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**WRITTEN QUESTIONS FORM**  
**3<sup>rd</sup> Session, 65<sup>th</sup> General Assembly**  
**Legislative Assembly of PEI**

Question number: 26	Question date: January 16, 2018
Question asked by: Jamie Fox, Member for Borden-Kinkora	
Question asked of ( <i>department</i> ): Education, Early Learning and Culture	
Question answered by ( <i>Minister</i> ): Hon. Jordan Brown	Date answer received by Clerk's Office: OCT 23 2018

**QUESTION:** How many childcare centres are in the Province are non-registered EYC and how many are registered EYC and what are the differences between the two?

**ANSWER:**

As of August 28, 2018 the following is a breakdown in the number and types of early children centers.

**Current Early Learning and Child Care Centers**

47 EYC's (all full day early learning and child care centers)

26 Non-EYC's (all full day early learning and child care centers)

Each of the centers listed above are required to meet the requirements under *the Early Learning and Child Care Act* and Regulations.

Early Years Centers only are required to meet additional requirements in the areas of:

- Staffing
- Children
- Parents
- Environment
- Policies
- Program
- General (other)

Attachment – Early Years Center Criteria

## EARLY YEARS CENTER DESIGNATION

### CRITERIA

Revised March 2017

Prior to Designation a Licensed Early Learning and Child Care Program shall:

- be in operation and in good standing with the Early Learning and Child Care Board for a minimum of one calendar year

To maintain Early Years designation an Early Learning and Child Care Program must sustain the following criteria.

Failure to sustain the criteria will result in a review of the Early Years designation.

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An Early Years Centre (EYC) Shall:

#### STAFFING:

- Have all certified staff (with exception of support staff)
  - Certification Level
    - Early Childhood Supervisor (referred to as Director)
    - Early Childhood Educator 111
    - Early Childhood Educator 11
    - Early Childhood Educator 1
      - One post secondary course in each of the following subject areas:
        - (1) Child Growth and Development
        - (2) Child Guidance
        - (3) Early Childhood Pedagogy

Defined Roles and Responsibilities (adapted from The Child Care Human Resources Sector Council Occupational Standards for Administrators)

- Supervisor:
  - A portion of the supervisor's time will be spent out of ratio; the amount of time is dependent on the size of the EYC. (The purpose of being out of ratio allows the supervisor to be present to provide leadership and program administration. This includes:
    - Pedagogical Leadership
    - Family and Community Relations
    - Establishing Vision and Goals
    - Data and Record Keeping
    - Regulation, Insurance and Legal Responsibilities
    - Design and Maintenance of Children's Environment
    - Human Resource Leadership
    - Human Resource Management
    - Financial Planning and Risk Management
    - Regular Staff Meetings

- Certified staff:
  - participate in staff and program evaluations
  - attend and participate in staff meetings
  - provides evidence of planning for and delivery of the daily program and learning environment for children
  - maintains ongoing and effective communication with parents and colleagues
  - maintains own skill and knowledge development
  - maintains an active professional development plan
  - must have operational knowledge of the *Early Learning and Child Care Act and Regulations*
  - maintains certification
  
- All certified staff must be a member of, and participate in, a professional organization, building skills, knowledge, and awareness in the community of the importance of early learning and child care

#### **CHILDREN:**

- accept children with exceptional needs and provide an inclusive program for all children
- accept infants
- accept children from various backgrounds without discrimination, including those in receipt of Child Care Subsidy and newcomers to PEI
- ensure program activities are inclusive and respectful of all children while honouring cultural/linguistic backgrounds

#### **PARENTS:**

- follow the current regulated parent fees as determined by department
- have an operational Parent Advisory Committee. This committee is expected to be provided opportunity, by the supervisor, for active engagement in setting goals for the program, share documentation/information, offer parent sessions, and other functions as defined by the parent committee and supervisor.
- provide all parents with regular written information and opportunity for formal parent – educator meetings twice a year. Documentation to parents must align with the objectives of the centre action plan and PEI Early Learning Framework.

#### **ENVIRONMENT:**

- meet all applicable provincial and federal legislation
- be open year round - exceptions to this can be made through application to the department
- respond to parent needs
- have a kitchen
- have a centre office
- have a staff room
- provide appropriate outdoor and indoor learning environments
- strive for space that is readily accessible for children, parents and staff i.e. limited stairs, wheel chair accessible
- ensure environments have adequate adult and child storage, shelving units, book cases, locker area, adult size chair and table, computer
- have a minimum of 5 learning centres which support the program goals and the learning objectives of the PEI Early Learning Framework
- the learning environment is intended to be defined for both indoor and outdoor experiences

**POLICIES:**

- have current program and staff policies
- provide to parents and department any and all staff and program policies. Such policies will include but are not limited to the following:
  - human resource, hours of operation, late fees, nutrition, discipline, medication, parent expectations, home-centre communication, vacation, closures, safety, providing a healthy environment, illness of staff, illness of child, payment schedule, travel and field trips
- provide to parents information on how their child is progressing through the program. This will include, but is not limited to, documentation on age appropriate interactions with the other children, environment, learning and developmental objectives.

**PROGRAM:**

- be actively engaged with the Early Childhood Resource Team
- have an evolving Centre Action Plan with a format as determined by the department

**GENERAL:**

- be a licenced early learning and child care program in good standing with the Early Learning and Child Care Board
- participate in professional development
- participate in in-service provided by the department
- participate in research and data collection as defined by the department
- be in good standing with the Canada Revenue Agency
- report accurately and in a timely manner all information for funding as requested by the department
- be in good standing with provincial and federal legislation
- adhere to policies as provided by the department
- utilize the PEI Early Learning Framework and any companion documents
- utilize the Early Learning and Child Care Registry