion</i>	
GOO 1. Operating permit	Satisfactory/ Unsatisfactory	
Requirements imposed on the host parent and group size		
<i>Quality aspect</i>	<i>Opinion</i>	
GOO 2. Qualification, training and experience	Satisfactory/ Unsatisfactory	
GOO 3. Certificate of Good Conduct	Satisfactory/ Unsatisfactory	
GOO 4. Working language	Satisfactory/ Unsatisfactory	
GOO 5. Group size	Satisfactory/ Unsatisfactory	
Accommodation		
<i>Quality aspect</i>	<i>Opinion</i>	
GOO 6. Accommodation and areas	Satisfactory/ Unsatisfactory	
<b>II. Quality Area Safety, Health and Pedagogical Climate (SHP)</b>		
Safety and health		
<i>Quality aspect</i>	<i>Opinion</i>	
GOO 7. Health and safety policy	Satisfactory/ Unsatisfactory	
GOO 8. Healthy food	Satisfactory/ Unsatisfactory	
GOO 9. Obligation to consult	Satisfactory/ Unsatisfactory	
Pedagogical and educational policy and pedagogical practice		
<i>Quality aspect</i>	<i>Opinion</i>	
GOO 10. Pedagogical and educational policy	Satisfactory/ Unsatisfactory	
GOO 11. Emotional safety	Satisfactory/ Unsatisfactory	
GOO 12. Personal skills	Satisfactory/ Unsatisfactory	
GOO 13. Social skills	Satisfactory/ Unsatisfactory	
GOO 14. Transfer of norms and values	Satisfactory/ Unsatisfactory	
<b>III. Quality Area Childcare and Learning by Playing (CLP)</b>		
Offer		

<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 15. Daily routine and activity plan	Satisfactory / Point for Improvement	Good
GOO 16. Classroom design	Satisfactory / Point for Improvement	Good
<b>Monitoring the development</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 17. Monitoring development	Satisfactory / Point for Improvement	Good
GOO 18. Signalling particularities	Satisfactory / Point for Improvement	Good
GOO 19. Transfer child information to the primary school	Satisfactory / Point for Improvement	Good
<b>Learning by playing</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 20. Encouraging the development through play and goal-oriented	Satisfactory / Point for Improvement	Good
GOO 21. Interaction	Satisfactory / Point for Improvement	Good
GOO 22. Active participation	Satisfactory / Point for Improvement	Good
<b>Cooperation</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 23. Cooperating with local partners	Satisfactory / Point for Improvement	Good
<b>IV. Quality Area Quality Assurance Quality Culture and Accountability (QQA)</b>		
<b>Quality assurance</b>		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 24. Working systematically on quality improvement	Satisfactory / Point for Improvement	Good

Quality culture		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 25. Professional quality culture	Satisfactory / Point for Improvement	Good
Accountability		
<i>Quality aspect</i>	<i>Opinion</i>	<i>Assessment individual ambitions</i>
GOO 26. Providing information	Satisfactory / Point for Improvement	Good

## 6.2. Arrangement follow-up supervision

Finally, we record any remedy orders relating to the remedy of non-compliance with legislation and regulations in the report. We indicate whether and when we are going to conduct a further inspection. We also set the deadlines within which the operator / the host parent must remedy the shortcoming(s).

## 6.3. Publication, opinion and objection

We publish the report of the childcare centre or the host parent facility on our website. Our reports are public. We publish a report on our website in the third week after it has been finalised (Section 5.4 of the Wko BES). If the childcare centre has drawn up its own opinion based on the final report then we add this to the report. Prior to publication, we also check for grounds for exemption under Sections 5.1 and 5.2 of the Open Government Act and Section 8 and 11 of the Government Information (Public Access) Act BES. We announce this decision in the cover letter accompanying the final report.

## 6.4. Public information via the website

We have a public duty, which means that we inform parents and society about our findings. We do this through our reports, our website, social media and newsletters. In principle, all reports are available on our website, including the quality profile. We publish reports on all childcare centres / host parent facilities that we have inspected on our website.

Parents or others can also file reports or raise concerns (anonymously). These reports are important to us. They may lead to an incidental inspection (section 5.2) and we take them into account in the preparation of the annual inspection and the further inspection.

## **6.5. System overview childcare quality**

We report periodically on the quality of childcare in the Caribbean Netherlands. We use the inspection data from our annual inspections of childcare centres and host parent facilities in the Caribbean Netherlands to provide a regular, up-to-date picture of the performance of childcare in the Caribbean Netherlands. We do this, for example, through the State of Education and periodic reports on the quality of childcare.

## **7. REMEDY AND IMPROVEMENT**

### **7.1. Unsatisfactory: remedy order**

Remedy of non-compliance focuses on childcare centres or host parent facilities that do not comply with legislation and regulations. For childcare centres or host parent facilities, this relates to the quality of childcare. Do childcare centres or host parent facilities fall short in what they offer children and do they fail to meet the requirements? Then remedy of those shortcomings is required.

### **7.2. Remedy order and continuation**

Is a quality aspect Unsatisfactory and are the statutory requirements not met? Then we mention the shortcoming in the report. We agree on one or more arrangements for the remedy with the operator of the childcare centre / the host parent facility and record this as a remedy order in the report. We conduct a further inspection within the agreed remedy period.

The remedy order includes a description of the statutory shortcoming and the period within which the operator / host parent must remedy it. The extent to which we take a directive approach in the determination of the remedy order also depends on the seriousness and scope of the shortcomings and the environmental factors that influence non-compliance.

The further inspection is an inspection that focuses on the quality aspects that were unsatisfactory, or a verification of the information we received from the operator / host parent. We record our findings in a report in accordance with Section 5.4 Subsection 1 of the Wko BES.

If a quality aspect is a Point for Improvement and the statutory requirements have not been met then we mention the shortcoming in the report. As with an Unsatisfactory rating, we issue a remedy order to the operator of the childcare centre / the host parent facility and include this in the report. We check the remedy orders during the annual inspection. The remedy period for a Point for Improvement is basically one year.

### **7.3. Escalation in case of continuation of non-compliance**

If a childcare centre / the host parent facility does not meet the statutory requirements, we follow an escalation route<sup>6</sup>.

The escalation route is as follows:

- Failure to comply with a statutory requirement (Unsatisfactory or Point for Improvement rating) results in a remedy order.
- After repeated failure to comply with the remedy orders, the Inspectorate can advise the Minister to take the following administrative measures: order subject to a penalty or administrative fine (Sections 5.6 up to and including 5.8 of the Wko BES).
- Temporary closure of the childcare centre or host parent facility (Section 5.10 of the Wko BES) by the Inspectorate if the operator of the childcare centre / the host parent does not meet the statutory requirements and this poses an immediate and serious threat to the physical or social safety or health of persons.
- After repeated failure to comply with the remedy order, the Executive Council of the Public Entity can, also on the recommendation of the Inspectorate, take the following administrative measures: suspension or withdrawal of the permit (Section 5.11 of the Wko BES).

### **7.4. Improvement beyond the basic quality**

Our role does not end once the childcare centre / the host parent facility meets the basic quality standards. In addition to our safeguarding function, we want to encourage childcare centres and host parent facilities to set their quality targets beyond the basic quality standards. In our inspections, we therefore engage in dialogue about the individual targets and ambitions that the childcare centre / the host parent facility set for itself and how it intends to achieve them. We also include this in the report. In this way, the inspectorate and childcare centres / host parent facilities work together on the further development of the quality.

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<sup>6</sup> We apply the escalation route in its entirety to the quality aspects that fall under the quality areas ASA and SHP. For the quality aspects that fall under the quality areas CLP and QQA, only the first step applies: the issue of a remedy order.

## Appendix 1. Assessment framework childcare centre (daycare and out-of-school care) BES

Below is the assessment framework for childcare centres (daycare and out-of-school care). The appendix with the legal elaboration of this assessment framework can be found on our website (see: [Caribbean Netherlands | Education Sectors | Inspectorate of Education \(onderwijsinspectie.nl\)](https://onderwijsinspectie.nl)).

The abbreviations used are:

BES: Bonaire, St. Eustatius and Saba

Wko BES: Childcare Act BES

Bko BES: Childcare Decree BES

Rko BES: Childcare Regulations BES

EV: Island Ordinance

EB: Island Decree

ASSESSMENT FRAMEWORK CHILDCARE CENTRE	
<b>I.</b>	<b>Quality Area Administration, Staff and Accommodation</b>
	Administration
	<p><b>1. Operating permit</b> (Wko BES artikel 2.1, eerste, tweede en zesde lid, onderdeel a, EV Kinderopvang Bonaire 2026 artikel 7 en 8, EV kinderopvang Saba, artikel 4 en 5 en EV Sint Eustatius PM)</p> <p>The operator of the childcare centre has an operating permit. This is authorisation from the Executive Council to run a childcare centre. The cover page of the permit is displayed in the childcare centre. The operator reports changes to the Executive Council in the appropriate manner.</p>
	Staff and groups
	<p><b>2. Qualification, training and experience</b> (Wko BES artikel 2.4, eerste lid, onderdelen b en d, artikel 2.4, tweede lid, onderdeel e, artikel 2.4, vierde lid, onderdeel b, artikel 2.4, vijfde lid, onderdeel b en Bko BES artikel 2.7, artikel 2.8., artikel 2.11., artikel 2.15. en artikel 5.1.a en artikel 5.2, Rko BES artikel 4, tweede lid, onder j. en k., artikel 5, artikel 6 en 7 en EV Kinderopvang Bonaire 2026, artikel 15, EV Sint Eustatius PM en EB Bonaire 2026 PM)</p> <p>The operator of the childcare centre ensures that the professionals meet the qualification, training and experience requirements. The operator provides the diplomas and additional documentary evidence for this. A professional must at least have had training at level 3 of Senior</p>

	<p>Secondary Vocational Education (MBO) as a pedagogical employee or with a pedagogical component. If there are several professionals present at the location, the operator must meet the requirements for team qualification at location level. Every day, there is an adult present at the location who can provide first aid to children.</p>
	<p><b>3. Certificate of good conduct</b> (Wko BES artikel 2.8, met uitzondering van onderdeel e)</p> <p>The operator of the childcare centre ensures that everyone who works or is regularly present at the childcare centre has a valid and up-to-date certificate of good conduct.</p>
	<p><b>4. Working language</b> (Wko BES artikel 2.4, vijfde lid, onderdeel a en artikel 2.7 en EV)</p> <p>In the case of childcare in a childcare centre on Bonaire, the working language is Dutch or Papiamentu. On St. Eustatius and Saba, this is English or Dutch. In specific circumstances, another working language may also be spoken due to the origin of the children.</p>
	<p><b>5. Number of professionals and group size</b> (Wko BES artikel 2.1, zesde lid, onderdeel a, 2.4 lid, eerste lid onderdelen b en c, artikel 2.4, tweede lid, onderdelen a en f, artikel 2.4, vierde lid, onderdelen c en d, Bko BES artikel 2.12., vierde en negende lid, artikel 2.13., artikel 2.14., artikel 2.15. en artikelen 5.1.a en 5.2., EV Kinderopvang Bonaire 2026, artikel 7, derde lid, onder e, EV Sint Eustatius PM)</p> <p>The number of professionals in relation to the number of children per age category must meet the requirements. The correct ratio can be found in the tables on the professional-child ratio. A professional in training or a trainee in a training at level 3 of Senior Secondary Vocational Education (MBO) can only be assigned to the group if this employee already has a diploma at level 2 of Senior Secondary Vocational Education (MBO) or at level 2 of the Caribbean Vocational Qualification (CVQ). The operator of the childcare centre ensures that professionals in training and trainees only perform tasks that are appropriate to what they are already capable of and permitted to do based on their training. When deploying fewer professionals (a different staffing level), the operator complies with the conditions. The operator keeps attendance lists to record how many professionals are caring for the number of children.</p>
	<p><b>6. Familiar spaces and people (stability)</b> (Wko BES artikel 2.4 eerste lid, onderdeel b, artikel 2.4, tweede lid, onderdelen b en d, artikel 2.4 vierde lid, onderdelen d en e en Bko BES artikel 2.12., eerste tot en met negende lid en artikel 2.16.)</p>

	<p>The operator of the childcare centre provides a stable environment for the children within the centre. The operator does this by working with master groups (daycare) or basic groups (out-of-school care), permanent professionals and a mentor. Parents are informed of this.</p>
	<p>Accommodation</p>
	<p><b>7. Accommodation and areas</b> (Wko BES artikel 2.4, eerste lid onderdeel b, artikel 2.4 vierde lid onderdelen h en i en Bko BES artikel 2.26. en artikel 2.27., artikel 5.1. onder b en artikel 5.2. en EV Kinderopvang Bonaire 2026, artikel 11, eerste en tweede lid en EV Sint Eustatius PM)</p> <p>The building in which the childcare centre is located has sufficient space (square metres) both inside and outside. An operator can include the porch as indoor play space if it meets the conditions. The childcare centre is safe, accessible and appropriately furnished and is suitable for the number of children and their ages. There is adequate ventilation inside. There is a separate sleeping area for babies. The outdoor play area has plenty of shade and is adjacent to the childcare centre.</p>
<p><b>II.</b></p>	<p><b>Quality Area Safety, Health and Pedagogical Climate (SHP)</b></p>
	<p>Health and safety</p>
	<p><b>8. Health and safety policy</b> (Wko BES artikel 2.3, eerste lid, onderdeel a, artikel 2.3, tweede en derde lid, artikel 2.4, eerste lid, onderdeel d, artikel 2.4, vierde lid onderdeel a en Bko BES artikel 2.4. en artikel 2.5)</p> <p>The operator of the childcare centre ensures a safe and healthy environment for children. The operator draws up a health and safety policy that meets the criteria and acts in accordance with it. The operator evaluates the health and safety policy and adjusts it where necessary. The operator of a daycare ensures that an employee can always be seen and heard by another adult. We call this the four-eyes principle. The operator ensures that someone is on hand to help if there is only one professional present at the childcare centre. We call this a backup.</p>
	<p><b>9. Healthy food</b> (Wko BES artikel 2.3, eerste lid, onderdeel a en artikel 2.3, tweede en derde lid, artikel 2.4, eerste lid onderdeel d, artikel 2.4, vierde lid onderdeel a en artikel 2.4, vijfde lid onderdeel c, EV Kinderopvang Bonaire 2026, artikel 10, EV kinderopvang Saba, artikel 8, EV Sint Eustatius PM, EB Bonaire PM, EB Saba PM en EB Sint Eustatius PM)</p> <p>The operator of the childcare centre provides healthy food and complies with the guidelines of the Public Entity.</p>

	<p><b>10. Obligation to inform, consult and report</b> (Wko BES artikel 2.11 en artikel 2.12)</p> <p>This Section is expected to enter into force on 1 January 2027 and is subject to review from that date.</p> <p>The operator of the childcare centre complies with the statutory rules on reporting, consulting and filing reports of criminal offences. This concerns sexual offences and/or abuse. The operator immediately contacts the expert if the operator becomes aware of a possible criminal offence (sexual offence and/or abuse) against a child by someone working at the childcare centre. Staff must report to the operator if they are aware of a possible criminal offence (sexual offence and/or abuse). The operator ensures that all employees are aware of their obligation to report, consult and file a report and know what to do.</p>
<p>Pedagogical and educational policy and pedagogical practice</p>	
	<p><b>11. Pedagogical and educational policy</b> (Wko BES artikel 2.3, tweede lid, artikel 2.4, eerste lid, onderdeel d, artikel 2.4, vierde lid, onderdeel f, en Bko BES artikel 2.23. en artikel 2.24. en EV Kinderopvang Bonaire 2026 artikel 16, tweede lid)</p> <p>The operator of the childcare centre has a pedagogical and educational policy plan that contains the required components. The operator ensures that employees act in accordance with this plan. The operator regularly evaluates the plan and adjusts it where necessary.</p>
	<p><b>12. Emotional safety</b> (Wko BES artikel 2.3, eerste lid, onderdeel a en derde lid, artikel 2.4 vierde lid, onderdeel f en Bko BES artikel 2.2., onderdeel a)</p> <p>The operator of the childcare centre ensures a pedagogical climate that contributes to the emotional safety of children. The professionals interact with the children in a sensitive and responsive manner. They set clear boundaries and provide a fixed structure.</p>
	<p><b>13. Personal skills</b> (Wko BES artikel 2.3, eerste lid, onderdelen a en b en derde lid, artikel 2.4, vierde lid, onderdeel f en Bko BES artikel 2.2., onderdelen a, b en c)</p> <p>The operator of the childcare centre provides a pedagogical climate that contributes to the development of the personal skills of children. The professionals support and guide the children in their development. They encourage the autonomy and the independence of the children. In this way, children learn to function more and more independently in a changing environment.</p>

	<p><b>14. Social skills</b> (Wko BES artikel 2.3, eerste lid, onderdeel a en derde lid, artikel 2.4, vierde lid, onderdeel f en Bko BES artikel 2.2., onderdelen b en c)</p> <p>The operator of the childcare centre ensures a pedagogical climate that contributes to the development of the social skills of children. The professionals teach the children knowledge and social skills in a playful manner. In this way, children learn to build and maintain relationships with others in an increasingly independent manner. The professionals guide children in their interactions.</p>
	<p><b>15. Transfer of norms and values</b> (Wko BES artikel 2.3, eerste lid, onderdeel a en derde lid, artikel 2.4, vierde lid, onderdeel f en Bko BES artikel 2.2., onderdeel d)</p> <p>The operator of the childcare centre ensures a pedagogical climate in which children learn to deal with the values and norms that are important in society. The professionals encourage children to become acquainted with these values and norms in society in an open manner. In this way, the children learn to treat others with respect and to be an active part of society.</p>
<b>III. Quality Area Childcare and Learning by Playing (CLP)</b>	
Program/provision	
	<p><b>16. Daily routine and activity programme</b> (Wko BES artikel 2.4 eerste lid, artikel 2.4, tweede lid, onderdelen c en h, artikel 2.4, vierde lid, onderdelen g en k en Bko BES artikel 2.19)</p> <p>The operator of the childcare centre provides a daily routine and a varied activity programme for the children. The programme consists of activities that focus on the relaxation of the children and activities that stimulate their development. The programme is appropriate for the ages and developmental levels of the children.</p>
	<p><b>17. A. Early childhood education programme (daycare)</b> (Wko BES artikel 2.3, artikel 2.4 eerste lid, tweede lid onderdeel h, derde lid en vierde lid onderdeel g en Bko BES artikel 2.25)</p> <p>The operator of the daycare uses an early childhood education programme. This programme provides a structured, coherent and playful approach to developing at least the language skills, arithmetic skills, motor skills, creative skills and social-emotional skills of the children. The programme is appropriate for the Caribbean context and the developmental stage of the children. It contributes to a smooth transition between childcare and primary education.</p> <p><b>B. Provision focused on child's development (out-of-school care)</b></p>

	<p>(Wko BES artikel 2.3 en 2.4 eerste lid en tweede lid onderdeel h. en Bko BES artikel 2.2)</p> <p>The operator of the out-of-school care provides an offer that stimulates the language skills, arithmetic skills, motor skills, creative skills and social-emotional skills in a playful and purposeful manner.</p>
	<p><b>18. Classroom design</b> (Wko BES artikel 2.4, eerste lid onderdeel b, artikel 2.4, vierde lid onderdelen h en i, Bko BES artikel 2.2. onderdeel e en artikel 2.26, eerste lid)</p> <p>The operator of the childcare centre designs the play-learning environment to be attractive, challenging and rich in language. The layout of the space is appropriate for the number and age of the children.</p>
	<p><b>Monitoring the development</b></p>
	<p><b>19. Monitoring development</b> (Wko BES artikel 2.4, eerste lid, artikel 2.4, tweede lid onderdeel g, artikel 2.4, vierde lid onderdeel l en Bko BES, artikel 2.16., derde lid)</p> <p>The operator of the childcare centre monitors the development of the children. The mentor regularly discusses the results of this with the parents and is the point of contact for any questions parents may have about the development and the well-being of the child.</p>
	<p><b>20. Identifying development issues and reflecting</b> (Wko BES, artikel 2.4, eerste en tweede lid, onderdeel g, artikel 2.4, vierde lid, onderdeel l en Bko BES artikel 2.21. en artikel 2.22)</p> <p>The operator of the childcare centre observes particularities in the development of children. The operator prepares a counselling plan for these children. The operator and the professionals involved then consult with the provider of pedagogical support and advice, if the parents agree. They record the outcome of this in the file of the child. The operator regularly reflects on the development of the child with the professionals involved.</p>
	<p><b>21. Inform the primary school about the child's development (daycare)</b> (Wko BES artikel 2.15 en Bko BES artikel 2.24., eerste lid, onderdeel k en artikel 4.1)</p> <p>With the consent of the parents, the operator of the daycare ensures a smooth transfer of information about the development process of a child to the primary school. This is intended to help with the smooth transition of the child. This includes information about language skills, arithmetic skills, motor skills and social-emotional skills. A meeting is then held between the professional of the childcare centre and the teacher of the</p>

	primary school. Parents are given the opportunity to attend the meeting with the primary school. The operator retains this information for a maximum of two years after the child has started primary school.
	<b>Learning by playing</b>
	<p><b>22. Encouraging the development through play and goal-oriented</b> (Wko BES artikel 2.3, eerste lid, onderdeel d, artikel 2.3, derde lid en Bko BES artikel 2.2., onderdeel b)</p> <p>The professionals challenge children in a playful and purposeful manner in their development (language skills, arithmetic skills, motor skills, creative skills and social-emotional skills).</p>
	<p><b>23. Interaction</b> (Wko BES artikel 2.3, eerste lid, onderdeel d, artikel 2.3, derde lid en Bko BES artikel 2.2. onderdelen c en e)</p> <p>The professionals encourage and guide the interactions with and between children. The interactions are positive and contribute to (language) development. The professionals provide a language-rich play-learning environment.</p>
	<p><b>24. Active participation</b> (Wko BES artikel 2.3, eerste lid, onderdeel d, artikel 2.3, derde lid en Bko BES artikel 2.2. onderdelen a, b en c)</p> <p>The professionals and children are active and engaged. This means that the pedagogical employees challenge the children by letting them do and experience things for themselves. They provide positive guidance and targeted explanations in small steps.</p>
	<b>Cooperation</b>
	<p><b>25. Cooperating with parents</b> (Wko BES artikel 2.4, eerste lid, artikel 2.4, tweede lid, onderdeel h en vierde lid, Bko BES artikel 2.24., eerste lid, onderdeel j en EV Sint Eustatius PM)</p> <p>The operator and the professionals at the childcare centre work together with parents to stimulate the development of the child. The operator implements the provisions of the pedagogical-educational policy plan regarding cooperation with parents.</p>
	<p><b>26. Cooperating with local partners</b> (Wko BES artikel 2.4, vijfde lid, onderdeel d, artikel 2.16 en EV Sint Eustatius PM)</p> <p>The operator of the childcare centre works together with local partners to achieve a continuous development pathway. The operator of the childcare centre participates in island-wide consultations on maximising the participation of children and the continuous development and learning pathway from childcare to primary education.</p>

<b>IV.</b>	<b>Quality Area Quality Assurance, Quality Culture and Accountability (QQA)</b>
	Quality assurance
	<p><b>27. Working systematically on quality improvement</b> (Wko BES artikel 2.3, eerste, tweede en derde lid, artikel 2.4, eerste lid en artikel 2.4, vierde lid onderdeel j en Bko BES artikel 2.2. en artikel 2.24., eerste lid, onderdeel h)</p> <p>The operator of the childcare centre sets quality objectives for the pedagogical, educational, safety, health and organisational policy. The operator prepares a plan of approach and a planning schedule for these objectives and works on their implementation.</p>
	<p><b>28. Evaluating the quality</b> (Wko BES artikel 2.3, eerste, tweede en derde lid, artikel 2.4, eerste lid en artikel 2.4, vierde lid onderdeel j en Bko BES artikel 2.2. en artikel 2.24., eerste lid, onderdeel h)</p> <p>The operator of the childcare centre regularly evaluates whether the quality objectives of the policy in the area of pedagogy, education, safety, health and organisation have been achieved.</p>
	Quality culture
	<p><b>29. Professional quality culture</b> (Wko BES artikel 2.4, eerste lid en artikel 2.4, vierde lid, onderdeel j en Bko BES artikel 2.4., tweede lid, artikel 2.5., artikel 2.24., eerste lid, onderdelen h en i)</p> <p>The operator of the childcare centre ensures a professional learning and improvement culture. Within this culture, the management of the childcare centre and the staff work on their own skills and collaborate on continuously improving the quality of the childcare centre. The operator ensures a clear division of tasks, roles and responsibilities within the childcare centre.</p>
	Accountability and dialogue
	<p><b>30. Providing information</b> (Wko BES artikel 2.14, Bko BES artikel 2.5., eerste lid onder e en Bko BES artikel 2.23., derde lid)</p> <p>The operator of the childcare centre informs the parents about the pedagogical and educational policy. The operator ensures that the current health and safety policy and the evaluations thereof are clear to the staff and parents. The operator informs the parents and the staff about the inspection reports.</p>
	<p><b>31. Complaints procedure</b> (Wko BES artikel 2.9 en EV Kinderopvang Bonaire 2026, artikel 16, EV kinderopvang Saba, artikel 11, tweede lid en vierde tot en met negende lid en EV Sint Eustatius PM)</p>

	<p>The operator of the childcare centre establishes a complaints procedure for parents. This concerns the handling of complaints about behaviour towards a parent or child, and about the agreement between the operator and the parents. The complaints procedure meets the requirements imposed. The operator conducts the investigation into a complaint carefully in accordance with the requirements.</p>
	<p><b>32. Parent committee</b> (Wko BES artikel 2.10 en EV Kinderopvang Bonaire 2026, artikel 12, 13 en 14, EV kinderopvang Saba, artikel 12, 13 en 14 en EV Sint Eustatius PM)</p> <p>The operator of the childcare centre establishes a parent committee if the childcare centre cares for more than 50 children. The operator establishes regulations that meet the requirements imposed. The parent committee is given the opportunity to issue an opinion on the subjects covered in the Island Ordinance. If the operator does not adopt the opinion of the parent committee, the operator must substantiate this in writing. The operator and the parents' committee shall consult at least once a year. The operator provides the parent committee with all necessary information in a timely manner and upon request.</p>

## Appendix 2. Assessment framework host parent care BES

Below is the assessment framework for host parent care. The appendix with the legal elaboration of this assessment framework can be found on our website (see: [Caribbean Netherlands | Education Sectors | Inspectorate of Education \(onderwijsinspectie.nl\)](https://onderwijsinspectie.nl)).

The abbreviations used are:

BES: Bonaire, St. Eustatius and Saba

Wko BES: Childcare Act BES

Bko BES: Childcare Decree BES

Rko BES: Childcare Regulations BES

EV: Island Ordinance

EB: Island Decree

ASSESSMENT FRAMEWORK HOST PARENT CARE	
<b>I.</b>	<b>Quality Area Administration, Host Parent and Accommodation (AHPA)</b>
	Administration
	<p><b>GOO 1. Operating permit</b> (Wko BES artikel 2.1, eerste lid onderdeel a, tweede en zesde lid, onderdeel a en artikel 2.5 onderdelen a en b en EV Kinderopvang Bonaire 2026, artikel 7 en 8 en EV kinderopvang Saba, artikel 4 en 5)</p> <p>The host parent has an operating permit. This is authorisation from the Executive Council to run a host parent facility. The cover page of the permit is displayed in the host parent facility. The host parent reports changes to the Executive Council in the appropriate manner. The host parent complies with the requirements and restrictions imposed on the operating permit.</p>
	Requirements host parent and group size
	<p><b>GOO 2. Qualification, training and experience</b> (Wko BES artikel 2.6, eerste, tweede en vijfde lid, en Bko BES artikel 2.7., artikel 2.10. en artikel 2.11. Rko BES artikel 4, derde lid, onderdeel d., artikel 5., artikel 7., eerste lid en EV kinderopvang Saba, artikel 10 onderdeel a en b)</p> <p>The host parent meets the requirements for qualification, training and experience. The host parent provides the relevant diplomas and additional documentary evidence for this. The host parent has training at least at level 2 of Senior Secondary Vocational Education (MBO) as a pedagogical employee or with a pedagogical component. Every day, there is an adult present at the location who can provide first aid to children.</p>

	<p><b>GOO 3. Certificate of good conduct</b> (Wko BES artikel 2.8 eerste lid, onderdelen a, e en f, tweede tot en met vijfde lid)</p> <p>The host parent ensures that everyone who works or is structurally present at the host parent facility has a valid and up-to-date certificate of good conduct.</p>
	<p><b>GOO 4. Working language</b> (Wko BES artikel 2.6, vijfde lid, onderdeel d en artikel 2.7)</p> <p>In the case of host parent care on Bonaire, the working language is Dutch or Papiamentu. On St. Eustatius and Saba, this is English or Dutch. In specific circumstances, another working language may also be spoken due to the origin of the children.</p>
	<p><b>GOO 5. Group size</b> (Wko BES artikel 2.1, zesde lid, onderdeel a, 2.6, vierde lid, onderdeel e, Bko BES artikel 2.17, EV Kinderopvang Bonaire 2026, artikel 7, derde lid, onder e)</p> <p>The number of children per age group meets the requirements (host parent-child ratio).</p>
	<p>Accommodation</p>
	<p><b>GOO 6. Accommodation and areas</b> (Wko BES artikel 2.6, vierde lid, onderdeel a en vijfde lid, onderdeel a en EV Kinderopvang Bonaire 2026, artikel 11, EV kinderopvang Saba, artikel 9, EB Bonaire PM en EB Saba PM)</p> <p>At the host parent facility there is enough space to play and sleep. The host parent facility is safe, accessible and appropriately furnished. The layout is suitable for the number of children and their ages. There is adequate ventilation inside. There is a separate sleeping area for babies.</p>
<b>II.</b>	<b>Quality Area Safety, Health and Pedagogical Climate (SHP)</b>
	Health and safety
	<p><b>GOO 7. Health and safety policy</b> (Wko BES artikel 2.3, eerste lid, onderdeel a en tweede lid, artikel 2.6, eerste en vierde lid, onderdeel a, en Bko BES artikel 2.4., artikel 2.6. en artikel 2.18)</p> <p>The host parent ensures a safe and healthy environment for children. Hence, the host parent draws up a health and safety policy that meets the criteria and acts in accordance with it. The host parent evaluates the health and safety policy and adjusts it where necessary. The host parent ensures that someone is on hand, if so required. We call this a backup.</p>
	<p><b>GOO 8. Healthy food</b> (Wko BES artikel 2.3, eerste lid, onderdeel a, artikel 2.6, eerste en vijfde lid, onderdeel c en EV Kinderopvang Bonaire</p>

	<p>2026, artikel 10, EV kinderopvang Saba artikel 8, EB Kinderopvang Bonaire 2026 PM en EB Saba PM)</p> <p>The host parent provides healthy food and complies with the guidelines of the Public Entity.</p>
	<p><b>GOO 9. Obligation to consult</b> (Wko BES artikel 2.13)  This Section is expected to come into force on 1 January 2027 and is subject to review from that date.</p> <p>The host parent consults with the expert in the event of possible sexual offences or abuse.</p>
<b>Pedagogical and educational policy and pedagogical practice</b>	
	<p><b>GOO 10. Pedagogical and educational policy</b> (Wko BES artikel 2.3, eerste en derde lid, artikel 2.6, eerste lid en vijfde lid, onderdeel f, Bko BES artikel 2.2)</p> <p>The host parent has a written pedagogical and educational policy. The policy contains the required elements and the host parent follows what is written in it. The host parent regularly evaluates the policy and adjusts it if necessary.</p>
	<p><b>GOO 11. Emotional safety</b> (Wko BES artikel 2.3, eerste lid, onderdeel a en derde lid, artikel 2.6, eerste lid, onderdeel c en Bko BES artikel 2.2. onderdeel a)</p> <p>The host parent provides a pedagogical climate that contributes to the emotional safety of children. The host parent interacts with children in a sensitive and responsive manner. The host parent sets clear boundaries and provides a fixed structure.</p>
	<p><b>GOO 12. Personal skills</b> (Wko BES artikel 2.3, eerste lid, onderdeel b, derde lid, artikel 2.6, eerste lid, onderdeel c en Bko BES artikel 2.2. onderdelen a, b en c)</p> <p>The host parent provides a pedagogical climate that contributes to the development of the personal skills of children. The host parent supports and guides the children in their development. The host parent encourages the autonomy and the independence of the children. In this way, the children learn to function more and more independently in a changing environment.</p>
	<p><b>GOO 13. Social skills</b> (Wko BES artikel 2.3, eerste lid, onderdeel b en derde lid, artikel 2.6, eerste lid, onderdeel c en Bko BES artikel 2.2. onderdeel c)</p>

	<p>The host parent provides a pedagogical climate that contributes to the development of the social skills of children. The host parent teaches the children knowledge and social skills in a playful manner. In this way, children learn to build and maintain relationships with others in an increasingly independent manner. The host parent guides children in their interactions.</p>
	<p><b>GOO 14. Transfer of norms and values</b> (Wko BES artikel 2.3, eerste lid, onderdeel c en derde lid, artikel 2.6, eerste lid, onderdeel c en Bko BES artikel 2.2. onderdelen a en d)</p> <p>The host parent provides a pedagogical climate in which children learn to deal with values and norms that are important in society. The host parent encourages children to become acquainted with these values and norms in society in an open manner. In this way, children learn to treat others with respect and to be an active part of society.</p>
<b>III.</b>	<b>Quality Area Childcare and Learning by Playing (CLP)</b>
	Offer
	<p><b>GOO 15. Daily routine and activity programme</b> (Wko BES artikel 2.6, eerste en tweede lid, vierde, onderdeel d en vijfde lid, onderdeel g en Bko BES artikel 2.19. en EV)</p> <p>The host parent establishes a daily routine and has a varied activity programme for the children. The programme consists of activities that focus on relaxation and activities that stimulate the development of children. The activity programme is appropriate for the ages and the developmental stage of the children.</p>
	<p><b>GOO 16. Classroom design</b> (Wko BES artikel 2.3, eerste lid, onderdeel d, artikel 2.6, eerste lid, onderdeel b en vijfde lid, onderdeel a en Bko BES artikel 2.2., onderdeel e, en EV Kinderopvang Bonaire 2026, artikel 11, eerste lid)</p> <p>The host parent decorates the play-learning environment in an attractive, challenging and language-rich manner. The layout of the room is appropriate for the number and age of the children.</p>
	Monitoring development
	<p><b>GOO 17. Monitoring development</b> (Wko BES artikel 2.6 eerste lid, tweede lid, onderdeel c, vierde lid, onderdeel c)</p> <p>The host parent monitors the development of the children.</p>
	<p><b>GOO 18. Signalling particularities</b> (Wko BES artikel 2.6 eerste lid, tweede lid, onderdeel c, vierde lid, onderdeel c, Bko BES artikel 2.21)</p>

	<p>The host parent observes particularities in the development of children. The host parent then consults with the provider of pedagogical support and advice, if the parents consent to this. The host parent records the outcome of this consultation in the file of the child.</p>
	<p><b>GOO 19. Transfer child information to the primary school</b> (Wko BES artikel 2.15 en Bko BES artikel 4.1)</p> <p>With the consent of the parents, the host parent ensures a smooth transfer of information about the development process of a child (0-4 years) to the primary school. This is intended to help with a smooth transition for the child. The information concerns language skills, arithmetic skills, motor skills and social-emotional skills. A meeting is then held between the host parent and the teacher of the primary school. The parents are given the opportunity to attend the meeting with the primary school. The host parent retains this information for a maximum of two years after the child has started primary school.</p>
	<p>Learning by playing</p>
	<p><b>GOO 20. Encouraging the development through play and goal-oriented</b> (Wko BES artikel 2.3, eerste en derde lid, artikel 2.6 en Bko BES artikel 2.2)</p> <p>The host parent challenges children in a playful and purposeful manner in their development (language skills, arithmetic skills, motor skills, creative skills and social-emotional skills).</p>
	<p><b>GOO 21. Interaction</b> (Wko BES artikel 2.3, eerste lid, onderdeel d en derde lid en Bko BES artikel 2.2., onderdelen c en e)</p> <p>The host parent encourages and guides interactions with and between children. These interactions are positive and contribute to (language) development. The host parent provides a language-rich play-learning environment.</p>
	<p><b>GOO 22. Active participation</b> (Wko BES artikel 2.3, eerste lid, onderdeel d en derde lid en Bko BES artikel 2.2. onderdelen c en e)</p> <p>The host parent and the children are active and engaged. This means that the host parent challenges the children by letting them do and experience things for themselves. The host parent provides positive guidance and goal-oriented explanations in small steps.</p>
	<p>Cooperation</p>
	<p><b>GOO 23. Cooperating with local partners</b> (Wko BES artikel 2.6, vijfde lid, onderdeel b, artikel 2.16 en EV Kinderopvang Bonaire 2026, artikel 17 en EB Bonaire PM)</p>

	<p>The host parent works with local partners to achieve a continuous development pathway. The host parent participates in island-wide consultations on maximising the participation of children and the continuous development and learning pathway from childcare to primary education.</p>
<b>IV.</b>	<b>Quality Area Quality Assurance, Quality Culture and Accountability (QQA)</b>
	Quality assurance
	<p><b>GOO 24. Working systematically on quality improvement</b> (Wko BES artikel 2.3 eerste lid en tweede lid, artikel 2.6 eerste lid en vijfde lid, onderdeel f en Bko BES artikel 2.2. en EV)</p> <p>The host parent works on the implementation and improvement of the policy focused on pedagogy, health, safety, and education.</p>
	Professional quality culture
	<p><b>GOO 25. Professional quality culture</b> (Wko BES artikel 2.6 eerste lid, tweede lid onderdeel b, derde lid en vijfde lid, onderdeel e en EV)</p> <p>The host parent works on the improvement of the quality of the host parent care, on their own competence, and makes use of the guidance and support of the Public Entity.</p>
	Accountability
	<p><b>GOO 26. Providing information</b> (Wko BES artikel 2.14 eerste lid, tweede lid, onderdeel a, derde lid, onderdeel a en vierde lid en Bko BES)</p> <p>The host parent informs the parents about the policy to be pursued. The host parent informs the parents about the inspection reports.</p>

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