Child Care Program Plan

Maple Lake, Mn 55358

Lucky Charms

Childcare & Preschool

Supervision

Policy

All children will be supervised by sight and sound at all times. When children are in attendance, all staff working with the children will know how many children are under their supervision at all times.

Procedures

Upon arrival at the center, parents/guardians will sign their child/children in on the attendance sheet located by the entrance and the teachers will also check in the children on the classroom tablets. At the time of departure, parents will sign out their children on the attendance sheet and teachers will sign out on the classroom tablets.

Teachers will do a name-to-face count during transitions to or from outside, on field trips, during fire or tornado drills, and when taking children to the bathroom. Name-to-face counts will be done throughout the day.

Age Categories, Ratios, and Group Sizes

Age Categories

Infant: 6 weeks to 15 months

Toddlers: 16 months to 32 months

Preschooler: 33 months to the first day of kindergarten

School-age: Kindergarten to 12 years

Ratios and Maximum Group Sizes:

Age/classroom	*Staff-to-child ratio:*	*Maximum group size*
Infants	1:4	8
Toddlers	1:7	14
Preschool	1:10	20
School-age	1:15	30

Our program assigns specific staff to work with each group of children and strives to keep kids with the same staff as long as possible, provided that licensing and space allow.

Current Licensed Capacity

Infants	Toddlers	Preschool	School-age	Total
24	**21**	**20**	**30**	**95**

Children Served

Lucky Charms Child Care & Preschool provides education and childcare services to children without regard to race, creed, religion, or economic level. Therefore, any child between the ages of 6 weeks and age 11 is eligible to apply for enrollment.

Days and Hours of Operation

Lucky Charms Child Care & Preschool is open Monday-Friday 6:00 a.m. to 6:00 p.m. Open 12 months of the year. We also offer drop-in or backup care if space is available.

Lucky Charms Child Care & Preschool is closed on the following holidays and Staff Professional Development Days:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Eve
- Christmas Day

- New Year's Eve
- 2 floating Staff Professional Development Days

Education Methods

Mission

The mission of Lucky Charms Child Care and Preschool is to provide a safe, nurturing, "just like home" environment that fosters educational development, sparks imagination, and meets the individual needs of each child and family. We supply quality child care for the surrounding community and we offer families a partnership that provides support and encouragement as well as information about child development.

Educational Philosophy

Lucky Charms believes that parents are children's first teachers and that it is our role to provide children with a stimulating, nurturing, educational experience that promotes each child's social/emotional, physical, and cognitive development.

Child Care Program Plan Review

Each September the Child Care Program Plan is reviewed in writing and documented by the lead teachers and directors to ensure it reflects our annual program evaluation.

Goals and Objectives

Education Goals

Lucky Charms Childcare and Preschool uses a child-centered, play-based approach and has chosen to use *Funny Daffer* as its curriculum framework. Our teachers use the following resources when designing and implementing curriculum activities:

1. *Funny Daffer* for Preschool
2. *Funny Daffer* for Infants and Toddlers
3. Early Childhood Indicators of Progress: Minnesota's Early Learning Standards

4. National Association for the Education of Young Children (NAEYC)
5. Early Childhood Workshop

Goals for each area include:

Social: To help children feel comfortable in childcare, trust their new environment, develop friendships, feel included, and take turns during an activity.

Emotional: To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.

Cognitive: To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.

Physical: To help children increase their large and small muscle skills and feel confident about what their bodies can do.

Literacy: To help children develop literacy skills in the areas of listening, speaking, emergent reading, and emergent writing.

Mathematics: To help children increase their understanding of mathematical concepts such as logical thinking, number concepts and operations, patterns and relationships, spatial relationships/geometry, measurement, and mathematical reasoning.

Science and Technology (Scientific Thinking and Problem-Solving): To help children develop their observational, questioning, and investigating skills.

Social Studies: To help children become part of their home and school community by helping them to understand human relationships and the world around them.

Creativity and the Arts: To help children be creative thinkers by allowing opportunities for creative expression and for responding to and evaluating creative elements.

Approaches to Learning: To provide opportunities for children to express their curiosity, take risks, use their imagination, invent, and increase their skills in the areas of persistence, reflection, and interpretation.

Child Progress and Parent-Teacher Conferences

Policy

Teachers will document the intellectual, physical, social, and emotional progress of each child's record by using work samples, observational notes, photos, and parent interviews. This information will be used to share children's progress with parents two times per year during conferences. Parents will be included in the assessment process and are encouraged to share their observations with teachers.

Procedures

Teachers will record their observations in each child's portfolio. Other items to be included in the portfolio include artwork, writing samples, and photos. Teachers will collect information from parents through conversations, emails, our assessment tool, and preconference forms.

Teachers will complete an assessment form at the end of each reporting period for each child. At each conference, the teachers will share each child's portfolio, assessment, and conference form with the parents. Parents and teachers will discuss the child's progress and determine goals for the next period. Parents and teachers will sign the conference form, parents will receive a copy of the conference form and a copy will be kept in the child's file.

Daily Schedules

Policy

Each teacher will create a daily schedule that is appropriate for the ages and development of the children enrolled. The daily schedule will provide for a balance of child-initiated and adult-directed activities, including individual and small group activities, routines, and transitions. The daily schedule will allow time for the following activities:

• Infant Feeding and/or Family Style Meals (breakfast, lunch, and snack)

• Hand washing

• Toileting, diaper changing, or potty training

• Large Group Activities

• Small Group Activities

• Free Choice Play

• Gross Motor Activities (indoor and/or outdoor)

• Quiet/Rest Time

• Arrival and Departure rituals

• Storytime

Other Daily Schedule Guidelines:

• Child-initiated activities must be provided for the majority of the child's day

• At least 30 minutes will be allowed for breakfast and lunch and 15 minutes for snack

• Quiet/Rest time may not exceed 2 ½ hours (see naptime policy)

• Activities may be adjusted or changed according to the needs of the children or to cope with severe weather or other situations that may arise

• There must be clear unregimented transitions between activities and children must be given a warning about all transitions in the schedule.

• Children should not be required to move as a group from one activity to another unless they are transitioning to outdoors, another location in the building, for a fire or tornado drill, or on a field trip.

• At least 30 minutes of outdoor large muscle activity must be provided daily (weather permitting)

• Self-help and social skills must be incorporated into the daily routine such as cleaning up own spills, toileting, and putting materials away.

• Infants are on their own feeding and nap schedule with guidance and input from the parents.

Procedures

Each teacher will create a schedule for their classroom allowing for the required activities using the policy guidelines. The schedule will be posted on the parent board. A picture schedule will be posted at eye

level in the toddler and preschool classrooms to assist children in understanding what activity is to come next.

Materials

Furnishings, equipment, materials, and supplies

Lucky Charms Childcare and Preschool ensures that each classroom has the quantity and type of furnishings, equipment, and materials specified for the infants, toddlers, and preschoolers they serve.

Lucky Charms Childcare and Preschool will rotate materials between all classrooms and storage, depending on the interests and development of the children. Materials that rotate include:

- Blocks, cars, and animals
- Musical instruments
- Science materials
- Dolls and dramatic play materials
- Books
- Puzzles and games
- Infant and toddler toys (push toys, rattles, pop up, etc.)
- Indoor/Outdoor Large Muscle equipment
- Math and Cognitive Materials

Activities & Interest Areas

Lucky Charms Childcare and Preschool provides opportunities for children to engage in developmentally appropriate activities by organizing the classrooms into learning opportunities based on the children's development, culture, interests, and abilities. The teachers develop individual and group lesson plans that include teacher-directed, child-directed, quiet, and active activities.

The Learning Areas and the possible activities include:

Books/Library: Each classroom has a *book library*, neatly displayed with the covers visible to the children. Non-fiction, fairy tales, wordless, books that reflect the current study topics, and books that reflect a variety of cultures and backgrounds are included in the *book library.* The books are available to the children throughout the day. Opportunities for reading include quiet reading and read-aloud in small or large groups and with individual children.

Blocks and Building: This area contains a variety of materials that will allow children to explore and learn spatial and mathematical concepts, as well as allow for engaging in pretend play. The materials in this area include blocks and building materials. (wooden or foam blocks, unit blocks, people, cars, traffic signs, animals, ramps, and garages)

Science and Exploration: This area contains materials that allow children to explore investigate and experiment such as measuring devices, magnets, magnifying glasses, and collections of materials found in nature such as shells, pinecones, and rocks.

Math and Manipulatives: This area contains materials that allow children to develop number, color, spatial, and problem-solving skills such as puzzles, matching games, counting bears, Legos, patterning cards, lacing beads, magnetic tiles and geometric shapes.

Dramatic Play: This area contains materials that allow children to learn about the world by allowing opportunities to act out the roles of others. Materials in this area may include dishes, dolls, mailboxes, dress-up clothing, dollhouses, and child-sized furnishings.

Art/Easel: This area contains materials that allow children to express themselves creatively. An easel is available in this area as well as materials such as paints, crayons, markers, glue, a variety of paper, stickers, and collage materials.

Writing: This area contains materials to engage children in emergent reading and writing. Materials may include pencils, stencils, paper, journals, word cards, tracing boards, and alphabet letters.

Sensory: This area contains materials that allow children to explore materials with their hands and engage their senses. Materials in this area may include sand, water, playdough, and finger paint.

Large Group: This area allows the children to come together in a large group to promote a sense of community. Activities in this area include group stories or flannel board stories, music and movement activities, class meetings, shared stories, or games.

Music and Movement: This area allows children to appreciate music and express themselves through music. Materials in this area may include a CD player, musical instruments, scarves, and bean bags.

Quiet Area/Private Spaces: These areas allow children to seek out private, quiet space, or to play with one or two other children. These areas may be located in several places in the classroom, could be partially enclosed, be a small table, or contain soft elements such as large pillows or child-sized furniture.

Child Care Program Plan Available to Parents

Parents/Guardians may review our Child Care Program Plan at any time. A copy of our plan is available on our website and on-site

Infant Room Daily Schedule

* Please note this schedule may change from day to day*

6:00 - 8:00 Arrivals and Breakfast

8:00 - 9:00 Structured free play (stories and music

9:00 - 9:30 Art

9:30 -10:00 Snack

10:00 - 11:00 Baby gym time (working on rolling over, sitting up, crawling, etc.)

11:00 -11:30 Baby food lunch

11:30 - 12:00 Table food lunch

12:00 - 2:00 Nap time for older infants/quiet time

2:00 - 2:30 Free play

2:30 - 3:00 Snack

3:00 - 5:00 Structured free play (blocks, books)

5:00 - 6:00 Departures

Diapers and bottles are done throughout the day depending on each child's needs and parents ' requests. Parents will also be updated throughout the day on the app Brightwheel.

The main objective in the infant room is to provide a safe, secure environment in which basic needs are met (nutrition, rest, etc.) Infants in our Emerald classrooms will enjoy calm and soothing interactions in a safe, comfortable, and nurturing environment, enabling them to feel secure as they play, discover, and explore. Along with developing strong relationships, exploration and play will support babies to reach developmental milestones.

Toddler Daily Schedule

6:00 - 7:15 Arrivals/free play

7:15 - 8:00 Breakfast

8:00 - 8:30 Free play

8:30 - 9:00 Dramatic play

9:00 - 9:30 Diapers/ bathrooms

9:30 -10:00 Group time

10:00 - 10:30 Art/ sensory

10:30 - 11:00 Outside play

11:00 - 11:30 Diapers/ bathrooms

11:30 - 12:00 Lunch

12:00 - 12:30 Cleanup/ nap cots out

12:30 - 2:30/3:00 Nap

2:30/3:00 - 3:30 Diapers/ bathroom/ story time

3:30 - 3:45 Snack

3:45 - 5:00 Outside/ large muscle

5:00 - 6:00 Combine rooms/ Good-byes

The main objective in the toddler room is to teach the children their new roles in the huge new world they have entered. Manners are focused on, as well as simple feats such as eating from a plate with a spoon or fork, drinking from a cup without a lid, being able to wash their hands, and recognizing their name, colors, and shapes. Each child will, at minimum, be starting the process of being potty trained by the time they move up to the preschool room.

Preschool Daily Schedule

6:00 - 7:15 Arrivals/free play

7:15 - 8:00 Breakfast

8:00 - 8:30 Free play

8:30 - 9:00 Dramatic play

9:00 - 9:30 Bathrooms

9:30 -10:00 Group time

10:00 - 10:30 Outside play

10:30 - 11:00 Art/sensory

11:00 - 11:30 Bathrooms

11:30 - 12:00 Lunch

12:00 - 12:30 Cleanup/ nap cots out

12:30 - 2:30/3:00 Nap

2:30/3:00 - 3:30 Bathroom/ story time

3:30 - 3:45 Snack

3:45 - 5:00 Outside/ large muscle

5:00 - 6:00 Combine rooms/ Good-byes

The main objective in the preschool room is to provide learning experiences to stimulate curiosity, to develop self-confidence and independence, and to provide literacy and other readiness skills needed in preparation for kindergarten. Children will develop important social skills that help them learn to communicate with others, cooperate, and recognize and manage emotions.

School-Age Daily Schedule-Summer

6:00 - 7:15 Arrivals/free play

7:15 - 8:00 Breakfast

8:00 - 8:30 Free play

8:30 - 9:00 Dramatic play

9:00 - 9:30 Bathrooms

9:30 -10:00 Group time

10:00 - 10:30 Outside play

10:30 - 11:00 Art/sensory

11:00 - 11:30 Bathrooms

11:30 - 12:00 Lunch

12:00 - 12:30 Cleanup/Quiet Time/Reading/Board Games

12:30 - 2:30/3:00 Nap

2:30/3:00 - 3:30 Bathroom/ story time

3:30 - 3:45 Snack

3:45 - 5:00 Outside/ large muscle

5:00 - 6:00 Combine rooms/ Good-byes

School-Age Daily Schedule-School Year

6:00 - 6:45 Arrivals/free play

6:45 - 7:30 Breakfast

7:30- 7:45 Bus Pick Up

3:00 - 3:30 Bus Drop Off

3:30 - 3:45 Snack

3:45 - 5:00 Outside/ large muscle

5:00 - 6:00 Combine rooms/ Good-byes

The main objective in the school-age room is to provide students with a safe atmosphere of learning that helps develop self-confidence and builds character through promoting the values of caring, honesty, respect, responsibility and equity. We will assure parents/guardians that their children will be in a safe, healthy environment where staff will strive to meet emotional, social, and physical needs. Our classroom will create a happy, warm and exciting environment that is inviting, comfortable, flexible, and manageable for the children. Our staff will help each child develop relationships with others and learn to work together in a cooperative manner.