All Star
CHILDREN SERVICES INC

Parent Handbook

Your child's need are our first priority!
Les besoins de votre enfant sont notre première priorité!

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Welcome

Welcome to All Star Children Services Inc. These child care programs put the best interests of your child as its top priority and values parents as the expert of their children. We look forward to embarking on a partnership with you to ensure your child reaches his/her full potential. This book will provide you with the information you may need to know while your child is in our care.

Program Statement

ASCS Inc. will continue to practice the guidelines through our licensed programs and Early Years Program according to *How Does Learning Happen? Ontario's Pedagogy for the Early Years. A resource about learning through relationships for those who work with young children and their families.*

How Does Learning Happen? Is a professional learning resource for educators and administrators in early years settings. The four foundations of HDLH are intended to guide program development and implementation. HDLH pedagogy encourages:

A view of children as competent and capable of complex thinking, curious and rich in potential. The government set out this understanding of children for all early years programs and services in the 2013 Early Years Framework.

Goals for children, expectations for programs and questions for reflection. These areas are organized around four interconnected foundations of belonging, well-being, engagement and expression.

Pedagogical approaches that provide the how for working toward the goals for children. Grounded in research, theory and practice, these approaches include:

- Responsive relationships
- Learning through exploration, play and inquiry
- Educators as co-learners
- Environment as third teacher
- Pedagogical documentation
- Reflective practice and collaborative inquiry

Children enrolled in our programs are offered every opportunity to build on their competencies, capabilities and are provided activities to foster their creativity. Each program design encourages curiosity for children to maximize their potential.

Observations and goal setting are the foundations in which the educators plan and create rich environments and experiences for children's learning and development of the whole child.

- Every child has a sense of **belonging** when he or she is connected to others and is able to contribute to their world. We encourage and celebrate diverse social, cultural, and linguistic perspectives. We ensure that each child feels that he or she belongs, is a valuable contributor to the program and that each child is given many opportunities to succeed. Our programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the community around them.

- Our programs are designed to nurture every child's **well-being**, healthy development and support their growing sense of self.

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- We believe that every child is an active and **engaged** learner who is able to explore the world with body, mind and senses. Our programs provide environments and experiences that engage children in active, creative and meaningful exploration, play and inquiry.

- We believe that every child is a capable communicator who is able to **express** him or herself in many ways. Our educators recognize children as competent and capable individuals. We offer programs and activities that value and build on their strengths and abilities.

- Educators at ASCS Inc. have a shared understanding of the foundations for learning and development, and the importance of positive relationships and experiences with children, families and the community.

Educators participate as co-learners with families and children, learning with children, about children and from children. Through observations, documentation, listening and discussions with colleagues, other professionals and families, they understand that all children are unique individuals. Educators use this knowledge and their professional judgement to create contexts to support children's learning development, health and well-being.

The following pedagogical approaches will nurture learning and development, and will provide child initiated adult supported experiences in all of our programs:

- establishing positive, responsive adult-child relationships;
- providing inclusive learning environments and experiences that encourage exploration, play, and inquiry;
- engaging as co-learners with children, families/caregivers, and others;
- planning and creating environments as a "third teacher";
- using pedagogical documentation as a means to value, discuss, and make learning visible;
- participating in ongoing reflective practice and collaboration.

All Star Children Services Inc. supports, encourages and provides professional development to ensure all educators have a solid understanding of child development. This is essential for educators to apply the pedagogical approaches that are outlined in the HDLH document. We support the idea that educators are lifelong learners by providing opportunities for professional development.

ASCS Inc. is staffed with caring and responsive adults who focus on the child's active learning. Children, their families and the community are valued as active participants and contributors.

Our programs are designed to:

- cultivate authentic, caring relationships and connections to create a sense of **belonging** among and between children, adults, and the world around them;
- nurture children's healthy development and support their growing sense of self;
- provide environments and experiences to **engage** children in active, creative, and meaningful exploration, play and inquiry;
- foster communication and **expression** in all forms.

Play is the means through which children capitalize on their natural curiosity and exuberance. Our programs provide indoor and outdoor, active play, rest & quiet time, always taking into consideration the individual needs of the children.

All Star Children Services Inc. is committed to providing quality programs which:

- establish positive, responsive relationships with children and their families;
- value children as individuals and as active and competent contributors with their own interests and points of view;
- recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically;
- provide environments and experiences for children to explore ideas, investigate their theories, and interact with others in play;
- engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked;
- provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.

All Star Children Services Inc. will:

a - Promote the health, safety, nutrition and well-being of the children by providing a nutritious meal and snacks following Canada's Food Guide;

b - Support positive and responsive interactions among the children, parents, childcare providers and staff by welcoming and greeting parents;

c - Encourage the children to interact and communicate in a positive way and support their ability to self-regulate by allowing children safe things (example: blankets, stuffed toys...);

d - Foster the children's exploration, play and inquiry by having a flexible daily schedule;

e - Provide child initiated and adult supported experiences by creating learning environments through observations and discussions with children;

f - Plan for and create positive learning environments and experiences in which each child's learning and development will be supported by having a quiet area in the room for relaxation;

g - Incorporate indoor and outdoor play, as well as active play, rest, quiet time, into the day and give consideration to the individual needs of the children receiving child care by encouraging participation in all areas, quiet, rest, indoor, outdoor, meal time etc...;

h - Foster the engagement of and ongoing communication with parents about the program and their children by inviting parents into the program;

i - Involve local community partners and allow those partners to support the children, their families and staff by allowing students in our centres;

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j - Support staff who interact with the children at a child care centre in relation to continuous professional learning by participating in staff meetings;

k - Document review the impact of the strategies set out in clauses a – j on the children and their families by documenting, measuring and reviewing policies and procedures on a regular basis.

All Star Children Services Inc. will ensure that all staff, students and volunteers review the program statement prior to interacting with children, when the statement is modified as well as annually.

A.S.C.S. Inc. manages seven licensed childcare centres and one Best Start Hub. To view each program's individual goals and approaches, please refer to the Program Statement Goals and Approaches document posted in each group of every center.

For continuous professional practice, the program statement is considered a live document and will reflect changes as goals and approaches are achieved.

Staff

All ASCS Inc. staff must adhere to a number of policies and procedures, as well as Ministry, health, safety and fire regulations. Annual review of these policies and procedures ensures our staff is knowledgeable and prepared to handle any situation. All child care staff detains current certification in Standard First Aid and CPR-C issued by a training agency recognized by the Workplace Safety and Insurance Board.

College of Early Childhood Educators

The College of Early Childhood Educators is the professional self-regulatory body for registered early childhood educators (RECEs) in Ontario. The College's role is to protect the public interest by setting requirements for registration to practice as an RECE, setting ethical and professional standards and holding RECEs accountable for their practice. RECEs are trained in child development and the planning and delivery of play-based learning and care programs. ASCS Inc. staff with an early childhood education diploma or equivalent qualifications degree must be current members of the College in good standing. RECEs must renew their membership with the College on an annual basis. Find out more about the College by visiting www.college-ece.ca. In addition, all ASCS Inc. staff must complete a vulnerable sector check prior to employment and renew every 5 years. Annually an offence declaration must be signed.

Role of the Family

Parents/guardians are encouraged to participate in the program whenever possible. Parental involvement is a key element to the success of your child's experience in ASCS Inc. child care. Participation can include verbal or written feedback, sharing information about your child's development, attending meetings, workshops, and fundraising events or in the classroom.

Serious Occurrence Reporting

ASCS Inc. child care staff has the responsibility to report serious occurrence incidents to the Ministry of Education Child Care Quality Assurance and Licensing Branch within 24 hours and post within the child care information regarding the incident on a serious occurrence notification form for 10 days. A serious occurrence incident is defined as:

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- the death of a child who received child care at any of our child care centres, whether it occurs on or off the premises,
- abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at any of our child care centres,
- a life-threatening injury to or a life threatening illness of a child who receives child care at any of our child care centres,
- an incident where a child who is receiving child care at any of our child care centres goes missing or is temporarily unsupervised,
- an unplanned disruption of the normal operations of any of our child care centres that poses a risk to the health, safety or well-being of children receiving child care at any of our child care centres.

Minor Accident Reporting

Minor accidents and illnesses are common occurrences with children. ASCS Inc. child care staff has been trained in standard first aid and infant child CPR to enable them to handle minor and more serious injuries that may occur. ASCS Inc. child care staff has the responsibility to report minor accidents and share the ASCS Inc. Accident Report with families by the end of the day the occurrence happens within. Supervisors of the program may inform the parent/guardian shortly after the accident occurred in the case that a parent may choose to seek medical attention.

Volunteers/Students

ASCS Inc. programs are enhanced by the involvement of volunteers and placement students. Volunteers and students in our child care programs must adhere to a number of policies and procedures as well as Ministry, fire, health and safety regulations. Volunteers and students are not responsible for and are never left alone with children and always under the supervision of a paid ASCS Inc. staff member.

Duty to Report

ASCS Inc. has a legal obligation to report any allegations of suspicions of child abuse or neglect to the Children's Aid Society.

Prohibited Practices

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach intended to manage unwanted behavior. Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn that those who do not. Experiencing positive relationships in early childhood also has significant long term impact on physical and mental health and success in school and beyond.

None of the following practices are observed in the program:

- corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);

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- locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their 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.

And staff verbally confirm that these practices are not allowed and do not occur in the program.

Inclusion

ASCS Inc. believes in the development of healthy, confident children. We're committed to treating children with respect and dignity and helping them grow and develop to their full potential in a safe, nurturing and learning environment keeping in mind diversity and social inclusion. We believe that all children and families should have an inclusive and respectful experience in our program.

- ASCS Inc. programs are designed to develop children in spirit, mind and body. Every child is a unique individual and adds value to our program.
- Parents and families are involved, consulted and informed partners with ASCS Inc. staff.
- ASCS Inc. staff strives to ensure the environment and programs are adapted to meet the needs of all children.
- ASCS Inc. staff seeks out community partners to enhance our ability to support children with special needs through training and consultation.

For staff/children ratio purposes, children from Garderie Nouveau Départ may be integrated with children from School Club at Fatima at the beginning and at the end of the day.

Play-Based Learning Program

Our play-based learning program focuses on small group, play based, inquiry programming provided by RECE's and non RECE program staff who engage in play with your child. Throughout the preschool years your child will be learning through developmentally appropriate play experiences that will prepare him/her for school. ASCS Inc. play-based learning program exemplifies the principles of the Early Learning for Every Child Today: A framework for Ontario early childhood settings.

Program Information

Days and Hours of Operation

Monday to Friday 7:30 – 5:30

Age Categories and Ratios

School Age 68 months to 13 years 1 employee to 15 children

Services Offered and Child Care Fees

School Age

Full Day	(5-9 hrs)	$30.70
Half Day	(3-5 hrs)	$18.45
Before School		$7.80
After School		$10.40

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Method of Payment

Cash, debit, cheque or money order can be made and payable to **All Star Children Services Inc.**
Any cheque that do not clear, there will be a $25.00 service charge added to your account.

Wait List Policy

All Star Children Services Inc. and all the child care centres it operates provide full and part-time care, however, we strive towards full enrollment at all times. This policy is to ensure a fair process is followed and communicated to all involved.

Policy

All Star Children Services Inc. shall ensure a fair process is followed, be administered in a transparent manner and that information is available to prospective parents. There is no fee or deposit charged for the placement of a child on a waiting list for admission in any of the child care centres we operate.

Parents will be provided up to date registration and wait list information for their child only upon request. Personal information about registration applications is never disclosed to maintain privacy and confidentiality.

The Executive Director reserves the right to make changes, without notice, to the wait list policy in the best interest of All Star Children Services Inc.

Procedure

The wait list is organized using the following information:

1. registration date
2. children of staff working within All Star Children Services Inc. centres
3. children of staff who have one or more children currently enrolled
4. siblings of children already enrolled
5. children who are transferring from another centre we operate
6. children requiring full time care
7. children in care who need to increase their days of care
8. all other children

Waiting Times

When a space becomes available, the space is assigned to the first child on the wait list. It is impossible for us to predict how quickly our wait list will progress; therefore, we CANNOT provide an approximate entry date when you apply. Please ensure that the contact information you provide remains current so that we are able to reach you when a space becomes available. All Star Children Services Inc. realizes that plans and situations can change for families. If a family needs to adjust their original requested child care start date, simply call the Supervisor.

When a space becomes available

When a space is available we will notify you through the contact details that you provided at the time of registration. You must respond by calling the Supervisor confirming your acceptance or refusal of the space within 3 business days. If we do not hear from you within this timeframe, we will contact the next family on the list.

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The families who decline a space or do not return notification within 3 business days will need to re-apply to the wait list.

All Star Children Services Inc. cannot guarantee the number of days or the days of the week that will be offered, but will work closely to achieve the desired child care scenario for each family.

Returning Parents

Returning parents will not be given priority. If parents wish to withdraw their child/children from the day care for a period and then re-apply for admission at a later date (e.g. withdraw for summer months or parental leave), you will be required to register again.

Policy Review

All staff will review and sign off on the **WAIT LIST POLICY** at the start of employment and thereafter annually.

All volunteers and students must review and sign off on the **WAIT LIST POLICY** at the start of the placement.

Admission and Discharge Policies

Admission: prior to enrolment, a site visit for orientation & registration purposes is necessary to complete registration forms which includes emergency contact, immunization and health information.
Discharge/reduction of attendance: a two week notice must be given to the supervisor before the withdrawal or reduction of attendance of a child. Full child care fees will apply on the days that the child does not attend without the require notice.

Child Care Fee Subsidy

Child Care Fee Subsidy is a program that helps qualifying families cover the cost of licensed child care. Eligibility is determined through a standardized financial assessment completed by Algoma District Services Administration Board. A Child Care Referral Form can be obtained from the child care supervisor.

Nutrition

Our child care programs offer a variety of nutritious lunches and snacks prepared by an on-site cook. To ensure your child receives a well-balanced meal, our menus follow Eating Well with Canada's Food Guide. Menus are posted weekly for your information. Infants are fed according to their individual needs. Due to children with allergies and food restrictions, ASCS Inc. prohibits food from home in our programs.

Medication

ASCS Inc. staff can administer prescription medication in its original container. The medication must be affixed with the original pharmacists label indicating name of the child, medication prescribed, dosage, duration and expiry date. Over the counter medication will only be administered with accompanied by a written letter from your child's doctor stating, name of the child, medication prescribed, dosage, duration, expiry date and reason for administering. In both cases, parents must complete a Medication Authorization and Administration Form to authorize the administration of the medication provided.

Anaphylaxis

Parents/guardians of children that have been diagnosed with an anaphylactic allergy have the responsibility to provide a detailed individual emergency plan provided by the child care centre, for their child. It is the parent/guardian's responsibility to inform centre staff or a child's allergy at the time of registration and provide an annual update of any allergy changes.

Illness

It is important to prevent the spread of infectious diseases to other children and staff therefore, when your child shows signs of sickness at home, or has a temperature of 38.3 degrees Celsius (101 degrees Fahrenheit), it is recommended to keep your child home from care that day. However, to obtain a credit for sick days a doctor's note must be presented when your child returns to the daycare.

When your child develops symptoms (diarrhea, vomiting, fever…) while at the child care program, the supervisor or designate will contact you to request your child is picked up.

In the case of diarrhea, your child must be symptom free for a period of 24 hours prior to returning to the child care program.

Drop Off and Pick Up Procedure

The safety and well-being of all children participating in ASCS Inc. programs is of utmost importance, therefore, we expect all parents/guardians to drop off and pick up their children from their child's educator daily and ensure verbal contact with staff members.

Late Pick Up Procedure

Our hours of operation are reflective of the community need. We expect children will be picked up on time, respecting our staff's work schedules. Late pick up result in fees charged as follows, $1.00/minute.

When Someone Else Picks Up Your Child

You are required to notify centre staff if someone other than the main contact people will be picking up your child. If this person is unknown to the staff, they will be required to show identification.

Program Cancellations

ASCS Inc. reserves the right to close our programs for Professional Development Days which occur annually. Parents/guardians will receive a 6 to 8 week notice to ensure enough time to plan alternate child care for that day.

Part Time Care

Upon requesting a part time/as per your work schedule care, a monthly schedule will be required. Part time programs are only available where program have vacancy. Once a program location reaches its maximum capacity, part time families will be offered the opportunity to change from a part time program to the full time program.

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Tax Receipts

We will provide paying parents/guardians with an official Child Care Income Tax receipt on or before February 1st of each year for the prior year's fees. Please ensure that your home address is current in the case the receipt has to be sent by mail in you are no longer accessing child care services through our agency.

Activities Off The Premises

Off the Premises trips can provide valuable experiences for children and allow staff the opportunity to extend program activities outside of the regular program location. When these opportunities arise, parents/guardians will be required to complete an off the premises consent form.

Outdoor Play

The Child Care and Early Years Act require that children who are enrolled in full day care need to have two hours of outdoor play per day, weather permitting. ASCS Inc. strives to make outdoor play safe, adventurous and fun for all children. Please ensure that adequate clothing is available so that your child can participate comfortably in these daily outdoor activities.

Statutory Holidays

ASCS Inc. Child Care Programs are closed on statutory holidays during the year.

New Year's Day	Civic Holiday
Family Day	Labour Day
Good Friday	Thanksgiving Day
Easter Monday	Christmas Day
Victoria Day	Boxing Day
Canada Day	

If New Year's Day, Canada Day, Christmas Day or Boxing Day falls on a Saturday or Sunday, the programs will be closed on the working day immediately preceding or following the general holiday.

Important Information

Staff will not permit a parent or guardian to remove a child from the premises should they feel the child may be in danger or at risk and/or if the staff feels the parent/guardian is under the influence of alcohol/drugs. Staff will make every effort to contact another adult on the emergency contact release list to pick up the child. If no other adult can be reached, Children's Aid Society and Police will be contacted.

Emergency Management Policy and Procedures

All Star Children Services Inc. has an Emergency Management Policy and Procedures in place. Upon arrival at an emergency evacuation site in the event of an emergency, the supervisor or designate will notify parents/guardians of the emergency situation/evacuation situation and the location to pick up their children.

Parent Issues and Concerns Policy and Procedures (French version to follow)

This policy is to provide a transparent process for parents/guardians, and All Star Children Services Inc. to use when an issues/concerns is brought forward.

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Procedure

Parents/guardians are encouraged to take an active role in the child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversation and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to a verbal issue or concern, staff should listen and seek to understand the issue/concern and attempt to resolve it immediately. Issues/concerns received in writing should be acknowledged within five (5) business days and staff should attempt to resolve the matter within ten (10) business days or within a reasonable time, not exceeding one month, with a follow-up action. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

All Star Children Services Inc. maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Supervisor, if not available the Program Coordinator, and if not available the Executive Director.

Where an issue/concern cannot be easily resolved, it should be forwarded to the Program Coordinator. If the Program Coordinator cannot resolve the complaint, it may then be forwarded to Executive Director in either English or French.

If the Executive Director cannot resolve the complaint, it will be forwarded to the Chair and the Board of Directors. If the complaint is about the Executive Director, it will be handled by the Chair and the Board of Directors.

Monitoring and Recording Complaints:

1. Name of the client/participant;
2. Date and time at which complaint was made;
3. Nature of the issue or concern;
4. Who handled the complaint;
5. Timeframe for resolution;
6. How the issue or concern is being investigated (including written records of any interviews held);
7. Results and conclusions of investigations;
8. Any action taken;
9. The parents/guardians response;
10. Record of any subsequent action if required;

A summary of the issue/concern received including number and type will be reported to All Star Children Services Inc. Board of Directors annually.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the **local Children's Aid Society** (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit:
http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx

Procedures for Monitoring and Recording Issues/Concerns

Name of Child Care Centre		**Date & Time Issue/Concern made:**
Name of person who received the issue/concern		
Nature of Issue or Concern	**Steps for Parents/Guardian to Report Issue/Concern**	**Steps for Staff and/or ASCS in responding to issue/concern**

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Example of Procedures

Nature of Issue or Concern	Steps for Parent/Guardian to Report Issue/Concern	Steps for Staff and or Agency in responding to issue/concern
Program Room-Related E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to -the classroom staff directly Or -the supervisor or agency	**-**Address the issue/concern at the time it is raised Or -arrange for a meeting with the parent/guardian within 3 business days. Document the issues/concern was received; Documentation should include: -the date and time the issue/concern was received -the name of the person who received the issue/concern; -the name of the person reporting the issue/concern; -the details of the issue/concern; -any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 5 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern
General, Centre or Operations Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to -the supervisor or agency	
Staff, Parent, Supervisor and/or Agency Related	Raise the issue or concern to -the individual directly Or -the supervisor or agency All issues or concerns about the conduct of staff, parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor and parents/guardians of the situation. Raise the issue or concern to	
Student/Volunteer Related	-the staff responsible for supervising the volunteer or student Or -the supervisor and or agency All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the Supervisor and parents/guardians of the situation.	

What To Bring:

School Age

☐ complete change of clothing
☐ seasonal outdoor clothing
☐ sunblock

Notes: _____

All Star
CHILDREN SERVICES INC 160 Spruce Ave. Elliot Lake, ON. P5A 2C5 Tel: 705.848.4143 Fax: 705.848.4143 www.allstarcs.ca

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> Goals for children, expectations for programs and questions for reflection. These areas are organized around four interconnected foundations of belonging, well-being, engagement and expression.
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> Pedagogical approaches that provide the how for working toward the goals for children. Grounded in research, theory and practice, these approaches include:
> - Responsive relationships
> - Learning through exploration, play and inquiry
> - Educators as co-learners
> - Environment as third teacher
> - Pedagogical documentation
> - Reflective practice and collaborative inquiry

Children enrolled in our programs are offered every opportunity to build on their competencies, capabilities and are provided activities to foster their creativity. Each program design encourages curiosity for children to maximize their potential.

Observations and goal setting are the foundations in which the educators plan and create rich environments and experiences for children's learning and development of the whole child.

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- We believe that every child is an active and **engaged** learner who is able to explore the world with body, mind and senses. Our programs provide environments and experiences that engage children in active, creative and meaningful exploration, play and inquiry.

- We believe that every child is a capable communicator who is able to **express** him or herself in many ways. Our educators recognize children as competent and capable individuals. We offer programs and activities that value and build on their strengths and abilities.

- Educators at ASCS Inc. have a shared understanding of the foundations for learning and development, and the importance of positive relationships and experiences with children, families and the community.

Educators participate as co-learners with families and children, learning with children, about children and from children. Through observations, documentation, listening and discussions with colleagues, other professionals and families, they understand that all children are unique individuals. Educators use this knowledge and their professional judgement to create contexts to support children's learning development, health and well-being.

The following pedagogical approaches will nurture learning and development, and will provide child initiated adult supported experiences in all of our programs:

- establishing positive, responsive adult-child relationships;
- providing inclusive learning environments and experiences that encourage exploration, play, and inquiry;
- engaging as co-learners with children, families/caregivers, and others;
- planning and creating environments as a "third teacher";
- using pedagogical documentation as a means to value, discuss, and make learning visible;
- participating in ongoing reflective practice and collaboration.

All Star Children Services Inc. supports, encourages and provides professional development to ensure all educators have a solid understanding of child development. This is essential for educators to apply the pedagogical approaches that are outlined in the HDLH document. We support the idea that educators are lifelong learners by providing opportunities for professional development.

ASCS Inc. is staffed with caring and responsive adults who focus on the child's active learning. Children, their families and the community are valued as active participants and contributors.

Our programs are designed to:

- cultivate authentic, caring relationships and connections to create a sense of **belonging** among and between children, adults, and the world around them;
- nurture children's healthy development and support their growing sense of self;
- provide environments and experiences to **engage** children in active, creative, and meaningful exploration, play and inquiry;
- foster communication and **expression** in all forms.

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Play is the means through which children capitalize on their natural curiosity and exuberance. Our programs provide indoor and outdoor, active play, rest & quiet time, always taking into consideration the individual needs of the children.

All Star Children Services Inc. is committed to providing quality programs which:

- establish positive, responsive relationships with children and their families;
- value children as individuals and as active and competent contributors with their own interests and points of view;
- recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically;
- provide environments and experiences for children to explore ideas, investigate their theories, and interact with others in play;
- engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked;
- provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.

All Star Children Services Inc. will:

a - Promote the health, safety, nutrition and well-being of the children by providing a nutritious meal and snacks following Canada's Food Guide;

b - Support positive and responsive interactions among the children, parents, childcare providers and staff by welcoming and greeting parents;

c - Encourage the children to interact and communicate in a positive way and support their ability to self-regulate by allowing children safe things (example: blankets, stuffed toys...);

d - Foster the children's exploration, play and inquiry by having a flexible daily schedule;

e - Provide child initiated and adult supported experiences by creating learning environments through observations and discussions with children;

f - Plan for and create positive learning environments and experiences in which each child's learning and development will be supported by having a quiet area in the room for relaxation;

g - Incorporate indoor and outdoor play, as well as active play, rest, quiet time, into the day and give consideration to the individual needs of the children receiving child care by encouraging participation in all areas, quiet, rest, indoor, outdoor, meal time etc...;

h - Foster the engagement of and ongoing communication with parents about the program and their children by inviting parents into the program;

i - Involve local community partners and allow those partners to support the children, their families and staff by allowing students in our centres;

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j - Support staff who interact with the children at a child care centre in relation to continuous professional learning by participating in staff meetings;

k - Document review the impact of the strategies set out in clauses a – j on the children and their families by documenting, measuring and reviewing policies and procedures on a regular basis.

All Star Children Services Inc. will ensure that all staff, students and volunteers review the program statement prior to interacting with children, when the statement is modified as well as annually.

A.S.C.S. Inc. manages seven licensed childcare centres and one Best Start Hub. To view each program's individual goals and approaches, please refer to the Program Statement Goals and Approaches document posted in each group of every center.

For continuous professional practice, the program statement is considered a live document and will reflect changes as goals and approaches are achieved.

This Program Statement has been reviewed and approved by:
All Star Children Services Inc. Board of Directors.

Executive Director _____ Date _____

PROGRAM STATEMENT	DATE : MAY 2016 APPROVED : JUNE 2016 REVISED : JUNE 22 2017

References: *How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014*
Ministry of Education
Child Care Centre Licensing Manual