

# **Visitation Child Care Center Program Plan**

## **Infant Program Plan**

The infant program provides care for a maximum of 8 infants ages 6 weeks to 16 months from 7:00am to 6:00pm Monday through Friday. The children are supervised by staff at all times, adhering to a ratio of 1 adult to a maximum of 4 infants. Staff will continually be within sight and sound of the children to provide care and nurturance through appropriate interactions and interventions. Appropriate interaction and intervention is based on responding in a manner most appropriate to each child's developmental level and individual needs.

### **PHILOSOPHY AND EDUCATIONAL METHODS:**

The philosophy of care in the infant program is based on a child-oriented, individualized approach to accommodate each infant's needs and personality and compliment parent style and wishes. The infant staff will provide comfort, body contact, food, social activities and language; presenting the external world to each infant in ways that promote their developmental process within a context of safety, security and trust. Education of the children is a constant process of interaction based on the belief that everything we do with the child is education.

### **GOALS AND OBJECTIVES:**

#### **Physical**

To foster each child's physical growth and development, giving nurturance and support to each child's emerging skills and use of their own abilities. Each child's unique development will be respected. Care giving activities will be provided based on individual differences in tempo, style and approach.

#### **Methods / Activities**

1. Providing proper nourishment based on individual needs.
2. Protection from and prompt care of physical illness.
3. Providing for physical safety.
4. Variety, flexibility and change in the environment to stimulate and accommodate changes in development.
5. Provision of opportunities to acquire and practice skills; opportunities for action, objects to observe, to manipulate, to explore and master.
6. Allowing the child freedom of movement with minimal physical restraint or obstruction.

## Intellectual

To foster each child's intellectual growth and development with the understanding that infant cognition depends on direct sensory experiences and motor actions. Exploring the world through senses provides experiences that move the infant toward the cognitive goal of symbolic thinking.

### Methods / Activities

1. Providing a variety of sensory experiences for the child. (i.e..... objects with different textures, shapes, sizes, sounds, colors and uses)
2. Providing attention and reinforcement to both vocal and non-vocal communications of the child and verbally interacting with him/her. Having face-to-face interactions, listening to infants' sounds, encouraging sounds from infants and responding back with sounds will help fill infants communication needs.
3. Allowing the child freedom of movement with minimal restraint or obstruction to safely observe and explore their world with their senses.

## Social and Emotional

To nurture and support each child's social and emotional development to enable him/her to develop a positive, trusting attitude toward others and a secure sense of self.

### Methods / Activities

1. Staff will establish stable, nurturing relationships with each child, encouraging reciprocal interaction.
2. Provide relative consistency and regularity in the physical environment and in those relating to the child.
3. Encouragement of expression of feelings and consistent, timely responses to each child's expressions.
4. Provide interactions with adults that are predominately warm, expressive, supportive, and accepting of the child.
5. Provide adult guidance that allows the child to become more competent and effective as they are helped in the process of learning self-control.
6. Providing adult guidance that allows the child to become more competent and effective themselves as they are helped in the process of learning self-control and independence.

## Infant Daily Schedule

(The schedule in the infant room is variable because of the daily changes in individual children's needs. The following is an example of which contains the basic elements of a day in the infant room)

7:00 – 9:00am	Arrivals, Early Feedings, Play Experiences, Diapering
9:00 – 10:00am	Active Play, Outdoor Stroller Walk
10:00 – 11:00am	Snacks/Feedings, Play Experiences, Napping, Diapering
11:00 – 12:00pm	Lunch/Feedings, Diapering, Play Experiences
12:00 – 1:30pm	Outdoor Stroller Walk, Play Experiences, Diapering
1:30 – 3:00pm	Napping, Play Experiences, Snacks/Feedings
3:00 – 6:00pm	Departures (ongoing), Play Experiences, Diapering

## Activities/Materials

Within each day a variety of experiences are provided in the Infant program. Quiet activities include rocking, soft music and lullabies, holding and walking, feeding, reading books and other quiet one to one play interactions. Active activities include crawling, creeping, vocalizing, playing ball, eating, climbing in and out of play house, jumping on the soft mat while holding the ballet bar. The majority of activity in the infant room is child - initiated. We look to the child for cues about what they want or need to do. Babies are placed on mats with a variety of toys on very low shelves nearby. The toys are accessible to them as soon as they are able to grasp or reach. Teacher direction most often takes the form of responding to a child's cue by placing certain toys or equipment in a way the child can best explore and interact. Mirrors, rattles, balls, soft dolls, teething toys, musical toys, books, mobiles and busy boxes are among the choices available on a daily basis.

## Documentation Statement

Observational notes will be kept on each child enrolled in our program to document each child's physical, intellectual, social and emotional progress. Written daily reports will be provided to parents. Information will be communicated informally to parents on an on-going basis and observations will be compiled and reported during scheduled parent conferences twice annually.