

Infant Curriculum Statement

Ecole Riviere Rouge Location

We believe that all children develop and grow through a variety of experiences. Early Childhood Educators (ECEs) and Child Care Assistants (CCAs) provide a nurturing and stimulating environment by encouraging and supporting children to learn through play, sensory exploration and hands on experiences. Here at Sugar-N-Spice Kiddie Haven Inc., we use emergent curriculum where we observe the children and can provide a learning environment where activities and experiences are based on children's interests.

Staff organize interactions and build relationships that promote learning and development by providing primary care giving. Primary care giving is a method done in the infant/ toddler program where one staff is responsible for a small group of children. Children under 2 years of age are in a ratio of 1-4 where as children two years of age are in a ratio of 1-6. The role of the primary caregiver is to build a special bond with that child that result in a trusting relationship where that child can feel safe and secure. The primary caregiver tries to be there for the children, especially during transition times (feeding, sleeping, and diapering). This can help a child feel comfortable with getting to know one staff.

Staff at Sugar-N-Spice build special bonds and relationships with families by daily reports that are both filled out by staff and parents. We strive to build strong connections with our families by open communication which helps to convey information about their children's learning and development on a verbal basis. We also provide the families with a monthly newsletter informing all parents/guardians what their children have been up to in their rooms in the past month.

We value the need of each infant's schedule to remain consistent with their schedule at home and try our best to accommodate this need. We follow the individual schedules of each child for sleeping and eating, although snacks and lunches are incorporated into our flexible daily schedule so that babies have the opportunity to socialize with one another. We believe infants learn at their own pace by touching, tasting, vocalizing and through play by themselves and with other infants. Another way to show parents about their child's day and development is by documenting our emergent curriculum. Posting action photos, little write ups and creative artwork, so parents can see what their child is interested in.

Staff observe the children playing and through these observations we provide activities and materials for the children to explore and learn from. The observations are kept in the rooms which will be put into the children's portfolios or are posted just outside of the door for families to see what their children are interested in. Staff organize the space and materials to promote learning and development by providing a warm, safe inviting, and challenging space for the various ages of infants/ toddlers, and we continue to modify the space as each child grows. We hang objects for visual stimulation, such as ribbons from the ceiling and mobiles. We place different textures and colors throughout the room, such as felt pieces, tissue paper, etc. We have small manipulative toys that even the youngest of infants can grasp and mouth such as rattles, shaker bottles, blocks etc. As the children become mobile and are able to crawl and pull themselves up we provide climbing structures, tunnels to crawl through, mirrors to look in and pictures at eye level. An example would be an infant learning to walk we will then provide push toys to encourage and help them to walk. Peer relationships are supported by the involvement of staff by singing group action songs, encouraging children to use their words, and helping the play along where needed.

In the toddler room children are offered play dough, crayons, and sensory table/water tables. This helps the children develop their fine motor skills. In the toddler room we encourage independence by promoting self-help skills. This can be done by encouraging the children to feed themselves, dressing to go outside, and using the toilet.

We provide materials and toys that stimulate the development of the whole child by giving them what they need at the stage of where they are at. We go outside weather permitting every day; we have a nature playground, small parks in the area and take the strollers out in the neighborhood for walks, and explore the community. Once in the community the children get to explore what is all around them. When children are outside they are seeing people who live here and different sizes of houses and buildings. They get a chance to sit in the grass and explore different textures such as bark, sand, soil, and rocks.

Children are given a verbal warning of when a transition is coming up so they have time to end their play. We sing songs, do finger plays before the next activity. We keep our routines consistent and predictable which can help ease children throughout transitions.

Each of our families is unique and special to us in their own way. Visuals are also provided representing different cultures. Posters, pictures, dolls and books show similarities and differences in race, ages, abilities and life styles. Some of which may be the same as the child's. We incorporate family photos to help bring a piece of home into our environment. It can also bring comfort to the child to see family photos. As children are learning to speak we communicate with the parents to get key words that are familiar to the child and having it relate to their culture. Children in the program with food allergies are accommodated into our hot lunch program. For example, if a child is allergic to eggs, eggs will be removed from the menu and baking will be done without this ingredient.