

## Infant Curriculum Statement

At Pembina Valley Child Care Centres Inc. – Hive Site, we form trusting and nurturing relationships with the infants in our care by delighting in them and their milestones throughout their time in our centres. We assist infants in organizing their feelings.

We create routines and transitions that support each individual infant. The staff in the Infant Programs allow for one-on-one time and moments to delight in the child during diaper and handwashing. Staff role model positive interactions and encouraging infants to greet/acknowledge each other, parents, and children. They use each child's name to build a sense of self and familiarize themselves with each other. Staff encourage group and solitary play as appropriate. The staff organize and label feelings and emotions of children. When the caregivers engage in play at the infant's level with the children, they encourage verbalization, by paraphrasing, and repeating the language of the children. During play, the caregivers observe what the infants and toddlers play, and plan meaningful experiences based on the interests.

Children's individual schedules are accommodated. The routines are flexible to support individual needs of each infant, which includes two times for naps if needed. Caregivers' check-in with parents on how their nights are and responding with more active or quiet play as needed. Caregivers also recognize the need for more one-on-one care. Staff observe the children, to begin to understand developing personalities in the children and provide materials to support their individual interests.

Staff build relationships with families and provide information to parents/guardians about their infant's well-being, learning, and development. The caregivers communicate to the families the benefits of free play and educate the on play-based curriculum. The staff will both verbally connect with families, as well as send pictures and information of the child's day through our Fastoche program as needed. Information regarding diapering and nap times will be sent through Fastoche, written documentation is available upon request. Documentation displays and photos will include information regarding interests and development and will be posted in the classroom, for families to see. Families are welcomed into the program to observe play within the program if they'd like. They are also invited to the centre to play and participate in curriculum with the children, e.g. an infant's mother was invited to teach the infants to brush their teeth.

Staff organize the space and materials to promote learning and development. The room is divided into separate learning areas, e.g. library and active play are separate areas to encourage uninterrupted focus and meaningful play. Materials and equipment are at the child's level. The children help staff clean up the toys and materials within the room. Caregivers provided developmentally appropriate toys, e.g., rattles for younger infants (6 months) and blocks for older infants (1-2 years). The staff rotate toys into the room according to the children's interests, e.g., farm animals as the children experiment with farm animal sounds.

The room arrangements provide opportunity for group play, and solitary play. The library/ quiet area is to allow for rest time, and space for comfort, and to organize feelings with soft toys, books, and blankets. A climber/open area allows for large motor and active play. People/animals/barns are grouped together to encourage dramatic/imaginative play. Blocks and cars are grouped together to encourage cognitive development through testing as well as cause and effect relationships. Staff allow uninterrupted play time of about 45 minutes of free play time. The room is set up to encourage development and learning, divided into separate learning areas i.e. active play is separate from quiet play, library is set up for cognitive development, block area is set up for physical and social development. Staff demonstrate different ways to play with toys to challenge the children's current understanding/provoke new ideas. Playdough and sensory materials such as water tables, and sand are provided to support their sensory interests and used as a calming activity.

Staff organize time and transitions to support learning and development. The staff support transitions in the day by discussing what clothing is needed to go outside using very descriptive language. Staff give warnings before the transition is to occur, e.g. 'when Johnny's diaper is changed, we will start to clean up to go play outside.' Caregivers respect the infants by warning before they are picked up, or physically guided. The caregivers follow the routine of the day, so the children know what to expect but are not bound by time. Caregivers allow children the time to finish what they are doing before moving onto the next routine/activity when we are able. Staff also facilitate formal assessments through the development checklists and family meetings every June.

Staff identify the connection between each infant's experience and domains of development with the use of language. While diapering, the staff explain the steps through the diapering routine, to support autonomy and allow children to build a sense of self and learn about themselves. During mealtimes - the children are learning to use spoons/forks, which supports fine motor development. Staff describe the actions of the children, which supports their use of language and build a connection between themselves and their actions. Staff use song singing and dancing to support cognitive, physical, and social development. For examples, 'Ring-Around-The-Rosy' - becoming aware of song, actions that follow and repetition, participating in the group.

Staff represents all infants in their care as well as the families and community and intentionally expose them to similarities and differences in terms of diversity. Our snack/hot lunch menu includes diverse menu items to reflect the families and children in our program. Pembina Valley Child Care Centres Inc. employs staff that reflect the families in our care, as we are able. Staff use inclusive language when having conversations with the children and families in our care. There are pictures of the families of the children in our care to support their inclusivity. Staff invite families to share play materials and activities that reflect their culture, including play food, dolls of different ethnicities, books, and music.

Pembina Valley Child Care Centres Inc. - Hive Site Infant Curriculum will continue to further develop and change with staff's interest and expertise as well as family and community needs and values.