

Fairview Early Learning and Child Care Centre



Program Statement

About our Centre

Fairview Early Learning and Child Care Centre was established January 1996, and operation was assumed by the District of Parry Sound Social Services Administration Board in January 2006. We provide child care to families with toddlers and preschoolers. We are open Monday to Friday from 7:30am to 5:30pm, closed for all statutory holidays.

The centre is located in St. Gregory's School on the outskirts of Powassan. We have a strong partnership with the school and have opportunities to participate in special events throughout the school year. We are surrounded by trees, grass and fields that enrich our outdoor learning environment and make it the ideal place to explore & engage with nature.

Program Statement

This program statement outlines how Fairview Early Learning and Child Care Centre aligns the Child Care and Early Years Act, 2014 (CCEYA) and our strong commitment to the families we serve and the community we are privileged to be a part of. We embrace the foundations of *How Does Learning Happen?* and focus on the key elements outlined within it. Firmly believing that every child is capable, competent & curious we work together, with families to build a strong connection to provide a foundation for success.

Philosophy

Our philosophy at Fairview Early Learning and Child Care Centre is to provide a safe, secure, healthy and enriching environment where families feel confident their child will thrive while away from them.

Our registered early childhood educators (RECEs) embrace *How Does Learning Happen?* and incorporate components of emergent curriculum.

Learning through play enhances children physically, intellectually, creatively, emotionally and socially.

Each child is treated with respect, accepted as an individual and a partner in learning.

Our learning environment is child centered and provides children with opportunities to make choices and decisions.

Interaction with other children expand social and communication skills and educators support conflict resolution.

Guiding Principles

Our program focuses on creating a supportive and stimulating environment using the principles of *How Does Learning Happen?*

Child Centered Learning: We engage the children, recognizing that they are active learners, to take an active role in leading us to their interests. Through observing their strengths, we are able to grasp areas of need with allow us to enhance learning.

Play Based Learning: Play is the ‘work’ of children. We provide an environment that encourages the children to explore, be creative, engage with their peers and develop skills.

Relationships: We strive to create relationships of trust with families & children that are open and honest. These crucial relationships lay the foundation for future connections and influence how children express emotions.

Inclusive Environments: Our program offers a warm & welcoming space where every child feels they are valued, respected and supported. Diversity is celebrated and accommodations are provided to meet unique needs.

Implementation based on the Found Foundations of How Does Learning Happens?

Our program is rooted in the 4 foundations of How Does Learning Happen? Belonging, Well-Being, Engagement & Expression.

Belonging (HDLH 46 3-h):

How We Implement It: We create a warm and welcoming environment where children, families, and educators feel a sense of belonging and connection. We prioritize building strong relationships through:

Welcoming routines: We have established routines that create a predictable and comforting environment.

Family engagement: We actively involve families in our program through regular communication, events, and opportunities for participation.

Celebrating diversity: We celebrate the diverse backgrounds, cultures, and languages of all children and families in our centre.

Individualized attention: We provide individualized attention and support to each child, ensuring that their unique needs are met.

Providing space: We provide each child with a designated space for a sense of comfort and security to store their personal items and that is identified with their own unique name card.

Creating a familiar and comforting environment: We incorporate items and décor that are both common placed and familiar, as well as more specific items such as family photos, children’s artwork and creations, and children’s personal items

Well-Being (HDLH 46 3-a, 3-g & 3-c):

How We Implement It: We promote children’s physical, emotional, and mental well-being by:

Providing a safe and healthy environment: We maintain a clean, safe, and stimulating environment that supports children’s physical and emotional well-being.

Supporting healthy eating and active living: We offer nutritious meals and snacks and encourage active play.

We support children to become competent eaters by practicing responsive feeding by responding in a supportive and appropriate way. This supports the child's self-regulation and a growing sense of self, helps children develop eating competence by enjoying a variety of foods, exploring new foods, and respecting their hunger and fullness cues. Responsive feeding is a mutual relationship between a child and educator based on trust.

Spending more time outside and supporting rich play opportunities provides children with profound developmental benefits and a foundation for lifelong appreciation of the outdoors. Our outdoor spaces offer children ever-changing conditions and loose parts that allow their imagination to shape play. Loose parts are materials that children can move around, such as sticks, rocks, mud, water, tarps, and crates. We support experiencing play in all different weather conditions, such as the wind, rain, or snow.

Respecting individual needs: We respect each child's individual needs for rest, comfort, and self-care.

Promoting emotional regulation: We support children in developing emotional literacy and self-regulation skills by supporting their emotional needs, helping them learn how to identify and express their emotions and provide tools (breathing techniques or providing them with the language) and opportunities to learn what works for them (physical contact, quiet spaces etc.). We support all children uniquely and at their level, free of judgement.

We implement the Seeds of Empathy Program to children 2.8-3.8 years old (children entering kindergarten the following year) which is a 30-week program involving literacy circles specific to feelings and emotions and observing the "teacher" (baby) that visits throughout the duration of the program. During the visits, the children experience the baby expressing their emotions and learn what those emotions are and why, and how the parent supports the baby. Learning is extended on with activities, songs, and play, encouraging children to label and reflect on their own emotions while also becoming aware of others' emotions.

Engagement (HDLH 46 3-d, 3-e & 3-f):

How We Implement It: We provide engaging and meaningful learning experiences that spark children's curiosity and encourage exploration. We achieve this through:

Emergent curriculum: We follow an emergent curriculum approach, where learning experiences are based on children's interests and ideas, and we are all seen as co-learners.

Open-ended materials and activities: We provide open-ended materials and activities that encourage creativity, problem-solving, and critical thinking. Loose parts are foundational in our program, both inside and outside, giving children freedom and opportunity to explore all possibilities.

Meaningful experiences: We offer a variety of learning experiences, including indoor and outdoor active play, arts and crafts, music, and movement, sensory, social, language and literacy activities, and understanding the unique ways that each child participates and contributes.

Documentation and reflection: We document children's learning through observations, photos, and videos, and use this documentation to reflect on our program and plan for future learning experiences. Using these tools, we can see each child's unique interests, needs and abilities and support them in the learning environment and program planning.

Expression (HDLH 46 3-b):

How We Implement It: We provide children with numerous opportunities to express themselves creatively and communicate their ideas. We encourage expression through:

Language-rich environment: We create a language-rich environment where we encourage children to communicate their thoughts and feelings without pressure.

Creative arts: We provide opportunities for children to express themselves through art, music, drama, and other creative mediums. We focus on the process of the experience and not the end-product to promote and support creativity and individuality without influence.

Storytelling and literacy: We encourage storytelling and literacy development through reading, writing, and dramatic play. Throughout the programs' environment there are materials and activities to support the development of preliteracy skills, such as pictures, telling stories, building vocabulary through discussions, books, print awareness & motivation.

Respectful communication: We listen attentively and empathically to children's ideas and perspectives and respond respectfully to their communication attempts, demonstrating that they are important and have valuable contributions.

Acceptance of uniqueness: We support and celebrate the diverse ways children grow and develop through learning, experiences, play and self-expression. By providing intentional opportunities such as building/construction, dramatic play and role playing, art and creative materials and social-emotional experiences, children have unlimited opportunities to experiment with different forms of expression.

Giving opportunities: Allowing children the safe space to express their emotions through language, play and interactions. We support children by role modeling, labeling, and discussing emotions and supporting them through problem solving and being co-regulators.

Behaviour Management / Prohibited Practice

We promote self-esteem by protecting the emotional and physical well-being of children in our program, ensuring consistency with respect to setting limits for children. We consider external sources in behaviour management plans and practice a common philosophy of permitted behaviour practices, such as redirection, getting to their level and speaking to them in a developmentally appropriate way or suggesting what they can do.

Prohibited Practice:

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour. The following are prohibited practices with respect to a child receiving child care at a centre operated by the PSDSSAB.

1. corporal punishment of the child,
2. physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent,

3. locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures,
4. use of harsh or degrading measures, threats, or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth,
5. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
6. inflicting any bodily harm on children including making children eat or drink against their will.

Every staff member, placement student and volunteer have a Duty to Report any suspicions of child abuse to the local Children's Aid Society (CAS). All Registered Early Childhood Educators are bound to comply with the College of ECE's Code of Ethics and Professional Standards.

This document may be found at <https://www.college-ece.ca/en/Public/professionalstandards>

Ongoing Evaluation & Improvement

We regularly evaluate our program to ensure that it is meeting the needs of the children and families we serve. We use a variety of methods to gather feedback, including parent surveys, educator reflections, and observations of children's learning. We use this feedback to make program improvements and ensure that our program continues to reflect best practices in early childhood education. This program statement serves as a living document and reviewed by program staff and updated annually to reflect our ongoing commitment to providing high-quality care and early learning experiences for all children. All new program staff, students and volunteers will review the Program Statement upon hire and prior to interacting with children sign the Program Statement Implementation Policy. A review of the program statement is completed annually or when the document has been modified. The program supervisor will ensure that all the approaches set out in this program statement are adhered to by monitoring all staff, students, and volunteers. Observations are addressed, recorded, and reflected in the employees' annual/appropriate performance review.

