

AOSCAP Quality Standards

Out-Of-School-Care Programs

Standard 1: Respectful relationships between children, staff, families and community exist to support positive outcomes for children.

Children thrive within families and communities that protect their health and safety, nurture and respect them and provide opportunities for involvement with caring adults. Warm, supportive and responsive interactions between adults and children help children feel safe and encourage a sense of self-worth. Children who feel secure and valued are more likely to get along well with others, develop self-control and be able to benefit from opportunities and experiences that foster learning and safe exploration of their environment.

1.1 Relationships between staff and children are supportive and respectful.

- Staff interactions and communication with children are positive and respectful.
- Staff identify opportunities to become engaged in the children's activities.
- Staff seek children's opinions and demonstrate interest in their perspectives.

1.2 Positive peer relationships are encouraged.

- Staff facilitate opportunities for children to work cooperatively with each other.
- Staff support children in expressing their feelings in respectful ways.
- Staff assist children to develop conflict resolution skills.

1.3 The program recognizes that families are the primary influence in their children's lives and works in partnership with them.

- The program responds to the diverse interests of children and families.
- An introduction to the out-of-school care program is offered to parents to help establish positive relationships between the program and the child's family.

1.4 The program seeks working relationships with schools and other organizations and services within the community.

- The program seeks to build relationships with the schools that the children attend in order to complement the programs and share information.
- The program initiates partnerships with other community agencies.
- The program provides opportunities for children to become involved in community projects, recreational activities and special events

Standard 2: Programming demonstrates a framework for activities by accommodating both planned and spontaneous experiences.

Program planning addresses all aspects of the child's developmental needs and provides a flexible, guiding framework for the time the child is in care.

2.1 Program planning complements the child's school and extra-curricular experiences.

- Staff have access to resources and planning time.
- Staff use the children's ideas as the focus for most planned activities.
- Staff plan off-site excursions with input from the children.
- The daily transitions into the program and out of the program are planned and consistent but allow for flexibility to meet individual needs.
- Children are included in discussions to ensure toys and equipment reflect their interests and abilities.

2.2 Children are involved in the decision-making process to increase confidence and social competencies.

- Children participate in the development of program planning, routines, and rules.

Standard 3: Activities are offered in an inclusive environment through opportunities and choices.

At the end of the school day, children need an opportunity to choose from a variety of activities that provide reprieve, rejuvenation and refreshment according to their individual interests.

3.1 A range of activities, including recreational activities, are offered to children in a safe, supportive environment.

- Staff invite children to become involved with new activities.
- Recreational activities are offered to promote the physical health and well being of children.

3.2 Staff provide resources and materials to support children's awareness and understanding of diversity of children's needs, abilities, backgrounds and interests.

- A variety of cultural and inclusive child care materials and literature are available and accessible by the children.
- Staff plan for opportunities to incorporate and celebrate the cultural heritage of the community of families they serve.
- Staff provide the children with opportunities to be sensitive to and celebrate individual differences and unique qualities.

Standard 4: The physical environment provides children with opportunities to explore new interests and physical activities in a safe, supportive setting.

Indoor and outdoor spaces provide opportunities for children to creatively explore their individual interests and have a change of pace from the school day.

4.1 The indoor environment is arranged to facilitate various types of activities, levels of activity and levels of interactions.

- The indoor space provides opportunity for children to creatively explore their individual interests.
- The program provides portable materials that are accessible to children for independent and/or group use.
- The use of computer, TV, video and gaming technology is limited, thoughtful and focused on intended program outcomes.
- A quiet area is available for children to read or complete their homework in addition to the areas that allow for messy or noisy activity.

4.2 The outdoor environment provides for a range of physical activities.

- The staff provide opportunities for a range of daily outdoor physical activities.
- The program provides a variety of recreational equipment to support physical activities appropriate to the season.

Standard 5: The administrative structure supports quality program delivery.

Within the context of the size and structure of the program, the management practices should consistently promote quality. Quality programming for children and their families is developed and maintained through clear communication, supported staff, continual review of practice, making changes and evaluating the effect of changes.

5.1 There is regular sharing of information among administration, staff, families, schools and applicable community organizations.

- There are planned, regular exchanges of information between administration and staff.
- All information exchanged is recorded consistently.

5.2 Policies and procedures are appropriate for the size of the program and are reviewed as the structure changes.

- Policies and procedures are based on knowledge of best practice and grounded in program philosophy.
- The program ensures that policies and practices reflect the diverse needs of the children and families it serves.
- Policies and procedures are clearly implemented in everyday practice.

5.3 The program has well-defined management practices that support staff.

- There is a written job description that outlines the expectations and qualifications for each staff position in the program.
- There is a clearly communicated performance review process that includes goal setting.

5.4 The program uses a clear process to review policies, set goals and to develop and implement action plans.

- The program is evaluated regularly.
- Procedures and responsibilities for implementing quality improvement plans are set during the review process.
- Goals and action plans are concrete and realistic.