


STATEMENT of POLICY and PROCEDURE			
		Tab No.	3a
		Passed :	11/01/2016
Subject:	Program Statement	Implement ed:	12/01/2016
		Pages:	8
Passed by:	Eden Daycare Inc. Board of Directors		

Eden Daycare Inc. follows “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)” as the guiding document under the Child Care and Early Years Act, 2014.

We strive to be organized around the foundations of belonging, well-being, engagement and expression in children where the goals and expectations integrate the six guiding principles of ELECT (Early Learning for Every Child Today).

Some of the other Ministry documents Eden refers to and implements in its programming are: Ontario Early Years Framework, Think Feel Act: Lessons from Research about Young Children.

Eden Daycare uses a play-based learning approach to create the best environment for children to learn and grow. Our environment consists of age appropriate materials, toys and equipment. At Eden we follow the lead of the children and provide activities that support their overall development and use observations to guide our planning. Play-based learning allows children to learn in a way that is most appropriate for them. Each child may choose to pursue activities of their own interest, giving them the opportunity to be creative and innovative as they learn.

CHILDREN ARE COMPETENT, CAPABLE, CURIOUS AND RICH IN POTENTIAL

Eden Daycare strives to implement flexibility in our programming so that each child can realize their full potential by indulging their capabilities and curiosities. They can try new things and explore new ideas, all while learning and developing at their own pace.

Independence and self-reliance:

Our physical set-up meets a child's need to become independent and self-reliant by allowing free choice of play materials, and with the exception of routines, free use of these materials within limits. Materials consist of objects that can encourage representation and allow children to gain awareness of the world around them. Cubbies, tables, toy shelves, toilets, etc. are all at the child's level. The children are encouraged to be self-reliant in routines such as dressing, toileting, washing, eating,

and tidying up their playthings. At lunch children have the opportunity to serve themselves lunch, pour their drink and scrape their plate. Lunch happens in a family setting where children and adults can have conversations and children have the ability to explore independence. An adult is available for assistance when needed, but the child is made to feel responsible for the job at hand.

The initiative, imagination, and courage to face the situation:

The creative part of the program is planned to meet a child's need to develop initiative, imagination and the courage to face situations. The child is given no set patterns to follow when working with paint, paper, playdough, markers, or any creative media; the children may use these materials the way they wish. Creative materials are always available and children are encouraged to explore freely at different times of the day.

Dramatic toys (doll centre, blocks, puppets, etc.) stimulate the child's imagination. Using these toys, the child enjoys role-playing, building houses, roads, etc. No one tells him/her what must be constructed. Children are encouraged to take on other roles and use the materials to represent what they see in the world. Children are given materials that can spark interest and encourage ideas to be extended and enriched. In our dramatic centre we have clothing, pots, pans, utensils, bags, and other household materials to encourage children to represent their play and continue to take on other roles. These materials change based on the children's interests and developmental needs.

In the block area children are not just learning about building towers, we encourage children to explore properties of measurement, numeration and probability. With our integrated play-based philosophy children are learning concepts that reflect on high order thinking and problem solving strategies. With scaffolding and adult support children can explore properties that can extend and enrich their individual interests. (measuring their bodies with nonstandard materials and comparing to standard forms of measurement)

We provide an environment that allows children to explore their surroundings and fosters curiosity. Our outdoor play space is available as an extension of our rooms and can be used as an alternate play space if ratio allows in addition to our regular outdoor play times. In addition to an environment conducive to play-based learning, Eden Daycare provides a safe, caring and healthy environment for our children. We strive to ensure that children feel like they belong, making friends and interacting with their teachers. We provide activities that foster ideas of belonging. These activities are based on diversity and encourage cultural exploration. We do this through storytelling, music, hands on planned activities and special field trips or visitors. We understand that each child's development differs and that factors such as family, community and life experiences influence it. In each case, we aim to integrate all areas of the child's development into our program in an all-inclusive way.

Our goals for children, consistent with the Ministry of Education pedagogy, include the

following:

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

To foster learning and support children's interests, Eden offers a variety of daily activities such as language and physical, literacy, numeracy, music, outdoor play, science, nature, technology, rest time, blocks (fine motor and gross motor) and creative arts.

Our programs are intended to:

- encourage children to interact and communicate in a positive way and support their ability to self-regulate
- foster the children's exploration, play and inquiry
- provide child-initiated and adult-supported experiences
- offer opportunities to create relationships with others in the program

For children with special needs, refer to Eden's Integration and Inclusion Policy.

HEALTH, SAFETY, NUTRITION AND WELL-BEING OF CHILDREN

Early years sets the foundation for children's health and well-being.

A sense of closeness and belonging:

The staff are educators who are consistent and gentle. Each child is given individual attention during the day and special attention should he/she need it. Each group is comprised of children his/her own age plus those a little younger or a little older but developmentally at the same stage. The child feels comfortable and valued. We support positive, responsive interactions between children, parents and educators.

Health and safety:

Health and safety of adults and children is extremely important to us. Eden Daycare Inc. meets and strives to exceed all health and safety requirements of the Ministry of Education and local government bylaws. We do this through health and safety checks of the indoor and outdoor play spaces. Children can rest in the afternoon or are allowed quiet time if they choose not to nap. This information is also presented in our Parent Policies.

Nutrition:

Eden Daycare Inc. follows Canada's Food Guide to develop menus. The menus are reviewed by a registered dietician. Menus can be viewed on the parent communication board and on our website. We accommodate dietary or religious food requirements for children in our program.

RELATIONSHIPS AMONG CHILDREN, FAMILIES, STAFF AND COMMUNITY PARTNERS

Eden Daycare Inc. works with families and children as a team. We foster collaborative and co-operative relationship between children and the adults. We believe that relationship of trust is the basis of a good foundation. Parents and educators need to work together in order for the children to meet their maximum potential. We promote a sense of belonging for children and their families in our programs. We do this by modeling positive communication and joint partnership with families. We use weekly communication log books and daily feedback. Staff model appropriate ways to resolve conflicts, encourage problem solving strategies and develop responsibility while expanding social skills. In time children will develop these skills and be better equipped to deal with daily conflicts independently and allow children to be self-reliant and capable. Eden Daycare Inc. is committed to working collaboratively with all of our community partners to meet the best interest of the children and their families.

POSITIVE SELF-EXPRESSION, COMMUNICATION AND SELF-REGULATION

Eden's inclusive programming leads to children's sense of belonging. Progressive learning environments and practices, focused on play-based learning, encourage children's self-expression, communication, self-regulation and their ability to deal with stress. As they learn how to remain and return to a state of calm in stressful situations, they are best able to control their emotions, pay attention, ignore distractions and understand the consequences of their actions. Staff model best practices and foster an awareness of their own ability to self-regulate their emotions.

Trust in the world and people:

Our staffs meet the child's need to develop and build continued trust as they build relationships with peers and adults. Our staff is cheerful and happy to see the children and families each day, they are consistent and reliable. Each staff follows the same principals and supports the daily drop off that is so valuable and important for the children's emotional and social sense of belonging. The day is conducted in a familiar pattern. Everything is planned following the child's lead and interest. If this is the child's first experience away from home, he/she will find it to be an extension of their home.

Self-worth encouraging each child to reach their maximum potential:

Each child is an individual and treated as such. The group is small enough so that no child is overlooked. The child is not rushed into an activity for which he/she may be

unprepared. Routines are conducted by guiding small numbers of children from one activity to another; the child accomplishes each task at his/her own rate. At the end of each day the child leaves with a feeling of satisfaction.

Growing in language and cognitive skills:

The program focuses on play-based learning where learning happens when children manipulate, explore and experiment. Purposeful play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child's unique learning style and capitalizes on his or her instinctive curiosity and vision. Our plans are developed over a period of a week or two and planned to coincide with the interests of the children.

Puzzles used for spatial concepts, matching, sorting, seriation, and counting games are provided. Science concepts are taught and a science table set up. Books are available. Stories, poems, songs, games and finger plays are used daily for language development.

Children articulate their ideas and use different languages to express them.

Eden Daycare Inc. respects, fosters, responds, supports and includes different cultures and languages. In our inclusive learning environments, we welcome children of all abilities. Inclusive learning environment in our programs is implemented by

- acknowledging diversity and valuing the culture and first language of all children
- environment that is accessible to each child
- recognize each child as unique and working with the families around their developmental needs

OUTDOOR ACTIVITIES

Each day, weather permitting, each child enjoys two hours of outdoor activity unless a physician advises otherwise in writing. Learning to run, jump, climb, and take turns is a healthy way to participate in group activities while developing coordination and strength. Planned activities are available as an extension of the indoor play space. Indoor materials are brought outside to enrich and extend learning.

PARENT ENGAGEMENT AND COMMUNICATION

Eden Daycare Inc. encourages and practices open communication with the families. We aim to foster outreach, engagement and communication with families about our program and their children's learning experiences. Communication books with learning stories are sent out every week. Sharing knowledge is integral to the success of your child. Respect, empathy, trust and honesty are core values in all our interactions with families. In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement—such as surveys, Newsletter on our website three times in a year, open houses, bi-weekly parent communication board, and

parent interviews. We use parent input to improve our programs and services.

The partnerships with the families supports our program in many ways:

- helps meet the child's needs as families know their children best, and are the first and most powerful influence on learning and development.
- building a powerful relationship by understanding family structures, values, language and their culture.

COMMUNITY PARTNERS

Eden Daycare Inc. is committed to involving and engaging local community partners in supporting children, families and staff.

Resource Staff from the Peel Inclusion Resource Services (PIRS) will assist, as necessary, in setting up and maintaining an appropriate program for each child with a special need.

Eden Daycare Inc. supports volunteers and students from the community and provides placement, training, learning opportunities and practical work experience, in the areas of programming and management. Volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs.

SUPPORTING STAFF IN CONTINUOUS PROFESSIONAL LEARNING

Eden Daycare Inc. is committed to hiring, training and fairly compensating staff. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. All staff are respected, supported and treated fairly.

All full time staff working with children have completed early childhood education and are registered with the College of Early Childhood Educators. All program staff attend mandatory professional meetings and are committed to continuous professional learning. Eden Daycare Inc. participates in Raising the Bar in Peel, a voluntary community standards program for early learning and child care programs in Peel.

In our program, positive adult-child interactions is ongoing. Staff work closely with the children to extend their learning by encouraging them to build upon their existing awareness. Staff develop programs that supports early learning following the child's lead and curiosity.

Our staff recognize and support the uniqueness in each child, engage with the children as co-learners during their exploration of the environment, provoke their curiosity and guide positive interactions, engage in a positive approach to support children's emotions, know when to intervene and stimulate thinking and are committed to building self-awareness, regularly reflect on practices as they engage in new learning experiences, both individually and with colleagues.

DOCUMENTING AND REVIEWING THE IMPACT OF OUR PROGRAM STATEMENT

Eden Daycare Inc. recognizes that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staff make daily observations of children in the program and use this information to enlighten their future planning.

The purpose of our documentation is also:

- to value children’s experiences and help them to reflect back on those experiences in their learning environment
- to learn together with the children involving the meaningful adults in their life
- to reflect and monitor appropriate development as the children grow
- for program staff to co-plan with children about learning
- to keep an open and ongoing dialogue with families about children’s experience
- a self-reflection opportunity for program staff, as they participate in continuous professional learning
- promoting responsive relationships

Program Statement is reviewed by students and volunteers as they start their placement.

Eden Daycare Inc.’s Program Statement is reviewed annually by the Board of Director’s, staff and the parents to ensure that it is aligned with the Minister’s policy statement.

REVISION CONTROL

DATE	REVISION	EFFECTIVE
11/0/2016	Policy reviewed	11/01/2016
12/05/2016	Policy revised and reviewed	13/05/2016
11/09/2017	Policy reviewed	11/09/2017
10/09/2018	Policy reviewed	10/09/2018
09/09/2019	Policy Reviewed	09/09/2019
14/09/2020	Policy Reviewed	14/09/2020
13/09/2021	Policy Reviewed	13/09/2021
12/09/2022	Policy Reviewed	12/09/2022
11/09/2023	Policy Reviewed	11/09/2023
09/09/2024	Policy Reviewed	10/09/2024

Please sign and return to Eden Daycare Inc. office. Thank you.

I/We the undersigned acknowledge that we have read the Program Statement of Eden Daycare Inc.

Please print name

Signature

Please print name

Signature

Date: _____

Office Use: Date received - _____

Administration Signature - _____