



Daily Schedules Policy

Programs have a visual and consistent routine that is familiar to Educators, families, and children. Schedules are open-ended and allow for flexibility to meet the individual needs of the children. The daily routine includes active and quiet times, time for friends and time to play alone. Many opportunities are given to the children to interact individually or as a part of a group.

Programs offer interest-based activities in the following areas: art, crafts, music and movement, science, blocks and construction/manipulative, literacy and numeracy, community and culture, sensory, technology, character and asset building, core values, dramatic, risky and outdoor play. Outdoor play is part of daily programming, weather permitting.

Programming and Child Involvement

Various activities are offered each day, depending on the emergent and shared interests of the group. Each program's planning allows for children to experience both independent and Educator directed activities in both large and small groups. Planning is flexible to allow for spontaneous activity to develop.

Educators will work to ensure that toys, equipment and planned activities are available to children that reflect their age, interests and abilities. This will be based upon observations as well as the stated preferences of the children.

Each program has established means of allowing the children to be involved in programming which also gives Educators an understanding of the child's current interest, ideas and strengths.

All children are given leadership opportunities in the programs.

Educators will work with the children in each component of their care to develop a set of behaviour expectations for the inside and outside of the program. These will be linked directly to the Ridge Kids Playcare Corp. core values and how they relate to behavior practices and relationship building.



All educators need to prepare a program list of things they would need for programming. This will get the Director time to review and collect the list and purchase materials they require for their planning.

Outdoor Programming

Educators and children will participate in extended periods of all weather outdoor play based on children's interests and developmental needs while building environmental stewardship and celebrating the wonder of the natural world. By focusing on these play experiences as well as engaging in community exploration, we promote a joy of outdoor play, physical literacy and health.

Documenting of Programming

Programming is documented for each component of the program by Educators with prominent involvement from the children – directly or through observation. Accurate documentation of the observations is kept to maintain consistency and allow for emergent interest to be identified. In addition, photos and videos will be used to document programming and shared with families via Lillio and/or the private parent group on Facebook, per consent.

Gross Motor Activity and Healthy Habits

Each program will offer a compulsory daily component of gross motor activity, to promote a healthy lifestyle for those in our care. Children will experience gross motor activity outdoor for a minimum of one (1) hour, whether inside or outside.

Children will have the opportunity to experience both competitive and cooperative games in an outside or indoor environment.

Recreational equipment will be available to the groups during the gross motor component. This equipment will facilitate both group and independent play.

Sensory Experiences

We encourage sensory play for all age groups. Sensory play stimulates all of a child's senses and enables the child to learn about and make sense of their world. Examples of sensory play can include water tables, play doh, sand tables, art activities, nature play, etc. Sensory play supports all area of children's development.



Inclusion and Diversity

We are an inclusive and diverse program; therefore, we welcome all children and families.

We make a deliberate effort to create supportive, socially inclusive and culturally sensitive environments, routine and traditions, programming and activities that are accessible, relieve stress and meet the needs of all children. We also recognize and celebrate differences and unique abilities.

Inclusion is ensuring active and meaningful participation of every child in the program, regardless of physical, cognitive, developmental, behavioural, social or emotional need. Educators will demonstrate positive attitudes when making program changes to accommodate all the children. Educators enable children to understand one another better by using materials like books, puzzles, and toys, which address full range of diversity (i.e. age, ability, culture, ethnicity, family composition, etc.). Programmed activities are open ended and can be adapted to meet all children exceptionalities. Educators ensure that children can express and share these qualities within their peer group. Educators will promote peer interaction, relationship development and play so all children are successful in the program.

We are responsive to individual needs and will work in partnership with families and children (and relevant stake holders, when necessary) to allow for the success of all children in our program. When it is recognized that children require additional support(s), a discussion between the Director and family will occur to foster this success.

To demonstrate the diversity within our programs, we may display children's work, celebrate and recognise culturally significant holidays and provide opportunities for children and families to share their abilities. Upon registration, Parent/Guardian's are asked to share their child and family's heritage (familial, cultural and spiritual) so we can incorporate it into our programs.

Family Involvement and Events

We strongly believe that childcare must be a shared responsibility between families and Child Care Educators. Programs may host special events throughout the year, and families are encouraged to participate, when possible.

15101 102 Street Suites Suite 103 & 104
County of Grande Prairie No. 1, AB T8X 0G4
Phone: 780-832-3312 Email: ridgekidsplaycare@hotmail.com
www.ridgekidsplaycare.com



Transitions

Educators will work to ensure that transitions between different components of the program, such as gross motor children's choice, are minimal in both time and disruption. When possible, Educators will allow those children who are ready to progress to the next activity to do so in a supervised small group. Educators will be prepared prior to the transition and be mindful of the needs of the children in their care.

Multi Age Groups

We offer flexible, mixed age groups to support choice and accessibility for children and to reduce the impact of change and transition for children. Often, if capacity is low, classrooms may combine for potential to foster new friendships and learning opportunities.

Indoor/ Outdoor Environment

Play spaces in our program are arranged with flexibility to meet the diverse needs of the children in the programs. Our indoor spaces are arranged for a wide variety of play including messy, quiet, noisy to occur simultaneously without disturbance to other children. We provide sufficient quantity and variety of developmentally appropriate materials and equipment. Natural items may be brought into the facility such as pinecones, branches, leaves, rocks, sand, dirt, etc. and will be inspected by Educators to ensure they are safe and in good conditions.

We provide a safe, fenced outdoor space for physical activity and children explore and play in nature. Our outdoor space is securely fenced on all four sides with a locked gate when children are using the space. The door to enter the facility from the yard space is always accessible to Educators. The gate exiting the yard space is locked with a combination lock.