

Kensington Kids Early Learning Centre

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Welcome to Kensington Kids Early Learning Centre

Kensington Kids Early Learning Centre is a non-profit corporation operated by a volunteer Board of Directors made up of parents and community members. The Board of Directors oversee the general operation of the centre and set policies and procedures in place in cooperation with management.

The general functions of the Board of Directors are to plan and direct policy, as well as make decisions and be responsible to the corporation and the community it serves. In doing so, the stated purposes, goals, and objectives of the corporation can be implemented and attained.

Kensington Kids Early Learning Centre serves Infants, Toddlers, Preschool, and Before and After School children (JK, SK up to Grade 1).

Program Statement

The following Program Statement captures the beliefs of Kensington Kids Early Learning Centre, the expectations of our programs, and additionally, explains our understanding of high-quality programs. It describes the strategies we use to realize and achieve these goals, the plans of action to execute the strategies, and the practices to implement, monitor, and evaluate those action plans, as we continually strive to improve our performance.

KENSINGTON KIDS PROGRAM STATEMENT

Kensington Kids Early Learning Centre holds the view that children are competent and capable of complex thinking, are curious, and are rich in potential. To support and act on this view, Kensington Kids utilizes the document “How Does Learning Happen?” as the framework to guide programming and pedagogy to each of our programs.

Kensington Kids believes:

- Every child has a **sense of belonging** when he or she is connected to others and contributes to their world.
- Every child is **developing a sense of self**.
- Every child is an **active and engaged learner** who explores the world around them.
- Every child is a **capable communicator** who expresses him/herself in many ways.

Kensington Kids has the following expectations for our programs:

- **Belonging:** Kensington Kids cultivates authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
- **Well Being:** Kensington Kids nurtures children’s healthy development and supports their growing sense of self.
- **Engagement:** Kensington Kids provides an environment and varying experiences to engage children in active, creative, and meaningful exploration, play and inquiry.
- **Expression:** Kensington Kids fosters communication and expression in all forms.

Kensington Kids understands that recurring themes from research, theory, and practice suggests that high-quality early childhood programs:

- **Establish** positive, responsive relationships with children and their families.
- **Value** children as individuals as well as active and competent contributors with their own interest and points of view.
- **Recognize** connections between emotional well-being, social and cognitive development, and the importance of focusing on these areas holistically.
- **Provide** ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.

Our beliefs and expectations, along with our understanding of how children learn, provide the basis with which our educators seek to provide the best experiences and outcomes for children and families throughout their endeavours. This is showcased through:

- **Promoting** the health, safety, nutrition, and well-being of the children.
- **Supporting** positive and responsive interactions among the children, parent, and teachers.
- **Encouraging** the children to interact and communicate in positive ways and supporting their ability to self-regulate.
- **Fostering** the children's exploration, play and inquiry.
- **Providing** the child-initiated and adult-supported experiences.
- **Planning** for and creating positive learning environments and experiences in which each child's learning and development will be supported.
- **Incorporating** indoor and outdoor play as well as active play, rest and quiet time into the program, and by taking into consideration the individual needs of each child.
- **Fostering** the engagement of ongoing communication with parents about the program and their children.
- **Involving** local community partners and **allowing** those partners to support the children, their families, and staff.
- **Supporting** teachers and others who interact with the children at the centre in relation to continuous professional learning.
- **Documenting and reviewing** the impact of all strategies set out.

Kensington Kids promotes the health, safety, nutrition, and well-being of the children by providing:

- Dietician approved healthy breakfasts, lunches, and afternoon snacks
- Dental screening and tooth brushing program
- Sleep monitoring checks for all age groups
- Daily indoor and outdoor curriculum experiences in safety inspected environments
- Buzzer and video security systems

Kensington Kids supports positive and responsive interactions among the children, parents, and teachers by:

- providing opportunities for all parents to become involved in their child's day care experience (i.e. volunteering in the classroom, sitting on the Board of Directors, accompanying children on trips/outings)
- incorporating the HiMama App for all families; enhancing communication and allowing for daily reports and pictorial observations to be shared throughout the day
- planning and organizing family events (i.e. the family breakfast and holiday potluck celebrations)

- communicating verbally and through writing in several languages

Kensington Kids encourages the children to interact and communicate in positive ways and supports their ability to self-regulate by:

- modelling positive behaviour management skills
- engaging children in exploratory conversations
- including children in decision making processes
- promoting language development
- acknowledging and exploring emotions
- promoting independence
- working alongside parents in planning individual programs

Kensington Kids fosters the children's exploration, play and inquiry by:

- providing an environment rich with materials and resources, i.e. various art materials, music, books, building materials that are age appropriate and open ended which are adapted to each child's skill level
- developing play-based program plans which reflect the children's interests through documented observations
- being active participants and reflective practitioners
- working alongside parents to expand on their child's interests at home and in the centre
- providing opportunities for children to explore their community

Kensington Kids provides child-initiated and adult-supported experiences by

- planning activities based on the children's interests that can be expanded on as the children's interests and skills expand
- providing a variety of materials for pretend play including multicultural accessories and additions from home
- providing materials for 3D constructions with designated spaces to allow for creations to be saved for future expansion, exploration, and display

Kensington Kids plans for and creates positive learning environments and experiences in which each child's learning and development will be supported by:

- observing and documenting children at play and developing program plans based on these observations
- incorporating indoor and outdoor play as well as active play, rest, and quiet time into the day through flexible program planning, all while considering the individual needs of each child
- fostering the engagement of ongoing communication with parents about the program and their children
- involving local community partners/agencies and allowing those partners to support the children, their families, and staff
- providing teachers and others who interact with the children at the centre continuous professional learning opportunities
- documenting and reviewing the impact of all strategies set out

Kensington Kids incorporates indoor and outdoor play as well as active play, rest and quiet time into the day while considering the individual needs of the children by:

- developing weekly program plans which provide for indoor, outdoor, and active play based on children's interests and developmental levels
- providing a wide variety of active play equipment
- providing interchangeable experiences (i.e. bringing nature indoors, taking art, music, books outdoors)
- setting up areas for quiet time where books and relaxing music can be enjoyed
- considering children's individual sleep and eating schedules

Kensington Kids fosters the engagement of ongoing communication with parents about the program and their children by:

- sending photos, notes, and comments throughout the day to parents via HiMama
- sending Daily Reports to parents via HiMama at the end of the day/ pickup
- posting children's artwork, photos, song lyrics, and recipes throughout the room
- posting community events and special visitors to the daycare on the parent bulletin boards
- communicating in parents first language and being inclusive of all families
- being available at pick-up and drop-off times for parents to discuss their child's day
- supporting parents during their child's transition times

Kensington Kids involves local community partners, allowing those partners to support the children, their families, and staff by:

- working closely with the school we are in and other schools in the community with whom Kensington Kids and their families are involved
- consulting with community agencies such as Toronto Speech and Language as well as Community Living, seeking support in our classrooms and working together in cooperation for our families

Kensington Kids supports teachers and others who interact with the children at the centre in relation to continuous professional learning by:

- providing opportunities and financing for staff to attend workshops, events, and conferences
- providing financial assistance for staff to attend relevant post-secondary courses
- arranging for guest speakers, outside agencies, and college professors to provide training sessions in the centre
- supporting staff with their Continuing Professional Learning goals
- holding reflecting and planning sessions with all staff at monthly staff meetings to get feedback and suggestions
- providing First Aid/CPR training as legislated and required for all staff

Kensington Kids documents and reviews the impact of all strategies set out by:

- conducting observations of children at play to assist in determining children's interests which then allows educators to plan activities to support these interests
- providing detailed Daily Reports for parents and staff to inform each other regarding events of the day
- weekly team meetings to discuss, plan and evaluate activities and programs
- setting up portfolios for each child
- assessment of children's developmental levels using the LookSee checklist (formally the Nipissing District Developmental Screen)
- working with agencies to produce Individual Program Plans

In addition to fostering children's learning, Kensington Kids Early Learning Centre supports continuous professional learning for our staff. Staff are continuously encouraged to attend different workshops held by the city and College of ECE. Registered Early Childhood Educators in each classroom are allotted programming time to allow them to properly research ideas and focus on delivering optimal experiences to the children in their care. Fostering a strong sense of teamwork encourages positive interactions amongst the staff in our programs. Additionally, we provide learning opportunities to members of the community through recruitment, training of Early Childhood Educator students throughout their studies from the local colleges, as well as high school co-op students.

Prohibited Practices

The Ministry of Education requires all childcare centre to include a specific list of prohibited practices in the Centre's program statement and parent handbook. The language is very strong but is a requirement of the Ministry of Education.

Kensington Kids Early Learning Centre shall not permit, with respect to a child receiving childcare at our centre,

- Corporal punishment of a child.
- Physical restraint of a child, such as confining a child to a highchair, car seat, stroller, or other devices for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the childcare centre for the purpose of confining a child or confining a child in an area or a room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of the child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth.
- Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.
- No employee or volunteer of the licensee, or student who is on educational placement with the licensee, shall engage in any of the prohibited practices listed above with respect to a child receiving childcare

Contravention of Prohibited Practices

Kensington Kids Early Learning Centre has a zero-tolerance policy for any breach of the Ministry of Education list of prohibited practices. If a staff contravenes any of the prohibited practices listed above, the staff will be terminated immediately with cause and escorted off the premises. Depending on the nature of the contravention, the police may be called as well as the Children's Aid Society resulting in a serious occurrence filing.

If staffs are alleged to have contravened any of the prohibited practices listed above without direct witnesses or video evidence, the staff may be suspended, and the Manager and President of the Board of Directors will conduct an internal investigation. Outside resources such as police, Children's Aid Society, and legal consultation may be utilized as necessary.

If a staff commits a borderline breach of the prohibited practices (the behaviour may be close to a breach, but is unclear or not quite as severe as the breaches laid out by the Ministry), then the following steps will be taken:

- The Manager and/or Director will conduct an internal investigation with legal consultation as necessary. Outside resources may be called to aid in the investigation as necessary such as the police or Children's Aid Society.
- During the investigation the staff may be suspended with or without pay at the sole discretion of the director. This is determined on a case-by-case basis depending on the nature and severity of the accusations made against the staff.
- If the breach is deemed not serious enough for dismissal, then a corrective action plan will be put in place with specific steps to be taken. The staff must sign the action plan to continue employment with Kensington Kids Early Learning Centre. If the staffs refuse to sign the action plan, then it is considered a resignation of their position. Actions may include specific changes in behaviour, peer mentoring, review of policies with Manager or training.
- The staff may be placed on probation depending on the nature of the incident. This would be done in conjunction with implementing a corrective action plan.
- If the staffs have had previous allegations of breach of prohibited practices, or borderline breaches, with an action plan that has not been successfully completed, the staff will be terminated.

Staff Review

All staff, volunteers, and students review Kensington Kids Early Learning Centre program statement and implementation policy at least yearly. If any changes or amendments are made, whether due to a change in regulations or due to a clarification in Kensington Kids Early Learning Centre practices and guidelines, all staff will be coached on these amendments within 30 days of the changes being finalized. A record is kept of each staff members declaration of having reviewed policies, including the program statement and implementation policy, in the staff's file. The staff sign this record that they have reviewed and understood each of the policies.

Staff are constantly monitored for compliance with the centre's program statement (and all other policies) by the Manager/Assistant Manager through one-on-one coaching and direct observation. A formal evaluation form is completed at least once per year on each individual staff member. The completed forms are kept in the staff's file for the duration of their employment at Kensington Kids Early Learning Centre and for a minimum of 3 years thereafter.

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Parent Review

Once a year we will be sending out a parent survey to have our families review the impact of the Program Statement regarding your individual families.

I have read and reviewed Kensington Kids Early Learning Centre Program Statement, and agree to comply:

Dated at Kensington Kids Early Learning Centre this _____ day of _____ 202__

Staff Signature

Manager’s Signature

Staff Name (please print)

Manager’s name (please print)

Program Statement

Implementation and Prohibited Practices Monitoring

Staff Member: _____

Room: _____

Date of Evaluation: _____

Date Reviewed: _____

Staff Signature: _____

Manager Signature: _____

Achievement Levels:

Level 3: Performs all aspects of the job in a consistently competent manner

Level 2: Performance does not fully meet all aspects of the job requirements

Level 1: Performance is below acceptable standards for the job

Promotes the healthy, safety, nutrition, and well-being of children	Rating	Comments/ Goals
Do educators provide constant supervision of all children?	① ② ③	
Do educators emphasize strengths not weaknesses?	① ② ③	
Is the environment safe and child friendly and allows children to engage in age-appropriate risk?	① ② ③	
Do educators ensure compliance of all Toronto Public Health Regulations?	① ② ③	
Do educators implement self-serve and family style dining?	① ② ③	
Supports Positive and Responsive Interactions	Rating	Comments/ Goals
Do educators address children's questions, needs and personal interests immediately and appropriately?	① ② ③	
Do educators facilitate conversations and interactions? (e.g., answering questions when asked, active listening, modeling)	① ② ③	

Do educators showcase success through praise, positive reinforcement, incentives and displaying individual work?	① ② ③	
Are children observed actively seeking support from adults in the environment?	① ② ③	
Do educators use appropriate language, voice level, tone, and positive body language?	① ② ③	
Do educators avoids power struggles with children	① ② ③	
Supporting children’s ability to self-regulate	Rating	Comments/ Goals
Do educators provide guidance about emotions and feelings using language children understand?	① ② ③	
Do educators provide experiences to explore social problem solving?	① ② ③	
Do educators support and provide suggestions to help facilitate self-regulation?	① ② ③	
Foster children’s exploration, play and inquiry	Rating	Comments/ Goals
Do educators encourage children’s problem solving and decision making?	① ② ③	
Are always materials available and accessible to children?	① ② ③	
Do children move around the space freely and combine materials from different areas of the room?	① ② ③	
Do educators continually change and add equipment and materials into the classroom?	① ② ③	
Are children observed in activities of their own choosing that may not have been planned for that day?	① ② ③	

Providing child initiated and adult supported experiences	Rating	Comments/ Goals
Do educators observe children's interests and in response, create meaningful programs?	① ② ③	
Are activities choice based?	① ② ③	
Do educators recorded child-initiated experiences on spontaneous activity forms?	① ② ③	
Are educators found on children's level engaging in programming?	① ② ③	
Do educators establish and maintain room control?	① ② ③	
Creates positive learning environments and experiences	Rating	Comments/ Goals
Do educators create a comfortable space that encourages risk taking and exploration?	① ② ③	
Are children's individual successes celebrated?	① ② ③	
Does the classroom reflect culture, diversity and uniqueness of children, families, and educators?	① ② ③	
Incorporates play, rest, and individual needs	Rating	Comments/ Goals
Is the classroom designed to meet varying needs and challenge children?	① ② ③	
Is there flexibility throughout the day for active and quiet activities?	① ② ③	
Are there minimal wait times during transitions and transition toys available?	① ② ③	
Are children permitted to sleep and waken on their own?	① ② ③	

Are quiet activities available for children who do not sleep during rest time?	① ② ③	
Fosters the engagement and ongoing communication with parents	Rating	Comments/Goals
Do educators provide parents with opportunities to participate in their child’s program?	① ② ③	
Do educators engage in daily in-person communication with parents?	① ② ③	
Involving local community and supporting Philanthropic activities	Rating	Comments/Goals
Do educators link the community to the children’s program and learning?	① ② ③	
Do educators engage children in opportunities to learn about giving, generosity and helping others?	① ② ③	
Prohibited Practices	Rating	Comments/Goals
Uses corporal punishment	YES NO	
Use physical restraint with a child i.e. confining the child to high chair, for the purpose of discipline or in lieu of supervision.	YES NO	
Uses harsh and degrading measures, threats or use of derogatory language that is used to humiliate, shame, or frighten a child or undermine his/her self-respect, dignity, or self-worth.	YES NO	
Depriving child of basic needs (e.g. food, drink, shelter, sleep, toilet use, clothing or bedding)	YES NO	
Inflicting any bodily harm on children including making children eat or drink against their will	YES NO	
Confining children (e.g. locking exits or rooms or confining children in an area without supervision)	YES NO	

