



Program Statement and Implementation

Rippleton Roadsters Child Care and Satellite Program (RRCCSP) has been proudly serving the Don Mills Community since 1985. As the needs of the community grew, our program grew as well to meet the needs of the community and it's surrounding area. We pride ourselves on providing high quality care for the families we serve and for the children enrolled in our program.

RRCCSP recognizes children as capable, competent, curious and rich in potential. Our Program Statement which is consistent with the Minister's Policy Statement on Programming and Pedagogy under the Child Care and Early Years Act (2014) reflects our policies and procedures which our educators promote, and which guides how we collaborate with the families and the children in our program.

How Does Learning Happen? is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy

RRCCSP follows the Emergent Curriculum and uses the E.L.E.C.T. Document to create an environment in which children grow and learn at their own level. This play based learning environment provides opportunities for the educators to observe and document the children as they explore in order to guide our educators to extend their learning.

We have taken great measures to develop policies and procedures that support the well-being of the children in our program. All the policies and procedures are available electronically at www.rippletonroadsters.ca, a hard copy can be made available upon request and our policies are also available on our main parent board.

A. Promote the health, safety, nutrition and well-being o the children

In order to nurture children's healthy development, keep them safe and support their growing sense of self, Rippleton Roadsters Child Care Program will establish patterns of eating, physical activity, rest for all children and monitoring practices.

- Lunch is provided through our MHalpert Catering; Rippleton roadsters Child care and Satellite Program will obtain documentation that their menu is approved by a registered dietician.
- Our menus follow Canada's Food Guide and are culturally diverse in choices.
- Children will have access to drinking water throughout the day;
- Identification of children with Anaphylaxis allergies through postings
- Individual Dietary needs are met in consultation with the parents and will be provided by the childcare center.

- Health, safety and nutrition information is provided on the main Parent Information Board and through communication via email and website bulletins as well as through and through newsletters prepared by our centre.
- Visual checks will be done by teachers as the children arrive to ensure wellness of all children. Signs of illness are monitored and proper procedures regarding our illness policy is followed.
- Ratios are maintained throughout the day; Children are never left unsupervised
- Attendance of all the children in the room is accurate at all times.
- Rest time for children who require it is included in our daily schedule. Duration of sleep is based on children's individual needs. Quiet activities are provided for the children who do not sleep.
- Monitoring children during sleep time and complete regular checks to ensure that children are safe and healthy during rest periods.
- Becoming familiarized with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet, exercise and rest time or special accommodations.

B. Support positive and responsive interactions among the children, parents, and child care providers and staff

- All staff will support positive and responsive interactions among the children, parents, and child care providers. Rippleton Roadsters Child Care and Satellite Program will support this through the hiring of qualified RECE's who support families of the children in our care.
- Our staff will provide a safe and secure environment based on respect in the workplace, working together to provide a safe, secure, healthy and inviting environment for all children and their families. Building and maintaining healthy professional relationships that encourage growth and professional development

C. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

Our play-based learning environment encourages the children to express themselves and communicate in a way that allows them to solve their own problems, negotiate with their peers as they share ideas, and understand consequences to their actions in order to regulate their emotions in stressful situations.

The role of the staff is to model these practices and provide an example for the children. Children are better able to process and regulate their emotions in a calm and secure environment. Through modeling appropriate behaviour and providing problem solving opportunities the staff will help children solve their own conflicts in a productive way.

Patience and respect will be modelled for the children as they recognize their own feelings and emotions. Staff may assist children to process their emotions and conflicts using visuals such as books and pictures as well as props (puppets, toys etc,)

D. Foster the children's exploration, play and inquiry

Through observations and documentation, the staff will provide opportunities for the children to further explore their curiosity:

Activities in the classroom will be provided through

Drama, music, movement and creative arts

Physical active indoor/outdoor play

- Language and literacy
- Nature, math, science and cognitive activities
- Construction
- Sensory play
- Dramatic Play

Adaptations and program changes can be made to ensure the inclusion and participation of every child with input from the children and their families incorporated in the program. The program will include opportunities for extending ideas and providing enough time for the children to complete their tasks without rushing.

E. Provide child initiated and adult-supported experiences

Children's exploration, play and inquiry is facilitated through a variety of activities and within an environment that encourages choices and active play supported by interactions with the RECE's and ECA's employed by Rippleton Roadsters Child Care and Satellite Program. The Early Childhood Educators will observe the children and use documentation in conjunction with the ELECT Document to plan and create a positive learning environment that is based on the interests of the child and supported by all the adults in the child care environment. The routine of the day will allow children to make their own choices and learn at their own pace.

Teachers support these experiences by:

- Ensuring that materials are accessible
- Planning for a variety of activities
- Questioning children's individual and collaborative interests
- Allowing for children to play alone with toys
- Not limiting variety of materials to children
- Allowing children to access all learning areas throughout the day
- Allow children to freely use materials as they please and not insist on conventional use (i.e. use rolling pin as microphone to pretend singing, use block as a car etc.)

F. Plan for and create a positive learning environment in which each child's learning and development will be supported:

As a result of our view of children as competent, curious and capable, our educators work as partners with children and their families in the learning process.

The classroom environment is set up to reflect the different abilities, cultures, religions, genders and family structures.

The staff will:

Complete training and participate in workshops to remain current.

Observe children's areas of interest and reflect upon it in order to provide experiences that will encourage children to explore and ask questions.

Referring to the Early Learning for Every Child Today (ELECT) document, which provides comprehensive, detailed child development information. It is used to help determine skills that Educators can be working on with children

Post programs, reflecting on weekly/monthly observations and documentation. Creating individual program plans (IPP) for children with differing abilities and have individual goals established in conjunction with the parents.

G. 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 childcare

Rippleton Roadsters Child Care and Satellite Program will plan and implement an active/outdoor program for up to 2 hour daily (weather permitting) where a variety of activities are offered to children to support their gross motor development. Active enrichment programs include sports programs, dance, and organized games

Rest time for children who require it, is included in our daily schedule. Duration of sleep is based on children's individual needs and with input from the child's parents.

Accommodating individual schedules and needs of children and making revisions as needed (i.e. children should not be rushed through meals and activities and be given an acceptable time frame to complete their tasks)

H. Foster the engagement of and ongoing communication with parents about the program and their children

In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement. We encourage an open communication and welcome suggestions to make the program as seamless as possible. Our annual General Meeting is a prime opportunity for parents, children and staff to come together as a team for the success of the program.

Monthly newsletters are posted online and the parents are able to read important information and be aware of events in the centre.

Communication between the child care staff and the families in our program occurs in person, by phone, e-mail or through written and posted communication methods on our website and on our parent information boards. Communication needs to come from all members of our centre; the Board of Directors, the Executive Director and all staff.

RRCCSP staff will:

- Request and conduct regular parent-teacher meetings as needed
- Complete Daily written observations accessible to the parents of the children in our care
- Meet with parents at regular intervals to review children's individual schedules. Ensure that children's portfolios containing progress reports, documentation of learning and examples of work is accessible to parents
- Meet with parents at registration orientation or the time of transition into the program to gather and provide and review information regarding program expectations.
- Engage in daily verbal communication;
- Encourage parents' input to improve our programs and services and encourage families to provide feedback and suggestions

I. Involve local community partners and allow those partners to support the children, their families and staff

RRCCSP understands the importance of the community and the opportunities it provides as another learning environment for the children in the program. RRCCSP is committed to developing close partnerships with the community to support the children and families in our program.

We also view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs such as walks thorough the neighbourhood, visits to the local shops and libraries., visits from community officials such as police and fire departments. We optimize the opportunities that the community has to offer and use them as an extension of the classroom, so the children may explore and make connections and build on the knowledge that they already have.

Rippleton Roadsters Child Care and Satellite Program will connect with the following community partners to better support the mental health and well-being of children and families:

- Staff at Rippleton Roadsters Public School and St. Bonaventure Catholic School
- Resource Consultants, Occupational therapists
- Community resources (i.e Ward councillors and trustees)
- Community Colleges

J. Support staff, home child care providers or others who interact wit the children at a child car centre or home childcare premises in relation to continuous professional learning

Rippleton Roadsters Child Care and Satellite Program is committed to hiring training and compensating staff to promote their growth as educators. Once hired, the center provides opportunities for continued education through workshops, staff meetings and one on one mentoring. Team leaders for each age group

provide new staff with opportunities to become acclimated with the center and provide opportunities for open communication with other staff members.

RRCCP staff have completed studies in the field of early childhood education and are registered in good standing with the College of Early Childhood Educators and many have additional credentials in Early Childhood Education, Child and Youth Workers or Recreation Leadership. The staff of RRCCP are expected to participate in the Continuous Professional Learning Program as outlined by the College of ECE.

All program staff attend mandatory monthly meetings and receive training on an ongoing basis, and as needed.

RRCCP staff are trained in Emergency First Aid

K. Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families

All educators, volunteers and placement students will review the Program Statement prior to working at RRCCP and annually thereafter or upon any changes or modifications to the policies.

Annual review of the Program Statement and these policies and procedures ensure our educators and volunteers are aware of our expectations as set out by the Ministry and enforced by RRCCP.

These policies are provided for the staff and the Board to read and sign off each year and updated as changes occur.

Implementation of the Policy Statement

Once an offer of employment is made the employee will receive orientation which includes: Reading, understanding and signing-off on the Policies and Program Statement for Rippleton Roadsters Child Care and Satellite Program

The policies will be reviewed annually and as needed with all staff, students and volunteers

The Executive Director will monitor the implementation of the program statement for each staff bi-annually and as needed and review the documentation with the staff

Support staff in the implementation of the Program Statement and provide development opportunities and suggestions for improvement through workshops, staff meetings, team meetings and on an individual basis as needed.

Use observations, interactions and conversations to monitor staff.

Staff will reflect on How Does Learning Happen? by:
By reviewing their observations and engaging children in meaningful activities

By maintaining communication with parents and building trusting relationships with the families

By completing a checklist to ensure required practice is implemented

The following practices are prohibited by Rippleton Roadsters Child care and Satellite Program:

- Using a lock or lockable room or structure to confine a child that has been withdrawn from the group
- Abusing a child physically, verbally or emotionally
- Depriving a child of basic needs including food, shelter, clothing or bedding
- Using corporal punishment
- Using deliberate harsh humiliating or degrading measures towards a child

In the event that the Director observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlined in the Disciplinary Policy contained in the Employee Handbook.

Additionally, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice.

All Early Childhood Educators will abide by the Code of Ethics, the Standards of Practice and the Childcare Early Years Act (CCEYA).

Records regarding the monitoring of the Program Statement will be kept on file for 3 years