Andrew Fleck Children's Services

Services à l'enfance
**Andrew Fleck
Children's Services**
since – depuis
1911

Hopewell Program Statement

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Our Program Statement

Hopewell Early Learning Centre offers full-time licensed care for children aged 3 months to up to 5 years of age.

The Hopewell Early Learning Centre is a non-profit childcare centre that offers a safe, warm and welcoming setting for children. The child, their family, our Educators and our broader community are inextricably linked by the kind of program we offer. We encourage families to be "co-learners" with their children by inviting them into our centre to offer their perspective, and to participate in a way that they feel is meaningful. By looking at our community as an extension of our centre we help build a sense of belonging and make connections to the broader world. The children are provided with opportunities to be active participants within the community through field trips, walks in the neighbourhood, visits to (retirement homes, special guests within our programs, etc.)

<u>The Learning Environment</u>

HOPEWELL programs are based on developmentally appropriate practices that provide opportunities for active engagement with children and Educators in a caring environment. Our focus is to promote learning through play-based activities in a safe, inclusive and stimulating environment. The skill-building that naturally happens during play lays the foundations for future learning. Our curriculum follows an emergent approach, allowing our Educators to observe the interests of the children and support their exploration, play and inquiry. This provides them with opportunities to extend their learning both within and outside our environment. This learning is documented and displayed through photographs in the classrooms as well as through the online sharing tool *Storypark*. This ongoing documentation coupled with informal observations from the educators, families and /or the Program Supervisor enable us to review our strategies and their impact on the children and families.
How Does Learning Happen: Ontario's Pedagogy for the Early Years is a framework for Ontario early childhood settings intended to support pedagogy and curriculum/program development in early years programs. *How Does Learning Happen?* is organized around four foundational conditions that are important for children to grow and flourish: **Belonging**, **Well-Being**, **Engagement**, and **Expression**. These foundations provide a starting point to develop programs and practices that support positive and responsive interactions among the children, parents, Educators and staff. The full How Does Learning Happen document can be viewed via the following link: HDLH

We strive to provide an environment that fosters collaboration with families to ensure children's well being is always at the core of what we do. This shared understanding, viewing children, educators and families as competent, capable, curious and rich in potential helps create well-being, belonging, engagement and expression so that every child can reach their full potential.

Our team is comprised of Registered Early Childhood Educators, Early Childhood Educators Assistants, a program Supervisor, a chef and a housekeeper who all believe that all children should thrive. We strongly believe that ongoing professional learning is a key component in supporting children's learning and development and ensuring our teams are equipped with research and evidence-based practice and knowledge.

Staff meetings are held on an ongoing basis to discuss and share innovative ideas. We work to ensure our early learning environments are appropriate for the children's developmental levels. Our programs support child-initiated and adult-supported experiences. There are opportunities to learn through

movement, play and hands-on exploration. Through this type of learning, we allow children to test new knowledge and experiences in a relaxed setting. We do this by providing daily indoor and outdoor play opportunities, as well as active play, rest and quiet time. We strive to provide an environment in which children feel secure and at ease, allowing them to grow at their own pace. Our Educators use a warm, responsive and inclusive approach with the children, their families and the people in our community. The children are encouraged to interact and communicate in a respectful way, and self-regulation skills and strategies are shared and role-modelled every day. Open-ended play-based materials are rotated in the program depending on the children's interests. The children are free to manipulate the materials, explore music and movement, create symbols and engage in imaginative expression and dramatic play. Through the process of critical thinking, doing and feeling, children explore creative expression, problem-solving and empathy building all the while strengthening their memory, knowledge, and sense of self.

We are committed to promoting the health, safety, nutrition and well-being of the children. All play spaces are monitored by the Educators on an ongoing basis. Toys and play areas are cleaned and disinfected regularly. Our cook prepares a variety of nutritious snacks and meals daily. An Educator joins the children for family style meals to model healthy eating habits and encourage children to enjoy a variety of foods. Allergies are posted in areas where food is prepared or served. Food for children with allergies/dietary restrictions is served in a separate container with the child's name on it. Educators role model and encourage proper hand washing before and after all meals and/or food preparation.

Our Educators collaborate with families (and other professionals if applicable) when developing individual plans for children e.g. toilet learning, transitions, self-regulating behaviours and emotions. Daily information sharing between families and the Hopewell teams is encouraged as it supports a strong partnership that contributes to supporting your child's individuals needs and development. This can be done at drop off and pick up, special events, planned meeting times, etc.