



Welcome to Haldimand-Norfolk REACH Early Learning & Care Programs

Haldimand-Norfolk REACH provides early learning and care programs for children infancy to twelve years of age. Our Early Learning and Care Unit include the following services; centre based care, licensed home child care, Ontario Early Years Centres as well as an Early Literacy Specialist. We offer programs which are licensed by the Ministry of Education and align with the following documents;

- The Child Care and Early Years Act 2014
 - Bill 10, Child Care Modernization Act, 2014
- How Does Learning Happen? Ontario's Pedagogy for the Early Years
 - Ministry of Education, 2014
- Ontario Early Learning for Every Child Today Guiding Principles
 - Ministry of Children and Youth Services; Best Start Expert Panel on Early Learning, 2007
- Think, Feel, Act: Lessons from Research About Young Children
 - Ministry of Education , 2013

A brief overview to the documents that guide our work:

Child Care and Early Years Act, 2014 (CCEYA) came into effect on August 31, 2015. This Legislation replaced the outdated Day Nurseries Act (DNA) and established new rules governing child care in Ontario.

In 2014, The Ministry of Education introduced the research document How Does Learning Happen? Ontario's Pedagogy for the Early Years. This research based document provided Early Learning settings with a consistent approach and understanding of the relationship between educator, children and families. The document provides a framework to support play based learning and implementation, a requirement for all licensed child care programs in Ontario.

The research outlines the goals for children, expectations for programs, and the importance of relationship between the child, family, educator, environment and community and asks questions of reflection for Educators. Children are viewed as capable, competent, curious and rich in potential. Play is how they learn.

A solid understanding of child development is essential for educators. The ELECT Guiding Principles provides a continuum of development to help educators articulate children's observed behaviours and discuss their emerging skills with families and others. These principles guide the delivery of service in our programs.

Think, Feel, Act, 2013. Ministry of Education had six leading experts in the field of early childhood education write six researched briefs highlighting the latest research and strategies to support educators in their daily practices and reflections. These briefs are intended to challenge and encourage critical reflection as we consider our work from different perspectives.



Licensed Home Child Care

The Four Foundations of How Does Learning Happen (HDLH) guide program development and implementation.

- Belonging
- Well-Being
- Engagement
- Expression

Children are competent, capable of complex thinking, curious and rich in potential. LHCC values and builds on their strengths and abilities.

Haldimand-Norfolk REACH believes that all children should have access to quality early learning and care, which promotes healthy social, emotional and physical development.

LHCC strongly believes in fostering secure relationships. When children are connected to their caregiver and provided with a safe environment in which to learn, they feel safe and have confidence to play, explore and learn.

LHCC home environments provide unique opportunities for children to grow and develop, interact in small family settings, and build connections within the community.

LHCC will...

- *foster responsive relationships with children, families and the community,
- *nurture healthy development and well-being,
- *provide opportunities for children to learn through exploration, play and inquiry,
- *foster communication and expression,
- *make learning visible

Families are experts who know their children better than anyone else. We value and engage them in a meaningful way.

Haldimand-Norfolk REACH embraces the unique strengths, contributions, perspectives and needs of each family, and believes that families benefit from strong connections and flexible child care arrangements.

LHCC will assist parents in choosing appropriate child care for their children in a monitored home environment; which respects all cultures and family values. Active partnerships will be encouraged between parents and caregivers. LHCC will assist families to identify their child's strengths, needs and support families in accessing community resources.

Caregivers are competent educators, rich in experience, responsive and nurturing. LHCC values their ability to create unique experiences, engaging environments and their contributions to the communities of Haldimand and Norfolk.

H-N REACH is committed to selecting, monitoring and subcontracting with early learning caregivers that have a positive and sensitive attitude towards children, families and communities. We believe that everyone has worth and value, and all caregivers and their families are entitled to be respected, supported and treated fairly. LHCC will offer support, mentoring, and provide consultation to early learning caregivers in following standards as laid out in the Child Care and Early Years Act, 2014.



Our Program Goals and How We Will Meet Them

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

- LHCC encourages caregivers to plan and provide a menu focused on healthy choices. Canada's Food Guide is utilized in developing menus. Fresh fruit and seasonal vegetables are offered daily with milk and water. Caregivers are aware of safe food handling procedures. Parents are provided with menu details on the Caregiver Calendar posted at each home.
- In cooperation with families, LHCC Coordinators and caregivers will accommodate dietary or religious food requirements, food allergies and restrictions, medical needs and implement emergency procedures
- Indoor and outdoor home environments are inspected each quarter and recorded with the use of an inspection checklist. All safety hazards are reported and removed. Safety is a main consideration when planning activities.
- Supervision is provided by screened, experienced caregivers. Anticipating hazards and supporting play with a focus on being safe. We guide children and build on their prior learning so they can make safe choices during play. We communicate with children sharing with them an over view of what is happening in the day and throughout the day, so that they feel capable and confident as learners in their environments.
- We record actual arrival and departure times and absences in our daily record of attendance. This helps to establish a current and accurate account of all children in the event of an emergency.
- A healthy environment is maintained by providing families with an ill health policy and procedure describing inclusion and exclusion related to symptoms of ill health and communicable disease. Symptoms of ill health are recorded in the daily written record and communicated with parents.
- Caregivers disinfect the toys, equipment and maintain regular housekeeping of the home environment on a regular basis. Adequate cleaning and sanitizing in the child care setting will aid in the prevention and transmission of infections.
- Well water testing is completed on a quarterly basis to ensure all water is safe for drinking.

Support positive and responsive interactions among the children, parents, caregivers and LHCC Coordinators.

- Each child and family is greeted with enthusiasm and welcoming. Caregivers assist children in making the transition into their home.
- Caregivers plan and prepare activities and experiences within the home and community environment that provoke creativity and open ended play

- LHCC Coordinators and Caregivers initiate and encourage communication with parents about how their child is doing in the program, sharing child development that is observed in their child and any information that they would like to share. We listen to parents, demonstrating our caring, support and respect for the parent as the expert on their child.
- Families have flexibility to accommodate their child care needs. Extended hours, shift care and flexibility in arrival and pick up times, may be accommodated at the caregiver's discretion and availability.
- Parents are the child's first teachers and are the most knowledgeable about their children; our caregivers have experience providing child care and are provided with support and resources about child development. Through a mutual appreciation of each other's expertise we ensure that all children have the best start in life.
- LHCC Coordinators and Caregivers are responsive to parent questions. They respond in a timely manner and will seek information to meet the inquiry.
- LHCC Coordinators and Caregivers model positive interactions and communications within the group of children they care for and their connections in the community.
- Caregivers and families work together, supported by one-another and the Coordinator when working through challenges.



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

- Caregivers assist children with opportunities to build their confidence. They encourage independence and provide children the room to try things with or without assistance as their level of comfortability increases. They acknowledge this learning with the child.
- Caregivers acknowledge children by name, and position themselves at the child's level as much as possible to create meaningful interactions. Caregivers assist children in developing their problem solving skills by providing opportunities to practice using varying choices that are developmentally appropriate and by helping children develop awareness of tools that can help them problem solve independently. Caregivers help children build opportunities to learn new skills and guide behaviour in a positive direction.
- Caregivers assist children in developing communication skills. They achieve this by modeling, listening and responding to every child's individual needs.

Foster the children's exploration, play and inquiry.

- Caregivers create intentional spaces where children have the ability to roam, investigate, observe, and be comfortable.
- Caregivers view the child as competent, capable, curious and rich in potential. Challenges are offered to reflect this belief. We celebrate each child and their journey through the continuum of development. We share these observations and moments with parents daily and we reflect with the LHCC Coordinator at monthly home visits.
- Caregivers observe and participate in play with children. They take opportunities to ask open ended questions that provoke a deeper learning experience. They weave in opportunities to expand on activities and follow the children's lead.
- Caregivers provide a balance of indoor and outdoor play time, ensuring there are times for active and quiet play and rest periods.
- LHCC understands the value in providing outdoor investigation that invites a child to use all of their senses. Caregivers focus on the natural wonders of each season and take advantage of opportunities to investigate and extend play.
- LHCC sees the value in children getting to know their own community. Caregivers are encouraged to participate and share experiences in the community.

Provide child-initiated and adult supported experiences.

- Caregivers provide a variety of experiences and activities for children that allow for discovery and choice. They intentionally plan the environment to reflect the children's interests and provide challenges to build on their existing knowledge
- Our role is to become involved in play as a co-learner and offer ways to extend every child's learning. We utilize opportunities to observe play and document learning.
- Caregivers are aware of the priority to engage each child within the environment. They accomplish this by getting to know each child and plan environments and experiences that are responsive to each child and build on their culture, strengths and knowledge.
- Caregivers display enthusiasm in play and excitement to see what is next.

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

- Caregivers reflect on and discuss observations, interests and achievements at monthly home visits with the LHCC Coordinator. This informs our next steps in planning the intentional environment and the rich materials and experiences that are offered.
- We take opportunities at monthly home visits to share updates and ideas.

- LHCC supports team building by providing opportunities for networking together, discussion, reflection and assisting each person in professional growth and learning opportunities.
- LHCC utilizes the document How Does Learning Happen? Ontario's Pedagogy for the Early Years (Ministry of Education, 2014), to assist us in planning and reflection.
- Caregivers capture moments, activities and experiences in photographs and documentation. The documentation is shared with parents and children.
- We reflect back on the photographs and documentation with children to connect them back to the positive experience, which revisits learning and allows for more opportunities to expand on learning.
- We express individual growth to the children, helping them to recognize their achievements.



Incorporate indoor and outdoor play, as well as active play, rest and quiet time and give consideration to the individual needs of children.

- Caregivers provide a balance of indoor and outdoor play time by ensuring that there are times for active and quiet play and rest periods within the daily schedule. Our schedules are flexible and focus on reducing the amount of transitions throughout the day.
- Individual schedules will be maintained for all infants in LHCC. Accommodations are made to the daily schedule to account for individual sleep and feeding.
- Every parent is provided with the opportunity to meet the caregiver and view the home child care environment. A copy of the parent handbook is provided to families that reviews the balance of active and quiet play and indoor and outdoor play and rest periods.
- Every parent is asked to complete a questionnaire that assists us in getting to know their child and the child's individual needs and preferences.
- Cozy areas are available to provide children with spaces that they can rest, relax and take a break.

Foster the engagement of and on-going communication with parents about the program and their children.

- Caregivers offer daily communication with parents so that they have knowledge of their child's day.
- For infants and toddlers, caregivers complete individual records reflecting each child's day.
- We encourage open communication, and value relationships where parents are comfortable asking questions.
- We offer individualized forms of communication and seek the best times to connect with parents.
- LHCC Coordinators provide parents with email contacts and welcome telephone calls to share or connect at the best time for the parent.
- Caregivers offer opportunities and events to encourage parents to come into the home, learn more about what is happening and to connect as co-learners.
- We look to the parent as the expert source of knowledge for their child. We share information and problem solve together to support individual needs.
- We encourage parents to participate in opportunities to provide feedback. LHCC distributes an annual parent survey. Verbal suggestions direct to the caregiver or the LHCC Coordinator is also encouraged.
- We use the results of the parent survey to directly inform the LHCC annual work plan and guide decision making.

Involve local community partners and allow those partners to support the children, their families and educators.

- Since H-N REACH is a multi-service organization we are able to refer parents for services and provide coordination of other services that we can provide for the family.
- LHCC welcomes community partners and creates opportunities to collaborate our services. We encourage the opportunity to learn from one another.
- LHCC Coordinators synchronize services and work with other professionals to support children's individual needs. Collaboration is crucial to ensure coordination of services and a seamless experience for children.
- Information is provided to parents that reflects events and resources available within the community.
- Resource consultants work together with our LHCC Coordinators and Caregivers to increase knowledge and create individualized plans for children.

Support caregivers in relation to continuous professional learning.

- An annual caregiver survey is distributed to directly inform planning and mentoring
- Regular home visits, support and mentoring opportunities are made available to the caregivers.
- Caregivers who are Registered Early Childhood Educators participate in a continuous learning plan, displaying an on-going commitment to learning and professional development as required by the College of Early Childhood Educators.
- A culture of learning is encouraged and supported for LHCC Coordinators and Caregivers. Participation in learning, networking opportunities and reflective practice is encouraged.
- LHCC Coordinators attend the Early Learning and Care Network on a monthly basis.
- LHCC Coordinators meet together with the Early Learning and Care Unit for an annual planning day. Goals and training priorities are set for the next year.



Program Statement Implementation:

This program statement will be reviewed with all LHCC Coordinators, Caregivers, and residents of the caregiver's home, regular visitors of the home and all students and volunteers at the time of orientation and on an annual basis as a part of our annual policy review.

The program statement will be included as part of our monthly home visit agenda. We will reflect with the caregiver about individual and team program statement goals and how we will ensure that the goals are visible throughout LHCC and the caregiver homes.

Any changes to the program statement will include caregiver feedback through discussion via networking meetings, home visits, emails and surveys.

The program statement will serve as a foundation at our unit planning meeting and LHCC Caregiver Core Training.

Caregivers will assist in providing on-going feedback related to the connection of goals and measurable outcomes.

Caregivers will assist in making the program statement visible for parents in their home using documentation of the children's learning and verbally sharing information on a daily basis with parents. LHCC documentations include; Caregiver Calendar, daily individual communication, and photo documentation.

Parents will receive a copy of the program statement at the time of program statement development completion and at registration from there on, and additionally as changes are made. Requests can be made at anytime from the parent or interested parent to receive a copy of the program statement. The program statement will be available on the H-N REACH website.

Communication with parents will reflect the language used in the program statement and will be used in verbal, or written communication.

Reflective questions for parents will be included in the annual parent survey and will include our impact on children and families for services received.

Monitoring of Caregivers

The program statement will be included in individual home visits through reflective discussion with the LHCC Coordinator. The discussion will include a review of their understanding and evidence of how they are meeting the goals. The LHCC Coordinator will document the discussion on a Home Visit Summary and use the documentation for future reflection and professional growth with the caregiver.

Caregiver's interactions with the children will be observed during regular home visits. The observations will be recorded on the Home Visit Summary and kept in the caregiver's personal file. Observations will be discussed as part of the mentoring culture that includes side by side learning opportunities with LHCC Coordinators, regular coaching, mentoring and support.

Caregivers will be responsible for reflecting on the care they provide to children and families, and documenting evidence in the Caregiver Calendar of how they continue to meet LHCC program goals and the 4 Foundations of Belonging, Well-Being, Expression and Engagement. This will be reviewed monthly by the LHCC Coordinator.

Policy and procedure review is an expectation for LHCC Coordinators, Caregivers, and residents of the caregiver's home, regular visitors of the home and all students and volunteers. Policy and Procedure review will be documented annually or when new or revised policies are implemented.

Observations will include how the caregiver is guiding children in a positive direction and will be focused on ensuring that prohibited practices are not used.

In the event that prohibited practices are observed, the implementation of the behaviour guidance policy will occur.