



## ORDE DAY CARE'S STAFF- POLICY AND PROCEDURE BINDER

### Orde Day Care Program Statement

Creation date: April 19, 2016

Revision date/s: November 19, 2017, April 18, 2019, May 1, 2019. September 25, 2019, November 18, 2021

Reference: Child Care and Early Years Act, 2014

Approved by Board of Directors: April 20, 2016, June 13, 2019

**Orde Day Care** is a non-profit organization whose **goal** is to provide a safe and stimulating environment for children from 0-12 years of age where we promote:

**Optimal:** health, safety, nutrition and wellbeing of all children,

**Responsive:** relationships and communications between our children, parents, and staff

**Diversity:** of our children, families, staff and inclusive programs.

**Encouragement:** of the child through positive exploration, inquiry and play

Our **mission statement recognizes** that each child is competent, capable, curious and rich in potential. We believe every child's individuality and ability is to be respected and encouraged. This individuality is fostered through our commitment to creating a community in a nurturing, high quality inclusive environment which respects the child's culture, gender, religion, socio economic background and physical, cognitive and emotional abilities.

#### Our programs strive to:

1. Meet the individual developmental needs of the whole child through the five areas of development
  - a. Physical (gross and fine motor)
  - b. Social (awareness, respect, ability to share, co-operate and self-regulate)
  - c. Positive communication (verbal and nonverbal)
  - d. Self Esteem (self-awareness and positive self-image)
  - e. Cognitive (comprehension, problem solving and skill acquisition)
2. Promote child led and teacher initiated active exploration opportunities based on documented daily observations of the children in age appropriate and planned learning environments
3. Encourage and foster positive and responsive relationships with the children and their families by promoting and maintaining positive communication and interactions.



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4. Supporting the continuous learning between children, staff, families and community partners
5. Reflect and review the effectiveness of our programs

### **In our program you will see:**

1. Indoor and outdoor learning environments and activities which are planned, based on our recent documented observations and the ELECT document along with direct input of the children and parents that support the child's interest, ideas, learning and all areas of development
2. Our play rooms and outdoor areas offer a wide variety of open-ended play materials available to the child. These materials can be used freely throughout the environment to support the curiosity and competency of the child, and allow our educators to continue to add or challenge the child to extend and sustain the learning/ experience, which engage the body, mind and senses
3. Routines and flexible schedules that involve children in daily indoor and active or outdoor play, rest and quiet time that encourage children to set the pace, develop self-interest, meet new accomplishments, encourage self-help skills, and self-worth while allowing the staff to meet the the individual needs of the children by offering encouragement, engagement and one on one support
4. An enjoyment of physical activity though large muscle play and physical games, while still ensuring there are an abundance of opportunities to expand the child's creativity and self-expression through creative art, music and writing
5. The promotion of the children's growing autonomy and cooperation by encouraging participation in the program and activities while setting and reinforcing limits that enable children to engage successfully in the group and assist in the development of self regulation
6. Meals, snacks and cooking experiences, which are planned and implemented by our staff to ensure that they meet the Canada Food Guide, are culturally sensitive, recognize dietary allergies and food restrictions and involve the input of the children, families and staff through solicited feedback from all parties
7. The focus on safety and wellbeing of the children, with the review of anaphylactic and individual medical plans upon the child's admittance and annually thereafter by all staff, placement students and volunteer. We maintain the children's allergy lists which are available anywhere children are present. All staff are trained in First Aid and CPR Level C.



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8. Photographs of children engaged in play and family events that document the children experiences and activities
9. Observation booklets for each child available to the parent for review and discussion, as well as formal developmental progress updates in our younger aged programs based on the Continuum of Development of the (ELECT) or Early Learning for Every Child pedagogical document. Monthly staff meetings held to discuss the ELECT document in order to provide continuous learning for staff who interact with children and their families.
10. The support of the child's self-worth and self-regulation by providing and supporting experiences and activities that enables children to develop problem solving and conflict resolution skills, these include cooperating, sharing, and appropriate emotional responses.
11. Periodic visits from or to community partners, ie school events, local market, library, police, fire dept, and community walks to enhance the children's experience and encourage a sense of belongingness in the community
12. Engagement of support staff for our children, families and staff members to enhance development and increase the child's competencies and capabilities by, expanding on the learning of the staff through the implementation of individual child support plans meetings with school personnel and the implementation of recommendations and approaches with the children. These provide opportunities for families, staff and support staff to engage with one another
13. The encouragement of parental involvement in our program which includes opportunities to engage the parent as a learning partner by providing opportunities to extend activities with their child outside of the center, share their time and skills with their child in the group setting both in the classroom and on outings, and the providing opportunities for families to engage with one another in special celebrations or activities, such as fun fairs, games night.
14. Solicitation of feedback of our program statement and approaches through engagement of children in planning activities and the environment, and parents through parent exit surveys, written feedback into staff evaluations, summer programs and yearly survey of our approaches to accomplish our statement goals.

### **What you will hear:**

1. Responsive staff interactions with children that observe verbal and nonverbal cues of the child, and responding to these cues in a positive, timely, developmentally and supportive manner; which



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recognizes the child's competencies, curiosity, capabilities and emotions that includes assisting the child with problem solving, offering alternatives, questioning and hands on learning

2. Skilled educators who role model appropriate interactions and communications with the children, colleagues and parents. They provide opportunities to children to practice these skills through role modeling, active listening, and the promotion of sharing and respecting one another and their perspective and experience with the intent to promote the development of self- esteem and self-regulation with the children
3. Staff members and educators who respond to parents' questions and concerns as they arise, sharing observations and age appropriate expectations based on developmental stages and checklists
4. Educators discussing observations of children with their room/program partners to develop activities and approaches that has a shared vision of meeting the development of the child and the goals of the program including those with individual support plans
5. Staff from every facet of the agency communicating new ideas with each other presented at workshops and conferences and initiating new approaches in the curriculum to ensure that their practice remains current.

Our **vision** is to inspire and guide children to become responsible, respectful, and humane citizens. Our commitment is to create and sustain a supportive atmosphere that is an extension of home and community.

### **Policy and Procedure Review:**

This policy and procedure will be reviewed and signed off by all employees before commencing employment, upon introduction of a new policy, annually, and at any time changes are made.

I acknowledge receipt of Orde Day Care **Program Statement**. I understand it is my responsibility to read, understand, and comply with the **Program Statement**. I understand that if I have questions, at any time, regarding the policy and procedure, I will consult with my immediate supervisor.

Please read the **Orde Day Care Program Statement** carefully to ensure that you understand the policy before signing this document.

Staff Name:	Supervisor Name:
Staff Signature	Supervisor Signature:



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Date:	Date: