



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

Inspection report Annual inspection (III and IV)

Childcare and Learning by playing (III)
Quality assurance, Quality culture and Accountability (IV)

Daycare and out-of-school care: Absolute Childcare

Name holder:	Public Entity Saba
Address of the location:	Promised Land Road 1, The Bottom Saba
Location number:	SAB001 SAB004
Inspection by:	Inspectorate of Education
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Summary

On January 20, 2026, the Inspectorate of Education inspected the quality of the daycare and out-of-school care at Absolute Childcare. Below are the results of the inspection.

Conclusion

The quality of the daycare complies largely with the legal requirements. The quality of the out-of-school care does not meet all legal requirements.

Quality childcare

The overview below contains the results of the inspection.

III. Childcare and Learning by playing		
Are children encouraged enough in their development?		
Quality aspect	Daycare	Out-of-school care
16. Daily routine and activity program	Sufficient	Sufficient
17. A. Early childhood education program (daycare)	Sufficient	Not applicable
17. B. Provision focused on child's development (out-of-school care)	Not applicable	Improvement point
18. Classroom design	Sufficient	Sufficient
19. Monitoring development	Sufficient	Improvement point
20. Identifying development issues and reflecting	Good	Improvement point
21. Inform the primary school about the child's development (daycare)	Good	Not applicable
22. Encouraging the development through play and goal-oriented	Sufficient	Improvement point
23. Interaction	Improvement point	Improvement point
24. Active participation	Improvement point	Improvement point
25. Cooperating with parents	Sufficient	Sufficient
26. Cooperating with local partners	Not assessed	Not assessed
IV. Quality assurance, Quality culture and Accountability		
Does the management of the childcare center actively and systematically work towards quality improvement?		
27. Working systematically on quality improvement	Sufficient	Sufficient
28. Evaluating the quality	Sufficient	Sufficient
29. Professional quality culture	Sufficient	Sufficient
30. Providing information	Sufficient	Sufficient
31. Complaints procedure	Sufficient	Sufficient
32. Parent committee	Sufficient	Sufficient

The assessments given in the overview mean the following:

1. Sufficient: the childcare center meets the legal requirements.
2. Improvement point: the childcare center does not meet the legal requirements. We agree with the holder when the requirements must be met (recovery period). We also explain what we expect from the holder (improvement assignment).
3. Good: the quality aspect has been assessed as Sufficient. In addition, the holder of the childcare center has drawn up its own ambitious goals in the pedagogical policy plan. These goals have been achieved and that is why we assess the quality aspect as Good.

Samenvatting Nederlands

De Inspectie van het Onderwijs heeft op 20 januari 2026 de kwaliteit van de dagopvang en buitenschoolse opvang op Absolute Childcare onderzocht. Hieronder staan de uitkomsten van het onderzoek.

Conclusie

De kwaliteit van de dagopvang voldoet grotendeels aan de wettelijke vereisten. De kwaliteit van de BSO voldoet nog niet aan alle wettelijke eisen.

Kwaliteit kinderopvang

In het onderstaand overzicht staan de uitkomsten van het onderzoek.

III. Kinderopvang en spelend leren		
Worden de kinderen voldoende gestimuleerd in hun ontwikkeling?		
Kwaliteitsaspect	Dagopvang	Buitenschoolse opvang
16. Dagritme en activiteitenprogramma	Voldoende	Voldoende
17. A. Programma voorschoolse educatie 17. B. Aanbod gericht op ontwikkeling	Voldoende Niet van toepassing	Niet van toepassing Verbeterpunt
18. Inrichting van de ruimte	Voldoende	Voldoende
19. Volgen van de ontwikkeling	Voldoende	Verbeterpunt
20. Signaleren van bijzonderheden en reflecteren	Goed	Verbeterpunt
21. Overdracht gegevens kind naar de basisschool	Goed	Niet van toepassing
22. Spelenderwijs en doelgericht stimuleren van de ontwikkeling	Voldoende	Verbeterpunt
23. Interactie	Verbeterpunt	Verbeterpunt
24. Actieve betrokkenheid	Verbeterpunt	Verbeterpunt
25. Samenwerking met ouders	Voldoende	Voldoende
26. Samenwerking met lokale partners	Niet beoordeeld	Niet beoordeeld
IV. Kwaliteitszorg, kwaliteitscultuur en verantwoording		
Stuurt de leiding van het kindercentrum op het verbeteren van de kwaliteit?		
27. Planmatig werken aan kwaliteitsverbetering	Voldoende	Voldoende
28. Evalueren van de kwaliteit	Voldoende	Voldoende
29. Professionele kwaliteitscultuur	Voldoende	Voldoende
30. Informatie verstrekken	Voldoende	Voldoende
31. Klachtenprocedure	Voldoende	Voldoende
32. Oudercommissie	Voldoende	Voldoende

De gegeven oordelen in het overzicht betekenen het volgende:

- Voldoende: het kindercentrum voldoet aan de wettelijke vereisten.
- Verbeterpunt: het kindercentrum voldoet niet aan de wettelijke vereisten. We spreken met de houder (de eigenaar) af wanneer aan de vereisten moet worden voldaan (hersteltermijn). Ook leggen we uit wat we van de houder verwachten (herstelopdracht).
- Waardering Goed: het kindercentrum heeft op het betreffende kwaliteitsaspect het oordeel Voldoende gekregen. Daarnaast heeft de houder van het kindercentrum eigen, ambitieuze doelen opgesteld in het pedagogisch beleidsplan. Deze doelen zijn behaald en daarom geven we de extra waardering Goed.

1. Structure of the inspection

The Inspectorate of Education conducted an investigation into the quality of the daycare and out-of-school care Absolute Childcare on January 20, 2026. This inspection was carried out based on Article 5.1 of the BES Childcare Act. This concerned an announced inspection.

1.1. Method

During the inspection, we assessed quality aspects 16 to 32 that fall under quality areas III and IV of the BES childcare assessment framework (2026). See: [Caribisch Nederland | Onderwijssectoren | Inspectie van het onderwijs \(onderwijsinspectie.nl\)](https://caribisch-nederland.nl/onderwijssectoren/inspectie-van-het-onderwijs).

1.2. Activities

In order to come to our findings, we observed the teaching strategies (learning through play) of the professionals in the groups. We analyzed documents, and conducted talks with the professionals, children and the manager. At the end of the investigation, we discussed the preliminary results with the manager of the childcare organization.

1.3. Documents consulted

In order to arrive at findings, we have read the following documents:

- Pedagogical Policy, July 2025;
- Year Plan 2025;
- Year Plan 2026.

1.4. Reading guide

Chapter 2 of this report starts with the context and the history. In chapter 3 you will find the conclusion and the follow-up agreements. Chapters 4 and 5 describe the findings that emerged from the inspection of the two quality areas III and IV. Appendix A contains the improvement assignments.

2. Context and history

2.1. Context

There have been some changes since the annual inspection last year. Most notably, a new manager was hired and has been in place since August. Additionally, the housing situation has changed with the baby groups moving into new prefab housing, like the other care groups. It is now possible for the out-of-school care (BSO) to utilize all the rooms of the old Governor's instead of just the top floor. The BSO has been redesigned and offers attractive, age-appropriate areas.

A major challenge for the childcare center is finding enough qualified staff. There are currently some open positions. Although the management expects these positions to be filled soon, the staff shortage affects quality. Positively, several staff members are in training or will start training to reach a higher qualification level.

Daycare

- Number of available child places according to the permit: 70
- Number of children present on the day of the inspection: 50
- Number of professionals present on the day of the inspection: 10

Out-of-school care

- Number of available child places according to the permit: 40
- Number of children present on the day of the inspection: 15
- Number of professionals present on the day of the inspection: 2

2.2 Previous inspections

The previous annual inspection took place on Januari 21, 2025. This is the first inspection we are conducting using the 2026 Assessment framework.

3. Conclusion, recovery and follow-up

3.1. Conclusion

At Absolute Childcare we note that the quality of the daycare is largely in order. The quality of the out-of-school care (BSO) partially complies with the legal requirements.

3.2. Recovery between draft and final report

In the period between draft and final report the holder provided additional information and documents. We have gone through this information. Based on the information provided, we have adjusted the assessment of quality aspect 31 Complaints procedure.

3.3. Agreement on follow-up inspection

An annual inspection will take place no later than the first quarter of 2027. See Appendix A. for an overview of what we expect from the holder to improve (improvement assignments) and when the holder needs to meet the requirements (recovery period).

4. Childcare and learning by playing (III)

In this chapter, we describe our most important findings about the quality of childcare in the childcare center (daycare and out-of-school care). For the quality area of Childcare and Learning by playing, we give an assessment of the quality aspects inspected.

4.1. Daily routine and activity program

We assess quality aspect 16 Daily routine and activity program at daycare as Sufficient and at de out-of-school care as Sufficient.

The management of the childcare center provides a daily routine and has a varied program of activities for the children. The program consists of activities that encourage the development of children but also has time scheduled for rest and relaxation. Overall, the program is adapted to the ages and developmental levels of the children. However, the activities in the baby groups can be more closely aligned with the children's ages and development levels.

4.2. Early childhood education program (Daycare)/ Provision focused on child's development (Out-of-school care)

We assess quality aspect 17A Early childhood education program (daycare) as Sufficient and 17B Provision focused on child's development (out-of-school care) as Improvement point.

The management of the daycare uses an early childhood education program. In this way at least the language skills, numeracy skills, motor skills and social-emotional skills are encouraged. The program is adapted to the Caribbean context and the development phase of the children. It contributes to a smooth transition between childcare and primary education.

In the out-of-school care, the management offers play-based activities that are more engaging and challenging for children than those encountered at our 2025 inspection. However, the activities are not consistently linked to learning and development goals. As a result, it is unclear whether they sufficiently support development in language skills, numeracy skills, motor skills and social-emotional skills. The holder does not meet the legal requirements.

4.3. Classroom design

We assess quality aspect 18 Classroom design both in daycare and out-of-school care as Sufficient.

The management of the children's center has designed the play-learning environment in an attractive, challenging way, with enough attention for language and numeracy. The space is suitable for the number and age of the children. We note one point for consideration. In the baby rooms, more materials could be provided to support babies pulling up, standing and exploring.

4.4. Monitoring development

We assess quality aspect 19 Monitoring development at daycare as Sufficient and at the out-of-school care as Improvement point.

At the daycare the development of the children is monitored. The mentor regularly discusses the results with the parents.

In the out-of-school care, the development of the children is not monitored. We expect the development of the children to be monitored in the areas of language, numeracy, motor skills and social-emotional skills. Although this was the practice before, it has not been done consistently for all children over the past year. We also expect the mentor to regularly discuss the results of observations with the parents. There are no planned parent meetings to discuss the child's development. The holder does not meet the legal requirements.

4.5. Identifying development issues and reflecting

We assess quality aspect 20 Identifying development issues and reflecting at daycare as Good and at de out-of-school care as Improvement point.

At the daycare, we value this Quality aspect as Good. This is because:

- The management notices peculiarities in the development of children and reflects on them with the professionals.
- The management draws up a guidance plan for children in case of developmental peculiarities.
- The management consults with the organization that provides pedagogical support and advice and records this in the child's file.
- In addition, the management of the childcare center has set its own ambitious goals in the pedagogical policy plan. These goals have been achieved. For example, the Small Care Team works closely with EC2. A specialist is present in the groups weekly to observe and guide children and support the staff.

In the out-of-school care, the management does not sufficiently identify developmental concerns. In line with this, developmental data are not used to create a guidance plan, so the support, activities and interactions can be aligned with the child's needs. The holder does not meet the legal requirements.

4.6. Inform the primary school about the child's development (daycare)

We assess quality aspect 21 Inform the primary school about the child's development (daycare) at daycare as Good. We value this Quality aspect as Good. This is because:

- The management of the daycare ensures a warm transfer of information about a child's development process to primary education in order to promote a smooth transition to group 1.
- The data relate to the four developmental areas (language, numeracy, motor skills and social-emotional skills).
- The holder asks parents for permission to transfer the data to the primary school.
- Parents are invited to attend the discussion with the teacher of group 1.
- In addition, the holder of the childcare center has set its own ambitious goals in the pedagogical policy plan. These goals have been achieved.
- For example, the transitioning of children with special needs to Primary School is tailored to the individual child to ensure the transition is as smooth as possible.

4.7. Encouraging the development through play and goal-oriented

We assess quality aspect 22 Encouraging the development through play and goal-oriented at daycare as Sufficient and at the out-of-school care as Improvement point.

At daycare, the professionals challenge children in their development in a playful and goal-oriented way (language skills, numeracy skills, motor skills, creative skills and social-emotional skills).

At the out-of-school care, the professionals do not challenge children in their development in a playful and goal-oriented way (language skills, numeracy skills, motor skills, creative skills and social-emotional skills). This is related to a shortage of staff. Both the guidance of the activities and the supervision in more free play situations could be improved, so that 'Learning in a playful and purposeful way' is more effectively supported. The holder does not meet the legal requirements.

4.8. Interaction

We assess quality aspect 23 Interaction both in daycare and out-of-school care as Improvement point.

The interaction between the children is not encouraged enough. In addition, we observe limited verbal interaction with the babies and toddlers. The holder does not meet the legal requirements.

4.9. Active participation

We assess quality aspect 24 Active participation at daycare and the out-of-school care as Improvement point.

In daycare, there are differences in how consistently professionals encourage children's initiatives and actively participate in an activity (for example joining in play). In some groups the professionals participate actively, whereas in other groups there is room for improvement. In these groups as well as in the out-of-school group the professionals can challenge the children more by letting them do and experience things for themselves. Provide positive guidance, feedback and explanations in small steps. Professionals can also focus more on allowing children to improve their problem-solving skills and giving them responsibilities for daily chores. We realize that a shortage of qualified staff is in part the cause that the childcare center cannot meet these requirements at the moment.

The holder does not meet the legal requirements.

4.10. Cooperating with parents

We assess quality aspect 25 Cooperating with parents both in daycare and out-of-school care as Sufficient.

The management and the professionals of the childcare center work together with parents to encourage the development of the child. The holder does what is stated in the pedagogical-educational policy plan about the cooperation with parents.

4.11. Cooperating with local partners

We are not assessing quality aspect 26 Cooperating with local partners at this time because the Public Entity has not yet started with organizing the twice-yearly consultation (organized by the Executive Council). These meetings are aimed at agreements with local partners (holders, school boards, expertise center for educational care, pedagogical coach, etc.) about all matters concerning cooperation between schools, childcare centers and other local partners.

5. Quality assurance, quality culture and accountability (IV)

In this chapter, we describe our most important findings about the quality of childcare in the childcare center. For the quality area Quality assurance, quality culture and accountability, we give an assessment or rating on the quality aspects examined.

5.1. Working systematically on quality improvement

We assess quality aspect 27 Working systematically on quality improvement both in daycare and out-of-school care as Sufficient,

The management of the childcare center draws up quality objectives for the pedagogical, educational, safety, health and organizational policy. The management makes a plan of action and a planning for this and works on its implementation.

5.2. Evaluating the quality

We assess quality aspect 28 Evaluating the quality both in daycare and out-of-school care as Sufficient.

The management of the childcare center regularly evaluates whether the quality objectives of the pedagogical, educational, safety, health and organizational policy have been achieved.

5.3. Professional quality culture

We assess quality aspect 29 Professional quality culture both in daycare and out-of-school care as Sufficient.

The management of the childcare center ensures a professional learning and improvement culture. Within this culture, the management of the childcare center and the staff work on their own competences and they work together to continuously improve the quality of the childcare center. The management ensures a clear division of tasks, roles and responsibilities within the childcare center.

5.4. Providing information

We assess quality aspect 30 Providing information both in daycare and out-of-school care as Sufficient.

The management of the childcare center informs the parents about the pedagogical and educational policy. The holder ensures that the current safety and health policy and its evaluations are clear to the staff and parents. The holder informs the staff about the inspection reports. We note one point for improvement. It is required to also inform the parents about the inspection reports.

5.5. Complaints procedure

We assess quality aspect 31 Complaints procedure both in daycare and out-of-school care as Sufficient.

The holder of the childcare center draws up a complaints procedure for parents. This is about handling complaints concerning behavior towards a parent or a child, and about the agreement between the holder and the parents. The complaints procedure meets the requirements. The holder carefully conducts the investigation of a complaint in accordance with the requirements.

5.6. Parent committee

We assess quality aspect 32 Parent committee both in daycare and out-of-school care as Sufficient.

The management of the childcare center sets up a parents' committee since the childcare center takes care of more than 50 children. The management draws up regulations that meet the requirements. The parents' committee will have the opportunity to advise on the topics mentioned in the Island Ordinance. If the management does not follow the advice of the parents' committee, it substantiates this in writing. The management and the parents' committee meet at least once a year. The management provides the parents' committee with all the necessary information on time and on request.

Appendix A. Overview improvement assignments

The holder has to comply with the following legal requirements within one year. The inspectorate will conduct an annual inspection in the first quarter of 2027 to check if the holder has met the requirements.

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

Table A.1: Overview improvement assignments

What is the shortcoming?	Legal requirements
Quality aspect 17B: Provision focused on child's development (out-of-school-care) The holder encourages language skills, math skills, motor skills, creative skills and social-emotional skills in a playful and targeted way for a continuous development process for children.	Wko BES, art. 2.3 lid 1 en artikel 2.4 lid 1 en lid 2 onder c, g en h, Bko BES art. 2.2 onder b
Quality aspect 19: Monitoring development (out-of-school-care) The holder demonstrably pays attention to monitoring the development of children.	Wko BES, art. 2.4 lid 1 en lid 2 onder g en lid 4 onder l en Bko BES, art. 2.21 en 2.22
Quality aspect 19: Monitoring development (out-of-school-care) The mentor periodically discusses the development of the child with the parents and is the point of contact for the parents with questions about the development and well-being of the child.	Bko BES, art. 2.16 lid 3
Quality aspect 20: Identifying development issues and reflecting (out-of-school care) The holder demonstrably pays attention to the development of children and the identification of developmental issues, including drawing up a guidance plan if issues are identified.	Wko BES, art. 2.4 lid 2 onder g en lid 4 onder l
Quality aspect 22: Encouraging the development through play and goal-oriented (out-of-school-care) A childcare center owner offers responsible childcare, which means the playful and goal-oriented encouragement of language skills, numeracy skills, motor skills and social-emotional skills for a continuous development process for children.	Wko BES, art. 2.3 lid 1 onder d
Quality aspect 23: Interaction (daycare and after-school -care) The holder ensures that professionals encourage and guide the interactions with and between children.	Wko BES, art. 2.3 lid 1 en 3 en Bko BES, art. 2.2 onder c en art. 2.2 onder e
Quality aspect 24: Active participation (daycare and out-of-school care) The professionals and children are active and involved. This means that the professionals challenge the children by letting them do and experience for themselves.	Wko BES, art. 2.3 lid 1 en lid 3 en Bko BES art. 2.2. onder a, b, c en d