



We are committed to providing a fun, recreational, stimulating and creative learning environment that is designed to meet your child’s physical, social, emotional and intellectual needs.

**The purpose of the Policy Statement:**

This statement is designed to strengthen and guide program development that meets high standards of quality learning and regulations that will benefit the experiences and outcomes for the children in our care, their families, Educators, students, volunteers and community partners. This statement is consistent with Minister of Education’s guide for Licenced Child Care that is located in subsection 55 (3) of the CCEYA (Child Care Early Years Act).

This statement uses the government document “How Does Learning Happen?” as a guide for our Educators to support pedagogy and curriculum development. <http://www.edu.gov.on.ca/childcare/pedagogy.html>

We see all children “as competent, capable of complex thinking, curious, and rich in potential”

Our Educators recognize that each child is a unique individual who brings their own abilities to the program and deserves the encouragement and space to try new things, explore new ideas, develop their own unique creativity, and can express themselves in a safe comfortable environment where they feel they belong and are valued.

Our goals for the children are consistent with the four foundations of learning that are documented in “How Does Learning Happen?” document. These are:



- **Belonging:** Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- **Well-being:** Every child is developing a sense of self, health, and well-being.
- **Engagement:** Every child is an active and engaged learner who explores the world with body, mind, and senses.
- **Expression:** Every child is a capable communicator who expresses himself or herself in many ways.

**Our Goals and Approaches**

The following program goals and approaches reflect our belief that all children are competent, capable and curious individuals who demonstrate their personal ability to reach their unique potential. We believe that the children’s family are the most important people in the child’s life and we work closely with them, the school community and community partners to ensure continuity in providing high quality of care for all of the children in our programs.

**“It takes a village to raise a child” – African Proverb**

**Goal: (a) We are committed to promoting the health, safety, nutrition, and well-being of the children - CCEYA, O.Reg 137 46 (3) (a)**

**Approach:**

- Our Educators monitor the children’s health through observations that are documented, completing illness forms when a child becomes ill in the program, communication with the parents and any other community agencies when needed.
- All Educators, students and volunteers are certified with Standard First Aid and CPR level “C”
- Our Educators follow the guidelines provided by the Minister of Health regarding immunization and requirements from Public Health and the local Fire Departments to ensure the safety and well-being of the children in our care.
- Anaphylactic policy, individual emergency anaphylaxis plans, centre allergy lists are in place to provide consistency in ensuring the health and safety of the children.
- We offer the children a nutritious morning and afternoon snack. Our menus meet the Canadian Food Guidelines and the snack requirements of a minimum of 2 food groups per snack. Menus are posted on the parent communication board and available on our website. [www.amongfriendschildcare.com](http://www.amongfriendschildcare.com)
- We do not allow children to bring in outside food on school days; however, we do have Director Approval from the Ministry of Education in place for children to bring in their bag lunches during PA Days, Christmas, March and Summer Breaks when they attend full day programs within our Centres.

Goal: (b) We are committed to supporting positive and responsive interactions among the children, parents and Educators; (c) to encourage the children to interact and communicate in a positive way and support their ability to self regulate – CCEYA, O.Reg 137 46 (3) (b)(c)

**Approach:**

- Our Educators encourage and engage in positive, welcoming and respectful interactions with the children, their families, other Educators, school community and community agencies.
- Arrival and departure times are documented by the parent/guardian in the child's classroom, which we encourage, as this provides the opportunity to relay information about the child's day or their health and well-being.
- Our children are encouraged to interact with their peers and others in a respectful and positive manner which helps build towards healthy relationships and connections.
- Educators promote support for children with self-regulation by providing many opportunities for the children to make responsible choices, choose what they will do and how they will do it and with whom, assisting with taking initiative, encouraging leadership roles and encourage children to resolve situations and problems.
- Redirection is used to guide a child into acceptable options when engaged in an unacceptable activity. Logical and natural consequences endeavour to make children aware of the results from their actions.

Goal: (d) We are committed to fostering the children's exploration, play and inquiry – (e) We are committed to providing child-initiated and adult-supported experiences – (f) We are committed to plan for and create positive learning environments and experiences in which each learning and development will be supported (g) We are committed to incorporating indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care - CCEYA, O.Reg 137 46 (3)(d)(e)(f)(g)

**Approach:**

- Our Educators see every child as an active, engaged learner who explores the world with body, mind and senses. They support the children's learning by encouraging collaborative inquiry and are co-learners. Educators are mindful of the children's capabilities, individual needs and will offer support and assistance when required.
- We promote engagement and allow opportunities to learn through play by providing play experiences and activities that stimulate the children's interests.
- The children are provided opportunities to choose through independent exploration of the materials in the classroom and planned activities based on observations, interests and needs of the children.
- Our Educators plan activities and experiences that are geared to meet these learning areas; Personal & Social Development, Language, Literacy (writing and reading), Mathematics, Science, Technology, the Arts (visual, dance, music, dramatic play), Health and Physical Activity.
- We implement outdoor and active play daily which plays an important role in improving co-operation, gross motor skills, social and physical development.
- Quiet areas are provided for the children to complete homework and for time to unwind when needed.

Goal: (h) We are committed to fostering the engagement of and ongoing communication with parents about the program and their children – (i) We are committed to involving local community partners and allowing those partners to support the children, their families and Educators - CCEYA, O.Reg 137 46 (3)(h)(i)

**Approach:**

- We recognize that each family and children's needs may vary and offer support where possible. We welcome and involve children of all abilities. Our program expresses respect for diversity, equity and inclusion as a vital optimal development of learning by following these themes; quality, flexibility, fairness, partnerships and dignity.
- We involve community partners with ongoing support from parents when help is needed to successfully integrate exceptional children into our programs.
- Educators complete an observation, reflection and documentation form which is posted for parents to review what areas of learning occurred during the day, activities that were implemented that day, with a meaningful observation and an expansion activity to implement the following week based on the children's interest or needs.
- Centre Newsletters are provided to keep families informed of upcoming holidays, special events things they need to know about their centre, child's program and their community.
- We also encourage parent involvement by organizing parent engagement meetings.

Goal: (j) We are committed to supporting Educators or others who interact with the children at a child care centre in relation to continuous professional learning - CCEYA, O.Reg 137 46 (3)(J)

**Approach:**

- Professional Development for our Educators is vital for the ongoing commitment to the child care field. All Educators are required to attend training sessions provided by the Management Team.
- Our Educators are also offered many opportunities to attend training workshops, participate in online training sessions and review resources provided by the Child Care Community, York Region and the Ministry of Education.

**Review and Implementation of this Program Statement** - CCEYA, O.Reg 137 46 (3)(k)

Our Educators use the feedback provided by the Ministry of Education during the annual licensing visit to address and ensure ongoing compliance under the CCEYA.

Input and suggestions from our Educators, during staff meetings, ensure that all Educators benefit from each other's ideas, knowledge and strengths.

Daily interactions between our Educators, the children in our program and their parents/guardians ensure that our program provides a positive and healthy environment for our children.

This statement will be reviewed with the intent to explore ways to improve its effectiveness and to modify or change areas that no longer make a positive impact on the learning environment.

This Program Statement will be reviewed by all Educators, students and volunteers prior to working with the children, at least annually thereafter and at any time there is an amendment made to the statement. All educators, students and volunteers are to sign off that they understand the statement and that the approaches in the statement will be implemented.

*This policy statement shall be in effect until the day that it is rescinded or replaced.*

Taken from <http://www.edu.gov.on.ca/childcare/programCCEYA.pdf>