

Description of Daycare Operation and Daily Activities

General Objectives

The daycare seeks to implement the program of child education proposed by the *Ministère de la Famille et des Aînés*, while respecting certain differences in approach and protocol.

During their stay at the daycare, while encountering different environments in learning, meal time, resting and play time, the daycare will help children develop good habits, attitudes and manners, and will encourage values such as autonomy, creativity, effort, mutual respect, and teamwork.

The education program is created with the goal of:

Fostering the global development of the child

- The program places greater emphasis on the process of development rather than the simple acquisition of certain habits or the producing of results. It is crucial that every child develops their unique way of interacting with their environment in a constructive manner.

Fostering physical and motor skills

- The program also allows children to gradually become more autonomous with respect to their physical needs such as eating, dressing themselves and entertainment. The program also allows children to develop a sense of their surroundings and become more mobile within those surroundings.

Fostering intellectual skills

- The program aims to help children understand the relationship between objects and events, cause and effect and to help children develop their thoughts, reasoning and problem solving strategies. Furthermore, when faced with a problem, the program aims to help children observe, formulate hypotheses, ask questions, experiment, and draw conclusions.

Fostering language skills

- The program is committed to stimulating all forms of linguistic expression: artistic expression, body language, oral communication and basic forms of written communication.

Developing social and moral awareness

- Additionally, the educational program at "Les premiers pas" Daycare wishes to become an environment in which children develop confidence, self-esteem, and a sense of self-worth while completing tasks and becoming aware of his own capacities.

Education Program

"Les premiers pas" Daycare favors an educational model that is interactive, in which the teacher and child are partners in the progress of the latter. The teacher will guide the child in his experiences, explorations and lessons, always mindful of the three major aims (in keeping with the goals of the *Ministère de la famille et des aînés*): preservation of well-being, health and safety; to ensure an environment in which the child can develop in all respects, from birth until such time as they enter school; and finally to prevent any and all difficulties relating to learning, behavior or social integration later in life.

The daycare administration intend to develop a program of activities pursuant to the above mentioned aims so that the child may develop in all dimensions including social, cognitive, moral, linguistic, physical and motor. In addition, these activities will help the child adapt to collective living and harmonious coexistence.

The activities offered enshrine and uphold five basic principles of daycare services:

- **Every child is unique**
- **The child is the primary factor in his own development**
- **The development of the child is an integrative and global process**
- **Children learn through games**
- **Cooperation and collaboration between the administration, staff, and parents is essential to the child's development**

Our personnel believe that given that each child is unique; their education must also be adapted to their personality. We believe that it is essential to provide the child with the liberty and freedom to explore their choices and imagination during the learning process. The child himself is the principal actor in his development, while the role of daycare educators is to guide and accompany the child in this endeavor. Children learn through games and for this reason we endeavor to make all activities playful. Finally, in the interest of the child, we believe that it is important to develop a harmonious relationship between the administration, teachers and parents—parents are, after all, the primary child educators. Through dialogue and the keeping of journals and records, we hope to achieve this goal as well.

The daycare proposes the following activities grouped according to five themes:

- **Physical Activities:** with the goal of developing motor skills, activities such as dance, sports, running, gymnastics
- **Linguistic Activities:** with the goal of improving comprehension and oral expression, activities such as interaction with other children, singing, reading, listening and storytelling
- **Cognitive Activities:** with the goal of intellectual development of the child, activities such as do-it-yourself building, sorting, assembly, puzzles, memory games, etc.
- **Social and Moral Activities:** with the goal of gradual social development and integration, activities that promote cooperation with peers and that help to develop a sense of right and wrong in various circumstances.
- Special Activities: thematic outings or workshops.

Planned Educational Activities

Based on the needs of the age groups, various types of activities will be planned, performed and modified. The following activities, subject to a daily schedule, are envisioned for the children each day:

- The Circle: based on weekly themes, a gathering in which activities will be question-and-answer types, sing-along, music, and nursery rhymes.
- Morning Exercise: physical activities that also test memory such as mimicking movements, rhythmic movement, singing and dancing.
- Exercises pertaining to writing, simple math, recognizing colors and shapes, classifying and comparing spatial relationships through the use of toys, reading books, alphabet and number cards, memory cards, and paper/blackboard use based on the age of the child.
- Activities relating to art, drawing, coloring, painting and building

- Vigorous physical activities such as jumping, balancing, sliding, sports in the gym court or in the daycare area
- Language activities such as storytelling, listening to stories, educational videos, puppet shows, memory games, games of expression and communication
- Musical activities such as playing and experimenting with instruments
- Relaxation: periods of relaxation such as after-lunch naps, drawing or looking at picture books while listening to light music.
- Free access to educational games such as puzzles, LEGO blocks (age-appropriate) etc.

Daily Activity Schedule

	Age 2	Age 3	Age 4
7:00-8:00	Welcome	Welcome	Welcome
8:00-8:30	Free time	Free time	Free time
8:30-9:00	The Circle	The Circle	The Circle
9:00-9:15	Morning Exercise	Morning Exercise	Morning Exercise
9:15-9:30	Snack	Snack	Snack
9:30-10:00	Outdoor recreation	Basic math	Basic math
10:00-10:15	Outdoor recreation	Fairy tales	Visual arts
10:15-10:30	Basic math	Outdoor recreation	Visual arts
10:30-10:45	Visual arts	Outdoor recreation	Fairy tales
10:45-11:00	Visual arts	Visual arts	Outdoor recreation
11:00-11:15	Fairy tales	Visual arts	Outdoor recreation
11:15-11:30	Washing hands	Washing hands	Washing hands
11:30-12:00	Lunch	Lunch	Lunch
12:00-12:30	Lunch	Lunch	Lunch
12:30-2:30	Naptime	Naptime	Naptime
2:30-3:00	Colors and Shapes	Colors and Shapes	Colors and Shapes
3:00-3:15	Snack	Snack	Snack
3:15-4:30	Free time	Free time	Free time
4:30-6:00	Table Games Drawing/Reading	Table Games Drawing/Reading	Table Games Drawing/Reading