

High-Quality Licensed Child Care Fact Sheet

High-quality licensed child care provides Ontario's children with safe, responsive, and caring interactions that build a strong foundation for development and well-being.¹

When children are nurtured in environments where their social, emotional, cognitive, and physical health is considered, **they thrive in countless ways.**

90%

of adult brain development occurs between birth and age five²

High-quality licensed child care helps children develop vital skills during their first five years, which marks a critical developmental period in a child's life.

Early childhood educators (ECEs) provide children with the foundation they need to grow into future leaders. ECEs use their extensive knowledge of learning and child development to create high-quality learning opportunities through play and exploration. **Educators are trained to:**

- ✓ Understand brain development and how to support healthy growth¹
- ✓ Identify children's developmental stages and capabilities in social, emotional, cognitive, linguistic, and physical domains³
- ✓ Build partnerships with families to support children's well-being³
- ✓ Plan activities that promote learning and build on children's current abilities and interests³

Participation in high-quality learning environments, can help support children and their communities and to **improve social, health, and academic outcomes.**

+ Benefits for children

01

Improved physical and mental well-being⁴

02

Decrease in chronic health problems⁷

03

Increased self confidence⁴

04

Improved outcomes in literacy,⁵ math, and science⁶

05

Higher rates of completing high-school⁸

06

Increase in conflict resolutions skills⁴

+ Benefits for communities

01

Increases the number of women in the workforce⁹

02

Decreases the need for social assistance⁹

03

Increases household income⁹

04

Decreases participation in criminal activity⁸

1. Ontario Ministry of Education. (2014). *How does learning happen? Ontario's pedagogy for the early years*. Toronto <https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>
2. Kolb, B., Whishaw, I. Q., & Teskey G. C. (2019). *An Introduction to Brain and Behavior* (6 ed.): Worth Publishers
3. College of Early Childhood Educators. (2017). *Code of Ethics and Standards of Practice*. https://www.college-ece.ca/wp-content/uploads/2021/10/Code_and_Standards_2017-4.pdf
4. Center on the Developing Child at Harvard University (2016). *From best practices to breakthrough impacts: A science-based approach to building a more promising future for young children and families*. <http://www.developingchild.harvard.edu>
5. Domond, P., Orri, M., Algan, y., Findlay, L., Kohen, D., Vitaro, F., Tremblay, R.E., & Côté, S.M. (2020). Child care attendance and educational and economic outcomes in adulthood. *Pediatrics*. 146(1)
6. McClure, E. R., Guernsey, L., Clements, D. H., Bales, S. N., Nichols, J., Kendall-Taylor, N., & Levine, M. H. (2017). *STEM starts early: Grounding science, technology, engineering, and math education in early childhood*. New York: The Joan Ganz Cooney Center at Sesame Workshop.
7. Blewitt, C., Morris, H., O'Connor, A., Ifanti, A., Greenwood, D. and Skouteris, H. (2021), Social and emotional learning in early childhood education and care: A public health perspective. *Australian and New Zealand Journal of Public Health*, 45: 17-19. <https://doi.org/10.1111/1753-6405.13058>
8. Yoshikawa, H., Weiland, C., & Brooks-Gunn, J. (2016). When Does Preschool Matter? *The Future of Children*, 26(2), 21–35. <http://www.jstor.org/stable/43940579>
9. Oxfam Canada (2019). *Who Cares? Why Canada needs a public child care system*. https://www.oxfam.ca/wp-content/uploads/2019/05/who-cares-report-WEB_EN.pdf