

Home Child Care Provider - Program Statement

Overall Statement

I believe that children are capable and competent. I believe that families want the best for their children. I will work together with parents to create high quality programs for their children where the children will have a chance to be the best that they can be.

How Does Learning Happen? is the foundation of my Program

This Program Statement is consistent with the Ministry of Education's policy on programming and pedagogy and is based on the ***How Does Learning Happen?*** document. I will support the children to meet the goals below and will make sure that my home meets the expectations for programs. I will do this by building on the four **foundations** for healthy growth and development:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them.
Well-Being	Every child is developing a sense of self and health and well-being.	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with her/his senses, bodies and minds.	Provide environments and experiences to engage children in active, creative, and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.

To make this happen, I will:

- a) **Keep children safe and healthy.** (Promote the health, safety and well-being of young children, families and educators).

Here is what you will see:

- The play space for the children is well organized and clean;
- A process to sign your child in and out of my home;
- Healthy food, that follows Canada's Food Guide;
- The children and I wash our hands often throughout the day;
- The children help serve themselves at snack and lunch time. Water is always available to the children throughout the day;
- At meal times, I sit and eat with the children and we talk with each other;
- Children serve themselves and I encourage them to try new food. I never force children to eat;

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- Lots of chance for the children to use their bodies; lots of physical activity;
- Positive language that emphasizes accomplishment and effort;
- The amount of computer and TV time for the children is limited; and
- I make sure that I follow all the rules from Toronto Public Health and the Toronto Fire Department to keep myself and the children safe and healthy.

b) Communicate positively and responsively with children and parents. (Support positive and responsive interactions between educators, children and families).

Here is what you will see:

- When you first bring your child to my home, I will show you the play areas in my home, and ask you for information about your child: what she likes and dislikes, and what comforts your child. This will allow me to meet the individual needs of your child;
- I will welcome you and your child by name when you arrive in the morning;
- I will use a calm voice and get down to the child's level for face-to-face interactions; and
- I will talk with the parents, sharing information and our knowledge about each child.
- I will be careful when I talk about sensitive issues with parents / guardians.

How I Support Positive Interactions

I provide lots of different activities for the children to do every day. I focus on the children's positive behaviour and encourage them to problem solve. I will model appropriate interactions.

As a reflective practitioner, here are some of the questions I ask myself:

- How do I support and encourage the things children do right rather than paying attention to what they might be doing "wrong"?
- Am I **learning** too? How do I answer when a child asks me something that I don't know? Do I redirect the child to something else or do I say: "Let's find out together!"
- Do I understand that children learn through their play and can I help parents to understand this too?
- Am I having fun? Is at least a part of each day filled with **joy**? What are the clues that show others that I am excited about what I am doing?

Supporting Children to Manage their Behaviour

Children benefit socially, emotionally and physically from my positive approach. I help the children to understand their feelings and emotions. I help the children to regulate their behaviour.

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Because the following actions are prohibited, I will never use:

- 1) Corporal punishment;
- 2) Harsh or degrading measures that may humiliate or undermine a child's self-respect and self-esteem;
- 3) Exposing a child to harsh or derogatory language;
- 4) Depriving a child of basic needs such as food, shelter, clothing or bedding, sleep and toileting; and
- 5) Confining a child by locking the exits of the centre or using a locked or lockable space to separate the child from other children (except in an emergency lock down situation)

If I engage in any of these prohibited practices, I understand that I may face progressive discipline practices as per the terms of my contract with Network. Any allegations of child abuse will be immediately reported to child welfare authorities and the Ministry of Education. My affiliation with Network may be terminated. I am required to follow Network's Behaviour Guidance Policy that I review and sign off on each year.

- c) **Help children interact and connect in lots of ways.** (Encourage and enable children to interact and communicate in a myriad of ways with each other, with me as a provider and with their communities).

Here is what you will see:

- Lots of ways for children to communicate their ideas, thoughts and feelings including:
 - Painting, drawing, modelling with playdough, plasticine and other art and creative / sensory materials;
 - Telling or writing stories;
 - Singing;
 - Dancing;
 - Talking with me;
 - Talking with other children;
 - Building with blocks and other building materials;
 - Conducting experiments; and
 - Solving problems

- d) **Support and encourage play.** (Evidence from diverse fields of study tells us that when children are playing, they are learning.)

Here is what you will see:

- Children making sense of the world around them through play.
- Me supporting the children to develop skills such as: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These abilities make a difference in children's ability to learn to read and write and do science and math.

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Supporting Healthy Development and Learning

In my home, I observe the children to identify each child's specific strengths and needs. I set goals for myself and for the children and plan with the children and families to help them to meet the goals. My approach is strengthened by:

- 1) Preparing the environment to encourage learning and development;
- 2) Building on the children's ideas, questions and theories as observed in play; I ask questions and encourages the children to think; and
- 3) Inviting others to be part of the process for developing the program including parents, the children themselves, my family consultant and other people who are interested.

Children learn through exploration, play, and inquiry with me as a co-learner. I have thoughtful exchanges with children, which encourages them to interact and communicate in a positive way, and promotes their ability to manage their own behaviour.

- e) **Let children plan some of the activities and plan some yourself to help children develop.** (Provide both child initiated and adult supported experiences to foster development.)

Here is what you will see:

- a. Weekly Program Plans posted with a variety of activities that are planned by me, based on my observations of the children's interests. I will add to the plans during the week when the children expand on the activities or move forward in new directions;
- b. I organize the day so that the children have lots of time to actually play and so they do not spend a lot of time waiting for things to happen or lining up; and
- c. Times when the child takes the lead in planning the activity and times when I build on observation to develop and implement activities that support each child to stretch his/her skills and abilities.

- f) **Make sure that there are lots of different things for children to do.** (Provide many opportunities for a range of experiences that support each child's learning and development.)

Here is what you will see:

- Children and I are smiling, laughing and having fun; playing and learning together;
- Me observing and making documentation about children to build on the children's experiences;
- Me talking about the documentation with the children and families; and
- A focus on learning through play with me encouraging and supporting questions, answers and problem solving on the part of the children.

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- g) Meet each child's needs by including indoor and outdoor play, active play, quiet plan and rest time.** (Incorporate a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest and quiet time considering the individual needs of children).

Here is what you will see:

- Well stocked toy shelves and creative materials available to the children;
- Quiet comfortable spaces for reading or where children can play by themselves;
- Children doing lots of different activities throughout the day;
- Children taking the lead; actively shaping their play;
- Me listening and learning from the children as much as the children listen and learn from me;
- Encouraging children to explore nature and the natural environment; and
- Quiet activities provided for children who do not require a nap during rest time.

- h) Help parents to understand what is happening in my home and give parents ways to participate.** (Foster engagement of and ongoing communication with parents about the program and their children.)

You will see:

- I talk with parents without ignoring the needs of the children;
- An up-to-date parent information board;
- I observe each child's development and share what I learn with parents; and
- Accident / Incident reports completed if your child has an accident to provide you with information about what happened.

Parents as Partners

I talk with parents about the program and their children. I work to build good relationships with children and their families. I understand that families are different but that they each have strengths and something to contribute. I encourage parents to participate in our program; we are partners in supporting the development of healthy, happy, capable and competent children.

My strong relationship with parents is what helps me fully engage with the children. I try to make sure that there are lots of ways for parents to be involved, including:

- An "open door" policy that welcomes parents to drop off and pick up at the times that work best for their family, after talking with me;
- The ability to drop-in to observe whenever convenient for the parent;
- Informal chats every day;
- Posted documentation of activities, and interactions;
- Meetings with parents;
- Sharing resources and materials about community supports and activities;
- Inviting parent participation in the development of the program;

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- Social activities; and
- A suggestion box.

- i) **Use the resources in my community to help children and families connect with what is available.** (Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports).

I will connect with the community through:

- Planned trips to community programs and neighbourhood locations, making sure to advise parents of these plans;
- Use of community partners as a resource and support to families and children

- j) **Participate in opportunities to get even better at working with children and families.** (Strengthen my capacity to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning).

You will see:

- I attend workshops to learn more about working with young children;
- Network Child Care provides me with new ideas and information which I use to make my program even better; and
- I share materials and research with parents.
- I am certified by the Canadian Red Cross in Standard First Aid and CPR level C / AED

- k) **How do I show what the children are doing and learning?** (Use many languages to document and review the experiences of the children and the educators.)

You will see:

- Pictures and documentation posted on the walls that tells and shows you what the children are doing;
- Different methods of recording observations about what the children are doing.

NOTE: Documentation is an important part of a Provider's work. It can take many forms including Program Plans, Menus, Journals, Pictures, Art Work, Photographs, Videos, Note-taking, etc.

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A Commitment to Continuous Improvement

I am required to develop a program statement prior to having children placed in my home. I am asked to review my program statement every year to set goals for the upcoming year.

In addition, I will:

- Regularly review my plans and activities to assess whether there is a positive impact on each child's experience.
- With the support of my Consultant, develop additional effective strategies when needed.