

## PROGRAM PLAN

### Infant II

A. Sandcastle Child Care is licensed to provide care from 6:30a.m. to 6:00 p.m., Monday through Friday. Infant II is licensed for up to 14 infants. The average child/staff ratio is three to one. Children generally move to Infant II from Infant I between six and nine months and may remain in infant II until reaching Toddler age at sixteen months. Because our Infant/Toddler room is licensed for twelve to twenty month olds, children may move at twelve months if they are ready and if there is space in the Infant/Toddler room. Sandcastle offers quality experience to infants through primary care giving and a safe and nurturing environment in which the infants are able to explore and learn at their own pace. Infants will be supervised by a staff member at all times. Parents are encouraged to participate in any part of their child's day and activities during their child's stay in the program. Infant 2 uses the Creative Curriculum approach in the classroom. Lesson plans will be posted weekly and each child will receive a written assessment using the Creative Curriculum Assessment tool three times per year.

B. Our goals and objectives for Infants:

1. Physical Development:

- Gross:
- a. Control of arms and legs
  - b. Moving from place to place by rolling, creeping, crawling, walking.
  - c. Climbing on objects such as a slide, etc.
  - d. Pulling self up
  - e. Kicking and throwing balls or other objects

- Fine:
- a. Is able to grasp objects with thumb and forefinger
  - b. Is able to hold objects and manipulate them well
  - c. Is able to put objects in container
  - d. Is able to scribble with crayon
  - e. Is able to feed self and drink from a cup

2. Cognitive Development:

- a. Can pick up and manipulate objects
- b. Remembers familiar things
- c. Can use several senses at once
- d. Can solve simple manipulative problems
- e. Explores new approaches to problems
- f. Imitates people and/or noises
- g. Begins to use language

3. Social Development:
  - a. Responds differently to different people, may prefer primary Caregiver
  - b. Babbles to self and/or others when talked to
  - c. Plays games with people (peek-a-boo, pat-a-cake, etc.)
  - d. Sensitive to and interested in the moods and activities of others
  - e. Asserts independence
  
4. Emotional Development:
  - a. Shows wide variety of feelings/uses voice to express them
  - b. Smiles at self in the mirror
  - c. Sees difference between self and rest of the world
  - d. Encourage self-independence

C. Activities:

1. Physical: Gross Motor:
  - a. Variety of washable objects within reach of infant for him/her to reach/stretch for
  - b. Slide and climbing equipment for climbing
  - c. Plastic or wooden cars or trucks for riding on or pushing
  - d. Low platform to provide a variety of levels to explore

Fine:

  - a. Playing with blocks and manipulatives (grasping toy)
  - b. Turning the pages of a book
  - c. Dropping or throwing balls or different objects
  - d. Shape sorters and cause/effect games
  
2. Intellectual:
  - a. Encourage curiosity by providing a variety of small objects of Different textures, shapes, and sizes
  - b. Give plenty of opportunities for child to develop self-help skills i.e. move objects out of reach so that he/she has to move to get to them
  - c. Easy problem solving games
  - d. Large beads for snapping together, building blocks, stacking and nesting toys, etc.
  - e. Provide beginning sign language for infants.
  
3. Social:
  - a. Mirrors provide opportunity for infant to develop self-image
  - b. Talk to infant, especially during caregiving
  - c. Encourage and provide opportunity for self-help skills such as using cup and spoon
  - c. Allow infant to interact with the other children

4. Emotional:

- a. Provide for attachment needs as infant needs to develop a Primary relationship
  - b. Allow opportunities for uninterrupted concentration
  - c. Music for dancing or relaxation
- D. Parents are informed of their child's progress in the areas of physical, cognitive, social and emotional development, through written developmental observations, and teachers are available for conferences.

E. Infant Daily Schedule (approximate):

6:30- 8:00	Staff greet Children and parents, receive Information from parents, interact with babies. Infants May select activities, such as manipulative toys, large muscle toys, etc. Breakfast (satisfy nutritional needs, Encourage feeding skills)
8:00-9:00	Breakfast (satisfy nutritional needs, encourage feeding Skills)
9:00-11:00	Free play (stimulate cognitive, physical, social and Emotional development) and naps as needed
11:00-12:00	Lunchtime
12:00-3:00	Snack
3:30-6:00	Free play, naps as needed, departure

Note: This is merely a general description of our day. Infants will be Changed, fed and allowed to nap throughout the day according to their individual needs. Special activities, such as walks, outside play finger painting, coloring, play dough, dancing and singing to music, etc., are offered daily as time allows.

F. List of activities and equipment/materials:

Quiet: Books, quiet music, stroller rides, song singing, story telling, mobiles to look at

Active: Large muscle toys, trucks/car for riding, large blocks, climbing stairs, climber/slide, musical instruments for dancing, balls of varying size, sensory experiences such as water play.

Teacher Directed: Group activities, dancing to music, using musical Instruments, wagon/stroller rides, gym/outdoor play coloring, finger painting and play dough and art activities.

Child Initiated: Manipulatives, looking at books, playing with blocks, playing with blocks, stuffed blocks, stuffed toys, climbing on climber and slide, playing with trucks and cars

\*Activities and equipment are rotated to provide for a variety of learning experiences. Toys are washed daily and mouthed toys are washed in between use.

The two Bye Bye Buggies are shared by the Infant I, Infant II and Infant/Toddler rooms.

This Child Care Program Plan will be available for parents to review at all times.

This program plan will be reviewed and evaluated in writing annually by the Director and the lead teachers.

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