

GRACE BEGINNINGS/FUNSHINE PRESCHOOL CHILD CARE PROGRAM PLAN 2021-2022

PROGRAM GUIDELINES

Grace Beginnings serves children from 6 weeks through 5 years old and are not enrolled in Kindergarten.

Funshine Preschool serves children who are 33 months up to 5 years old and are not enrolled in Kindergarten.

Funshine Preschool licensed capacity is 132 children. [Grace Beginnings Child Care program has the capacity of 12 infants, 28 toddlers, and 36 preschoolers](#) making a total license capacity of 208 children.

The Directors of Grace Beginnings and Funshine Preschool supervises the staff members to ascertain that the program plan is being executed. Children have constant, direct supervision by the staff during program hours. The teacher/child ratio is always in compliance with DSH regulations.

Grace Beginnings/Funshine Preschool is a non-profit, state licensed, childcare and early learning center. It is sponsored by Grace Church of Minnesota. Registration is open to any child regardless of race, religion, creed or ethnic origin.

FUNSHINE PRESCHOOL HOURS AND DAYS OF OPERATION

M/T/W/TH 8:15 – 2:15

FUNSHINE PROGRAM STRUCTURE

Morning Preschool (Sept-May)	M/T/W, M-TH	9:15a -12:15p	33 mo-5 yrs.
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Day Extending Options (Sept-May)

Early Bird	M-TH	8:15a - 9:15	33 mo-5 yrs.
Lunch Bunch	M-TH	12:15p - 1:00p	33 mo-5 yrs.
Wiggles & Giggles	M-TH	1:00p – 2:15p	

Enrichment Offerings (Sept-May)

Spanish	M	1:00p – 2:15p	42 mo-5yrs.
Sports	T/W	1:00p – 2:15p	42 mo-5yrs.

GRACE BEGINNINGS HOURS AND DAYS OF OPERATION

M-F 7:30-4:30

GRACE BEGINNINGS PROGRAM STRUCTURE

All programming is offered throughout the year

Infant Full Day Childcare - Age 6 weeks to 15 months

4 Day Class M/T/W/TH 7:30 A.M. – 4:30 P.M.

5 Day Class M/T/W/TH/F 7:30 A.M. – 4:30 P.M.

Toddler Six Hour Full Day Childcare - Age 16 months to 33 months

4 Day Class M/T/W/TH 8:30 A.M. – 2:30 P.M.

5 Day Class M/T/W/TH/F 8:30 A.M. – 2:30 P.M.

Toddler Nine Hour Full Day Childcare - Age 16 months to 33 months

4 Day Class M/T/W/TH 7:30 A.M. – 4:30 P.M.

5 Day Class M/T/W/TH/F 7:30 A.M. – 4:30 P.M.

Preschool Six Hour Full Day - Age 33 months to 5 years

4 Day Class M/T/W/TH 8:15 A.M. – 2:15 P.M.

5 Day Class M/T/W/TH/F 8:15 A.M. – 2:15 P.M.

Preschool Nine Hour Full Day- Age 33 months to 5 years

4 Day Class M/T/W/TH 7:30 A.M. – 4:30 P.M.

5 Day Class M/T/W/TH/F 7:30 A.M. – 4:30 P.M.

PROGRAM GOALS, CURRICULUM, ASSESSMENT

Educational Philosophy

Our goal is to provide a safe environment in which students develop a life-long love of learning. We believe that children learn best when they feel accepted, nurtured and loved. Families and parents are encouraged to partner with teachers to provide a positive early learning experience. Our teachers intentionally plan developmentally appropriate experiences to help advance the total child and link planning to assessment to ensure quality. We provide a community that is culturally inclusive and supports at risk children with special needs. Our staff maintains ethical practices and professional standards.

Curriculum Goals and Objectives

Our staff uses the Creative Curriculum Framework to provide quality discovery based activities designed with the knowledge that “play” is a child’s work. The core philosophy of Creative curriculum is developmentally appropriate practice. The learning is child-initiated and guided by the teacher. The goals and objectives are presented to meet the needs of each child where they are on the developmental continuum. This curriculum provides a coherent focus for planning the student’s experiences and allows for adaptations and modifications so that all children are able to participate. The curriculum goals and objectives align with student assessment. Teachers prepare the environment giving children the opportunity to explore, interact and create in the following areas:

Art Activities are a means of self-expression that allow the child to explore and imagine. Observation skills and fine motor development are enhanced through art. Many mediums are used in our program: painting, coloring, clay sculpting, drawing, and more. Process art allows the child to make choices and to be creative. Product art is an exercise in following directions and relating sequence to outcome.

Music enhances a child’s auditory discrimination and physical development. Emotional expression, coordination, and language skills benefit from music experiences. Singing, dancing and listening to various styles of music enriches a child’s sense of rhythm and joy of sound.

Creative Dramatics give children an avenue to use their natural ability to fantasize and identify with situations and people in daily life (mommy, daddy, the policeman, etc...) or to become a “super” person to handle problems “in a single bound”. Props for role-play, dress-up clothes, puppets, or special dramatic sets (beauty shop, grocery store, doctor’s office, etc...) are accessible for the children daily. Creative drama helps a child feel special and empowered and gives them opportunities to experience diverse social experiences.

Language and Literacy skills develop through the use of books, puppets, poetry, finger plays and phonics. As a child’s vocabulary increases so does his or her ability to communicate ideas and gain confidence. Daily discussions, labeling, patterning, sorting activities and sound discrimination activities all provide opportunities to expand language. Family perspectives and cultural differences are considered when opportunities for language acquisition are provided.

Mathematical experiences promote the development of skills such as problem solving, reasoning, and representing. Opportunities to use number concepts, compare and measure and explore special relationships are part of our daily play activities. Children use manipulatives and enjoy hands-on activities to develop important mathematical skills.

Science experiences are made available to satisfy a child's inclination to explore. Natural elements such as feathers, rocks, tree bark etc... are displayed to enhance the changing themes and satisfy the need to touch as well as observe. Topics about weather, animals and the environment expand curiosity and the need to know!

Social and Emotional development is essential to help children gain confidence and learn focus and self-control. Our staff establishes warm, caring and engaged relationships with each child. They also ensure that their physical environments and routines are consistent, which creates a comfortable, trusting and safe environment. Our staff teaches children to respect the differences in others and to build community, which leads to a feeling of social competence. Our social development curriculum helps children to be sympathetic to the feelings of others and teaches them conflict management strategies.

Physical Development is enhanced with opportunities to use various types of large motor equipment both indoors and outdoors. These activities help children to become more aware of their body and gain confidence as they master physical skills. Small motor growth is important as a prerequisite to writing. Activities using eye-hand coordination help children to develop in this area. Puzzles, lacing cards, Legos, pegboards, and cutting exercises are some of the activities provided.

Growing Faith is the mission of the Funshine. Our program is Christ centered and reinforces the values that each child is loved by God and is precious in His sight. Children will learn that God made the world and all it contains. Age-appropriate Bible verses, Christian songs and themes, prayer and modeling of Christian values help children to know God's love and lay the groundwork for growing faith.

Assessment/Conferences

Conferences are offered twice each year, in the fall and spring semester. There are no preschool classes on conference days. During conferences parents/guardians receive written documentation of their child's intellectual, physical, social and emotional progress. Our assessment tool is used to align assessment to curriculum goals. Informal student assessment occurs daily. Teachers make notations of or chart observations to evaluate progress. This information is used make adjustments to daily lessons according to the individual needs of students. Specific conference dates and times are published on the preschool family school calendar and online at www.grace.church/funshine Parents/guardians are invited at any time to discuss their child's growth and development and to confer with the teacher about goals and methods to achieve those goals. Teachers are available by appointment to meet with parents/guardians throughout the year.

FUNSHINE PRESCHOOL DAILY CLASS SCHEDULE

9:15 – 10:00	Free Play/Center Activities (based on weekly themes)
10:00 – 10:10	Clean Up Time
10:10 – 10:35	Music/Story/Group Activities (readiness skills in reading/math/science/fine-motor)
10:35 – 10:55	Arts/Crafts
10:55 – 11:10	Bathroom Time, Snack Time
11:10 – 11:30	Large Muscle Activities: Indoor playroom or outside playground
11:30 – 12:15	Group Activities (readiness skills/fine-motor skills, etc.)/Dismissal

Funshine Preschool includes both quiet and active activities which are teacher directed and child initiated with enough variety to require the use of varied equipment and materials.

Off-site field trips are not offered at Funshine. Special presenters are invited throughout the year.

GRACE BEGINNINGS DAILY SCHEDULE

Daily Class Schedule

The daily activities for infants and toddlers will follow a similar schedule:

7:30 – 8:30	Arrival, Free Play/Center Activities (based on weekly themes)
8:30 – 8:50	Circle Time, Story time, Songs, and Movement, Outside Play
8:50 – 9:25	Art
9:30 – 9:45	Morning Snack
9:50 – 10:05	Story Time, Group/Table Time, Nap for Infants
10:10 – 10:45	Indoor Large Motor Play (Exercise, Dancing, Tumbling)
10:50 – 11:25	Free Play
11:30 – 12:00	Lunch
12:05- 2:00+	Nap and Rest Time
2:00 – 2:20	Fine Motor Play
2:25 – 2:45	Afternoon Snack
2:50 – 3:10	Music, Songs, and Movement
3:15 – 3:35	Outside Play
3:40 – 4:30	Free Play/Dismissal at Various Times

Grace Beginnings includes both quiet and active activities which are teacher directed and child initiated with enough variety to require the use of varied equipment and materials.

Outdoor Play

Grace Beginnings offers outside playtime throughout the day for infants and toddlers, weather permitting. Large motor schedules are posted in each classroom and in the office.

FUNSHINE PRESCHOOL NAP AND REST POLICY

Funshine Preschool's Nap and Rest Policy is consistent with the developmental level of the children attending the program. Teachers are responsive to a child's need to rest and provide a quiet, comfortable place for children to rest at their will. Structured nap periods are not scheduled. The parents/guardians are informed of and agree to, in writing, that their child will not receive a structured nap period.

GRACE BEGINNINGS NAP & REST POLICY

Grace Beginnings Nap and Rest Policy is consistent with the developmental level of the children attending our program. Teachers are responsive to a child's need to rest and provide a quiet, comfortable place for children to rest at their will and during a structured nap period. Naps and rest must be provided in a quiet area that is physically separated from children who are engaged in activity that will disrupt a napping or resting child.

Cribs, cots, mats, and beds must be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping and resting equipment. Cribs, cots, mats, and beds must be placed directly on the floor and must not be stacked when in use.

A child who has completed a nap or rested quietly for 30 minutes must not be required to remain on a cot, mat, crib, or bed.

Infant Sleep Policy

Infants will be placed on their backs unless the Physician's Directive for Infant Sleep Position form is completed and in the infant's file. An infant who independently rolls onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant is at least six months of age or the license holder has a signed statement from the parent indicating that the infant *regularly* rolls over at home.

Each infant is placed in a crib on a firm mattress with a fitted sheet that is appropriate to the mattress size that fits tightly on the mattress, and overlaps the underside of the mattress so it cannot be dislodged by pulling on the corner of the sheet with reasonable effort. Grace Beginnings staff will not place anything in the crib with the infant except for the infant's pacifier. The pacifier must not have an attached string or cord.

A crib or portable crib must be provided for each infant for which the center is licensed to provide care. The equipment must be of safe and sturdy construction. Separate bedding must be provided for each child in care. Bedding must be washed weekly and when soiled or wet. Blankets must be washed or dry cleaned weekly when soiled or wet.

If an infant falls asleep before being placed in a crib, the staff will move the infant to a crib as soon as practicable, and must follow the requirements for supervision of the sleeping infant. Staff must consider the supervision needs of the sleeping infant and other children in care when determining how long to hold the infant before placing the infant in the crib to sleep. The sleeping infant must not be in a position where the airway may be blocked or with anything covering the infant's face.

Placing a swaddled infant down to sleep in a child care setting is not recommended for an infant of any age and is prohibited for any infant who has begun to roll over independently. However, with the written consent of a parent or guardian Grace Beginnings staff may place the infant who has not yet begun to roll over on its own down to sleep in a one-piece sleeper equipped with an attached system that fastens securely only across the upper torso, with no constriction of the hips or legs, to create a swaddle. Prior to any use of swaddling for sleep, Grace Beginnings must obtain informed written consent for the use of swaddling from the parent or guardian of the infant on a form approved by the commissioner Parent Consent for Swaddling and prepared in partnership with the Minnesota Sudden Infant Death Center.

Nap and Rest Supervision Policy

Grace Beginnings staff are encouraged to monitor sleeping infants by conducting in-person checks on each infant in their care every 30 minutes. In-person checks require the staff member to stand next to the crib, look at the child, check for the chest to rise and fall, ensure that nothing is blocking the child's airway, skin color is normal, and the child has not overheated.

(b) Upon enrollment of an infant in a family child care program, the license holder will to conduct in-person checks on the sleeping infant every 15 minutes, during the first four months of care.

(c) When an infant has an upper respiratory infection, the license holder will to conduct in-person checks on the sleeping infant every 15 minutes throughout the hours of sleep.

Children at Grace Beginnings are never unsupervised.

HANDLING AND DISPOSAL OF BODILY FLUIDS

Grace Beginnings/Funshine Preschool's policy for handling and disposal of bodily fluids states that:

Surfaces that come in contact with potentially infectious bodily fluids, including blood and vomit, are cleaned and disinfected according to Minnesota Rules, part 9503.0005, subpart 11 which states that the surfaces are disinfected to reduce microorganism contamination. A copy of the procedures used for disinfection are available upon request at the preschool office and written in the Health Policy section of this document.

PROGRAM PLAN REVIEW STANDARDS

The Childcare Program Plan of Grace Beginnings/Funshine Preschool has been developed by the Funshine and Grace Beginnings Directors and is evaluated annually in writing by a staff person qualified as a teacher. This Child Care Program Plan will be available to parents for their review on request.

Written by: _JT Carter_____ Director Date 8-5-21

Reviewed by _Katie Tifft_____ Qualified Teacher Date 8-5-21