

## NIPISSING DISTRICT QUALITY ASSURANCE PROGRAM SITE VISIT - SUPPORTING DOCUMENT FOR LICENSED CHILD CARE PROGRAMS

The Site Visit document was developed with the intent to promote reflective practice at all levels by providing opportunities for Educators and Supervisors to be engaged as co-learners alongside the Quality Assurance Program Specialist.

The following information is intended to support early years and child care professionals in gaining a better understanding of some of the key elements that are taken into account by the Quality Assurance Program Specialist when observations are completed and documented during a quality assurance site visit.

It is important to note that this document is not intended to be used as a checklist but was created as a guide to promote further understanding of the quality assurance program and its alignment with the Ministry's pedagogical approach of How Does Learning Happen? (HDLH?).

As site visits are conducted, the Quality Assurance Program Specialist is looking for evidence of the implementation of HDLH? in the early learning and child care program ensuring a holistic approach to optimal learning and development for every child.

<b>AGENCY-SITE:</b>	<b>DATE:</b>
<b>PROGRAM STAFF:</b>	<b>PROGRAM:</b>

Quality Assurance Program Specialists will be conducting ongoing site visits throughout the District, in both EarlyON Child and Family Centres and licensed child care programs. As previously established, in most instances, site visits will be unannounced however announced and agency initiated visits will also occur. The number of site visits conducted in each program will vary and be contingent on program needs and required supports.

**SITE VISITS**

- ANNOUNCED VISIT (Initiated by DNSSAB or by the agency)**
- UNANNOUNCED VISIT**
- FOLLOW-UP VISIT**

The intent of the site visit is to build relationships and provide support, feedback and guidance through an engaging, interactive, collaborative and reflective process. The Quality Assurance Program Specialist will work alongside all team members – at all levels, in order to achieve this.

## OBSERVATIONS

**DATE OF SITE VISIT:**

**Arrival:**

**Departure:**

Documented observations will be based on the foundations and pedagogical approaches and may include but will not be limited to the following points:

### RESPONSIVE RELATIONSHIPS

**Educators are promoting responsive relationships by:**

- Engaging in positive, respectful and responsive interactions and relationships with children, parents, colleagues and other professionals (i.e. greeting parents, children and visitors in a warm and welcoming manner when they arrive at the centre; engaging in meaningful conversations; speaking of children, parents and colleagues in a positive and respectful manner; etc.).
- Responding to children and their needs in a caring, sensitive and respectful manner.
- Ensuring every child's development and well-being is priority by supporting them to develop a sense of belonging, coping skills, self-regulation skills, social skills, communication skills, negotiating skills, self-help (life skills) etc.
- Supporting and working collaboratively with colleagues (i.e. exchange of information related to routine, children, families, documentation and programming, etc.).
- Supporting and working collaboratively with other professionals by meeting the needs of every child (i.e. implementing recommendations for the success of each child).
- Demonstrating that the best interest of the child is priority by continually promoting belonging, well-being and inclusion for all children regardless of ability.

### LEARNING THROUGH EXPLORATION, PLAY AND INQUIRY

**Educators are encouraging learning through exploration, play and inquiry by:**

- Supporting and reassuring children by responding appropriately to their ideas and encouraging further exploration, discovery, problem-solving, collaboration, creativity, imagination, expression, etc.
- Allowing children to take reasonable risk during their daily play, and recognizing that children know how to be safe and trusting that they will do so.
- Offering a variety of open-ended materials, resources, tools and equipment in the classroom that promotes a holistic approach to learning while engaging all children in a

variety of meaningful learning experiences that encourages optimal development.

- Asking meaningful questions that promote inquiry, engagement, reflection and natural curiosity in every child.
- Ensuring suitable amounts of uninterrupted play-based learning throughout the day.

### **EDUCATORS AS CO-LEARNERS**

**Educators recognize their role as co-learners by:**

- Playing a role in facilitating learning for children while learning with them, more about them and from them.
- Inserting self at the right time and extending children's play and engaging them further by extending or expanding their ideas and learning experiences.
- Allowing children to initiate and direct their own learning. Act as a support and facilitator when necessary.
- Balancing the children's and educator's role in learning, acknowledging that no role is more important than the other.
- Motivating children to expand their learning.
- Reviewing their daily C:D:C Ratio so that the Educator spends the majority of the day connecting with the children within their care rather than directing or correcting.

### **ENVIRONMENT AS A THIRD TEACHER**

**Educators use the environment as third teacher by ensuring that the classroom is:**

- Reflective of children's needs and inclusive of all children and their families (i.e. welcoming, warm, supportive, inclusive of all, etc.).
- Promoting belonging, expression, engagement and well-being while developing responsive relationships, collaboration and co-learning opportunities.
- Providing natural open-ended materials and resources that support and enhance learning through play by stimulating curiosity, promoting discovery, encouraging inquiry and exploration, stimulating imagination, encouraging problem solving and critical thinking, etc. (i.e. loose parts: materials that can be used in a variety of ways that spark the imagination and creativity of every child).
- Equipped with enough materials for the number of children in the program.
- Child-centered and intentionally created provocations (materials, resources, books and other items) have been added to extend the children's interests and further assist their learning when needed.
- Child-centered and intentionally created Invitations to play (materials, resources, books and other items) have been added to spark the natural curiosity of children and provide children with new interests.
- Aesthetically pleasing and not over cluttered or over stimulating.

## **PEDAGOGICAL DOCUMENTATION**

### **Educators promote pedagogical documentation by:**

- Listening, observing, recording, interpreting and sharing detailed information and documentation about the children's learning experiences during the course of the day/week through various methods (i.e. learning stories, parent boards, displays, etc.).
- Using appropriate documentation and communication strategies to share information with families regarding the learning and development of children.
- Ensuring that documentation (as described above) is visible and available to children, parents, colleagues and other professionals.
- Ensuring that parents are meaningfully involved in their children's learning experiences.
- Ensuring documentation includes a "what's next" aspect, which recognizes that learning doesn't end and is able to evolve into a new learning experience.
- Documentation is not limited to activities alone, but also consists of social situations, problem solving, conflict resolution, inquiry based wonderings, testing theories, overcoming barriers, mastering new skills, creating, building, team work – Learning happens in a variety of ways.

## **REFLECTIVE PRACTICE AND COLLABORATIVE INQUIRY**

### **Educators exercise reflective practice and collaborative inquiry by:**

- Ensuring that documentation is maintained in order to guide and improve future learning experiences for all children in the program.
- Working with colleagues to improve their day to day practice and to gain a better understanding of what learning experiences have taken place and how these can be improved upon or done differently in order to fully promote the four foundations and pedagogical approaches in the program.
- Meeting with colleagues on a regular basis to discuss what is working well in the environment and what can be adjusted and or enhanced to expand future learning opportunities.
- Observing the children within the program to be able to reflect on the successes of the program and to implement new ideas for continued improvement.
- Networking with community partners to build relationships and learn from one another.

## **INCLUSION SUPPORT PROGRAM**

### **Educators ensure an inclusive environment for all children and families by:**

- Providing programs, activities or physical accommodations that ensure the success of each child.
- Each children's sense of wellbeing and belonging is fostered regardless of ability and individual needs.
- NDDS's (Nipissing District Developmental Screen "LookSee") have been completed for all children within the program.

- ASQ's (Ages and Stages Questionnaires) have been completed when needed.
- Strategies, supports and protocols that have been put in place for the wellbeing and success of the children in the program have been implemented and are consistently used.
- Following up with the Resource Consultant when the staff of the program have concerns or require guidance supporting the children in their care.
- Are actively involved in completing documentation for tracking behaviours of children (Tracking Sheets, scatter plots etc.) that have been requested by the Resource Consultant.
- Are attending meetings, case conferences that are held to discuss the success of a child or children in their care.

Although observations capture “moments in time”, these are written in a purposeful and meaningful way in order to provide additional guidance and support to the Team’s approach to HDLH? and quality services. These observations also provide opportunity to reflect on the work that is being done, how it’s being done and how it can be improved upon or done differently. All of this is to achieve the goal of high quality, inclusive, accessible and responsive services for all families and their children. Furthermore, such observations will further guide the development of additional resources that will be required throughout this journey (i.e. resources, professional learning opportunities, etc.)

## EDUCATORS’ REFLECTION

This section allows the Educators to ponder, as a team, on the observations made during the site visit and to reflect on their approach of responding to every child’s unique needs, promoting an inclusive environment, building relationships and partnerships with families, their children and other professionals within the community. Furthermore, it allows Educators to further reflect on establishing learning environments that promote the foundations and pedagogical approaches of HDLH?, understanding what children learn and so much more.

**Sample Questions for Reflection:** It’s important to note that these questions are intended to be a guide in support of reflective practice.

- If there was one thing that we could do differently, what would that be? How can it be achieved?
- How do we involve the children’s prior experiences into the program and how do we connect these experiences with new ones? How can we further build on these experiences in the future?
- How are we documenting, observing and capturing the interests of the children and making them visible within the program?
- How do we motivate children to expand their learning opportunities? Moving forward,

how can we further expand these opportunities? What types of questions should we ask to encourage these expansions of learning?

- How do we support warm, positive and responsive relationships between children, with parents and with our colleagues? How can we further build on these relationships in the future?
- Does the learning environment support inclusion, engagement and expression? How can we further support inclusion, engagement and expression?
- How do we involve parents meaningfully in learning experiences? How can we further support parent involvement in our program?
- How do we promote a welcoming, warm and supportive classroom that is inclusive of all children and families? How can we further promote an inclusive environment?
- Is the program equipped with enough materials and resources to support and enhance learning experiences? What other materials and resources can we add to further promote engagement, exploration and stimulate curiosity in every child?
- Is our pedagogical documentation reflective of the children's daily experiences and successes? Are our families well informed of their children's daily experiences? How can we further promote sharing of information with our families?
- How do we ensure children are feeling competent and capable in their daily adventures? How can we further promote this in our program?
- Is our program set up in a meaningful way that promotes creativity and inquiry in children? How can we continue to do so, while enhancing experiences for children?
- Are we offering materials and tools that allow the children to be independent thinkers? What additional materials and tools could we make available?
- Are we offering activities and materials that reflect the interest of the children within our program?

## SUPERVISOR'S REFLECTION

This section allows the Supervisor to ponder on the observations made and to reflect on how the Educators may be better supported throughout this journey. It also provides the Supervisor opportunity to reflect on the Team's approach to responding to every child and family's needs and how the team can be better supported. Conversation, reflection, planning and goal setting with all team members are an essential part in supporting the implementation and ongoing practices related to the foundations and pedagogical approaches of HDLH?

**Sample Questions for Reflection:** It's important to note that these questions are intended to be a guide in support of reflective practice.

- If there was one thing that I could do differently, what would that be? How can it be achieved?
- How can the team involve the children's prior experiences into the program and how do they connect these experiences with new ones? How can they further build on these experiences in the future? How can I support them in doing so?
- How does the team motivate children to expand their learning opportunities? Moving forward, how can they further expand these opportunities? How can I support them in doing so?
- How does the team support warm, positive and responsive relationships between children, with parents and with our colleagues? How can they further build on these relationships in the future? How can I support them in doing so?
- How does the learning environment support inclusion, engagement and expression? How can the team further support inclusion, engagement and expression? How can I support them in doing so?
- How does the team involve parents meaningfully in learning experiences? How can they further support parent involvement in our program? How can I support them in doing so?
- How does the team promote a welcoming, warm and supportive classroom that is inclusive of all children and families? How can they further promote an inclusive environment? How can I support them in doing so?
- Is the program equipped with enough materials and resources to support and enhance learning experiences? What other materials and resources can the team add to further promote engagement, exploration and stimulate curiosity in every child? How can I support them in doing so?
- Is the team equipped with the proper tools needed for observation and documentation? What other resources can be added to further assist the educators with this?
- Is the team's pedagogical documentation reflective of the children's daily experiences and successes? Are our families well informed of their children's daily experiences? How can the team further promote sharing of information with our families?
- Is the team given adequate time to complete pedagogical documentation, and how can I further support them in doing this?
- How do the Educators ensure children are feeling competent and capable in their daily adventures? How can they further promote this in our program? How can I support them in doing so?
- Is the program set up in a meaningful way that promotes creativity and inquiry in children? How can Educators continue to do so, while enhancing experiences for children? How can I support them in doing so?
- Are the Educators offering materials and tools that allow the children to be independent thinkers? What additional materials and tools could they make available? How can I support

them in doing so?

- Are the Educators within the program provided with the necessary information to be successful in their roles (i.e. knowledge of upcoming professional learning opportunities, time to meet with one another to collaborate among themselves as well as with assistance of the Supervisor, if needed)? How can I further enhance communication and information sharing with the Educators?

Please return this document to [quality@dnssab.ca](mailto:quality@dnssab.ca) by **xx**.

The team will be provided with a two week timeline to complete the two sections described above: Educators Reflection and Supervisor's Reflection. Once the document has been completed electronically, it is to be returned to the Quality Assurance Program Specialist in its original word format for further reflection.

#### **QUALITY ASSURANCE PROGRAM SPECIALIST'S REFLECTION**

This section allows the Quality Assurance Program Specialist to reflect on the Educators and Supervisor's reflections and on how the team can be supported throughout their journey.

In keeping with set timelines the Quality Assurance Program Specialist will complete this section within a two week timeline and a copy of the completed document will be returned to the Supervisor. In turn, the Supervisor is asked to share the document with the team. The Quality Assurance Program Specialist will also request a follow-up conversation in order to address the next section.

#### **FOLLOW-UP CONVERSATION**

The intent of this section is to further promote a collaborative approach between the Educators, Supervisor and the Quality Assurance Program Specialist. A follow-up conversation will be scheduled with the Supervisor and team members (whenever possible but strongly recommended) in order to complete this section. This conversation will be scheduled using teleconferencing and/or ADOBE Connect options.

**Date of Follow-Up Conversation:**

**Team Members Present for the Discussion:**



The follow-up conversation will provide opportunity to ponder and discuss everyone's reflections and to ask for any clarification or explanations that may be needed. Follow-up conversations are an excellent time to request additional resources or to inform the Quality Assurance Program Specialist of any additional support or guidance that you may require. The follow up conversation is also a time to discuss the goals that have been set by the program, the plan of action that is going to be put into place and the timeline of which you are going to follow to achieve these goals. As the Quality Assurance Program Specialist is only in the program for a brief period of the day, the conversation will also allow for Educators to ask questions and seek guidance on a portion of the day that may not have been observed at the time of the site visit.

Setting goals is an excellent way to provide a team with direction, focus and inspiration. When establishing goals – big or small, it's important to set some that motivate the entire team. In other words, they have to mean something to everyone who is trying to achieve them. While in discussion, the team will have to determine the goals that are of highest priority. It's very easy to be overwhelmed by what "we want" to accomplish or by "what needs" to be accomplished in the program. Therefore, it's important to take a step back and determine a way to break down what the team "wants" to accomplish or "needs" to accomplish into the top three goals. When setting these goals, the team needs to ensure that they are spelled out in a way that is as specific as possible and that these are attainable and relevant to the overarching goal of inclusive, high quality programs and services that meet the needs of all children and families served by the agency. Be sure to review the goals on a daily or weekly basis. The key is to let them inspire your team's daily work.

#### **Sample Questions for Goal Setting:**

- When reviewing the team's reflection, what themes have emerged?
- What is going well and how do we plan on continue it?
- What would we like to see change?
- What about our program makes us proud and accomplished?
- What do we really want to accomplish in the program?
- What do we need to do to achieve our goals?
- How will we maintain what we've accomplished?
- What are some barriers that we may encounter on our journey and how do we plan to overcome them?
- Are the goals "SMART"?
  - Specific
  - Meaningful
  - Attainable
  - Relevant
  - Trackable

The team should choose their top 3 to 5 goals that they want to accomplish over the next year.

Goal(s)	Action To Be Taken	Timeline(s)
Goals are to be set in order of the team's highest priority. If goals are large, consider breaking them down into smaller goals.	The team must determine what steps need to be taken in order to accomplish and maintain the established goals. What needs to change, how will you change it, what does that look like, what will the outcome look like etc.	Timelines need to be realistic in order to accomplish the goal. Having a time line is an effective way of keeping your goals on track and ensuring your success. Moreover, by having that "finish line" the team will be able to "celebrate" when each goal is achieved.
1.		
2.		
3.		
4.		
5.		

<b>ADDITIONAL SUPPORT REQUIRED</b>
This section allows the Quality Assurance Program Specialist to document the resources, tools and guidance needed to support the program with the implementation and achievement of the set goals (as noted in the previous section) as well as the supporting ongoing practices related to the foundations and pedagogical approaches of HDLH?

At any given time, if additional support, resources, tools, or guidance is required, by any team member, the Quality Assurance Program Specialists may be contacted by email at [quality@dnssab.ca](mailto:quality@dnssab.ca).

When requested, an agency initiated site visit will be scheduled within two weeks. In order to request a site visit, agencies are encouraged to email the Quality Assurance Team at [quality@dnssab.ca](mailto:quality@dnssab.ca).

NAME	DATE
<b>PROGRAM SUPERVISOR:</b>	
<b>EDUCATOR:</b>	
<b>EDUCATOR:</b>	

<b>EDUCATOR:</b>	
<b>DNSSAB QUALITY ASSURANCE PROGRAM SPECIALIST:</b>	

<b>COPY FORWARDED TO AGENCY</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Once you have received your copy, please share and review it with your team. This will provide you with another opportunity to ponder and reflect as a team on the next steps of your journey.

Should you have any questions or require additional information, please do not hesitate to contact any member of our team.

*Wishing you great success on your journey to continuous quality improvement!*  
 DNSSAB's Children's Services Team