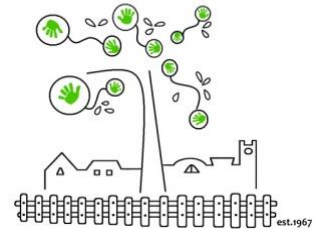


Program Statement



Ancaster Small Fry Preschool provides a welcoming space that encourage active exploration and meaningful interactions to support children's autonomy and sense of competence. Assorted materials and resources in our learning environment support problem solving and imagining, as well as present opportunities for creative expression in all forms throughout daily routines that view children as capable competent, curious and rich in potential.

In compliance with the Child Care and Early Years Act (CCEYA), and grounded in current research in early child development through the How Does Learning Happen? (HDLH) document, our program implements and adjusts practices that aligns with the *Foundations for Learning* to support children's sense of belonging and well-being, as well as engagement and expression.

The following goals will guide our program in our pursuit of positive experiences and outcomes for children and families:

- a. Promote the health, safety, nutrition and well-being of the children.
 - Children will be supervised by qualified Early Childhood Educator at all times.
 - Daily monitoring for illnesses and notification to parents.
 - In case of anaphylactic allergies, individual plans and emergency procedures with the child's photograph will be developed and posted for staff. To ensure the well-being of the child, an EpiPen must be available at school.
 - Promote proper hand washing before and after playing in sensory activities, washroom routines, and at snack time.
 - Encourage cleaning practices with the support of printed materials, regarding hand washing, and disinfecting classroom tables before and after snack time, as well as countertops for food preparation in the kitchen.
 - Promote healthy eating providing variety of foods and range of textures and tastes, appropriate to the developmental stage of the group.
 - Safe food handling by children and staff.
 - Collaboration with families to ensure the specific needs of individual children are met: dietary requirements, food allergies, cultural background or medical conditions.
 - Model positive behaviour to promote healthy eating habits.
 - Provide a pleasant, and culturally inclusive atmosphere for children at snack time that encourage social interaction and learning.
 - Inspection of indoor and outdoor play areas to ensure a safe learning environment.
 - Our school complies with Accessibility Standards for people with disabilities.

- Embrace diversity by welcoming LGBT families, as well as from different religions, cultural backgrounds and family dynamics.
 - Support inclusion policies for individuals with special needs.
 - Affirming children's strength and achievements promotes their sense of self and self-esteem.
- b. Support positive and responsive interactions among the children, parents, and program staff.
- Show empathy to increase the connection between adults and peers.
 - Promote helping behaviours among peers and towards adults.
 - Encourage group activities to provide a sense of belonging.
 - State the points of view of peers to promote consideration of personal views in relationship to others perspective.
 - Value children's ideas as contributions for program planning.
- c. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
- Encourage conflict resolution by acknowledging children's feelings and encouraging them to attend and listen to peers.
 - Invite children to share their ideas and materials with their peers to promote cooperation.
 - Involve children in planning and decision-making when setting up the environment to increase their involvement.
 - Offer children the opportunity to assist their peers.
 - Staff and volunteers participation and involvement in the activities and use of materials to support children engagement in projects by challenge thinking.
 - Provide smooth transitions in daily routines by using visual or auditory cues.
 - Offer comfortable spaces to share books, stories and toys with friends.
 - Set up environment to meet the needs of all children, providing for the various strategies children use to regulate themselves (i.e. quiet areas, choice of toys or materials)
- d. Foster the children's exploration, play and inquiry.
- Offer open-ended materials and resources.
 - Allow children to problem solve and think before offering input.
 - Ask questions that can be answered through observation.
 - Pose problems to solve and brainstorming solutions and outcomes (offer provocations).
 - Provide a variety of options and challenging materials in the different areas to choose from to scaffold on their learning.
 - Offer materials for representing ideas with prints, drawings and other developmentally appropriate resources to challenge and support children's development.

- e. Provide child-initiated and adult supported experiences.
 - Make available materials and extra resources to support projects.
 - Offer a balance of child-initiated and teacher directed small group activities.
 - Use technology and other resources as means of extending activities that interested them.
 - Spend time with books, discussing and making connections between books and stories in the children's play.
 - Show enjoyment in reading books and telling stories.
 - Provide children with opportunities to challenge themselves to take manageable risks.

- f. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.
 - Provide rich and stimulating learning environments with accessible materials and tools to provide the opportunity for their meaningful use.
 - Present children's ideas to others through drawings, telling and documentation.
 - Avoid non-verbal and verbal responses to children's thinking that imply judgemental praise: no 'right' or 'wrong'.
 - Present materials to support sensory exploration.
 - Present and make visible children's learning and understanding of the world around them through documentation.
 - Environment reflect different ideas, abilities, values, cultures, and other areas of diversity.

- 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.
 - Offer opportunities to observe, investigate and discover elements of the natural environment.
 - Follow the leader where children's coordination and jumping are practised.
 - Play music with simple rhythms to engage children in gross motor activities, like musical patterns.
 - Display equipment and materials to foster active play in the gross motor room.
 - Weather permitting promote activities on a daily basis in the outdoor playground.
 - Offer a balanced active play period with opportunities for rest and quiet time.

- h. Foster the engagement of and ongoing communication with the parents about the program and their children.
 - Building positive and responsive relationships.
 - Open door policy: parents are welcome to join their children during the morning routine.
 - Daily exchange of ideas and/or summary of the morning activities and their response and participation.
 - Opportunities for children and parents to explore together and co-plan projects.
 - Offer spaces for sharing information with families about what children learn through exploration and play.

- Provide opportunities to parents to contribute to the program by promoting family gatherings and special event planning.
 - Use different forms of documentation to record children's ideas and share evidence of development and learning with parents and peers, pictographic records like drawings, attempts at writing, photos, as well as written observations of children's exchange of ideas, constructions and interactions with peers and adults will serve as documentation of the everyday learning experiences facilitated in our program.
 - Post documentation and observations around the classroom for staff, children and parents. Parents are invited to contribute to the documentation and share their perspective.
 - The use of technology will facilitate the goal of making learning visible and share with parents on a regular basis the different daily activities and special events at school. This documentation will allow us to deconstruct the thinking process behind children's interaction with peers and materials available in the classroom.
 - Survey parents on regarding the daily operation of the program and value their input by making adjustments when possible.
 - Encourage parent participation in the program and offer guidelines on the daily running of the program to facilitate the experience and make it an enjoyable one.
- i. Involve local community partners and allow those partners to support the children, their family and staff.
- Contact different groups or organizations to offer encounters and materials that reflect different children's cultures.
 - Partnership with local College to offer opportunities for Student placements and enrich the learning experience of the student as well as the children by being exposed to a different style or teaching approach.
 - After due assessment, a child might be eligible to additional support (Resource Teacher / Support Facilitator), prior approval by the City of Hamilton Special Needs Resourcing Agency.
 - Affiliation to professional resources libraries to enrich the materials and resources offered in the classroom.
- j. Support staff in relation to continuous professional learning.
- Financial support to staff for professional development.
 - Provide professional training opportunities to staff.
 - Maintenance of Professional College association.
 - Participation in PD days run by Hamilton & District Council of Cooperative Preschools
 - Support RECE with the Continuous Professional Learning program two-year portfolio cycle require by the College of ECE.

- k. Document and review the impact of strategies set out in the above goals on the children and their families.
 - Encourage self-reflection, discussion and ongoing collaboration among staff in order to readjust practices and procedures.
 - Evaluate the physical environment and provide changes when necessary to facilitate the natural flow between the different areas in the classroom.

This program statement is meant to be a live document that is reviewed, revised and readjusted on an ongoing basis. Assessments on the impact of the strategies set out in this Program Statement will be documented and kept in the school files.

All new program staff and volunteers in the classroom must be aware of its content prior to interacting with children and at any time when the program statement is modified.