



HOME CHILD CARE PROGRAM STATEMENT



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Belonging- Every child has a sense of belonging when he or she is connected to others and contributes to their world. Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.

The Program staff and Providers will support positive and responsive interactions among the children, parents, child care providers and staff by;

1. Demonstrating respect for the Home Child Care Program's philosophy through the planning of daily routines and activities, as well as incorporating The Ministry of Educations pedagogy "How Does Learning Happen?" in the teaching approach considering the children's individual needs.
2. Discussing the progress and/or concerns about the child or the child care arrangement with the parents and the Home Visitor on an ongoing basis.
3. Maintaining positive, open and honest communication with the parents as outlined in the Program Statement in order to promote continuity between the child's home and the Provider's home.
4. Accepting of all children regardless of their race, religion, social background, abilities or appearance.
5. Encouraging the growth and well being of the child and his or her family by responding sensitively to individual family needs.
6. Using a gentle voice and approaching the child to have a conversation.
7. Encouraging children that are capable of helping their friends to do so.
8. Giving a child our full attention, by getting down to their level and establishing eye contact and extending the conversation.
9. Being consistent and following through with the children. Say what we mean and mean what we say.
10. Using positive speech and requests, stating exactly what is expected, while keeping in mind the child's level of cognition and ability.
11. Remembering that the parent is doing the best they can and has the child's best interests at heart.
12. Finding ways to make the parent feel comfortable, competent and helpful in all situations. If the parent feels better, so will the child. If the child feels better, so will the Provider.
13. Communicating our need to work with the parent to best serve the child.
14. Informing the child's parent, how a difficult situation was dealt with; taking away any responsibility that the parent may feel in having to "discipline" the child at home and support them in approaching the situation in a consistent manner.

The Program staff and the Providers will involve local community partners and allow those partners to support the children, their families and staff by;

1. Encouraging Providers attendance at community programs and events.
2. Providing with the opportunity to engage with people, places and the natural world in their local environments.
3. Inviting parents to participate in the program by sharing any cultural, artistic, or other interests of the child's family.

Engagement- Every child is an active and engaged learner who explores the world with body, mind, and senses. Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.

The Program staff and the Providers will foster the children’s exploration, play and inquiry by;

1. Encouraging children at arrival time to find an activity of interest. The child may decide to observe for awhile or may want some individual attention.
2. Providers positioning themselves in order to have a maximum view of the total environment where the children are playing at all times.
3. Encouraging the children to plan their own play activities and carry out their plan, making positive suggestions to maintain motivation and interest.
4. Expanding and challenging children’s interests with the addition of natural materials into the play environment.

The Program staff and the Providers will provide child-initiated and adult-supported experiences by;

1. Encouraging the children to participate in the activities
2. Promoting learning while children are playing or carrying out an activity by asking open-ended questions. (I.e. Tell me about what are you making? I wonder what would happen if?)
3. Encouraging constructive play.
4. Participating in play at the child’s level to promote exploration.
5. Maximizing social interactions between the children and the Provider whenever possible.
6. Encouraging children to use their imagination and acknowledge their play using descriptive terms.
7. Creating reciprocal conversation between the child and the adult where the child is able to participate as both the initiator and as an equal partner.
8. The Provider to act as a partner in play and being inquisitive.

The Program staff and the Provider will foster the engagement of and ongoing communication with parents about the program and their children by;

1. Reaching a mutual agreement between the Program, the Provider and the Parent on the days of care along with the hours of arrival and departure before starting care. This agreement will be captured on the Home Child Care Program Parental Contract and can be changed at any time with 2 weeks’ notice by contacting the Home Child Care Program and the Provider.
2. Communicating openly and with respect on an ongoing basis with the parents.
3. Keeping the parent well informed on all aspects of their child’s day. (Nutrition, sleep, activities, mood...)
4. Keeping the parent well informed of any changes in routine. (Holidays, Back-Up Provider, outings, Provider training days...)
5. Establishing a positive relationship with the parents in order to promote the child’s well-being and their continuity with the Home Child Care Program.
6. Establishing healthy relationships which will ensure that the parents and the Provider will build a partnership that will enable them to work together for the child.
7. Being honest, sincere and genuine with the parent and the children.
8. Communicating the needs of the Provider to the parent, in order to ensure that the child has what they need to have a successful day.
9. Greeting the child at the door and the parent as well.
10. Offering support to the parents at difficult times and seeing the parent as an individual.
11. Being honest with the parent about any challenges their child may be facing, choosing the right time to discuss any thoughts. Recognize that arrival and departure times are often busy and not the best time to guarantee a parents undivided attention.
12. Adopting a listening attitude rather than telling or giving advice.
13. Empathizing with the parent’s perspective on their child.

Engagement Continued

14. Talking about what their child can do rather than what the child is unable to do.
15. Demonstrating compassion for the challenges of being a parent.

The Home Child Care Program staff will support staff, Providers and/or others who interact with the children at home child care premises in relation to continuous professional learning by;

1. Providing the Home Child Care Providers with Professional Development Training sessions to increase the Provider's knowledge of child related subjects. All Providers are encouraged to participate in as many sessions as possible.
2. Keeping both the Provider and the Program staff up to date respecting new developments in the field of private home child care. Both the Provider and the Program agrees to adopt all reasonable improvements to the delivery of service.
3. Being receptive to advice and suggestions that are given to improve their abilities and delivery of services.
4. Ensuring that all Child Care staff are registered and are members in good standing with the College of Early Childhood Educators.

Well-Being- Every child is developing a sense of self, health and well-being. Early childhood programs nurture children's healthy development and support their growing sense of self.

The Program staff and Providers will promote the health, safety, nutrition and well-being of the children by;

Health

1. Allowing a child to carry their own asthma medication or emergency allergy medication.
2. The program obtaining 4 water samples per year from Providers who utilize a dug well or surface source to their local Health Unit. The Provider who utilizes a drilled well will take water samples twice per year to their local Health Unit for testing as per the local Health Unit. If samples are not clear, it is the responsibility of the Provider to follow the recommendations of the Public Health Unit.

Safety

1. Providing copies of current rabies inoculations for all dogs and cats in the home.
2. Ensuring that the children are always supervised by his/herself or a Back-up Provider APPROVED by the Program.
3. The Home Visitor and families must be notified when back-up care will be utilized.
4. When placing children in care, the agency will take into account the ages of the children currently being cared for, any differing abilities of the children, the experience and qualifications of the Provider, and the physical environment of the premises.
5. Ensuring that Medical and Travel Consent Forms for each child be kept on the premises. The Medical Consent Form gives the Provider permission to secure medical care. The Travel Consent Form gives the Provider permission to take the child on trips either on foot, by car, or by public transportation, with the required legal safety precautions. These consent forms must be returned to the Program office upon termination of child care or be destroyed after 3 years of care termination.
6. Using ONLY CSA approved size-appropriate car seats, booster seats or seat belts when transporting children. Agency children are not permitted to ride in the front seat of vehicles as per Ministry of Transportation regulations. Agency children are not permitted on any motorized recreational vehicles.
7. Not permitting children to play on a balcony unless the Provider is present on the balcony and the space is program inspected and approved.

Well-being- Safety Continued

Nutrition

1. Serving nutritious food following the Eating Well with Canada's Food Guide and the special dietary needs of each child, in consultation with the Home Visitor and parents. Menus are to be accessible for parents to view and are kept on file. Where a child receives care for 6 hours or more, the Provider must ensure that the total food offered includes meals containing foods from all four food groups and 2 snacks containing foods from at least 2 food groups. Drinking water must be available at all times.
2. Obtaining written feeding instructions from the parent for all infants. The Provider will post the directions in the food preparation area. All food and drink supplied by the parent must be labeled with the child's name and stored according to written instructions and date of delivery.
3. Engaging in conversations during meal times about the food provided and where it comes from. The child will decide what they will eat and how much they will eat. They will be encouraged to try new foods.
4. Encouraging social interactions during meal times between the Provider and the children.
5. Creating a positive eating environment with food and portion sizes that are responsive to children's cues of hunger and fullness

Well-Being

1. Submitting annual requirements within two months of notification by the program. For example, fire inspections, water samples, insurance, medicals and immunizations, etc. in order to remain an approved Home Child Care Provider.
2. Observing each child as they enter the home and noting any possible symptoms of ill health. If a child becomes ill while in care, the Provider agrees to separate the ill child from other children and note the symptoms of the illness on the appropriate form signed by parents and returning the completed form to the Program. Parents will be notified and required to pick up the ill child. Children who are ill and cannot participate in regular scheduled activities cannot be accepted into the home of the Provider.
3. Giving the parent adequate notice to supply the appropriate clothing and extra clothing as needed. Parents will supply and restock diapers, wipes, infant formula or baby food to meet special dietary requirements.
4. Allowing children to bring a security item such as a blanket or stuffed animal, doll to ease the child's transition into the routine.
5. Encouraging children to put away their own clothing in the proper place when coming in from outside play.
6. Encouraging children to wipe up any accidental spills and to treat the incident very matter of fact.
7. Creating a soothing environment for children during rest time.
8. Ensuring that every toddler or preschool child in care for 6 or more hours has a rest period not exceeding 2 hours in length.
9. Guaranteeing that the temperature in all Home Child Care locations be maintained at, at least 20 degrees Celsius. Alternate heating sources may be used to increase temperatures in basements. If such areas cannot be warmed adequately the children will be moved to an area in the house that is at least 20 degrees Celsius.
10. Non sleeping children will engage in quiet activities during rest time based on their individual needs.

Well-being Continued

The Program staff and Provider will 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 childcare by;

1. Ensuring the children are engaged in outside play for at least two hours per day weather permitting. No child under six years of age shall play outdoors without direct supervision of an adult. With a written agreement, signed by the parent and the Home Visitor, children over the age of six may play outside within set boundaries without direction supervision.
2. School-aged children attending before/after school programs are required to have 30 minutes of outdoor time weather permitting.
3. Working together with the Home Visitor to provide developmentally appropriate activities for all children in care.
4. Making tidy-up time a fun and shared activity with a modeled approach.
5. Engaging the children in regular everyday adult activities expanding their curiosity and competence while supporting their individual development.
6. Providing children with time, natural and manipulative materials that encourage creative expression, i.e. Music and movement, dramatic play.

Expression- Every child is a capable communicator who expresses himself or herself in many ways. Early childhood programs foster communication and expression in all forms.

The Program staff and Provider will encourage the children to interact and communicate in a positive way and support their ability to self-regulate by;

1. Working together with the Home Visitor, the Provider and the parents to ensure the implementation of an Individual Support Plan for any child in care who requires one. The Home Visitor will assist the Provider with any adaptations and modifications required or referrals to other community programs.
2. Accepting and respecting a child's thoughts and feelings, even if they are angry or negative, without being critical or judgmental.
3. Involving the children in the activity preparation which will encourage a child's natural curiosity.
4. Setting up and planning activities in which the child succeeds, keeping in mind the children's age, abilities and interests. Activities will be based on the child's interests and be extended as the interest develops.
5. Encouraging Providers to document children's communication to help them revisit thoughts and ideas from earlier interactions.
6. Repeating sounds and gestures made by the non-verbal child, following their gaze and verbalizing what you believe the child is saying.
7. Focusing on developing a plan together with the parent that will support the child.
8. Being flexible with routines and activities based on the child's interests and needs
9. Demonstrating an understanding that every child is capable, curious and competent. They have complex thoughts that can be explored through a wide variety of experiences.
10. Recognizing that each child comes from a diverse cultural and social background. Combining these perspectives into daily activities will help to create a sense of comfort for the child and awareness for others.

Administration

1. The Home Child Care Program recognizes the following Statutory Holidays and may recognize alternate closure days to accommodate Statutory Holidays which fall on a weekend:
New Years Day Canada Day Christmas Day
Good Friday Labour Day Boxing Day
Victoria Day Thanksgiving Day Family Day
The Provider will invoice for Statutory Holidays only if a child is in attendance and the parent has signed the Provider Invoice Sheet. Parents must notify the Home Child Care Program prior to using care on a stat holiday. Absent days will not be granted without parent signature and program notification by the parent.
2. The HCCP team will complete an annual summary analysis of all Serious Occurrences from the previous year and identify and address any trends.
3. Home Child Care Providers will inform all Back-Up Providers of the location of all emergency contact forms as well as any children with allergies or serious medical conditions.
4. The programs process for Conflict Resolution will be included in the parent handbook.
5. The Home Child Care Program will develop, in consultation with the parent and Provider, an individualized plan for each child that has a medical need which includes: steps to follow to reduce exposure to any causative agent, a description and instructions for use of any medical devices, a description of the procedures to be followed in the event of a medical emergency, a description of the supports to be made available to the child, and any additional procedures to be followed in case of an evacuation or off site trip.

REVIEW- The Program staff and the Provider will document and review the impact of the strategies set out in CCEYA, clauses 46-3a-j on the children and their families by;

1. The Home Child Care team consisting of Program Supervisor and Home Visitors will meet to review the Program Statement annually and make any changes to the document to keep it as current and relevant as possible.

