



Centres partnered with the
FPFA support service

Reference : Page 1 of 1

Section :

Subject : Policy on children's supervision and
development

Adopted :

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1. PREAMBLE

The child develops in a remarkable way during the first years of their life. This development is the fruit of the interaction between biological processes and the environment.

The experiences and learning lived by the young child, first of all within their family then in other areas of life such as their educational environment, influence all the facets of their development.

These experiences and learnings are important for their health and well-being during the early childhood period. They are also the foundation upon which their identity as a child will be built, and this, until adulthood. In collaboration with families and the community, the educational service's manager has a responsibility to offer young children a quality living and learning environment where each of them may develop their full potential.

2. DOMAINS OF DEVELOPMENT

Development during the early childhood period is a global and integrated process. It is realised in different interrelated domains, such as physical and motor, social, affective, cognitive, and language.

- **Physical and motor domain:** The child develops their senses and motor abilities. This domain refers to the discovery of the body's possibilities and the mastering of increasingly complex movements.
- **Language domain:** The child develops their ability to communicate. They make efforts to understand and to express themselves by using sounds, gestures, and words.
- **Cognitive domain:** The child acquires various knowledge and develops their thinking and reasoning facing the world that surrounds them.

- **Social and affective domain:** The child develops their capacity to establish harmonious relationships with others and to communicate their emotions in a socially acceptable way. This domain refers equally to the construction of identity and self-esteem.

**Please note that, most of the time, each proposed or free play activity develops several developmental domains at a time.*

Without necessarily targeting a particular developmental domain to work on, the educator must define their educational intent by basing themselves on the child's interests and strengths as well as their developmental needs.

****developmental needs: the competencies to acquire according to the observation of development grids.***

3. PLANNING DAILY ACTIVITIES

In their weekly schedule, the manager must foresee the organisation of daily routines according to the children's different ages, for meals, rest, play periods, hygiene and the changing of diapers.

Activity planning must include learning experiences in small and large groups and in free play, based on the children's interests, that are supported by their experiences within their family, their community and their cultural environment.

Activity planning must be done in advance, during or outside of the manager's hours, by using the planning model provided by the agency. It must be made available to parents, visitors, and the agency.

They must develop the different developmental domains of the child, whether language, physical, cognitive, affective and/or social. The manager must use the planning grid provided by the agency (see the portal).

3. CHILD DEVELOPMENT OBSERVATION GRID

Twice per year, the educators will use a development observation grid to identify the strengths and challenges of the child. These grids are based on the age of the children and essentially aim to provide a structured observation tool to better orient the intervention strategies that favour the development of the child. During planning, educators take into consideration the challenges of each child to put in place activities that are adapted to their needs.

4. SUPERVISION OF CHILDREN

The children must always be in the manager's sight. The layout must favour a view of all children.

The manager may not be in a different room than the children.

Here are a few specificities on supervision according to ages:

Age of the children	Level of supervision required
0 to 19 months	<ul style="list-style-type: none">☞ The children must be in the educator's sight at all times, unless they are napping, in which case a baby monitor must mandatorily be used.
20 months to 4 years	<ul style="list-style-type: none">☞ The children are not authorised to use the outdoor play space without direct supervision;☞ The children must be within earshot of the educator at all times;☞ The educator checks in physically every 3 to 5 minutes;☞ When the children are napping, a baby monitor must mandatorily be used.
5 to 8 years	<ul style="list-style-type: none">☞ The child may use the outdoor play space without supervision, if it is within the educator's sight (for example, through a window);☞ The educator checks in physically every 5 to 10 minutes.
9 to 12 years	<ul style="list-style-type: none">☞ The children may have more freedom in the residence and in the private outdoor space;☞ The educator must, at all times, know where the children are;☞ The educator frequently verifies where the children are and what they are doing, all while considering what is adapted to their age and development.
