



Farmington Childcare Program Plan

We believe quality care is important for all children. We operate from 6:00am – 5:30pm, Monday through Friday – with observance of all major legal holidays. We are licensed for: 12 infants, 10, infant/toddlers, 13 toddlers, 28 preschoolers and 5 school-age children.

We provide high-quality early childhood education to all children and will always ensure supervisor of the children. We provide age-appropriate rooms, toys and equipment and a devoted staff of licensed teachers ensure that children get the positive learning experiences they need to grow up confident.

Programs/Rooms:

- Blueberry Room/Infant Program (6 weeks to 12 months) - Our infant program focuses on the healthy development of each individual infants working to master their motor, language and social skills. We use American Sign Language to improve the way we communicate with infants. The age-appropriate loving and nurturing environment will give all infants the freedom to safely explore, engross and develop.
- Grape Program /Older Infant/Younger Toddler Program (12 months to 24 months) – Our Transition Room to developed and organized to help older infant and younger toddler to prepare for the Toddler Program. They are in a structured type of schedule to help prepare them for circle time, center time, story time and napping. Napping will be done on a cot starting at 12 months (form for parent to sign).
- Banana Room (16 months to 33 months) - Our Toddler program is designed around the understanding that at during the toddler phase, each toddler is now developing new ways to express their needs. Toddlers are taught to make independent choices and develop self-help skills by beginning to solve their own situations. ASL will be used to give each child a voice.
- Orange/Cherry Pre-school/Pre-K Program (33 months to 5 years old) - The pre-kindergarten program prepares each child for the critical transition from preschool to kindergarten. The program assures that each child will be ready for the academic and social challenges of the kindergarten classroom.
- School-age Program (kindergarten to 12 years old) – Non-school days. Our School Age program is designed to meet the individual needs and interests of each child. We provide an educational environment with developmentally appropriate activities, equipment and materials that allow children to gain independence while strengthening their self-image.

Creative Wonders Childcare embraces children from diverse backgrounds, regardless of race, color, creed, national origin, public assistance status, disability status, religious affiliation, or membership in any other protected category. We maintain an open-door policy and encourage parents and staff to raise any concerns promptly.

Curriculum Planning:

Creative Wonders Childcare utilizes Pinnacle curriculums throughout the center. Each classroom teaching team is responsible for weekly planning of classroom activities. Weekly team meetings include lesson planning, classroom activities and goals. We will utilize some of the Montessori life practical skills techniques and language teaching methods.

Teachers follow the interests of the children to guide in their planning, so the learning is relevant as well as developmentally appropriate. Monthly newsletters are given to parents to let them see what lessons are taught for the month.

Daily Routine:

AM & PM times are combined age time for the children either in the large muscle room or outside depending on the weather. The large muscle room contains scooters, 100 large blocks, balance turtles, scarves and rocking boat & step. We believe that children need routine. Group time is a time for discussions and other teacher directed activities. Listening and verbal skills are emphasized, as well as group participation and cooperation. This can also be a time for changes in routines, curriculum themes and ideas and presented and discussed or stories may be read. This can also be a time to play group games, sing songs and introduce concept skills such as colors, shapes or letter recognition. Each classroom has several short group times throughout the day: one large group in the morning, another group time just before or after lunch and another large group time in the afternoon.

Indoor playtime or work time is semi-structured, encouraging each child to explore and discover, to make decisions, to develop concentration, self-confidence and cooperation within a small group and to practice specific skills. Teachers make available enough toys and learning materials to provide children with a choice, but not so many as to confuse, overwhelm, or cause chaos. Children are encouraged to help clean up an area before moving on to something else. Teachers interact in a meaningful way with children, while providing individual attention and assistance when needed.

Indoor gross motor playtime is scheduled (30 minutes every day) for every classroom. A climber, steps, mats and blocks are available for gross motor activity. There is also a quiet area for children to rest and relax in. Games played during this time is tag, red light green light, duck duck goose and parachute play.

Outdoor time will take place at the park located across the street adjacent to the center. Children will be grouped with a teacher leading at the front and another at the back when the staff-to-child ratio requires it. Attendance/Name to Face will be taken upon when crossing the street, entering for the park, while there, and when crossing the street to return to the center. Supervision is required of staff to maintain sight and sound at all times. A walking rope or stroller will be utilized as needed.

We offer parent teacher conferences twice a year which include a written progress reports on their child's development. This is an excellent time for parents to sit down with their children's teachers and discuss the observations made of their child that involve the child's intellectual, physical, social, and emotional development in the center. We believe this is a very important part of establishing communication between teachers and parents.

During conferences we will discuss the child's development as it pertains to learning rules, potty training, self-esteem, intellectual/academics, physical, social & emotional progress and kindergarten readiness and the child's individuality. This is also a wonderful opportunity to align on developmental goals for the child.

A copy of the Parents Program plan is available at a parent request at any time. A program plan is posted on the parent's board as well in each center. This Program plan will be developed, modified, and evaluated in writing by a staff member that qualifies as a teacher under MN Rules, part 9503.0032 annually.

ECIPS (Early Childhood Indicators of Progression):

Creative Wonders Childcare uses the ECIPS as the framework for understand and communicating development expectations for young children to their parents. Here are some brief examples of events we can do to enhance and promote development in children. Refer to the ECIP booklets for a full list of methods, concepts and ideas. All equipment including musical & dramatic play can/will be rotated between the classrooms.

Infants & Toddlers

Social & Emotional Development	<ul style="list-style-type: none">• Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance• Talk with baby about where you are going and when you will return
Language Development & Communication	<ul style="list-style-type: none">• Talk, sing, repeat rhymes, do finger plays or tell stories• Hold baby and read a variety of books over and over when baby interested• Sing songs with motions
Cognitive Development	<ul style="list-style-type: none">• Allow baby time to explore through looking, sucking, reaching and touching• Provide toys that offer possibilities for learning about size, shape and color• Provide a variety of different sizes, shapes, colors, mirrors and textures
Physical & Motor Development	<ul style="list-style-type: none">• Rotate placing baby on back and stomach to promote rolling over• Assist with sitting up, crawling and pulling self-up• Provide space for toddlers to walk, run, jump and climb

Preschooler

Social & Emotional Development	<ul style="list-style-type: none">• Encourage children to talk about their feelings and the feelings of others• Practice in thinking of solutions and anticipating consequences• Reinforce coping constructively with frustration and conflict
Approaches to Learning	<ul style="list-style-type: none">• Help children learn about and explore their neighborhood and community• Encourage children to try new approaches to solving problems
Language Development & Communication	<ul style="list-style-type: none">• Repeat nursery rhymes and play word games• Working on sequences in books: beginning, middle, and end• Practice writing name, letter and numbers
Cognitive Development	<ul style="list-style-type: none">• Encourage sand and water play on tables

	<ul style="list-style-type: none">• Discuss family events and relationships• Provide stuff for the children to measure, create patterns and count
Physical & Motor Development	<ul style="list-style-type: none">• Run, jump, skip and walk whenever outside or in large muscle area• Provide small manipulative objects and toys (puzzles, blocks, beads, etc)• Encourage independence by taking care of themselves (dressing, toileting, washing hands, feeding oneself)