

# **Growing Tykes Learning Centre Program Statement**

Growing Tykes Learning Centre (GTLC) is dedicated to nurturing your child's potential through **G**uiding **T**eaching **L**oving and **C**aring. We are dedicated to provide quality childcare by recognizing, respecting and celebrating all of our children's unique qualities in an environment full of fun, laughter and learning.

GTLC uses the document "How Does Learning Happen" (Ontario's Pedagogy for the Early Years), as a resource guide to inspire our educators and administrators. By incorporating the knowledge from this method and practice of teaching, educators have a shared understanding of the roles necessary to provide our children with an environment that promotes learning, development, health and well-being.

Children are competent, capable, curious and rich in potential. We recognize this at GTLC and our curriculum allows children to develop their creative skills, a sense of belonging, well-being, engagement and expression. Through play-based learning in a wide range of areas, the Early Learning Framework (ELF) Program at GTLC will give your child the foundation necessary to excel socially, emotionally, physically, cognitively and academically while preparing them to enter into full-day kindergarten. All of these skills and many others will be practiced all while creating a positive attitude towards learning. Play is how children make sense of the world and is an effective method of learning for young children.

Our centre promotes the health, nutrition, safety and well-being of each child in our care. Together, our registered dietician along with our in house chefs develop

seasonal menu plans prepared on site that meet and even surpass the requirements in the Canada Food Guide. The children's well-being is of utmost importance and keeping our children safe is our number one priority. Doing what is in the best interest of the child is the foundation that we base each day around.

At GTLC, the children will develop a sense of belonging as they connect with others and contribute to their child care environment. Our positive learning classroom environments are arranged in order to foster children's exploration and encourage entry into play where each child's development and learning will be supported. This allows children to inquire, develop a sense of self, health and well-being all while learning social skills and language development.

Our educators understand the importance of play and also the importance of giving children choices in order to build self-esteem. Our weekly program plans will be based on observations of the children's interests in order to foster their exploration, play and inquiries. The daily program plan will reflect activities that will help the children expand their learning, all while focusing on the children's individual needs and interests. The children will engage and learn to explore their world with mind, body and senses. As our observations progress, the staff will extend learning to month-long projects with the children that will involve both family and our community.

The children will learn communication skills and express themselves in many ways. This ensures that the play activities are child initiated with the teachers supporting the children's experiences. Each day consists of indoor play with active gross motor play, rest and quiet time balanced with outdoor play when the weather permits. The

individual needs of each child are met and taken into consideration with each aspect of our day.

Developing the ability to self-regulate through positive communication and interaction is practiced on a daily basis with all children in the centre. Educators identify each child's emotions and allow each child to express themselves and learn to self-regulate through expressing their feelings and helping others. As the children develop self-regulation, at the same time they learn skills such as empathy and perspective taking while observing their peers and recognizing others' feelings as well as their own.

At GTLC, we recognize the importance of the bond between the childcare, our educators, the child's family as well as their community and strive to strengthen this bond to increase our children's learning potential. We support positive interactions between all children, parents, staff and the child care environment. By involving local partners from our community to support our children and their families, GTLC ensures that staff are always supportive of each child's individual needs. Ongoing communication with families about their children and the program will also help to strengthen the bond between the childcare setting and the families. With daily information charts for infant and toddler children, parents are made aware of their child's interactions and learning experiences on a day to day basis. Families are encouraged to join their child at any time within the classroom setting and participate in our program in order to further ignite their child's interest in learning. In addition, parents are welcome to call and check-in on how their child is doing on a daily basis. Each child's development will be reviewed with the family based on the required ages of the Nipissing District Developmental Screen (NDDS), a resource tool to help

identify and assist with development stages. In addition, formal interviews are available at the family's request to review their child's development in further detail.

GTLC has an on-going commitment to continuous professional growth and learning for their educators. All staff have been trained to understand the Early Learning Framework (ELF), through a series of in-house workshops and through daily classrooms checks by the centre supervisors. GTLC educators participate in personal development courses provided by GTLC during workshops in our centres from various members of our community as well as engaging in workshops outside of the centres. On-going training for all educators is a goal within our organization and is an important aspect of keeping the educators engaged and focused within the classroom setting. As educators engage in continuous learning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families and themselves.