

## Creative Beginnings Childcare Centres

### Ministry of Education, Child Care and Early Years Act

Creative Beginnings is licensed by the Ministry of Education. The new Child Care and Early Years Act (CCEYA) came into effect in August 2015, replacing the Day Nursery Act. Along with the new Act, the Ministry included a document outlining the expected philosophical pedagogy for all child care centres in Ontario entitled, “How Does Learning Happen”(HDLH). For more information about the CCEYA or HDLH, please visit [www.edu.gov.on.ca/childcare/](http://www.edu.gov.on.ca/childcare/) .

### Program Statement

*Our program statement is an active working document. It will be updated and modified as we learn and grow with our children, our families, and our community. All employees and student/volunteers shall review and sign off on the program statement and implementation policy prior to interacting with children and when the program statement has been modified.*

Creative Beginnings recognizes that **children are competent, capable, curious, and rich in potential**. The following statements reflect our current practices of early childhood education.

In conjunction with the Ministry of Education’s early childhood pedagogical document, “How Does Learning Happen”, our Program Statement is organized around the following “four foundational conditions that are important for children to grow and flourish” (HDLH, p.7). At Creative Beginnings, each of our locations and/or rooms are encouraged to personalize their experiences. Therefore, the Actions listed may vary slightly from centre to centre.

**Belonging – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).**

Ministry Regulation 46.3	CBCC Goals	CBCC Actions
Support positive and responsive interactions among the children, parents, child care providers and staff	<ul style="list-style-type: none"><li>• Create a warm, inviting, and inclusive environment for all</li><li>• Provide opportunities for children to play and learn together and develop relationships with each other</li><li>• Foster children’s positive self-esteem</li></ul>	<ul style="list-style-type: none"><li>• Greet each child upon arrival with a smile and kind word</li><li>• Get down to the children’s level when interacting with them</li><li>• Offer validation (being warm, calm, and responsive)</li><li>• Ensure a variety of resources are available for children, including resources to promote multiculturalism and inclusion</li><li>• Encourage family pictures and stories to be brought in and shared</li><li>• Invite parents to come into the rooms, and to stay and visit when they can</li><li>• Provide positive interactions with</li></ul>

		parents when they drop off and pick up their child
Foster the engagement of, and ongoing communication with, parents about the program and their children	<ul style="list-style-type: none"> <li>• Provide parents with regular communication in a variety of formats</li> <li>• Provide opportunities for parents to engage in their child's learning</li> <li>• Respect and value parents as the primary experts of their child's well-being and development</li> </ul>	<ul style="list-style-type: none"> <li>• We have an Open Door philosophy; parents are welcome any time</li> <li>• Staff engage the children in regularly writing stories about their experiences, which is emailed home via StoryPark</li> <li>• Monthly newsletters are sent to parents</li> <li>• Updates, notices, and good news stories are shared with parents via Social Media</li> <li>• Program documentation is available in all rooms for parents to view</li> <li>• Parents are invited to share their ideas, experiences, hobbies, traditions, favourite book, special skills, etc...via interactive parent displays at the centres or in-person presentations</li> <li>• Special events and social activities for families are organized throughout the year (Mother's Day Tea, annual picnic, Winter Social, etc)</li> </ul>
Involve local community partners and allow those partners to support the children, their families and staff	<ul style="list-style-type: none"> <li>• Provide opportunities for children to explore their community and make connections to the real world</li> <li>• Establish connections with local organizations and community members</li> </ul>	<ul style="list-style-type: none"> <li>• Children participate on field trips and community walks</li> <li>• Community members are invited to present to the children (Seeds of Empathy, librarian visits, etc)</li> <li>• Shop locally for supplies when possible</li> <li>• Involve children in supporting community initiatives (Christmas hampers, Giving Tree, clothing drives, etc)</li> <li>• Participate as an organization in community events such as CornFest, MoparFest, Santa Clause Parade, etc.</li> <li>• Support co-op students from local universities and colleges by offering</li> </ul>

		<p>supervised placements and mentorship opportunities</p> <ul style="list-style-type: none"> <li>• Work cooperatively with various agencies such as KW Habilitation and Family and Children’s services to provide support and educational workshops to our children, families and staff</li> </ul>
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**Well-being – “Every child is developing a sense of self, health, and well-being” (HDLH, p. 12), including physical and mental health and wellness, and developing capacities such as self-care, sense of self, and self-regulation.**

Ministry Regulation 46.3	CBCC Goals	CBCC Actions
<p>Promote the health, safety, nutrition and well-being of the children</p>	<ul style="list-style-type: none"> <li>• Provide well-balanced nutritious meals and snacks in accordance with the Canadian Food Guide</li> <li>• Encourage physical exercise and activities that promote healthy living</li> <li>• Promote self-regulation</li> <li>• Provide a safe environment while still encouraging children to explore their world and develop their interests</li> </ul>	<ul style="list-style-type: none"> <li>• Lunches include at least 4 food groups</li> <li>• Snacks include at least 2 food groups</li> <li>• Provide variety in the menu to include culturally diverse menu items according to our family population</li> <li>• When considering children’s allergies, plan similar menu items when possible</li> <li>• Provide a minimum of 2 hours of physical activity opportunities to full day programs, and a minimum of 1 hour during after-school programs</li> <li>• Staff will get to know each individual child to identify and work to proactively minimize stressors, and help the child to become self-aware</li> <li>• Staff model problem-solving skills with children and help them to identify their feelings, the feelings of other children, and possible solutions</li> <li>• Children are actively supervised throughout the day by qualified staff while meeting or exceeding required staffing ratios</li> </ul>

		<ul style="list-style-type: none"> <li>• Daily safety checks help to ensure a safe environment</li> </ul>
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 care	<ul style="list-style-type: none"> <li>• Provide children with a variety of indoor and outdoor active play</li> <li>• Provide children with rest and quiet times</li> <li>• Provide flexibility in daily scheduling to meet the individual needs of children, within the parameters of space availability and ratio requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Children will spend a minimum of 2 hours per day outside engaging in active play as weather permits</li> <li>• Toys for both gross motor and quieter activities are available inside and out</li> <li>• Provide cots and sheets for quiet rest time <ul style="list-style-type: none"> <li>○ Allow children to rest if they are tired</li> <li>○ During quiet time, provide alternate quiet activities for those children who are not ready to sleep</li> <li>○ Encourage children to bring articles from home to help transition to quiet time (favourite book, snuggly, music, etc)</li> </ul> </li> <li>• Staff will monitor children’s engagement in activities to determine optimal transition periods</li> </ul>

**Engagement – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12).**

<b>Ministry Regulation 46.3</b>	<b>CBCC Goals</b>	<b>CBCC Actions</b>
Foster the children’s exploration, play, and inquiry	<ul style="list-style-type: none"> <li>• Provide a vibrant play-based program for children which fosters individualism, creativity, and socialization</li> <li>• Promote a sense of curiosity and discovery in children</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an open-ended art centre with a variety of materials to encourage individualism and creativity</li> <li>• Offer outdoor art activities using natural items</li> <li>• Provide loose parts to encourage imagination and creative play</li> <li>• Provide natural elements (twigs, rocks, shells, plants, etc) to help children explore the natural world</li> </ul>

		<ul style="list-style-type: none"> <li>• Go on nature walks</li> <li>• Include real items (such as dishes, lamps, glass jars, etc) for children to use</li> </ul>
Provide child-initiated and adult-supported experiences	<ul style="list-style-type: none"> <li>• Engage children in active, creative and meaningful exploration and inquiry</li> <li>• Staff will be co-learners with the children</li> </ul>	<ul style="list-style-type: none"> <li>• By engaging in open ended conversation and asking thought-provoking questions to children, staff will develop an understanding of each child's interests, and will provide materials and activities to support those interests</li> <li>• Staff will plan and invite children to participate in a variety of activities (for example, reading stories together, planting a garden, baking cookies, running a pretend pet hospital, exploring a map)</li> <li>• Staff will spend time exploring the world through children's eyes by physically getting down to their level, as well as emotionally putting themselves in the children's shoes</li> </ul>
Plan for and create positive learning environments and experiences in which each child's learning and development will be supported	<ul style="list-style-type: none"> <li>• Create a safe environment where staff and children can take risks in exploring their learning without fear of failure</li> <li>• Provide space and opportunities that are rich in potential for discovery, creativity, and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff encourage children to be respectful of the ideas of others</li> <li>• Classroom environments incorporate a feeling of 'home' by incorporating items such as real dishes, curtains, lamps, natural lighting, etc. where possible</li> <li>• Staff are given opportunities to shop for resources for their own classrooms, supporting the unique interests of their children</li> <li>• Staff actively engage in planning activities and environments that are based on children's interests</li> <li>• Staff capitalize on spontaneous learning moments during the day by being actively engaged with the children</li> </ul>
Support staff in relation to continuous professional learning	<ul style="list-style-type: none"> <li>• All staff are engaged in continuous learning through a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly team time for networking and learning together</li> <li>• Staff complete a minimum of 8</li> </ul>

	<p>activities and opportunities</p>	<p>hours of professional development each year, with financial support from CBCC as per policies and budget availability</p> <ul style="list-style-type: none"> <li>• Learning resources (early childhood magazines, articles, links to websites, etc) are readily available to staff</li> <li>• CBCC Leadership Team engages in professional learning during bi-weekly meetings (book studies, TedTalks, reflective discussions, etc)</li> <li>• External experts (Conestoga College PRC Consultants, guest speakers) support staff learning through presentations and in-class visits</li> <li>• CBCC has a membership to the Professional Resource Centre at Conestoga College and encourages staff to take advantage of their learning resources and classroom materials</li> </ul>
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**Expression – “Every child is a capable communicator who expresses himself or herself in many ways” (HDLH, p. 12) through their bodies, words, and use of materials.**

<b>Ministry Regulation 46.3</b>	<b>CBCC Goals</b>	<b>CBCC Actions</b>
<p>Encourage the children to interact and communicate in a positive way and support their ability to self-regulate</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to creatively express themselves in a variety of ways</li> <li>• Role model positive communication and interaction strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Allow time for free uninterrupted play and the choice of a variety of interest/learning centres to encourage interaction</li> <li>• Staff speak to children using positive words and tone</li> <li>• Staff talk about emotions and model empathy and self-regulation out loud for children to hear</li> <li>• Staff encourage children to solve problems by encouraging them to listen to their peers, by encouraging the children to express their emotions, and by helping them to think about how other people might feel</li> <li>• Staff help children to develop their own unique calming cues and strategies</li> </ul>

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**Prohibited Practices**

In accordance with the Ontario Ministry of Education Regulation 137/15 ss.48, Creative Beginnings shall NOT permit:

- a) corporal punishment of a child;
- b) deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;
- c) depriving the child of basic needs including food, shelter, clothing or bedding;
- d) locking the exits of the child care centre for the purposes of confining a child;
- e) using a locked or lockable room or structure to confine a child if he or she has been separated from other children.