



Wellington Early Learning Centres Inc.

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Policies and Procedures Manual	Section 2 Licensing & Governance	Page 1 of 1
Program Statement	Policy # 2.4.6	Date: January 2017 Review/Revise Date: Feb 17 2017

Program Statement

Wellington Early Learning Centres Inc., believes in embracing and imbedding the practices, principles and policies provided from documents such as Early Learning For Every Child Today: A Framework for Ontario Early Childhood Settings. (ELECT- 2007); Think, Feel, Act: Lessons from Research about Young Children (2013) and How Does Learning Happen? A Pedagogy for the Early Years. (2014).

These documents are available on the ministry of Education website at www.ontario.ca/edu along with the Child Care Early Years Act (CCEYA) which provides regulations for maintaining a license for childcare.

Our Program Statement is designed around the four foundations set out in “How Does Learning Happen”, that are important for children to grow and flourish.

All employees, student and volunteers shall review and sign off on the program statement and implementation policy prior to interacting with children and when the program statement is been modified.

At Wellington Early Learning Centres Inc., we believe that each child is **curious, competent, capable, and rich in potential.** and that it is as important to teach children how to learn, as it is to teach specific skills and abilities. The following declarations reflect our expectations for current practices of early childhood education.

To promote the health, safety, nutrition and well-being of the children:

By building connections with the children that promote the well being of the children:

- engaging with children at their eye level
- using a pleasant calm voice and simple positive language with eye contact
- providing warm responsive physical contact
- Offering genuine acknowledgement for their accomplishments and effort for what they have done well.

By implementing policies and procedures that guide health and safety practices:

- Educators are Registered Early Childhood Educators (R.E.C.E.) accredited by the College of Early Childhood Education or equivalent qualification as set out by the CCEYA 2014
- All Staff will be trained in health and safety protocols.
 - ❖ Hold fire drills on a monthly basis.
 - ❖ Trained in Standard First Aid/CPR and the use of epi-pens

By implementing policies and procedures that guide the nutritional practices:

- Provide a menu that is overseen by a dietitian from Public Health ensuring it meets the Canada's food guide for portions and balance of nutrition
- The cook holds a certificate of training in Food Handling practices
- Using good hygiene habits, such as all staff and children are required to wash their hands upon entering the room, after toileting and before eating.

To support positive and responsive interactions among the children, parents, child care providers and staff:

By using resources available that assists us to provide responsive and up to date information to plan and make decisions regarding the changing needs of children, their families and the educators.

- workshops; professional Development;
- policy implementation; community partners; ASQ3; transition to school;
- Written documents such as "How does Learning Happen", CCEYA 2014," Early Learning For Every Child Today"
- We have an open door policy with Parents/ Parent communication
- Foster children's positive self-esteem

To encourage the children to interact and communicate in a positive way and support their ability to self-regulate:

By stating simple and clear expectations, taking time to engage children in the process of resolving problems and conflicts, encouraging children to listen to others and share ideas

- Staff will model the use of positive language and behaviours
- Encourage self-regulation through providing an environment where a child feels safe and supported.
- Teach the children to recognise their emotions and to discover ways in which to deal with them affectively and calmly.

To foster the children's exploration, play and inquiry:

By providing a program where the educators are co-learners recognising the value of the ideas and contributions that the children bring to the programs that enhance children's exploration, play and enquiry.

- Educators provide developmentally and age appropriate learning activities for the children to explore and manipulate.
- Educators provide a combination of open ended play based materials along with teacher facilitated practices.

To provide child-initiated and adult-supported experiences:

By engaging children in active, creative and meaningful exploration and inquiry where Staff will be co-learners with the children.

- Educators engage in open ended conversation with the children and asking open ended thought provoking questions
- Educators will develop an understanding of each child's interests through observation, reflection and documentation.
- Provide materials and activities to support those interests

To plan for and create positive learning environments and experiences in which each child's learning and development will be supported:

By Providing space and opportunities that are rich in potential for discovery, creativity, and learning.

- Educators actively engaged with the children and take advantage of spontaneous learning moments during the day.
- Provide space and opportunities that are rich in potential for discovery, creativity, and learning
- Encourage children to be respectful of the ideas of others

To 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 child care:

By providing time for children to engage in indoor and outdoor active play as well as rest and quiet times in the daily schedule.

- Children will spend a minimum of 2 hours per day outside engaging in active play; as long as the children are prepared for the weather.
- Provide cots and sheets for quiet rest time

- During quiet time, provide alternate quiet activities for those children who are not ready to sleep
- Encourage children to bring articles from home to help transition to quiet time (favourite book, snuggly, music, etc)
- Provide a space for children to be alone, within the safety of the program, or rest if they are tired.

To foster the engagement of and ongoing communication with parents about the program and their children:

By providing parents with regular communication in a variety of formats

- Educators will keep communication open via short discussions, notes, phone calls and emails.
- Sharing children’s experiences with parents, which are emailed through *Hi Mama*
- Program documentation is available in all rooms for parents to view
- Parents are encouraged to get involved by joining our Board of Directors and Fundraising Projects.

To involve local community partners and allow those partners to support the children, their families and staff:

By working cooperatively with various agencies such as Community Mental Health Association, the County of Wellington and Taylor Evan’s Public School, Community colleges, Universities and high schools to provide support to our children, families and staff.

- Community partners are invited to support the educator’s and children in the programs
- Yearly observation that supports the programs through Operating Criteria
- Open communication for shared space, transition to school meetings and a seat on the Parent advisory Council
- Support co-op students from local high schools, universities and colleges by offering supervised placements and mentorship opportunities

To support staff, or others who interact with the children at a child care centre premises in relation to continuous professional learning:

By encouraging continuous learning for the educators through a variety of activities and opportunities

- Monthly staff meetings
- Regular scheduled programming time – individual and team
- Supported in participation of professional development offered in the community

To document and review the impact of the goals and strategies set out in the program statement on the children and their families:

Per the Ministry's direction, Wellington Early Learning Centres Inc. shall ensure that all new employees, students and volunteers review this Program Statement upon hire or before their placement begins. Additionally, all employees, students and volunteers will review this Program Statement annually, and after any modifications

Information regarding the review of implementation of the program statement will be kept in a binder containing observations, plans and documentation to support understanding.

The Program Statement will now help inform Wellington Early Learning Centres performance review process. (Staff reviews and Parent surveys)