

## Monkey See Monkey Do Program Statement

Our childcare facility offers a safe, happy and healthy environment for children to flourish in all aspects of life. We offer care for all ages, from Infant to preschool. Our philosophy fosters an educational experience enhanced by creative arts, fine and gross motor activities, circle time, sensory play, play based learning, music, science & nature, phonics, yoga, martial arts and hands on cooking lessons. Children will achieve optimum learning through play, social interaction with staff and peers as well as emotional support and intellectual development.

Our current personal philosophy joined with the Ministry of Educations pedagogy “**How Does Learning happen**”, has filled the gaps to further help families, staff and children better understand education. *It is a Framework for Ontario’s Early Childhood Settings* that describes how young children learn and develop. It provides a guide for curriculum in Ontario’s early childhood settings, including child care centres. It is intended to complement, not replace, the *Ontario Day Nurseries Act*.

All Monkey See Monkey Do employees participate in the **ELECT**, “**How Learning Happens**”, “**Tech, Feel, Act**” training and implement the framework into our program. Our Staff embrace the pedagogy of “**How Learning Happens**” in our program by personal reflection regarding our practices, program plans and caregiver interaction as well as relationships with parents/guardians. “**How learning happens**” and “**Tech, Feel, Act**” is introduced during the orientation and reviewed annually with Educators. It is carried out in our every day practice and procedures, child interactions, self reflections, ongoing staff training, coaching conversation with administrators and staff meetings/workshops.

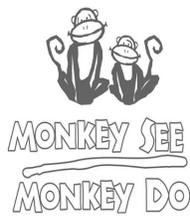
### **ELECT-Early Learning for Every Child Today:**

*The Early Learning for Every Child Today (ELECT)* is based on an extensive review of early childhood curriculum and pedagogy in Canada and internationally, research findings, and the collective professional expertise of the Panel members.

Our centre has created a new program plan based upon the **ELECT** approach. The **ELECT** tool will allow us to help every child to become an international leader in achieving their social, intellectual, economic, physical and emotional potential to the max. The purpose of the *Early Learning for Every Child Today* is to guide and support curriculum’s being used in our centre. It also provides direction for our programs and features a continuum of developmental skills and a shared language that will support early childhood practitioners.

It is organized into five sections, including...

1. Social,
2. Emotional



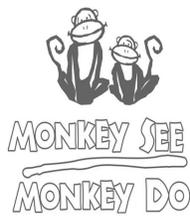
3. Communication, Language and Literacy
4. Cognitive
5. Physical.

**Staff Interactions:**

Together we make learning a priority to help enhance caregiver/child interactions. This partnership further assists the skill set needed to reach all milestones within our centre, through cognitive, gross motor, fine motor and language enriched activities. These experiences lead to positive outcomes in the classroom allowing the children, staff and parents to think outside the box. **The four foundation's of Belonging, well being, engagement and expression** help our centre focus on what really matters regardless of the child's age, ability, culture or language.

***Educators will ensure to...***

- Play with children at ground or table level and outdoor playground.
- Express affection toward children by smiling, being in physical proximity, hugging, hand holding, Provide warm, responsive physical contact.
- Bending down while speaking to children at their level throughout the day
- Engage frequently with children particularly at meal times, arrival and departure and as they work and play.
- Actively seek meaningful conversations with children about their work & play, family, self, and events of importance, etc.
- Be attentive and responsive to children's individual needs and respond to children in distress.
- Encourage children to share experiences, ideas and feelings. Educators will listen to them with attention and respect.
- Are aware of the activities of the entire group even when dealing with a smaller group. They will position themselves strategically and look up often from involvement.
- Speak with children in a friendly, positive and courteous, manner. They will call children by name.
- Converse frequently with children and encourage them to refine and practice communication skills.
- Ask ongoing open ended questions to expand on learning opportunities.
- The staff will include children in conversations within the program and describe actions, experiences, and events and will respond to comments and suggestions.



- Treat children of all sexes and all races, religions, family backgrounds and cultures equally with respect, attention, and consideration. They provide children of both sexes with equal opportunities to take part in all activities.
- Use a pleasant, calm voice and simple language while making eye contact
- Follow the child's lead and interest during play
- Help children understand your expectations by providing simple but clear explanations (not by directing)
- Take the time to engage children in the process of resolving problems and conflicts, rather than reiterating classroom rules
- When children's behavior is challenging and disruptive, think about where and how they might have more success and redirect them there
- Foster thoughtfulness and caring by listening to children and by encouraging them to listen to others and share ideas
- Be genuine in acknowledging children for their accomplishments and effort by clearly saying what it is they have done well

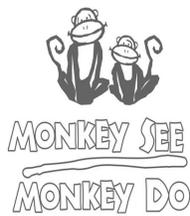
### **Helping children self regulate -Teach Feel Act:**

The Ministry of Education is committed to supporting early year's settings in providing high quality early learning and development opportunities for children across Ontario. ***The Ontario Early Years Policy Framework*** describes how high quality programs have an extraordinary and long-lasting impact on children's development.

The Ministry has worked with leading experts in the field of early childhood education to develop six research briefs for educators working in early year's settings which highlight the latest research in early childhood development, strategies to put the key ideas into practice and reflective questions for educators. These briefs are intended to challenge the status quo and encourage critical reflection as we consider our work from different perspectives. Our Educators review this document and are trained to implement its strategies in our day to day practices throughout the program and caregiver interactions.

### **What Is Self-Regulation?**

Just about everywhere you turn these days you come across someone talking about the importance of enhancing children's ability to self-regulate. This is because of a growing number



of studies showing that self-regulation lays a foundation for a child's long-term physical, psychological, behavioral, and educational well-being (Shanker, 2012).

Self-control is clearly important for children's ability to deal with the tasks and the temptations that they are confronted with every day (Moffitt et al., 2011; Duckworth & Seligman, 2005). But *self-regulation* represents a very different way of understanding why a child might be having problems with self-control, and more important, what can be done to help that child.

The ability to self-regulate refers to how smoothly a child is able to move up and down through different *arousal states*, which are critical for expending and restoring energy. Too many children are dealing with too many stressors in their lives today. We need to develop a much better understanding of the nature of these stressors and how to reduce them. Children need to learn how to identify for themselves when they are becoming agitated and what they can do to return to being calm and focused.

*The five primary sources of stress in children's lives today are...*

1. Emotional
2. Cognitive
3. Social
4. Pro-social
5. Biological

Each of these levels influences and is influenced by all the others. So when working on a child's self-regulation we always have to be mindful that we are looking at all five levels, and not simply one or two. For a lot of children, too much noise or visual stimulation or strong smells can be a stressor. For some children, too much junk food or sugar can be a stressor. For far too many children today, not enough sleep or exercise or just playing with other children is a huge stressor. Many children struggle with strong negative emotions, like fear, anger, shame, or sadness. Some children find certain kinds of cognitive challenge very draining. A great many children find group activities stressful. And finally, children can find it very challenging to have to deal with other children's feelings or needs. When children are calmly focused and alert, they are best able to modulate their emotions; pay attention; ignore distractions; inhibit their



impulses; assess the consequences of an action; understand what others are thinking and feeling, and the effects of their own behaviours; or feel empathy for others.

### ***The Three Key Steps to Self-Regulation...***

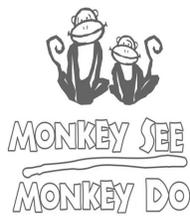
1. The first step is to reduce the child's overall stress-level. This can be as simple as making sure the child is well-slept, getting nutritious foods, and lots of exercise; turning off the radio in the background if we suspect that our child is sensitive to noise; or limiting the amount of time spent on computer or video games if these seem to leave the child agitated. Just going to school can be stressful for a lot of children, and even very simple aids like a disc for their chair at school or a weighted bag for their lap or some play dough to squeeze while doing lessons can be calming.
2. The second step is to become aware of what it feels like to be calmly focused and alert, and what it feels like to be hypo- or hyper-aroused. A large number of Canadian children lack this basic aspect of self-awareness.
3. The third step is to teach children what sorts of things they need to do in order to return to being calmly focused and alert and what sorts of experiences they may need to manage or even avoid.

The world our children are growing up in today is one where self-regulation is becoming ever more critical. But research is now showing that sports, playing a musical instrument, being involved in the arts, yoga, and martial arts like Tae Kwan Do, all provide enormous benefits for self-regulation (Diamond, 2011).

### **Parent Communication:**

There are a variety of ways that we ensure proper communication with families which include the following ...

- Classroom white boards for daily updates and reminders
- The daily sign in/out binder with teacher notes to parents and documentation about the child's day
- parent and teacher communications by phone
- meeting with supervisors or classroom teachers are available at any time
- weekly program plans are posted in each classroom
- monthly classroom newsletters and calendar posted online (parent login)
- Emails-newsflash, reminders, memos, Centre newsletter
- Calendars of events are posted in each classroom and on the website
- daily verbal communication during drop off and pick up time
- accident/incident & illness reports
- Office parent board with licensing inspection, serious occurrence reports, events announcements and centre newsletter.



Parents are to be aware of all communication efforts in order to be well informed of centre happenings and special days in your child's class that he/she may want to participate in.

**Health and safety:**

The approaches that will be implemented in the program to promote the health, safety, nutrition and well being of the children are as followed...

- Child to adult ratio is followed at all times.
- Classroom is child proofed
- All employees obtain standard first aid and CPR-level C training
- Children are closely supervised in the classroom and playground
- Playground policy is followed accordingly and playground inspection is completed daily, monthly, seasonally and annually.
- Health inspection are completed quarterly by the health department
- Classroom inspections are completed regularly.
- Health and safety policies are reviewed and adhered to by all staff, i.e. cleaning, sanitation procedures, diaper procedures, food handling etc.
- The centre is a nut free facility and there are no outside food or drink with the centre.
- All parents are advised on the allergy policy at the centre upon enrolment.
- All staff, and volunteers, resource consultants review child emergency medical plans.
- If the child experiences ill symptoms at the centre, the child is to be pick-up within the 1 hour after the parent is contacted.
- All illness are monitored, posted, recorded.
- In the event of an outbreak parents will be notified and to the health department be contacted to facilitate further action if required
- Illness and medication policies are in place and followed by staff.

**Nutrition:**

- Our Menu Follows the Canada food guide and is approved by a dietitian.
- Children will receive a nutritious morning snack, lunch and an afternoon snack while in our care.
- Children are offered further servings during lunch and snacks. And it is also available upon request or needs of the child.
- Water is accessible available throughout the day.
- Milk is offered to all students during morning snack.
- Water is served with lunch & afternoon snacks.



- Our menus are always posted online as well on our parent bulletin board and in each classroom for review.
- The menu rotates every 4 weeks and reflects each season.
- We also attempt to offer a variety of multi-cultural food options that are child friendly.
- Should your child have any dietary needs or allergies other than nuts, it is suggested that you make arrangement with the administrator and provide the centre with all appropriate meals/substitutions such as homo milk, formula or pureed foods for infants.

### **Wellbeing:**

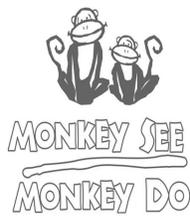
- Children Clothes are changed when dirty or soiled
- Frequent Hand washing to stop the spread of illness
- Personal care needs are met, changing diapers, cleaning noses, hands and mouths.
- Children are kept from harm and child safety feature are in place in the classroom
- Children are provided food and water
- Children are provided emotional support and appropriate affection.
- Children confidence is encouraged and valued by staff
- Children a respected as individuals

### **Programs & activities that foster learning and enhance children's development:**

#### **Our Curriculum:**

We are committed to providing a curriculum that contributes to each aspect of their development while ensuring their safety and security. We aim to provide a supportive atmosphere for the children to grow emotionally, physically and intellectually. We also believe that building a child's feelings of self-worth is paramount to a positive early childhood experience. Through positive reinforcement and genuine affection, we encourage each child to view him/herself as unique individuals and to become self-respectful; therefore learning to respect others in the process. We consistently provide a warm and inviting environment where your child will feel welcome and confident while building on their self-esteem.

*Throughout the year* the children will be engaging in a variety of stimulating developmental activities that are spontaneous or planned and based off of the children's interests and developmental millstones. Such activities will be progressive throughout the year, with a new objective each week allowing your child to build upon their skills and thus leading them down a bright and successful educational path. As we all know children develop at their different paces, therefore all of the activities will be adapted to accommodate your child's specific individual needs and developmental stages. Aside from the interest areas, there are a few other programs



that your child will engage in. Such activities may include, science, art, sensory, fine motor gross motor, dance, cooking, Sign Language, Music, karate, Yoga, etc...

Parents will receive two developmental reports per year, as well as a monthly progress report that will be specific to your child's progression, strengths and goals. The overall, accumulative developmental reports will be provided by the end of January and again at the end of June. During these times parents will have the opportunity to request further clarification through an interview.

### **Outdoor play:**

- There are 2 hours of outdoor play per day, unless a physician or parent of the child advises otherwise in writing.
- Classrooms go outside 1 hour in the morning and 1 hour in the afternoon.
- Children may go for Walks within the neighborhood surrounding the centre. Infants and toddlers use wagons and strollers.
- The Outdoor play ground on site is divided per age group with age appropriate equipment
- Variety of gross motor and outdoor equipment, games and material are available and accessible during outdoor play
- Children will not go outside during inclement weather and will be offered gross motor activities as an alternative.

### **Gross motor/active play:**

- with consideration to individual needs of children gross motor activities are planned
- Includes daily indoor and outdoor activities
- Promotes good health and development of growing young bodies
- Develops balance and co-ordination, social skills, sharing and taking turns
- Variety of equipment available, balls tunnels, hula hoops, push toys etc.
- Large group game such as duck, duck goose, hockey pokey Simon says etc.
- Karate, yoga programs
- Music and movement dancing, moving to music etc.

### **Rest/quiet time:**

- Children are offered a rest or sleep time with consideration to individual needs of children.
- Children have a labeled cribs/cots and are assigned a bed plan
- Children are no longer required to sleep or rest can be offered quiet activities
- Children are comforted and provided assistance during nap time.
- Children are welcome to bring comfort blankets and soft toys
- Light are tuned off and lullabies are played
- Reduced ratios are followed during these times.

### **Arts and Crafts:**



Our classroom provide a variety of different art activities and open ended crafts which include an area in the classroom stocked with materials such as scrap paper, glue, scissors, markers, crayons and more for those children who would prefer to create a master piece during their free play time. We believe in letting the children get their hands messy with silly putty, play dough and more. Creative Art is a great time to let the children explore their imagination and create their vision. Once they have completed their creations, the look of enjoyment, achievement and fulfillment on their faces is priceless!

### **Cognitive Circles:**

We believe that getting the children physically involved in the best way to learn! During our morning circle we start off by greeting each of our friends. Preschool programs continue with our calendar and daily weather. Infant and Toddler program focus on first words, recognition. During this time, children will get a chance to ask and answer questions as well as take turns.

In other daily circles we will discuss and introduce the objectives of the day/week/month and have a learning lesson where the children will be able to actively participate. Such circles will be reflective of our Language, Mathematics, Science and other activities throughout the day. Circle time may also include singing songs, games, dancing and gross motor, listening to stories, etc... We use all sorts of tools such as props, visuals and more, to ensure a variety of learning experiences.

### **Preschool Phonics:**

In our Preschool classrooms, we implement Jolly Phonics. Jolly Phonics teaches children to learn about the alphabet and the different sounds that each letter makes by applying actions and sounds that is familiar and easy to remember. Jolly phonics is a program that helps children builds early reading skills by having fun. Jolly phonics has a series of workbooks and a variety of lessons and review.

Phonics will run daily starting in September. During phonics the children will have a variety of booklets to complete including JOLLY PHONICS. We will rotate between ...

- Letter, sound recognition, print and sight words will be accumulative throughout the months
- Jolly Phonics workbook
- Number recognition, print and counting will be accumulative throughout the months

### **Diversity:**

Creating an environment that acknowledges and values diversity, where young children can ask questions about gender, physical abilities, 'race' and ethnicity, is also important (Green, 2001). "As children play with familiar objects that give them a sense of belonging, as well as unfamiliar objects that represent different lifestyles, they learn that all children and families make music,



dress, eat, and spend time in activities. This awareness can lead to developing a true respect for cultural diversity” (Kirmani, 2007, p.97).

Each month our classroom celebrates Diversity day. The diversity activity gives each child an opportunity to express themselves and really be proud of who they are and their background. On Diversity day, the children are encouraged to bring an item from home related to their family background i.e. a shirt from Germany or a doll from England! Diversity exposes the children to different feelings, sights and sounds and it really makes every child feel special. In our classroom, we also have many different diversity pictures on the walls and dolls from around the world for the children to play with and learn from.

### **The Environment Is a Teacher**

Space speaks. Architects and designers know this; young children know it too. Every day, they are reading the environments through which they navigate. The environment is a teacher. When we can read its many layers as children do, we can use it as an ally. “Environment” usually refers to the physical environment, inside and outside. It will serve us well if we can expand this perception to include the context in general, including the relationships among the people and between them and the materials, the rules, the schedule. These contexts should be co-constructed by the adults and children because the impact on everyone is tangible. There are several other aspects to consider: the relationship between indoors and outdoors; the sustainability and transformability of our choices of materials; the use of light; the soundscape

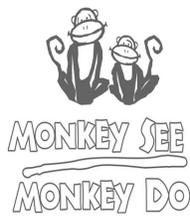
Educators design the classrooms layout based on the “Environment Rating Scale” tool and set out toys, materials, equipment, furnishings and visuals that are age appropriate to better support children learning and individual needs/temperaments.

### **View of the Child**

Educators make choices and plan in the best interest of the child within the program. We see children as “**competent, capable of complex thinking, curious, and rich in potential**”. All children grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. This will help educators and administrators remain focused on children first and foremost throughout all elements of the program.

### **Science & Nature:**

Science and Nature encourages children’s interest in the world and community around them. It teaches early math, theoretical and science concepts. Science gives each child the opportunity to experience and explore Science hands on. In our classroom, we have science day each month. On that day we have part take in experiments and explore with different scents, textures and so much more. Using all their senses daily allows the child to ask questions and explore more. For example, “How does it make noise?”, “How does it grow?” and it shows a child that



science is all around us. Science also helps the children expand their vocabulary – using words like “Light, dark, sticky, slimy” We also like to go outside for science and watch the leaves on the trees change color, or wonder why mud is so goeey.

### **Field Trips:**

Field Trips are an exciting time for the children. They can discover explore new places and people within our community. Each year we plan several outings that are age appropriate and exciting. As parents, you are given the opportunity to volunteer giving you a chance to be a part of our program and your child’s day. We travel to and from our destinations by school bus, which is quite an exciting trip on its own! We also believe that the children should have many opportunities to explore their immediate community. We take them on many nature walks up the road. We can explore the growing and changing leaves, the animals that we see, speak about street signs that we use on our way, the wind that blows on our cheeks and the sticky mud that pulls our boots off! There are so many opportunities for learning and the teachers get great satisfaction looking through the eyes of our children while teaching and guiding them!

### **Baking:**

Baking activities are planned monthly. Special treats are prepared by the children with hands on, it is lots of fun. This monthly experience provides reading skills by encouraging children to read our simple instructions and ingredients. The children also practice math through the measuring, understanding quantities and concept of time. Waiting for the treat helps build patience and pride of their accomplishment by the seeing their final product and hard work, best of all they get to indulge!

### **Child initiated and supported experiences (Play based learning):**

- Program plans are based on children interests.
- Observation of children interests and development is noted daily by staff and used as a guide for programming
- Staff interact and play with children and help children explore toys, materials and everyday surroundings.
- Open ended questions during free play and thought interactions amongst children
- During free play children inquire are further supported by staff my provide assistance, guidance and ongoing communication.

### **Table Toys & Play Areas:**

- Develops fine motor skills, and shape concepts, mathematical concepts and problem solving capabilities
- Allows children to work independently and/or co-operatively
- Encourages Children to take responsibility and satisfaction for achievements

### **Sand & Water Play:**



- Provides opportunities to explore, create, feel and discover the properties of water and sand
- Develops an understanding of math and physical concepts related to size, shape, volume, floating and sinking, as well as full and empty

### **Dramatic Arts**

- Includes dress-up center, housekeeping area, and workbench area with tools
- Provides opportunities for the child to learn his/her own feelings and experiment with expressing themselves
- Develops language through self-expression and role playing

### **Music and Movement**

- Encourages self-expression, creativity and fun
- Develops an awareness of sounds, tones, and rhythm

### **Book and quiet Area:**

- Provides an area private space to relax
- Helps stimulate imagination through stories and pictures and allows for growth in concentration
- Develops early language and literacy skills

### **Language and Literacy**

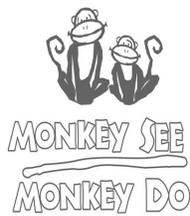
- Circle time Introduces children to other languages, first words and supports language development through songs, puppets, rhymes and story time.
- Children will learn their alphabet, numbers, shapes, colors, calendar dates and new songs
- Informal reading during play time.

### **Blocks Area**

- Blocks help children develop motor skills and hand-eye coordination, spatial skills, a capacity for creative, divergent thinking, social skills, and language skills.
- Children can integrate their own constructions into pretend play scenario and explore creativity.
- block-play is linked with advanced math skills and cognitive development

### **Inclusion and community Partners:**

Monkey See Monkey Do is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. It is our duty to ensure that any child with special



needs is given the opportunity to excel and flourish physically, socially, mentally and academically.

Upon admission the family is asked to fill in a questionnaire that will help us better assist the family and their specific needs.

**Statement of rejection:**

At no time will Monkey See Monkey Do reject any child or family with special needs. Monkey see monkey do will ensure that the program is so structured that it will accommodate the individual support plan of each child with special needs.

**Partaking in activities:**

Each child enrolled with special needs is welcome to participate in all activities set out by our centre. Some of these activities may not be offered on days of enrollment (check calendar). If for any reason a parent does not want their child to participate for whatever reason, the centre will respect the family wish. We ask that the child be brought in after the activity is complete. The child will not be able to sit at the front of the centre with the supervisor for supervision.

If the family or support worker wishes to help the child partake in the activity, we suggest that arrangements be made with the supervisor and or teacher.

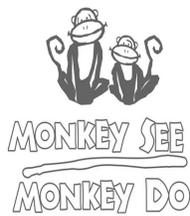
**Parent Participation:**

We welcome all parents to assist us both in the classroom and outside of the classroom. MSMD has an open door policy. However, should the persistence of an outside person that of a resource consultant, parent, grandparent, friend ect... become disruptive to the classroom and routines are not able to be completed nor implemented, discussions will take place with all parties to find a suitable option.

A meeting is conducted with parent and staff before the child starts childcare or soon after an assessment or in some situations when the staff and or parent feels a meeting is required to benefit the development and needs of a child after registration and a referral is made to access community services and undergo an assessment. Together staff and parents plan goals for the child in the program that is consistent and appropriate for the program to obtain.

**Individual program plans:**

Children are to have up-to-date individual program plans created to better support their needs in the program. This program plan can be created by staff and or resource consultant. This program plan is then posted in the classroom environment in designated areas and is to be followed accordingly by all staff in the classroom. Children names are not to be used on the IPP, only their initials. Parents are required to partake in the goal setting and sign the IPP.



All children assigned a resource consultant have an individual program binder which contains the child goals and personal information regarding development and observations. Teachers are required to track the child's development and carry forward action plans to meet the goals that have been set in the program.

### **Supports or Aids**

Monkey See Monkey Do is open to all support services and aids in the community to train staff, contribute to Individual program plans or work in the program as additional support in the classroom. Staff will cooperatively work in a professional partnership with all services in place for the wellbeing of the child with special needs. Service coordination meetings are required to successfully set up goals and discuss what is in the best interest of the child and families needs. All agencies in the community and consultants, therapists must have valid file requirements under the CCEYA.

Children may work with supports one on one in an inclusive environment. Support or aids can also assist in the program providing more opportunity for staff to engage with child and meet personal needs. With a parent written consent a child may work with an IBI therapist in private and work within centre for therapies.

### **Professional Development:**

Educators and administrators part-take in continuous professional development and self studies through Quality first /THRC and Halton Regions workshops. It is also mandatory for all educators to take 2 additional workshops per calendar year and are encouraged to unlimited training .

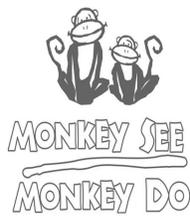
Other professional development workshops and training also include...

- Standard first aid and CPR-C
- Safe food handling
- Health and safety
- Duty to report –Child abuse
- Anaphylaxis training.
- Special needs training, speech and language, behaviors management.
- And more...

### **Quality First:**

**Monkey See Monkey Do** is a “**Quality First**” centre. “**Quality first**” is an initiative within Halton that supports early childhood programs to further develop the level of quality care and education they offer to young children and their families.

**Quality first** is based on the following indicators of quality childcare:



- **Environment/Curriculum:** are appropriate learning materials and experiences available for children in a safe and caring environment?
- **Supervision/Administration:** does the Supervisor support the staff team?
- **Professionalism:** do teachers participate in professional activities and life-long learning?
- **Inclusion:** does the childcare have policies that support the inclusion of children with special needs? Does the childcare support diversity?
- **Adult/Child Interactions:** do teachers interact with children with sensitivity?
- **Support for Early Childhood Education Students:** does the centre accept Early Childhood Education students and support them as a field placement site?

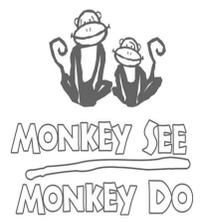
Programs are supported through an ongoing process which includes: observation and evaluation of the program, self-evaluation and goal setting, staff professional development, resources and support from a consultant. Commitment to Quality is an ongoing process. By participating in Quality First, we have made a commitment to increase and maintain the quality of care and learning we provide to the children and families of **Monkey See Monkey Do**.

We encourage Parents to ask us more about Quality First and our progress and achievements. Please refer to the Quality First poster located in the hallway and the materials we have provided. For more information and a list of Quality First Centre's in Halton please visit [www.mcrc.on.ca/thrc/](http://www.mcrc.on.ca/thrc/) and click on Quality First.

### **Policy: Program Statement Implementation**

Our program statement is to be adhered to at ALL times. It is to be implemented in every aspect of your programming and daily interactions, each and every day. Staff are to describe the approaches that will be implemented in the program and review the impact strategies set out in its program statement on children and their families. Your supervisor will ensure the program statement is being adhered to by:

- Spontaneous classroom communication book
- Spontaneous program plan checks
- Quarterly classroom inspections
- Monthly Classroom meetings
- Ongoing classroom supervision and observations
- Monthly reflection questions asked verbally
- Semi annual Staff Meetings



CHILDCARE AND DEVELOPMENT CENTRES

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