

FUN School Policies and Procedures

Policy: Program Statement

Our program statement is a living, breathing document that will continue to evolve as we learn and grow with our children, our families and our community.

FUN School is dedicated to supporting children’s learning, development, health and well-being through caring and responsive Registered Early Childhood Educators, who focus on active learning, exploration, play and inquiry, and who see children and their families as competent and able, and as active participants in all aspects of the program.

In keeping with the **2013 Early Years Policy Framework**, FUN School views children as competent and capable of complex thinking, curious and rich in potential. This is evident in our program goals and approaches.

As providers of a high quality and long time established licenced child care centre we participate in Raising the Bar in Peel and work with Preschool Inclusive Resource Services (PIRS). We are governed by the Ministry of Education and are committed to being in compliance with the Child Care and Early Year’s Act, 2014 at all times.

“How Does Learning Happen?” (HDLH) Ontario’s Pedagogy for the Early Years (2014) is the document that guides and influences our approach to curriculum. HDLH is a professional learning resource for educators and administrators that provide a common framework to help programs focus on knowledge from research, theory and practice on what is most important for children.

How Does Learning Happen? is organized around four foundations that are considered to be essential for optimal learning and healthy development for children: Belonging, Engagement, Expression and Well-Being.

HDLH also sets out a shared understanding of children, families, and educators, all of whom are central to applying the four foundations.



The four foundations apply regardless of the child’s age, ability, culture, language, geography, or setting. Unlike a structured curriculum, the foundations are the basis of what children naturally seek to experience daily as well as a positive vision for future potential.

The four foundations are embedded throughout the programs, goals and approaches at FUN School. The following charts will identify goals and approaches currently used at FUN School.

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Foundation # 1 - BELONGING
Every child has a sense of belonging when he or she is connected to others and contributes to their world

Ministry Regulations:
Support positive and responsive interactions among the children, parents, child care providers and staff. 46(3)(b)

FUN School's Program Goals	To cultivate a warm, caring and inclusive environment for all. Being aware of the physical and emotional state of children and being responsive in a sensitive way. To build relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
FUN School's Approach	<ul style="list-style-type: none"> ▪ Warmly greet each child and their families ▪ Get down to child's level when interacting with them ▪ Encourage parents to come into the room to stay and visit when possible ▪ Create a welcoming environment for parents and guardians ▪ Provide positive interactions with parents when they drop off or pick up their child ▪ Encourage family photo and stories to be brought in and shared ▪ Ensure that a variety of resources are available for children, including resources to promote multiculturalism and inclusion ▪ Offer validation: being warm, calm, and responsive ▪ Tone of voice is calm and nurturing to the children ▪ Support relationships between children ▪ Approaching children in a warm, sensitive manner and being attuned to their physical and emotional states to build trusting relationships

Ministry Regulations:
Foster the engagement of and ongoing communication with parents about the program and their children 46(3)(h)

FUN School's Program Goals	To provide regular and ongoing communication with parents and guardians is an important component of each day.
FUN School's Approach	<ul style="list-style-type: none"> ▪ To communicate with parents and guardians in a variety of formats i.e phone, e-mail or through written and posted communication tools ▪ Provide opportunities for parents to engage in their children's learning ▪ Respect and value parents as the primary experts of their child's well-being and development ▪ Ensuring program plans are current and posted based on the interests of the children ▪ Documentation is visible to support the pedagogical learning of all children ▪ Open communication within the organization from the Board of Directors, Supervisors and staff

Ministry Regulations:
Involve local community partners and allow those partners to support the children, their families and staff 46(3)(i)

FUN School's Program Goals	We view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs. We seek out opportunities to share our knowledge and to learn from others in the community.
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FUN School's Approach	<ul style="list-style-type: none"> ▪ Parents are directed to resources outside of the centre if necessary, and community partners such as early year's services, speech therapists, support services, occupational therapists, counselors, etc., this will be an important part of the centre's support to all children and their families ▪ We are involved in our community by Kindergarten children attending the local annual Remembrance Day Parade; being involved in an Annual Thanksgiving Food Drive and Annual Toy Drive ▪ Our Annual Family FUN Night involves parents, guardians, staff, children and the community working together. We host Scholastic Book Fairs for our families ▪ We accept student educators from the Early Childhood Education college programs and co-op students from high schools. Students are supervised at all times by FUN School staff
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Foundation # 2 - WELL-BEING
Every child is developing a sense of self, health, and well-being

Ministry Regulations:
Promote the health, safety, nutrition and well-being of the children. 46(3)(a)

FUN School's Program Goals	The health, safety, nutritional needs and well being of children are very important and we know are foundational to children's ability to learn. We have rigorous policies in place around health and safety practices and these are reviewed by all educators and staff on a regular basis
FUN School's Approach	<ul style="list-style-type: none"> ▪ Daily health checks of children upon arrival ▪ Posting and emailing health updates ▪ Regular environmental indoor safety checks of toys, equipment and classrooms for hazards and cleanliness ▪ Daily outdoor safety inspection of playgrounds prior to children entering them ▪ To reduce the transmission of illness and allergens, all educators and children wash their hands upon arrival, before and after snacks and meals, after toileting, and other times as needed ▪ Weekly sanitizing of toys and equipment ▪ Educators, students and volunteers create positive eating environments ▪ Varied and nutritious snacks and catered lunches are provided in accordance with Canada's Food Guide ▪ Menus are posted on the Lunch/Snack Board in the hallway ▪ Water is available for children as needed ▪ Allergies are listed and are up to date. Educators, students and volunteers are aware of allergies ▪ Educators, students and volunteers sit with children during meal times and it is a friendly social time

Ministry Regulations:
Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care. 46(3)(g)

FUN School's Program Goals	Each child will experience indoor, and two hours of outdoor play (weather permitting) daily, as well as a time to rest and sleep if needed, quiet and active times, always being mindful of each child's needs and parental direction.
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<p>FUN School's Approach</p>	<ul style="list-style-type: none"> ▪ Classrooms are set up for children to use for both active and quiet activities including block play, home, area, quiet reading area and table top activities, in a safe, calming and nurturing environment ▪ Large group time allows for active music and movement as well as gross motor opportunities ▪ Outdoor play with a minimum of two hours per day for daycare children and half an hour for our half day program with equipment and areas for both quiet and active play ▪ Indoor and outdoor environments are stimulating, challenging, safe and nurturing and can be used for both quiet and active play ▪ Nap/quiet rest period is available during the day. Children can nap or look at books during this time. Children are asked to bring a blanket from home and a stuffed toy if they choose, to be used on their cot. Soothing music is played during this time ▪ A stimulating, safe environment is available for intentional active play that supports individual children`s abilities ▪ Challenging experiences are available that support varied abilities in order for children to practice self -regulation skills and work towards mastering a skill ▪ Problem solving and co-operative skills are encouraged ▪ Our educators respect the wishes of the parents and, when possible, provide alternatives or modifications if there are any special requirements in respect to diet, rest or exercise
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Foundation # 3 - ENGAGEMENT
Every child is an active and engaged learner who explores the world with body, mind, and senses

Ministry Regulations:
Foster the children's exploration, play and inquiry 46(3)(d)

<p>FUN School's Program Goals</p>	<p>Our play and inquiry based programs provide optimal conditions to engage and encourage each child's natural curiosity; Our educators make purposeful additions to the learning environment by engaging, observing and learning with the children through questions, curiosities and theories they may have</p>
<p>FUN School's Approach</p>	<ul style="list-style-type: none"> ▪ Open-ended play materials are available to children both indoors and outdoors ▪ Sand and water as well as other sensory experiences are available daily ▪ Varied and ever-changing art materials are available ▪ Home/dramatic play areas, block/building areas and quiet areas are available that include diverse age appropriate books, felt board and puzzles ▪ Materials for science/nature exploration ▪ Quiet/rest period with appropriate activities ▪ Daily routines with as few transitions as possible

Ministry Regulations:
Provide child-initiated and adult-supported experiences 46(3)(e)

<p>FUN School's Program Goals</p>	<p>To foster learning by engaging with and observing children to make additions to the environment which coincide with their inquiry</p>
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FUN School's Approach	<ul style="list-style-type: none"> ▪ Open-ended materials are available both indoors and outdoors ▪ A wide variety of art materials are available ▪ Natural materials are incorporated into the indoor environment ▪ Indoor and outdoor environments are free of clutter and organized to allow for quality exploration and play ▪ Through observation Educators ask themselves questions such as “What theories are they testing?” or “What problems are they solving?” ▪ Educators may add provocations within the environment to engage children and/or peak new interests ▪ Educators engage in conversations with children that are both open ended and thought provoking
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**Ministry Regulations:
Plan for and create positive learning environments and experiences in which each child's learning and development will be supported. 46(3)(f)**

FUN School's Program Goals	To engage each child by providing an inclusive learning environment in which they are able to participate to the best of their abilities
FUN School's Approach	<ul style="list-style-type: none"> ▪ Accommodations are made to ensure participation and fair learning opportunities for children with special needs ▪ Work with families and community partners to make adaptations to the program or environment if necessary ▪ A genuine interest is shown to each child by educators who listen to and foster reciprocal positive relationships ▪ Educators, students and volunteers encourage independence, inquiry, initiative and self help skills through developmentally appropriate conversation and role modeling ▪ Each child has a portfolio which documents their development that are available for review by both educators and guardians ▪ IPP's are worked on with support from outside agencies

**Ministry Regulations:
Support staff or others who interact with the children at a child care centre in relation to continuous professional learning 46(3)(j)**

FUN School's Program Goals	FUN School requires all staff members to complete eight hours of professional development as members of the Raising the Bar in Peel Program. We also encourage educators to engage in discussion about pedagogy and practice and to take time for critical reflection
FUN School's Approach	<ul style="list-style-type: none"> ▪ In training opportunities throughout the year ▪ Monthly staff meetings ▪ Outside community agencies share information and resources ▪ Weekly teaching-team meetings ▪ Resources such as magazines, Education related activities and links to websites are readily available

**Ministry Regulations:
Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families 46(3)(k)**

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FUN School's Program Goals	Strategies are documented and reviewed for impact on the children and their families
FUN School's Approach	<ul style="list-style-type: none"> ▪ This program statement will be reviewed annually, or more if revisions are made, by all supervisors, educators, volunteers and support staff who interact with the children ▪ All policies and procedures are reviewed annually with signatures required ▪ Reflective observations about the program are discussed and documented at monthly staff meetings ▪ Families are encouraged to provide feedback on an ongoing basis either through questionnaires or verbally ▪ Program plans are posted outside classrooms and are based on the inquiries and interests of the children

Foundation # 4 EXPRESSION
Every child is a capable communicator who expresses himself or herself in many ways.

Ministry Regulations
Encourage the children to interact and communicate in a positive way and support their ability to self-regulate 46(3)(c)

FUN School's Program Goals	To support children's ability to self-regulate by encouraging them to communicate and interact in a positive way
FUN School's Approach	<ul style="list-style-type: none"> ▪ Educators show respect for children's interest by engaging in authentic conversations with them ▪ Work with community agencies to provide support for children who may be experiencing challenges or delays with language ▪ Educators encourage children to solve problems by listening to others and expressing their emotions ▪ Educators model appropriate behaviours to support child to child interactions when conflicts arise ▪ Educators help children to recognize feelings and express their emotions in appropriate ways by giving them the support and tools needed to develop self awareness ▪ Verbal and visual cues are used during routines and transitions so that children are prepared for change ▪ Educators use calm tones and positive language ▪ Educators show empathy for children

Ministry Regulations: 137/15
Prohibited Practices

FUN School shall not permit any of the following to a child receiving child care:

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- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as 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 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;
- (c) locking the exits of the child care centre or home child care premises 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;
- (d) 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;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

Monitoring of the program statement:

This program statement will be reviewed annually, or more if revisions are made, by all supervisors, educators, volunteers and support staff who interact with the children.