Annual Report – 2025 – 2026

In Eiði, childcare services comprise one nursery, two kindergarten groups, two after-school facilities and one youth programme.

Number of Children and Staff

The number of children has changed over the past year. We have gone from three kindergarten groups to two and from two nursery groups to one. At the same time, the after-school provision has expanded from one to two facilities. Some children have moved out of the municipality, while others have moved into the municipality.

There are currently 12 children in the nursery and 22 children in the kindergarten at Korndalsgarður. At Spírin, there are 28 children in Aldan and Year 1, while 19 children in Years 2 and 3 attend Læknahúsið. Approximately 25 young people regularly attend the youth centre at Læknahúsið.

There are a total of 15 full-time equivalent positions within the childcare services: 5.6 FTE qualified pedagogues, 7.4 FTE childcare assistants, 1 FTE substitute staff and 1 FTE manager.

The nursery has 3.1 FTE positions, in addition to 0.1 FTE for preparation time. The kindergarten has 5.2 FTE positions, in addition to 0.2 FTE for preparation time. The after-school facilities have 4 FTE positions, in addition to 0.1 FTE for preparation time. The youth centre, which serves students in Years 7–10, has 0.3 FTE. In addition, there are support hours and caretaker hours.

Staffing Ratios

Municipal Council decision of 28 March 2023.

Child-to-Staff Ratios

- 10 children in a nursery group (maximum 12)
- 14 children in a kindergarten group (maximum 16)
- 33 children in an after-school group/Spírin (maximum 36)

Staffing Hours

Qualified pedagogues and childcare assistants with pedagogical responsibility are additionally allocated 10% preparation time based on their position. In addition, support hours are provided.

Nursery

Up to 10 children: 110 hours (11 hours per child)

11 children: 120 hours (10 hours for the 11th child)

12 children: 124 hours (4 hours for the 12th child)

Kindergarten Group

Up to 12 children: 100 hours (8.3 hours per child)

13 children: 110 hours (10 hours for the 13th child)

14 children: 120 hours (10 hours for the 14th child)

15 children: 120 hours (0 hours for the 15th child)

16 children: 120 hours (0 hours for the 16th child)

After-School Group

Up to 33 children: 100 hours (3.0 hours per child)

36 children: 110 hours (3.0 hours per child)

Pedagogical Work

At pedagogical meetings, we discuss relevant issues, pedagogical and special-educational challenges and difficult situations. We also prepare for planning days and organise the composition of groups, including transitions from the nursery to kindergarten. When children move between groups, we always try to take the individual child, the group and the age distribution into consideration.

We hold one pedagogical development day each year, during which we prepare the activity plan for the coming year and discuss relevant professional topics. This year, we are focusing on movement and health throughout the year; social skills in August/September; creative skills in October/November; language and communication in December/January; traditions and culture in February/March; nature, the environment and technology in April/May; and personal skills in June.

One question raised with the management concerned the skills and competencies we expect from our staff. There was agreement that it would be beneficial to clearly describe the expectations for substitute staff, childcare assistants and qualified pedagogues. Management therefore prepared a description of the expected competencies, which was subsequently discussed by the pedagogical team and the individual groups before being implemented.

Planning Days

In March, the planning day was used to provide first-aid training for the staff group. As only 16 people could participate in the course at a time, the day was divided into two sessions. This also gave the individual groups an opportunity to use part of the day for their own professional work, such as preparing relationship charts, working with TRAS, setting goals or carrying out other initiatives identified as relevant to the group.

Over the past two years, we have worked with the topic of relational competence. This concerns our practical skills in communicating and interacting with children: What do I do, and how do I act when I am with the children? Am I able to remain calm, be present and respond appropriately when children are upset, sad or angry?

In October, the theme “The Importance of Care and Learning” will be on the agenda at a professional development day at Varpið in Klaksvík. The Faroese Pedagogical Association has invited Danish lecturer Emma Holten to give the professional keynote address.

The purpose of participating is to give staff an opportunity to recognise and appreciate the importance of their pedagogical work, to be inspired to stand firmly by their professional competencies and, with confidence and pride, to highlight the value of pedagogical work.

Staff Meetings

Staff meetings are held jointly approximately every other month. At these meetings, joint activities are planned and evaluated. Relevant topics are discussed, and staff receive information and have the opportunity to ask questions.

Over the past year, we have continued working with relational competence. The qualified pedagogues and individual groups have taken turns preparing presentations on different subtopics, followed by group work within the individual facilities and presentations.

Group Meetings

Each group holds a group meeting approximately once a month. During these meetings, staff plan the daily activities, discuss the wellbeing of the children and staff, and work with pedagogical issues arising in everyday practice.

Pedagogical goals are also set for the group as a whole and for children who require more targeted support. The group meetings are an important forum for professional reflection, communication and collaboration and help ensure continuity, a shared understanding and ongoing development of pedagogical practice.

Other Activities

On 14 August 2026, Korndalsgarður welcomed staff from the Department of Educational Science at the University of the Faroe Islands. The pedagogues received the visitors and explained the activities taking place at the facility. We also had an opportunity to present our pedagogical foundation and explain how we create space for both the community and the individual child.

It was a good and rewarding visit, which also gave us an opportunity to discuss a range of professional and interesting topics.

Activities

Korndalsgarður

In the activity plan, parents can see which activities are scheduled from August to July. The activity plan is available on Intra under “Documents – Parents” and is also displayed at the facilities.

During the first quarter, the oldest kindergarten children gradually begin visiting Spírin and later the pre-school group Aldan. This is part of preparing them for saying goodbye to kindergarten and beginning a new stage as pre-school children.

In addition to the everyday activities – such as play, group activities, walks and various visits – we have organised several varied events. These include participation in the Autumn Festival, a visit to the National Aquarium in Argir, a health week and a charity teddy bear run, a pirate day and weekly visits to the Care home for the elderly.

As we now have only three groups at Korndalsgarður, Rósan has been designated as the opening group. Everyone meets there from 7:00–8:30, and there is also an opportunity to finish the day together from 15:30–17:00.

Dáin has been designed as a quiet room where children can go with staff to rest and have a sensory break. The room has subdued lighting, soft rugs and cushions, cosy corners and a range of sensory opportunities involving light and sound.

Spírin

The day at Spírin begins with a meal break when the children arrive from school. The children eat their packed lunches, talk together and share how their school day has been. This time is also used to build and strengthen social relationships between the children.

After a school day, children need opportunities to play, and they make good use of the playrooms, which have now been made more inviting for free play. We emphasise opportunities for the children to go on walks in the village, by the lake, in the hills and along the shore, and we also provide opportunities for creative activities. Going forward, we would like to strengthen the possibility of taking meals outdoors and into nature.

The children have greatly enjoyed using the sports hall when it has been available. In spring, however, the school informed us that we may only use the hall after school hours. This means that we can now only use the hall on Fridays from 11:30, while on the other days we cannot enter the hall until 13:30 at the earliest. This significantly limits our opportunities, as the period from 11:30–14:00 is the time that best suits our activities.

Due to heavy traffic on Gerðisvegur, we have decided that the children can no longer play on the road. Instead, we are working to make the area behind the building more attractive, and in October grass will be laid on the playing field, improving the opportunities for ball games.

Having Aldan and Year 1 at Spírin has generally been beneficial for the children. It is noticeable that the noise level is lower and that the children have greater peace and calm.

Creating good conditions for 28 children from Aldan and Year 1 is nevertheless a challenge. The children are young, several of them only five years old, and it is therefore important to ensure sufficient staffing so that we can support the children's wellbeing while also ensuring a good and sustainable working environment for staff.

We work continuously on the wellbeing of the children and on relationships between children and adults. We emphasise including all children, how we meet them and how we speak about them. This is an important part of our pedagogical work.

Good cooperation with parents is also very important. We encourage parents to come into the building, and we try to make time to talk with them. When cooperation between home and the facility is good, the conditions are favourable for the children to thrive.

The music room with Marjun Wolles has generally been an enjoyable addition to the activities, although it has been challenging to capture the interest of all the children. The activity was paused in the spring.

In 2026/2027, we will continue working with wellbeing and cooperation and place greater emphasis on using nature and the local environment.

(Marianne Solvoll Landa, Deputy Manager)

Læknahúsið

We have now been based at Læknahúsið for one year and have focused on creating a good and stable foundation from the outset. We have had a stable staff group that has worked to establish consistent routines. This has worked well.

We still consider the division of the children between the two facilities to have had a positive impact. Among other things, there is now more room for the older children to engage in age-appropriate activities in greater depth. This is something we should bear in mind when we eventually move into the new after-school facility.

During the past six months, we have focused on building relationships and meeting the need of each child individually. It has been very important for us to pay attention to the children's emotional state when they arrive after a school day.

Our experience is that it does not always make sense to have a fixed schedule for each day, as school days vary. We therefore try to meet the children according to how they are when the school day is over. The children are given choices between outdoor play and walks, creative activities and free play. This has proved successful and gives us the opportunity to accommodate different needs among the children.

The daily activities at Læknahúsið are generally going well, although we are lacking one additional room. Despite measures taken to reduce the noise level, it remains high. We therefore try to divide the activities so that children are in different parts of the building and also spend time outdoors.

We need to finish the room next to the Lego room so that it can also be used. The plan is, among other things, to add sofas and other furniture and create a quieter area.

We continue to emphasise meeting children where they are and strengthening relationships between children and between children and adults.

(Sóley Fríðheim, Pedagogue)

Youth Centre

There has been very strong support for the youth centre over the past year. Usually, between 20 and 30 young people attend each Thursday evening. They are in Years 7, 8 and 9 and come from Eiði and the Sundalagið area.

We have a varied programme each week. Some activities are smaller, while others are larger. Particularly successful activities have included Mini Olympics, an Autumn Festival quiz and Halloween. These activities are also part of the programme for autumn 2026.

Food is also an important part of the provision. We offer something to eat every Thursday evening. Previously, food was provided once a month, but we have noticed that many of the young people come directly from sports or other training and are therefore hungry. We have consequently chosen to offer a healthy meal every Thursday evening. Occasionally, cake or something sweet is also on the menu.

Over the past year, we have acquired several new games and pieces of equipment, which have been very popular. We have acquired an air hockey table, a dartboard and table football. In addition, the young people play on the PS5 and board games and make jewellery and other creative items.

Challenges with Facilities

One of the biggest challenges remains the lack of space. We do not have a room of our own and therefore must share the space with the after-school programme. This means that games and other equipment belonging to the after-school programme have to be moved, and the room must be rearranged each time before the youth centre can open. This is both time-consuming and limits our ability to create a permanent and welcoming environment that the young people can experience as their own.

Another challenge is that the noise level is often high. Young people are different, and while some thrive in an environment with lots of activity, noise and energy, others need a calmer environment. So far, it has therefore been difficult to engage the quieter young people, as the provision is largely characterised by a high level of activity and noise.

Needs and Wishes of the Young People

The young people themselves have said that they would like the youth centre to be open twice a week. If this becomes possible, additional staff hours and staffing capacity will be needed so that the work can be organised with an appropriate rotation among staff. By ensuring sufficient staffing, we could provide a good and stable service to the young people on both days.

A permanent and suitable setting would give us greater opportunities to develop the provision. Having dedicated premises would make it possible to have different areas – one for games and activities, one for creative work and a quieter area where young people could sit and talk or simply spend time.

Overall, the strong attendance demonstrates a clear need for a youth provision in the area. With improved facilities and the possibility of being open twice a week, we can create an even more varied and inclusive provision that can accommodate more young people.

(Katrin K. Sommer, Pedagogue)

Parents' Council

A new joint parents' council was elected at a parents' council meeting in October 2025. The council was constituted as follows:

- Janni Samsonsdóttir Gutke, Chair and representative for Læknahúsið
- Sigurd Bjørn Mørkøre, Vice-Chair and representative for the kindergarten
- Óluva Øssursdóttir Egilstrøð, Secretary and representative for the nursery
- Elina Kruse, Member and representative for Spírin
- Ingibjørg Hanusardóttir Reinert, Member and representative for the nursery
- Ólavur Høghamar, Alternate member
- Magnus Elison, Alternate member

The Parents' Council had planned the annual garden day at Korndalsgarður for 29 May. Due to the weather, the day was postponed.

The Parents' Council plans to improve the area on the slope, paint various parts of the playground, repair the playhouse and build two petrol pumps for the children.

Facilities, Maintenance and Outdoor Areas

New After-School Facility at Kolshjøll

At the municipal council meeting on 16 December 2025, the council approved the construction of a new after-school facility at Kolshjøll. P/F Búð is responsible for the construction.

The original agreement was for the building to be completed in August 2027. The timetable may, however, prove more challenging than originally anticipated. Nevertheless, we are pleased that construction has now begun, and we are very much looking forward to having a new, well-designed after-school facility that meets the necessary requirements for a good, safe and modern provision for children.

In connection with the construction, management has emphasised the importance of management being represented on the building committee. Management has detailed professional knowledge of daily operations, pedagogical practice, staff workflows and the needs of the children.

A direct role for management in the construction process can therefore help ensure that the knowledge and perspectives that formed the basis for the drawings and plans are also carried through into the actual construction. This helps ensure that good and well-considered solutions that support the well-being and safety of children and adults, as well as a good after-school environment, are maintained. It can also help prevent solutions that later prove unsuitable and therefore require rebuilding or modifications.

The mayor has agreed that management will be part of the building committee, and we welcome this. However, no building committee meeting has yet taken place, and we hope that this cooperation will be put into practice soon.

We look forward to a good and constructive cooperation throughout the construction process and to the day when the new after-school facility is ready for use – to the benefit and enjoyment of children, parents and staff.

Conditions at Læknahúsið

There is still a need to improve the acoustic conditions and the facilities for activities at Læknahúsið and the youth programme. One or two additional rooms are needed, and the aim is for the youth programme to eventually have premises of its own.

We continue to hope that the municipality will allocate funding for the next stage of improvements to the playground at Korndalsgarður. The plan includes removing half of the swings to create a more natural environment, for example by replacing part of the asphalt with a small hill, installing a larger climbing tower and putting up netting so that we can have a small ball court.

Ventilation at Korndalsgarður

The municipality has decided that a new ventilation system is necessary. The system has arrived and will be installed shortly. Hopefully, it will be operational before the weather becomes colder.

Vision

Over the coming year, we want to focus on our view of the child, which is closely connected to our relational competence and pedagogical practice.

We want to work with our understanding of the child and of ourselves as professionals: Who am I as a staff member, and who is the child in front of me? How do I see the child, and how does my understanding and my actions influence what the child experiences from me?

The work is about strengthening our awareness of how we see, understand and meet children – and about creating a shared pedagogical foundation where all children are met with respect, curiosity and confidence in their abilities and potential.

The aim is to develop a shared view of the child that is reflected in our relationships, our pedagogical decisions and the environment we create for children.

Finally, I would like to thank the parents, the Parents' Council, the staff, the administration, the municipal councilors and the mayor for a good and rewarding cooperation over the past year.

Eiði, 6 October 2026

Kristina T. Larsen
Manager