

YONGE HEARTS CHILD CARE

PROGRAM STATEMENT IMPLEMENTATION POLICY

Child Care and Early Years Act 2014 Regulations Re Program Statement:

(3) The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates or at a home child care premises it oversees, and the approaches that will be implemented in the program.

As part of providing a quality program we are following the regulations of the *Child Care and Early Years Act 2014. How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014* (HDLH) is used as a guideline for licensed child care programs. HDLH views children as competent, capable, curious and rich in potential. The foundations of learning are belonging, well-being, engagement and expression. For more information on this please go to <http://www.edu.gov.on.ca/childcare/pedagogy.html>.

The following is how Yonge Hearts staff will implement the goals in the centre:

PROMOTE HEALTH, SAFETY, NUTRITION

HEALTH

The staff at Yonge Hearts conduct daily health observations of the children. Children are checked for any signs of ill health which are documented in the communication book for the room and discussed with parents. All staff follow Public Health policies and procedures including hand washing, toileting and diapering, cleaning up a mess, etc. Public Health postings are up throughout the centre to remind and encourage everyone to follow the procedures and help keep our environment as healthy as possible.

Throughout the day:

- Staff in the room make sanitizing and disinfecting solutions used daily for cleaning tables and washrooms, etc,
- Staff document any signs of illness in the communication book, fill out illness or accident forms
- If a child is ill the Director will be informed and the parents notified, in the event of a communicable disease or an outbreak staff will refer to Public Health policies and procedures on how to handle the situation
- Staff role model and encourage children to practice respiratory etiquette
- Staff assist children with toileting and diapering according to Public Health standards
- Staff role model and ensure proper hand washing/hand hygiene with children

- The early staff in the room administers any medication to a child; if not in the room the late staff will administer the medication
- Staff review medications in the room to make sure they have not expired
- The staff return medication to families once complete
- The staff in the room are responsible for washing and disinfecting the toys and equipment in the room (daily for infants, weekly for toddlers and preschoolers)
- Infant and toddler staff follow a laundry schedule as laundry is done throughout the day

In the office the staff collect information from the parents during the registration process which includes the child/children's immunization records. The office staff maintain the immunization records on a monthly basis to ensure that each child's is up to date. Office staff are responsible for notifying parents and any other necessary organizations of any communicable diseases or illnesses that are contagious. This is typically done through email or postings around the centre.

SAFETY

Everyone's safety in the centre is very important. The staff at the centre play a big role in maintaining the safety of other staff, children and families. As children arrive and throughout the day staff are doing head counts of the children to ensure that there is no one missing. Attendance verification is signed at multiple intervals throughout the day. In addition:

- Staff position themselves to maximize the view of the area
- Check and scan environments frequently/responding to unusual noises
- Are aware of the number and location of children at all times
- Balance observation and interactions with children
- Reacting quickly to remedy unsafe conditions
- Able to attend to a planned activity as well as observing children in the environment
- Have a plan in place to purchase and update equipment
- Areas of hazards are dealt with right away by staff, the Director or other professional
- Children are encouraged to respect classroom
- Equipment is purchased as needed for the program and discarded when broken
- Playground checks are done twice per day by the staff

The office staff are responsible for overseeing the safety of the entire centre. This may include repairs inside/outside, monthly and seasonal playground checks, fire drills and other maintenance and hazards that affects the well being of the staff and families in the centre.

NUTRITION

Children's nutritional health is part of their growth and development. The centre has a catering company that provides a morning snack, lunch and afternoon snack. Allergy/restriction lists are posted in all rooms, the office and kitchen. The staff must follow the allergy/ restriction list. Allergies and restrictions are reviewed with families quarterly and updated and signed off with the staff as necessary. For children with anaphylactic allergies the staff are trained on how to use EPI-PENS for each individual child that has an anaphylaxis allergy. Also:

- Staff role model and explain appropriate hand washing at meal times
- Plan meal times so that waiting for food is avoided
- Meals are planned to ensure socialization and open communication
- Children are encouraged to eat and try new foods, staff role model where necessary
- Children must not be forced to eat or taste new foods
- If desserts are served, they are planned as an integral part of the meal
- The toddler and preschool staff incorporate cooking experiences into the program monthly

The office staff are constantly in contact with the catering company. Office staff collect the company's Public Health inspections and dietician letters at least annually. The office is responsible for informing the company of allergy/dietary restrictions, any issues with food delivery or quality. Allergies and restrictions are reviewed quarterly with families and staff, this includes the children with EPI PENS. The office staff collect all necessary information in regards to children with anaphylaxis and EPI PENS and organize the training with the staff.

SUPPORT POSITIVE AND RESPONSIVE INTERACTIONS

The staff at Yonge Hearts must conduct themselves in a professional manner. Children and parents are greeted by staff when they come into the centre. Staff role model positive interactions for children between parents and other children in the centre. Children are encouraged to use manners when speaking to staff and other children. Staff have positive interactions with families daily. In addition to this staff regularly share children's developmental process through a portfolio which is reviewed monthly and through parent teacher meetings held at least annually.

- Friendly greeting/departure to child/family
- Demonstrates positive physical contact
- Models calm relaxed manner, good manners, positive body language
- Pleasant voice tone and level
- Using humour appropriately
- Responds positively to children's, parents and other staffs emotions
- Being available to children who need help
- Working in a team environment
- Modelling positive social behaviour and language
- Observing children's interactions and intervening appropriately by giving verbal direction
- Using open-ended questions to encourage the children to problem solve
- Providing supervision near children
- Clarifying and/or using positive reinforcement

Office staff endeavour to have staff and families feel safe and comfortable in the centre. We receive any concerns with an open mind and try to problem solve on a case by case basis. Any conflicts that are not easily resolved by the office staff are then sent in writing to the Board of Directors.

ENCOURAGE POSITIVE COMMUNICATION AND SELF-REGULATION

Throughout the day children are provided with opportunities to engage in communication with others. During this time staff are able to praise and encourage children when they are engaged with each other in an appropriate manner. Staff are role models for positive communication. They communicate respectfully with each other and with all families in the centre.

- Stating expectations clearly
- Matching expectations to developmental level
- Explaining consequences of behaviour
- Advising children of upcoming changes
- Helping children label their emotions and the emotions of others
- Providing ways for children to express emotions constructively
- Praising positive behaviour
- Using positive direction and comments

Staff allow children the opportunity to attempt various tasks on their own, step by step, and assist them when required. To support self-regulation staff:

- Provide choices when possible
- Encourage/provide time for children to complete task
- Encourage the development of appropriate self-help skills
- Respect children's decisions
- Offer assistance when appropriate
- Using sincere praise and encouragement
- Responding positively to children's interests, strengths and needs
- Commenting on tasks in smaller steps when necessary to give child sense of accomplishment

FOSTER EXPLORATION, PLAY AND INQUIRY

One of the four foundations of learning in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, is engagement. It states the following:

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond (Page 7).

At Yonge Hearts we believe that children learn through play, which aligns with the foundation of engagement in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. We provide a variety of materials which are open ended and allow children to explore and express themselves, problem solve and be more creative in their thinking.

Staff create program plans that are based on children's interest; however, program plans can change if children's interests change. Every room has access to a wide range of materials to help expand on children's current knowledge and support the learning process in any new inquiries.

- Staff participate in play with children
- Staff listen to children and provide experiences to enhance their ideas
- Staff have access to a multitude of resources to help expand children's ideas that come up during play
- The room is set up in a manner that children are interested in playing (the set-up, what materials are provided, open-ended materials that allow children to problem solve, etc)

CHILD-INITIATED EXPERIENCES AND ADULT SUPPORT

The staff at the centre create weekly program plans based on weekly observations of individual children and the children as a group; however, children's interests often change. This is why staff allow children to take direction during experiences. When necessary there is a section on the program plan where staff can document the alternate experiences that the children initiated.

- Staff provide opportunities for multiple experiences throughout the day
- Staff support children throughout the day when exploring the different materials available to them
- Experiences documented on plan and provided on a daily basis for individual children and the children as a group
- Areas are set up so that children know what to do with accessories and can decide the direction to take with them

PLAN FOR POSITIVE LEARNING ENVIRONMENTS TO SUPPORT DEVELOPMENT

Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways. *How Does Learning Happen ? Ontario's Pedagogy for the Early Years (Page 20).*

Children are observed frequently. Based on the observations the staff develop individualized experience plans. This allows the child to work on a specific skill. Staff also provide additional experiences to peak children's interests.

Children's individualized experience plans are included on the weekly program plan. Rooms are set up in advance to allow children to explore as soon as they enter the room. Staff reinforce and help children with the process of learning. Children are praised for all attempts at learning and developing new skills.

Program plans are completed weekly, are diverse and include: creative experiences, circles, language and literacy, sensory, science, dramatic play, cognitive experiences, block play, sleep

time with wake up experiences and outdoor play which happens twice a day for an hour (weather permitting) gross motor play when children cannot go outdoors.

- Staff meet once a month to discuss children's individual and group progress and plan/implement experiences to improve their development, these are documented in the rooms communication book
- Staff attend workshops to enhance the environment, program and quality of the room as necessary
- Transition visuals, daily schedules and pictorial symbols are incorporated throughout the room and are used consistently with all children as an inclusive program
- Combination of checklists, IPPs, suggestions used as basis for program planning

VARIETY OF EXPERIENCES THROUGHOUT THE DAY

THE CHILDREN PARTICIPATE IN MANY EXPERIENCES THROUGHOUT THE DAY:

Indoor:

- Variety of activities offered and implemented on a daily basis that cover all areas in the room and all areas of development
- Fun equipment/toys and displays set up to challenge children's abilities
- Activities listed cover all areas of development
- Learning circles are pre-planned and circle bins are set up ahead of time
- changes and additions are documented on the plan as necessary throughout the week
- Activities planned for children from 7:30-6:00 covering all areas of development
- Staff read to children daily and individually during group setting
- Books are rotated monthly
- Enough equipment for rotation (2 per child)
- Dramatic area offered daily and changed every few weeks accordingly
- Instruments available to enhance music activities
- Where applicable, books are available in other areas of the room
- Children are able to combine toys and materials from other learning areas
- Teachers use materials to teach skills
- Prop boxes available to rotate
- Multicultural accessories available
- Music and movement activities planned and implemented daily

Outdoor:

- Supervision of children ensures for both safety and child's need to explore
- Planned activities are available daily, whether inside or outside
- Positive interactions occur during transitions
- Portable attendance travels with each group-Written verification of attendance after each staff change
- First aid, etc checked and replenished on a regular basis
- Staff brings in correct number of children to maintain ratios outside
- Good balance of interaction and supervision
- Activities planned to ensure all children have a choice to participate

- Individual needs are met during transition (preparing children ahead of time)
- Playground checks done at an appropriate time
- Inclement weather/field trips noted on the forms on days playground not used

COMMUNICATION

Parents are an important part of the program. They are aware of their children's interests and development. Parents may contribute ideas, materials and their personal expertise into the program. Communication happens through daily observations, phone calls, letters left in cubbies, email, portfolios and parent teacher interviews which occur at least annually.

In order to maintain positive and open communication with other staff and parents in the centre the staff are:

- Gives coworkers positive and constructive feedback
- Passes along messages as needed
- Discuss concerns with coworkers and Director
- Reads centre communication book daily and signs on each day
- Communication skills with parents is respectful and friendly
- Infant and toddler staff to complete daily logs of children and share with the parents at the end of the day
- All staff to discuss children's portfolios monthly with parents
- Staff create documentation postings for parents which include the ELECT for the skill that the children are working on

COMMUNITY

The staff and Director are responsible for connecting the centre to the community. The Director organizes some workshops in which people from the community come into the centre to help staff gain knowledge. On a monthly basis the children are provided with an enrichment program. Usually the presenter of the program is a parent from the centre, another staff member or someone from the community.

PROFESSIONAL LEARNING

Lifelong learning is very important. As our community grows and changes staff and families must be aware of appropriate ways to handle a variety of situations. Individually staff are required to do at least one training program per year. In addition the centre may have group trainings to learn more about a variety of topics.

All staff at the centre are required to be Standard First Aid and CPR Infant Level C trained. Training is provided at the centre and upgraded annually or as required. The centre will pay for training if the staff is participating at the centre.

CENTRE EVALUATION

Prior to employment at Yonge Hearts all staff are required to read and understand the policy binder. They must sign off that they have read and understand the policies of the centre. All policies are then reviewed annually and more frequently if necessary. The Program Statement will be available to anyone that comes into the centre, reviewed before the commencement of employment or volunteering, reviewed annually for changes, reviewed annually with staff, students and volunteers and used as a means to document its effect on families. The staff will be evaluated at least annually based on their implementation of the program statement in the centre; in addition to their general evaluation, also done at least annually.

Prohibited Practices

Child Care and Early Years Act 2014

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- (a) corporal punishment of the child;
- (b) deliberate use of harsh or degrading measures or 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;
- (c) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- (d) inflicting any bodily harm on children including making children eat or drink against their will.
- (e) locking the exits of the child care centre or home child care premises for the purpose of confining the child; or using a locked or lockable room or structure to confine the child without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (f) physically restraining a child as in confining the child to a high chair, 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 the child from hurting himself.

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Contravention of Prohibited Practices

1. Anyone observing or hearing a prohibited practice being used shall immediately report to the Centre's Director or, in her absence, the designate. The reporter, or anyone else having knowledge of the incident shall maintain the strictest confidentiality and the incident shall only be discussed further with the Director.
2. The Director will complete a written, objective account of the verbal report, to be signed by the person reporting.
3. The Director will immediately advise the Executive Committee of the Board of Directors of the report. The Director will also determine if the Children's Aid Society (or appropriate agency) should be notified. Subject to the involvement of C.A.S., the Executive Committee will determine the appropriate course of action, including whether an internal investigation will take place and whether the Province and City of Toronto should be informed.
4. An investigation may require observation, private discussion with the staff involved, and in some cases, other staff. Complete documentation will be part of the investigation process. In some cases, it may be necessary to suspend the employee during the investigation, prior to disclosure of the complaint to the employee.
5. Depending on the outcome of the investigation, several courses of action are possible:
 - If the investigation is inconclusive, the Director will continue to monitor the activity of the employee providing further documentation.
 - If the investigation proves that the initial report was unfounded, no further action will be taken.
 - If the Director finds the report to be based on fact, disciplinary action will be taken in accordance with the severity of the situation.
 - If the Director is reported to be using a prohibited practice, the Board of Directors or the Executive Committee will conduct the investigation and take appropriate action.
 - The Board of Directors will make all final decisions regarding suspension and payment of salary while under suspension.
6. In severe situations, the Director may immediately suspend an employee. Immediately after such a suspension, the Director shall advise the Executive Committee of the Board of Directors. If there is evidence that indicates that harsh discipline was used, or that a child was sexually abused in any way, the employee will be dismissed immediately. The reason for the dismissal will be noted in the employee's personnel file and notification will be sent to the Province and Toronto Children's Services.
7. In less severe situations, the employee will be interviewed by the Director and a representative of the Board of Directors. The employee will be placed on probation

and encouraged to develop positive practices through self development and/or training.

The employee will be advised in writing at the time of the interview that prohibited practices must not be used, stating specific practices. This written advise will form part of the employee's personnel file.

8. If a second instance of the use of the prohibited practice is substantiated, the employee will be dismissed. The reason for the dismissal will be noted on the employee's record and depending on circumstances, written advice may be sent to the Province and Toronto Children's Services.

Contravention of Policies and Procedures

IT IS IMPERATIVE THAT THE EMPLOYEE KNOW EXACTLY WHAT IS EXPECTED OF HIM/HER AND THE POSSIBLE CONSEQUENCES SHOULD CORRECTIVE ACTION BE TAKEN.

The following disciplinary levels will be used:

- (a) LEVEL 1. The first level will be a verbal warning given by the employee's immediate supervisor. The official verbal warning will be given privately to the employee, by specifically removing him/her from his/her regular place of work to a private area.
- (b) LEVEL 2. The second level will be a verbal and written notification to the employee, with a copy being placed in the employee's personnel file, listing the infraction(s) and stating that further action will be forthcoming in corrective measures are not taken.
- (c) LEVEL 3. The third level, and usually the final level, is a verbal and written notification by Registered Mail informing the employee that she had been discharged, on what date, and giving reason(s).

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