



Devonshire Child Care Centre

PROGRAM STATEMENT

At Devonshire Child Care Centre there is a strong belief in quality care for families and the sense of community. Quality care is created through providing warm, responsive and inclusive relationships. Registered Early Childhood Educators (RECEs) play multidimensional roles within the program. RECEs work collaboratively guided by the 'Code of Ethics and Standards of Practice' set out by the College of Early Childhood Educators (CECE). Educators (RECE's and Educational Assistants) at Devonshire Child Care Centre have embedded the principles of Early Learning for Every Child Today (ELECT) and How Does Learning Happen (HDLH) into all aspects of the program. These documents provide pedagogical approaches that support children's learning, development, health and well-being. Pedagogy refers to the process of understanding and supporting learning (how learning happens). Through pedagogical understanding of relationships between children, families, environments and Educators Devonshire Child Care Centre optimizes learning and healthy development; thus supporting belongingness, engagement, expression and well-being.

Devonshire Child Care Centre is licensed under the Child Care and Early Years Act (CCEYA) of the Ontario Ministry of Education (MOE). Our centre is required to meet all regulations of this Act including health, safety and fire regulations as dictated by the City of Ottawa Department of Public Health, the Ottawa Fire Services, and the Ottawa-Carleton District School Board (OCDSB). The MOE Program Advisor monitors annually the standards for safety, staff training, program quality and compliance with the CCEYA.

Devonshire Child Care Centre **promotes the health, safety, nutrition and well-being of children.** Children have a sense of health and well-being when they are confident in their growing abilities. When children are increasingly able to take initiative, face challenges with enthusiasm and persistence, they are able to cope with and adapt to change. They then are able to develop skill sets that are related to their own capabilities and success. Through set boundaries, children know that they are safe and can explore their curiosities with confidence. Proper nutrition

provides children with a solid foundation, allowing them to explore the world around them. It improves concentration, promotes growth, builds strength, provides energy, and establishes healthy eating habits. Preschool children are provided with lunch and all children are provided with two snacks from a wide variety of family and cultural preferences; introducing new food items that they might not be familiar with. This provides the opportunity to comfortably try new food. Educators are encouraged to eat with the children, thereby modeling proper nutrition. Following Ottawa Public Health guidelines, children are provided with a positive eating environment.

Positive and responsive interactions among children, parents and staff are seen as essential in quality care. The children, when responded to on a consistent basis, will build strong and caring relationships with their Educators. Children are supported in situations where they need assistance in finding some new ways to achieve their goals; allowing for the building of self-regulation skills. Educators guide them when necessary (e.g. Giving children time to be persistent when they are trying to accomplish a task, using phrases such as, “I see that the task you are working on is difficult. You seem frustrated, is there something you need?”) Modelling language and labelling emotions gives the children an example of societal expectations and how to interact with peers. Children are encouraged to treat peers and Educators in a respectful manner. This is done by responding positively to children’s cues; supporting the development of secure relationships. Building rapport with parents and families is of utmost importance. Educators have conversations with parents about their children on an ongoing basis and build relationships as set out by the CECE’s Code of Ethics and Standard of Practice.

Encouraging the children to interact and communicate in a positive way and supporting their ability to self-regulate is a goal that Devonshire Child Care Centre has. Children are competent, capable, curious and rich in potential. Educators work together to help children develop their sense of self-regulation. Time is given to allow children to express themselves so they may feel listened to and also to foster listening skills during conversation. Educators guide the children’s behaviours in a variety of ways including self-regulation, logical consequences, and redirection. Self-regulation (e.g. When a child hurts another child they are not asked to apologize: they are to see if the hurt child is okay, what the hurt child needs to feel better, then reflect how the situation could have been done differently) develops empathy. Logical consequence is when the children are an active partner in the process of choosing consequences (e.g. If a child is angered by another child and while walking away, they dump a bucket of toys, the Educators allow that child the time necessary for them to calm

themselves. Then they would have that child clean up the bucket of toys). Redirection is used as a behaviour guidance method to help support children with self-regulation. It can be used in many different ways such as humor, distraction, responsibilities, and challenges (e.g. A child is throwing cars. “I didn’t know these cars had wings, let’s take the wings off and make sure the wheels stay on the tracks.”, “Let’s see how fast the car travels from one side of the carpet to the other on its wheels.”) The behaviour is guided in an interactive way. Devonshire Child Care Centre adheres to the Child Care and Early Years Act (CCEYA) in regards to prohibited practices such as corporal punishment, deliberate harsh or degrading measures, deprivation of a child’s basic needs, confinement, and the use of lockable rooms.

In order to **foster children’s exploration, play and inquiry**, Educators use observation and pedagogical documentation. With children’s input, the environment is mindfully setup to allow for exploration and engagement. A flexible schedule, accessible materials and equipment/furnishings allows the children to develop the independence to fully and freely explore their environment. They are able to inquire about items and topics that have been set out according to their interests. Using an interest board that parents and children can see and contribute to, the children guide their own learning. Educators support, research, observe, provide tools, and ask questions. To enrich learning experiences, the Educators as co-learners with children, use verbal guidance and resources such as books, websites, games, personal experience, peers, families, field trips and special events; thus **providing child-initiated and adult-supported experiences**. This also provides children with a strong base to begin their life experiences.

Reflective practice is used when **planning and creating positive learning environments and experiences in which each child’s learning and development will be supported**. It ensures a quality learning environment for children that respects their abilities, special talents, interests and individual differences. Reflective practice refers to the “systematic, reflective, collaborative process used by early childhood educators to plan, evaluate, make decisions and create and implement change through consideration of relevant literature, current practice learning environments, observations of children’s development, behaviour, social interactions, learning and knowledge of families” (Ministry of Education, 2007). Educators use knowledge of children’s development and meet frequently with team members to discuss strategies, environment and resources to enhance learning through play. Using ELECT and HDLH as a framework for planning, allows Educators to evaluate the goals set out for the children. Through collaboration, teams decide how to rejuvenate or modify the environment adapting to the

children's changing and growing interests. Educators support children's attempts to take reasonable risks, test limits, and gain a sense of their own abilities through play and social interactions. **Indoor spaces** include our classrooms, where some gross motor activities may also be available. These may include but are not limited to; body breaks, dancing and large wooden blocks. Devonshire Child Care Centre uses the gymnasium when possible with all children. Devonshire Child Care Centre is located in the heart of Centre Town and represents those of an ecofriendly, culturally diverse environment. We respect all families' values and beliefs. This enhances our program by allowing us to incorporate celebrations, decorations, photographs and information from a wide assortment of backgrounds and gives the children a sense of belonging. Children are able to educate their peers as well as staff of their family values and traditions. This allows them to proudly express themselves outside of their family setting.

Devonshire Child Care Centre provides **outdoor play, free play, rest and quiet time giving consideration to the individual needs of the children**. Devonshire Child Care Centre ensures that learning happens anywhere at any time! Devonshire Child Care Centre outdoor environment consists of two play yards. The primary yard provides a play structure for the younger children, a huge sandbox, 2 three square hoops, lots of pavement space and a garden space to explore. The junior yard consists of a play structure, sand box, picnic tables, cement area with basketball hoops, a three square hoop and a large grassy area. All outdoor programming is weather permitting. Preschool children are outside a minimum of two hours daily. Once kindergarten and school age children arrive from school, outdoor time is a minimum of 30 minutes. During full days, kindergarten and school age children are outside for a minimum of two hours. Children of all ages enjoy free play, music, story, creative and group games outdoors. Devonshire Child Care Centre has multiple safe and stimulating outdoor toys and spaces for intentional active play. These toys and spaces are individualized and adapted, as needed; offering challenges that are within each child's ability.

The health and well-being of active children benefits from rest and quiet times. This is incorporated in our full day programming for Kindergarten and School-Age children. Both have a one-hour quiet activity time. Preschool children rest for two hours daily. Preschool children are able to rest on cots with sheets and blankets. Once they have rested, they are able to choose from a variety of quiet activities. Taking into account sleeping children, different areas of the classroom may be available until the children that are sleeping have woken. Quiet activities include reading, puzzles, quiet manipulative toys and Educator directed games.

Fostering the engagement and ongoing communication with parents about the program and their children is of utmost importance. When parents are introduced to the program, they are shown each program's bulletin boards with the displays of how ELECT and the children's interests are incorporated into the rooms. Having documentation panels and storyboards displayed gives families concrete examples of what the children are learning within each classroom. Preschool parents are informed of the children's Learning Stories. Children's Learning Stories are sent home, so they can be shared and discussed. Families are appreciated as unique and diverse. Families are viewed as competent and capable, curious and rich in experience. Devonshire Child Care Centre's Educators welcome families upon arrival and pick-up and invite them into the classrooms. Educators and parents can arrange times when they can meet formally or simply have a quick conversation when dropping off or picking up their children. Devonshire Child Care Centre encourages parents to join us for special events. Our Board is comprised of parent volunteers; this allows them to have a voice in the program as well.

Devonshire Child Care Centre is involved with **local community partners and allows those partners to support the children, their families and staff.**

Through community partners, the children can discover the many wonderful local people, performers, businesses and areas surrounding their school. This shows the children that when they contribute to the world around them, they have a place in their community; thereby developing their sense of belonging. Community partners welcome the Educators, the children and the families. This helps the children to understand why they are there and what the impact and purpose of these places have in the community. On occasion, the Kindergarten and School-Age children at Devonshire Child Care Centre take walking trips to the local parks, splash pads, Fire Station, Bowling Alley, Parkdale Market, Tom Brown Arena and stores. We also bring special guests from around our community into our centre for unique learning opportunities, such as LUV2GROOVE, The African Story Teller and MASC. Throughout the year the Devonshire Child Care Centre holds different fundraisers which benefit both the program and the community.

Devonshire Child Care Centre is located in the wonderful 100-year+-old Devonshire Public School building. The centre is actively involved with the school and school community. Our community is very environmentally aware. Both the school and child care centre participate at some level in a Recycling and Compost program. All of Devonshire Child Care Centre's children attend or will attend the school. Most of the children live within close proximity to the school and bike or walk. Many generations of family members that have attended our school, work and live in the community. Some of our past students have returned to volunteer, work, to complete a placement, to reminisce, or just to say "hello".

Devonshire Child Care Centre and Devonshire Public School are proud to be part of a family, ecofriendly oriented community.

Devonshire Child Care Centre supports staff in relation to continuous professional learning. It is an ongoing process which extends beyond everyday expectations. Information on workshops, webinars and seminars that are available in our sector is provided regularly. Staff attend workshops that are integral in enhancing the program and knowledge of the Educators. When a staff member attends a workshop, they are given the opportunity at a staff meeting or via email to share what they have learned. This allows time to field any questions that anyone may have. Educators are professionals and use each other as resources. Educators encourage one another, sending articles, providing websites, lending books/magazines, and having regular meetings to discuss the program. Educators support each other as a team. Through building strong bonds, communication, positivity and encouragement Educators are able to support the children, the families, and the staff at the centre.

Devonshire Child Care Centre **documents and reviews the impact of different strategies** on a monthly basis. Staff meetings are set and everyone attends, thereby getting input from the team as a whole. Educators discuss any concerns, techniques, questions, and information that have been gathered. The Educators collaborate and discuss the program's strengths and what needs to be strengthened. Educators are encouraged to bring any new information to these meetings and all have input on what is discussed. Devonshire Child Care Centre builds the program goals and expectations as a team. Everyone works together keeping the four foundations in mind (Belonging, Engagement, Expression and Well-Being). This provides the children, families and Educators their best chance at success.

All educators, educational assistants, supply staff and students are required to read and sign the Program Statement prior to employment and/or prior to being in the program with the children. This will happen not only on an annual basis, but as the Program Statement changes. Reading and signing the Program Statement gives staff an understanding of practices at Devonshire Child Care Centre.

All expectations set out in the Program Statement are followed through by every staff member. These are implemented in each classroom setting. Through observation and documentation, supervisory positions ensure staff are implementing the expectations set out in the Program Statement. Ensuring all staff are supported by having discussions at staff meetings, as well as keeping

documentation will maintain the high standards Devonshire Child Care Centre has for its staff.

Educators are required to keep documentation on programming and the children within their programs in support of showing that they have an understanding of the Program Statement.

Assistant Directors will review the sign off sheets annually and support the staff should they have any questions or concerns regarding the Program Statement (including Educators, Educational Assistants, supply staff and students).

Educators will review the document How Does Learning Happen and ELECT on a regular basis, reflecting on their roles as Educators within the program and reviewing their documentation on children.

Throughout the past 30+ years in the community, the Devonshire Child Care Centre's Educators and Educational Assistants have dedicated themselves to the well-being, beliefs and values of their children and families. They are dedicated, professional, hardworking individuals who have a passion for working with children. The Devonshire Child Care Centre is more than a Child Care Center; it's a family and a home.

Revised November 2018