

Spots for Tots Program Statement

Requirement: 46 (1) Every licensee shall have a program statement that is consistent with the Minister's policy statement on programming and pedagogy issued under subsection 55(3) of the CCEYA and shall review the program statement at least annually for this purpose.

We believe that children are:

- Competent, curious, and capable of complex thinking
- All children are rich in potential
- Children are motivated learners

We believe that families are:

- deserving of respect and equal access to quality early learning and care for their children
- the base of their children's development and experts on their own children

Our educators are:

- warm, responsive, and reflective in their practice
- co-learners with children and families
- knowledgeable about child development and how children learn

Our program:

- develops skills for lifelong learning
- encourages problem solving and self-regulation
- embraces and values all families
- is guided by the principles in the Ontario Ministry of Education document **How Does Learning Happen?**
- fosters a sense of self and self-confidence through opportunities, challenges, and successes

Children, families and educators all have valuable knowledge and ideas to contribute

Our Environment

Every child is an active and engaged learner who explores the world with body, mind, and senses. Our learning environment is thoughtfully planned to create positive experiences for all children.

- We observe children to determine their interests, curiosities, abilities and needs
- Educators support and respond to children's inquiries, acting as co-learners alongside the children

- Our schedule ensures there are long periods of uninterrupted play to maximize exploration
- Program plans reflect a child-centered approach to learning allowing for flexibility and spontaneity
- Children's learning is observed and documented for the children to expand and authenticate the ideas and experiences
- Play materials are varied in developmental range and categories of development, there are ample toys and equipment for all children
- Open-ended and natural materials are included to encourage creative, independent thought
- Materials are available throughout the day for children to make independent choices

Create a supportive and predictable environment for the children with opportunities for each child to enjoy success

- Our schedule is predictable but also open for children to make independent choices within the structure
- Learning is documented for parents and other staff to inform about the program and children's ongoing development

Relationships

Positive, supportive, and authentic relationships with the children and families, as well as our child care team and the community are the basis of our program.

- Staff are responsive to the children and parents' efforts to communicate and follow through with action to create trust
- Staff are warm and welcoming to those arriving at our program
- All concerns are addressed respectfully, working together to find acceptable solutions
- Educators recognize the essential role that the community partners play in the well-being and development of the families they support
- Make meaningful connections with children to create positive adult-child relationships
- Parents and children will find educators to be kind, caring and empathetic

Positive and effective communication with everyone involved in our program is essential for successful relationships, this includes:

- Recognizing and respecting everyone's level of communication and understanding and interact accordingly, arranging support when needed (i.e., translator)
- Active listening where the speaker feels heard and never judged
- All voices are respected
- Supporting families through difficult conversations

Well Being

The health and well-being of children is crucial to their overall development, happiness, and lifelong success. Our role is to ensure that children are continually moving forward, and any concerns are addressed appropriately and in a timely manner

- Monitor the children's health daily through parent report and our observation, noting information in the communication log and daily attendance
- Communicate with parents about children's health and development on an ongoing basis
- Conduct developmental screens, as needed, in centre as well as providing screen for parents to use at home, to evaluate and utilize the information gained through the screen(s)
- Educators position themselves at the children's level and where they can oversee as much of the classroom as possible to supervise, support and interact with the children
- Educators are mindful in supervision of the children which is essential for observation for programming, prevention of potential problems and to track the children's development and well-being

We provide children and families a model of healthy habits daily to set children up for success through their life

- Our menu is diverse in the foods offered with an emphasis on fresh fruit and vegetables
- Snacks are a social time where children and adults eat together
- Children serve themselves and can regulate their own intake and making choices
- Times for active play are scheduled, and allowed for as needed
- Allowing for outdoor times for children to experience the outdoors and develop a connection with nature
- Allowing children to be involved in measured risk taking (i.e. jumping from short heights)

Our goal for all children attending is to have them to achieve and maintain a state of being calm, alert, and happy

- We observe the environment and children to note any stressors causing children to react negatively. It may be necessary to modify the environment or activities to better accommodate their needs
- Observe children to recognize individual stressors and assist in helping them find and use coping strategies
- Help children recognize when they are under or over stimulated and help them to find activities to become calmly focused and alert

Belonging and Community

We aspire to create a sense of belonging and importance for every child, parent, and team member in our program

- Families are visible in our room through photos, artwork, language, and food
- Parents are welcome to come into our program at any time throughout the day to visit

- We value the ideas of children, parents, staff, and community partners
- We understand the knowledge and experience everyone contributes is essential to an inclusive program

All families, children and staff are supported within our centre and within St. Louis, the Waterloo Catholic District School Board, and the wider community outside our school.

- Adult Instructors and child care staff connect to share information and support families as a team, when needed
- Support can be offered to students taking the next steps in education for themselves or for their children
- Educators support families that are newly settling in our community by connecting them to appropriate resources
- When translation services are required, we can assist in connecting that support. We work with agencies such as Reception House and YMCA Settlement Services
- Our program is supported by a Resource Consultant from KW Habilitation Services
- Educators assist families with concerns regarding children's development through the SNAP referral process
- Individualized Support Plans are developed as required to assist each child and family to reach their full potential
- Educators attend transition to school meetings, as needed, within our community for children entering Kindergarten
- Staff work with families and the following agencies to attend goal planning meetings and implement individual service plans: KidsAbility, KW Habilitation, WRDSB and WCDSB elementary schools

Educators who are warm, responsive, and knowledgeable are essential to quality programs and must be supported in all their endeavours relating to continuous professional learning.

- Staff can be compensated for the cost of professional development
- Resources are available on site for staff to use and additional suggested resources can be added in consultation with the Supervisor and/or Program Manager
- Professional goals are set by educators and supported by the Program Manager and Supervisor

Through observation and critical reflection both individually and as a team, educators strive to gain perspective, skills, and knowledge about their child care program

- Educators take time to discuss observations and to critically reflect on their program implementation, successes, and challenges in the environment
- Educators journal daily observations of the program and children
- Educators will continually be mindful of their application of the Spots for Tots Program Statement and will collaborate with, parents, our community, the Supervisor and Program Manager to modify the Program Statement as the program grows and changes to reflect the program in a current manner. *How Does Learning Happen?* is the pedagogical framework that is to be used as a guide.

High quality early learning programs create early experiences that positively impact children's future success!