

Monkey See Monkey Do Program Statement

Our Curriculum:

Our childcare facility offers a safe, happy and healthy environment for children to flourish in all aspects of life. We offer care for ages 6 weeks to 5 years old in our Infant, Toddler, and Preschool classrooms. 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, physical education, martial arts and hands on cooking lessons. The children achieve optimum learning through play, social interactions 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, educators and children. *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 compliment, not replace, the Child Care Early Learning Act.

We are committed to providing a curriculum that contributes to each aspect of the children’s 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.

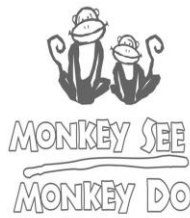
The following programs and activities foster learning and enhance children’s development.

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, hokey pokey, Simon says, aerobics, musical chairs, etc.
- Karate, physical education programs

Rest/quiet time:

- Children are offered a rest or sleep time with consideration to individual needs of children.
- Children have a labeled crib/cot and are assigned a bed plan
- Children are no longer required to sleep or rest but 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 classrooms provide a variety of different art activities and open ended crafts every day

- Art area stocked with paper, glue, scissors, markers, crayons, pompoms, feathers etc.
- Art available during free play
- Materials can brought outside
- Children have freedom to creative whatever they would like

Cognitive Circles: We believe that the getting the children physically involved is the best way to learn!

- The circles are not scheduled
- They are open ended and based off the children's interest
- All children are encouraged to participate but it is not mandatory
- Cognitive circles may include but are not limited to: songs, games, dancing/gross motor, stories, the use of props & visuals, and science experiments.
- The circles can take place anywhere in the classroom as well as outdoors.

Preschool Phonics: In our Preschool classrooms we implement The Jolly Phonics Program.

- It includes engaging the children in activities that will teach them the letters of the alphabet and the sound each letter makes
- Letter/number and sound recognition along with printing and sight words will be accumulative throughout the months
- The Phonics Program is implemented every day
- It includes a series of workbooks and lessons

Diversity: Our classrooms focus on diversity in the following ways:

- Our classrooms offer a belonging board which showcases people/places/things from around the world
- Our educators have members to resource centres such as THRC where they can rent items from around to world to utilize in our classrooms.
- Play materials are within the classroom (Books, dress-up clothing/props, art materials)
- Our classrooms have multicultural visuals throughout the classroom
- We offer a cooking class once a month in every classroom
- Learning lessons about cultures and countries
- Our classrooms celebrate all holidays

Science & Nature: Science and Nature encourages children's interest in the world and community around them. It teaches early math, theoretical and science concepts. The Educators will:

- Give every child the opportunity to experience and explore nature and science hands on



- Implement a minimum of one science activity with the children once a month
- Allow child to embark on nature walks around their community to observe their surroundings.
- Give the children opportunities to bring nature indoors to further investigate with tools
- Provide learning lessons about science and nature
- Have science and nature visuals and materials throughout the classroom

Field Trips: Field Trips are an exciting time for the children; they can discover and explore new places and people within our community. Each year we plan several outings that are age appropriate and exciting. We believe that the children should have many opportunities to explore their immediate community. 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!

Baking: Our educators plan a cooking/baking activity for the children once a month based off their interests.

- The baking is completed by the children within appropriate assistance from the educators
- The experience encourages reading skills by listening to and acting out simple instructions
- The experience encourages math through the measuring and understanding quantities
- The experience encourages fine and gross motor skills through stirring and measuring the liquids and solids.
- Cleanliness and hand washing routines are following before, during, and after the process so the children can enjoy the final product!

Child initiated and supported experiences (Play based learning):

- Program plans are based on the children's interests.
- Observation of the children's interests and development is noted daily by staff and used as a guide for programming
- Staff interact and play with the children and help the 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

The Environment Is a Teacher:

Our Educators design the classroom 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’s learning and individual needs/temperaments. ****Please reference Self-Regulation for classroom environment details.***

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**”. Our educators understand that 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.

Our educators will:

- Interact with all of the children throughout the day (Open-ended questions)
- Implement child-based, developmentally appropriate programming
- Respond to inquires
- Make observations and document reflections
- Understand that every child is unique
- Give the children the opportunity to explore and experience things in their own way
- Give the children new opportunities and choices

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. **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 the children at ground or table level and outdoor playground.



- Express affection toward children by smiling, being in physical proximity, hugging, hand-holding, providing 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: The following strategies are how MSMD Educators will implement self-regulation within their classroom:

Environment:

- Defined areas of interest
- Inclusive visuals/materials (PECS, adaptable materials, assistive technology)
- Climate control
- Adjustable lighting
- Child-sized equipment
- Soft materials
- Safe indoor and outdoor play space
- Comfortable sleep-time with soothing music/sounds
- Child displays (artwork, pictures, belongings)

Educators:

- Helps children identify emotions and feelings through interactions and conversations and role modelling



- Help children become more self-aware
- Teach coping mechanisms in order to return to being calm and focused
- Give children language to help express themselves verbally and non-verbally
- Redirect children and encourage prosocial behaviours and skills

Programming:

- Open-ended playtime
- Encourage make-believe play (interest area, props, open ended questions)
- Music, sign language, physical education, martial arts
- Cooking classes
- Variety of activity group sizes (small group, large group, independent play)
- Outdoor activities based on the children's interest
- Spontaneous programming based off of children's interest and social cues (no timed schedule)
- Individual program plans

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 calendars that are emailed to parents directly
- 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.
- Monthly Phonics reports
- Open door policy
- Semi-annual report cards with optional parent/educator interviews
- Social events (Mother's Day Tea, Father's Day Breakfast, Graduation, Christmas Social)

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 are 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



CHILDCARE AND DEVELOPMENT CENTRES

- 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: Our educators ensure that the children's well-being is guaranteed at all times by completing the following:

- 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 features 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 are respected as individuals

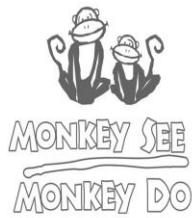
ELECT-Early Learning for Every Child Today:

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

HEAD OFFICE - Glen Abbey Campus, 1395 Abbeywood Drive, Unit 16, Oakville, Ontario L6M 3B2 - T: 905.469.2944 - F: 905.469.9577

Appleby Line Campus - Burlington - 905.333.6522

www.monkeybizz.ca



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 a leader in achieving their social, intellectual, economic, physical and emotional potential. The purpose of the **ELECT** 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.

The **ELECT** is implemented in the following ways:

- Weekly programming based on the children's interests
- Educators select skills chosen from the **ELECT** document and implement goals based on these developmental milestones through daily activities, classroom environment, play based learning and daily routines.

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 and will provide alternative care.

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.

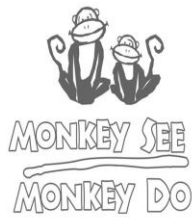
Children requiring additional support need to have a parent volunteer or support to partake in offsite activities

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, if they become disruptive, they will no longer be welcome.

A meeting is conducted with parents and our educators 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 is created by educators, resource consultants, and parents. 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.

All children assigned a resource consultant have an individual program binder which contains the child goals and personal information regarding development and observations. Educators 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 constantans, therapist must have valid file requirements under the CCEYA. Children may work with support aids one on one in an inclusive environment. Support aids can also assist in the program providing more opportunity for staff to engage with the 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:

All Monkey See Monkey Do educators participate in the **ELECT**, “**How Learning Happens**”, and “**Teach, Feel, Act**” training and implement the framework into our program. Our educators 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 “**Teach, Feel, Act**” is introduced during the orientation and reviewed annually with educators. It is carried out in our everyday practice and procedures, child interactions, self-reflections, ongoing staff training, coaching conversation with administrators and staff meetings/workshops.

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

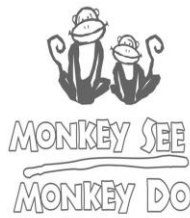
Other professional development workshops and training may include but are not limited to...

- 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/ 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:

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

Policy: Prohibited Practices

Our program statement is to be adhered to at ALL times. This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in a child care centre:

- 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

Any staff who use prohibited practices will follow the following guidelines:

- Discussion with the Supervisor
- Written warning regarding the use of prohibited practices
- Review of the centers policies and procedures
- Attend Professional Development workshops
- If use of prohibited practices continues, suspension from follow
- Further actions will be taken if required