



# PROGRAM STATEMENT FOR BALMY BEACH COMMUNITY DAY CARE CENTRE

This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, and the practices to implement, monitor, and evaluate those action plans, and continually improve our performance

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## Program Statement Framework

Our Program Statement describes the following:

- The philosophy which captures our goals
- The strategies which are our approaches to realize our goals
- The plans of action which execute these strategies
- The practices which implement, monitor and evaluate plans, and continually improve our performance

## Our Mission

Balmy Beach Community Day Care Centre’s mission is to provide a safe, positive, encouraging, stimulating and bias-free environment in which children flourish through a sense of ***belonging, well-being, engagement and expression.***

## Our Philosophy (Goals)

Balmy Beach Community Day Care Centre (the Centre) believes that children are competent, capable, curious, and have great potential. Our goal is to provide an inclusive, enriched child care environment which honors and respects all children’s beliefs, culture, language and experiences, acquired from their family and community. The goal of the Centre is to support positive, responsive and trusting interactions and relationships among children, parents and staff, helping to create a sense of belonging. Partnerships between the families and the Centre are essential for optimal growth and development of young children. We welcome ongoing discussions with parents and caregivers about their child’s progress (social, emotional, communications/language/literacy, cognition, physical /gross/fine motor) as well as their daily life at the Centre. Parent meetings are set up if necessary or requested.

The Centre staff are knowledgeable, empathetic, experienced, skilled and caring educators who provide a curriculum based on ongoing observation of the children’s play and interactions which creates a strong early learning environment. The Centre staff sees fostering the children’s exploration, play and inquiry as a key goal in the classroom. We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. The Centre staff support all children’s ability to self-regulate, with the goal of this support being that children feel comfortable and confident with the learning environment. The Centre staff foster the children’s health and well-being both indoors and outdoors. The Centre staff is committed to teaching the children to care about others; to understand other’s feelings (compassion); to cooperate and share; to express their opinions; to resolve conflicts; and to develop self-competence, self-worth, and self-regulation.

## Our Strategy

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years "*How Does Learning Happen?*" (HDLH). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

## Plans of Action for the Preschool Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which licensed Child Care Centers in the City of Toronto are required to follow.

### Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the *City of Toronto Assessment for Quality Improvement (AQI) Guideline (preschool-AQI-guideline-1)* as follows:
  - Daily and Visual Schedules  
A daily schedule is posted that indicates time is planned for outdoor play, indoor play, child & staff initiated learning experiences; time to meet children's physical needs; visual schedule is accessible to the children and daily schedule balances between structure and flexibility.
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the *preschool-AQI-guideline-2* as follows:
  - Program Plan  
The following learning areas are planned and/or documented including one sensory; one art daily; one cognitive daily; one language and literacy daily; two science & nature weekly; one block and construction weekly; one music and movement weekly; one dramatic weekly. The current program plan includes descriptions of the learning opportunities. There is evidence that individual goals of children are incorporated into the Program Plan. External agencies/professionals attend meetings to plan appropriately for children with individual support needs.
- 3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their

professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the *preschool-AQI-guideline-3* as follows:

- Learning Experiences  
There is current documentation which demonstrates that observations of children are used in the development of learning experiences. Learning experiences are adapted to meet any child's individual needs. Learning experiences are based on children's interests.
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the *preschool-AQI-guideline-4* as follows:
- Indoor Physical Environment  
The play environment is arranged into learning areas that are open and accessible throughout the day. The play environment is designed to promote participation and peer interactions and to promote independent use by children. Floor space with suitable floor covering is available. Safe storage space is available for equipment/toys and materials. There is a safe mirror at children's eye level in the playroom. There are two or more educational play materials reflecting people with disabilities accessible in two areas. Two or more educational play materials reflecting diverse people/cultures are accessible in two areas.
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the *preschool-AQI-guideline-5* as follows:
- At least three displays include children's own artwork as well as adult-made and/or commercial materials. Displays are reflective of children's recent activities; developmentally appropriate; culturally appropriate and free of bias. Two or more displays include people with disabilities; include cultures/races; include family structures. As much as possible, displays are at child's eye level. Photographs of current children and/or families are displayed.
- 6) Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking."

(HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations described in the *preschool-AQI-guideline-6* as follows:

- Sensory, Science & Nature  
Three or more developmentally appropriate science and nature equipment and/or materials are accessible to children. Three or more developmentally appropriate sensory equipment and/or materials are accessible to children. Sensory opportunities are accessible throughout the day.

7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the *preschool-AQI-guideline-7* as follows:

- Art  
A sufficient number of the following art materials are accessible to the children – painting and drawing; modeling materials; collage materials; printmaking; three-dimensional materials; three or more art materials include diverse skin tones. Equipment for art learning experiences is accessible to children.

8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and a program that utilizing them to meet or exceed the expectations described in the *preschool-AQI-guideline-8* as follows:

- Books  
Books reflect three or more topics. Three or more books contain real images of people and/or objects. Two or more books which include diverse people/cultures are accessible. Two or more books which include people with disabilities are accessible. The area includes at least one other accessory that is available to children (e.g. puppets, CD player, felt board, etc.).

9) Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy

materials and a program that utilizes these to meet or exceed the expectations described in the attached *preschool-AQI-guideline-9* as follows:

- Language and Literacy  
Three or more writing materials are accessible. Two or more language and literacy toys or puzzles are accessible. Toy bins and/or shelves are labeled with both words and pictures.

10) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations described in the *preschool-AQI-guideline-10* as follows:

- Music and Accessories  
Three or more different types of music is available to be played to children. Three or more different types of musical instruments are accessible to children and musical instruments are in good condition.

11) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the *preschool-AQI-guideline-11* as follows:

- Physical Play Learning Experiences  
Children are given a choice of two or more planned and/or documented physical play learning experiences daily. Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate. Staff are engaged in planned and/or documented physical play learning experiences with the children.

12) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction materials and an environment and program to engage in this environment to meet or exceed the expectations described in the *preschool-AQI-guideline-12* as follows:

- Blocks and Construction



Three or more developmentally appropriate blocks and construction materials are accessible. Three or more developmentally appropriate block and construction accessories are accessible. Children are able to combine materials from other areas.

13) Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centered on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg15). In support of this, we will offer cognitive and manipulative materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the *preschool-AQI-guideline-13* as follows:

- Cognitive and Manipulative  
Three or more different types of cognitive and manipulative materials are accessible. Two complete toys for each child enrolled are accessible and cognitive and manipulative materials are developmentally appropriate.

14) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Dramatic Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations described in the *preschool-AQI-guideline-14* as follows:

- Dramatic Play  
Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus. Accessories and equipment reflect cultural diversity and a mirror is accessible in the dramatic area.

15) Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of Internet within the room. In support of this, we will ensure an electronic media usage environment to meet or exceed the expectations described in the *preschool-AQI-guideline-15* as follows:

- Electronic Media Usage

Posted guidelines are followed for computer/electronic game usage. Games are “E” rated for *Everyone*.

- TV and/or Movie Usage – N/A

16) Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for diapering and toileting routines described in the *preschool-AQI-guideline-16* as follows:

- Toileting and Diapering Routines  
Posted procedures for toileting and diapering are followed by staff. Toileting and diapering is unhurried. Toileting and diapering is viewed as an opportunity to interact with children. Toileting and diapering is viewed as an opportunity to encourage self-help skills. The washroom area includes a mirror at the child’s eye level.

17) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the *preschool-AQI-guideline-17* as follows:

- Meals and/or snack time  
Children are encouraged to eat food but never forced. Meal and/or snack times are viewed as a time for socialization and conversation. Staff use meal/snack times as opportunities for enhanced language learning. Staff sit with children while serving food at the table and children sit in small groups. Children are encouraged to self-serve food/drink.

18) Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the *preschool-AQI-guideline-18* as follows:

- Equipment required for eating and seating  
Developmentally appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required. Food is served on proper plates/dishes. Seating is available to meet the developmental needs of the children enrolled.

19) Ensure sleep cots and bedding are hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for Cots and bedding described in the *preschool-AQI-guideline-19* as follows:

- Cots and bedding  
For the Preschool room, the sleeping area has a cot & sheets designated for each child. Areas around the cots are hazard free. Sheets are changed once a week or sooner, if needed. Cots are disinfected weekly and cot set-up does not interfere with program.

20) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the *preschool-AQI-guideline-20* as follows:

- Health and Safety  
First aid kits are kept in every room. All areas accessible to children are kept in a state of good repair, are safe, are maintained in a hygienic condition and are organized.

21) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the *preschool-AQI-guideline-21* as follows:

- Toys and Play Equipment Washing  
The schedule for toy washing meets Regional Public Health guidelines. Toys and play equipment washing schedule is signed and/or initialed and dated by staff. Toys and play equipment are consistently washed as they become soiled.

22) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Hand Hygiene described in the *preschool-AQI-guideline-22* as follows:

- Staff and Children's Hand Hygiene  
Current Regional Public Health and sanitizing procedures are posted. There is evidence the Supervisor reviews hand washing expectations with staff.

23) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the *preschool-AQI-guideline-23* as follows:

- Transitions  
Children are consistently transitioned in small groups. Positive interactions occur between staff and children during transitions. Transitions are conducted in a smooth and seamless manner.

24) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for attendance verification described in the *preschool-AQI-guideline-24* as follows:

- Attendance Verification  
Children's arrival and departure times are always recorded on the Main Attendance Record and a portable attendance travels with each group. Attendance is verbally verified after staff transitions and attendance is verbally verified after children's transitions.
- 25) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the *preschool-AQI-guideline-25* as follows:
- Positive Atmosphere  
Staff are welcoming. Staff maintain a positive tone of voice. Staff are patient. Staff model appropriate positive social behavior and staff direct positive attention to all children.
- 26) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the *preschool-AQI-guideline-26* as follows:
- Supervision of Children  
Staff scan the room at all times. Staff work as a team to position themselves so all children are supervised. Staff consistently balance supervision with interactions and staff anticipate situations to support children's interactions and learning experiences.
- 27) Support staff in their competencies, as Early Learning and Care professionals, in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the *preschool-AQI-guideline-27* as follows:
- Foster Children's Independence  
Staff consistently follow the children's cues. Children are provided with choices and staff provide time for children to complete tasks.
- 28) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the *preschool-AQI-guideline-28* as follows:

- Supporting the Development of Self-Esteem  
Staff address the children by their real name. Staff consistently demonstrate inclusive practices. Staff break down directions into individual steps. Staff focus encouragement on how the tasks are completed and staff role-model how to accomplish tasks.
- 29) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the *preschool-AQI-guideline-29* as follows:
- Behavior Guidance  
Staff consistently explain consequences in a calm manner. Positive behavior is reinforced. Staff use developmentally appropriate re-direction strategies. Staff consistently follow through with strategies and staff model turn taking/sharing.
- 30) Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting development of Communication skills described in the *preschool-AQI-guideline-30* as follows:
- Supporting Development of Communication Skills  
Verbal and non-verbal interactions are a balance of teacher and child directed. Staff model active listening skills and staff are observed participating in play with children.
- 31) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the *preschool-AQI-guideline-31* as follows:
- Extending Children's Learning  
Staff encourage children to find solutions. Staff support children to follow through with strategies and staff support the children's learning.
- 32) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the *nutrition-AQI-guidelines-1-7* as follows:

- Meal/Menu Planning  
children are offered food in proportion to their time in care; menus provide a clear description of food served, detailing the main ingredients; fruits served are identified on a daily basis; water is available at all times and menu is planned according to age group.
  - Centre Meal Requirements  
food is available for children who request more; the amount of food offered to children respects individual needs; and the main meal offered consists of at least one serving of grain, two servings from the vegetable and fruit group, one serving of milk and/or alternatives and one serving of meat and/or alternative.
  - Snack Planning and Requirements  
snacks consist of foods that promote and contribute to a child's nutritional needs; snacks are timed to meet the needs of the majority of the children; the weekly snack menu offers three or more types of food and food is available for children who request more.
  - Menu and/or Snack Adaptations  
menu and/or snack plans are adapted with appropriate and varied changes to accommodate children; food and beverage adaptations are labeled with child's name to ensure food is served to the correct child; a record of menu and/or snack adaptations is posted and retained for 30 days; the Centre provides food adaptations when required; menu and/or snack adaptations are similar in nutritional value.
  - Food Substitutions  
all food substitutions for the group are posted and retained for 30 days; individual food substitutions are posted and retained for 30 days; the Centre provides substitutions for food and beverages.
  - Preparation, Handling and Transportation of Food  
fruits and vegetables are washed before being served to children; food is wrapped or covered during transportation from the food preparation area; current Regional Public Health hand washing procedure is posted and food preparers complete training on safe food preparation at least every five years (Toronto Public Health Food Handler Certificate).
  - Health and Safety Kitchen and/or Food Preparation Area  
All kitchen and/or food preparation areas and equipment are – kept in a state of good repair; organized; open food is stored in sealed containers and cupboards are labeled.
- 33) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the Playground-AQI-guidelines-1-4 as follows:
- Supervision of Children  
Staff are able to balance supervision with interactions; staff are aware of the numbers and location of children and staff react quickly to remedy unsafe conditions and/or situations.
  - Outdoor Play Space and Shade Areas  
Two playground surfaces are accessible; sensory materials and/or sand accessible to children during entire outdoor play time; sand covered and put away when not in use; balance of shade and sunny areas and natural elements are in or beside the playground.

- Physical Play Equipment  
Three or more balls are accessible; three or more additional developmentally appropriate physical play equipment is accessible and staff set up physical play equipment to facilitate participation.
  - Learning Materials  
Three or more different types of learning materials are accessible; learning materials reflect the interests of the children and learning materials are developmentally appropriate.
  - Wheeled Toys  
One wheeled toy is accessible for every four children; wheeled toys are developmentally appropriate; two or more types of wheeled toys are accessible and one large winter toy for every four children is available.
  - Outdoor Storage  
Designated storage provided for all outdoor equipment; storage is accessible all year round and a First Aid Kit is accessible outside.
- 34) Ensure collaboration with local community partners. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the Working Together-AQI-guidelines-1-4 as follows:
- Community Information  
Staff can provide information to parents regarding local Schools and Family Support programs.
  - Planning of Special Events  
Child Care & school attend each other’s events such as “Welcome to Kindergarten”.
  - Sharing of Information for Individual Children  
Consent for release of information forms are signed by parents; staff have signed confidentiality agreement and conflict of interest policy and the Child Care & School staff collaborate to meet the needs of individual children.
  - We provide learning opportunities and practical work experience, in the area of programming, to members of the community through the recruitment, placement, training and recognition of volunteers and students on placement.
  - Volunteers and students on placement augment the high-quality care and individual attention/support given to children in the program.
- 35) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is “provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”. In support of this, we will capture as evidence, Our Practice and our efforts at being the best we can (see page #24).

## Plans of Action for the Kindergarten/School-Age Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQL Guideline which licensed Child Care Centers in the City of Toronto are required to follow.

### Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the *school-age-AQL-guideline-1* as follows:
  - **Daily and Visual Schedules Posted**  
A daily schedule is posted that indicates time is planned for indoor/outdoor play; quiet and active play; individual and group time; child/staff initiated activities and time to meet children's physical needs. The visual schedule is accessible to the children.
  
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the *school-age-AQL-guideline-2* as follows:
  - **Program Plan/Outline of Activities Posted**  
Current program plan/outline of activities reflects the Centre's curriculum model; current program plan/outline of activities includes descriptions of the learning opportunities; individual needs are incorporated into the program plan/outline of activities and opportunities for children to participate in planning of activities and experiences documented on the program plan/outline of activities.
  
- 3) Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver



activities and experiences to meet or exceed the expectations described in the *school-age-AQI-guideline-3* as follows:

- Activities and Experiences Offered to Children  
Learning opportunities are based on children's interests; activities are adapted to meet any child's individual needs and there is documentation that observations of children are used in the development of activities.
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the *school-age-AQI-guideline-4* as follows:
- Indoor Physical Environment  
The play environment is designed to promote participation, peer interactions and independent use by children. The play areas are set up to promote group interactions. Floor space with suitable floor covering is available. Toys and equipment are in good condition and complete.
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the *school-age-AQI-guideline-5* as follows:
- Displays  
There is a variety of displays including children's own art work and adult made and/or commercial materials. The displays are reflective of children's recent activities and developmentally and culturally/racially appropriate, free of bias and stereotypes. The displays represent a range of abilities/disabilities; culture/races; family structures. As much as possible, displays are at child's eye level. There are photographs of current children and/or families displayed.
- 6) We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. "Developing policies, practices, and environments that respect and support inclusion (HDLH, p. 27) is one way to create a sense of belonging for children. In support of this, we will ensure an offering of play equipment and toys to meet or exceed the expectations described in the *school-age-AQI-guideline-6* as follows:
- Diversity in Play Equipment/Toys  
Play equipment, toys and materials represent a diverse range of cultures/races and abilities/disabilities.

7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide Art/Sensory Activities, Equipment and Materials to meet or exceed the expectations described in the *School-age-AQI-guideline-7* as follows:

- **Art/Sensory Activities, Equipment and Materials**  
Sufficient number of materials are in good condition and accessible for independent use in the following categories – painting and drawing; sculpture and construction; assembly and collage; printmaking; colours in drawing tools and paints come in a variety of natural skin tones; sensory experiences are provided and staff provide opportunities for art/sensory activities each day. Children's art projects are self directed and/or incorporated into other areas of the program, e.g. props for drama, etc.

8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and accessories that meet or exceed the expectations described in the *school-age-AQI-guideline-8* as follows:

- **Books and Accessories**  
Books are bias free and reflect a variety of topics. The area includes at least one other accessory that is available to children, e.g. puppets, CD player, flannel board, etc. Books relate to current program plan/outline of activities. Books are incorporated into one other learning area.

9) Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & listening opportunities and materials and a program that utilizes these to meet or exceed the expectations described in the *school-age-AQI-guideline-9* as follows:

- **Language and Listening**  
Language and listening activities are planned daily using books and staff provide opportunities to enhance language experiences into other program areas.

10) Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. In support of this, we will ensure TV and Movie usage will meet or exceed the expectations described in the *school-age-AQI-guideline-10* as follows:

- TV and/or Movie Usage  
N/A

11) Utilize guidelines to encourage safe, developmentally-appropriate computer usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage. In support of this, we will ensure a Computer Usage environment to meet or exceed the expectations described in the *school-age-AQI-guideline-11* as follows:

- Computer Usage  
When available, the use of computer electronic games is supervised and time allocated equitably. Games are suitable for children aged 12 years or younger (rated "E" for everyone).

12) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will provide Dramatic Play Activities and Accessories to meet or exceed the expectations described in the *school-age-AQI-guideline-12* as follows:

- Dramatic Play Activities and Accessories  
Accessories and equipment encourage a variety of role-playing possibilities e.g. capes, hats, masks, puppet theatre, etc. Accessories and activities reflect children's interests and the program plan/outline of activities. The area includes a mirror located at child's eye level.

13) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction Activities and Accessories to meet or exceed the expectations described in the *school-age-AQI-guideline-13* as follows:

- Construction/Block Activities and Accessories  
The area includes a sufficient number and variety of appropriate construction materials and props. There is a minimum of one planned activity documented weekly.
- 14) Provide access to an ample selection of age-appropriate games and game accessories. “Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry” (HDLH p.15). In support of this, we will offer Games, Game Activities and Accessories to meet or exceed the expectations described in the *school-age-AQI-guideline-14* as follows:
- Games Available  
There is a variety of school age appropriate games accessible (e.g. lotto, dominoes, cards, puzzles, snakes & ladders, checkers, chess, etc.) There is one game for every two children, adapted if necessary to allow full participation. There are materials provided for children to create their own games such as dice, spinners, etc.
- 15) Materials reflecting, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide Science and Nature Experiences and Material to meet or exceed the expectations described in the *School-age-AQI-guideline-15* as follows:
- Science & Nature Experiences and Materials  
A variety of equipment and materials are available to ensure that Science and Nature experiences occur a minimum of once per week.
- 16) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will ensure Physical Activities/Active Play Indoors or Outdoors that meet or exceed the expectations described in the *school-age-AQI-guideline-16* as follows:
- Physical Activities/Active Play Indoors or Outdoors  
Planned active physical play is available daily, whether outside or inside. Activities are planned to ensure all children are able to participate.
- 17) To “allow every child to participate and be challenged in meaningful ways” (HDLH p.29) in Physical Activities/Active Play Indoors or Outdoors, we will supply appropriate and ample active play equipment for the number of children enrolled. In support of this, we will ensure the supply of Active Play equipment meets or exceeds the expectations described in the *school-age-AQI-guideline-17* as follows:

- Active Play Equipment  
There is a sufficient amount of active play equipment. There is a variety of equipment in good condition, available for children. Play equipment is adapted as necessary, to ensure full participation and modified for outside and inside use.
- 18) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the *school-age-AQI-guideline-18* as follows:
- Meals and/or Snack Time  
Meal and /or snack times are viewed as an educational experience and a time for socialization and conversation. Individual children's needs are met during meal times. Adults sit with the children during mealtimes as much as possible. Children self serve meals and snacks. Children are encouraged to eat food, but never forced.
- 19) Ensure utensils, dishes and furnishings to enable safe and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the *school-age-AQI-guideline-19* as follows:
- Equipment Required for Eating/Seating  
There are sufficient serving/eating utensils and dishes available that are appropriate for the age and ability of the children enrolled. Food is served on proper plates/bowls.
- 20) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources to meet or exceed the expectations described in the *school-age-AQI-guideline-20* as follows:
- Washroom Facilities Accessible  
Washroom facilities are accessible or adapted to meet the needs of all children. Toileting products accommodate all children's needs and sensitivities. Resource information is provided for children and parents to learn about personal hygiene issues (e.g. cleanliness, body awareness and gender issues).
- 21) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the *School-age-AQI-guideline-21* as follows:
- Health and Safety  
All areas, including equipment and furnishings are kept in good and safe repair; maintained in a hygienic condition and are organized.

22) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the *school-age-AQI-guideline-22* as follows:

- Toys and Play Equipment Washing  
Toys and play equipment are washed as they become soiled in addition to as required on the monthly posted schedule. Toy washing schedule identifies categories of toys and play equipment and a toy and play equipment washing schedule is signed and dated by staff.

23) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Children's hand washing/sanitizing practices described in the *school-age-AQI-guideline-23* as follows:

- Children's Hand Washing/Sanitizing Practices  
Children wash/sanitize their hands before eating, after toileting and if they wipe their nose. Staff teach children proper hand washing/sanitizing procedures. A visual hand washing procedure is posted at children's eye level and used as needed.

24) Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this we will meet or exceed the expectations for Staff Hand Washing/Sanitizing Practices described in the *school-age-AQI-guideline-24* as follows:

- Staff Hand Washing/Sanitizing Practices  
Staff wash/sanitize their hands before eating, serving food, after toileting, touching garbage or wiping a nose. Proper hand washing/sanitizing procedure is posted and followed by staff. The Centre Supervisor monitors hand washing/sanitizing practices and reviews expectations with staff.

25) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the *school-age-AQI-guideline-25* as follows:

- Transitions  
Children are transitioned in small groups. Positive interactions occur between staff and children during transitions. Staff facilitate transitions to meet individual children's needs.

26) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for Attendance Verification described in the *school-age-AQI-guideline-26* as follows:

- Attendance Verification  
Children's arrival and departure times are always recorded on the main attendance record. Attendance is verified after staff and children's transitions. A portable attendance travels with each group. There is written verification of attendance after each staff change or transition.
- 27) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the *school-age-AQI-guideline-27* as follows:
- Positive Atmosphere  
Staff maintain a positive voice tone; respond to children's emotions appropriately; model positive social behavior and interactions and maintain a calm manner.
- 28) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the *school-age-AQI-guideline-28* as follows:
- Supervision of Children  
Staff balance checking and scanning the environment with the children's interactions. Staff are aware of the number and location of children.
- 29) Support staff in their competencies as early learning and care professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the *school-age-AQI-guideline-29* as follows:
- Fostering Children's Independence  
Staff respect children's decisions; support the development of self-help skills and provide time for children to complete tasks.
- 30) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the *school-age-AQI-guideline-30* as follows:

- Supporting the Development of Self-Esteem  
Staff address children by name; show respect for individual and ethno-racial diversity; respond to children's interests (staff listen and incorporate children's interests into program); break tasks into small steps to ensure a child's success and staff use praise and encouragement (recognize children's achievements).
- 31) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the *school-age-AQI-guideline-31* as follows:
- Behaviour Guidance  
Staff match expectations with a child's abilities and/or developmental level. Staff calmly explain consequences of behavior. Staff anticipate behavior and provide alternatives and re-direction.
- 32) Staff will Initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting development of Communication skills described in the *school-age-AQI-guideline-32* as follows:
- Supporting the Development of Communication Skills  
Staff initiate and build on conversations with and between children. Staff use clear descriptions and directions.
- 33) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the *school-age-AQI-guideline-33* as follows:
- Extending Children's Learning  
Staff respond to spontaneous learning opportunities.
- 34) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the *nutrition-AQI-guidelines-1-7* as outlined on pages 13 and 14 in the Preschool/Kindergarten Plans of Action.



- 35) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the Playground-AQI-guidelines-1-4 as outlined in the Preschool/Kindergarten Plan of Action #33.
- 36) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the Working-together-AQI-guidelines-1-4 as outlined in the Preschool/Kindergarten Plans of Action #34.
- 37) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practice and our efforts to being the best we can (see page #24).

## Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance.

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

As educators who deliver high-quality early years programs, we also know that you are never done. Our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.

1. All new staff, students on placement and volunteers and all existing staff (annually) will review and sign off on the following, prior to starting work with children:
  - a. This program statement document;
  - b. Any relevant changes to the guidelines pertaining to this document.
  - c. Any individual plans. These plans will be reviewed and signed off any time changes are made.
2. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program.
3. Undertake a minimum of quarterly staff meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next quarter. Include on the agenda two or three of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
4. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
5. Annual Management/Board of Directors review of performance against program statement and incorporate feedback from staff
6. Budget a professional development investment for each staff and align the professional development with the program statement needs. See Staff Policy Handbook, Section 1, Policies/Procedures Manual, Staff Training and Development Policy page 15/16.
7. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document, a sense of **belonging**, a sense of **well-being**, opportunities and support for **engagement** and opportunities and support for **expression**. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.
8. In order to ensure effective implementation and quality assurance, regular monitoring of each staff and each group (Preschool, Kindergarten and School Age) will be conducted throughout the year. The monitoring will be conducted by the Supervisor and/or Assistant Supervisor. See Section 19 – B, Program Statement Implementation/Monitoring and Supervision of Children and Compliance with the Prohibited Practices Policy.

**SELF ASSESSMENT – 11 KEY STRATEGIES TO CREATE THE CONDITIONS PROMOTED BY THE**

**HOW DOES LEARNING HAPPEN? DOCUMENT**

(Belonging, Well-Being, Engagement, Expression)

1. Promote an environment which is healthy, safe, and supports general well being  
\_\_\_\_\_  
\_\_\_\_\_
2. Promote an environment which ensures good nutrition and safe food preparation  
\_\_\_\_\_  
\_\_\_\_\_
3. Support positive and responsive interactions  
\_\_\_\_\_  
\_\_\_\_\_
4. Encourage the children to interact and communicate  
\_\_\_\_\_  
\_\_\_\_\_
5. Foster exploration, play and inquiry  
\_\_\_\_\_  
\_\_\_\_\_
6. Provide child-initiated and adult-supported experiences  
\_\_\_\_\_  
\_\_\_\_\_
7. Plan for and create positive learning environments and experiences  
\_\_\_\_\_  
\_\_\_\_\_
8. Incorporate indoor and outdoor play, active play and quiet time  
\_\_\_\_\_  
\_\_\_\_\_
9. Foster the engagement of and communications with parents  
\_\_\_\_\_  
\_\_\_\_\_
10. Involve local community partners  
\_\_\_\_\_  
\_\_\_\_\_
11. Support others in relation to continuous professional learning  
\_\_\_\_\_  
\_\_\_\_\_

\*Note: This form is to be included in the staff self evaluation which is conducted annually and the content is to be considered for discussion.

Please use reverse, if more space is needed.

## Prohibited Practices

Balmy Beach Community Day Care Centre does not permit the following (Ontario Regulation 137/15):

- Corporal punishment of a child;
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- Locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- Inflicting bodily harm on children including making children eat or drink against their will;

## Consequences for Contravention of Prohibited Practices

Behaviours by staff students on placement or volunteers that violate this policy may be reported as a serious occurrence, and may be considered child abuse. The following actions will be taken in response to every violation:

1. Any staff member, student on placement or volunteers observed using measures that contravene the standards outlined in this document, shall be reported immediately to the Centre Supervisor/designate. The Supervisor/designate will take immediate steps to investigate the alleged incident.
2. The Supervisor/designate will immediately speak privately to the staff member involved, at which time the Supervisor/designate will have to be satisfied that they have the facts, that the facts are as reported, that the incident is documented, a copy of the documentation is placed in the staff file. A letter of warning will be issued to the staff member.
3. If a second incident is reported and the Supervisor/designate is fairly certain that this incident occurred, the Supervisor/designate will briefly discuss the incident with the staff and proceed by sending them home. A meeting will be arranged for the next day with the staff member, the Supervisor/designate, and the Personnel Chair on the Centre's Board of Directors.

4. The outcome of this meeting will be based on whether returning the employee to their job would place the children at risk. If the employee remains on staff, the employee will be issued a warning letter, and a copy of the letter will be placed in their file.
5. Any further incidents will result in immediate suspension, followed by an emergency meeting with the employee, the Supervisor/designate and the Personnel Chair on the Centre's Board of Directors, at which time dismissal would be considered.
6. If the Supervisor/designate is observed contravening the standards outlined in this document, the observer, whether parent or staff, will report the incident directly to the Personnel Chair on the Centre's Board of Directors. The Personnel Chair will attempt to get clarification and meet with the Supervisor, as quickly as possible, in order to take appropriate measures. The Chair of Personnel, on the Centre's Board of Directors has to be satisfied that this is an isolated incident. However, if the Chair of Personnel hears of one or more incidents the Board would follow steps 3, 4, and 5, except that the meetings would be with the Supervisor, the Chair of Personnel and the Centre's President.
7. Documentation will be kept and filed at each step.

### **Suspicion of Child Abuse**

Balmy Beach Community Day Care Centre (the Centre) is required by law under the Child and Family Services Act to report any suspicion of child abuse or risk for abuse. The following information is a brief summary of what the legal requirements are, as outlined in the Centre's Child Abuse Policy.

#### ***Duty to Report:***

1. "All RECE's have a duty to report to a Children's Aid Society suspicions of harm and the risk of harm to a child under the Child and Family Services Act 1990. This requirement includes reporting child abuse perpetrated by colleagues or other professionals. The College's Professional Advisory: Duty to Report highlights all of the responsibilities of RECE's under this legislation" (College of Early Childhood Educators, 2016, p.17).
2. A person who works with children has an added legal responsibility to report immediately any suspicion of child abuse to a Children's Aid Society.
3. All child abuse reports are constituted as a serious occurrence by the Centre; reports are filed with the Ministry of Education.

All employees, students on placement and volunteers who care for or supervise children at the Centre will be observed for the purpose of monitoring the Supervision of Children and Compliance with the Prohibited Practices Policy. Observation will take place 3 times per year and recorded on the "Supervision of Children and Compliance with the Prohibited Practices Policy" form (see Prohibited Practices Policy, page # ). The observation recorded on this form is in addition to any mandatory reporting related to specific contraventions of the Prohibited Practices Policy.

All records of contraventions to this policy will be stored in a secure location for a period of 3 years.