

**EARLY YEARS CENTRE DESIGNATION
CRITERIA
Revised April 2024**

Prior to Designation, a licensed early learning and child care program shall:

- be licensed as an early childhood centre and in good standing with the Early Learning and Child Care Board which will include the six months prior to date of application; or
- have successfully met the conditions of their Probationary Early Years Centre Designation

To maintain Early Years Centre Designation an early learning and child care program must sustain the following criteria.

Failure to sustain the criteria may result in a review of the Early Years Centre Designation.

An Early Years Centre (EYC) Shall:

STAFFING:

- Have all certified staff (with exception of support staff)
 - Certification Level
 - Early Childhood Educator
 - Early Childhood Associate
 - Early Childhood Intern

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

- Director:
 - A portion of the director'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 director 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
 - provide evidence of planning for and delivery of the daily program and learning environment for children
 - maintain ongoing and effective communication with Parents and colleagues
 - maintain own skill and knowledge development
 - maintain an active professional development plan
 - have operational knowledge of the *Early Learning and Child Care Act and Regulations*
 - maintain certification
- All certified staff must become 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;
 - All staff must participate in a pension plan

**Please note that the Early Childhood Development Association requires individuals to become members to access the mandatory defined contribution pension plan.*

CHILDREN:

- accept and maintain spaces for the following groups according to demand:
 - infants
 - children with exceptional needs
 - children from various backgrounds without discrimination, including those in receipt of Child Care Subsidy and newcomers to PEI
- provide an inclusive program for all children
- 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 director, for active engagement in setting goals for the program, share documentation/information, offer Parent sessions, and other functions as defined by the Parent Advisory Committee and director
- 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
- establish a culture of Parent engagement that includes planned and spontaneous visits from Parents during operational hours

ENVIRONMENT:

- meet requirements of all applicable provincial and federal legislation

- be open year round - exceptions to this can be made through application to the Government Department of Education and Early Years (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, wheelchair accessible
- ensure environments have adequate adult and child storage, shelving units, bookcases, locker area, adult size chair and table, computer
- have a minimum of five (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 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
- establish a Parent engagement policy that fosters a culture of Parent engagement, allows for planned and spontaneous visits from Parents during operational hours, and provides opportunities for families to be involved and included in the program
- provide information to Parents 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
- create and incorporate a respectful on-boarding process when welcoming new children, families and staff
- utilize the Healthy Living Guidelines issued by The Department of Education and Early Years in collaboration with the Department of Health and Wellness

PROGRAM:

- be actively engaged with the Early Childhood Coaching Team
- be actively engaged with the Inclusion consultants and EAL/FAL consultant, and Early Years Autism Specialists, as required
- 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
- monitor and track EYC capacity and report to the department when capacity falls below 90%
- be in good standing with provincial and federal legislation
- adhere to policies and guidelines as provided by the department
- utilize the PEI Early Learning Framework and any companion documents
- utilize the Early Learning and Child Care Registry to accept children sequentially* according to space availability and centre needs.

**Special permission may be granted, upon request to the Department, for exceptional situations according to circumstances determined by the Director of Early Childhood Development.*