**Program Statement**

**OUR MISSION**

**The mission of Waterview is to provide the highest standard of child care in which individual children’s needs will be nurtured through building their confidence and self-esteem.**

**Children are competent, capable, curious and rich in potential. We, along with the children, families and community partners strive to create an enriched program where children, parents and educators are learning together.**

**The program statement is consistent with the Minister’s policy statement on programming and pedagogy issued under subsection 55 (3). At Waterview we support the children to achieve the following goals and meet the expectations for programs building on the four foundations for healthy growth and development.**

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| **FOUNDATIONS** | **GOALS FOR CHILDREN** | **EXPECTATIONS FOR PROGRAM** |
| **BELONGING** | **Every child has a sense of belonging when he/she is connected to others and contributes to his or her world** | **Encourage respectful relationships and connections to create a sense of belonging between children, adults and the world around them.** |
| **WELL-BEING** | **Every child is developing a sense of self, health and well-being** | **Nurture children’s development and support their growing curiosity about themselves.** |
| **ENGAGEMENT** | **Every child is an active and engaged learner who uses their senses to explore the world around them** | **Provide environments and experiences to involve children in active, creative and meaningful learning and exploring.** |
| **EXPRESSION** | **Every child is capable to communicate and express him or herself in many different ways** | **Foster communication and expression in all forms.** |

**Waterview has incorporated the Early Learning for Every Child Today (ELECT) principles along with the Ontario Pedagogy for Early Learning to provide high quality programs and experiences that promote the health, safety, nutrition and well-being of all children.**

**Working as a team, the staff will plan for and create positive early learning environments that:**

1. **To promote nutrition, health, safety and well-being of the children:**

* Menus are based on Canada’s Food Guide and a copy is provided to each parent. If a child is allergic to a food item or has a restriction to certain foods, we work with the parents to alter the meal so the child is able to eat it. If no changes can be made to the meal the parent can bring in a substitute for the child.
* All allergies and restrictions are taken seriously and will be documented and posted for all staff to be aware of. Ingredients are checked on all purchased food items.
* Photographs and names of all staff are posted
* Well organized environments with lots of materials that are accessible to the children
* A process of staff signing every child in and out of the program to ensure safe supervision
* All staff verbally relay numbers to each other and staff have to manually sign in and out of rooms when they cover other staff
* Children and educators frequently washing their hands to avoid the spread of germs and promote healthy hygiene
* Water is always available to the children throughout the day
* At meal times educators sit with the children and there is always lots of communication going on
* Children serve themselves and are encouraged but not forced to try new foods
* Lots of opportunities for gross motor play both indoors (jungle gym) and outdoors.
* Positive language and praise given to the children to acknowledge accomplishment and effort
* The centre is kept clean throughout the day, following sanitary practices set out for each room. It is professionally cleaned at night.
* A security system is installed at the front door and visitors are required to sign in and out
* Based on current research there is no television, computer or screen time. Teachers will assist children in looking things up on the I Pad for educational purposes and expand on their play
* All educators follow the health and safety guidelines set out by the Ministry of Education and the Durham Region Health Department
* Opportunities for rest and a balance of active and reflective play will be implemented to support positive, healthy interactions and development

1. **To support positive and supportive interactions among children, parents, child care providers and staff:**

* During the enrollment process, the supervisor or designate will give you and your child a tour of the centre. Your child will be introduced to their teachers and visit dates are offered for your child to come and spend a couple of hours getting to know the teachers and peers before they start
* Our Parent Handbook provides the operational details of our program, including policies and procedures and what to expect when you enroll your child
* Educators greet and welcome you and your child upon arrival at the program
* Teachers use calm voices and bend to the children’s level when interacting with the children
* Communication with parents is a very high priority at Waterview. Parents and educators talking together sharing information and knowledge about each child. Educators create portfolios for each child which include the Nipissing Development screening tool and specific developmental goals to work on for each child
* Learning stories are posted throughout the centre for the children to share with their parents.
* Every year Waterview holds a parent appreciation barbeque in June. This is a way of letting the parents know how much we appreciate them, gives the parents an opportunity to mingle with other parents and is a great time for the children.

1. **Encourage children to communicate in a positive way and support their ability to self-regulate:**

* Positive interactions are encouraged and supported by the development of enriched environments where all children belong. Educators are reflective practitioners whose knowledge and understanding of individual children and child development supports positive behaviours. To focus on the positive is part of our approach.
* In order to focus on the positive, educators must ask themselves;
* How do I engage with children that focus on their strengths instead of what they are doing “wrong”?
* How do we work together (child and educator) to learn together
* How do I view play as a way for children to be inquisitive and express themselves
* Am I having fun? Am I interested and engaged in what I’m doing?

**Supporting Children to Manage their Behaviour**

Children benefit from a positive approach. Educators will focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour.

**The following prohibited practices will not be observed within the program:**

* Corporal punishment of the child
* Physical restraint of the of the child, such as confining a child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing the child from hurting himself or 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 for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless 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, frighten or shame the child or undermine his or her self respect, dignity and self worth.
* Depriving the child of basic needs including, food, drink, shelter, sleep, toilet use, clothing or bedding.
* Inflicting any bodily harm on children including making children eat or drink against their will.

1. **Foster the children’s exploration, play and inquiry:**

Throughout the centre, you will see:

Many different ways for children to communicate their thoughts, feelings, and ideas including:

1. Painting, drawing, creating with clay or playdough and other art, sensory and creative materials
2. Telling or drawing stories
3. Singing, dancing
4. Talking with teachers
5. Talking with peers
6. Building with blocks and other materials
7. Conducting experiments
8. Solving problems
9. **Provide child initiated and adult-supported experiences:**

* Weekly program plans are posted with a variety of teacher planned activities added through the week as the children expand on ideas or move entirely in a new direction
* Transition times are limited so children aren’t waiting for turns or in line ups.
* Sometimes the children will take the lead in planning the activity and sometimes the educator builds on observations made to develop and implement activities that encourage each child to develop on his or her abilities.

1. **Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported:**

* Children are actively engaged in activities, usually in small groups.
* Children and educators are laughing, playing and learning together.
* Educators use observations and documentation about children to build on experiences.
* Teachers discuss the documentation with the children
* Educators focus on learning through play when encouraging and supporting questions, answers and problem solving with the children.

1. **Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children receiving childcare:**

* All classrooms have well stocked shelves and creative materials available to the children.
* Time is allotted for rest and individual quiet activities. Quiet, comfortable space is available for reading and relaxing.
* The infants are on various schedules depending on the child’s individual needs.
* Children will take the lead during play or will sometimes be the quiet observer.
* The educators and children learn from each other.
* Teachers encourage the children to explore nature and the environment around them.
* Quiet activities are provided to children who do not require rest time.

1. **Foster the engagement of and ongoing communication with parents about the program and their children:**

* Opportunities are provided for educators and parents to communicate without ignoring the needs of the child.
* For infants and toddlers and junior preschool, daily information sheets are completed by educators for the parents.
* Portfolios are created for each child; developmental goals are made based on the results of the Nipissing Developmental Screening Tool. Parents are encouraged to read and sign off on goals.
* If a child has an accident, an accident report is completed and a copy is provided to parents.
* Notices are posted for parents about upcoming events. Monthly calendars are circulated to all parents to share information about all programs.
* Waterview’s email address is given to all parents so they can communicate any questions or concerns.

**Parent Involvement**

* Educators always welcome feedback and on-going communication with families. Parents are encouraged to participate, sharing stories, ideas etc. with the educators as we work together in supporting the development of healthy, and happy, capable and competent children.
* An “open door” policy welcomes parents to drop off and pick up their children at times that work best for their family within the hours of operation.
* Informal discussions happen daily. Parent/ Teacher interviews will be arranged at parent request
* Documentation is posted of activities, interactions and engagement
* Parents are encouraged to share resources and materials on the parent sharing board
* Parent appreciation barbecue occurs annually. This gives the parents an opportunity to interact with each other and socialize with their child’s peers.
* Waterview is always open to suggestions. The suggestion box is located in the front hall.

1. **Involve local community partners and allow those partners to support their children, their families and staff.**

* Parents are welcome at any time
* We work with our community partners as a resource and support to families, children and educators

1. **Support continuous professional learning with staff that interacts with children.**

* Educators are encouraged to attend professional development.
* Registered Early Childhood Educators (RECE’s) are required by their membership to the College of Early Childhood Educators to commit to their own ongoing professional learning.
* Educators have scheduled planning time.
* Educators constantly share their ideas and information with each other when developing programs.
* Educators are encouraged to participate in learning opportunities through capacity building and Durham Region Child Care Forum.
* RECE’s are encouraged to participate in the College of Early Childhood Educators Continuous Professional Learning Program.

1. **Document and Review the experiences of the children and the educators in order to:**

* Provide an on-going record of development.
* Provide the tools to support the educators to reflect on the impact of their activities and strategies.
* Provide a record that is both visual and oral that enables the parents to review their child’s progression.
* Documentation is posted on the walls that tells and shows the parents what their child is doing throughout the day.
* Various methods of recording observations are used to note what the children are accomplishing.