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**PROGRAM STATEMENT**

Ballantrae Child Care Centre is committed to meeting the social, emotional, physical and intellectual needs of each child through caring and responsive Early Childhood Educators and Assistants. We view children as competent and capable of complex thinking, curious and rich in potential.

Ballantrae Child Care Centre uses a play-based approach to create the best environment for children to learn and grow. Our environment consists of age-appropriate materials, toys and equipment. We follow the lead of the children and provide activities that support their overall development using observations to guide our planning. We know that children learn best by pursuing their personal interests and goals, making their own choices about materials and activities during program time. As they pursue their choices and plans, children explore, solving problems by asking and answering questions while interacting with peers, program staff, students and other adults.

The Child Care and Early Years Act (CCEYA), 2014 focuses on strengthening child care programs and ensuring high quality experiences for children. The CCEYA authorizes the Minister of Education to issue policy statements regarding programming for our children as well as pedagogy - how learning should take place and the philosophy and practice that support that understanding of learning; for the purpose of guiding operators of child care programs in developing their program and services.

*How does learning happen?* Is Ontario’s pedagogy for the early years (2014) and is the product of hundreds of conversations between educators. It is organized around four foundational conditions that are essential for children to grow and flourish

**Belonging**

**Well-being**

Refers to a sense of connectedness to others, Addresses the importance of physical and mental

an individual’s experiences of being valued, of health and wellness.It incorporates capacities such as

forming relationships with others and making self-care, sense of self, and self-regulation skills.

contributions as part of a group, a community,

 the natural world.

Expression

**Engagement**

Suggests a state of being involved and focused. Communication (to be heard, as well as to listen) may

 When children are able to explore the world take many different forms. Through their bodies, words,

 around them with their natural curiosity and and use of materials, children develop capacities for

 exuberance, they are fully engaged. Through increasingly complex communication. Opportunities

this type of play and inquiry, they develop skills to explore materials support creativity, problem solving,

such as problem solving, creative thinking, and and mathematical behaviours. Language-rich environments

innovating, which are essential for learning and support growing communication skills, which are

 success in school and beyond. foundational for literacy

With this in mind, we see the following goals for children as being an integral part of our program and list approaches that are implemented into the program on a daily basis to;

1. Promote the health, safety, nutrition and well-being of the children;
* By providing a clean and safe environment as well as healthy lunches provided by Yummy Catering using Canada’s Food Guide and access to safe drinking water throughout the day
* By being familiar with children’s medical conditions, exceptionalities, allergies, food restrictions and parent preferences in respect with diet, exercise and rest time.
* By limiting disruptions to play and reducing hazards that may cause injury.
1. Support positive and responsive interactions among the children, parents, child care providers and staff;
* By giving parents and children time to finish their thoughts and sentences and responding in a prompt positive manner.
* By hiring qualified, responsive, and well-trained Early Childhood Educators who support families in their role as primary caregivers, and who understand the needs of each child as an individual.
1. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
* All staff will encourage children to interact and communicate in a positive way, and will provide the experiences, support and encouragement that help young children learn to self-regulate, which is a crucial component of quality care.
1. Foster the children’s exploration, play and inquiry;
* All staff will foster the children’s exploration, play and inquiry by providing a variety of activities, and an environment rich in content that encourages choices and active play.
1. Provide child-initiated and adult-supported experiences;
* All staff will observe the children and ask open-ended questions and use that information to plan and create a positive learning environment that is based on the interests of the child and supported by all the adults in the child care environment.
* Educators will be responsible for introducing new ideas, interests, facts, concepts, skills and experiences to widen the child’s knowledge and life experiences
1. Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported;
* Staff will follow the children’s interests, adapting to their needs and wants accordingly. Children will have opportunities to encounter small and large group play experiences as well as independent play.
* Staff will listen, observe, document and discuss with families to understand the children as unique individuals.
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 child care;
* Children in the centre for a full day will experience indoor play and two hours of outdoor play daily (weather permitting) as well as time to rest and sleep, if needed, both quiet and active times, always being mindful of each child’s needs and parental direction.
1. Foster the engagement of, and ongoing, communication with parents about the program and their children;
* Communication may be in person, by phone, e-mail or through written and posted communication tools. Communication needs to come from all members of the organization, the Board of Directors, the Executive Director, Supervisor and all staff.
1. Involve local community partners to support the children, their families and staff;
* As our centre is located in Ballantrae Public School, our relationship with the principal, educators and York Region District School Board is crucial.
* Parents will be directed to resources outside of the centre if necessary to community partners such as Early Year’s Services, speech therapists, support services, occupational therapists, counsellors, etc., which are all an important part of the centre’s support to all children and their families.
* A Whitchurch-Stouffville librarian comes to us once a month for storytime with our Toddler/Preschool group supporting our children through literacy.
1. Support staff or others who interact with the children at the child care centre in relation to continuous professional learning;
* Ballantrae Child Care Centre will provide ongoing opportunities for educators to engage in critical reflection and discussion with others to support continuous professional learning.
1. Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.
* All staff, students and volunteers will read the Program Statement and sign off on the Policy and Procedures sheet prior to employment prior to interacting with children, when the statement has been modified, and on an annual basis.
* The Supervisor will review all sign offs by staff, students/ volunteers and sign the review sheet to indicate that the process has been completed. The supervisor must be confident that the staff, students/ volunteers are fully aware of and understand the Program Statement and its implementation.
* The supervisor will meet on a regular basis with each team member to establish a clear understanding of the program statement, to support them in their delivery of the Program Statement and to aid the team member in self-reflection, to be recorded and added to their file on a regular basis.
* The supervisor will view each staff as competent, able, and give him/her time to be heard, respected, and to reflect on their own performance, their contributions to the environment and the development of each child in their care. The supervisor will use all observations, interactions and conversations to monitor all staff.
* Staff will reflect on *How Does Learning Happen?* To do this they will work through the reflection exercises in the document, review their observations and engage children in meaningful activities. Staff will also maintain communication with parents and build trusting relationships with the families. All staff will work with their co-workers to create a safe and healthy environment and take the time to engage in self-reflection on a regular basis.

Records pertaining to the monitoring of our Program Statement will be kept for three years.

References and information in this living document are from:

[How Does Learning Happen? - Ontario’s Pedagogy for the Early Years](https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf)
[The Extended Day Program - Ministry of Education, Ontario](https://www.edu.gov.on.ca/eng/curriculum/elementary/kinderProgram2010.pdf)