



# PROGRAM STATEMENT FOR LEDBURY PARK CHILD CARE PROGRAM

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

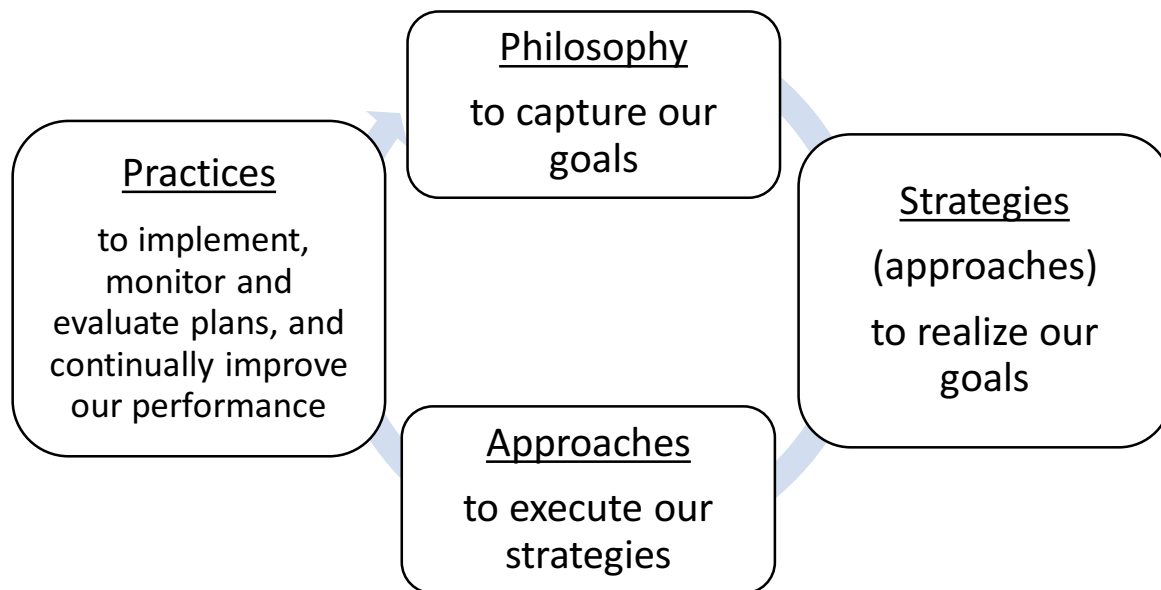
# Contents

- Program Statement Framework..... 2
- Our Philosophy (Goals)..... 3
- Our Strategy ..... 4
- Prohibited Practices ..... 5
- References..... 5
- Approaches – How We Will Meet Our Goals ..... 6
- Our Practice..... 10

# Program Statement Framework

Our Program Statement describes the following:

- The philosophy which captures our goals.
- The strategies approached to realize our goals.
- The Approaches which execute these strategies.
- The practices which implement, monitor and evaluate plans, and continually improve our performance.



## Our Philosophy (Goals)

Ledbury Park Child Care Program is a community based non-profit Centre. Our aim is to fulfill the Child Care needs of the community by providing the highest quality care.

Children are naturally competent, capable, curious and rich in potential. Our Educators strive to provide the best experiences and outcomes for children based on the four foundations of Belonging, Well-being, Engagement and Expression.

Our Program uses the document, *How Does Learning Happen?*. A resource which guides learning through relationships for those who work with young children and their families, when developing our curriculum, pedagogy and this program statement.

We believe that learning is an integral part of each activity a child experiences. Therefore, the partnership between Ledbury Park Elementary School and the Childcare Centre is not only practical but also logical and beneficial to both the school and the center. We also integrate local community partners to provide extracurricular programs.

At Ledbury Park Child Care, we believe in providing an inclusive, enriched childcare environment. Our beliefs honors and respects all children's beliefs, culture, language, and experiences acquired from their family and community.

All our staff see fostering the children's exploration, play and inquiry as a key goal in the classroom. We believe capturing and documenting our practice as a form of reinforcement of the learning process for educators, family and children. Staff will support all children's ability to self-regulate. Through the goal of this support the children feel comfortable and confident with the learning environment.

Our play based learning philosophy, emergent curriculum and pedagogical approach ensures that all children learn with and through material and experiences that have meaning and are important to them. Our Teachers plan learning experiences based on daily observation of not only the group, but individual interest and will foster the children's health and well-being both indoors and outdoors.

We believe in staff forming trusting relationships with children and their families; providing everyone with a sense of belonging. We are committed that children learn to: care about other people; understand other's feelings; cooperate and share; to express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation.

*This Program Statement is reviewed annually to ensure that it is aligned with the Minister's policy statement.*

## Our Strategy

Our strategies to achieve our program statement are guided by the work of Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). 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.

Ledbury Park Child Care Program also uses an Emergent play-based curriculum where children's natural curiosity, inquiry and sense of wonder is capitalized upon. Children's interests shape and form the direction of the curriculum. The curriculum is based on the children's interest and passion displayed and observed at a certain point in time. Children thrive and learn best when their interests are captured and learning occurs naturally.

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

1. Promote the health, safety, nutrition and well-being of the children in our care.
2. Support positive and responsive interactions among the children, parents, and all staff.
3. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
4. Foster children's exploration, play and inquiry.
5. Provide child-initiated and adult-supported experiences.
6. Plan for and create positive learning environments and experiences in which each child's learning and development is will be supported.
7. Incorporate indoor and outdoor play, active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care.
8. Foster the engagement of and ongoing communications with parents about the program and their children.
9. Involve local community partners and allow those partners to support the children, their families and staff.
10. Supporting staff in continuous professional learning.
11. Documenting and reviewing the impact of Ledbury Park Child Care Program's strategies on the children and their families.

## Prohibited Practices

1. Corporal Punishment of a Child
2. Physical restraint of a 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.
3. Locking the exits of the child care centre premise 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 Child care's emergency management policies and procedures.
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of the child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
6. Inflicting any bodily harm on children including making children eat or drink against their will.

*Failure to comply with this policy could result in disciplinary actions, up to and including dismissal.*

## References

**Some of the Ministry documents we reference in our program include the following:**

***How does learning happens? Ontario's Pedagogy for the Early Years***

<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

**Early Learning for Every Child Today (ELECT)- Ontario's framework for early childhood settings.**

<http://www.cfcollaborative.ca/wp-content/uploads/2010/10/ELECT.pdf>

**Toronto Children's Service AQI assessment criteria that we're evaluated annually against.**

<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=c9a0391869c63410VgnVCM10000071d60f89RCRD&vgnextchannel=922e8ed34ce9e310VgnVCM10000071d60f89RCRD>

**The Early Years and Child Care Act 2014- Ontario's Child Care legislation**

<https://www.ontario.ca/laws/regulation/r15137>

# Approaches – How We Will Meet Our Goals

## **Health, Safety, Nutrition and Well-Being of the children**

As a licensed child care operator, Ledbury Park Child Care Program meets and exceeds all health and safety requirements of the Ministry of Education and Toronto By-Laws. We consistently meet or exceed compliance with Toronto Public Health procedures and practices, ensuring we provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for nutrition, diapering and toileting routines described in the Preschool and Before and After Care AQL.

### Nutrition

Catered meals and snacks, along access to drinking water throughout the day, are provided to all children and staff at Ledbury Park Child Care Program. Our catering company collaborates with a registered dietician to develop a 4 week rotational menu that changes seasonally to reflect in season produce and items to comfort on cooler days and to refresh and energize on warmer ones. Menus that are both nutritious and appealing for young children that follow Canada's food guide and that are diverse. Families can view our menu on the Parent Communication Board outside of the office and on our website. We accommodate dietary or religious food requirements for children in our program.

Food allergies and preferences are carefully adhered to. Anaphylaxis policy is available in our policies posted in the front hall outside of the office and available in our Parent Handbook, which is made available to registered families and those interested in enrolling. Allergy and restriction lists, which include any medical conditions along with individual anaphylaxis plans are posted in each room and office/kitchen and reviewed by staff monthly. Staff monitor and document children's health and well-being and communicate concerns immediately with families.

We post all Ontario food recall warnings from the Canadian food inspections Agency on our social media page.

Our standards of food service and preparation include at least 2 staff trained (currently 4), certified food handlers, temperatures of hot items recorded 3 times before serving, food kept in sealed containers, refrigerator and freezer temperatures in compliance with Public Health regulations and staff handwashing monitored daily by Supervisor.

Our staff make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff encourage children to have a healthy respect for food and eating. Using this time to engage and develop relationships with all of the children. We provide age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times.

Other ways we promote the health, safety and well-being of each child is by providing a clean and safe environment with limited transitions, eliminating any environmental issues that may cause undue stress to the child, unnecessary disruptions to play and reducing hazards that may cause injury. A visual environment created through displays that are inclusive and are changed regularly to reflect recent interests and artwork created by the children promotes their well-being. Staff familiarize themselves with all information concerning any medical conditions, exceptionalities, medical requirements, and parental preferences in respect to diet, exercise and rest.

### Rest Period

We ensure cot and bedding is hygienically maintained. Our staff show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines at time of enrollment and ongoing as required. We pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. We will work with families to ensure sleep routines at home are not disrupted.

## **Relationships among Children, Families, Staff and Community Patterns**

All staff will support positive and responsive interactions among the children, parents and community partners. We understand that relationships of trust are the basis for learning and co-operation. Staff utilize principles of family centered practice in which families are recognized as experts on their child's strengths and abilities.

The Supervisor and the Board of Directors will support this through the hiring of qualified, responsive and well trained Registered Early Childhood Educators and assistants who support families in their role as primary caregivers and understand the needs of each child as an individual.

### **Involve local community partners and allow those partners to support the children, their families and staff**

Ledbury Park Child Care is committed to working collaboratively with all our community partners, including Ledbury Park Public School and Student Activity Council (SAC), ensuring positive relationships with administration, school support staff and with teaching staff we share space with daily. Ledbury Park Child Care preschool program is included in all school assemblies, emergency drills, library times, special events and fundraising.

We work collaboratively with Holland Bloorview, local libraries, various charities and local businesses who provide extracurricular programming to enhance our daily curriculum.

Ledbury Park Child Care Program is committed to working with all of our community partners with the mutual goal of providing the best possible child care service to our families.

Families are also invited to participate in our annual re-certification First Aid and CPR course each year.

### **Encourage the children to interact and communicate in a positive way and support their ability to self-regulate**

Staff will 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 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. All staff will encourage children to interact and communicate in a positive way, and support their ability to self-regulate; acknowledging that each child is competent, curious and rich in potential. Staff will support children in learning concrete strategies to deal with emotions both good and bad. Some of these teaching tools for self-regulation will include having available toys/language materials that display emotions in their environment. Games with rules and songs, weekly (seasonal) martial arts and team sports on site, encouraging children to serve themselves and clean up after themselves (care of self) at meal periods. We encourage dramatic play exercises which engage children with the situational skills to problem solve (social/ emotional) and prepare a daily written and visual schedule which allows for consistency. Having children help hold ice packs on classmate's injuries or for them to celebrate in a friend's or group accomplishments to recognize empathy.



### **Foster children's exploration, play and inquiry**

Our Programs focus on active play-based learning as the way the children naturally learn best. It is their natural response to the environment around them. When children are manipulating objects, acting out roles or experimenting with different materials they are engaged in learning through play. Play allows them to actively construct, challenge and expand their own understandings through making connections to prior experiences, thereby opening the door to new learning. Intentional play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsible to each child's unique learning style and capitalizes on his or her innate curiosity and creativity.

Materials are provided that reflect sensory, science and nature encourage children to explore through cause and effect experimentation and observation.

We will also provide different creative mediums and materials for self-expression and to reflect individuality.

We provide music and accessories, which expose children to an assortment of cultural music and musical genres, promoting skills such as language development, rhythm awareness, self-regulation and self-concept. Natural opportunities for language and literacy are provided through books, show and share, role play and music.

All staff will foster the children's exploration, play and inquiry by providing a variety of activities and an environment rich in content, that supported by qualified attentive and interactive Early Childhood Educators.

### **Provide child-initiated and adult-supported experiences**

All staff will provide child-initiated and adult supported experiences. The Teachers will observe the children and utilize that information to plan and create a positive learning environment based on interests of the child. The Teachers are responsible for introducing new ideas, expand on current interests, provide facts, concepts, build on skills and provide experiences to widen the child's knowledge of that interest.

All Early Childhood Educators need to be reflective practitioners who learn about children through listening, observation, documentation, and discussion with others including families. They will oversee and listen to educate themselves how children make meaning through experiences in the work around them and to have meaningful interactions and engagement with children on a daily basis.

### **Plan for and create positive learning environments and experiences in which each child's learning and development will be supported**

Teachers prepare an intentional plan for learning experiences which will expose child and 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 Staff are given formal planning time to prepare experiences that supports individual goals which are incorporated in to the plan. Children who do not nap have programming and developmentally appropriate science, sensory, nature, art, dramatic play, language/ listening, cognitive and manipulative, music and movement, construction/ block play and community and special activities are made available and/or experience planned daily and or weekly.

**Incorporate indoor and outdoor play, active 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.**

Staff create areas where children can be exuberant in play or quiet and reflective. Children's individual needs for rest and play are considered and are respected throughout the course of the day. Children in any of our programs will be offered a rest period or nap if they feel the need for one.

A designated cozy area where books and use of tablets (media policy in place), are available for all children to use daily.

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 outdoors at least 2 hours daily in our Preschool program and in our Kindergarten and School Age programs on non-instructional days (PA Days, school breaks, and summer programs). We provide 1 hour of outdoor time during our after care programs for children in JK- Grade 6 during regular school days.

Outdoor equipment is provided to all children and Kindergarten and school age children have daily access to the school field, basketball courts and gym during extreme weather.

**Foster the engagement of and ongoing communications with parents about the program and their children**  
Ledbury Park Child Care Program values engagement and communication with families about our program and their children's learning experience.

It is our directive to provide each family with safe, reliable, high quality licensed childcare. Each family is a part of our community and we strive to make the childcare an extension of each child's home. We do this by displaying family pictures around each classroom, having an open door policy, family events and workshops. We encourage parent volunteers for trips or to show off a special skill in the classroom and most importantly, modeling respectful and caring relationships between staff, administration and Parents.

Families in the Preschool Program can check daily meals and rest information along with checking for important updates through the *Preschool Gazette* app. Parents in all programs have daily interactions with staff and can arrange a meeting when necessary. Weekly emails are sent out to all classes that contain reminders, updates, staff vacation notices, invitations to events, camp/ PA Day information or to share links to online photo albums.

Each classroom will maintain a binder or duo tang for each child containing at least 2- 4 formal observation/interest documentations per month along with art work and/or photographs. Portfolios are assessable to each families to look through at their leisure.

Each Program has an assessable Parent Engagement Binder that contains sections for each of the 11 strategies and how each program puts them into practice.

## **Supporting staff in continuous professional learning**

Ledbury Park Child Care is committed to hiring, training and retaining staff of the highest quality. We hire staff that are kind, creative, positive, hardworking and of course, wonderful with all children.

Ledbury Park Child Care supports the staff in continuous growth and professional learning.

All of our Early Childhood Educators are registered with the College of Early Childhood Educators and must be in good standing. All staff attend mandatory continuing education workshops and certifications through various providers such as Humber College or the City of Toronto throughout the year.

CPR and First Aid training is mandatory before employment and all staff are re-certified annually.

All staff individual certifications added to each program's Parent Engagement portfolio, when possible, with a photo of the staff member putting what they learned into practice in the program.

## Our Practice

### **Documenting and reviewing the impact of Ledbury Park Child Care Program's strategies on the children and their families**

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, and evidence of our practice will be captured through 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 on hiring, and all existing staff (annually) will acknowledge and review this program statement document
2. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program by City of Toronto
3. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement as well as include on the agenda, one 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 (August)
5. Budget a professional development investment for each staff and align the professional development with the program statement and needs of the classroom
6. Parent survey will be conducted annually to assess performance against the 11 Strategies, The approaches and the impact of the strategies in the Program statement on the Children and their families.

