



# FAMILY DAY

## Home Child Care Program Statement

To be reviewed annually

*Family Day caregivers are independent contractors who work in close partnership with our Home Child Care Co-ordinators to provide quality programs to the families and children we serve. Home Child Care Co-ordinators collaborate with families to help support their children's ongoing needs and development. The Child Care and Early Years Act requires all programs to have a program statement that is consistent with the Minister's policy statement on programming and policy (O.Reg. 137/15 ss 46-1-4). Our program statement aligns with our policies and procedures, which caregivers are required to adhere to, and which guide their work with children and families.*

### Health, Safety and Nutrition

Health, safety and nutrition contribute to the healthy development and growth of the children we serve. To ensure that all children, families and caregivers (educators) are safe within our programs, Family Day has developed policies and procedures that support a culture of well-being and belonging. All of our caregivers (educators) have been trained in standard First Aid and infant CPR. We partner with families to provide quality child care and give families peace of mind, knowing their children are safe and developing as they interact with our caring and knowledgeable caregivers (educators).

Healthy eating is essential. Family Day respects and accommodates special diets and food restrictions, our menus reflect both children's food preferences and the cultural diversity of the home. We follow Canada's Food Guide, the Child Care and Early Years Act, 2014 (CCEYA) and Family Day's guidelines to provide healthy foods that children enjoy.

Children who attend our full-day, home child care programs are offered two nutritious snacks and a lunch daily. Caregivers (educators) share these meals with children, helping to model positive attitudes to healthy eating and create a family-style environment. Children in our before- and after-school programs are offered a healthy morning and/or afternoon snack.

### Positive Adult/Child Interactions

Our Family Centred Practices view the

family as competent, capable, curious and rich in experience. Families are valuable contributors to their children's learning and are their children's first teachers. Our knowledgeable, reflective and resourceful caregivers (educators) share valuable information with families on a daily basis.

The caregiver's (educator's) role is to provide consistent care in a way that maximizes the potential for learning in all experiences. They are responsible for overseeing children's care routines, observations, discussion with families, and setting appropriate learning objectives. When a caregiver consistently responds to a child's distress in sensitive and supportive ways, a secure attachment is formed. Caregivers (educators) and children develop genuine and respectful relationships.

Caregivers (educators) also promote respectful interactions between children and their peers, and between children and adults through evidence-based practices. Some of the positive strategies we use include: sharing control with the children, focusing on children's strengths, supporting children's play, and adopting a problem solving approach to social conflict. These practices and strategies enable children to freely and confidently express thoughts and feelings, and experience true partnerships with adults in play and conversation.

### Self-Regulation

At Family Day we provide a consistent daily routine, choice, visually calming spaces, soft spaces, private spaces, and

shared control between child and caregiver (educator) to reduce stressors. Children are taught how to negotiate, communicate and compromise, independently and with the support of a caregiver (educator). Using the conflict resolution models, children are competent and capable of solving problems encountered in play.

Caregivers (educators) are trained in developmentally appropriate conflict resolution models and child guidance that emphasize acknowledgement of feelings first before resolving conflicts - helping the child to develop self-regulation skills. The home child care coordinator monitors the impact of the training on an ongoing basis.

Self-regulation is the ability to control one's physical, behavioural and mental impulses. Improving a child's ability to self-regulate will improve their life outcomes. (Stuart Shanker's video-self-regulation) Self-regulation is how a child effectively and efficiently deals with, and recovers from, stress.

Family Day's Program Statement Implementation Policy supports the development of self-regulation as it promotes respectful interactions between children and caregivers and prohibits: 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; or inflicting any bodily harm on children including making children eat or drink against their will. (CCEYA #48)

## Learning Through Play

Family Day home child care program uses the high quality, evidence-based *“I Care for Kids, I Care for Quality”* home study guide, which supports children in becoming strong independent learners. This curriculum approach aligns with **How Does Learning Happen? Ontario’s Pedagogy for the Early Years** (Ministry of Education 2014) (HDLH).

Research shows that children learn best when they are actively involved in personally meaningful activities with people and things. This approach is called “active participatory learning,” where children:

- Choose to pursue their own interests (well-being);
- Are able to manipulate many open-ended materials (engagement);
- Express/talk about what they are discovering (expression);
- Are supported by an educator who connects old information to new information, “scaffolding” the learning experience (belonging).

This approach to learning supports the view of the child and the caregiver (educator) as competent, capable of complex thinking, and rich in both potential and experience. In our home child care programs the caregiver (educator) and the child are partners in shaping the learning experience. In an active learning environment, children develop a sense of belonging by forming authentic relationships with others and being part of a diverse community of learners. The structure of the day provides a balance of child- and adult-guided/supported experiences, designed to engage children’s natural curiosity and inquiry.

## Learning Environments

*“Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems and make meaning from their experiences – especially when the spaces contain interesting complex open-ended materials that children can use in many different ways.”* (HDLH, pg. 20)

Well-designed environments support children’s growth in all areas of development, including a sense of belonging. Continuous professional development is offered on a monthly basis to our caregivers, which supports engaging and collaborative learning environments in our homes.

Caregivers (educators), in partnership with their child care coordinator, use their knowledge of child development to design a positive learning environment that is intentionally and clearly divided into interest areas which support different types of play, where possible. Materials are carefully chosen so that they are varied, open ended and plentiful, and reflect children’s family lives and communities.

*“The environment is the context in which learning takes place. The environment was described by Loris Malaguzzi as “the third teacher” and is valued for its power to organize, promote relationships and educate. It mirrors the ideas, values, attitudes and cultures of those that use the space.”* (Malaguzzi, 1993)



## The Daily Routine

Caregivers (educators) and their coordinator design the daily routines that provide a social framework – an emotionally safe and predictable environment supporting children’s well-being. Caregivers (educators) intentionally limit interruptions and transitions to maintain a sense of calm. Caregivers (educators) partner with specialized community partners to support the implementation of Individual Program Plans (IPPs) and support the diverse needs and abilities of all the children. Active learning is embedded in all parts of the daily routine. Caregivers (educators) and families work together to support children’s seamless transitions between home, school and child care; this supports a sense of community. Families and caregivers are supported by home child care coordinators who facilitate the process of choosing a caregiver who best meets their needs. Coordinators advocate for families and assist in the coordination of services.

*“A growing body of research suggests that connecting to the natural world contributes to children’s mental, physical, emotional and spiritual health and well-being. Providing daily opportunities to explore, care for and interact with the natural world helps to strengthen these connections.”* (HDLH, pg. 21)

Outside time presents many opportunities for learning, not only in the area of physical growth, but in all the other areas of development. The outdoor environment is viewed as an extension of the indoor environment. Caregivers (educators) and children explore nature in the outdoor environment together; they dig, plant, observe nature, and share their curiosities and discoveries.



## Parent Engagement

At Family Day we believe that child care is a shared responsibility between families, caregivers (educators) and home child care coordinators. There are many ways information is shared with families, both formally and informally. Family Day home childcare program invites families to a pre-placement visit prior to entering into care. This helps to foster responsive relationships between families and the caregivers (educators). We encourage families to share their home cultures and integrate these into our homes.

Daily communication with a child's caregiver (educator) is encouraged, either verbally or written. Daily written logs are recorded and available to share with families. Coordinators and families exchange information through regular contact.

In continuing to foster responsive relationships between families and caregivers (educators), Family Day employs a variety of additional techniques including parent surveys and information sessions and events. Parents' perspectives are encouraged, taken forward and carefully considered. Technology helps to foster our ongoing communication with families through social media.



## Community Partners

The role of our partners is multifaceted. Partnerships with the Ministry of Education and municipalities are established, and assist in making our services accessible for families. Our partnerships also help to keep our caregivers (educators) and families informed, and ensure we are using evidence-based approaches in learning and in the care of children. Coordinators and specialized agencies support inclusion of children with exceptional needs in our programs, strengthening the caregiver's (educator's) role and the relationship with the child.

Family Day's commitment to supporting life-long learning and enhancing excellence in our sector has developed into the mutually beneficial practice of hosting placement students from community colleges. As a leader in the sector, Family Day supports and provides opportunities for coaching and mentoring through our student placements. The students gain valuable and practical experience working with children and families through a sharing of knowledge.

To connect children and build their relationships with their communities, they are encouraged to visit Ontario Early Years Child and Family Centres, local libraries, grocery stores, parks and nature trails. These excursions enhance the outdoors as a learning environment.



## Continuous Professional Learning

*“Educators are competent and capable, curious and rich in experience. They are knowledgeable, caring, reflective and resourceful professionals. Educators are life-long learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience and their understanding of the individual children and families they work with.”*  
**How Does Learning Happen? Ontario's Pedagogy for the Early Years** (Ministry of Education 2014).

Family Day is committed to supporting continuous professional development in policy and practice for all of its caregivers (educators). Family Day offers monthly in-house training and ongoing coaching and mentoring facilitated by the child care coordinator through regular home visits. Family Day ensures all opportunities for professional development align with **How Does Learning Happen? Ontario's Pedagogy for the Early Years** (Ministry of Education, 2014).

## Documentation/Review and Impact

### Quality Assurance Documentation

- Annual licencing and other regulated inspections under the Ministry of Education – utilizing feedback to address and ensure ongoing compliance under the Child Care and Early Years Act, 2014
- Internally, the program quality assessment “*I Care for Kids, I Care for Quality*” home study guide is used to assess and define training plans and goals
- Home child care coordinators facilitate quarterly Health and Safety inspections in the caregiver’s (educator’s) home – ensuring a plan to address non-compliances
- Serious occurrences are documented and analyzed for trends
- Daily observations and reflections of the program by caregivers (educators) are used to inform and reflect children’s areas of interest and developmental learning goals
- Caregivers’ (educators’) contracts are reviewed annually; monthly visits are conducted and documented; to ensure quality control in all areas of the Child Care and Early Years Act
- Evaluations of the monthly training and professional development are reviewed and analyzed to identify future training plans.
- Interactions between caregivers/ educators (and their family members) and children are documented through behaviour management monitoring – to ensure alignment with the Behaviour Management Policy



### Parent Engagement

- Annual parent surveys ensure ongoing feedback gets captured and analyzed to assess impact, and to address or respond to deficiencies brought forward
- Social Media – a variety of forums



## Program Statement Review

Family Day has a long history of serving families and children throughout Toronto and the surrounding communities.

All caregivers (educators), home child care coordinators, students and volunteers review the Program Statement prior to interacting with children and at any time the Program Statement is modified.

The development of the program statement is a document that caregivers will be required to sign off on once they understand the expectations. Caregivers (educators) receive training on the Program Statement and policies and procedures prior to working with children and families.

The Program Statement is in alignment with our policies and procedures, which caregivers (educators) are required to adhere to, and which guide their work with children and families.

These policies and procedures, along with the Program Statement, are reviewed annually to ensure that they are in alignment with **How Does Learning Happen? Ontario’s Pedagogy for the Early Years** (Ministry of Education, 2014).

The Program Statement is a document that will be reviewed and updated; when this occurs, caregivers (educators), students and volunteers will review and sign off on the statement and all related policies and procedures.

