

Public (when completed)

The personal information being collected through the Early Learning and Child Care Program Plan Template is for the purpose of licensing early learning and child care programs and is used for ensuring the safety, security, well-being and development of children. This collection is authorized by section 33(c) of the *Freedom of Information and Protection of Privacy Act*. For questions about the collection of personal information, contact the Manager, Child Care Connect, at 1-844-644-5165, by email at JET.ChildCareConnect@gov.ab.ca, or by mail to J.G. O'Donoghue Building, 2nd Floor, 7000 - 113 Street NW, Edmonton Alberta T6H 5T6.

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.

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Name of Licence Holder

Westridge Wolf Willow Country Club Community Lge

Name of Licence Holder Representative

Program Name

Westridge Wolf Willow Playschool

Program Address

505 Wolf Willow Road

City or Town

Edmonton

Province

AB

Postal Code

T5T 1C8

Program Hours of Operation

Sunday	<input type="text"/>	To	<input type="text"/>	<input type="button" value="+"/> <input type="button" value="-"/>
Monday	9:00 am	To	11:30 am	<input type="button" value="+"/> <input type="button" value="-"/>
Tuesday	9:00 am	To	11:30 am	<input type="button" value="+"/> <input type="button" value="-"/>
Wednesday	9:00 am	To	11:30 am	<input type="button" value="+"/> <input type="button" value="-"/>
Thursday	9:00 am	To	11:30 am	<input type="button" value="+"/> <input type="button" value="-"/>
Friday	9:00 am	To	11:30 am	<input type="button" value="+"/> <input type="button" value="-"/>
Saturday	<input type="text"/>	To	<input type="text"/>	<input type="button" value="+"/> <input type="button" value="-"/>

Period of Operation

From Date

September 1

To Date

June 30

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)

We follow the EPSB calendar, but do not take off PD days or Days in Lieu. We do not operate on days schools are closed i.e summer, stat holidays.

Do you provide a nap or rest period? ☐ Yes ☒ No

From	To	<input type="button" value="+"/> <input type="button" value="-"/>
<input type="text"/>	<input type="text"/>	

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 Westridge Wolf Willow Playschool, which will be referred to in the future as WWWPS, aims to enhance the overall development of the child, contribute to the development of a positive self concept, encourage a love of learning and develop the skills required to play and interact cooperatively in a group setting. Early childhood education must aim to develop the emotional life of a child as well as their intellect. It must foster strong self image, encourage responsibility to others and support imagination, curiosity and problem solving. We believe that by nurturing a child's disposition to learn, we help the child to feel safe, secure, and engaged in their environment and this allows for discovery and learning to occur every day.

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.

Play experiences will be designed to provide the child with many opportunities to invent, create, explore and problem solve. By providing diverse materials, each child will be able to choose where and what they wish to play with each day. Educators will facilitate or extend learning by modeling "seeking" opportunities through questioning, sharing of ideas, hypothesizing, predicting, experimentation and follow up. Classroom educators will use the child's interest(s) to determine and guide these outcomes. Care provided by the educators will provide a structured yet nurturing environment that will bridge the gap between home life and formal schooling. Educators will guide children in identifying and managing their emotions fostering self regulation and resilience. Educators will help children develop empathy by understanding the feelings of others through group activities and guided interactions. Educators will use a variety of materials ie: visuals to support children in meeting expectations in the classroom. Educators will model ways to support peer interactions during play and formal activities using strategies such as discussions, allowing children to share and be heard; validating children's feelings and emotions. Educators will recognize children's successes/attempts and will provide positive descriptive feedback for children's behaviors and participation

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.

Each child is a unique individual with their own unique way of learning. To allow the child to blossom, classroom experiences will be fluid and directed by the interest of the child. Observation and reflection will help guide educators of the direction of instruction and the extension of learning opportunities. There is to be flexibility in the interactions/activities that children are provided using the interest of the child to guide the direction of activity. Open-ended activities that allow the child to explore, invent, take risks and question are crucial. Children will be encouraged to discuss and interact with peers (as developmentally appropriate) and behaviors that support and benefit others will be recognized and celebrated. Educators will model appropriate social skills through one-on-one interactions, whole group settings and through the use of social stories as required. Activities presented to the child will aim to:

- encourage language skills, both receptive and expressive, during circle time, show and tell activities and small group interactions.
- encourage early literacy skills through daily messages, letter sound activities both visual and auditory, books/reading individual and group and incidental opportunities throughout class to bring attention to literacy.
- encourage early math and science skills through calendar (as developmentally appropriate), song, craft and play.
- encourage the enjoyment of music.

To nurture relationships in the classroom, educators will demonstrate active listening by giving the children their full attention, acknowledging the child's feelings and responding appropriately using positive language while using affirmative statements and praising efforts and not just outcomes. Books to be used to highlight themes of friendship, love, compassion, cooperation, conflict resolution... and allow for discussions about feelings and choices.

The classroom educators will ensure the classroom environment is safe and positive for the children by developing secure attachments (ie: getting down to their level, being attuned to each child's needs, using gentle words, soft tone of voice), intentional peer pairing to foster confidence in friendship development.

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.

"A child's lifelong health, well-being, learning and behavior are strongly connected to their early childhood experiences. Children thrive when they are nurtured and in close secure consistent relationships with those closest to them."

As classroom educators, we will strive to ensure that each child feels loved, important and heard. We will help the child to identify their feelings (joy, pride, concern, sadness, frustration, anger...) and provide guidance as to how to deal with these strong emotions in a constructive, appropriate way. During conflict, the use of "serve and return" will allow each child the opportunity to offer input; determine possible solutions; and implement solutions so that each individual feels heard and fairly treated. Educators will help guide the process so that each child has an equal opportunity to be heard.

Opportunities for each child to strengthen their confidence and self-esteem will be provided:

- the chance to share class produced work, a special talent, or a story will be available daily. Children will not be forced but encouraged to share their unique talents. Effort will be celebrated - it is NOT to be about the skill demonstrated. The motto for all playschool activities will be "I will try!"
- children will recite daily affirmations.

To assist with strong emotions, the classroom will utilize a "calm down" area. If a child feels the need to have time for themselves, they may choose to go to a specified spot to relax and reflect. This is NOT to be a punitive experience. The educator may suggest to the child that they go to the "calm down" area but never is the child to be forced. The "calm down" area will have support items such as a mirror, aquarium, soft blankets and stuffies, books on emotions, fidget toys and other items.

Introduction and discussion about the "calm down" area will commence at the beginning of each school year and will be revisited regularly so that the children are always familiar with its purpose and availability.

**** Emotional development key areas ****

- support being part of a community.
- encourage a sense of satisfaction and pride in what they do.
- support individual feelings.
- encourage positive management of emotions/anger.

Security and predictability go hand in hand. Routine/consistency helps reduce anxiety and stress for the child because it helps to eliminate the unknown.

Children will be encouraged to be independent learners by being provided with open ended play materials, by being given the choice to decide what and how to engage or interact- A variety of materials will be provided and children are to work at their own pace and interest level. If required by the child, educators will scaffold as needed to ensure success and positive outcomes.

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.

Children are social beings. It is important for a focus to be placed on the child in relation to other children, but also to focus on a child's family and spiritual community.

To allow for each child's spiritual/cultural uniqueness to be celebrated, educators will enlist the assistance of parents in providing relevant information. This collection of information may be gathered through survey and our questionnaires and will be initiated through newsletter or e-mail contact. The primary focus will be on holiday celebrations, however every opportunity will be provided to allow for the cultural/spiritual expression of each child. Parents may be invited into the classroom to provide cultural/spiritual enrichment as deemed appropriate by the educators. For example, a parent may instruct the children on the festival of Diwali and a craft completed to extend the learning.

To support a child's spirit and make them feel valued and significant, educators will encourage each child the opportunity to voice/contribute their own passions and interests. Acknowledging and celebrating individuality whenever possible.

Educators will provide a variety of representative and culturally diverse materials (books, pictures, play materials) and relevant cultural and community opportunities.

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 children will be provided with opportunities to develop large muscle, strength and control. Educators will utilize the outdoor playground and associated equipment to provide activities such as climbing and jumping as well as opportunities to take calculated risks to test limits of mind and body in the environment.

The children will utilize the indoor gymnasium and associated activities to further develop their large muscle strength and coordination. This will be achieved through but not limited to play with: balls, hoops, bean bags, plasma cars and scooter boards.

Children will have opportunities for play and playfulness with peers during organized and free play time. Opportunities for body awareness and movement will also be incorporated during class time through the use of song and music. Relaxation and breath control will be introduced through basic yoga and meditation.

Fine motor (small muscle) skills will be targeted and strengthened throughout the playschool day using various play activities at table top time and during teacher directed craft activities. Examples include but

not limited to: beating, lacing, scissor work, pencil/felt pen work, pincer grass activities, playdoh play, easel painting (shoulder and forearm development).

Sensory experiences for the child will be provided through variety of materials and activity. For example, sensory bins filled with different tactile materials (rice, sand, beans, goop,) ;water table for water play; sand table for pouring, sifting, transporting... ; flashlights for shadow play; finger painting using a variety of materials such as shaving cream, paint, corn syrup; audio story tapes; taste comparison of sweet, sour and categorizing based on attributes.

Nutritional needs

- as we have children bringing snacks from home, parents will be instructed to send a snack which contains at minimum two food groups. Children will also bring their own beverages: water, juice, YOP as suggested. No peanut or tree nut products will be allowed on site due to potential allergies.

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.

Envisioning all children as competent, capable learners is crucial. Those with exceptional needs are not to be considered weak learners in need of protection. All children are to participate in all areas of the program. Each child is considered an individual and brings with them their own unique qualities and views. To facilitate and provide an optimal learning environment for the child with exceptional needs, the educators will access and utilize help from support services such as G.R.I.T (Getting Ready for Inclusion Today) Community Options, Autism Society, ASaP (Access Support and Participation). As well as regular involvement and communication with family to ensure that the child's needs and requirements are fully met.

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.

All cultures within the program will be supported by books and photos. Families will be encouraged to share specific cultural or spiritual stories/items with the class. In addition, effort will be made to provide the children with examples of cultures not necessarily represented in the program. Through the use of books, dolls, discussion and toys, the children will be introduced to the diversity in our world. ** Important to note that a child's vision of him/herself will not be corrected based on the traditional view of society **

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.

Our playschool will utilize community resources in the following ways:

- daily use of the community hall gymnasium (downstairs from the classroom) or weather permitting, use of the community outdoor playground located outside the playschool front entrance.
- nature walks, exploration of ravine and fields located outside of the playschool building.

- use of public library books that relate to class themes on a regularly changing basis.
- in class visitors from city attractions (zoo, sea caverns from West Edmonton Mall...) local petting zoo and other community based groups.
Using community engagement, children will feel a connectedness to their environment and immediate community. This will provide children with a sense of belonging and safety being a part of a "group" they can call their own.

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.

Parental involvement will comply with the childcare licensing codes. Parent volunteers may come to help when the educator requests a greater adult to child ratio, such as classroom holiday celebrations or more involved crafts or projects.

To follow the staff to child ratio, a parent volunteer (board member) will be asked to assist the teacher if the other educator is unable to be at playschool.

Parents may volunteer to help in the classroom but it is requested that only one parent attend per day and if possible, prior arrangements made.

To assist parents with knowledge of what is happening in the classroom, the Seasaw app will be used daily to send real-time videos and photos of the child. Seasaw will also allow for immediate communication with parents as needed.

Parental involvement in the playschool program will allow parents to have real time experience in the classroom. The educators will encourage parents to share their thoughts, observations and suggestions at the time of participation or at any point after. They may do so via phone, text or email. Any conflicts that may arise will be addressed immediately through in person conversation, text or email. The initial point of contact will always be to the teacher and every effort will be made to resolve said conflict. If an acceptable resolution cannot be found, then the playschool chairperson may be asked to mediate.

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.

The playschool aims to have ongoing evaluation and improvement. This will be achieved through monthly meetings between educators and parent executives.

Each playschool class will have a volunteer parent room representative who will regularly check in with parents for feedback on programming, communication or for any other comments or issues. Informal communication between educators and parents will occur daily. Educator e-mail and phone number will be provided.

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.

The playschool offers a three year old program and a four year old program that runs from 9:00 am - 11:30 am September through June. There will always be two teachers in the classroom or a parent volunteer. Our teachers and their certifications are as followed:

Lead Teacher ECE Level 3

ECE Level 1 or higher

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.

Each educator and volunteer who has unsupervised access to children other than a parent volunteer will:

- be an adult
- provide the playschool (license holder) with a criminal record check, including a vulnerable sector search, dated not earlier than two months prior to the date of commencement with the program; to be updated every three years thereafter and before it expires.

New Hire/Staff Member:

The playschool board in conjunction with the teacher(s) will do an in person interview of suitable candidates (see above for minimum requirements). Selection will be based on educational experience, educational philosophy of play based learning. Interview process includes background checks and prescreening in order to make sure candidates fulfill the requirements of both an ECE certificate (Level 1, 2, or 3) and ample years of experience. Resumes received are kept on file.

Any new staff member:

- must provide a criminal record check as stated above within four weeks of commencement with the program and will not have unsupervised access to children until the criminal record check has been provided.

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.

Educators will receive orientation to the program's administrative policies and procedures. They will be required to become familiar with the parent-student handbook. They will be required to understand the requirements set out by the Alberta Government through the Early Learning and Child Care Act and Regulation. Educator signatures will be required at the bottom last page of the printed act and program plan every year to demonstrate that each has been reviewed and any revisions noted. Training and orientation is to be provided on the job by the teacher(s). Opportunity for out of class discussion between new hire and teacher to be held as needed. On going review and visitation of the Early Learning and Child Care Act to be held throughout the year.

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 20

Please select what program you provide

☐ Day Care ☐ Out of School ☒ Preschool

Ratio and Group Size - Pre-School Care

Age of Children	Primary Staff Member to Children Ratio	Number of Children Cared for in Program	Minimum Primary Staff/ Volunteers Required
19 Months to Less than 3 Years	1:6	0	0
3 Years and Older	1:12	20	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.

n/a

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		
Infants 12 Months to Less than 19 Months	1:8	8		
19 Months to Less than 3 Years	1:12	12		
3 Years to Less than 4 Years	1:16	16		
4 Years and Older	1:20	20		

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

We do not currently accept children under 3 years of age.

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

Our goal is to teach children how to solve their problems rather than punish them for problems they have not yet learned to solve. "Guidance is about building and encouraging setting for every child". It is about helping children learn from their mistakes.

To help children learn, we need to build relationships with every child, making extra effort to connect with children we find difficult to understand. This relationship building must occur in day to day interactions outside of conflict situations.

To implement Child Guidance practices we will:

- 1) offer firm friendly consistent guidance
- 2) ensure that each child is heard
- 3) have frequent whole class discussions about strong emotions; what they are, how you might feel, and how you can handle them.
- 4) provide a "calm down" spot with ideas or activities available such as breathing exercises, fish aquarium, music, fidget toys, soft blanket.
- 5) have regular whole class discussions of classroom behavioral expectations: Hands and Feet to ourselves; Sharing is Caring; Respect Each Others Property; Kindness, Red and Green Choices
- 6) redirect the child's focus as needed. This includes interesting the child in another activity or finding a toy in interest.
- 7) use a five minute timer to assist with sharing and cooperation
- 8) Child Guidance practices will be posted on the bulletin board outside of classroom for parental perusal.

Monthly newsletters and Seesaw Communication app will highlight our classroom Guidance Policies throughout the year. The Guidance Policy and procedure will be put into the Master Teacher binder for reference as needed.

The following forms of punishment are not permitted

- inflict or cause to be inflicted any form of physical punishment, verbal degradation or emotional deprivation

- deny or threaten to deny any basic necessity

- use or permit the use of any physical restraint, confinement or isolation

If a child's behavior is continuously disruptive, the parents may be asked to work with the educator to achieve an appropriate solution.

Procedure

Educator

A) Calm down participants

Educator

B) Describe what was observed during conflict

Child(ren)

C) Each participant takes the opportunity to state what was happening or what caused the conflict.

Educator

D) Paraphrase what has been said

Child(ren) and Educator:

E) Brainstorm solutions to conflict, problem solve, execute solutions

Educator

F) Follow up on conflict resolution to ensure that a plan is in place for future situations

"What can you do next time...?"

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).

Activities for the playschool will predominantly be provided by "special visitors" who will come to the classroom for their presentation. In the case of an off-site field trip, parents will be asked to provide transportation to and from the field trip site.

A note will be sent to parents providing details of any off-site field trip including date, time, location, and any other specific information related to the field trip. Signed written consent forms will be obtained from each child's parent(s) before the child is permitted to participate in the off-site activity.

Portable records and any emergency medications will be brought to off-site outings.

Cell phone number of lead teacher will be provided to all parents in case emergency contact is necessary.

In the case of regular/daily outings to the community playground, parents will sign a one-time consent form at registration allowing the child to participate throughout the year. The consent form will contain information on the who, what, where, when, why and how of the activity.

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.

Regular and repeated review of outside safety expectations; asking for clarification from children on what is acceptable and non acceptable choices both at on site and off site activities. Correction as needed. These expectations and boundaries are constantly monitored by teachers (and parent volunteers). The children will, as weather permits, walk to the community playground outside the playschool building under the supervision of the educators. Children will know boundaries and rules of playground activity: Three year old class to hold onto line up loops to walk outside. For both classes, children are to walk between the supervising teachers; one at the front and one at the rear. On mulch/sand area only, four year class can climb on larger playground equipment, one person allowed on slide feet first, three years are permitted on small playground apparatus only. Educators will constantly supervise the children and do regular head counts to ensure all children are present. Children are to walk and not run while going to and from off site activity. Unstable surfaces such as sand, ice, water are pointed out and children are cautioned about safety. Observation of play area safety to be evaluated prior to children's use. When/if the children are playing in more than one area, the lead educator will supervise one area and the second educator will supervise the other. A specific set meeting point will be established and at the sound of a whistle effectuated by the lead educator all children will immediately come to meeting point where a head count will done.

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.

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.

The only medication to be administered at playschool will be for emergency care. This would include medication such as a child's prescribed epinephrine pen or asthma inhaler.

Medication will be administered if:

- A) written consent is obtained from a child's parent
- B) the medication is in the original labeled container
- C) the medication is administered according to labeled instructions

The original consent form will be kept in the class registration binder. A copy of the consent form will also be kept in the portable records and first aid kit for off-site trips.

If medication is administered to a child at playschool, the following information will be recorded:

- A) name of medication
- B) time it was administered
- C) amount administered
- D) initials of person who administered it
- E) parent/guardian is notified that medication was administered and are updated on the status of their child as required

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.

All emergency medication will be kept in a cabinet that is accessible by staff, but not accessible by children in the program. The cabinet will not be locked. See 18 for more medication information.

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 will not be accessible by child. Only educators will have access. See 18 and 19 above for more information regarding medication in the classroom.

Menus

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

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.

In the case of an accident or serious illness including a child, the playschool will ensure that:
- the child receives medical attention deemed necessary.
- the child's parent is notified immediately by the lead teacher. If parent cannot be reached, the emergency contact person will be notified.

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 case of an accident or serious injury involving a child:
1a) 911 will be called immediately
b) first aid procedures will be followed by educators who have approved and valid first-aid certification
c) parent/guardian will be contacted immediately or at earliest possible opportunity
2) all educators will have appropriate and valid first-aid certification. Certificates will be kept on premises

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.

1. The playschool (license holder) will report any serious incident to the licensing staff director immediately following the incident . "Incident" meaning:
- a serious illness or injury to a child while the child is attending playschool
- any other incident that occurs while a child is attending playschool that may seriously affect the health and safety of a child
2. the following would all be reported to the licensing staff
- emergency evacuation
- program closure due to emergency

- intruder on school premises
 - a child removed from program without parent/guardian consent
 - an injury requiring medical attention
 - a lost child or a child left on the premises after operating hours
3. the program supervisor (lead teacher) will ensure that all incidents are reviewed monthly to be proactive instead of reactive and to identify any pattern of incidents or illness.
- 4) Parents will receive information on Illness and Accident policy through the Parent Handbook and teacher parent communication as needed throughout the school year.
- 5) Teacher will, to their best of their ability, contact parents or emergency contact via phone immediately .if a serious incident/illness occurs at school
- 6) Incident report as provided by AB Govt Child Care Branch to be completed by observing individual with assistance as required by classroom teacher- to provide the most accurate reporting of information about incident.

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.

The playschool will ensure that children of the program are at all times under supervision that is effective in ensuring their safety, wellbeing and development.

To do this the educators will:

- be involved with and familiar with all the children in their care
- monitor children at all times
- modify the environment as much as possible to meet the needs of each child
- conduct regular safety checks of the program premises and equipment to remove hazards
- arrange furniture and equipment in the playschool environment to allow educators to supervise fully the play areas and toilet areas
- assess supervision practices on a regular basis to ensure that they continue to promote safety and meet the needs of the children in the program
- keep daily records of arrival and departure times of each child in the program
- know which individuals are authorized to pick up a child from the program
- remember where emergency medications, first aid kits and emergency numbers are kept/posted

- not carry out activities that draw attention away from active supervision such as administrative tasks, cleaning, texting or using the phone.
- allow for children to play and take risks but observe play and anticipate what may be/become a potential danger
- perform regular head counts both while on and off program premises
- position teachers at strategic locations at play area to ensure all children are visible ; educators move to different areas as children move; continual communication between supervising educators as to number of children, with a head count or roll call done frequently
- the use of a walking rope while transitioning outdoors to be used to keep children together and safe
- a loud whistle will be blown when children are to come to a designated meeting spot- teacher will survey the area for any stragglers and other teacher will meet children at designated spot (roll call or head count will be completed to ensure all children are accounted for).

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.

The playschool educator will promote child's safety both on and off premises by:

- monitoring children at all time while attending the program
 - arranging classroom equipment as needed so that all children are visible during play
 - watching and participating in children's play to ensure all are participating in a safe manner
 - positioning educators to allow for supervision of the whole group
 - doing regular head counts of children both on and off premises
 - recording daily arrival and departure times as well as be aware of authorized/unauthorized adults for child dismissal
 - regularly evaluating toys and play equipment for loose, broken or dangerous parts and repair or replace as needed
 - enforcing the use of buddy/partner system while on off premises activities
 - enforcing the "walking feet rule" of no running; "hands off" rule of no pushing
 - establishing and enforcing the rule of "FREEZE when the whistle is blown by the lead educator"
 - dismissing children one at a time to their parent/guardian. No child will be allowed to leave with anyone who has not been authorized by a parent to do pickup. Educator will phone parent for permission if prior arrangements have not been made
- If a child is sick, their parent(s) will be called so they can be picked up. While waiting for pickup, the child will stay with one of the educators in an area away from the rest of the class (if possible).
- If the educator has reason to believe that a child may be suffering from a communicable disease, the playschool will ask the parent to pick up their child as soon as possible. Serious disease or outbreak will be reported to capital health (AHS)
- Diligent child safety practices such as roll calls, head counts, evaluating environment for hazards, review, of Green Choice safety rules
- Note that children are always parent transported. Playschool never transports children.

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).

Parents of the playschool will:

- be made aware of program plans through monthly newsletters
- receive email or Seasaw alerts to ensure they are informed of any changes to the program and updated on current events

The playschool will post in a visible and prominent location on the premises:

- the license
- inspection and monitoring reports by licensing staff
- any conditions to which the license is subject, which may include exemptions
- notices of enforcement actions such as orders to remedy, license variations and suspended and probationary licenses
- program plan

Parents will be made aware of these postings at the annual general meeting held in early September of each school year. In addition, parents will be directly informed of any provisions/changes made to the license.

A copy of the emergency evacuation plan will be posted in the classroom. A copy of the evacuation plan will be included in the parent handbook.

A list of emergency contacts will be available and posted but educators will use 911 in any emergency situation at the playschool.

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.

Children's current year records will stored (paper copy) in designated binders on classroom shelf accessible to all educators. Parents will be asked to notify the playschool of any changes to their child's registration. A reminder poster will be permanently placed on bulletin board outside of class reminding parents to notify educators of any change to their registration forms. Previous year paper records will be stored in a filing cabinet on premises.

1. Children's records

The playschool will have the following information with respect to each child:

- child's name, date of birth and home address
- a completed enrollment form
- parent's name, home address and telephone number
- name, address, telephone number of emergency contact
- if medication is on premises, a written consent form and explanation of symptoms from parents will be provided by parents. Administration instructions will also be required.
- any other relevant health information about the child provided by the parents, including immunizations and allergies, if any.

Educator will conduct regular reviews with parents to ensure proper and current medication and administration directions are available

2. Administrative records

The playschool will have up-to-date records for both students and staff indicating arrival and departure times for both/each. This information will be kept in designated binders located on classroom shelf.

The playschool will have records with respect to each staff member:'

- evidence of child care certificate
- current first aid certificate
- verification of current criminal record/vulnerable sector check (new checks to be done every three years)

3. Portable records

Portable records will be with the educators during any off-site activity or evacuation. This will include:

- child's name, date of birth, home address
- parent's name, home address, telephone numbers (work, home, cell)
- name, address and phone numbers of emergency contact(s)
- any other relevant health information provided by parents

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.

Fire drills:

Drill will be held four times a year.

Children will be familiarized with the alarm so they respond appropriately. Books will be read about fire safety. A firefighter visit may be planned to expose the children to what a firefighter looks and sounds like.

A copy of the emergency plan will be posted in the classroom as well as included in the parent handbook. Review of emergency plan to be reviewed each year and updated as needed

In the event of an emergency where an evacuation occurs, the educators will move the children to the closest emergency exit.

In classroom: EXIT will be on south wall of classroom. During a drill, one educator, after taking a head count, will bring the portable record and will lead the children single file out of the building and towards the designated meeting place outside of the building (community league sign). The other teacher will check for children in the room, bathroom and hallway and will close all doors. She will then follow the class to the meeting place, a second head count will then take place.

If emergency shelter is necessary, the group will proceed to the Westridge child developmental center across the street. Portable records will be taken.

If there is an area evacuation, the playschool educators and children will relocate to Starbucks located at 6873 Wolf Willow Road 780-444-4780. Portable records will be taken.

Parents will be notified by phone and/or Seasaw if any evacuation is required.

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 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 13 X Width 7 = Total Usable Square Metres 91

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 30

Maximum Number of Preschool or Out of School Children 36

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 Preschool or Out of School Children 20

Play Space Required (Preschool or Out of School Care) 50 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 Early Learning and Child Care Staff that accurately shows in detail the layout of the indoor play space.

Educators will be strategically placed throughout classroom to interact, supervise and respond to the children and their needs. The classroom layout will allow for effective supervision to ensure children's safety at all times. Areas will be provided for gross motor activity, quiet reflective activities, building and construction activities as well as craft and painting centers. The indoor play space will be designed to accommodate three different classes of children. See design drawing for classroom layout.

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 Early Learning and Child Care Staff that accurately shows the layout of the outdoor play space.

While not required, our program offers the children the use of the community league playground. The children will, weather permitting, be given daily outdoor playtime on the playground apparatus. This will provide the children with physical activity and allow for social skill development, gross motor muscle strengthening, coordination and risk taking/problem solving opportunities. Supervision will be provided by the two classroom educators. The three year old class will only be allowed to play at the small playground -see right hand side of photo. Educators will position themselves so that all children are visible. The four year old class will be permitted to go on the large climbers and slides (middle of photo) provided they follow the established rules of no pushing, no running; one child down the slide feet first only; no climbing up the slide and upon hearing the whistle will immediately freeze and come to the designated meeting spot.

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" value="2025-10-14"/>	<input type="text" value="2025-10-14"/>	<input checked="" type="radio"/> Approved <input type="radio"/> Refused	<input type="text" value="2025-10-17"/>

Statutory Director's Delegate Signature

Resources

Programming:

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

Child Development:

- 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://edc.org/focus-area/early-childhood-development-learning/>
- Center on the Developing Child Resource Library: <https://developingchild.harvard.edu/resources/>
- Resources for Early Learning: <http://resourcesforearlylearning.org/educators/>

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/>
- Canadian 24 hour Movement Guidelines for Children 0-4 years: <https://csepguidelines.ca/guidelines/early-years/>
- Canadian 24 hour Movement Guidelines for Children 5-17 years: <https://csepguidelines.ca/guidelines/children-youth/>