

PROGRAM STATEMENT & CORE VALUES

We offer a caring and engaging experience where all participants are encouraged to learn and grow to reach their full human potential. We work cooperatively and enthusiastically in an atmosphere of trust, confidence and mutual respect. We help children discover and share the wonder of life by providing a nurturing environment where all can ***PLAY***, ***EXPLORE*** and ***BE***.

We view children as being **competent, capable, curious** and **rich** in potential. We view our educators as high quality early childhood specialists who value and respect each child and understand the significance of both the physical and social environment as it pertains to their **PLAY**.

At Kingston Day Care we provide encouraging and nurturing environments which foster exploration, play and inquiry. We are committed to providing high quality interactive, child initiated programs. A Pedagogical Leader has been identified to mentor our educators and support the implementation of our Program Statement. Our programs are enriched by building relationships with parents, community partners, volunteers and students.

Our mission is achieved through a **Program Statement** which specifically outlines and supports how we reach our goals in creating positive learning environments for children. In order to achieve our program goals we promote and support:

1. **The health, safety, well-being and nutrition** for our children. We create a safe and welcoming environment where children feel a sense of belonging. We ensure that the environment is safe by conducting daily observations of the children and the physical environment, monthly health and safety inspections, annual health and safety inspections and we ensure all required information is posted and up to date as required by the **Child Care and Early Years Act, 2014**. We ensure that children in our care are receiving the highest level of nutrition and that safety precautions are taken to ensure a safe and healthy food environment. We respect individual differences in children and DO NOT use nutrition as a reward or for punitive purposes. We resource information from Public Health, Canada’s Food Guide, Better Beginnings and Best Start to ensure a healthy food environment for all.
2. **Positive and responsive** interactions with children, parents, staff, students, volunteers and community members. We foster open and respectful communications with children, parents, community partners and colleagues creating an environment that welcomes and values their unique input, opinions and conversations. We achieve this daily by allowing time for exchange of information at drop-off and pick-up times, scheduling meeting times as needed or as requested, participating in transitional meetings, requesting feedback annually in the form of a parent survey and by offering support and guidance in a positive and respectful manner.
3. Positive interactions with children. We **encourage** children to **interact and communicate** in a positive way. We create an environment where children feel a sense of belonging and a sense of control in an environment that allows them to create their own space. We observe and record observations to demonstrate positive interactions and a feeling of belonging. We reflect on our documentation, evaluate observations and make adjustments to the environment to ensure that is reflective and supportive of the children’s needs. We encourage each child to be engaged and involved, and support their individual and unique self by forming a positive day to day connection with each of them. We achieve this by recognizing children as capable and competent learners and ensuring that the 4 foundations of learning ~ Belonging, Engagement, Expression and Well-Being ~ are a focus in everything we do. We employ the highest calibre of Educators to ensure that children’s needs and capabilities are being recognized, appreciated and understood. We recognize the middle years as a crucial period of growth and change. Our high quality programs are designed to build confidence, improve leadership skills, promote positive social relationships and enhance physical and emotional well-being. Our programs allow children in their middle years to thrive in environments where they feel valued and supported. They are able to engage in experiences that are meaningful and relevant to their everyday lives.
4. An environment that is arranged to encourage intentional play-based learning and discovery. Materials and activities are available and accessible throughout the day to allow **free movement and free choice**. The environment for the Extended Day Programs (FDK and School Age) has been designed to encourage and build confidence, promote social relationships and enhance physical and emotional wellbeing. A resource library of play materials that stimulate the imagination and set up invitations for play, exploration, investigation and social interaction, will be shared by all Kingston Day Care programs. Natural and authentic materials are offered to encourage curiosity and discovery. We recognize the environment as the “third teacher”; we invite the outside in and bring the inside out to encourage a continuation and extension in play. We actively engage, listen and enhance what is offered in the play environment.
5. **Individual needs and differences**. We recognize that all children are unique and that they learn and develop at different stages. We know that through ongoing engagement and observation of children that each child’s learning and development is supported. Kingston Day Care Programs are inclusive of all children, including children with individualized plans. Through documentation, engagement and observation we are able to recognize individual differences, stages of development and learning styles which allows us to create individualized plans that will fully support a children’s learning. Individualized plans are created in collaboration with the parent, educator and other necessary parties (i.e. child’s physician, resource consultant).
6. An environment that recognizes and **respects** differing needs of children when they play: indoors and outdoors, during both active and quiet play and when at rest. Our programs are designed to respect individual needs and differences: our daily routine is flexible responding to children’s ability to make choices and to self-regulate. We manage staffing so that smaller groups of children are able to play outdoors while others remain inside. We provide a comfortable and quiet rest time for those who require rest and also quiet play areas for those who do not. We adapt routines to correspond with the needs of the children. We are supportive of children’s strengths, needs and differences.
7. **Engaging with parents and providing on-going communication**. This is achieved through daily exchanges, photo documentation, emails, newsletters, postings and website information. We use these various avenues of communication to encourage and promote positive and ongoing exchanges of information with parents.
8. **Continuous Professional Learning**. Kingston Day Care is committed to achieving high standards and quality assurance by promoting and providing Professional Development opportunities for our staff on an ongoing basis. As outlined by the College of Early Childhood Educators staff will develop a professional learning portfolio which will outline their goals and professional development needs. We encourage staff to attend community meetings (Professional Learning Community), participate in projects with Public Health and like agencies, lead ‘All Staff’ meetings at Kingston Day Care to share expertise and success, and to actively search for additional learning opportunities.
9. **Continuous Professional Learning**. Kingston Day Care is committed to achieving high standards and quality assurance by promoting and providing Professional Development opportunities for our staff on an ongoing basis. As outlined by the College of Early Childhood Educators staff will develop a professional learning portfolio which will outline their goals and professional development needs. We encourage staff to attend community meetings (Professional Learning Community), participate in projects with Public Health and like agencies, lead ‘All Staff’ meetings at Kingston Day Care to share expertise and success, and to actively search for additional learning opportunities.
10. Performance reviews and evaluations of educators and the programs we offer. It is our belief that our **Program Statement is reflected in our performance**. We review our program statement annually to ensure we are successfully attaining our goals and objectives that were strategically planned to ensure the children in our care are receiving high quality programming and experiences that promote positive outcomes in relationship to their learning, development, health and well-being. We will review the Pedagogy document and **ELECT** document to evaluate our programs to ensure we are always considering the child first. Staff monitoring, Client and Employee Surveys will be critical in assessing our programs. Collaborative ‘All Staff’ meetings will be held quarterly for review and discussion of program implementation. The Pedagogical Leader will provide support, resources and mentorship to our educators. Staff performance reviews will be completed annually and Exit Surveys will be completed to evaluate staff satisfaction. Parents and community partners will be a vital part of this review and the planning and growth of our program statement.
11. Kingston Day Care utilizes the **How Does Learning Happen** (HDLH) document to provide information, guidance and support to its staff members on ways to engage in positive, responsive interactions that are critical for children’s overall learning, development, health and well-being.
12. Pedagogical documentation is used to illustrate the implementation of our Program Statement and demonstrate ‘how learning happens’ at Kingston Day Care.

**For more information please access:**  
**Early Years Portal ~ How Does Learning Happen?**  
**Think, Feel, Act: Lessons from Research About Young Children**

Kingston Day Care’s Program Statement will be reviewed with all new staff, students, and volunteers prior to interacting with the children and at any time when the program statement is modified. Amendments to the Program Statement will be shared verbally, posted internally and on our website. Employees, Volunteers and Students are required to sign in acknowledgement and understanding of the Program Statement and any revisions or updates. The General Manager or Supervisor who completes the review is required to provide their name and signature acknowledging that the review has been completed.

Detailed operational policies and procedures that support Kingston Day Care’s Program Statement will also be reviewed with all new staff, students and volunteers annually and at any time there are modification or revisions. All amendments or additions to the policies will be posted for review. All personnel, employees, volunteers and students are required to sign in acknowledgement and understanding of all revisions or updates. Policy on the Implementation of the Program Statement can be found within the Child Care Policies. The General Manager or Supervisor who completes the review is required to provide their name and signature acknowledging that the review has been completed. In the case of the General Manager and Supervisors the Executive Director and General Manger will keep record of each review. In the case of the Executive Director the Board Chair in conjunction with the General Manger will ensure review and compliance. **NOTE: KDC does not accept volunteers at this time**