

MUNN'S CHILD CARE CENTRE

PROGRAM STATEMENT and PARENT'S MANUAL



Serving Oakville since 1989

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MUNN'S CHILD CARE CENTRES

Program Statement and Parent Manual

OUR MISSION

Munn's Child Care Centre Inc. is a non-profit and inclusive organization that has served the Oakville area since 1989. It is our mission to provide and promote high quality professional childcare and create positive learning environments and experiences in which each child's learning and development will be supported and inclusive of all children in our care.

The Munn's *handprints* represent a child who is busy exploring their world through play. Children gain knowledge and a sense of purpose in their lives through that play. Munn's Child Care Centre Inc. is committed to providing an atmosphere in which Parents/Guardians feel secure knowing that their child's physical and emotional development is being supported on an individualized basis.

BOARD OF DIRECTORS and COMMUNITY PARTNERSHIP

The Board of Directors is a volunteer committee of parent/guardian and community members that meet throughout the year. The Board's responsibility is to approve the yearly budget, set policies and procedures, plan for the long term and to keep informed of changes in childcare and the possible effects it may have on our program. The Executive Director is in charge of the day-to-day operation of the Centers but relies on the Board for ongoing support and guidance.

We provide learning opportunities and practical work experience to volunteers and college students and other local organizations. We view the community as a valuable resource and our educators plan learning opportunities to involve the community in our program.

PRINCIPLES UNDERLYING THE PROGRAM AND MISSION STATEMENT INCLUDE:

MCCC offers a learning program that is consistent with Ministry of Education policies, pedagogy and curriculum. To assist us in developing our statement we referenced the following Ministry documents and textbooks.

- ❖ CCEYA: Child Care and Early Years Act 2014
- ❖ How Does Learning Happen
- ❖ Ontario Early Years Learning Framework
- ❖ Think Feel Act: Lessons from Research About Young Children
- ❖ ELECT, Early Learning for Every Child
- ❖ Emergent Curriculum in Early Childhood Settings

1. Children are competent, Capable, Curious and Rich In Potential

The goal of our inclusive programming is to provide a child the sense of **belonging, engagement, expression and well-being**. Our positive learning and developmental environments will be supportive and inclusive of all children, including children with individualized plans. Our focus is on active play-based learning that encourages children's communication, self-expression and self-regulation. Our learning environment welcomes children of all abilities and promotes diversity, equity and inclusion. When children are manipulating objects, problem solving, acting out roles or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge and expand their own understanding as well as intentional play-based learning enables children to investigate, ask questions, solve problems and engage in critical thinking.

Pedagogy can be defined as the understanding of how learning takes place and the philosophy and practice that supports the understanding of learning. Essentially it is the study of the teaching and learning process. Leadership is often defined as the act of leading or guiding individuals or groups. If we are to combine these two we are offered the notion of pedagogical leadership as leading or guiding the study of the teaching and learning process. (Think, Feel, Act, 2013)

2. Promoting the health, safety, nutrition and well-being of the children

We believe that the first step in establishing, nurturing and promoting health, safety and well-being is through the connections a child makes with the program staff, volunteers and students on placement. As a licensed child care centre, we meet and exceed all health and safety requirements of the Ministry of Education, Public Health and local government by laws.

Our Educators:

- ❖ Use a warm and positive approach to support children's developing ability to express emotions and understand other perspectives.
- ❖ Recognize that responding to each child's characteristics and abilities is central to supporting learning and development.
- ❖ Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues.
- ❖ Recognizing each child has equal rights to participate in all centre activities.
- ❖ Recognize and respect the unique qualities of each child and family, including ancestry, culture, race, language, religion, sexual orientation, socio-economic status, developmental abilities and needs.
- ❖ Know when to stand back and observe and when to enter children's play to stimulate thinking.
- ❖ Provoke children's thinking, create meaningful programs and guide interactions with children and their families.

3. Supporting positive and responsive interactions among children, parents, childcare providers and Educators.

Munn's CCC aims to foster and maintain positive and effective communication with parents and families regarding our program and their child's learning experiences.

- Educators' facilities experiences that promote interactions between children; setting up the environment to allow for collaborative experiences.
- Educators communicates with parents during pickup and drop off times; ensuring daily reports are completed, notifying parents of any health issues, welcoming opportunities to discuss child's day, providing photographs of activities made electronically available to parents/families. Also, informing parent if there is any modification or change in program statement or Parent's Manual. Meet/greet events with parents and families to give an opportunity to families and staff to interact and share ideas.
- Childcare providers and Educators provides interactive meetings for the staff including: potlucks, celebrations. Also, engaging in professional learning about supporting positive interactions among children, with parents and peers.

All educators, volunteers and placement students follow the Prohibited Practices policy and treat each child, parent and staff with respect, honesty and caring.

Munn's CCC will not tolerate any of the following prohibited practices and any contravention by a staff can mean immediate termination or revoking of placement.

- ❖ 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 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;
- ❖ 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.

4. Encouraging children to interact and communicate in a positive way and support their ability to self regulate.

Our Inclusive programming is aimed to foster a child's sense of belonging. Positive learning environments and experiences, focused on active play-based learning, encourage children's communication, self-expression, and self-regulation. In our inclusive learning environments, we welcome children of all abilities and promote a respect for diversity, equity and inclusion as it is vital for development and learning. Our program also supports children's self-regulation, their ability to deal with stress and to remain calm. When children are calmly focused and alert they are best able to communicate their emotions, pay attention and understand consequences.

- Recognizing that responding to each child's characteristics and abilities is central to supporting their learning and development.
- Provoking children's thinking, creativity, create meaningful and engaging programs and guide interactions with children and their families.
- Using a warm and positive approach to support children's developing abilities to express emotions and understand other perspectives,
- Knowing when to stand back and observe and when to enter children's play to stimulate thinking.
- Making a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues.

5. Fostering children's exploration, play and inquiry.

Educators Observe children in their classrooms and plan curriculum based on their interests. They facilitate inquiry-based discussions with children and adjusting curriculum accordingly, providing open-ended materials and choices to children.

6. Providing child-initiated and adult-supported experiences.

Educators ensure that the schedule of the day provides time for both child-initiated and adult supported experiences, providing open-ended materials and equipment for children to explore and encourage children to initiate their own play experiences.

7. Incorporating 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.

Ensuring the schedule of the day provides a variety of activity level; Planning and offering curriculum activities in all domains, both indoors and outdoors; Setting up the environment to ensure areas for quiet and active play are available for all children; observing the children and facilitating activities based on their needs for active or quiet time.

8. Positive learning experience for children which is inclusive to all children.

- ❖ Recognizing each child has equal rights to participate in all centre activities.
- ❖ Recognizing and respect the unique qualities of each child and family, including ancestry, culture, race, language, religion, sexual orientation, family structure, socio-economic status, development or physical abilities and individualistic needs.
- ❖ Creating strategies that value the culture and first languages of all children.
- ❖ Establishing the program to foster an inclusive learning environment in which every child can participate.
- ❖ Viewing diversity as an asset and plan the program to reflect differences and enrich the environment.

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

Ensuring Educators have opportunities to dialogue with community partners to support the best interests of children and families. Invite community partners to participate within the program; Coordination of Service Coordination meetings to support families and Educators

10. Continuous professional learning for staff.

Munn's CCC is committed to hiring, training and fairly compensating staff as we believe that a quality program is based on quality staff. Munn's CCC ensures and promotes this by the following processes:

- ❖ New staff are oriented to our policies and procedures and we recognize the importance of continuous professional learning for all employees and ensure they are sufficiently trained and prepared upon commencing.
- ❖ We are active members of quality first, The Halton Resource connection and staff are encouraged to attend related workshops, webinars and use resources available for independent learning.
- ❖ Upon hire and during employment, all R.E.C.E; s must be in good standing with the College of Early Childhood Educators.
- ❖ The Program Statement and any other change to a policy is reviewed yearly with staff, volunteers and placement students as well as any time it is modified.

11. Document and Review the impact of the Program Statement.

Reviewing goals at annual strategic planning meetings with management team; referencing the goals when preparing feedback forums for Educators and families; prepare a summary document after all review activities and provide to the Board of Directors for review and action planning.

PROGRAMMING and PROCEDURES

- ❖ All children will be able to participate in the full program to the best of their abilities.
- ❖ Routines will be flexible to allow a child sufficient time for completion.
- ❖ We will attempt to acquire any assistive equipment a child may need. The Centre may be able to help out financially.
- ❖ Staff will work together with outside agency and implement any set goals into the groups program.
- ❖ Each child enrolled with special needs requires a support plan be in place within 3 months of commencement and will be reviewed and updated annually thereafter.
- ❖ Support plans or any specialized equipment will be monitored and adjusted with updates as needed after discussion with the staff, parent and any other agency involved.
- ❖ Staff are supported by arranging attendance to training sessions/educational courses/workshops etc. We arrange staff coverage and possible financial assistance if needed.
- ❖ Staff will receive training or instructions on the proper technique of any supportive aid and device or how to complete or any modification made to the environment.
- ❖ There will be on every meeting agenda, staff and board, time to discuss issues related to inclusion.
- ❖ At each staff meeting, it will be discussed as a group the needs, goals and successes of children.
- ❖ Parents will be encouraged to become involved by attending inter-agency meetings and receive minutes of any meetings.
- ❖ Should a parent not be able to attend a meeting, Munn's will strive to accommodate any requests to ensure their ability in order that they may do so.

The mission of Munn's Child Care Centre Inc. is to provide and promote quality child care in a safe and caring environment, in partnership with parents and our dedicated team, to develop all children to their full potential. To achieve this no family will be excluded from the program because of race, culture, language, socioeconomic background, beliefs, family composition and abilities. All children may attend the Centre's regular days and hours of operations and there is one wait list for all families and there is no charge to go on our waitlist.