

This document is intended to provide a general overview of what to expect in a Pre-primary Program. Please reach out to the regional Pre-primary Lead (Supervisor, Manager, Facilitator, etc.) or Pre-primary Consultant (DEECD) for guidance and support.

LEARNING ENVIRONMENT		
Warm and welcoming		
Clean and organised	Equipment/toys and materials are safely stored	
Adequate lighting	Fit for the task (e.g. the room is not too dark/bright)	
Wall coverings	Intentional displays and current pedagogical documentation	
Level of Noise	The volume is appropriate based on routine/engagement	
Floor space	At least one area of the floor with a soft covering (e.g. carpets for children to sit comfortably on the floor to play)	
Materials	Materials are in good repair and focus on open-ended, natural materials and loose parts – no, or very limited, commercial plastic toys such as Fisher Price playhouses, Commercial characters (e.g. Disney, Marvel, Pokémon, etc.) and branded toys (e.g. Barbie, Polly Pocket etc....)	
Inclusive and accessible	the environment is designed to promote independent use by all children	
Defined areas: the learning environment is arranged into learning areas that are open and accessible throughout the day	Block area:	carpeted area with a variety of blocks (e.g. large, small) and accessories (e.g. people, animals, rope, boards)
	Dramatic area:	offers role play options (e.g. doctor, cooking), culturally appropriate materials (e.g. food, dolls), a mirror at children's level, a child size table, and a play kitchen
	Creative art area:	offers a sufficient number of art materials for painting, drawing, modelling, collage, printmaking, and loose parts for three-dimensional art (e.g. crayons, glue, scissors, oil pastels, tape, markers, white paper, construction paper, coloured pencils, paint, chalk, clay, rulers)
	Quiet area:	offers soft seating and/or cushions, and quiet activities (e.g. books, fidgets, puzzles)
Learning areas also provide space for:	Sensory play	Open and accessible (e.g. water, sand, pebbles, soil, shredded paper). <b>Please note: food products, such as rice, pasta, beans, are not appropriate for sensory play</b>
	Fine motor	Manipulatives and loose parts (e.g. puzzles, pegboards, beading, lacing, Lego)
	Science	(e.g. magnifying glasses, magnets, natural materials such as pine cones, shells)
	Language and literacy	(e.g. puzzles, samples of print, labels and visuals)
	Numeracy	(e.g. measuring tools, scales, sorting materials, labels and visuals)
	Gross motor	large group (e.g. yoga, music and movement)
<i>For more information about equipment, please refer to attached Basic Equipment List.</i>		

OUTDOOR ENVIRONMENT	
Minimum requirement	The Pre-primary program spends a minimum of 40% of the day in outdoor learning and exploration
Engagement and supervision	Educators balance engagement and active supervision (e.g. it is not appropriate for educators to bring a chair for themselves outdoors unless there is an accessibility need)
Learning and programming	The outdoor environment is an extension of the indoor environment
Materials	Educators provide materials and extensions to engage children's play (e.g. balls, shovels, loose parts)
PRE-PRIMARY STAFF ENGAGEMENT	
Behaviour guidance	Follow behaviour guidance policy
Engaged	Educators are <b>engaged with children</b> through conversations and play
Kind	Educators are <b>welcoming, patient and maintain a positive tone of voice</b>
Model appropriate behaviour	Educators <b>model appropriate positive social behaviour</b>
Follow cues	Educators <b>consistently follow the children's cues</b>
Role-modelling	Educators <b>role-model how to</b> accomplish tasks
EDIA practices	Educators consistently demonstrate <b>equitable, diverse, inclusive, and accessible practices</b>
Clear expectations	Educators consistently <b>explain and review clear expectations</b>
Redirection	Educators use <b>developmentally-appropriate redirection strategies</b>
Encouragement	Educators <b>encourage children to find solutions</b> and to follow through with strategies
PROGRAMMING	
Nova Scotia Early Learning Curriculum Framework (NSELCF)	ECEs demonstrate knowledge of the Nova Scotia Early Learning Curriculum Framework (NSELCF) and the Reflective Planning Cycle and the NSELCF and Reflective Planning Cycle posters are displayed in the learning environment
Invitations/provocations	Invitations/provocations are set up for children (e.g. tables have prepared materials that encourage children to explore a concept)
Schedule	There is a daily and visual schedule accessible to children
Rotation of materials	Materials/toys are in rotation based on needs, engagement and interests, and are available to children.
Structure	Balance between structured and unstructured play-based learning
Documentation and displays	Children are reflected in documentation and displays (e.g. family pictures, pedagogical documentation)
Media use	Media use is limited to learning purposes only (e.g. music, movement, research). <b>Please note: played music must be ad-free, and televisions are not visible in the learning environments</b>

## MEAL AND SNACK TIMES

Educators offer **two open snacks** a day (e.g. food is available 'buffet style', allowing children to decide when to eat, what to eat, and serve and clean up after themselves)

Children are **encouraged to eat food, but never forced**

Meal and/or snack times are viewed as **a time for socialization and conversation**

Children eat their **lunch in the learning environment**

**Educators sit with the children** during lunch

**Educators allow children to choose** what they want from their lunch regardless of what it is and in whatever order they choose

## HEALTH & SAFETY

**Follow public health directives, standards and guidelines** around preparation of food, sanitizing and communicable disease and illness.

**Follow nutrition standards and guidelines** for child care and PP environments

All educators **are aware of the number of children in attendance at all times**

Educators are aware of the number of children that have left the room (e.g. in small groups, washroom)

**Risky play is supported by educators** and hazards are identified and removed

Educators **ensure the physical and emotional safety** of all children (e.g. sun safety, respectful interactions)

Educators position themselves throughout the learning environment to **ensure adequate supervision**

Educators consistently **balance supervision with interactions**