



Lansing Co-operative Nursery and Preschool

Lansing Cooperative Nursery School Program Statement & Program Statement Implementation

Mission Statement

Lansing, as a non-profit cooperative, is unique in its belief that teacher, parents and children benefit from coming together as a community. Our goal is to provide age and developmentally appropriate activities that will foster self-confidence, positive self-image and self-discovery. Lansing provides a rich and varied program of guided play, knowing that play is key to development.

Program Statement

Lansing Cooperative Nursery is licensed by the Ministry of Education under that Child Care and Early Years Act (CCEYA). Our teachers are all trained Registered Early Childhood Educators (R.E.C.E), and members of good standing with the College of Early Childhood Educators, who continue to engage in Professional Activities to upgrade their training and education.

At Lansing, we work with families to build positive relationships between the classroom and the home. We do this through phone calls, notes, documentation, and Parent/Teacher meetings. Our program is built around the health, safety and nutrition and well-being of the children.

Children at Lansing will have many opportunities to reach their full potential by engaging in activities that focus on their social, emotional, physical, cognitive and language development in a holistic way. We will provide a safe and positive environment where children learn through exploration, play and inquiry which will encourage self-reflection, discussion and ongoing collaboration in the classroom. Each room is designed to allow children access to a free choice of play materials. Materials in each room foster creativity through art materials, building toys and dramatic play; discovery through sensory and science materials; and cognitive skills through toys such as puzzles, matching and sorting activities.

Through their play, children will:

- Hear, learn and use language
- Develop a sense of curiosity
- Learn to cooperate, think, listen and express feelings
- Plan, organize and problem solve
- Experience success and challenges
- Repeat familiar tasks and attempt new ones
- Develop interests
- Experiment and explore

- Develop Fine/Gross Motor skills
- Develop meaningful relationships

At Lansing, we view the child as competent, capable, curious and rich in potential. Lansing is guided by the principles of the Ontario Ministry of Education's *"How Does Learning Happen? Ontario's Pedagogy for the Early Years"* (2014) document. The four foundations of this document that are outlined, and that are important for children to grow and develop in order to reach their full potential are; Belonging, Well-Being, Engagement, and Expression.

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.



Our Goals and Approaches

The following outlines Lansing's program goals across key indicators of quality as defined in the Child Care and Early Years Act. The approaches outline the strategies that Lansing uses in implementing care activities and curriculum to achieve stated goals.

Lansing Cooperative Nursery School will promote health, safety, nutrition and well-being of children.

Health

- The teachers will greet children and families each day, seeking information about the child's health mood or special events in the child's life. The teachers will track attendance noting the time each child arrived and again with each child is picked up.
- Children who are sick are closely monitored, with hand-washing encouraged regularly. If a child has a fever and not well enough to be part of the program, an early pick up is requested.
- Toys and equipment are sanitized weekly to minimize the spread of germs. Beds and linen are also washed and disinfected weekly as well as when illness or bedwetting accidents occur.
- Lansing uses a professional cleaning company on a nightly basis.
- Preschool children have a rest period daily. However, if a child is not tired, they are offered quiet activities to explore while others sleep.
- The staff at Lansing Co-operative Nursery School does not administer medication (including homeopathic remedies) to children. If a child needs medication during the time he/she is here and is well enough to participate in the program, the parent is welcome to come to the school to administer the medication. There are three exceptions to the policy: a doctor prescribed Epipen or puffer/inhaler and also a lactose enzyme pill for children who experience lactose intolerance.

Safety

- All employees, duty day parents and volunteers require a Vulnerable Sector Police Reference Check prior to interacting with children in our care.
- Each teacher and duty day parent must complete the necessary CPR/First Aid training before working with the children. Lansing does have an Anaphylactic Policy and procedure and place, as well as staff being trained in the use of an Epipen.
- During quiet time, each child is monitored and sleep patterns are recorded according to our sleep policy.

- Playground inspections are completed daily by the staff. Broken toys or equipment is reported or thrown away. Monthly and seasonal inspections are completed and any issues with the playground are reported to the Director and Maintenance lead. Yearly inspections are also completed by an outside company.
- Fire Drills will be completed monthly with the children.
- Lansing outdoor play area, which includes the equipment, the surfacing, the toys, the fencing, the gates, the benches, the steps and surrounding areas will be maintained in a safe, clean condition and kept in a good state of repair.

Nutrition

- Lansing supplies 1 healthy snack for the Nursery Program and 2 healthy snacks as well as balanced catered lunch for the Preschool program.
- Allergies are posted in each classroom as well as in the kitchen. We are a nut-free centre that does not allow any nut products into the school. We ask that anyone who has eaten peanut butter to brush their teeth and wash their hands and face before coming to school.
- Staff will role model to the children healthy eating behaviours by participating in lunch and snacks. Staff will help promote self-help skills by allowing the children to serve themselves at snack and lunch and by allowing them to scrap their plates after they've eaten.

Lansing Cooperative Nursery School will support positive and responsive interactions among the children, parents and Lansing staff.

Lansing values positive and responsive interactions among the children, parents, child care providers and staff. Lansing follows the cooperative model where parents are highly involved in their child's education by volunteering as duty parents or doing committee jobs throughout the school year. Twice a year, in December and June, Lansing invites the child's whole family to come out for a gathering to build a sense of community within the school.

Staff will maintain daily contact with parents and discuss their child's development on an ongoing basis. Staff will also use newsletters/calendars to maintain communication with parents. The teachers will make themselves available for Parent/Teacher meetings when the needs of the child or parent require it. Daily classroom documentation is displayed and available for parents to see what is happening during their child's time at school. The staff are always willing to provide support to parents. They will answer questions about child development and help parents in finding resources to use at home.

Staff will practice, model and encourage inclusive and positive interactions and language. We will foster an atmosphere of inclusion, cooperation, sharing and friendliness.

Staff will encourage self-help skills. This means that we will encourage children to do as much for themselves as possible without them becoming discouraged or frustrated. We will assist them as is needed. Staff will challenge the children's skills so as to facilitate the development of new and stronger skills. Staff will also encourage the children to be helpful to each other as well.

Lansing will encourage children to interact and communicate in a positive way and support their ability to self-regulate.

Lansing understands the importance of each child's communication, in its many forms, in order to encourage positive interactions and enhance their ability to self-regulate. Each classroom is designed to promote this by providing literacy material, quiet space and soft furnishings. In addition, staff are trained in child development and are able to support self-regulation and reflection within each child. We want each child to feel safe and secure, and will work to help each child recognize their emotions and discover ways in which to deal with them affectively and calmly.

Staff will model the use of positive language and behaviours at all times when talking with the children and other adults. They will work to help children daily to develop healthy communication and problems solving skills so that they are able to resolve conflicts amongst their peers.

We want each child to feel safe and secure, and will work to help each child recognize their emotions and discover ways in which to deal with them affectively and calmly.

Lansing will foster children's exploration, play and inquiry.

In order to facilitate meaningful participation for every child, Lansing's learning environment is designed to foster development and to appeal to the children's natural curiosity. One of the goals of Lansing's program is to encourage children's exploration, play and inquiry through the provision of age-appropriate toys and teaching resources. These include multiple play centres such as the block area, sensory area, dramatic play, arts, science, book centre and more.

Children will have opportunities to participate in the weekly library program, cooking class, gym and music class. Children will also have chances to explore the surrounding areas with field trips, our butterfly hatching program and other hands-on experiences. Exposure to cultural and holiday celebrations is another way we engaged the children to increase their awareness of the world around them.

Children will also have outdoor play time (weather permitting) where teachers extend the classroom to the outdoors with more exploration and discovery activities as well as allowing the children to engage in gross-motor activities.

Lansing will provide child initiated and adult-supported experiences

Lansing teachers will follow the child's lead in our interactions and through daily dialogue will develop an environment that is full of opportunities for exploration and interaction. Teachers notice the details of children's activities to learn more about what might be on children's minds and discuss and make notes of their observations, identifying new activities and materials necessary for further exploration, play and inquiry.

Teachers will engage with the children in activities, asking questions, hearing the children's ideas – acting as a co-learner. Curriculum will be based on the interests of the children and their curiosities by observing, making notes and taking photos and with the help of the ELECT (Early Learning for Every Child Today) Framework. All of the needs of the whole group will be considered as well as the needs of the individual.

Lansing will plan for and create a positive learning environment in which each child's learning and development will be supported.

Through daily observations, the staff will create a holistic learning environment that is geared towards the interests of the group, but also towards the individual as well. Lansing's program includes approaches for incorporating indoor and outdoor play as well as active play and quiet play. Lansing has an extensive outdoor play area that helps foster learning and hands-on experiences. Through our observations, and as we notice the children's interests change, we will make changes to the environment to create a program that supports their individual developmental needs.

Lansing will incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the unique needs of the children receiving child care.

Lansing will follow the guidelines of the CCEYA in setting our program. Our program gives considerations to the individual needs which includes approaches for incorporating indoor and outdoor play into our daily schedule. A variety of active and quiet activities are provided for children to participate in on a daily basis. Children have access to our playground each day, and are provided with a variety of activities to participate in. If the weather is unsuitable for outdoor play, active play will move indoors for that day.

In the classroom, there are spots for children who want to rest and do quiet activities. There is a book area for children to sit quietly and look at books or play with puppets. Books are also available outside for children who choose to participate in quiet activities during physical play.

During the scheduling of the day, in our preschool program, children are provided with a quiet time to rest and sleep if needed. If children do not sleep, a quiet activity will be provided based on individual needs.

Lansing will foster the engagement of and ongoing communication with parents about the program and their children.

Parents are always welcome to visit Lansing and encouraged to participate in the classroom. Duty Parents spend 2-3 days a month helping the teachers to run the Nursery program. In November, the Preschool parents are invited to come and observe their child in the program and talk with the teachers. Also, Nursery families are given an opportunity to speak to the teachers during parent/teacher chats on how their child has transitioned into the program and any concerns that they may have.

Lansing also aims to provide inclusive care for all children at the school. Sound knowledge of child development helps Lansing teachers recognize when a child's needs are not being met so they can seek extra support. This may mean involving local community partners and allowing them to support the children, their families and staff. Some examples of this include providing appropriate professional referrals, (e.g., Community Living Toronto) in cases of need of care teams to support students with special needs, and bringing in specialists to coach staff through additional strategies as needed based on individual child's needs.

Lansing will support staff or others who interact with children in relation to continuous professional learning.

Lansing supports continuous professional learning for staff and others who interact with children at the school with the provision of professional development days. This professional development may include special speakers, such as experts in child development; or dedicated time to learn about new approaches to pedagogy and how to implement new initiatives within the school. For duty day parents, the school provides orientation and training, as well as a handbook on school policies and will provide first aid training certification.

Lansing will document and review the impact of strategies on children and their families.

Lansing's program includes approaches for documenting and reviewing the impact of the strategies developed above, through formal and informal discussions with families, teachers and the Board. The program will also approach this through dedicated student reports and through the required reporting, licensing and inspections by the Ministry. Lansing will also be evaluated by the City of Toronto through their Assessment for Quality Improvement standards to ensure high quality programming. The school is committed to optimizing the impact of these approaches and the Board has the authority to review and revise strategies as needed.

Program Statement Implementation

Implementation Commitment

Lansing Co-operative Nursery School is a nurturing community where parents and staff work cooperatively to encourage each child's early social development, self-esteem and love of learning. Lansing provides a safe and secure environment in which each child can take successful steps along their developmental and educational journey. Lansing is committed to serving the needs of our community in a sustainable and viable manner.

Lansing Co-operative Nursery School is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. The program statement describes Lansing's specific goals for children's learning and development, and the approaches that will be implemented.

Lansing has a well-established, hands-on approach to learning. Our curriculum gives the children at Lansing many opportunities to engage in activities that focus on their social, emotional, physical, cognitive and language development in a holistic way. We will provide a safe and positive environment where children learn through exploration, play and inquiry which will encourage self-reflection, discussion and ongoing collaboration in the classroom. Each room is designed to allow children access to a free choice of play materials.

Monitoring Practices

Lansing implements a wide range of monitoring practices to ensure the goals and approaches described in the program statement are implemented. These practices include:

- Keeping constant communication open with the parents. Parents will receive daily classroom communication through the HiMama App. Parents will also be invited to come into the classroom for parental visits in the fall as well as have parent/teacher talks in the spring
- Keeping track of ongoing training completed by each staff.
- Staff will meet monthly in regards to programming and discuss children's development.

Roles and Responsibilities

Lansing Educators will:

- Participate and conduct an annual review of the Program Statement including the goals and approaches. Information gathered through the various monitoring practices will be integrated. A signed record will be kept of the review.
- Participate fully in all discussions of curriculum, Ministry of Education licensing, and quality assessments and assist in developing a plan of action to be implemented.
- Attend and fully participate in mandatory and supplemental training as well as monthly staff meetings
- Make referrals and provided resources based on Lansing family's requirements and needs.

- Immediately report any concerns or commission of any prohibited practices to Lansing Director/Board of Directors. Report to child protection agencies within established guidelines.

The Director will:

- Ensure all new staff, students and volunteers are familiar with the Lansing Program Statement before they interact with children. A sign off sheet signed by the staff, student and duty parents and will be kept.
- Review the Lansing Program Statement with all staff, students, and volunteers on an annual basis or any time there is substantive changes to the program statement. A sign off sheet signed by the staff, student, or volunteer will be kept.
- Provide coaching and guidance for staff to engage in professional development and education with the staff teams through PD Days, staff meetings.
- Support staff in their completion of the Continuous Professional Learning program through the College of Early Childhood Educators.
- Performance Reviews will be conducted with each staff and duty day volunteer.
- Discuss curriculum, Ministry of Education licensing, and quality assessments with staff and develop a plan of action to be implemented when needed.
- Provide staff with opportunities to attend all mandatory and supplemental training. Will keep track of all training completed by each staff.
- Support program team to make referrals and provided resources based on children's and family's needs.
- Monitor all staff, students and volunteers for compliance with the approaches set out in the program statement and the use of any prohibited practices through a combination of observation; reports from colleagues, parents, and community partners; and program plans and documentation.
- Immediately report any concerns or commission of any prohibited practices to the Lansing Board of Directors

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.

We want all children at Lansing to feel safe and secure. To ensure this, we set guidelines so that a child may not harm himself/herself or be allowed to harm another person, or destroy the property of others.

Guidelines are set for the SAFETY of the children. Limits are explained to the child in a positive manner.

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Guidelines are set for the SAFETY of the children. Limits are explained to the child in a positive manner.

In accordance with the Child Care and Early Years Act, Lansing staff shall not permit, with respect to a child receiving child care at a child care centre it operates or at the premises where it oversees the provision of child care,

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her 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.

Measures Used to Deal with Breach of Policies and Practices

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by Lansing's Director and Board. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment.

Lansing understands and complies with all established guidelines for reporting to the Ministry of Education, municipal children's services, child protection agencies, and professional colleagues.