

**Red Apple Daycare**

**Program Statement and Implementation Plan**

**Policy Implementation and Review**

The Executive Director will ensure all staff, students and volunteers are provided with a copy (paper or digital) of all required policies, procedures. The original copies of the Policies Manuals are also kept in the Executive Director office.

The Red Apple Daycare Program Statement will be reviewed with staff, students and volunteers when they begin their employment or involvement with the Centre and then annually or any other time when changes are made.

A record will be kept of the date of each review conducted of this policy and these records will be kept for at least three (3) years in a secure location in the Executive Director’s Office.

**Our Program Statement**

Red Apple Daycare is committed to promoting and providing an inclusive and safe environment that uses *How Does Learning Happen?* Ontario’s Pedagogy for the Early Years framework used as a guide to govern our programs and integrate the four foundations of **Belonging, Well Being, Engagement**, and **Expression** in your daily practices. We strive to build strong and responsive relationships between children, teachers, families and our community; which continually develops the abundance of potential in every child.

Play serves a very important role in a child’s learning about self, others, and the world. When we give children the time and opportunity to engage in active self-directed play we recognize the need for children to explore, examine, investigate, and ask questions. Inquiry-based play is a fundamental mode of learning for all children; children learn about the natural world through self-created experiences. Play enables children to explore a variety of creative uses of common material and environments (indoor and outdoor spaces), it challenges conventional ways to use materials, and gives children a sense of power, control and mastery of their own learning.

This program statement will be reviewed annually to ensure that it is aligned with, and upholding the pedagogy and practices set forth in the Minster of Education’s policy statement.

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| **Program Statement: Goals and Approaches** | | |
|  | **Goals (What)** | **Approaches (How)** |
| 1. ***Promote the health, safety, nutrition and well-being of the children***   *Continued…* | We promote and inclusive and safe environment that promotes race, ethnicity, physical, mental, and emotional well-being of the children. | Children’s diversity is respected in choices and materials used throughout the program.   * Staff monitor the environment (inside and outside) daily for any immediate or potential hazards * Children’s nutrition is valued through menu choices that reflect the Canada Food Guide and is monitored by a registered dietician. Food choices are respectful of family beliefs and practices. * Staff adhere to all food restrictions and allergies and document the children’s health. Concerns are brought forward to families immediately. |
| 1. ***Support positive and responsive interactions amount the children, parents, child care providers and staff.*** | All children, families, and staff entering into the center shall be treated equally, with respect and be given the support and opportunities needed within our environment. | Opportunities are given for staff and families to connect daily and for families to discuss their child’s development and program.   * Staff facilitates a play-based curriculum that encourages children to be curious, take risks, and lead their own learning. |
| 1. ***Encourages the children to interact and communicate in a positive way and support their ability to self-regulate*** | Staff will support a child by providing a developmentally appropriate framework for children to communicate in a positive manner and promote self-regulation. | Staff model positive interactions and communication by respecting each child’s individuality and being engaged in children’s play.   * Staff model and encourage children to recognize feelings in others. * Staff provide opportunities and teach how to use self-soothing techniques with children to resolve issues. Specifically, planning activities that allow for turn-taking, extended focus, conflict resolution, and positive interactions with peers. |
| 1. ***Foster the children’s exploration, play and inquiry*** | We recognize each child’s natural desire and ability to learn. Staff will foster children’s natural curiosity to explore and be leaders in their learning. | Through observations and documentation; staff will expand children’s interests and inquiries through curriculum planning.   * Staff will provide material and experiences (both indoor and outdoor) that encourage children to explore through open-ended activities, build-on experiences and expand learning opportunities. |
| 1. ***Provide child initiated and adult supported experiences*** | We recognize each child’s natural desire and ability to learn. Staff will foster children’s natural curiosity to explore and be leaders in their learning. | Staff will provide materials and experiences (both indoor and outdoor) that encourage children to explore.   * Staff act as facilitators in the environment- through observations and documentation.   This allows staff to plan group and individual experiences.   * Staff will be active listeners (observers) with children and plan according to children’s interest, abilities, and experiences using documentation. |
| 1. ***Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported*** | Staff will engage children by planning experiences that are based on their interest and developmental needs. | Staff will provide material and experiences (both indoor and outdoor) that encourage children to explore.   * Staff will be active listeners (observers), using observations and developmental assessments to plan according to children’s interest and experiences. |
| 1. ***Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to individual needs of the children receiving child care*** | A variety of experiences will be planned and facilitated for the child that incorporate all times of the day (indoor, outdoor, active, and quiet) while ensuring the individual needs of the children are being met. | Staff meet the individual needs of the children by following individual plans, observations, family-instructed needs, and regulations set forward for the center.   * Staff plan adaptation for experiences/activities so that all children are successful and engaged. * There are learning centers in the environment to foster children’s varying needs. There are opportunities for children to have quiet and reflective time, and areas that allow for play that is more active (both indoor and outdoor). |
| 1. ***Foster the engagement of and ongoing communication with parents about the program and their children*** | We promote a culture of family involvement by engaging families in partnerships with our teachers that support their children’s development and learning. | There are opportunities for staff and families to connect daily and for families to discuss their child’s development and program.   * Parents are encouraged to provide input into experiences that are planned for their children. * Parents are encouraged to participate in the program through various measures (read a book to a group, cooking activities, presentations, etc.) |
| 1. ***Involve the local community partners and allow those partners to support the children, their families and staff*** | We will engage various stakeholders in the community to support our children, families and staff | We support families and community   * The center has a Resource Consultant with Community Living that can assist families needing support and provide resources for families and teachers when needed. * We liaise with community members and facilitate programs, workshops, trainings that support our families, children, and staff. * We work with St. John XXIII school and surrounding schools in a collaboration of programming and visits to Playground Paradise, Toronto Public Library and local grocery stores |
| 1. ***Support staff or others who interact with the children at a childcare center in relation to continuous professional learning*** | We will support staff to attend professional learning opportunities and encourage on-going training as related to the childcare field. | Staff attend workshops that are provided throughout the year through various avenues; i.e. internal trainings, external workshops, and performance goal development.   * Financial support is available for staff training. |
| 1. ***Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families*** | To ensure that the strategies set out in (a) to (j) are meeting the needs of our children and families and that opportunities are provided to make changes if needed | Through documentation of feedback from families, children, and staff, we assess and explore opportunities for improvements in our approaches.   * Families are surveyed throughout the year using an online formal survey or hard copies (depending on need) * Monitoring of the program through a developed checklist ***Ages & Stages*** that reflects the strategies set out in the program statement. |

**Program Statement Framework**

Our Program Statement describes the following:

* The philosophy which summarizes our goals
* The strategies which guide our approaches to achieve our goals
* The plans of action which execute these strategies;
* The practices which help us implement, monitor and evaluated plans, and continually improve our performance.

**Our Philosophy**

**“RED APPLE DAYCARE FOLLOWS A PLAY-BASED PHILISOPHY REFLECTING THE CHILDREN’S INTERESTS”**

Our goal is to enhance the learning and early development of the children in our programs.

* **We achieve** this by creating an enriched program that meets the individual needs of each child.
* **We recognize** the dignity and worth of each child and we aim to be an inclusive childcare Centre.
* **We promote** diversity by respecting cultural differences, recognizing our similarities, and celebrating our differences in a non-biased, nurturing, and caring environment.

Red Apple Daycare’s mandate is to provide a culturally appropriate, racially sensitive, and non-discriminatory environment for staff, children, and parents/guardians and to promote employment and service equity.

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With these principles in mind, Red Apple Daycare aims to:

* Provide a happy, relaxed, and stimulating environment, which fosters self-confidence, self-respect, self-discipline and a feeling of security.
* Provide a well-supervised creative program that will encourage each child to develop to his/her own potential.
* Accept the child, his/her strengths and weaknesses, and respect his/her individuality.
* Understand and accept routines and limits.
* Develop the child’s willingness to share and ability to respect the rights of others.
* Model caring and respect for others regardless of race, colour, sex, religion, nationality, and social origin.
* Complement the child’s home experience through information sharing and consultation with parents/guardians – providing and inclusive enriched childcare environment, which honours and respects all children’s beliefs, cultures, languages, and experiences acquired from their family and community.
* Promote children’s health and wellbeing.
* Foster the children’s need for exploration, play and inquiry.
* Capture and document our practice.
* Support the children’s ability to self-regulate so that all the children feel comfortable and confident.
* Form trusting relationships with children and their families.
* Provide everyone with a sense of belonging.
* Help children learn to: care about other people; understand other’s feeling; cooperate and share; express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation.

Each program’s daily schedule provides a balance of quiet and active experiences, individual and group activities, indoor and outdoor activities, and child-initiated and adult-directed activities with transition periods in between. Care routines, such as eating, toileting, diapering, sleeping, and dressing, are an integral part of the daily schedule.

Red Apple Daycare provides a positive learning environment for children that enhance their personal level of development. We believe that children learn about the world around them through play. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate: communication and social skills through child-child and adult-child interactions; fine motor development; gross motor development through physical activity and outdoor play; self-esteem and decision-making capabilities; curiosity, initiative and independence. Children are guided by skilled Registered Early Childhood Educators (RECEs) who establish a flexible program in an inclusive, supportive curriculum that is based on the interest and needs of the children. Open communication between and among staff, children, families and the community is crucial to realizing a warm and safe environment in which the children at Red Apple Daycare can play, learn and thrive. We provide programs to support our “holistic” approach to child development, including sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraging, but not forces, to participate in all activities. We strive to provide a stimulating program that offers services to children, families and community, within the framework of the Child Care and Early Years Act and ideologies in Ontario’s Pedagogy for the Early Years (“How Does Learning Happen”). Our curriculum is organized around the following 5 areas of development: (i) physical (gross and fine motor); (ii) social (awareness, respect, ability to share and cooperate); (iii) communication (verbal and non-verbal); (iv) self-esteem (self-awareness and positive self-image); (v) cognitive (comprehension, problem solving, and skill acquisition). Staff provide parents with the opportunity to discuss their child’s progress through on-going discussions supported by weekly observations completed and accessible to parents/guardians at all times, which are based on the ELECT skills. We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. A developmental tool “Nipissing” is done according to their developmental stages. We provide meetings/interviews if necessary or as requested by parents/guardians or the staff to ensure we offer the best possible support for the individual learning needs of our children.

If there are any problems or concerns regarding a child, the teachers will discuss it with the parent/guardian so that everyone is working together. At Red Apple Daycare, our goal is to help foster anti-racist views and avoid gender bias values, attitudes, and practices. Our programs and activities reflect the ethno-cultural diversity of Toronto and promote respect and appreciation of differences.

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

**Our Strategy**

The strategies used to achieve our Program Statement are guided by the work done on Ontario’s Pedagogy for the Early Years (“How Does Learning Happen”). We understand that learning and development happen within the context relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational condition need to exist:

* A sense of **Belonging**
* A sense of **Well-Being**
* A sense of **Engagement**; and
* Opportunities and support for **Expression**

We have adopted the following 11 Strategies to create these conditions:

1. Provide a healthy and safe environment which supports general wellbeing.
2. Promote 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 parent communication and engagement.
10. Involve local community partners.
11. Support others in relation to continuous

**Our Practices**

1. All new staff (on hiring), and all existing staff (annually) will acknowledge and review the following:
   * This Program Statement document
   * All relevant and attached guidelines
2. A parent survey will be conducted annually to assess performance implementing the 11 strategies
3. An Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. We will undertake monthly staff meeting, which include on the agenda items to discuss performance against the Program Statement and plan for improvement for next month
5. Each monthly staff meeting will, on a rotational basis, include on the agenda 1 of the 11 strategies to create the conditions promoted by the “How Does Learning Happen” document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured
6. We will undertake, at least quarterly, management/board meetings, which include an agenda item to discuss performance against the Program Statement and plan for improvement for next period
7. Management and staff will gather together annually to review and reflect on our performance and capture outcomes and set goals for the next period
8. We will undertake a “performance outcomes and goals review” with Board/Management and document and incorporate their feedback
9. We will budget a professional development investment for each staff and align the professional development with the program statement needs
10. The annual employee performance review will include a self-assessment of the 11 Strategies to create the conditions promoted by the “How Does Learning Happen” document. Staff will annotate the assessment with an example of each and identify goals for improvement for the next year.