



Dublin Heights

COMMUNITY CHILD CARE

Dublin Heights Community Child Care Inc.

Program Statement 2022

Dublin Heights Community Child Care Inc. strives to provide quality care and programming that adheres with the Ministry of Education's policies and pedagogical standards. Some of the Ministry documents that our staff reference includes 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 or her own interest, abilities and dispositions, and deserves to feel accepted, supported, and respected.

Children are competent, capable, curious and rich in potential

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

We provide a safe and supportive environment for the children to explore their curiosity, which allows the children to grow and develop in a way that maximizes 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-reliant.

The children are encouraged to be independent through routines such as hand washing, eating, dressing, toileting, 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 educators which fosters positive relationships.



Dublin Heights

COMMUNITY CHILD CARE

Each child's developmental stage is individualized and is a 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 programs.

Our goals for children, which are consistent with the pedagogy outlined by the Ministry of Education, 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 with various materials
- Physical and active play, such as scheduled daily outdoor time
- Drama, music, dance, and visual arts
- Science and nature exploration
- Language and literacy
- Rest time for children who require it, based on their developmental needs, and quiet spaces in each room
- Opportunities for school-age children to work on their homework

Our program is designed to:

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



Dublin Heights

COMMUNITY CHILD CARE

Health, Safety, Nutrition, and Well-Being of Children

At DHCCC, we are committed to the safety of all children, families, and educators in our Centre. We have policies and procedures in place to support the well-being of all children and educators.

Health and Safety

As a licenced child care, DHCCC strives to exceed all health and safety requirements outlined by the Ministry of Education. We achieve this by performing daily health and safety checks of all the indoor and outdoor play spaces, ensuring spaces are in good repair and clean. We have access to various developmentally appropriate outdoor play spaces for scheduled outdoor time, which allows for the children to engage in physical play and exercise. We have a scheduled nap time in our Toddler and Preschool program, where children are able to rest. Staff document when children fall asleep and wake up to ensure they are getting a developmentally appropriate amount of rest. Children that choose not to sleep are able to engage in quiet activities.

Children are only released to authorized adults listed on the child's emergency card. If a parent or guardian is unable to pick up their child, they are required to contact the Centre with the name of an alternative individual coming to pick up. The individual must bring up-to-date photo identification which must match the name provided by the parent or guardian. If they do not have up-to-date photo identification upon arrival then we will not release the child and will contact the parent or guardian.

Nutrition

Our culturally diverse menus follow the recommended serving sizes outlined in the Canada Food Guide. We accommodate dietary restrictions, allergies, and religious requirements at our Centre. Parents and guardians in our Toddler and Preschool programs are able to view our menu on the HiMama app. Children enrolled in our Kindergarten and School-age programs are provided with an afternoon snack.



Dublin Heights

COMMUNITY CHILD CARE

Relationships Among Children, Families, Staff, and Community Partners

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

DHCCC is committed in promoting 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 highest quality child care service possible.

Positive Self-Expression, Communication, and Self-Regulation

We at DHCCC provide an inclusive program that gives the children a sense of belonging. We encourage children's communication, self-expression, and self-regulation through active play-based learning experiences in a supportive environment.

We encourage children to freely express themselves in our programs, and to introduce their own culture into the program. We celebrate diversity and welcome children of all abilities at our Centre. Access to third-party resource consultants is available for children that require additional supports for optimal development and success.

Ways in which we create an inclusive environment in our programs is by:

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

Our programs focus on active play-based learning as children learn best through play. When children are manipulating objects, acting out roles, or experimenting with different materials, they are actively learning. Everything



Dublin Heights

COMMUNITY CHILD CARE

is planned following the child's lead and interest which provides play experiences that interest the child.

Parent Communication and Engagement

Respect, empathy, trust, and honesty are core values in all our interactions with families. DHCCC encourages and practices open communication with families as sharing knowledge is integral to the success of the children. We use the HiMama application in our Toddler and Preschool programs, providing families with daily updates regarding their child's day, and also allows for correspondence between staff and families. 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 boards, our Centre website and social media page.

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 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 educators that are professional, knowledgeable, and experienced in working with children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity of employment. We believe that all staff are entitled to be respected, supported, and treated fairly. At DHCCC, our educators are encouraged to participate in ongoing professional learning. Provision of regular training sessions and workshop opportunities are provided throughout the year by the Centre.

Our educators support the unique qualities of each child, engage the children to encourage exploration of their environment, provoke their curiosity, and guide positive interactions. Our educators also engage in a positive approach to support children's emotions, allowing children to work through their



Dublin Heights

COMMUNITY CHILD CARE

feelings in a safe and supportive setting. Our educators regularly reflect on their practice as they engage in new learning experiences, both individually and with colleagues, and participate in regular team/Centre meetings to share ideas, suggestions, and learning opportunities.

Documenting and Reviewing the Impact of Our Program Statement

We at DHCCC strongly believe that pedagogical documentation is a way for our educators to extend their understanding of each child and their interests. Our educators record observations of children's interests and uses this information in future planning. Making observations helps our educators find meaning in what children do and experience. The purpose of this documentation is also:

- To reflect on the child's experiences and what they have been learning
- To monitor a child's development
- To give our educators the opportunity to participate in ongoing professional learning
- To keep ongoing communication with families about children's experiences and growth
- To enhance learning opportunities which will 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 aligns with the Ministry's policy statement.

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



Letter of Acknowledgement

I acknowledge that I have read and understand the information presented in the Program Statement.

Please sign and return this form to Dublin Heights Community Child Care Inc.

Print name

Signature

Date

Office use only:

Date Received

Administration Signature