



Kidsville Early Learning Center

Program Statement Implementation Policy

Purpose:

The purpose of this Implementation Policy is to identify how the goals and approaches communicated in the Program Statement will be put into practice by Kidsville Early Learning Center's Owner/Operators, child care providers and educators.

Program Statement

Kidsville Early Learning Center welcomes you to a genuine play based educative experience for young children. As Owners/Operators, along with our dedicated childcare providers and educators, we view children as competent, capable, curious, and rich in potential.

Kidsville Early Learning Center is consistent with the Ministry of Education's policy by operating a program that constitutes high quality childcare, early years' programming and pedagogy that supports children's learning and development.

Our educators use '**How Does Learning Happen**' Ontario's pedagogy for the early learning years to guide their practice. 'How Does Learning happen' is a professional learning resource guide provided by The Ministry of Education. We also reference The Ontario Early Years Framework, The Think Feel Act: Lessons from research about young children and ELECT: Early Learning for Every Child Today.

Our Mission

Our mission to provide an environment rich in purpose and experience to inspire, motivate and empower children to reach their full learning potential is achievable through implementing the **four foundations of early learning: belonging, well-being, engagement and expression**.

- **Belonging** refers to a sense of being connected to others, being valued, and forming relationships with others.
- **Well-being** addresses the importance of physical /mental health, self-care, sense of self and self- regulation.
- **Engagement** occurs when children are involved, focused and able to explore their environment with natural curiosity and exuberance. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking and innovating. These are essential for learning and success.
- **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials. Language-rich environments support growing communication skills, which are foundational for literacy.

Goal: To plan for and create positive learning environments and experiences in which each child's learning and development will be encouraged and supported.

Approach: The Early Learning Center environment is designed to develop a foundation for creative learning and a sense of independence. The diversity of the Kidsville ELC's materials, activities and experiences foster physical, intellectual, creative, social, and personal skills.



Goal: To support positive and responsive interactions among the children, parents, guardians, childcare providers, educators, and other staff members.

Approach: Child care providers and educators are aware of children's cues and respond appropriately and consistently. Comprehensive and respectful communication ensures positive relationships with all members of the Center community.

Goal: To promote the health, safety, and well-being of children.

Approach: Childcare providers and educators implement the policies and procedures related to health, safety and well-being of children, meeting and/or exceeding the requirements of the Ministry of Education, Ministry of Environment, City of Burlington, and Region of Halton. All staff are required to be trained in Standard First Aid and level C CPR, which is redone every 3 years. Staff are also required to complete a Vulnerable Sector check before employment. Health and safety policies, as well as medication and illness policies are reviewed with staff, volunteers, and students upon employment. The Halton Health Department conducts quarterly health inspections to ensure Kidsville ELC is in compliance with all requirements.

Goal: To encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

Approach: The Emergent classroom environment and the playground encourages social interaction for cooperative learning, peer teaching and emotional development. Children become aware of their feelings and the feelings of others. 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. Staff will allow children to attempt various tasks on their own, step by step, and assist them when required. To support self-regulation staff will Provide choices, when possible, respect children's decisions, encourage/provide time to children to complete any tasks, and offer assistance where appropriate.

Goal: To incorporate indoor/ 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.

Approach: The Program Schedule is designed to allow a sufficient amount of time to meet the physiological and development needs of the children. For indoor/outdoor play a variety of activities will be offered and implemented on a daily basis that covers all areas in the room playground/ and all areas of development.

Goal: To involve local community partners and allow partners to support children, their families, childcare providers, and educators.

Approach: Cooperatively work with community partners who include, but not limited to, Ministry of Education, Region of Halton, Halton Health, Halton Inclusion Resource Services, Child Development Resource Connection Halton, Speech Pathways. Erin Oaks and Quality First.

Goal: To support child care providers, educators and other staff who interact with the children at the Center in relation to professional learning.

Approach: Professional education is offered to improve skills and knowledge to directly benefit



children and peers. All staff take part in continuous Professional Development and self-studies through “Quality First”, The Halton Resource Connection, The College of Early Childhood Educators and Halton Region Workshops. It is mandatory for all educators to participate in 2 workshops per year. In addition, the center may have group trainings to learn more about a variety of topics.

Goal: To foster the children’s exploration, play and inquiry.

Approach: Learning through play takes place when children explore their social and physical environment. Educators build upon the children’s interests by providing materials for exploration and by scaffolding, documentation, and reflection. They assist children in seeking answers to their questions. Freedom of choice entails some responsibility while allowing a child’s natural aptitudes to be satisfied.

Goal: To foster the engagement of and ongoing communication with the parents about the program and their children

Approach: Parents are an important part of the program. Parents may contribute ideas, materials, and their personal expertise into the program. All staff will have open communication with families at drop off and pick up, scheduled phone calls and/or meetings and through Hi-mama. Communication between all staff and families is of the utmost importance. If the staff have any concerns about a child’s behavior and/or development a meeting will be conducted with parents and the child’s teachers. Together staff and parents can plan goals for their child that is consistent and appropriate to be able to better support the child’s needs.

Goal: To provide child-initiated and adult-supported experiences.

Approach: The Emergent environment gives children the opportunity to problem-solve, self-correct, see connections in knowledge and to create new ideas. The childcare providers and educators are educated and trained in How Does Learning happen? The childcare providers and educators create weekly program plans based on weekly observations and documentations of individual children and children in a group. Staff provide opportunities for multiple experiences throughout the day.

Goal: To document and review the impact of the strategies identified in this Program Statement.

Approach: Evaluate and address successes and areas of opportunity at least annually based on written documentation, collaboratively with parents, guardians, care child providers, educators, and Owners/Operators.

Kidsville Early Learning Center is:

- A participating member of Quality First [Quality First – THRC](#)
- A participating member of [Community Living Burlington](#)
- Licensed by The Ministry of Education’s Child Care and Early Years Act, 2014 and guided by the professional resource, “How Does Learning Happen”;
www.ontario.ca/laws/statute/14c11, www.edu.gov.on.ca/childcare/HowLearningHappens.pdf



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The intention of this Program Statement is to strengthen the quality of Kidsville Early Learning Center's program and experiences that lead to positive outcomes related to children's learning, development, health, and well-being.



Implementation

Children experience a sense of belonging by:

- Being enrolled into a family-owned and well-operated Center
- Being nurtured and cared for by loving, dedicated, qualified and well-trained childcare providers and educators
- Being understood by childcare providers and educators through verbal and non-verbal behaviors
- Being welcomed into a prepared environment for creative learning, exploration, and inquiry
- Being inclusive of all classmates, those with and without special needs
- Being inclusive and respectful of all classmates regardless of religion and cultural backgrounds
- Being greeted (arrival and departure) in the hallways and/or at the classroom door
- Exploring an array of Emergent curriculum and activities
- Eating meals at a family-style table
- Having their own personalized hallway cubby and a washroom cubby for their belongings
- Having their own personalized cot to rest and/or sleep, with cot sheet and blanket
- Using furniture/facilities/items that are appropriate for young children including small tables, small chairs, lower classroom sinks, step stools, small rugs, pillows, small tableware and low shelving.
- Learning about and celebrating special holidays and occasions including celebrating each child's birthday
- Participating in charitable events, such as Toy Drives, Food Drives, etc....
- Participating in field trips and special events

Child care providers and educators ensure children's wellbeing by:

- Using Halton Health's child care resource manual
- Meeting the requirements of Ministry of Education's Child Care and Early Years Act, 2014 regulations
- Meeting the requirements of local building, local health, and local fire departments
- Meeting the requirements of the Ministry of Environment's Water Flushing regulations
- Work with local partners to meet the needs of the children
- Using a Center security and communication system with key-pad doors, exterior cameras and intercom
- Being observant of physiological needs and acting accordingly
- Executing policies and procedures as directed
- Doing a Health Check upon arrival
- Maintaining an accurate Attendance Sheet
- Being aware of a child's behavior and physical appearance to identify any changes



- Offering healthy meals including 3 snacks, 1 hot lunch with milk and/or water
- Offering meals in accordance with their allergies and dietary restrictions
- Serving dietician-approved meals in accordance with Canada's Food Guide
- Supporting safe and healthy eating habits
- Offering bowls, plates, utensils, cups appropriate for their size and abilities
- Making water available at all times
- Offering a place to rest and/or sleep
- Supporting children with their toileting routine, (changing diapers, using the toilet, dressing, washing hands)
- Supporting children with their personal hygiene
- Offering a variety of curriculum and materials appropriate for all ages and abilities
- Providing furniture and equipment appropriate for all ages and sizes
- Implementing Individualized Support Plans
- Implementing Emergency Plans, if necessary
- Using First Aid/CPR, if necessary
- Being aware of any damaged curriculum, materials, furniture or equipment to be repaired or replaced
- Administering required medication as instructed
- Maintaining a clean and sanitized environment
- Supporting their needs (i.e. eating, dressing, toileting) while encouraging independence
- Role modeling good manners, safe and healthy habits, positive communication

Children are engaged through the curriculum and activities because:

- Children choose curriculum based on their curiosity, which curriculum peaks their interest
- Many Emergent materials are concrete which enable the children to manipulate the materials
- Child care providers and educators present the curriculum to the children individually, in a small group or in a large group.
- Children work with the curriculum with the aim to master it before moving forward to the next piece of curriculum in the subject area.
- Children participate in creating crafts to celebrate special holidays and occasions
- Children participate in baking

Child care providers and educators engage children by:

- Encouraging children to participate in active play, quiet activities, on their own or with each other
- Encouraging children to participate in one-on-one communication and small/large group communication



- Allowing the children to be inquisitive and explore their environment
- Playing with them during indoor play and outdoor play

Parents/Guardians/Caregivers are engaged by:

- Being permitted to observe their child in the classroom
- Receiving personalized notes from their child's child care providers/educators through Hi-mama app.
- Participating in charitable initiatives
- Attending field trips and Center events, including Open Houses, Holiday Gatherings, Graduation Ceremony
- Communicating with their child's childcare providers and educators during one-on-one communication
- Completing Parent Surveys and offering testimonials
- Receiving special greetings/gifts from the Center during special occasions including cards with photos and books
- Using Kidsville Early Learning Center's website to Parents dedicated page
 - The Parents Page gives parents/guardians access to the Center's Event Calendar, Policies and Procedures, Forms, etc.

Children are given the opportunity to express themselves by:

- Being heard, whether they are expressing a need/want or sharing a story
- Having the freedom to choose, materials, activities and toys from open shelves
- Interacting at a pace that is guided by their rhythm, interest and their growing ability to self-regulate
- Repeating tasks as often as they like, building a positive attitude towards learning
- Being encouraged to speak in a kind and positive manner
- Supporting their need to self-regulate
- Being encouraged to take reasonable risks appropriate for their age and abilities
- Being prompted to express themselves verbally (i.e. story telling) and non-verbally (dancing)
- Being reminded to use good manners
- Bringing items and stories from home to share with their classmates
- Engaging them in conversation during Circle Time, meals times and during various daily activities
- Being prompt for conversation using open-ended questions, offering encouragement and providing feedback

Prohibited Practices

Kidsville Early Learning Center will NOT permit:



- Corporal punishment of the child which may include but is not limited to, hitting, spanking, slapping and pinching;
- 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;
- Locking the exits of the childcare center premises for the purposes 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

Monitoring Contraventions

- Staff members' contravention with the policies, procedures and individualized plans will be monitoring on an ongoing basis, recorded, and addressed on a Contraventions Log. A Contraventions Log will be recorded as needed.

Reporting and Addressing a Contravention

1. Staff members, placement students and volunteers observed acting contrary to policy and procedures must be reported immediately to their supervisor. Their supervisor will report to the Director/Owner
2. Immediate steps will be taken to investigate the alleged incident.
3. The designated Supervisor will speak privately to the staff member, placement student or volunteer involved to assess the validity of the report. If the fact appears to be true as reported, then the incident shall be documented, and a copy placed in their file and necessary disciplinary action is to be followed accordingly.
4. Documentation will be kept and filed in every incident.
5. Retraining will take place as the earliest possible convenience.
6. Upon the discretion of the designated Supervisor, the individual may or may not be permitted to be alone with children until the retraining has occurred.

The level of disciplinary action required will be assessed using the following criteria:

- seriousness of the offence
- actual and/or potential risk or harm to the child
- past and present performance
- frequency of occurrences



- previous disciplinary action taken

Staff, Placement Students, Volunteers Contravention	Action Taken toward staff, placement students and volunteers		
	1st Offence	2nd Offence	3rd Offence
• major corporal punishment	Dismissal	Dismissal	n/a
• physical restraint or confining	Dismissal	Dismissal	n/a
• locking the exits for purposes of confining or confining the child without adult supervision	Dismissal	Dismissal	n/a
• use of harsh, degrading measures or threats or derogatory language...	Dismissal	Dismissal	n/a
• depriving a child of a basic need	Dismissal	Dismissal	n/a
• inflicting any bodily harm on a child...	Dismissal	Dismissal	n/a
• minor yelling • using inappropriate expectations or in appropriate time-outs	Verbal Warning Discussion	Written Warning Discussion	Re-train. If no improvement in 3 months, dismissal.
• noncompliance of written policies, written procedures, Human Resources Manual, and daily practices	Verbal Warning Discussion	Written Warning Discussion	Suspension from 1 day to 1 week or dismissal. Retrain.
• noncompliance of verbal or written instructions given by designated Supervisor and/or Centers • Owners/Directors	Verbal Warning Discussion	Written Warning Discussion	Suspension from 1 day to 1 week or dismissal. Retrain.
• noncompliance of Individual Plans (Individualized Support Plans and Emergency Plans)	Written Warning Discussion	Written Warning Discussion	Suspension from 1 day to 1 week or dismissal. Retrain.

The Center Owners/Directors have the authority to bypass all levels of disciplinary actions and dismiss the staff member, placement student and/or volunteer immediately.

If the staff, placement student or volunteer is suspected of being in contravention, then the complaint goes directly to the designated Supervisor. If the designated Supervisor is suspected of being or in contravention, then the complaint goes directly to the Center Director who must then investigate.