

Program Statement

Date Policy and Procedures Established: November 20, 2018

Date Policy and Procedures Updated: October 5, 2023

At Junior Academy, we view the child as competent, capable, curious and rich in potential. We engage in child initiated, Teacher supported play-based learning and use the guidelines of the How Does Learning Happen? - Ontario's Pedagogy for the Early Years Document.

Junior Academy has an open-door policy with Parents. We work to foster a positive relationship with the Parents to build a bridge between home and daycare. Through phone calls, notes, emails, documentation and Parent/Teacher meetings Teachers will keep the Parents abreast of their child's activities and development.

At Junior Academy, we strive to put a child's strengths at the forefront of their education. We believe by providing a supportive environment where students are accepted, encouraged and challenged according to their individual strengths will allow each student to be successful. We promote health, safety, nutrition, safety and well-being in our children. Through exploration of the children's interests, Teachers will provide both active and quiet activities that will create a positive environment that will stimulate all areas of the children's development while meeting the needs of individual.

Junior Academy has set our goals for the children to be consistent with the Ministry of Education pedagogy that reflects the view of children as competent, capable, curious and rich in potential. Our view of the child is as follows:

- Each child has a sense of belonging when he or she is connected to others and contributes to their world
- Every child is developing a sense of self, health and well-being
- Every child is an active and engaged learner who explores the world with body, mind and senses
- Every child is a capable communicator who expresses himself/herself in many ways.

Goals and Approaches to Meet our Program Statement

Junior Academy will promote health, safety, nutrition and well-being of the children.

All lead teachers will be Registered Early Childhood Educators (R.E.C.E) licensed by the College of Early Childhood Educators. All teachers will be trained in health and safety protocols. Teachers will supervise the children at all times. Junior Academy observes and follows the Ministry of Health and Safety guidelines where we will practice monthly fire drills and lockdown procedures.

All teachers will be trained in Standard First Aid – Level C including Infant and Child CPR (upon hire and prior to expiry). Each teacher will be trained on any anaphylaxis plans or individual support plans in the center. In compliance with Toronto Public Health, all teachers and children are required to be up to date with all immunizations. If teachers or children choose to exempt from immunization for medical reasons or due to conscience of religious beliefs a statement of medical exemption is required.

Teachers will review all information regarding a child before the child's start date (noting allergies, diet and Parental preferences).

The health of each child is documented on a daily and monthly basis including documentation of immunization. Any child who is sick must be 24 hours symptom free including fever, vomit, diarrhea, before returning to daycare. Our medication policy requires that prescribed medication be kept in a locked medicine box, out of the reach of children in the kitchen fridge or in the classroom. Only a R.E.C.E administers medication and must check and reference the label and medication form ensuring that the name of the child is correct, the administration times and method as well as the expiry date or prescription date on label. A medication form is filled out by the parent and reviewed by a teacher before any medication is to be given. The R.E.C.E will sign and log the time and dose on the medication form once the medication has been administered. Good hygiene habits are strongly encouraged, such that all teachers, staff, and children are required to wash their hands upon entering the room, after toileting, before and after eating, outdoor and sensory play.

We provide and apply sunscreen during the summer; however, Parents are welcome to provide their own supply.

Allergies will be posted in applicable classroom and the kitchen. We are a 100% nut free facility; we do not cook with nuts or nut oils or butter. Our catering company – Real Food For Real Kids – is a nut free facility. We do not accept any foods from home as there are children with allergies. If your child requires any replacement meals due to allergies, dietary or food restrictions, a meal replacement will be given by the catering company. However, if there is a special dietary requirement for children with special needs, their families may provide food a nutritious lunch from home. We ask families to not send chips, cookies, cakes, etc. The R.E.C.E will check the foods thoroughly before serving for any allergens. Foods should be ready to serve from the lunch containers and should not require any preparations. Water is always available throughout the day. All teachers, staff, volunteers will adhere to Junior Academy's Anaphylactic Policy and Procedures.

Staff will maintain a clean and safe environment at all times. Washrooms and diapering areas are cleaned and disinfected after each routine. Tables are disinfected before and after food is served as well as any sensory play. Floors are swept after lunch, snack and as needed throughout the day. Toys and materials are disinfected weekly as well as before being stored, any time they have been mouthed or if there is any outbreak. Beds and linens are washed and disinfected weekly as well as there is an illness or bedwetting accidents. All furniture is kept clean and in good order (broken furniture is fixed or removed immediately upon discovery). A janitorial service comes in every night to clean our entire school including the daycare.

Support positive and responsive interactions among the children, parents, child-care providers and staff.

We have an open-door policy with Parents. Teachers will greet the Parents and Children each day on arrival and departure. At arrival time, the Teacher will check in with Parents and Child to see if there is any important information they should know. At departure time, Parents will be given a quick update of how their child's day was whether it is written or verbal. Teachers will communicate with families through phone calls, emails, newsletters and/or calendars. Parent-Teacher meetings can be arranged if needed at any time. Documentations are displayed for Parents to see what is happening during their child's time at the center.

Teachers will practice and encourage inclusive and positive interactions. Toys and play areas are all gender inclusive and are inviting for children to experience all areas of the classroom. We will foster an atmosphere of inclusion, cooperation, sharing and friendliness. This behaviour is modeled with Teachers' interactions with coworkers, children, parents and families.

Teachers will encourage self-help and independent skills. We will allow every child the opportunity to develop their potential by encouraging each child to do as much for themselves as possible without becoming discouraged or frustrated. We will assist them as needed; however, Teachers will challenge the child's skills to facilitate the development of new and stronger skills if needed. Teachers will also encourage the children to be helpful to each other as well.

All Teachers will follow the CCEYA guidelines for Behaviour Guidance. We will use positive language when talking with children, families, coworkers and parents. We will guide behaviour through the use of positive language, questions and encouragement. We will not conduct any prohibited practices such as corporal punishment, verbal degradation, confinement and deprivation of basic needs (including food, clothing or bedding).

Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

Staff will model the use of positive language, behaviour and gestures at all times when talking with the children and other adults. We will work to help children develop communication and problem-solving skills such that they become competent in using multiple forms of communication (words, sign and body language) to solve any issues.

To encourage self-regulation, we strive to create an environment where every child feels safe and supported to find a variety of ways in which to express their emotions. We work to teach the children to recognize their emotions and to discover ways in which to deal with the effectively and calmly.

Foster the children's exploration, play and inquiry.

Children make their interests known in a variety of ways. To discover those interests the Teachers observe, listen and talk with the children and document their interactions. Using the 4 foundations of How Does Learning Happen (Belonging, Well-Being, Engagement and Expression) we will create an environment that allows the children to explore the topic of interest, and the world around them, with their natural curiosity and exuberance. Through play-based learning, children will develop the skills needed to expand their abilities as well as their knowledge and understanding of their world.

Provide child-initiated and adult supported experiences.

The R.E.C.E will follow the child's lead in our interactions and in developing an environment that is rich in opportunities for exploration and interaction. Reflecting on our documentation and observations we discover the child's current interests, which guide us in the materials we provide and the opportunities we offer in all areas of the child's development. While considering the needs of the group, individual needs are always considered as well. The environment will then be set up to encourage the children to challenge the abilities, expand their interests or knowledge, and develop relationships.

Plan for and create learning environments and experiences in which each child's learning and development will be supported.

From our daily observations of the children's interactions and activities we will plan a program that will stimulate the interests and development of the children. We will provide a variety of activities, both active and quiet, which will meet the needs of the developing child regardless of the level of need and development. We will make changes in our environment and program as the children's interests and developmental needs change.

Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children receiving care.

We will follow the guidelines of the CCEYA in setting our program. We strive to provide equal opportunities for all children to find the active and quiet time that meets their individual needs. We make use of the playground for two hours every day, weather permitting, providing a variety of active materials. In the case where we cannot go outdoors, gross motor activities will be done in the classroom or the gym. Rest is offered for two hours per day after lunch, for the children who do not rest, quiet activities will be set up at the tables.

Foster the engagement of and ongoing communication with parents about the program and their children.

Parents are welcome to visit and are encouraged to participate in their child's classroom. Junior Academy has a Facebook and Instagram page where pictures, documentations and updates will be posted. Parents will receive a daily email with a report and pictures of their child's day. Teachers will also keep communication open via short discussions, notes, phone calls and emails. Each class sends out a monthly newsletter/calendar and parent-teacher meetings occurs whenever necessary. We encourage parents to become involved in our activities and fund-raising projects.

Involve local community partners and allow those partners to support the children, their families and staff.

Junior Academy is committed to involving and engaging local community partners to support our children, families and staff. We provide learning opportunities and practical work experiences, in the areas of programming and administration, to members of the community through the recruitment, place, training and recognition of volunteers and students on placement. Volunteers and students on placement augment the high-quality care and individual attention given to the children in the programs. All visitors will require to obtain an attestation or criminal reference check to ensure the safety of all our children.

Support staff, home child care providers or others who interact with the children at a child care center or home child care premises in relation to continuous professional learning.

Junior Academy makes our facility available to visitors from within our field as well as E.C.E students and high school co-op students. Occasionally, we will invite leaders in our field to provide onsite workshops and training session for our staff, while also providing our staff with opportunities to participate in offsite professional development.

Document and review the impact of strategies set out in this statement on the children and their families.

We will use documentation, reflection, as well as formal assessments to continually evaluate our program and its effects on the children and their families. Surveys will be sent out to our parents and staff in an effort to further evaluate our effectiveness.

Staff, Teachers, Students, and Volunteers will read and sign off on this program statement prior to interaction with the children. The program statement will be reviewed annual and updated as needed. Staff, Teachers, Students and Volunteers will review and sign off the new statement as needed. A copy of the statements will be filed in the Staff, Teachers, Students or Volunteers file.

Junior Academy will use a binder for observations, plans and documentations to support understanding. Documentations will be shared with families.