Name of Child Care Centre: **The Governing Council of the Salvation Army in Canada**

Date Policy and Procedures Updated: **January 15, 2019**

Our program is based on current research, theory and practice which is consistent with the Ministry of Education’s policies, pedagogy and curriculum framework.

We reference the following Ministry documents:

* How Does Learning Happen? Ontario’s Pedagogy for the Early Years
* Think Feel Act: Lessons from Research about Young Children

Salvation Army Child Care firmly believes that children are competent, capable, curious and rich in potential. Our goal at The Salvation Army Child Care is to put the children first. In doing so, we are supporting positive and responsive interactions among the children, parents and educators. In order to attain this goal, our program provides children the experiences needed to develop higher level thinking, engage and explore their curiosity and have the ability to not only recognize their physical, emotional and social competencies, but have opportunities to expand their limits in order to understand their own unique capabilities.

Each and every day our center’s promise is to ensure we create an environment where the children feel a sense of belonging, develop an awareness of health and well-being, are active and engaged learners and are able to express themselves.

To honour our commitment to children, The Salvation Army Child Care Centre will ensure the following goals are met:

**We will promote the health, safety, nutrition and well-being of the children by**;

* Providing a healthy and hygienic environment meeting all guidelines set out by the Public Health Department
* Serving healthy, well balanced snacks and meals; our menus are based on the Canada’s Food Guide
* Posting allergy charts in all eating areas and the kitchen. Substitutions are made for all children with food related allergies or food restrictions
* Admittance through a locked, coded security door
* Documenting arrival and departure time of every child and conducting frequent head counts throughout the day
* Conducting and signing off on health checks as each child arrives for the day
* Communicating with the families on a daily basis through face to face contact, communication notices, digital communication and parent handbook updates

**We will support positive and responsive interactions among the children, parents, educators and staff by;**

* Requiring our educators possess a positive, happy demeanor, ensuring they are supportive of one another which in turn is passed on to the children and the families
* Respecting each child as an individual, who is competent and full of potential
* At all times there will be teacher/child interactions which will reflect:
	+ Child directed play/interests
	+ Open ended questions
	+ Encouragement over praise
	+ Problem solving
* Respecting families as an integral part of our centre and ensuring they feel a sense of belonging. Greeting each family member at the beginning and end of the day. Supporting parents by being open and approachable and being willing to take the time to answer all questions and address all concerns
* To further support positive and responsive interactions **the following practices are prohibited**;
	+ **corporal punishment** of the child;
	+ **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 child care centre 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;
	+ **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;
	+ **inflicting any bodily harm** on children including making children eat or drink against their will.

**We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate by;**

* Listening & responding in a gentle, calm manner
* Being attentive and patient
* Allowing and encouraging the child to make choices and labeling emotions
* Allowing children to problem solving
* Working in small groups
* Providing comfort when children are upset

**We will foster the children’s exploration, play and inquiry by;**

* Providing learning materials and activities which are based on the children’s interest
* Providing an environment where there is no boundaries for play materials
* Providing within the environment various areas where children can explore, play happily and safely, ask questions and where hands on learning can take place with the involvement and support of the Educator

**We will provide child-initiated and adult-supported experiences by;**

* Ensuring the children are part of the planning process
* Extending and scaffolding the child’s interests by providing diverse, inclusive exploration experiences
* Including community resources in our programs such as parents, guest speakers, etc.
* Keeping the materials and equipment in the room interesting by rotating them and inviting by attractively setting up invitations to play
* Following the children’s lead

**We will plan for and create positive learning environments and experiences in which each child’s learning and development will be supported by;**

* Providing small group activities/experiences
* Providing materials which are age appropriate
* Providing experiences which reflect the children’s interests
* Providing indoor and outdoor activities
* Allowing children to flow freely though the various play areas
* Following a flexible schedule

**We will incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day; we will give consideration to the individual needs of the children by;**

* Providing materials and opportunities for exploration in the following areas both indoors and out:
	+ Creative arts, sensory, math, science, dramatic play, books, music, dancing, cognitive, blocks, construction, fine motor
	+ Gross motor such as bikes, balls, balance beams, rock wall, garden, prop bins
* Respecting children’s likes and dislikes at snack and lunch time
* Allowing children to sleep, rest or engage in quiet activities during rest time
* Respecting and supporting children personal washroom needs

**We will foster the engagement of and ongoing communication with parents about the program and their children by;**

* Building a positive rapport with parents through daily communication
* Using a variety of communication tools such as Remind, Hi Mama, communication sheets, bulletin boards, white boards and our website

**We will involve local community partners and allow those partners to support the children, their families and staff by;**

* Networking with PIRS (Peel Inclusion Resource Support), Community Living, Erin Oak, etc.
* Connecting our families with our Church, Family Services, Sunday School, etc.
* Providing family celebrations such as family barbeques, Christmas programs, parent workshops, family craft nights, etc.

**We will strengthen the capacity of educators/staff and remain current and knowledgeable about early learning and child care through providing ongoing opportunities for continuous professional learning by:**

* Requiring that all ECE’s are members and are in good standing with the College of Early Childhood Educators
* Requiring all RECE’s participate in the Continuous Professional Learning Plan set out by the College of Early Childhood Educators
* Requiring that each Educator participate in a minimum of eight (8) hours of professional development each year
* Requiring that each Educator complete on-line training courses set out by The Salvation Army in the following areas:
	+ Health & Safety
	+ Abuse training
* Requiring that each Educator set goals for himself/herself during their annual appraisal
* Requiring that each Educator complete and have an open dialogue throughout the year using a Coaching form
* Requiring that each Educator attend both staff and team meetings throughout the year

**We will document and review the impact of these goals on children and families by;**

* Displaying photo and written documentations of play
* Providing displays of the children’s current interests, development and abilities
* Observing children’s play and interactions
* Documenting children’s development and milestones
* Communicating in real time via digital communication

**PROGRAM STATEMENT REVIEW & IMPACT**

To ensure our program statement is meeting the needs of our children and families staff will engage in completing a semi-annual “Program Statement Review”

During a staff meeting as a team we will discuss the results of the semi-annual Program Statement Review and revise our commitments to the children and families as deemed necessary

**STAFF RESPONSIBILITIES**

1. All staff, student teachers and volunteers will read, review, understand and abide by the Program Statement prior to beginning work and annually thereafter.
2. All staff, student teachers and volunteers will review the Program Statement anytime it is amended.
3. Staff will be regularly observed and monitored by the Supervisor, Assistant Supervisor or Designated person. Observations will be documented on a semi-annual basis on a Program Statement monitoring form and feedback will be provided pertaining to their interactions with children and programming in the centre. The Program Statement monitoring forms will be kept on file for a period of three (3) years.
4. If staff is not in compliance with the Program Statement, depending on the nature of the non-compliance, a plan may be implemented to aid the staff to come into compliance or the situation may result in following our internal investigation process which may involve disciplinary action up to and including dismissal.

**Children are at the heart and centre of everything we do at The Salvation Army Child Care Centre.**

Through the Program Statement and monitoring of it, our centre will continue to be committed to delivering an inclusive child care program that promotes high quality care, positive relationships and healthy environments where children, families and educators are co-learners.

**POLICY REVIEW**

All staff members, student teachers and volunteers will read, review and understand the Program Statement prior to beginning work and annually thereafter.