



CURRICULUM STATEMENT

At Village Child Care we provide a structured, yet flexible environment that supports play based learning and recognize that every area of our program provides learning opportunities for children. Early Childhood Educators and caregivers observe children's play, talk and interact with them during play and activities so they are aware of the children's interests and development. This allows them to base their planning of play areas, activities and routines on the interests and needs of the children.

We believe that children love to play and that their play experiences allow them to learn and develop new skills in all areas of their growth and development, while satisfying their curious nature. We provide ample free play opportunities throughout the day in a variety of discovery centres such as Daily Living, Sand/Water, Blocks, Art, Library etc. Children are free to choose where they wish to play, with Early Childhood Educators and caregivers close at hand to interact with them, ask open ended questions and assist them in their interactions with their peers by inviting small groups to play together. ECE's help extend children's play by adding, changing and moving play materials from one area to another based on the children's interests and cues. Through these interactions children learn to express themselves, make their own choices and develop problems solving skills and independent thinking.

We believe in the importance of communication. We appreciate the necessity of building and fostering relationships with children, families, schools and outside agencies. Beginning with a daily greeting by name to each child and their family members and daily conversation, caregivers establish the necessary lines of communication to meet each child's specific needs and to keep families informed of their child's day. Daily conversation, parent newsletters, parent boards, communication books, telephones as well as e-mail are all avenues of ensuring that information is shared.

We believe that the way we arrange our play space is an important component in successful, interactive play amongst the children and between children and staff. Early Childhood Educators and caregivers regularly evaluate all areas of the playroom to ensure things such as furniture size and placement of equipment and materials is carefully planned to promote social interaction and allow staff optimal room awareness. Play materials are organized and displayed with the children using pictures and visual cues so children learn sorting, matching, visual recognition and self help skills.

We believe that children want to feel safe and secure. Our Early Childhood Educators and caregivers are nurturing, caring individuals who provide a daily routine of activities which allow children to feel comfortable in knowing “what comes next” throughout their day and ensure that safety is a top priority. Our daily schedule and routines are consistent and children are given verbal cues before any routine or activity changes, giving them time to finish play and activities before moving on to the next activity. Regular routines such as hygiene, snack and meals times and preparation for outdoor time help promote and teach the children self help skills, self regulation as well as fine motor and language skills. Our daily program schedule is discussed at each staff meeting and based on the needs of the children changes are made to support the needs of the children both individually and as a group.

We believe that children enjoy a wide variety of learning experiences based on their interests. We offer a stimulating environment with a program that is based both on the interests of the children and their developmental needs. Our daily schedule ensures that staff extend and enhance learning through both planned and spontaneous activities, one on one or in a group setting. Planned activities such as Circle Time offers the children activities based on their interests and development in a small group. These activities centre around helping children to develop and advance their physical, social, emotional and cognitive skills. Spontaneous activities take place as staff offer suggestions, additional play materials and ideas to children to extend and enhance ongoing activities and play. Planned activities are posted weekly on our Parent Board and spontaneous activities are shared with parents through daily communication and daily postings.

We believe that children want to feel successful as they learn. Recognizing this, caregivers provide diverse opportunities and experiences intended to lead to feelings of success and competence. Through observation and planning, all children are given occasion to explore their world at their own level. Early Childhood Educators and caregivers acknowledge children’s accomplishments, listen to children, encourage conversation about their interests and interactions and promote problem solving and positive interactions with others.

We believe that children are, by nature, accepting of others differences and embrace diversity. We respect each child as a unique individual and our program is inclusive of children of all abilities and backgrounds. Our program activities as well as the environment are planned with all children in mind by ensuring that play materials and equipment reflect diverse cultures and individuality. Our play materials include such items as books, dress up clothes, food, music and pictures which represent various cultures and backgrounds. We recognize the holidays and special observances of the families in our program during activity times, meal times and through hands on material provided by the family. We welcome children with additional support needs and staff work on individual program plans to ensure inclusion in the regular program.