

Public (when completed)

The personal information requested on this form is collected under the authority of the *Early Learning and Child Care Act* and is managed in accordance with the *Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection or use of this information, contact your Early Learning and Child Care Staff member.

Introduction

Facility-Based program licence holders are required to understand and adhere to the *Early Learning and Child Care Act (Act)* and Regulation (Regulation). The Act and Regulation set out the minimum requirements that child care licence holders must follow to ensure the safety security, well-being, and development of children. This includes the development and submission of a Program Plan.

The Program Plan is designed as a tool to understand how programs will ensure children's needs are being met and quality programming is being delivered. It will also be used as a tool by Early Learning and Child Care Staff to monitor and support compliance to the Act and Regulation. To assist you in applying and operating a licenced facility-based child care program in Alberta you are encouraged to use this Ministry approved template to:

- submit your proposed Program Plan
- submit any proposed changes to the Program Plan during your licence period; and
- receive approval of the proposed Program Plan or any proposed changes.

The Program Plan is intended to be a dynamic document that is reviewed regularly with program staff, parents and Early Learning and Child Care staff to ensure the plan remains applicable, relevant, and to ensure the programs are implementing the statements, policies, and procedures in the approved Program Plan.

As you complete the Program Plan template, you may find the Early Learning and Child Care Licensing Handbook a helpful resource to support your understanding of the requirements and obligations for providing a quality licenced child care program.

If you require support or have questions when completing your Program Plan, an Early Learning and Child Care staff member can consult with you. You may contact your nearest Children's Services office and speak with an Early Learning and Child Care Staff member using the contact information found on our online look-up tool at the following link: [Alberta Children's Services](#).

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Name of Licence Holder

A Bright Beginning Child Care Society

Name of Licence Holder Representative

Marietta Stephen

Program Name

A Bright Beginning Child Care Centre

Program Address

10226 108 Ave

City or Town

Grande Prairie

Province

AB

Postal Code

T8V 1P5

Program Hours of Operation

Sunday	<input type="text" value="closed"/>	To	<input type="text" value="closed"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Monday	<input type="text" value="6:30am"/>	To	<input type="text" value="6:00pm"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Monday	<input type="text" value="6:30am"/>	To	<input type="text" value="6:00pm"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Tuesday	<input type="text" value="6:30am"/>	To	<input type="text" value="6:00pm"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Wednesday	<input type="text" value="6:30am"/>	To	<input type="text" value="6:00pm"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Thursday	<input type="text" value="6:30am"/>	To	<input type="text" value="6:00pm"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Friday	<input type="text" value="6:30am"/>	To	<input type="text" value="6:00pm"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Saturday	<input type="text" value="closed"/>	To	<input type="text" value="closed"/>	<input type="button" value="+"/> <input type="button" value="-"/>

Period of Operation

From Date

June 30

To Date

June 29

Does your program have planned/scheduled closures?

Yes No

List closures. example: we follow the local school board calendar and do not operate on days schools are closed (i.e. summer, holidays, PD days)

New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, August Civic Day, Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day, and Boxing Day. Also 1or 2 extra days during summer for floor waxing.

Do you provide a nap or rest period? Yes No

From	To	<input type="button" value="+"/> <input type="button" value="-"/>
<input type="text" value="12:45pm"/>	<input type="text" value="2:30pm"/>	

Early Learning and Child Care

1) Describe the early learning and child care philosophy your facility-based child care program is based on.

Best Practice Examples:

- The program implements Flight- Alberta's Early Learning and Care Framework Curriculum Framework, Reggio Emilia, Waldorf or Montessori.
- The philosophy is connected to the Principles and Matters to Be Considered stated in the *Early Learning and Child Care Act*.

The importance of Early Learning and Child Care is reflected through A Bright Beginning's Mission Statement, "To promote growth of knowledge in young children; through play experiences that encompass individuals, families, community and the future." A Bright Beginning Child Care values learning through play which includes the development of the child as a whole: social, emotional, physical, creative and intellectual while intertwining the community and families. The Centre has adopted Flight: Alberta's Early Learning and Child Care Framework. Under the personnel policy, (1.6) educators are encouraged to become familiar and adopt as best practice by taking the Flight course or participating in the mini series as it becomes available through ARCQE. Flight is reflected on the weekly program plans in each individual classroom. These plans are created as educators reflect and observe the children's play. As they observe, program plans are developed based on age, development and interests. Educators notice and name learning dispositions while reflecting on children's play and create visible learning stories which are posted and added to the child's file. The language of Flight is adopted in conversation and co-educators use in written documentation, parent orientations and in email communication with the families. The educators involve families as they co-learn together. Play experiences offered can involve following a recipe that came from a child's background, experimenting new food with their sense of taste, providing dress up clothes that reflect a child's culture to enhance their imagination, playing music that they have not heard of before, taking the children outside to discover what wind does with a windmill, bringing snow inside to further explore, discovering the reflection of the sunlight by hanging a "disco ball" in front of a window, reading books that involve counting, mannerism, seasons, etc. Other examples would be allowing children to create their own stories, building towers and discovering how tall they are before they fall over, providing manipulatives such as writing materials, puzzles, painting materials, buttoning to enhance those fine motor skills, outside time to run, jump or play basketball promoting gross motor skills, materials considered as loose parts, natural and recyable to expand on the child's curiosity and imagination. At the child's level, the educators display family photos, cultural photos that reflect the families in the classroom, individual art work, learning stories of the children, food from different cultures, and special centers of interest, to build that sense of belonging for every child in their care. Bulletin board displays reflect the "Image of the Child" that are created by the educators, but also with the families and child's input. The Centre's Open Door Communication policy found in the parent handbook, allows the children and families to feel comfortable in their new surroundings and are welcome to become part of the parent board. Flight is reflected as the educators engage with a pedagogical partner and other co-educators (inclusive, GRIT, etc) in a practice of relationships. This provides time for the educators to co-imagine and co-learn together, to create responsive environments, to improve their interactions, to be more meaningful as they guide and facilitate learning and to consider the child as a capable and mighty learner.

"Each child's care, play, learning, and development are nurtured as educators work within a practice of relationships, appreciating family, social, and cultural practices and traditions and embracing a strong capable image of the child, as a mighty learner and citizen." (10)

"The vision is for Flight to be a living document and that Educators will use it to question, discuss, and reflect on curriculum meaning making." (10)

Makovichuk, L., Hewwes, J., Lirette, P., & Thomas, N. (2014) Flight: Alberta's Early Learning and Care Framework. Retrieved from flightframework.ca

2) Please describe how your philosophy will be applied to encourage care and play experiences that support children's development and early learning in your program.

Best Practice Examples:

- Ensure that routines address children's daily care needs.
- Children participate within open, engaging, and responsive environments where exploration and play are encouraged and purposefully planned.
- Reflection using a Learning Story is used to document children's dispositions to learn within daily experiences of care, play, learning, and development.
- School-aged children are provided with the ability to learn and explore based on their age.
- Preschool children will be supported to build skills that will assist them when they go to school.

To promote growth in children, each class has a daily routine designed to meet the specific needs. For children in diapers, the schedule will identify a diapering time and when diapers are checked throughout the day with a step by step diapering routine. Quiet time is scheduled for those who need a rest, while outside or indoor experiences are provided for those who do not require sleep, according to the napping policy. Lunch times are varied as under 3 years of age, the children are provided lunch at 11:00/11:15 am and for those over 3 are given lunch at 11:30 am. The school age routine for lunch is based on the children's need to eat, either when they first arrive from Kindergarten or when they express they are hungry. These daily routines are posted just inside each classroom. Room expectations and daily schedules are also posted with pictures at the child's level, using the environment as a third teacher so the children are aware of daily routines to meet their needs. Children often demonstrate a continued interest in a center and the Educator will leave the center viable for the child. Play experiences are extended when Educators make "in the moment" decisions offering flexibility. For example, overhearing a child discuss their dance to their family's music which prompted an Educator to put in an email to the family asking if they could provide the music and dance item the child was talking about. In the baby room, a walking toy will be provided if a child needs that support and balance while demonstrating a strong interest in walking. Children often create structures with manipulatives and blocks and the Educators allow them to keep them up even when it is clean up time, so they can finish their project after lunch or nap. Learning stories with pictures are created by the Educator who through reflection, notices and names learning dispositions through a child's play. School age children have opportunities to learn through cooperation with their peers, in smaller groups, learning conflict resolution, facing challenges in risky play. School age children receive opportunities to be co-imaginors/co-researchers by assisting with program planning. Play experiences are offered through invitations to play which are set out before the children arrive. The Educators use enhanced program planning sheets and NIP scales to develop Individual program plans in order to meet the individual needs and abilities of a child. Educators provide clear, consistent limits, get down at their eye level, give verbal direction and redirection, guide them through emotional experiences and present a nurturing and safe environment for the children in their care. Educators make connections one on one with the children, practice good listening habits, get to know them so they can respond to the individual needs of the child in a timely manner. Children three and up are assisted in preparation for school by introducing the alphabet, numbers, recognition of letters, starting to learn parents phone numbers, practicing buttons and zippers, etc.

3) Describe how your child care program plans to meet, promote and nurture the developmental needs of children for each of the following needs.

*If providing child care to mixed-age groups, please clarify how you will meet the needs of children who may be at different developmental ages and have varying needs. This includes how you will ensure the unique developmental needs of infants are considered.

- a) Mental Needs: Describe how you will encourage nurturing relationships, create a safe positive environment, nurture confidence, and provide social opportunities.**

Best Practice Examples:

- Children are co-constructors in developing intellectually by exploring and experimenting with the environment and by sharing ideas and information.
- Children have opportunities to develop thinking skills and language.
- Each child's care, play, learning, and development are nurtured as educators work within a practice of relationships, appreciating family, social, and cultural practices and traditions and embracing a strong capable image of the child, as a mighty learner and citizen.
- Children are supported to develop self-regulation skills- the ability to adapt their behavior, attention, emotions and thoughts in response to what is going on around them (sitting still when appropriate, the ability to defer reward and positive self-talk are a few examples).
- Children are supported to express pro-social behaviour- voluntarily choosing behaviours that help and benefit others, such as sharing and cooperation.

To build confidence children are given responsibility based on their developmental growth, such as an Educator talking through the steps of putting on their shoes while the Educator helps get them on or with an older child talking through the steps of a zipper as the child does it them self. Talking to the children by getting down to their level and making eye contact. Giving positive encouragement to keep them motivated and manage frustration. Helping children recognize, identify, understand and express while managing a wide range of feelings. Describing their efforts so they can continue trying and working hard to accomplish their goals by saying things like, "I can see that you are working really hard on that project." By creating environments based on their interests and cherishing their process by displaying art work and photos throughout the room. Ensuring the environment and materials for play and learning is inclusive and diverse from the children's backgrounds, culture, and family dynamics. During interactions, scaffolding and providing praise when accomplishments are made. Enjoying the children's playfulness, sense of humor to ensure they have a sense of belonging. To encourage the children's imagination while they play, trust others such as other adults and help new children with separation anxiety. Educators are to be role models. To ensure the children feel safe and secure the Educators set limits and boundaries, the children know what is expected. Creating room expectations with displays of pictures and print the children understand according to age and development. Educators will ensure they are aware of each child's needs by engaging, having positive interactions with family members, that the room schedule is appropriate and flexible. To provide effective supervision by having a clean and organized environment that is responsive to learning, well-being, without hazards inside and outside. The support growth of brain development will be fostered through many avenues. Educators use active listening, ask open ended questions, spark conversations when on a nature walk, getting down at their level, making eye contact, "serve and return", using baby sign language with those do not have words, responding to cues and gestures, giving choices when appropriate, reading, pointing at pictures, count objects, name shapes, giving them tasks to help them focus such as watering the plants or feed the fish, follow directions in a game, problem solving, ask how they think they could solve the problem, etc. Interpersonal and social skills are supported through educators facilitating children to problem solve, cooperate, follow directions, respect peers personal space. Group activities include taking turns, interactions and creating friendships. Songs that include friends names to help the infant recognize his/her peer. Role model positive interactions between educators, educators to families and educator-child. Books on feelings are available, pictures in the classroom on behavior expectations such as gentle hands with toys/peers and encouraging children to use their words by asking for help. Educators will seek the help of families, make reference to Icers/Ecers environmental rating scale, offer different skill sets for children at different levels, such as puzzles that are more challenging, books that offer more words, etc. Individual program plans are created after observing with a NIP scale. Educators will work with Inclusive, GRIT Coach and the pedagogical partner when needed.

b) Emotional Needs: Describe how you will support the emotional needs of the child (encouraging positive self-esteem, creating a structured environment, being responsive to attention needs, encouraging children to be independent learners, supporting emotional intelligence).

Best Practice Examples:

- Children's security comes from knowing that the adults they depend on will care for and protect them. Self-esteem means that a child feels both lovable and capable.
- Children should be challenged to master progressively more complex levels of moving, thinking, feeling and creativity.
- School-aged children are supported to build skills in perseverance effort to achieve one's goals even in the face of setbacks. Focus encouragement on effort and perseverance rather than performance and abilities.
- Opportunities are provided for children to be mighty learners and allowed the freedom to express themselves in a safe, secure and non-judgmental environment.
- Based on development and age of the child, programs create an atmosphere that allows children to express their emotions & gives them a sense of belonging.
- Children are supported with opportunities to develop skills for initiating and maintaining healthy relationships with peers and adults in their lives such as awareness, empathy, kindness, and assertiveness.

Educators are role models and maintain appropriate relationships with the families, children and co-educators. Educators work to create an environment that has structure and routine so the child knows what will happen next. Flexibility in routines happen in order to meet the individual needs of the children. Educators will demonstrate appropriate affection through verbal and physical means. Educators create a place in the classroom that allows them time to be alone when needed, a place to learn to self-regulate or provide a "settling down" activity away from others based on age and development. Educators take time to create attachments, to understand, acknowledging their feelings, guiding the children to name their emotions. Diagrams posted in the classrooms help children identify emotions with faces of children of different expressions. Educators spend time at the child's level engaged in play. The children are loved, valued and respected. Children identify their attachments by verbally sharing with their parents of experiences they have with particular Educators. Children hug their Educators and demonstrate their excitement when they arrive. School age children are given time to develop their abilities, to learn perseverance, problem solve to achieve their goals. Educators encourage and give verbal praise for their efforts. Educators position themselves in the classroom and set up the environment so that all the children are visible during supervision. Educators will give verbal direction and redirection for guidance. Educators will identify repeat behaviors and help the children to make safer choices. Children develop the dependents of relating to themselves and Educators by interacting in a healthy manner with others, building self-esteem, sharing experiences with peers and adults while becoming aware of empathy and kindness.

c) Spiritual Needs: Describe how you will support each child's spiritual needs as appropriate (support them in finding meaning, purpose, structure and value in their life).

Best Practice Examples:

- In consultation with parents, each child will have available opportunities for spiritual development and growth to help support their understanding of the community and world in which they live in.
- Each child will be celebrated for their uniqueness and supported in their spiritual curiosities. Identify and celebrate differences and uniqueness of each child.
- Create a safe, open, welcoming environment for children to explore. Staff ask questions, actively listen, and build upon the information gathered.

Educators during the orientation process use the tool "Getting to Know your Family Background". In this process discovering the children's spiritual needs to implement in the class is important for their growth. The Educators use visual displays at their level, play music from their family background, having nature walks for discovery, including natural elements in the class (open-ended), taking time for mindful moments, focusing on what is around them, meditating, exploring sensory (inside and outside) and using calm down strategies so the children know the quality of their inner self, the world around them as opposed to material things. The classrooms are set up to support the children if they need a place to self-regulate or just want to have time for quietness. Quiet cubes, cozy corners are found in the class with soft surfaces and dim lights or lamps for this purpose. The Educators use lamps and turn off the lights so the

children can calm their bodies before nap. The Centre identifies and celebrates each child by implementing aspects of their cultural background into the program planning such as recipes gathered from the family or adding dress up clothes that reflect. Children are also celebrated with "All About Me" displays, Family photo displays, birthdays, celebrations that their family celebrates such as Ramandan in April and individual art work. Natural curiosity is embraced when Educators allow the child time to discover what is in a sensory bottle, to watch the wind move when they bring windmills outside, to stop and watch the fish in the tank how it moves and ask questions. Educators take time to ask the questions encouraging the children to discover their own sense of wonder as both the child and Educator become co-learners in this process. The Diversity and Inclusion policy outcomes of the Centre is to create the awareness of differences and needs of others by encouraging children to live with empathy towards others and to become a caring person. This will be done by sharing, expressing appropriate feelings, and by working together for a common goal, and to resolve conflicts with others. To acquire knowledge by gathering information that will be reflected in the classroom's plans and the children's learning and play experiences. The rational is to provide and promote a classroom environment that respects and values human rights. This in turn will encourage the children to accept others as individuals. We believe that all children regardless of culture, language, ability or religion will within our program experience a learning environment that is based on learning through play. With the Educators' awareness, the Centre will provide opportunities to experience and learn about their own culture and others which will help the child develop social competence. Books of different diverse cultures are available on the shelves, learning how other cultures live by encouraging families to come into the class with food, song or dance. Mother's day and Father's day are celebrated, but take in consideration of change and difference in other families. For example, if a child has a blended family each mother of the blended family are recognized with card or artwork. The kitchen menu reflects meals from cultures, such as chicken curry dish from India or Mexican taco bake. Educators take time to actively listen to the children's expressions of feelings either with actions or words to work with others to resolve conflicts and help peers understand emotions. Educators celebrate Earth day in the spring based on the children's interests or imagination from nature or the use of open ended recyable materials. Some of the classrooms recycle, have the children participate in the yard to pick up garbage, provide child size brooms to help sweep or cloths to help educators with cleaning. Opportunities are given for the children to discover recycled products and use their imagination to create or build something with those materials.

d) Physical Needs: Describe how you will encourage physical activity, develop age-appropriate skills, support proper nutrition, provide rest, and provide sensory experiences.

Best Practice Examples:

- Children have opportunities to use large and small muscles and to develop perceptual skills.
- Opportunities for play and playfulness with others in purposefully designed outdoor and indoor environments are constructed and provided.
- Children have space to freely move and explore while taking calculated risks to test the limits of their mind, body and environment.
- Programs provide opportunities for gross motor activities incorporated throughout the day (minimum of 1 hour full body, physical activity).
- Programs provide activities that focus on fine motor activities (minimum of 1 hour/day). Fine motor activities should be available throughout the day so that children may choose an activity that they want to explore.
- Children participate within open, engaging, and responsive environments where exploration and play are encouraged and purposefully planned.
- School-aged children have the opportunity to help plan after-school activities to reflect the things they are interested in participating in, and include ways to foster a sense of autonomy, belonging and competence.

The Educators observe the children's emerging interests and plan to ensure they meet their developmental needs for physical, intellectual, social, emotional and creative activity. Extensions on centers and play materials are introduced when the children's interest is identified through the Educators observations. The children have access to play centers for most of the day. Centers are changed once a month to keep the environment responsive and inviting with open-ended materials that involve problem solving, cooperation, cause and effect. Children of the school-age program and the senior classrooms have the opportunity to plan with the Educators, sharing what they are interested in and what centers they would like in the classroom. The school age help set the routines and the Educators adjust to meet their needs. The

Educators take workshops to introduce new ideas to the children. Educators are to schedule 1 hour of outdoor time daily with planned activities that include physical activity based on the children's interests. The Educators become co-players and scaffold the children's ideas, language, etc. The outdoor space has ample area to run, jump, skip, play ball, ride go equipment, an area that the children can take risks and test their limits on the grass and asphalt area. Children have a space to take their time and play when ready. The babies have strollers to go for walks and explore the nature beyond the Centre. School age children have an outside play area with large equipment of climbers and monkey bars that is age and developmentally appropriate on the other side of the school that develops large and small muscle skills. School age children have access to a space for hopping, running, twisting, turning, dancing, tumbling, and rolling. A variety of toys is provided to challenge gross motor skills by increasing body awareness. In both the early years and school age programs the children have opportunities alongside their Educators to explore the community by taking nature walks and explore Muskosepi park.

Children are given opportunity to rest, relax and nap during the day. Soft music, nature sounds and their own bedding from home are provided to give a smooth transition. The educators place out bedding with personalized items from home to create their own space. In accordance with our napping policy, each child is encouraged to rest for at least 30 minutes. Any children who do not sleep can participate in table top/quiet activities or play outside. Napping needs are based on age and developmental needs. Led lights and lamps are used to promote a calm environment. School age a space for self-regulation with a calming sensory bin specific to the needs of the children in the program. Smooth transitions are given with 5 minute warnings and adequate time, transition songs and small groups are formed to get ready to go outside and come inside. Educators communicate with each other to ensure the transitions go smoothly. Room expectations written and with photos are placed around the room at eye level so the children know what to do next. The kitchen supplies a morning snack and a lunch based on Canada's Food Guide. The Educators support the family with information on nutritious eating to ensure the children's lunch kits have proper nutritious food. Some of the Educators have taken the CHEERS course. Educators role model appropriate manners by sitting and conversing with the children at the table. Table and chairs (at the correct height) and/or high chairs are provided for children according to their development and age. Food is served appropriately to avoid choking. Children are encouraged to promote their fine motor skills and eye-hand coordination with a spoon or fork. Educators are to assist with eating when difficulty is shown. Educators encourage children to try new foods.

4) Describe how you will ensure your program will be inclusive and accommodate the needs of all children including children with exceptional needs.

Best Practice Examples:

- Every child has a unique personality and special skills. The primary focus is on each child's strengths and abilities as you work to make modifications and adjustments to their environment.
- Each staff member comes to learn and understand each child as individuals and what works best for them. Plan ahead to identify and avoid barriers for participation.
- Access support using the Getting Ready for Inclusion Today (GRIT) program, Access, Support & Participation (ASaP), and/or the Autism Society.

Each Educator engages with the children to discover their uniqueness and abilities, to recognize them as important citizens of our program. Educators treat children equally and respectfully. Through observations the Educators will create individual program plans so the children reach their developmental goals and be successful through planned experiences and modifications in the environment. Through parent orientations children will learn about their peers language, culture and diversities implementing in the program planning. Educators display pictures of different cultures, holidays celebrated and place books on the shelf that represent the diversity of the class. The Centre uses tools such as the NIPs scales and ASQ's to identify areas that a child may need support such as language delays by incorporating baby sign language and accessing support from programs such as Inclusive. Educators are proactive by communicating with each other and with the families when needing support with a child/children. Educators will use emails, phone calls and in house appointments to discuss strategies to support the child. Enhanced educator-ratio in each classroom provides support during challenging times. Educators are encouraged to participate in webinars and workshops when the opportunity arises through GRIT and ASAP to receive support when working with children with behaviors. The Directors forward workshop and webinar opportunities with educators via email and during monthly Educator meetings. The Centre access support from GRIT, ASAP and Inclusive. A Grit Team with a Lead for the Centre has been established to continue support for the Educators with children who need additional supports. Family Resource Bins are available on loan to the families covering topics that children need support such as toilet training, sleeping, empathy, community helper, etc.

5) Describe how you will incorporate and support the child's familial, Indigenous or other cultural, social, linguistic and spiritual heritage to ensure it is central to the child's safety, well-being, and development.

Best Practice Examples:

- Opportunities to learn from elders and community leaders are provided to ensure authentic and meaningful experiences that connect curriculum to living and life.
- All cultures of the program will be supported by books, photos and knowledge of each family.
- Statement of inclusion to focus on all children's backgrounds , family circumstances , including vulnerable children, where families are respected and valued.
- Programs will display pictures and provide access to literature to children and their families that reflect everyday cultural activities such as an eating or going for a walk.
- Children are enabled to grow their awareness of diversity and social responsibility, of their own and others' identities; their responsibility to themselves, one another, and the environment; and their emerging understanding of themselves as citizens.
- Children participate within socially inclusive and culturally sensitive environments in which social responsibility for self, others, and the world is enacted.

Through parent orientations using "Getting To Know Your Family" questionnaire, with questions pertaining to family cultures, backgrounds and occupations. Family backgrounds are added into the program planning and seen through experiences, field trips and the environment. The Centre's families consist of RCMP, firefighters, health care workers, dental hygienists, business owners, etc. who are given invitations to share at the Centre. The children receive the opportunity to make connections with their peers families within the community by visiting the fire station or a dentist clinic. The children will see themselves in family photos, having a picnic outside or going for a walk around the community in their classroom at their eye level. Art work is displayed to demonstrate their creativity and personal belongings are printed with the child's name to feel a sense of belonging. Books, materials, toys, music are all placed around the

classrooms that reflect their own cultural backgrounds and rotated according to interests and new children. Families are asked to share at the Centre music, food, dress clothes from their backgrounds. "All About Me's" describe each child with a photo attached found on display. The Centre's diversity and inclusion policy indicate children will learn positive approaches to differences in children and value all persons for who they are. A child with exceptional needs will be part of the program with a support staff. Educators are required to engage in continuing education, webinars and workshops according to the personnel policy (8.1); All Educators are required yearly to engage in continuing education relevant to their position at the child care Centre. This is to gain knowledge to better understand best practices and to engage with ongoing research to maintain quality care expectation within the profession. Directors and co-educators support each other by sharing knowledge of upcoming workshops and webinars through email related to culture and inclusion.

6) Child care programs should engage with community organizations, members and resources to support the child's optimal development. Describe how your child care program will engage with and access community organizations, resources, and members to promote positive connections.

Best Practice Examples:

- Programs work with the local public library to promote early literacy during story time once a week.
- Families are aware and connected with Provincial Family Resource Networks.
- Families and the local community are involved in decisions regarding the programs, procedures, and policies.
- Program will seek out other professional supports for children, families and staff to support development.

The Centre places value in establishing connections with the families and the community. The Centre refers families to agencies for support and events from the Family Education Center, ARCQE, Supports to Early Learning and the Grande Prairie Family Centered Coalition. The Centre's Facebook page is kept active with information of ongoing events within the city of Grande Prairie and other events or opportunities. The Centre maintains and updates a website that keeps the community abreast of the program. Each individual class creates monthly newsletters to post on the bulletin boards and sends out via email that may include family involvement for field trips or upcoming events in the community. There is an ongoing collaborative relationship with the Avondale School and the Grande Prairie School District. The Outside of Centre policy indicates children have the opportunity to play within the community and ensures the Educators plan for casual outings and field trips to enhance program planning while being accountable for the children's safety and welfare. The local library is utilized to attend story time and borrow books to bring back to the Centre. During the summer months, the program will take advantage of city neighboring parks and recreational areas. The "Places We Go Binder" is a resource at the Centre that indicates places in the community that the children can go or can visit by way of walking, the city bus or a school bus. As new places are discovered, they are added to the binder. The "Open Door" policy encourages parental involvement such as spending time with their children and volunteering their time and talents. A Community Resource Binder is available on-site and brochures for different agencies are available at the front counter. The Centre is involved in the recycling program.

7) Relationships with families must be supportive and respectful. Describe the nature and scope of parental involvement in the child care program. The involvement and engagement of parents supports accountability of child care program providers, monitoring of child care programs and maintenance of quality child care programs.

Best Practice Examples:

- Parents are part of the program planning and provide insight and feedback into the activities that meet the unique/individual needs of their child(ren) – create common/mutual goals.
- Creating a sense of community and partnership between program and family.

During parent orientations, families are asked to share traditions, holidays, cultures, routines, support for the child's transitions to child care. The information is kept in the child's file. Families are emailed a copy of the parent handbook and given an invite to like the Centre's Facebook page and join the private group A Bright Beginning Families. Families are invited on field trips, have special lunches at the Centre, and share

any talents or anything from their background with their child's classroom. Appointments are set up with families in person or by phone call to discuss the child's development growth at least once a year. Discussions are held on child guidance or strategies to reinforce positive behaviors. Communication is ongoing through emails of pictures/learning and vital information of the child's day. The parents are respected as the main caregivers as stated in the outcomes of the Child Guidance policy. Families are given new parent surveys, new room surveys and Centre surveys to receive feedback and suggestions. Parents are invited to become part of the parent board at orientation. Potlucks, Christmas events, Mother's Day Teas and other celebrations are available throughout the year for families to attend. Families are asked to assist with fundraising for a non-profit organization such as the Helping Hands of Grande Prairie and to donate recyclable and other materials for the children to use. Families feel welcomed and comfortable communicating with the Educators and Directors about concerns, issues and ideas. Appreciation for families involvement are given verbally or posted to our Facebook page. All concerns or conflicts are supported by the Directors in a professional manner. Meetings are set up so families are heard. Educators and the Directors lead with simple acknowledgment that we understand and hear their concerns, and encouraging suggestions. Written documentations are kept with follow up meetings scheduled, if necessary. In the parent handbook, the section "Action for Parent" is available so the parents can easily contact their child's Educator, the Directors, Board members, and /or the Licensing officer. Just as each child is viewed as a unique individual, the family is also considered unique with different needs.

8) Describe your process for ongoing evaluation and improvement of the child care program. Please ensure you describe how you will actively involve and engage parents and guardians to support accountability, monitoring, and maintenance of quality within your child care program.

Best Practice Examples:

- Creation of a parent board for the facility-based licence or having a parent night once/month to gather ideas and suggestions for improvement.
- Installing a suggestion box, reviewing the suggestions monthly, provide parents and staff with the results of the month's suggestions and clarify how the program will progress based on the feedback.

Parent board runs the society and will gather at the Centre once a month to discuss ideas, suggest improvements, make decisions and vote. The Centre welcomes members that reflect diversity such as business owners, police officers, grandparents, different cultures, etc. The Annual General meeting is held once a year which includes all families. New family, new room and Centre surveys are sent out to receive feedback and gather ideas to make improvements. Feedback is shared at monthly educator and monthly board meetings as well as with Educators in person. Parents utilize the private Facebook group and the Centre page positively. A Bright Beginning families discuss matters of the Centre, discuss questions that are presented or share ideas that pertain to them in the private family group. Both Facebook pages are facilitated by the Program Director. Families are welcome to ask questions at any time or have conversations with the Directors. Surveys such as health and safety are often given to Educators and reflective questions given at meetings to receive input. Educators are emailed and are shared information on the Facebook page or at monthly Educator meetings relating to current best practices and educational opportunities. The Directors and Educators both utilize the environmental rating scale; ICERS and ECERS on a continuous basis to evaluate the environments in the classrooms

Staffing Plan

Child care programs must create a supportive work environment to maintain a qualified team of child care professionals and assist them in providing high quality child care services through its philosophy, policies, procedures, and practices.

9) Please provide a list of staff positions (including certified Level qualification requirements based on your program) and list related duties and responsibilities.

Best Practice Examples:

- This list should include program directors, program supervisor(s), Level 1, 2 and 3 early childhood educator, cook(s) and any other applicable positions.
- Licence holders should refer to the Regulation to understand the requirements for minimum staffing and general supervision.
- Staffing plan must ensure that adequate staff are available to meet children's needs and to meet the minimum regulatory requirements, including relief staff available to cover staff breaks, illness and vacations.

Employee positions include: 16 Level 1's, 3 Level 2's, 16 Level 3's, which includes the Cook, Administrative and Program Director, Program Coordinator for the Out of School, GRIT Team Lead, Health and Safety Representative, Float and Sub Educators.

Minimum educator to child ratios: Infant 12 months to 24 months 1-4 max, 8 children-2 educators (2 part time and 1 full time educator), 19 months to to less than 3 years 1-6 max, 12 children-3 educators between 9:30-3:45pm (excluding lunch coverage), 3 to 4 years 1-8 max, 16 children 3 educators between 9:15 -3:45pm (excluding lunch coverage) 4 to 5 years/entering Grade one 1-10 max, 20 children 3 educators between 9:15-3:45 pm (excluding lunch coverage) Out of school: ages 5-9 years, kindergarten and school aged children 1-15 max 25 children-2 educators.

Each room cover their own lunch breaks through out the day when there are three main educators employed in the class. Float educators cover the room educators who leave the room to program plan, attend COP's and/or reflection times. Float and Sub educators cover lunch breaks when three main educators are not present in the class.

A team lead designated for each room either with a Level 3 or a Level 2.

The Centre has a designated GRIT team lead and a Health and Safety Representative who also hold room team lead positions.

When 7 or more children are present at the program, whether on or off the program premises, a minimum of 2 adults, one of whom is a primary educator is on duty. Children are at all times, under supervision that is adequate to ensure their safety, well-being, and development. The educator to child ratios will be determined based on the age and number of children present in each room. In the case of children being in a mixed grouping within the rooms, the educator to child ratios will be determined based on the age group that constitutes the majority in the mixed age group. In the Tot rooms, Junior room, and Senior room the Centre prefers to have three educators, depending on the number of qualified Educators at the program. Directors will go into ratio when Educators are absent, cover lunch breaks and are available to go into ratio during rest time when necessary. The Administrative or Program Director who are certified as a Level 3 will be on staff at all times. When either one is not available, a certified Level 3 will be designated as the primary Supervisor.

The Out of School class will have 2 primary Educators and one Educator for coverage. Group size will reflect the maximum number of children to educators ratio for the respected ages and will not exceed max group sizing. First Educator, the Program Coordinator to start 9:30 am, (giving time for admin work) second Educator in at 11 am on school days. The Program Coordinator will be present at all times. In the event of her absence, a designated supervisor will be selected. On non school days, shift times will vary to cover breaks and ratios. Combined Kindergarten to age 4 with a max of 25 children at any given time. Educators are given time away from the class to participate in program planning and reflective times when possible during the month. Surveys and educators allow the educators the express their opinions all their roles and responsibilities, such as health and safety and/or the Flight curriculum. Evaluations are used to evaluate themselves and by the Directors to assess their performance levels.

10) Describe how you will ensure all staff and volunteers are screened. Please also provide a description of all other screening methods used (i.e. background checks, reference checks, interviews)

Best Practice Examples:

- Each staff member and/or each volunteer who has unsupervised access to children will have a current criminal record check which is dated not earlier than 6 months prior to the date of commencement with the program and updated every 3 years, before it expires.
- Written evidence to verify the results of all required criminal record checks and vulnerable sector searches are satisfactory and demonstrate the staff member or volunteer has no criminal history that could impact the well-being of a child.
- All staff and volunteers have had their background checked and confirmed to assess their suitability to care for children.
- All staff and volunteers have provided at least three satisfactory personal references from non-relatives that corroborate the provider's suitability for working with children.
- A physician's note that states the applicant is mentally and physically able to care for children.

All Educators are required to submit and a recent criminal record check (within 3 months) and a sensitive work sector check prior to an offer of employment. Volunteers, including board members are also required to submit a criminal record check. An updated criminal record is required every three years before the expiry date. Copies of the checks are placed in the files and a licensing binder with a checklist to review

at monthly educator meetings to ensure they are kept up to date. Educators are given an interview and are asked to provide references for the Director to inquire of their professionalism, experience and education. All Educators are required to submit a Alberta Educators Qualification Certificate. The Administrative or Program Director is responsible for hiring and overseeing a new Educator. To ensure the Centre has high quality educators and program for our families, the educators are responsible to obtain a valid First Aid certificate, complete two Online workshops within 3 months of being hired; "Little Warriors Prevent It", and Alberta Food Safe basics. The links are found in the personnel policy (1.5) Yearly, Educators are required to engage in continuing their education, participate in workshops, webinars and continue their studies towards a diploma in ECD and a certificate for the Flight Curriculum. All Level 2' s and Level 3's are required to become members of the Association of Early Childhood Education. All evidence of courses taken and certificates are to be submitted to office and kept on file. Educators are required to work by the Canadian Child Care Foundation's Code of Ethics.

11) Describe how staff will receive orientation to your program so they are aware of and understand the Act, Regulation, Program Plan and administrative policies and procedures.

Best Practice Examples:

- Signing and dating an orientation checklist or other documents that ensures they read and fully understand policies and procedures.
- The program supervisor ensures plenty of time is spent with the new staff member so that training and orientation is thorough.

Prior to an offer of employment, potential Educators are emailed a copy of the program plan, job descriptions and policies to review. Upon hiring, the Educator will receive a complete job description and orientation. A room orientation will be completed by the Team Lead of the room. Educators are to sign off on a Oath of Confidentiality and a reading waiver of the policies and program plan. A probationary period is in effect for the 6 month of employment with a informal evaluation at the end of 3 month and 6 months. Educators are to become familiar with the requirements of the Child Care Licensing Regulations. The link is provided in the personnel policy (2.1) Educators are included in the process of the program plan by giving reflective questions from the reflective tool to inspire conversations and their perspectives regarding policies. Policies are reviewed and discussed throughout the year at monthly Educator meetings. Educators of the program should understand, be guided and work within the Mission Statement. Any changes to the program or government delivery will be passed on to the Educators via email to read and review. Educators are encouraged to discuss and ask questions and anything of utmost importance is placed on the monthly Educator's meeting agenda.

12) Please list the number of primary staff required to meet the staff-to-child ratios for the desired program capacity proposed.

Proposed Total Capacity 101

Please select what program you provide

Day Care Out of School Preschool

Ratio and Group Size - Day Care

Age of Children	Primary Staff Member to Children Ratio	Maximum Number of Children in a Group	Number of Children Cared for in Program	Minimum Primary Staff Required
Infants Less than 12 Months	1:3	6		
Infants 12 Months to Less than 19 Months	1:4	8	14	4
19 Months to Less than 3 Years	1:6	12	26	5
3 Years to Less than 4 Years	1:8	16	16	2
4 Years and Older	1:10	20	20	2

Ratio and Group Size - Out of School Care

Age of Children	Primary Staff Member to Children Ratio	Maximum Number of Children in a Group	Number of Children Cared for in Program	Minimum Primary Staff Required
Kindergarten Children and School-Aged Children	1:15	30	25	2

13) During rest periods, staff must be on premise and available to meet children's needs and in-ratios immediately when the rest period ends and/or children awake from designated sleep time. Outline below how you will continue to meet child ratios during these periods.

Best Practice Examples:

- Cover-off for staff is available to allow for planned breaks during rest periods.

Napping routines are dependent upon age and developmental needs. Bedding should not be put out too early for sanitary reasons and for some children causes unneeded stress, about nap. A regular routine for nap is necessary for their day to run smoothly. With exception in the Baby rooms, where it may be necessary to nap a child due to personal needs in the morning. Children still need to be visible with the Educator at all times so placement of their nap time mat should be in clear view and be in compliance with government regulations. Proper bedding should be placed on the child's mat and washed weekly. When stored, mats should be placed in a container supplied and labeled with child's name. Quiet music can be played to ease a child to sleep as well as to drown out exterior noise from the Centre to make a sleep a pleasant experience. The room Educator will discuss with families at parent orientation and periodically the individual needs of the children's sleep needs. Each room shall post/orientate and evaluate their individual class routine as needed with changing children's needs and new Educators.

Procedures for all Rooms:

*Bedding for naps should not be set out too early. Children will wash their hands, brush their teeth, and use the washroom or diapering is needed, will be done before. Children could also assist in setting out their own beds.

*At 12:30 children are given the option to do a puzzle, read a book or a relaxing activity.

*Room darkened no sooner than 12:45pm with exception to Baby rooms, which may be sooner.

*Children that do not fall asleep within 20-30 minutes, will be allowed to get up and have a choice of quiet activities such as puzzles, reading books, play dough, coloring, or one center may be opened within the room that promotes quiet play.

*If a child should wake before nap time is over, they will join the children awake and choose a activity as well.

*Educator will do their best with children that have restrictions on the duration of their sleep time by waking them gently, and then allowed to play at the table with other children.

*Educators are encouraged to sit beside a child/ren on the floor (no lying down) to rub backs.

*If there are days the Centre is short in Educators, nap time will be extended if all children are sleeping to ensure the room remains in ratio.

*If children awake and a primary Educator has not returned from break, the Educator in the class should

call out to one of the Directors for support in the classroom and to remain in ratio.

*During quiet time either the Administrative or the Program Director will be on site if needed to go into ratio.

*It is the responsibility of the Administrative or the Program Director to ensure the schedules and breaks of the Educators align with ratios at nap and meet the needs of the children in each classroom.

Ratio Group Size - Rest Periods

Age of Children	Primary Staff Member to Children Ratio	Maximum Number of Children in a Group	Number of Children Cared for in Program	Minimum Primary Staff/ Volunteers Required
Infants Less than 12 Months	1:6	6	0	0
Infants 12 Months to Less than 19 Months	1:8	8	16	2
19 Months to Less than 3 Years	1:12	12	24	2
3 Years to Less than 4 Years	1:16	16	16	1
4 Years and Older	1:20	20	20	1

14) If you intend to provide care for mixed-age groups, please describe how you will align staff to meet the ratio requirements and the needs of the children.

*In the case of combined age groupings the majority age of the children in the group will be followed for ratio purposes

If the need arises for combined age grouping, the majority age of the group will be followed for Educator-child ratio purposes. Combined age grouping would apply to the start of the day and end of the day. The Administrative Director is present during opening and the Program Director is present during the end of the day to ensure child-educator ratios are met.

Administrative Policies and Procedures

Child Guidance Policy

15) As per the Regulation, please provide your child guidance policy that describes child guidance strategies for all ages of children in care, and your plan for how this policy will be communicated to parents, staff and children where developmentally appropriate.

Best Practice Examples:

- Positive child guidance
- Problem solving plan
- Appropriate Prevention methods
- Approved Intervention methods

The importance of the Child Guidance policy is to provide a safe, healthy learning environment in which a child can feel safe, secure and nurtured through guidance and redirection that supports and respects each child as an individual. Each child is encouraged and supported to develop positive relationships with peers and Educator/staff. Educator/staff will strive to be appropriate behavioral models, showing respect for children, parents, co-workers and their environment.

Parents can therefore expect that:

- 1) Educator/staff will provide clear, simple and consistent limits regarding appropriate behaviors within the Centre. Such limits will be offered in a positive respectful manner. Harsh or belittling language will not be used at any time. Any child guidance action taken will/must be reasonable in the circumstances.
- 2) Educators will demonstrate affection and caring for your child through appropriate forms of verbal and physical interactions.
- 3) Maximize opportunities for appropriate and positive behaviour for the children through the programming

and activities based on the children's interests.

4) Educator/staff will give verbal direction and redirection as the main means of guidance. Role modeling and guiding children through social interactions and situations that the child is having problems with.

Educator/staff will guide a child when a feeling or situation may be difficult to express.

5) Educators will supervise your child at all times and ensure that child will not be left in an unsupervised area, children are given flexibility with age appropriate behaviours (three year olds use reflection).

6) Engage in play with the child to guide them to a "settling" down activity when behaviour has become disruptive to other children.

Outcomes:

Parents are encouraged to question and discuss with Educator/staff if they are unclear about the handling of an incident within the Centre. Parents are our partners and are respected as the main role models in the child rearing of their child/ren. Communication is essential; to create bonds each Educators will send an email about your child's day daily. When time does not permit, a general email will be sent to all the families about the day. Periodically, a phone discussion or in house meeting can/will be scheduled at your convenience to discuss your child's progress and development. As parents, guiding your child through these developmental years, it is desirable that Educator/staff and parents work closely and honestly together. Please inform Educator/staff of any changes in the home and or extended family that your child may be experiencing.

In the event that the child has caused the child care environment to be unsafe for all, the parent will be asked to seek additional services from health care practitioners to avoid dismissal.

Resources:

<https://gritasap.ca/>

<https://www.familyeducationsociety.org/>

<https://ssdcs.ca/support-programs/>

<https://www.gpfamilycenteredcoalition.ca/childcare-services>

Educators are encouraged to take webinars through GRIT and ASAP that will help with child guidance. Any opportunities to take workshops, attend ELCC conferences or webinars are emailed to the Educators to take. Those who have not received their Level 2 or 3 and required to continue their studies according to the Centre's personnel policy.

The Educators use the Icers/Ecers Environmental Rating Scale and The Flight Curriculum to help set up the environment to support child guidance and meet the child's developmental needs. Supports to Early Learning is also a program that lend their expertise when needed. The Child Guidance policy is also found in the Parent Handbook and on the Centre's website. The Director will review with the Educators at a monthly Educator meeting at least once a year the Child Guidance policy and address any concerns immediately when necessary.

Off-Site Activity

16) Describe how you will you advise parents of an off-site activity and, collect required parent or guardian consents.

Best Practice Examples:

- Parents will be provided a consent form at the time of registration for regular occurring off-site activities, (i.e. walking to park, access a sports field, etc.).
- For specific field trips that are not a part of regular programming, parents are required to provide consent for each trip, and submit a signed consent form.
- Parents know the whereabouts of their child at all times and have been adequately informed of all off-site activities they consent to.
- Complete details of the off-site activity are provided, so that parents can make an informed decision: date of activity, (when leaving to and coming back from activity); how staff can be reached when off-site; how many children will be involved; supervision and transportation arrangements specific to the activity are completed before the parent gives written permission.
- Description of how children will be transported to off-site activities, (i.e. Program owned buses/vans, city transit, hired bus services, parents transport, or walking only).

The Board and Educators believe that children should have the opportunity to play in outdoor playgrounds and to discover their surrounding community while also being accountable for the children's safety and welfare. The purpose for any off site activities is recorded in weekly program plans.

Casual Outing: destination with-in close vicinity of Centre. Can be spontaneous, not always planned but with a purpose to enhance weeks program plans. Including School's property, the Gym and Centre's fenced playground.

Field trip: destination planned to a physical place, with an educational component that will enhance and compliment program plans.

Parents sign consents for casual outings; places that are regular occurring off-site activities at registration. This consent form is valid for one year. For less frequent occurring off-site activities parents will be required to sign a consent form. The Directors or admin will make Educators aware of which children who do not have consent on their emergency cards. Educators are to post information of field trips 4 working days in advance to inform families in the sign in/out book. This consent form will include date, time of leaving and return, plus location. A form posted in a visible place for parents will inform how many children, the number of Educators and a cell number to reach an educator, time of leaving and return plus location. A planned outing is recorded on the program planning sheet that gives the children an opportunity to further their learning in the community and nature. The Educators are to ensure families are well informed of the field trip before leaving. The educators must have the portable records, a cell phone to be reached, the room backpack and the completed field trip form with them. Educators should use good communicate skills to verify they have the required items before leaving. Educators will Before leaving the educators should review with the children guidelines and information pertaining to the excursion at group time or during conversations at free play or lunch. Whenever possible, additional educators will be provided to exceed educator-child ratios. Volunteers are to be placed in the middle of walking children with primary educators in the lead and the back. Children are to walk in lines or in pairs with group together at all times. Educators are expected to take head counts often, know when children arrive and leave. Take a roll call before leaving the Centre, the destination and during transition times such as crossing the street or getting on and off the bus. One primary educator should supervise for potential problems or safety concerns. Head count should happen upon arrival of the classroom. No personal transportation of children will be provided. No Educator shall leave the premises alone with more than two children. The Educators can introduce the space they will be visiting with photos or use google maps to give the children an idea of where they are going. A binder called "The Places We Go" of familiar parks and or places in the community with pictures is housed at the Centre that can be used to show the children where they will be visiting on their field trip.

17) If you utilize an off-site outdoor space, please describe how the children will be adequately supervised, how their safety will be ensured, how safe boundaries will be maintained, and how children will be protected on their way to and from the outdoor play space.

One Educator will go ahead with children possibly, to scan and supervise the area to ensure it is clean and safe. They will return to group and take a roll call that was already prepared before leaving and update. The group will proceed if all children are accounted for and the area is safe. Educators are to position themselves to appropriately supervise while engaging in play, with one educator scanning the premises by occasionally walking the boundaries. Additional planning may involve showing the children the space ahead of time and reviewing the boundaries of the space to ensure they children understand safety in the location.

Medication and Health Care

18) Please describe your policy that states that administration of medication to a child can only occur when the written consent of the child's parent is obtained and how you will receive and store these consent records.

Best Practice Examples:

- Medication is only administered to a child when written consent has been provided by the parent.
- Parental consent for administration of medication is stored in an accessible location that is known to all staff and is portable to bring along on off-site trips.

Parents are required to fill out the medication form which gives permission to administer medication.

1) The medication must be in their original labeled containers

2) All prescribed medications need to be clearly labeled with the physician's name, the child's name and

the dosage instructions.

3) All medications need to be administered according to labeled directions.

4) Parents will be required to sign a medication form giving their written consent to administer medications.

5) Educators will ensure that the following will be recorded on medication forms where medications administered to a child: the name of the medication, the time of administration, the amount administered and the initials of the Educator who administered the medication.

Educators are made aware of children needing medications verbally by co-Educators or Directors when Educators come into ratio. The medication form is located in a visible place for any or all Educators needing to initial when medication is given. Medication is administered only by those who have a valid First Aid. Upon hiring educators are required to read all policies including Administration of Medication and sign off. Educators are also orientated in the rooms by the team leads. The orientation checklist includes medication, where it is stored, where to find the form and how to fill it out. Upon a child's registration, a parent handbook is sent via email to the families to read, which includes Administration of Medication. During parent orientation, families are introduced to the medication form with explanation of how bringing medication daycare looks like. Medications can be placed in the emergency backpack in its original locked container, to bring along on off-site trips.

19) Please describe how you will ensure medication is stored in a locked container that is inaccessible to children, stored in its original labeled container, and administered according to the labeled directions.

Best Practice Examples:

- All medication is kept in a cabinet that is inaccessible by children, and in a locked box inside the cabinet
- All medication is in the original labeled container and is administered according to the labeled directions.
- When medication has been administered the name of medication, the time of administration, and the amount administered, and who administered the medicine is recorded.
- Parents or Guardians are notified that the medication was administered and updated on the status of their child as required.

Medications that is in its original container can be administered at the Centre. All medications are to be stored in a locked container in the fridge or a locked container (when refrigeration is not required) in an area that is not accessible to the children. Educators sign off with their name, time/date when they administered the medication. Parents can easily view the form and sign off when the medication is completed before the date that was previously stated. Educators will communicate in person or via email to keep parents or guardian updated on their child in regards to the administration of medication.

20) Please describe how you will ensure emergency medication to be used by a particular child as needed to prevent a medical emergency is stored in accordance with a plan that ensures the medication is accessible by staff and the child but is not accessible by other children in the program, and has been agreed on by the licence holder and the child's parent.

Best Practice Examples:

- Medication required for an emergency is inaccessible to children, and can only be accessed by staff and the child who requires the medication in the case of an emergency.
- Their parents and licence holder, have mutually agreed in writing to the emergency medication plan that ensures the particular child who requires the medication and other children in the program have the well-being considered.

Emergency medication is stored in the classroom's backpack out of the reach of the children. Only Educators who are trained in administering that type of health care and obtain a valid First Aid can administer emergency medications. The Educator is responsible to provide require documented evidence of their skill or training and their First Aid certificate and record will be kept in their file as well as that of the child's file. Written permission must be obtained from the parent. The program will provide or allow for the provision of health care to a child only if the written consent of the child's parent has been obtained, or the health care provided is in the nature of First Aid. A written report will be given to the parent/guardian and a signed copy will be filed in the child's administration file. Health care services that are outside the scope of the program will have obtained written consent from the parent/guardian and filed in the administration file of the child.

The consent will cover 1) when a child is involved with a service

2) Which service and scope of service

3) Supervision of child if treatment is away from regular class activities, but remaining on program property in the care of the special service provider.

Communication will continue between parent and educator to ensure the medication can remain in the backpack or goes home at night and is placed in the backpack the next day. A designated educator regularly ensures the medication is not expired utilizing the backpack checklist monthly.

Menus

21) Do you provide meals and snacks for children in your program? Yes No

Please describe how you will ensure that menus are posted in a prominent place on the program premises.

Best Practice Examples:

- Weekly planned menu containing meal and snack items are posted near the program entrance where parents are able to view them daily.
- Menus posted align with a food guide recognized by Heath Canada or Alberta Health, and support appropriate nutrition needs of the children.
- Parents are provided with a copy of the menu to ensure they are able to support the nutrition needs of the child when not receiving meals and snacks from the child care program.

The menu for the Kitchen service is placed next to the kitchen window opening in the main hallway. The menu is posted on the Facebook page for the following week for families. During parent orientation, the families are shown where the menu and kitchen are located. The program provides meals and snacks to the children. The children's nutritional needs are met by following the criteria in the Canada Food Guide and ensuring adequate quantities of food are prepared. Employees that responsible for the food storage and preparation has completed a food-handling course. These procedures ensure that hot foods are kept hot and cold food is kept cold. The Centre will do their best to substitute food for those who have allergies and special dietary considerations or the families will provide lunch or snack. Educators will discuss these allergies/food restrictions during orientation and how the Centre can support the child's needs. Special diets, allergies and food restrictions are noted in the kitchen and posted in each classroom so all educators are aware.

Accident or Illness

22) Please describe how parents will be notified in the case of an accident or serious illness involving their child.

Best Practice Examples:

- In the case of an accident or a serious illness involving a child, the parent must be notified immediately. If parent cannot be reached, the emergency contact person will be notified. Children will receive medical attention deemed necessary.

The accident/illness policy and procedures are found in the parent handbook. During orientation, the families are introduced to the accident/illness policy and the form educators are required to fill out. When a child becomes ill, has an accident or incidents occur such as a fire, or a intruder on the premises, the parent will be contacted by an educator or the director. If either one of the parents cannot be reached the emergency contact will notified for pick up or meet up at the designated area, Harry Balfour school gymnasium in the case of a fire. The Directors or a designated Educator will contact parents. The Educator or Educators will attend to the child, provide first aid that is necessary while keeping them away from the other children in the class. If the incident/accident is minor, the report will be read and signed off by a parent at pick up time or call to let the parent know ahead of time what has taken place. Parent may request a copy.

23) Please state how you will respond to an accident or serious illness that involves a child. This includes ensuring that a child receives medical attention as necessary.

Best Practice Examples:

- First aid procedures are followed by a staff member with approved first aid certification, acceptable to the statutory director.
- 911 is called immediately when required.
- Staff can readily identify the parent or the emergency contact person who must be contacted.

In the event of a serious accident or illness that involves a child:

- 1) a Primary Educator with First Aid will attend to the child.
- 2)The Educator will inform their co-educators so the other children are supervised away from the situation and ratios are continued to be met.
- 3)First Aid will be administered or call to 911 if an ambulance is required.
- 4) Comfort the child and move other children to a different area.
- 5)The Director or Acting Director on site should be informed of the situation.
- 6)Parents or emergency contact person should contacted to pick up or meet at hospital depending on the situation. If possible, an Educator will accompany the child with their portable record of information with them.
- 7) If the accident or illness meets the criteria for a reportable incident, notify regional child care office immediately. A critical incident report will be completed and faxed to child care licensing within 24 hours.
- 8) Educators who were present when the incident occurred, are to provide a detailed written account of the incident from their perspective, including what they were doing at the time of the incident and how many other Educators and children were in their group at the time of the incident.
- 9)Complete all other internal report forms.
- 10) A designated Educator will also contact the child's parents for updates on the child's condition. If needed through the evening hours.
- 11) In house incident/accident forms will be reviewed on a monthly basis as they are being filed and analyzed for any similarities or common occurrences that could have been avoided. These reports will also be discussed at monthly Educator meetings for ideas on how to prevent them from occurring if possible.

In the event of a minor accident/incident, Educators will fill out an incident/accident/illness report form and have it signed by the parent at pick up or call ahead by phone if the incident/accident has left eh child very upset with a noticeable wound. The Director will also review and sign the report. A copy will be provided to parents if requested.

In a emergency procedure, educators will follow the practices of Hour Zero as noted in our emergency procedures. Evacuation plans are posted in each class and practice drills for fires, lock downs or hold and secure can happen throughout year as directed under the Grande Prairie Public School Board District.

24) Please state how the program will track, review, analyze and respond to accidents. This includes identifying of any trends or potential issues so that future accidents can be prevented and avoided.

Best Practice Examples:

- The program supervisor takes the lead and ensures all accidents are reviewed at regular staff meetings to receive feedback on how to be proactive instead of reactive.

The program ensures that all Educators have a valid First Aid certificate and have the opportunity to update by providing First Aid classes at the Centre. Educators are reminded at monthly Educator meetings when an opportunity for a class arrives and whose certificates are about to expire. Copies of the Educators are kept in the Educator's file in the office. The Directors review and read all incident/accident reports before signing off on a monthly basis. The educator's are given assistance by the Directors to properly fill out the forms with all information necessary. During monthly Educator meetings, revision of the incident/accident forms and the policy are reviewed, allowing for reflection and discussion. A Health and Safety committee has been formed with a Health and Safety Representative at the lead. All persons in the committee are to take the Health and Safety course and to meet quarterly. The goal of the team is to be proactive and prevent health and safety issues. It is important for all Educators to have knowledge in this area for the health and safety of the children and in prevention.

Supervision Policy and Practices

25) Please state your supervision policy and practices, including a description of the methods used to ensure that primary staff effectively supervise children's play and behavior in both indoor and outdoor settings. Effective supervision prevents injuries, accidents and reduces harm to children. It also promotes safe, positive, responsive and intentional learning environments for children and staff.

Please also ensure you describe how you will ensure that primary staff are aware of the program's indoor and outdoor physical environments, and supervision policies.

Best Practice Examples:

- Staff are actively participating in, or guiding children's activities, while being attentive, alert and watchful of each child, as well as engaged with the group.
- Supervision is adjusted to the specifics of the child care environment and the individual needs of the children attending the program.
- Able to demonstrate that children are safe and are supervised in accordance with their developmental needs and that primary staff are aware of children at all times.
- Supervision practices are reviewed every six months at staff meetings.
- All children are accounted for both on and off program premises, when arriving or leaving the program premises or entering and leaving a vehicle.
- At staff orientation, the program supervisor ensures new staff spend time in all the rooms where childcare is being provided and describes adequate supervision techniques in each room - and - spends times outdoors showing appropriate supervision techniques around play equipment.
- Staff conduct regular safety checks of the program premises and equipment to remove hazards and complete safety assessment checklists as required.
- Staff can identify where extra supervision is required to position equipment and arrange the environment to allow staff to supervise the children's indoor and outdoor play spaces, rest, and bathroom areas.
- School aged children are provided guidance and are distally supervised based on their age and development.

Effective supervision is engagement with the children at play at all times. In the out of school program, the children are given guidance and supervised based on age and development. Educators should be familiar with the set up of their room and know where extra supervision is needed. Educators should position themselves so they can scan the entire room while engaged with a small group. Outside, one educator should continuously supervise the area while other educators are effectively in engaged, when three educators are possible. Effective supervision is knowing your children, having knowledge of educator-child ratios, maximum group settings and knowing the Supervision policy and procedures. During weekly planning sessions, Educators are to evaluate and assess supervisory practices and at monthly Educator meetings. Setting up the environment to reduce the risk of harm, preventing injuries and accidents, to promote a welcoming, responsive and intentional learning place such as setting out age appropriate

materials. Educators are to be role models to the children, communicating to other educators to support the children in their developmental milestones. Educators are to observe the children and respond to them to meet their needs. When possible, the rooms may have enhanced ratio's so one educator can attend to tasks, while the other two are effectively supervising. Co-educators should be notified when one Educator is involved with tasks. When working alone, the Educator is to be engaged with children, proactively plan that part of the day to have centers of interest or materials available and close off others. When tasks need to be completed, the Educators need to ensure the majority is completed before the educator is left alone. At the end of the day, children can be involved in housekeeping tasks such as folding laundry or placing toys on the shelf. Children may go with an educator to bring toys or water bottles to the kitchen to be sanitized. Keeping conversations with parents brief and ensure the Educator's back is not turned to the children. Keep doorways open so educators can shout out to the Directors for assistance. It is the responsibility of all Educators to know what effective supervision looks like.

26) Please describe how the licence holder will promote child safety through supervision practices, including ensuring all children are accounted for both on and off program premises, when arriving or leaving the program premises or entering and leaving a vehicle.

Educators are kept aware of supervision practices during revisions at Educator meetings. On the spot coaching occurs with the Program Coordinator of the out of school program and Educator, Directors with Educators immediately when supervision practices need to be addressed. All Educators are emailed the policies such as effective supervision upon hiring to read and sign off. The license holder's Supervision policy is reviewed and reassessed when matters are brought to her attention from the families or the Educators. Centre surveys are sent out to receive such feedback from the parents. Checklists are created for outdoor safety, opening and closing checklists etc. Supervision Procedures created cover areas concerning Field Trips/outings, entering the play yard and using the transit bus, working alone, and when their is an emergency with a child.

Informing Parents of Postings

27) Please state how you will ensure parents or guardians are informed of all required information that is required to be posted as described in the Act and Regulations.

Best Practice Examples:

- A Licence holder of a facility-based licence notifies parents or guardians in writing of the new posting that is available for review in a clearly visible and prominent place on the premises where the licenced facility-based program is being provided.
- Parents are informed and aware of all changes to policies and procedures, including the Program Plan, through parent orientation at the time of registration and are provided updates on any changes throughout the year.
- Parents will be issued an email about any new postings to ensure they are informed of any changes to the program and updated on current events.
- Parents are issued a newsletter monthly of the programs plan for the next month and are informed of any plans, events or changes to the child care plan.
- Programs notify parents or guardians of all incidents and any planned or unplanned events that may impact or has impacted the child's well-being but didn't not result in a hospital visit or physical injury. (i.e. Child was upset over fire drill, a child showed anxiety when going down the slide).

The Directors are responsible for maintaining documents. The postings are placed in clearly visible and prominent place on the wall next to the kitchen. This is located in the main hallway where parents walk back and forth. Parents are notified via email or on A Bright Beginning Families group if a new document is posted in regards to a change in the program plan, a non-compliance, an action to remedy, etc. During parent registration, one of the Directors will inform families where the required documents are posted, asked to like the Centre's Facebook page and for an email to add to the group. Current events and opportunities for parent workshops or webinars are posted to the Centre's Facebook page and emailed to the families. Monthly newsletters are sent out by the individual classrooms to keep families abreast of any plans or excursions added to the weekly program plans. Educators are to keep the line of communication open with parents. The program will notify parents of any accidents or incidents. Any unplanned incidents such as a fire drill or lockdown that upset a child will be communicated either by email or in person at pick up. If necessary, a phone call will occur from the Team Lead of the classroom or by one of the Director's. Postings of required documents and reports hold the program accountable to the families, to ensure action to remedies are carried out and in the future educators and the program are proactive. Keeping families informed reinforces the Centre's Open Door Policy recognizing the parents as the main caregivers.

Transportation

28) Does the program provides transportation for children between school and the program's premises?

Yes No

Overnight Child Care

29) Do you provide overnight child care? Yes No

Records

30) Please describe your records policy including how records will be stored, kept up-to-date, and in which format(s) they are maintained (digital or paper).

Best Practice Examples:

- Director or assigned staff member completes regular reviews of information with the parents.
- A good record should be easily retrievable, kept up to date, and contains the information as indicated in the *Early Learning and Child Care Act* and Regulation.

Confidential records will be kept up to date and maintained on the program premises:
1)Particulars of the daily attendance of each child, including arrival and departure times
2)Particulars of the daily attendance of each primary Educators, including arrival and departure times and hours spent providing child care and planning times.
3)Evidence of the program supervisor's or Educators Alberta Staff Qualification Certification
4) Current First Aid certificates for program supervisors and each primary Educator as required. These are also posted outside of the child care classrooms.
5)Verification of a criminal record check, including a vulnerable sector search is required and updated

every 3 years. Will also include who reviewed the criminal record check and the date it was received. All employees and volunteers are to have a criminal record check and kept on site.

6) Letters from the Administrative Director and/or Board to the Educator

7) Income tax forms TD1

8) Resume

9) Signed Oath of Confidentiality for all employees and volunteers

10) Documentation including receipt as to Professional Development fund spending

11) Other information deemed important by the Administrative Director

Educators are responsible to notify the Administrative Director of any changes relating to their personnel records. Educator files are reviewed and updated regularly to ensure all information is relevant and current. Educator and children's daily attendance sheets will be maintained on the program premises for a minimum period of 2 years. Volunteers will also record monthly attendance at the program.

Portable records of emergency information of each child. This will be kept in an easily accessible location. (a backpack for each classroom, in a location the educator can quickly and easily reach). The portable record of emergency information will include; the child's name, date of birth and home address, the parent's names, home address and telephone numbers. The portable record will also include an alternate contact information for a person/s who can be contacted in case of an emergency, if parents cannot be reached. This will include the emergency's contact's name, address and telephone numbers. Individual emergency cards will also include any other relevant health information pertinent to the child including the child's immunizations, allergies and health issues, if any. Included with the portable records, will be the telephone numbers for the local emergency response services and poison control.

Emergency Evacuation Procedures

31) Please describe your emergency procedure policy, including a description of how staff and children, where developmentally appropriate, will be informed and aware of emergency evacuation procedures and describe how and where this will be posted.

Best Practice Examples:

- Have consulted with local emergency services to implement recommended and approved practices (i.e. fire department).
- All emergency procedures are available and directly correspond with guidance from the local fire department.
- Fire drills will be scheduled and practiced at regular intervals (i.e. Quarterly).
- Staff have been oriented on all procedures.
- Policy and procedure on how to work with emergency service personnel if lock-down procedures are required due to a serious incident.
- Portable record is readily accessible in case of emergency evacuation.

Evacuation plans are posted in each classroom and at the main entrance to the program. Emergency evacuation procedures are reviewed with Educator upon hiring. Monthly fire drills are practiced to ensure children are familiar with the procedure in the event of a real emergency. During the winter month, children are educated and review the procedures, but may not physically evacuate building due to weather. The Centre will participate with the practices and procedures of the Hour Zero that GPPSD recognizes. There are practices and drills throughout the school year.

In the event of the a fire or necessity to evacuate off the program premises, Educators will relocate with the children to Harry Balfour School gymnasium, bringing with them the children's portable records. We are included with the agreement held by GPPSD. It is open during child care hours and no key is required. once outside, at a safe distance (muster point west side of School through Centre's playground gates) from the evacuation site, Educators will do a roll call to ensure that all children are accounted for and will report to the School's command leader using visual props supplied in the Hour Zero package. Parents will be notified, by using the contact numbers provided on the children's portable records. They will be asked to pick up their children from Harry Balfour School, if this is not possible to return to the program after the evacuation.

Power Interruption:

1. Director or alternate will inquire about duration and failure
2. If interruption is longer than 4 hours, parents are called to come and pick up children

Water Failure:

1. Confirm whether there is a water main break somewhere
2. Contact caretakers of building to report problem (number posted at front entrance)
3. If water supply is not available for longer than 2 hours, parents are called to come and pick up their children

Usable Play Space

32) Indoor usable play space includes all space that can be accessed by the children at any time during all operating hours for play purposes. When determining maximum capacity for children, it is important to understand what total usable play space is available. This may include areas that the children may access within the premises that allow room to play. This does not include staff rooms, supply rooms, kitchens, closets, or fixed storage furniture like cubbies, shelves, or cabinets that cannot be used as play space.

Please be aware that if you have a child care licence that was issued to prior to December 1, 1990, the floor space may be calculated by measuring the usable floor space, including unencumbered hallways, but not including stairwells, kitchens, offices, staff rooms or half the washroom. For more information on how to measure your program please contact your early learning and child care staff.

1. To ensure that each child has a minimum amount of primary play space available for playing, resting, eating, and learning purposes. According to the Early Learning and Child Care Regulation, a licence holder must provide a minimum net floor area of:

- 3.0 square metres of primary play space multiplied by the licenced capacity for a day care, if the licence holder provides day care programming.
- 2.5 square metres of primary play space multiplied by the licenced capacity for pre-school care, if the licence holder provides pre-school care programming.
- 2.5 square metres of primary play space multiplied by the licenced capacity for out of school care, if the licence holder provides out of school care programming.

2. Determine Total Square Metres. Please provide the Length and the Width of the usable indoor primary play space and subtract any areas that are unable to be used. (i.e. fixed shelves, rooms for staff only).

Length 26 X Width 24 = Total Usable Square Metres 624

3. For the Total Square Metres calculated above, a maximum number of Day Care children and Preschool/Out of School children are provided below.

Maximum Number of Day Care Children 208

Maximum Number of Preschool or Out of School Children 250

4. To determine how much space is needed based on the number of children, please select the group and enter the information required below.

Please select group Day Care Preschool or Out of School Mixed

Number of Day Care Children 76

Number of Preschool or Out of School Children 25

Play Space Required (Mixed) 291 Square metres

33) Based on your facility-based program, please fill in the box below to clearly identify how your primary indoor place space will be utilized by your program and provide a description on how it meets or exceeds the minimum requirements.

This includes submitting a visual to Early Learning and Child Care Staff that includes clearly labeled images, and/or diagrams that illustrate how the layout of your indoor play space is utilized by your program.

Best Practice Examples:

- The primary indoor play space layout adheres to the different groups of children, and the maximum group sizes.
- The layout of the program and fixtures allow for and promotes adequate supervision (i.e. no blind spots).
- Staff are able to be strategically placed to supervise and respond to children's needs.
- An attachment has been submitted to Children's Services that accurately shows in detail the layout of the indoor play space.

Each room exceeds the minimum requirement of 3 square meters net space per child, Out of school room is a minimum of 2.5 square meters per child

Room 1a classroom 105 (Babies 12 months to 2 years) 63 square meters

Room 1b classroom 107 (Babies Ages 12 months to 2 years) 55 square meters

Room 2 classroom 109 (Tots ages 2 to 3 years) 82 square meters

Room 2 classroom 110 (Tots ages 2 to 3 years) 80 square meters

Room 3 classroom 108 (Juniors ages 3 to 4 years) 80 square meters

Room 4 classroom 106 (Seniors ages 4 to 6 years) 80 square meters

Out of School classroom on school side, next to exit door that leads out to playground on east side of school(ages 5-9) 82.77 square meters

Before school children will be combined with daycare's senior class room age 4 years and up.

Washrooms in classrooms 106, 108, 110 each has toilet available in an individual room within the classroom, containing 1 toilet. Washroom fixtures are easily accessible to children, and allow for adequate supervision. Hand washing sinks are beside the toilet area. Classroom 109 has two baby toilets behind a pony-wall inside the classroom with 2 low hand washing sinks. Staff may use the toilets in classrooms 106, 108, 110 or school group washroom just outside the Daycare's school wing, which can also be used by the older children (3 years and up) being supervised by room educators. All toilets within the Centre will be fitted with a child friendly seat with a stool available. Washrooms for the out of school are adjacent to class across the hall.

Diapering areas are located in the 4 baby and toddler rooms. While children are being diapered in the room, staff will remain responsible for supervision of the other children.

All staff from both early years and out of school have a lounge area for relaxing during break times which is located in a portable at the rear of the school. This area will also be used for planning and will house resource materials, toys and equipment, books, puzzles and games. Both the out of school and early years have schedule time in school gym.

There is a separate administrative office space which provide for security and privacy of files located to the right as you enter the Centre. Meetings with staff, board meetings, and families when required, can utilize the room in the portable or the School Age room (on school days during school hours)located down the hall in the main school structure behind the stage area (door is on the left just past door which exits Daycare into School area.

Outdoor Play Space

Minimum Requirements

Day Care

A Day care program licence holder must provide the following minimum outdoor play space that is on, adjacent to or within easy and safe walking distance from the program premises and accommodates at least 50% of the licenced capacity at a level of:

- Not less than 2 square metres for each infant under 19 months of age receiving day care, and
- Not less than 4.5 square metres for each child who is 19 months of age or over receiving day care.

Example Calculation for 20 Children under 19 months
= (20 Children under 19 months * 50%) * 2m²
= 10 * 2m²
= 20m²

Example Calculation for 20 Children 19 months and over
= (20 Children months * 50%) * 4.5m²
= 10 * 4.5m²
= 45m² = total amount of outdoor play space required

Out of School Care

An out of school care licence holder must provide outdoor play space for children that is, to the satisfaction of the statutory director, within easy and safe walking distance from the program premises.

Preschool Care

A preschool program is not required to provide an outdoor play space. However, if your program provides an outdoor play space as part of your program plan, please fill in the following boxes to document your outdoor play space.

34) Based on your facility-based program, please fill in the box below to clearly identify how your outdoor space will be utilized by your program and provide a description on how the outdoor play space meets or exceeds the minimum requirements.

This includes submitting a visual to Early Learning and Child Care staff of clearly labeled images, and/or diagrams that illustrates the layout of the outdoor play space utilized by your program.

*If you have applied and received an exemption or variance to your license please ensure your plan represents those changes.

Best Practice Examples:

- The layout and equipment adheres to the different groups of children, and the maximum group sizes.
- The layout of the outdoor play space allows for and promotes adequate supervision (i.e. no blind spots).
- Staff are able to be strategically placed to supervise and respond to children's needs.
- An attachment has been submitted to Children's Services that accurately shows the layout of the outdoor play space.

The outdoor play space for the out of school program is beside the school building conducive to effective supervision of the children. The space is within easy and safe walking distance from the program premises. It provides a large play field and a climbing structure. The field will be used for group activities and games, climbing structure to build muscular skill and strength. Daily check lists will be completed by educators to ensure the furnishings, play equipment and environments promote safe play and equipment is in good repair. The early years play space is adjacent to the building on 1 side with a high fenced area with big trees and bushes. A separate area for our under 3 year olds will be developed over the next year with extra fencing. The space exceeds the minimum requirement of accommodate 50% of the licensed capacity. The total outdoor space is 1496 square meters. One of the Health and Safety committee is members is designated to complete an Outdoor Safety and Maintenance Checklist which ensures the outdoor furnishing, play equipment and materials are safe and maintained in good repair. Educators schedule outdoor time in 1 hour blocks daily with planned activities. During playful weather the outdoors become part of the classroom. Centre policy requires the children to play outdoors for a minimum of 20 minutes per day. Educators plan for their outdoor play weekly. Our outside playground has 6 ft. chain link fence with two outside (exit) gates with closing hardware and locks (each class backpack has key) Latches are located higher where children cannot access them. One climber will be located on a fall zone area as to manufacturing requirements. Babies are in strollers for winter walks when weather allows. During the summer they play with balls and various age appropriate equipment that allows them to explore and experience the outdoors. They also use community playgrounds that they access by using the strollers all within a walking distance of the Centre. When playing in Centre's playgrounds they primarily play in an

area away from the climber on the south side area of the building, with only their age group. A large asphalt area will be utilize for riding and go equipment.

Approval

I certify that the information I have provided in this program plan program plan template is true and accurate, and understand it must be adhered to and approved by the Statutory Director or approved designate.

Licence Holder Representative Signature

Ministry Use Only

Date Received yyyy-mm-dd	Date of Review yyyy-mm-dd	Decision	Date of Decision yyyy-mm-dd
<input type="text"/>	<input type="text"/>	<input type="radio"/> Approved <input type="radio"/> Refused	<input type="text"/>

Statutory Director's Delegate Signature

Resources

Programming:

Flight- Alberta's Early Learning and Care Framework - <https://flightframework.ca/>

Child Development Instruments:

Early Development Instrument: <https://edi.offordcentre.com/>

Middle Years Development Instrument - <http://earlylearning.ubc.ca/mdi/>

Improving Early Childhood Development and Learning (toolkits and resource sheets on various topics):

https://www.edc.org/body-work/early-childhood-development-and-learning?gclid=EAlaIQobChMlx_Dx4Ovc7AIVwRd9Ch2UhQ-LEAAYASAAEgJ-GvD_BwE

Center on the Developing Child Resource Library - <https://developingchild.harvard.edu/resources/>

Resources for Early Learning - <http://resourcesforearlylearning.org/educators/>

Creating Indoor Learning Environments for Young Children - http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294

It takes a Community to Raise a Child - http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=589

Healthy Eating and Nutrition:

Canada Food Guide - <https://food-guide.canada.ca/en/>

Canada Food Guide for Indigenous/Inuit and Metis:

<https://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html>

Alberta Nutrition Guidelines for Children and Youth - <https://open.alberta.ca/publications/5906406>

Physical Activity:

Get Kids Moving in Child Care - <https://healthykidshealthyfuture.org/5-healthy-goals/get-kids-moving/>

Helping Children in Child Care Be Physically Active - <https://childcare.extension.org/helping-children-in-child-care-be-physically-active/>

Physical Activity for Children and Youth with a Disability - <https://csepguidelines.ca/wp-content/uploads/2018/12/PA-New-Abilities-Toolkit-Final-ENG.pdf>

Canadian 24 hour Movement Guidelines for Children 0-4 years - <https://csepguidelines.ca/early-years-0-4/>

Canadian 24 hour Movement Guidelines for Children 5-17 years - <https://csepguidelines.ca/children-and-youth-5-17/>