

Policy 10. Programming

10.1. Philosophy

- Programming must be appropriate for the age and development of the children. Programs are designed to enhance each child's growth.
- During the early years, children learn best through a play-based curriculum. A play-based curriculum is a carefully structured environment that is both stimulating and exciting.
- SCD believes that children grow as individuals and learn best through play as they explore the world around them; children thrive when they have the opportunity to emerge themselves in activities that interest them.

10.2. Goals

Our programming will emphasize the following goals:

- o Well-being
- o Play and playfulness
- o Communications and Literacy
- o Diversity and Social Responsibilities
- o Fine and gross motor skills
- o Age appropriate problem solving skills

10.3. Responsibilities

- The Director is responsible for designing all programming, but may delegate to Lead Educators as appropriate
- All staff will administer and facilitate programming
- Families are encouraged to provide feedback and ideas to diversify programming as appropriate

10.4. Actions

- All programs will be planned in advance to meet the capabilities, need and interests of each age group, also taking into consideration their creative, emotional, intellectual, physical and social developments.
- Staff members will support children as they explore the environment, by talking with them and extending their play through questions and ideas.
- The program provides a full range of activities to meet individual needs of children in a variety of age groups. Regular Activities include:
 - o Fine and Gross Motor: beads, lacing, painting, puzzles, art, play dough, coloring, gym, outdoors play, yoga
 - o Cognitive: Board Games, puzzles, stacking/sorting.
 - o Language: Books, circle time, music, puppet shows, flannel stories, exposure to French, Spanish, and Indigenous languages
 - o Social/Emotional: Books, encouragement, hugging, discussing feelings, breathing and meditation exercises

10.4.1. Daily Routine

- Programming is intended to be flexible and responsive to children’s needs, interests, as well as staffing; however, a predictable daily routine helps to create a stable and predictable environment for the children.
 - Where programming is co-constructed by the Educators and the children, there will be flexibility to change activities according to the current topic of study, as well to allow children to initiate their own learning and to explore at their own pace.
 - Our daily routine will allow for the optimum amount of time each child needs to create, build, and play.
- Each Daily Schedule will include:
 - indoor and outdoor play (exception: temperature is below -25 C with wind chill or above 33 C with humidity; or at discretion of Lead Educator)
 - periods of active and quiet play
 - time for free choice of play for discovery and exploration
 - gross and fine motor activities
 - child initiated and adult directed play/ activities
 - play in small groups, large groups and individual activities
 - explore arts and sciences; express creativity and interests; experience accomplishments and success; problem solving and developing trust, respectful and supportive relationships.
- The following sample schedule outlines the daily routine and activities offered at SCD, but is subject to variability from day-to-day:

5:30	7:30	Welcome children, free play, optional sleep and/or snack
7:30	8:30	Welcome children, free play, activity
8:30	9:00	Clean up and wash hands, snack
9:00	10:00	Activity, free play, stories, and/or music
10:00	11:00	Outdoor play and/or activity
11:00	11:30	Clean up, wash hands, bathroom
11:30	12:15	Lunch
12:15	2:45	Quiet time, nap, quiet activities
2:45	3:00	Wash Hands, snack
3:00	3:45	Centre time
3:45	5:00	Outdoor play, activity, or free play
5:00	5:30	Free play, pick-up

10.5. Rest Periods

- In order to provide quality care and to ensure the well being of each child, we encourage all children to have a rest period. Rest is an important part in healthy development and all children benefit from a calm relaxing time.
- Nap times take place from 12:30 p.m. to 2:30 p.m. in each room. The room will be darkened, white-noise and cots will be provided. Parents must supply their own blankets.

- Children are only required to be in the nap area for as long as they need. Children are not required to nap, but if a child seems overly tired they will be required to have a rest.
- Sleeping mats are disinfected after each use and blankets are washed on a weekly basis.
- Staff may sit with the children to rub their backs.

10.6. Outdoor Play

- Outdoor play is an important part of children's healthy development. Due to extreme weather conditions, some days the children will not be able to have outdoor activities, however parents should expect that the children will play outside most days and should have appropriate clothing for the weather.

10.7. Outings and Excursions

- Outings and excursions are fun and an exciting way to enhance any learning experience. These are often a starting point to encourage children to explore the world around them.
- Staff will carry a first aid kit with them whenever they leave the centre for an outing; the first aid kit will include a list of all emergency contact numbers for each child.
- Staff take regular head counts during outings/excursions, when leaving, arriving at our destination, and when returning.

10.7.1. Outings

- Outings are within walking distance and include:
 - Walk around the neighborhood
 - Macdonald school (gymnasium, park, outdoor classrooms, trails, hill)
 - Skating
 - Visit to Stockholm Library
- Notice and permission is not required for daily outings
- Strollers, wagon, or push-buggies may be used to transport children during outings

10.7.2. Excursions

- Excursions require vehicle transportation and may include:
 - Bowling
 - Swimming
 - Special tours
- Prior to any excursion, parents must sign a consent form provided by the centre. A 24hr notice will be given to the parents prior to any excursion.
- A risk assessment is conducted annually or as required for all excursions.
- Method of transportation will be decided upon the planning of an excursion.
- Parents are always welcome and encouraged to join us on any excursion. There may be a small fee to cover transportation or entrance fees. If a fee is needed, it will be included on the permission form.
- Parents and guardians may be asked to volunteer to accompany our staff for extra support.
- Board must approve field trips requiring transportation

10.8. Evaluation

- **Toddlers will be evaluated using the Ages & Stages Questionnaire (ASQ)**
 - ASQ is a set of questions about children’s development that screens development performance in the areas of communication, gross motor, fine motor, problem solving, personal-social as well as overall development across time.
 - ASQ findings will reveal strengths, may uncover areas of concern and will help determine if there are community resources or services that may be useful for your child or family. Early Childhood Educators will use this information when planning programming to assist children’s development.
 - An educator will administer the first ASQ within the first two months following a child’s start date pending their comfort level. We want children to have a chance to become familiar with SCD as well as the educator prior to administering the ASQ. A permission form is part of the registration package.
 - Families are highly encouraged to be part of the ASQ screening process. The findings will be shared with families. If your child is developing without concerns, educators may share with you the next level ASQ for you to watch for the next milestones in their development.
 - Any child whose screening shows an area of monitor/concern will be offered skill enhancement activities both at daycare as well as for families in your home.
 - The educator will follow up a screening of the monitor/concern area in 1-2 months. When a score is reflected in the concern area, educators will discuss with family members a possible referral to other Sunrise Health Therapies for possible support.
 - An updated ASQ will take place every 6 months for children whose screening showed areas of monitor/concern. Those children without concern will be rescreened yearly.
 - Please note if the family or educators have any concern about development, an ASQ can be administered.

- **Pre-schoolers will be evaluated using the Early Years Evaluation (EYE)**
 - EYE is an individual play-based assessment used to measure a child’s developmental needs and pre-literacy skills. It is also used by the Good Spirit School Division to determine Kindergarten readiness
 - EYE findings will reveal strengths, may uncover areas of concern and will help determine if there are community resources or services that may be useful for your child or family. Early Childhood Educators will use this information when planning programming to assist children’s development.
 - An educator will administer the first EYE within the first six months following a child’s start date pending their comfort level. We want children to have a chance to become familiar with SCD as well as the educator prior to administering the EYE. A permission form is part of the registration package.
 - Families are highly encouraged to be part of the EYE screening process. The findings will be shared with families.
 - Any child whose screening shows an area of monitor/concern will be offered skill enhancement activities both at daycare as well as for families in your home.