



Haldimand-Norfolk

REACH

supporting children, families, communities

Welcome to Haldimand-Norfolk REACH Early Learning & Care Programs

McKinnon Park Child Care Centre

Haldimand-Norfolk REACH provides early learning and care programs for children infancy to twelve years of age. Our Early Learning and Care unit includes 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;

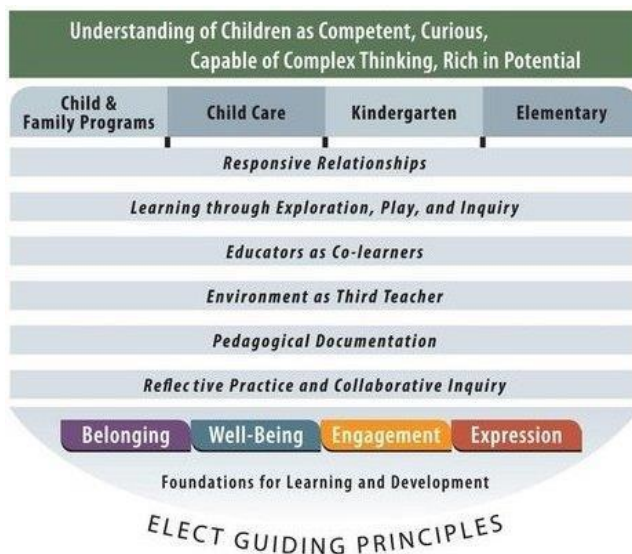
- The Child Care and Early Years Act 2014 (Bill 10, Child Care Modernization Act, 2014)
- How Does Learning Happen? Ontario's Pedagogy for the Early Years (Ministry of Education, 2014)
- Ontario Early Learning for Every Child Today (Ministry of Children and Youth Services; Best Start Expert Panel on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

An introduction to the documents that guide our work:

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 is a requirement for all licensed child care programs in Ontario.

The research outlines goals for children, expectations for programs and questions for reflection for Educators.

The ELECT Guiding Principles (Ministry of Children and Youth Services; Best Start Expert Panel on Early Learning, 2007) set the stage to ensure foundations for learning and development. 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.

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 This legislation replaced the outdated *Day Nurseries Act* (DNA) and established new rules governing child care in Ontario.



Our Program Goals and How We Will Meet Them

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

- We plan and provide a menu focused on healthy choices. Canada's food guide is utilized in developing seasonal menus. Fresh fruit and seasonal vegetables are offered daily with milk and water. All food is prepared on site by our cook using safe food handling procedures. Parents are provided with a copy of the menu.
- Indoor and outdoor environments are inspected and recorded on an inspection checklist prior to use each day. All safety hazards are reported and removed prior to use each day. Safety is a main consideration when planning activities.
- Supervision is provided by qualified and experienced educators. Anticipating hazards and supporting play with a focus on being safe. We guide children and scaffold on their prior learning so they can make safe choices during play. We communicate with children sharing with them an overview of what is happening in the day and throughout the day, so that they feel capable and confident as learners in the environment.
- We record arrival and departure times in our daily attendance log. We record and utilize transition logs to ensure all children are accounted for when leaving the playroom and transitioning to the playground.
- 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 on a daily health check and communicated with parents.
- Educators disinfect the toys, equipment and environment on a scheduled basis. The maintenance is recorded on a checklist. Children's washrooms are cleaned by educators during rest periods. The environment is cleaned on a daily basis by custodial services.
- Water flushing is performed on a weekly basis to ensure all water is safe for drinking.

Support positive and responsive interactions among the children, parents, child care providers and educators.

- Each child and family is greeted with enthusiasm and welcoming. We assist children in making the transition into our program.
- Educators prepare invitations to play within the environment to create inviting and exciting spaces for children that provoke creativity and open ended play
- Educators initiate and encourage communication with parents about how their child is doing 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 in arrival and pick up times.
- Parents are the child's first teachers and are the most knowledgeable about their children; our educators have a wide knowledge of children through their education and experience. Through a mutual appreciation of each other's expertise we ensure that all children have the best start in life.
- Educators are responsive to parent questions. They respond in a timely manner and will seek information to meet the inquiry.
- Educators model positive interactions and communications within the team.
- Educators work together to be supported by one another and the Supervisor when dealing with challenges.



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

- Educators assist children with opportunities to build 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.
- Educators acknowledge children by name, and position themselves at the child's level as much as possible to create meaningful interactions. Educators 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. Educators help children build opportunities to learn new skills and guide behaviour in a positive direction.
- Educators 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.

- Educators create intentional spaces where children have the ability to roam, investigate, observe, and be comfortable.
- Educators 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 and we reflect with co-workers at bi-weekly team meetings.
- Educators coordinate 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.
- Educators 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.

Provide child-initiated and adult supported experiences.

- We provide a variety of activities that allow for discovery and choice. We intentionally plan the environment to reflect the children's interests and provide challenges to scaffold 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.
- We are aware of the priority to engage each child within the environment. We 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.
- We 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.

- We reflect and discuss observations, interests and achievements at our bi-weekly team meetings. This informs our next steps in planning the intentional environment and the rich materials and experiences that are offered.
- We take opportunities at monthly educator meetings to share program updates and ideas.

- We support team building by ensuring time for planning, meeting, discussion, reflection and assist each person in professional growth and learning opportunities.
- We utilize the document How Does Learning Happen? Ontario's Pedagogy for the Early Years (Ministry of Education, 2014), to assist us in planning and reflection.
- We create documentation capturing moments, activities and experiences. The documentation is shared with parents and children.
- We reflecting back on the 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 to the individual growth with 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.

- We 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 in the infant programs. Accommodations are made to the daily schedule to account for individual sleep and feeding.
- 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 indoors and outdoors 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.

- Every parent receives an individual tour of the facility and a copy of the parent handbook.
- We offer daily communication with parents so that they have knowledge of their child's day.
- Infant and toddler programs complete individual records reflecting each child's day.

- We encourage open communication to welcome relationship building where parents are comfortable asking questions.
- We intentionally plan educator shifts and rotate shifts to allow parents opportunities to connect with their children's educators.
- We offer individualized forms of communication and seek the best times to connect with parents.
- We provide parents with email contacts to connect with educator and welcome telephone calls to share or connect at the best time for the parent.
- We plan parent education events to encourage parents to come into the playroom to 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. We distribute an annual parent survey.
- We use the results of the parent survey to directly inform the annual work plan and guide decision making.

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

- As a multi service organization we are able to refer parents for services and provide coordination of other services that HN REACH can provide for the family.
- We welcome community partners into the space and create opportunities to collaborate our services. We encourage the opportunity to learn from one another.
- Information is provided to parents that reflects events and resources available within the community.
- Resource consultants work together with our educators to increase knowledge and create individualized plans for children.

Support educators or others who interact with the children at the child care centre in relation to continuous professional learning.

- An annual employee survey is distributed within the agency to directly inform planning and supervision
- Annual/bi-annual performance appraisals are implemented for each educator.
- 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 with financial support and time to attend events.
- Educators are encouraged to participate in the Cultivating Learners Network group of reflective practice.
- Supervisors attend the Early Learning and Child Care Network on a monthly basis. This network provides the Supervisor with professional development opportunities, community networking, sharing information and best practices.



Program Statement Implementation

This program statement will be reviewed with all educators, 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 team meeting agenda. We will reflect with educator about the program statement goals and how we will ensure that the goals are visible in our program.

Any changes to the program statement will include educator feedback through discussion via team meetings, emails and surveys.

The program statement will serve as a foundation at our unit planning meeting.

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

Educators will assist in making the program statement visible for parents in the program using documentation of the children's learning and verbally sharing information on a daily basis with parents. The program documentations include; daily information sheets, learning stories and photos.

Parents will receive a copy of the program statement at the time of program statement development completion and at orientation from there on.

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 and Supervision of Educators

The program statement will be included in individual supervision meetings through reflective discussion with the program supervisor. The discussion will include a review of their understanding and evidence of how they are meeting the goals. This will be documented on a supervision template and used for future reflection and professional growth.

Educators will be observed during facilitation of program and the observations will be recorded in the educator's personal file. The observation will be discussed as part of the mentoring culture that includes side by side learning opportunities with educator, regular coaching and supervision

Educators will record observations regularly in the individual program observation duotang. This will be reviewed monthly by the Supervisor.

Each program will receive a binder that will include the program statement and subsections referencing the goals. The educators will be responsible for gathering the documentation in the binder to reflect the evidence of how we are meeting the goal. The evidence will be discussed at monthly educator meetings.

Educators will be expected to ensure evidence is gathered and documented in the binder once per month.

Policy and procedure review is an expectation for all employees and will be documented.

Observations will include educator guiding children in a positive direction and will be focused on ensuring that there is no use of prohibited practices.

In the event that prohibited practices are observed, the implementation of the Behaviour Guidance policy will occur.

The program statement reflection will be included in the annual performance appraisal for employees.

If you have any questions or feedback that you would like to share about these goals or statements, please feel free to contact the Supervisor of the program or the Early Learning and Care Manager.