



**Support, every step of the way**

## **Program Statement <sup>(1)</sup>**

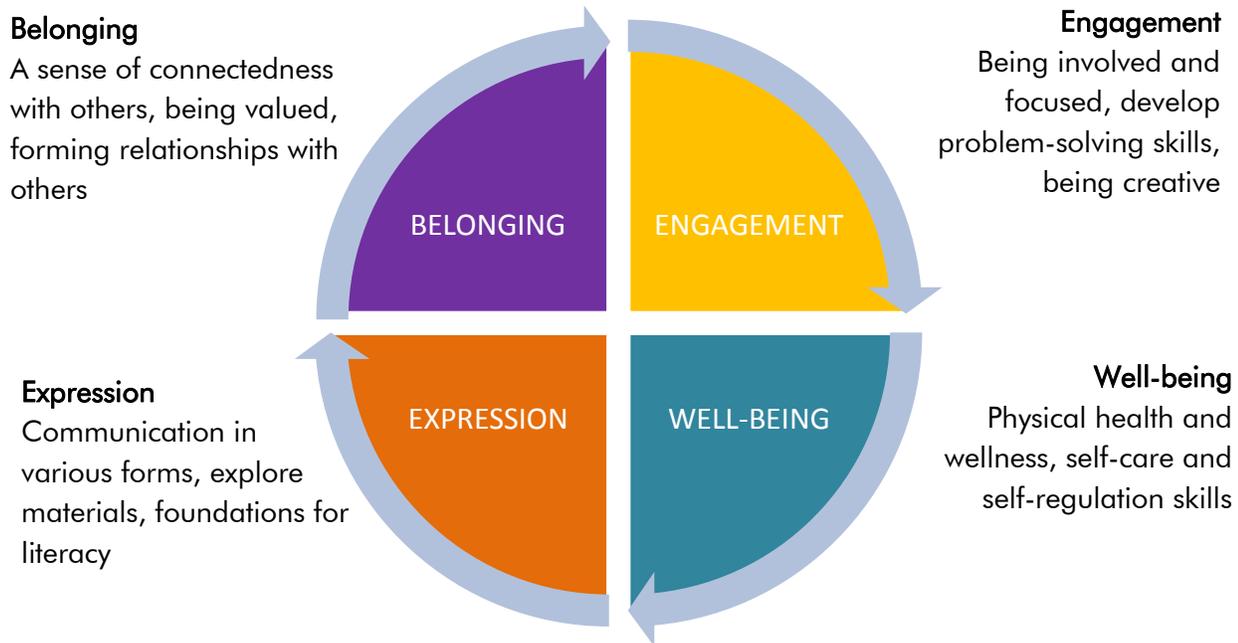


### **Wesley Licensed Child Care Programs**

**W**esley licensed\* child care programs provide opportunities for children that support their emotional, social, creative, cognitive and physical growth and development. The program follows the Ministry of Education’s “How Does Learning Happen? Ontario's Pedagogy for the Early Years” document as the philosophical and practical framework for supporting children’s learning and development. Learning and development happens when a child interacts with their family, educators and their environment.

\*The Ministry of Education licenses child care programs under the Child Care and Early Years Act (CCEYA), 2014. Inspections occur and the program must follow the requirements of the CCEYA and Regulations.

There are four conditions that are important for children to grow and flourish. (2)



These four conditions apply regardless of a child’s age, ability, culture, language or setting, and inform the goals for children and expectations for our licensed child care programs.

Wesley’s licensed child care programs are staffed with Registered Early Childhood Educators, trained and regulated professionals, who care for and observe children each day to understand their interests and individual social, emotional and developmental needs. Wesley Urban Ministries is committed to, and fully participates, in the quality assurance programs/initiatives developed by the City of Hamilton.

- Children in our child care programs are seen as **competent learners** (3) and are encouraged to use their imagination, be creative, ask questions and find answers
- Each child’s individual needs and personalities are accepted

- Children are supported and encouraged to make decisions: what toys to play with, what activity to do, who to play with
- **Staff listen attentively and respond respectfully to children, parents and colleagues** (4) to instill a sense of belonging and acceptance

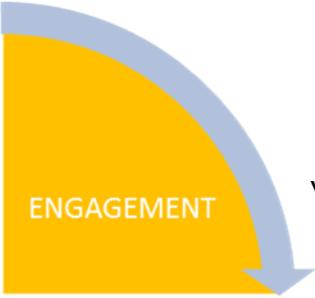


- **Staff record information about each child to determine their interests and developmental needs** (5)(6)

- If a child has special learning needs and/or requires additional support or input to be successful in meeting their

potential, program **staff work collaborative with parents, community partners and other professionals** (7) to implement the child's individual support plan

- Parents are encouraged to participate in our programs wherever possible to ensure that we are being sensitive to the diversity of all our families
- Social gatherings are planned regularly to encourage full participation of parents and other significant people in the child's life
- Special attention is paid to support our non-English speaking families: cultural interpretation, translation of parent materials
- Parents are involved in supporting and managing their child's development and behaviour. Staff regularly **communicate with parents about their child's strengths and needs** (8)
- Proactive strategies are used throughout the day, to guide a child's development: staff use verbal warnings for transition, use verbal praise to reinforce positive behaviours, and redirect children who experience upsets
- Children in the child care and one of the school age programs visit our senior neighbours in Queen's Garden Long-term Care facility to enjoy special activities together



## ENGAGEMENT

- Staff set up an inquiry-based learning environment with interesting activities, a variety of materials and age appropriate equipment that is intended to **elicit each child's curiosity and expand their learning** (9)
- Through observation staff learn about each child's learning style and they **set up the materials and environment so all children can participate and learn** (10)
- Children are encouraged to express their ideas to build their confidence and self-awareness
- Children take part in activities that require helping, taking turns, talking to solve problems and group work
- Each child's self-care independence is nurtured through regular routines such as meals, dressing and toileting
- Staff develop programs to ensure children are provided with both familiar and novel activities that are of interest to them
- Regular observations inform staff about structuring the environment to ensure that **activities are both child initiated and staff supported** (11)
- Learning materials available in the program are changed regularly
- Age appropriate activities provided by the staff stimulate the creative interests and abilities of the children
- Schedules and routines are set to meet children's needs and understanding of time
- Staff are regulated by the College of Early Childhood Educators of Ontario and are expected and supported to regularly participate in **professional development workshops and share their new learning with others in the centre and with parents** (12)



- Interesting articles and parent information handouts are available for parents and are posted on the Information board

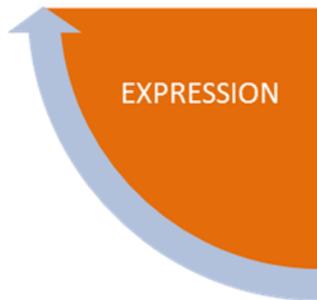
## WELL-BEING

- Children enjoy **active learning while indoors and outdoors** (13) by participating in a variety of activities that encourage physical and cognitive development
- Children experience quality outdoor time that helps with overall health and large motor development as well as opportunities to experience nature
- Each child's **well-being and physical health** (14) is observed daily and any signs or symptoms of illness are attended to
- Staff support children's independence in daily routines and activities such as toileting, eating, picking up toys, washing tables and dressing
  - **Nutritious snacks and meals** (15), that meet the Canada's Food Guide recommendations, are provided daily
  - Children in the full day child care program are provided with an **age appropriate rest or quiet period** (16)
- Staff and other adults interact directly with the children as much of the time as possible
- **Children are encouraged to solve problems by identifying the problem, thinking about alternatives, and making decisions** (17)
- Staff use positive behaviour support strategies to foster each child's development of self-regulation
- Staff respond to peer to peer conflicts in a calm, open and supportive manner while maintaining each child's dignity and well-being
- Staff accept each child's demonstration of their wants and needs regardless of how these are communicated, and model coping and



communication skills to assist the child's development of language and social skills

- Punitive responses to disruptive or aggressive behaviours are prohibited



- Children are encouraged to express themselves and expand their learning
- **Staff listen attentively and reflectively, to assist children learn about their emotions** (18): what makes them happy, what upsets them
- Physical space is clearly organized and defines what kinds of activities are permissible
- Play materials and activities are set up to engage children's active interest and participation
- The expectations for children are embedded in the environment and routines
- Staff members anticipate problems and may be able to intervene before they happen
- Staff model play, communication and social skills
- Interactions between children are fostered using language modeling ("Ask your friend Ahmed if you can play with him. Can I play Ahmed?"), demonstrations of how to develop play skills ("Put the block on top", "Give your friend a block"), using proactive behaviour supports ("In a few more minutes it will be time to tidy up.") and reinforcement ("You waited for your turn! Good job waiting").
- **Play and learning materials available in the program entice children to explore and learn** (19)



- Structured activities such as stories and songs help children to learn through repetition and self-expression

Wesley believes that children are entitled to opportunities that support their emotional, social, creative, cognitive and physical growth and development in an environment that foster, active learning, autonomy, democratic freedom, multiculturalism and a sense of responsibility and order. All children have a right to participate in a safe and friendly learning environment. The staff will do their utmost to oversee and participate in all of the children's activities to ensure that everyone's rights are protected, both children and staff.



Wesley wants to ensure that children have a safe and positive experience that promotes their growth. Program staff will document children's participation in the program, each child's development, and their involvement with other children and other activities. Staff may take pictures to record the children's participation or write down comments made by children that reflect each child's belonging, well-being, expression and engagement. This information will be used to evaluate and monitor the implementation of our Program Statement and programming approaches.

The program supervisor and program manager will **observe staff interactions with children and parents** (20) to ensure that the approaches

outlined in the program statement and in the centre's policies are consistently applied. The following practices are prohibited in our service:

- corporal punishment of the child;
- physical restraint of the child for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the program for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- 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;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

Parents/guardians have the primary responsibility for the care and education of their children. They also have the right to pursue financial security, further education, and/or personal fulfillment. Parents/guardians are entitled to be involved in and informed of the daily life of the centre as an integral part of their childrearing experience. The centre will support parents'/guardians' participation in their children's learning and development.

Staff members have chosen their work because of a belief in the importance of the task and suitability of their skills and education, as well as a strong commitment to the development of children. Wesley supports **staff development** (21) and ensures evidence-based practices are applied in the program.



## References

- (1) Ministry of Education: Child Care and Early Years Act, 2014, Ontario Regulation 137/15, subsection 46 (1),(2),(3)
- (2) Ministry of Education, How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)
- (3) Ministry of Education: Child Care and Early Years Act, 2014, Ontario Regulation 137/15, subsection 46 (2)
- (4) Ibid, subsection 46 (3)(b)
- (5) Ibid, subsection 46 (3)(f)
- (6) Ibid, subsection 46 (3)(k)
- (7) Ibid, subsection 46 (3)(i)
- (8) Ibid, subsection 46 (3)(h)
- (9) Ibid, subsection 46 (3)(d)
- (10) Ibid, subsection 46 (3)(f)
- (11) Ibid, subsection 46 (3)(e)
- (12) Ibid, subsection 46 (3)(j)
- (13) Ibid, subsection 46 (3)(g)
- (14) Ibid, subsection 46 (3)(a)
- (15) Ibid, subsection 46 (3)(a)
- (16) Ibid, subsection 46 (3)(g)
- (17) Ibid, subsection 46 (3)(c)
- (18) Ibid, subsection 46 (3)(c)
- (19) Ibid, subsection 46 (3)(d)
- (20) Ibid, subsection 46 (3)(k)
- (21) Ibid, subsection 46 (3)(j)