Tilsynsrapport

Afdelingens navn og adresse	Aarhus International School, Dalgas Ave 12, 8000 Aarhus C
Dagtilbuddets navn	Privat Dagtilbud
Titel på deltagere på mødet	Head of School 1 teacher 1 parent Inspector
Dato for tilsynsmødet	20th November 2025

Det uvildige tilsyns vurdering af kvaliteten af de pædagogiske læringsmiljøer

Vurderingen af kvaliteten i de pædagogiske læringsmiljøer er; **adjust pedagogical practice**

Adjust practice means the evaluation shows that the institution works to provide a learning environment which promotes most children's well-being, learning, development and formation. The institution can account for and reflect over, how they work with the national curriculum. The educational staff have mutual reflections and intentions, but these in some ways still need to be converted to practice for all children.

When the inspection shows that the institution needs to make some adjustments, it is recommended that they, either generally or specifically, modify aspects of practice to ensure that the learning environment meets every child's needs.

Recommendations:

- Ensure that the outdoor learning environment is as stimulating as the indoor environment through a variety of materials and staff involvement
- Find common practices that ensure children receive sufficient comfort when they are upset
- Find common practices that help children avoid coming in vulnerable positions

Baggrund for kvalitetsvurdering og anbefalinger.

1. **Hovedpointer fra observation**

There are many signs of both good and excellent quality, whilst children are inside. Staff enhance both play, understanding and vocabulary. There is a wide variation of toys and materials and staff that are interested and engaged with children and their play. There is plenty of room and an organization of materials that support children's abilities to engage in specific activities. For example, by having a reading area with soft furnishings and secluded from more active areas. All children are observed thoroughly engaged and interested in activities and play.

Whilst outside there is only sporadic interaction between staff and children. A few members of staff are at times reaching out, initiating or participating in play and activities, whilst others stand still and watch over the different areas. There are a few children that are unable to find anything satisfying to do within the available options, and they receive no help. There are also a few children that get upset and do not get comforted but instead are offered explanations or suggestions. Staff seem distanced.

The observation gave rise to recommend that:

- There pays some attention to the learning environment outside, particularly regarding staff roles and accessible materials.
- Staff explore how messages of warmth through appropriate physical contact can be more common practice.
- Staff explore their role and actions when children are upset.

2. **Hovedpointer fra dialogen på tilsynsmødet**

Staff practices on the playground are discussed and particularly organization and choice of available materials. It is explained that staff seek to find a balance between staff-defined activities and time where children can play freely. This has resulted in a general tendency to adopt a more observant role and see staff's primary task outside as ensuring children's safety. The parent representative can confirm that this has been noticed by several parents. Staff and leadership wish to see a diversity of activities outside and an organization that continues to ensure children's safety but also allows staff to enhance children's play through involvement and participation. Staff and leadership have several ideas as to how this can be accomplished.

The more distant approach to children that are upset is discussed. It is explained that some parents do not consider physical contact between staff and their child to be appropriate. This has resulted in a general cautiousness amongst staff. The discussion leads to a reflection regarding how information to new parents, including emphasizing school values and clarifying mutual expectations, can help staff overcome this dilemma.

There is a general discussion regarding children in vulnerable positions. Staff and leadership perspectives are based on children's perspectives, specifically children's resources and their needs in different situations. Suggested solutions to chosen examples of children in vulnerable positions are clearly child-based and supportive.

Staff and leadership present their evaluation systems, which are an integral part of their practice. Evaluations are high priority and seen as necessary tools for the future development of practice.

The parent representative and staff explain how the collaboration regarding children's learning, well-being and development is organized. Specifically, meetings, reports and parental arrangements during the course of the year.

The observation and following dialogue at the evaluation meeting shows that the institution works to provide a learning environment that promotes most children's well-being, learning, development and formation. Staff and leadership can account for and reflect over, how they work with the national curriculum. The educational staff have mutual reflections and intentions, but these in some ways still need to be converted to practice for all children.

The evaluation points towards the following adjustments:

- Ensure that the outdoor learning environment is as stimulating as the indoor environment through a variety of materials and staff involvement
- Find common practices that ensure children receive sufficient comfort when they are upset
- Find common practices that help children avoid coming in vulnerable positions