



Dublin Heights Community Child Care Inc.

Program Statement 2021

Dublin Heights Community Child Care Inc. strives to provide quality programming that adheres with the Ministry of Education policies and pedagogy. Some of the Ministry documents that our staff reference to include the following:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years.
- Think, Feel, Act: Lessons from Research About Young Children
- Ontario Early Years Framework
- Ontario Early Learning Framework
- Early Learning for Every Child Today

At DHCCC, we believe each child is unique, capable of complex thinking with his/her own interest, abilities and dispositions, and deserves to feel accepted, supported and respected within our programs.

Children are competent, capable, curious and rich in potential.

DHCCC recognizes each child has potential to bring out his/her own abilities to the program. They are encouraged to explore and discover new things as well as develop and enhance their own unique creativity.

We provide an environment that enables the children to be curious in a safe and caring environment, which allows the children to grow and develop to maximize their potential.

Our centre fosters independence and self-reliance by providing free choice of play materials. The set-up of our environment meets the needs of the individual child to become independent and self-reliance.

The children are encouraged to be independent through routines such as washing hands, dressing, toileting, eating, and tidying up their play materials. At meal times, children are given

the opportunity to serve themselves. During this time, children are encouraged to have conversations between peers and adults which foster self-reliance.

For each individual child, their developmental stage is individualized and complex interplay between developmental factors such as their life experiences, community and unique family dynamics. We aim to integrate all areas of development into our program.

Our goals for children, consistent with the Ministry of education pedagogy, include the following:

- Every child has a sense of **belonging** when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and **well-being**.
- Every child is an active and **engaged** learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who **expresses** himself or herself in many ways.

Children's interests are valuable to their learning and offer a rich variety of experiences. The type of activities we offer daily include:

- Construction and design
- Physical literacy
- Drama, music, dance and visual arts
- Science and nature
- Language and literacy
- Rest time for children who require it, based on their developmental needs
- Daily opportunities for active outdoor play
- Opportunities for school-age children to work on their homework

Our program is designed to:

- Offer opportunities to create authentic lasting relationships with others in the program
- Foster the children's exploration, play and inquiry
- Encourage children to interact and communicate in a positive way and support their ability to self-regulate
- Provide child-initiated and adult-supported experiences

Health, Safety, Nutrition and Well-Being of Children

At DHCCC we promote healthy choices to develop the growth of the children we serve. We are committed to all children, families and educators in our centre to ensure safety. DHCCC has policies and procedures in place to support well-being and belonging.

Health and safety.

As a licenced child care, DHCCC meets and exceeds all health and safety requirements with the Ministry of Education. We achieve this by performing daily health and safety check of all the indoor and outdoor play spaces. Time spent outdoors and a balance between quiet time, active play and rest all support children's learning and enhance their physical, emotional and social well-being. Staff of DHCCC are required to conduct a sleep check of children every 30 minutes to ensure their well-being. Children that do not nap are allowed to engage in quiet activities. For any pick up of children by others outside of their parent/guardian, we require the parent to send an email or note with the person's full name. Upon pick up, we require the person to provide their most updated photo ID to verify their identity. If an email or note is not received, the child will not be released and the parent will be contacted.

Nutrition.

Our menus follow Canada's Food Guide and are culturally diverse. We accommodate dietary, allergies and religious food requirements for our centre. Parents are able to view the menu on the parent board in each classroom.

Relationships Among Children, Families, Staff and Community Partners

We at DHCCC foster collaborative and cooperative relationships with all our partners.

DHCCC is committed to promote a sense of belonging for children and their families in our centre by creating and encouraging positive interactions and collaborations with our families.

Every child is given the opportunity to develop social skills, personal responsibility, and how to problem solve in a diverse and inclusive way.

DHCCC strives to collaboratively work with all our community partners in reaching our mutual goal of providing the best child care service possible to families.

Positive Self-Expression, Communication and Self-Regulation

At DHCCC, we provide an inclusive program to give children a sense of belonging. We encourage children's communication, self expression, and self-regulation. Positive learning environment and experiences, focus on active play-based learning.

We seek to support, foster, encourage and to respond in many ways in which children express themselves. In our program, we try to honor and reflect children's home language and culture in our programs.

We welcome children with all abilities. For optimal development and learning, we respect diversity, equality and inclusion. Ways in which we create an inclusive environment in our programs is by:

- Incorporating strategies to foster an inclusive learning environment which every child can participate.
- Recognize each child as having equal rights to participate in program activities, trips, and events.
- Recognize and respect the unique qualities of each child and family.

Our programs focus on active play-based learning as a way that children naturally learn best. When children are manipulating objects, acting out roles, or experimenting with different materials, they are engaged in learning through play. Everything is planned following the child's lead and interest.

Parent Communication/Engagement

At DHCCC respect, empathy, trust and honesty are core values in all our interactions with families. DHCCC encourages and practices open communication with the families. Sharing knowledge is integral to the success of your child. In addition to daily interactions with program staff we offer many opportunities for parent feedback and involvement- such as surveys, newsletters, parent interviews, parent communication board, and centre website.

We believe working in partnership with families encourages the bond between home and school to promote the success of each child's experiences. We use parent input to improve our programs and services. The partnership with the families supports our programs in many ways:

- Building a powerful relationship by understanding family structures, language, values, and their culture.
- Helps meet the child's needs as families know their child best and are the first and most influential on learning and development.

Supporting Staff in Continuous Professional Learning

At DHCCC we hire staff that are professional, and have knowledge and experience with children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. We believe that all staff are entitled to be respected, supported, and treated fairly. At DHCCC our teachers are encouraged to participate in ongoing professional learning. Provision of regular training sessions, workshop opportunities are provided by the centre. Our staff supports the uniqueness in each child, engages with the children to encourage exploration of their environment, provoke their curiosity and guide positive interactions. Our staff also engages in a positive approach to support children's emotions. The staff regularly reflects on practices as they engage in new learning experiences, both individually and with colleagues. Staff develop programs that supports early learning that follow the child's lead and curiosity. Our educators participate in regular team/centre meetings to share ideas, suggestions and learning opportunities.

Documenting and Reviewing the Impact of Our Program Statement

Dublin Heights Community Child Care strongly believes that pedagogical documentation is a way for our program staff to learn about how children learn and think. Our staff records daily observations of children's interests and uses this information for their future planning. Making daily observations helps the staff find meaning in what children do and experience. The purpose of our documentation is also:

- To reflect on experiences and what they have been learning.
- To monitor appropriate development as the children grow.
- Gives opportunity for program staff to participate in ongoing professional learning.
- To keep ongoing communication with families about children's experiences.
- The enhance and encourage children's curiosity of learning.

Dublin Heights Community Child Care Inc.'s Program Statement is reviewed and signed off annually by the Board of Directors, staff, volunteers and parents to ensure that it is aligned with the Ministry's policy statement.

Reviewed and Approved by Dublin Heights Community Child Care Inc. Board of Directors.