

Sunshine Patch Daycare & After-School Care



Sunshine Patch Daycare
caring, sharing, growing...

LEARNING THROUGH PLAY CHILD CARE CENTRE

PARENT HANDBOOK

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TABLE OF CONTENTS

1. Framework:

- Welcome.....5
- Vision.....5
- Mission Statement.....5
- Program philosophy.....6
- Program Goals.....6
- Code of Ethics.....8
- Child Protection Code of Conduct Policy & Procedure.....9
- Parent Orientation Policy/ Procedure.....10
- Parent Responsibilities.....12
-

2. Programming and Interactions:

- Adult/ Child Interaction Policy13
- Arrival/Departure Procedure.....14
- Program Planning.....15
- Child Guidance Policy.....17
- Bullying Policy.....20
- Use of Technology Policy.....21
- Diversity and Culture Sensitivity.....22
- Field Trip Policy.....23
- Volunteer Policy.....25
- Offsite children’s check list Policy and Procedure.....27
- Child Assessment Policy.....28
- Daily Schedule and Routine.....29
- Nap Rest Policy.....29
- Toy Policy (Bringing toys from home).....29
-

3. Communication

- Grievance/conflict resolution policy.....30
- Confidentiality policy.....31
- Involvement of children and Families in Planning.....33

- Open Door Policy.....34
- Family Communication, Community & School Partnership Policy
.....35

4. Health and Safety

- Health, Safety and Growth of Children, Staff and Centre..37
- Fire Drill procedure.....37
- Emergency Evacuation procedure.....37
- Daycare Opening & Closing Procedure.....39
- Playground Safety Check and procedure.....40
- Indoor safety check.....41
- Distal Supervision Policy(OSC).....41
- Portable Emergency Information Records Policy.....41
- Daily Nutritional requirements/Meals.....42
- Use of Aerosols Policy.....42
- Use & Storage of Cleaning Agents.....43
- Use of Pesticides Policy.....43
- Use of Non-Toxic Art Supplies.....43
- Safe Food Handling Policy.....43
- Maintenance and Repair of Appliances.....44
- First Aid Requirement for Staff.....44
- Medication storage Policy.....44
- Diaper Change Policy/Procedure.....45
- Biting Policy.....46
- Hand Washing Procedures.....47

Cold Weather Policies

- Centre closure/ Holidays.....47
- Transportation.....47
- Outdoor Play.....49

Appropriate Response to Critical Incident Policies

• Release of Children.....	49
• Signing In and Out.....	50
• Child Illness/Accident Policy.....	51
• Medication Administration/Self-medication.....	51
5. Centre Operations	
• Termination / Withdrawal.....	53
• Hours of Operation.....	53
• Smoke Free Environment.....	54
• Keeping of Records Policy.....	54
• Annual Program Evaluation Policy.....	56
6. Financial Operations	
• Late Payment Penalties.....	56
• Fees.....	56
• Subsidy Information and Assistance.....	57
7. Resources	
• Parent Resources Availability Policy.....	57
8. Program/Handbook Review Policy.....	58
9. Parent Acknowledgement.....	60

WELCOME

A warm welcome to all new families coming aboard with us here, at the Sunshine Patch Daycare and Out of School Care Centre. We welcome you on behalf of all our staff that is committed in our journey of taking the children here at our centre through the most important years of their lives. Come join us in a positive, pleasant and highly committed environment at our centre. We look forward in moving ahead in our endeavour to tread together towards the common goal. We promise to work towards a pleasant experience while fulfilling of our duties and responsibilities towards the children, families and the centre as a whole.

VISION

To offer a program which creates an environment to help the children establish a wholesome pattern of feelings and behaviours.

MISSION STATEMENT

To be able to provide quality childcare to our community that meets the needs of the children and families at our centre. To commit to a positive and respectful team relationship with our families by providing healthy and positive daily experiences to children along Inclusion of children of varied abilities/cultures, and support encouragement of individual competencies .

Program Philosophy

To provide experiences that foster each child's well rounded growth and development by ***Learning Through Play***. Enhancement of skills is addressed in all areas of development- social, physical, intellectual, creative and emotional. Program planning is done to include all areas of development. Program planning incorporates a variety of planned and spontaneous activities.

Adults/ Staff support the development of friendships, problem-solving skills, opportunities for self-awareness and self-expression, each child learns a positive sense of themselves and others. Children will be assisted in developing their conflict resolution skills as a part of their social development. Staff/adults role model respectful interactions with other adults and children, allowing children to use their own abilities, skills and talent, independently or with some support, is an essential part of the program by providing opportunities. Staff are responsive to children's abilities and needs for assistance. Staff ensures that children of all abilities can participate in the activities.

Our Program follows the inclusion philosophy that allows the opportunity for all children to participate to their full potential in the program, regardless of race, religion, ethnic origin, family status, or physical/developmental ability.

Program Goals

The most important goal of our program is to give ***children a positive sense of self***. Program planning incorporates a variety of planned and spontaneous activities. Allowing children to use their own abilities, skills and talent is an essential part of the program.

Staff is responsive to children's abilities and needs for assistance. Staff ensures that

children of varied abilities can participate in the activities.

Goals are set for each child in all areas of development with parental input. Program planning is done to include all areas of development. Program planning incorporates a variety of planned and spontaneous activities.

Social: Children will be encouraged to make friends and develop relationships with others, including adults. Staff support children in developing their problem solving and conflict resolution skills. Children will be provided with age appropriate co-operative team experiences where children learn group dynamics and how to work well with others. Staff assists children to develop conflict resolution skills. Staff models respectful interactions with adults and children. Practical and age-appropriate rules and expectations are set out for children of different age groups.

Physical: Children enjoy indoor and outdoor play in order to develop large and small muscle skills and self-help skills.

Intellectual: Encourage children to try new ideas and experiences in order to broaden their experiences in the world. Opportunities that support their emergent literacy, math readiness, and science and language development abilities are planned. OSC and older children are involved in the decision-making process to increase confidence and social competencies.

Creative: Numerous opportunities for children to express themselves through art, music and drama. We provide materials and props that encourage and support imaginative thinking and creativity. We provide children with opportunities to explore and create.

Emotional: To facilitate positive feelings of pride and self- confidence by helping children develop independence, self-control and a positive attitude. Introduce the children to positive coping strategies and discover means of working through some of life's more

difficult feelings.

Code of Ethics

We refer to the *Early Childhood Professional Association of Alberta Code of Ethics* to ensure that the childcare practitioners accept the ethical obligations to understand and work effectively with children in the context of family, culture and community. Staff cares for and educate young children.

Code of Ethics is followed as guidelines to all work done at our centre. They are intended both to guide and to protect the children and families with whom they work.

The *Eight Ethical Principles of Practice* are acknowledged and followed by our centre. The principles of Code of Ethics are as follows:

- Staff promotes the health and well being of all children.
- Staff enables the children to practice to their full potential in environment carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.
- Staff will report any concerns about well being and safety of children and/or critical incidents if they notice anything inappropriate about another staff member or family of the child. **Incident reporting**

7(1) In this section, "incident" means

(a) a serious illness of or injury to a child that occurs while the child is attending a program, and

(b) any other incident that occurs while a child is attending a program that may seriously affect the health or safety of the child.

(2) A licence holder must report each incident to the director forthwith in the manner required by the director.

- Staff demonstrates caring for all children in all aspects of their practice.

- Staff works in partnership with parents, recognizing the parents have primary responsibility for the care of their children, valuing their commitment to their children and supporting them in meeting their responsibilities to their children.
- Staff works in partnership with their colleagues and other service providers in the community to support well-being of children and families.
- Staff works in ways that enhance human dignity in trusting, caring, and co-operative relationships that respect the worth and uniqueness of the individual. They welcome and cherish children unconditionally appreciating diversity along with ideas and perspectives.
- Staff pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.
- Staff demonstrates integrity in all their professional relationships by being truthful and trustworthy.

Child Protection Code of Conduct Policy & Procedure

Purpose: To ensure your environment is a safe one for kids and ensure that inappropriate staff behavior is reported.

Policy: All adults, staff and volunteers involved in the supervision/care of children are required to follow a Code of Conduct and be mindful of behaviour of self and other adults towards the children. All inappropriate behaviour and language has to be documented and reported to the direct supervisors the same day of the incident. A record of a series of inappropriate language, followed by

inappropriate actions will lead to suspension/lay off of the staff members indulging in inappropriate conduct. When an issue arises with a child, the staff is required to follow the “two adult rule”, to make sure that there is a second adult present in the room while dealing with any guidance issues. Staff is required to follow the Incident Reporting Policy and procedure every time any such conduct is witnessed. The outline for recognizing abuse/neglect are listed below.

Child Abuse Takes a Variety of Forms

Physical abuse: The use of force against a child in such a way that the child is either injured or at risk of being injured. Physical abuse can be overly aggressive (e.g. beating, hitting, shaking, pushing, choking, biting, burning, kicking, assaulting a child with a weapon) or can be more subtle and less obvious (e.g. bumping, pushing, restraining, pinching, squeezing an arm or leg).

Emotional abuse: A chronic pattern of behaviour toward a child that causes negative effects on his/her emotional development. Examples include verbal threats, social isolation, ignoring, intimidation, put-downs, and unreasonable demands. A single episode of name-calling would be considered inappropriate, but would not necessarily constitute emotional abuse. Repetitive name-calling or the intentional damaging of a child’s self-esteem, however, would be considered abusive. A single incident of high intensity emotional abuse/trauma would also qualify.

Child Sexual Abuse: Any form of adult/child sexualized interaction constitutes child sexual abuse. Sexual abuse of a child may occur through behaviours that do not involve actual physical contact.

Parent Orientation Policy/ Procedure/Checklist

Parent Orientation includes the following at the time of the tour of the centre:

- ❑ Introduction to each of the rooms
- ❑ Age of the child and the child/ren’s homeroom

- ❑ Location of washrooms
- ❑ Children's personal space/cubbies for their items
- ❑ Personal Sleeping mats and blankets(including washing schedule)
- ❑ Location of Attendance sheets for parents to Sign-In/Out
- ❑ Storage of care of food items and location of the refrigerator and microwave
- ❑ Menu
- ❑ Policies on Use of CD Players, TV , Nintendo DS, I-Pods and toys from home.
- ❑ Location of Medication Administration forms and emergency medications
- ❑ Location of Staff/Parent Communication book/notes
- ❑ Location of parent information display board
- ❑ Open Door Policy
- ❑ Communication Policy between management, staff and parents.
- ❑ Fee/ Parent Portion(in case of subsidy)
- ❑ Subsidy information
- ❑ School attended by the child (where applicable)
- ❑ Transportation to and from schools being serviced
- ❑ Hours of operation
- ❑ Email for copy of the parent handbook

Families are invited to come visit the centre after the initial phone call. The Director/Owner gives a TOUR of the centre indoors and outdoors. An introduction to the Program's Philosophy and other policies posted in the foyer and homerooms is included.

- ❑ Philosophy
- ❑ Program Goals
- ❑ Child/Adult Interaction Policy

- ❑ Child Guidance Policy
- ❑ Program Planning Policy
- ❑ Program Menu Chart
- ❑ Program Planning
- ❑ Parent Responsibilities

Families interested in the program are then given the registration form along with a copy of the Parent Handbook. A deposit of \$ 100.00 is required at the time of registration; this amount will be adjusted in the fee of the first month. Families also sign the acknowledgement at the end of the handbooks and turn it in to the offices along with the registration form.

Parent Responsibilities

We recognize that the parents have primary responsibility for the care of their children. For us to carry on our part in the care of the children, we encourage the parents to undertake a few of the responsibilities with consistency.

- Update Children’s Emergency card, in case of any changes in parental or guardianship. Changes in address, phone numbers and health concerns need to be communicated at the earliest. Emergency Contact information is updated every 6 months.
- Parents have to Sign-In and Sign/out every day.
- Send weather appropriate clothes and snacks, appropriately marked with their names. Indoor shoes are to be provided throughout the year and they stay in their individual cubbies. Sunglasses, sunscreen, snowsuits, mittens, and hats are used for protection during outdoors activities should be made available as essentials.
- Prompt payments of regular and field trip monies.

- Involvement in their child’s activities at the daycare, if available.
- Timely Drop-Off and Pick-Up of children. Children learn best during the programming/centre times . Kindly ensure that to get the most benefit of the program , children are at the centre latest by 9am, on most days. Maintaining a routine is beneficial for the child and their group. In case of an emergency, promptly inform the daycare staff.
 - Inform daycare staff of any medical issues or medications, if any.

Adult/ Child Interaction Policy

Staff/Adult engages in meaningful interactions with children so as to set the base for competence and coping skills that effect learning, behaviour and health throughout life. Staff challenges the children to master progressively more complex levels of moving, thinking, feeling and creativity. Opportunities are provided to the children to allow them to be able to use their own abilities skills and talents. Staff/ Adult is responsive to children’s abilities and needs for assistance. Staff/ Adult ensures that children of all abilities can participate in the activities.

Children attending Out-of-School care program are given enough flexibility to accommodate their growth and to build a sense of responsibility. Staff finds ways to interact with the children without being disruptive during their play by asking appropriate questions and making positive comments that become a learning experience for the children. Assist the children in developing their problem solving skills, instead of solving a problem for them. Staff/Adults communicates efficiently with children and discusses the children’s school and extra-curricular experiences. Children are to be involved in the decision-making process to increase confidence and social competencies.

Staff/ Adult takes the child’s lead during activities rather than tell them what to do. Staff

provides opportunities to the children considering their need to be independent, demonstrate initiative, express anger appropriately and cope with frustrations. Staff is open to the children's need to give and receive affection. Staff/ Adult intervenes promptly when aggressive actions or bullying occurs. Staff/ Adult are aware of, and assist children in the recognition and development of problem solving skills.

Arrival/Departure Procedures

Upon *Arrival* at the centre:

- Parents are responsible for accompanying the child to their classroom each day.
- Parents help undress their child and assist them in putting away their stuff in appropriate spots/personal cubbies.
- Make a brief contact with the room staff and communicate important information/incident at home by writing on the Staff/Parent Communication Form on the Clipboard by Daily Attendance Sign In/Out Sheet .
- Check Posts regarding any changes that affect the children and families on Parent Information Board in the foyer.
- Sign In the time of arrival on the Sign –In sheet on the clipboard, placed in their respective homeroom.
- Inform staff if there is a change in time or pick up person during pick up time and sign out a release on the Staff/Parent Communication Form. .

Upon *Departure* at the centre:

- Allow time to communicate with room staff regarding your child's day.
- Parents help child dress up and get their stuff to be taken home together.

- Parents Sign-Out on the Sign-out sheet in the respective homeroom.

Program Planning

All Primary staff members are responsible for planning and organizing the activities in their respective homerooms based on the observed interests and abilities of the children. This includes planning, arranging and evaluating the suitability of the physical environment of the room to facilitate children active engagement of the children in different forms of play. The room arrangement and the selection of equipment in the room have a great impact on how the children will interact in the space. Staff ensures that toys and equipment should reflect the ages, interest and diverse abilities of the children. Program activities will be modified to accommodate children with different or varied abilities. Art Supplies and other materials are to be set up at the children's level in each room. Staff provides materials and opportunities for children to work independently, in small or in large groups.

Children's involvement and needs are to be considered and flexibility as well as creativity should be encouraged. Interest Centres are to be clearly marked so that a variety of activities can be accommodated simultaneously. The planning introduced might be thematic to start with, but the activities planned are interest based and a result of the close observation of the children in the room. Program planning is done to include all areas of development. Program planning incorporates a variety of planned and spontaneous activities. Cultural heritage and Inclusion is an integral part of programming.

Planning sheets are posted on the communication board in every room for everyone to see. Program planning is to be done in the paid time during naptime in the

homerooms. Current and developmentally appropriate resource materials are to be used for programming. Staff will refer to the list of resource books and websites is available onsite. The list is posted on the Staff Information Board and the books are in the office for easy access. FCSS is accessed for mentorship support when needed. Resource materials used in planning are to be referenced on the planning sheets.

The planning is based on:

1. Observed needs and interests of children.
2. Acceptable safety and health practices.
3. Parental input/ideas
4. Feelings and behaviours observed

The staff involves the children in the discussion to add to the planning. They talk about the things that they already know and things that they would like to see explored/covered in the programming. The staff gages from the discussion what the children know and what they would like to know. Children are involved in the decision-making process to increase their confidence and social competencies. All conversations and child/staff meetings should be recorded in the program planning file.

For *out-of School* care children, staff needs to communicate and interact with the children during their Daily/weekly meetings to be aware of the children's school and extra-curricular experiences, which will be incorporated in the program planning. Staff ensures that the physical environment and room setting provides children with opportunities to explore new interests and physical activities in a safe, supportive setting. Staff also ensures that in addition to the variety of play available, there is room for quiet reading, homework activities and small group, solitary and large group play along with messy and noisy play. The planned activities maybe extended further to off-site

excursions to enhance the learning experiences.

The program provides age-appropriate activities that encourage growth in the individual stages of development. The variety of activities addresses the 6 components of development: *Physical, Social, Intellectual, language, creative and emotional needs*. The planning will include activities encouraging growth in math, science, reading, writing, dramatic play, art & craft, sand and water play.

Staff takes the child's lead during activities rather than tell them what to do. Staff role models positive and appropriate social behaviours for children to encourage social skills through interaction with peers and adults. We encourage children to make friends and develop relationships with others, including adults. We support children in developing their problem solving and conflict resolution skills. We provide co-operative team experiences where children learn group dynamics and how to work well with others. Staff plans leadership/teamwork opportunities with children. Staff plans recreational activities for the children and with children's input where applicable.

Child Guidance Policy

Children need guidance to help make appropriate behavior choices. The childcare staff uses child guidance strategies that encourage self-restraint, self-respect and respect for others. Staff, parents and children (where appropriate) are communicated the Guidance/Discipline Policy by adding it to the Hiring Package, Parent Orientation Package and the Parent and Staff handbook. Children are encouraged and guided to act in appropriate ways. Positive guidance strategies are offered to children to reinforce their appropriate behaviors and encourage cooperation. It is very important that all guidance strategies respect the self-esteem of children. . Staff will work in partnership with families

and respect their beliefs and expertise in their child-rearing role as primary caregivers. Input on behaviours and consequences are discussed with families to follow a consistent strategies towards a positive outcome. Parent involvement is encouraged along with sharing of resources and additional support is offered, where needed through referrals Opportunities are provided to the children to allow them to be able to use their own abilities skills and talents. Staff encourages children to try new things on their own. Staff is responsive to children's abilities and needs for assistance. Staff ensures that children of all abilities can participate in the activities.

No person may use corporal punishment against a child under any circumstances. "Corporal Punishment" is defined as any type of physical punishment. *It includes shaking, pushing, slapping or spanking. Any form of contact intended to ridicule, humiliate, degrade, insult or undermine the dignity and self-worth of a child is also a form of "corporal punishment". A child will not be physically restrained, confined, isolated or denied the basic needs like food and shelter.*

The staff treats the children with dignity and respect. The Staff acknowledge children by responding attentively and showing interest when the children communicate with them. Staff seeks out meaningful interactions with each child, encouraging children to express their needs and desires. They engage in conversations with children. Children are allowed to finish speaking without being interrupted. The Staff will receive an orientation in the approved child guidance strategies. All staff respond in a consistent way to children's behavior. Staff assures that children are included in a range of activities, including recreational activities in a safe, supportive environment.

Staff uses age-appropriate *Prevention* and *Intervention Strategies* in providing child guidance. Staff is aware of, and assist children in the recognition and development

of problem solving skills. The goal of these strategies is to assist the children to develop self-discipline and appropriate problem-solving skills. The strategies followed are as follows:

- Staff reacts quickly to stop or redirect undesirable behaviour right at the time when it occurs-*“You may either do the art activity or find something else to do.”*
- Ignoring the behaviour when it is for the attention seeking purpose. The most effective way to stop negative attention seeking behaviour is to ignore it.
- Children are actively involved in solving their own conflicts and problems at the pre-school and OSC level.
- Program is planned to promote age appropriate interaction and avoid conflict.
- Staff shows children how to monitor their own behaviour through appropriate modeling.
- Pointing out appropriate behaviour- *“Way to go! You used words to explain what you are upset about and now I know how to help you.”*
- Use natural and logical consequences with a positive unassuming attitude-*“If you dump the toys, you will need to pick them up before you can play with anything else.”*
- Give children choices- *“You may either keep the sand in the sand box, or find another place to play. Whatever you like is fine with me.”*
- Rules and limits set up are clear and precise-*“You may not throw dishes, but you can throw balls. Let me help you find some balls to throw.”* It is essential that the rules be consistently reviewed every six months with the children as reminders. *“Chairs are for sitting on.” “Running is for outdoors, walking feet indoors.”* Staff explains the reason for each of the

rules and limits clearly to the children.

For the *OSC* :

- Staff involves children in setting rules and consequences; solve problems; compromise and negotiate; and solve their own conflicts in an appropriate manner
- Staff discusses issues with the children and assists them in working out solutions.
- Group consequences are not imposed in response to actions of individual children
- Bullying behaviour is unacceptable and can go as far as to their admission being revoked. Pushing, shoving, name-calling, teasing and social isolation are all considered as bullying. However, parents are asked for input, after a plan has been implemented. Children participating in any such actions repeatedly will be expelled from the daycare.

Staff role models positive and appropriate social behaviours for children to encourage social skills through interaction with peers and adults. We encourage children to make friends and develop relationships with others, including adults. We support children in developing their problem solving and conflict resolution skills. We provide co-operative team experiences where children learn group dynamics and how to work well with others. Staff guide children to respect rights of others.

Bullying

Purpose:

To Ensure that Staff/Adults understand Bothering vs. Bullying behaviour and are aware of acceptable and appropriate bullying strategies and procedures.

Policy

Bullying is a very real situation within a center and understanding the behaviour is just as important and preventing it. *Teasing* is a playful joke between friends and/or family which goes back and forth. It is done with a sense of fun and to create comedy and laughter between the people involved.

Bullying is not done playfully or jokingly, but hurtfully and negatively. There can be a very, very fine line between the two. Teasing can become bullying if it hurts the other

person or is done to hurt the other.

Staff observes the children for patterns in children that can help identify possible causes and find effective ways to deal with problems. Staff have resources available to cope with behaviours that are far more challenging than everyday-type behaviours. These resources include training, community resources and each other.

Procedure

- Staff/adults recognize and respond to the children's abilities and needs for assistance and aide in developing their problem solving and conflict resolution skills instead of solving a problem for them. Talk to Children about Strategies to use: W.I.T.S.= Walk away, Ignore, Talk it out, Seek help & You can also use humour as a defense mechanism.
- Staff/adults intervene promptly when aggressive actions or bullying occurs but treats each child with dignity and respect.
- Parents are asked for input with a plan for the bullying behaviour and the strategy is implemented. Children participating in any such actions will be monitored for effectiveness. If the bullying behaviour continues it can go as far as revoking their admission.

Use of Technology Policy

The use of videos will follow the following guidelines:

- Must be pre-viewed by an adult
- Must be age and developmentally appropriate.
- Staff must be present at all times the children are watching videos.
- Alternate activities are provided for those children not wanting to watch the video.

The use of Video Games

- To be played no longer than 20minutes.
- All games previewed by an adult. ○ All games must be age appropriate.

- Children are supervised during the use of the video game.

The use of CD/Cassette players:

- Music/Songs are played only at a planned time and is part of intentional learning.
- CD player will not be played all day for background music.

TV& CD player will be utilized to incorporate children's school and extra-curricular experiences like music, dance, science documentaries, etc.

Diversity and Culture Sensitivity

Staff will actively promote children's physical health and well being by planning nutritious, appealing and balanced snacks and meals that take into the cultural and religious practices in addition to other important aspects. The staff provides experiences that convey respect for each child's cultural, ethnic, religious and language background and family context. Staff adopts communication strategies that are respectful of the child's family background and culture. Children say the grace before they eat, but it is totally up to the families, if the children want to join in saying the grace. The daily transitions of the program are planned and consistent but allow for flexibility to meet the individual needs.

It is encouraged that the staff knows the cultural and religious values and beliefs, the social-economic status of each child in their group by daily verbal communication with families. This information is essential as that may influence what the individual expects from others and how the individual communicates and behaves. .

The centre is able to create an environment that reflects and affirms the culture, language, and religious diversity within the surrounding community. The equipment and toys available for play reflect the ages, interests and abilities of the children. Opportunities

are provided to the children to allow them to be able to use their own abilities skills and talents. Staff encourages children to try new things on their own. Staff is responsive to children's abilities and needs for assistance. Staff ensures that children of all abilities can participate in the activities.

Staff support and foster children's pride in their heritage by incorporating foods, language, songs, games, folk tales, dances and clothing that reflect individual children's family backgrounds in a way that makes these parts of the everyday program. Parents are encouraged to come and share a story, costumes and a dance from their culture, if they wish to through monthly newsletters, memos and verbal invitation. Individual differences and abilities are also celebrated. All children are involved in the decision making process which in turn helps enhancing their confidence and social abilities.

Field Trip Policy

Purpose:

Provide educational, social, cultural, environmental and recreational experiences to children.

Policy:

Field trips will provide educational, social, cultural, environmental and recreational experiences to children throughout the year. These experiences will be chosen with input from the children and will occur close to the center and at a distance away from the center. The children will be given a safety orientation before and after getting to the field trip destination as to where they will be going, what they will see there and who they will listen to.

Procedure

General

- 1- All parents must sign a permission slip from the center to take their children to and from the specific activity/field trip
- 2- Staff will explain where they are going, safety and expectations of behavior to

supervisors and adults, [including transportation manners], and what to look forward to when arriving at the venue/fieldtrip.

- 3- The Supervisor in charge will review and complete the volunteer policy with the volunteer/s

Health and Safety

- 1- Parents authorize the center to obtain any and all emergency care and assume financial cost and responsibility as required when they sign the field trip permission form.
- 2- If the child's behavior on the fieldtrip puts his/her safety and/or safety of others at risk, either[in severe situations] the parent will be called to pick up the child, or the child will not be able to attend the next trip.
(Documented evidence will be available to make a fair conclusion).
- 3- Supervisor in charge of the group take portable emergency files, first aid kits and all emergency medications required to the off site/fieldtrip location site.
- 4- A staff member will go ahead of the group to do an initial safety check of the physical location/park to make sure it is clear of any safety hazards before the children start to play.
- 5- In case of emergency:
 - Contacting Medical aid will be the first course of action
 - The parent will then be contacted with the course of action taken and asked for further direction regarding the child.
 - the center will then be notified of the situation Supervision

- 1- A ratio of
1:8 for children ages 3 / 4 1:6 for children ages 19mnths / 2 years.
1:4 for children ages 12 / 19 mnths 1:3 for children ages 0 / 12 mnths.
- 2- Adults Supervisors [18 and over] and will have the required certifications and clearances.
- 3- Additional volunteer adults above standard ratio will accompany the groups.
- 4- One supervisor from each age group will be in charge of that group
- 5- One staff (Director, Assistant Director, Program Director) will be in charge for the overall fieldtrip/away venue.
- 6- Cellular phones or other communication devises will be present for every group supervisor. The Person in charge of the entire fieldtrip body will have communication access to all groups, the transportation, and the center.

Transportation

- 1- All transportation used for any and all fieldtrips/ away venues will be approved by transport Canada, i.e.: city transport, charter bus
- 2- Owned Transportation used by the Center itself will be approved by Transport Canada
- 3- No children under the care of Sunshine Patch will be transported by any privately owned vehicle/transportation at any time.
- 4- Parent Volunteers choosing to transport their own child in their own vehicle/transportation during a fieldtrip/ absolve the center from any legal action regarding any accidents, traffic mishaps or vandalism at the venue while on the fieldtrip/away venue.

Forms and Approval

- 1- All permission forms must be signed by parent/guardian. If there is no signed permission slip the child will not be permitted to attend.
- 2- All medication administration forms must be signed by the child's guardian/parent. Children whose guardians did not provide emergency medications will not be permitted to attend the fieldtrip.
- 4- The Volunteer policy, procedure and sign in sheet must be completed before the fieldtrip

Documenting movement from the center to the intended destination and maintaining a vigilant account of all children registered with Children's academy for any and all adults involved with safety and care of each child.

Documenting Movement from the intended destination back to Children's Academy ensures that everyone involved with the care of the individual child knows exactly where every child is during movement outside of the center.

Volunteer Policy

Purpose:

To Provide an Orientation about our program during the onsite and offsite contribution of volunteers towards Program planning enhancement, by supporting children's optimal development in an inclusive environment that incorporates the value and importance of play.

Policy:

All volunteers in direct supervision and contact with children will be required to read, understand and sign the volunteer agreement to ensure the appropriate actions when dealing with children in a volunteer position.

Procedure

- Volunteers will be shown the place to put their outdoor footwear and other belongings, location of the washrooms and a tour of the centre.
- Volunteers are introduced to the Room Staff members that they will be working with.
- Volunteers will clearly be communicated their role/duties by the Room Supervisor
- Volunteers understand that our program incorporates inclusive approaches that respect children's diversity and value children's individual needs and backgrounds.
- Volunteer must be 18 years of age to supervise a group of children within the presence of a staff member.
- Volunteers will not be left unsupervised at any time by any staff member for any reason and be in direct communications with a qualified staff member at all times.
- Volunteers will intervene promptly in emergency situations and work closely with the room staff that might arise during active exploration and learning through play.

Volunteers will follow our Conflict Resolution Steps where needed.

- **. Take a S.T.A.N.D. to Solve a Problem**

S – *Stop and calm down. Keep emotions in check.*

T – *“Tell what’s bugging you”. Listen to each side. Stick to facts!*

A – *Assess alternatives. Brainstorm your options.*

N – *Narrow the choices to “win-wins”*

D – *Decide on the best one that you both agree upon -and do it!*

- No person may use corporal punishment against a child under any circumstances. “Corporal Punishment” is defined as any type of physical punishment. ***It includes shaking, pushing, slapping or spanking. Any form of contact intended to ridicule, humiliate, degrade, insult or undermine the dignity and self-worth of a child is also a form of “corporal punishment”. A child will not be physically restrained, confined, isolated or denied the basic needs like food and shelter.***

- Volunteers will have the approved daycare emergency numbers and the fieldtrips team leaders' cell number but will in no way be responsible for the initial call if an emergency takes place.

Junior leaders {13-18}

- Junior leaders will have completed a registered babysitting course recognized by the daycare and the director.
- Junior volunteers can aide the staff member in a support position only such as retrieving items, helping the children by aiding them in putting on outside clothing and footwear, serving pre-cooked foods and tidying up afterwards.
- Junior volunteers will and can not take children anywhere a qualified staff is not immediately and physically monitoring.

Child Assessment Policy

We believe that every child is unique, growing and developing at his or her own rate. Children's growth patterns are rarely smooth and linear. Sometimes growth and/or development seem to be at a standstill. This often happens just before a big step in the child's development.

The staff observes and document the development and growth of all the children, through their daily interactions with the materials around them in their environment. We use the assessment tool called *the Nipissing District Developmental Screen (NDDS)*. It is a easy tool designed to provide an easy-to-use method of recording the development and progress of infants and children. The areas of development covered by the Screen Forms include communication, gross and fine motor, cognitive, social/emotional, and self-help. This screen test is done to record the growth every 6 months. Parents will sign a consent form to allow for the annual assessment of their child. The skills in each screen are expected to be mastered by most children by the age shown. If two or more "No" responses are marked a referral to a health care and/or childcare professional is recommended. *Ages & Stages developmental tool* is also done by Leduc County Family & Child Support Services(FCSS), after parent consent.

If the staff or FCSS observers see anything that is not typical of the growth and development or if the staff or the parent has a gut feeling that things are not right referrals will be made. However, before the formal assessment, observations on the child will be recorded and discussed with the parent.

Soon after the Nippising are completed, a parent-staff conference can be set up for a follow-up. Staff will set up goals for the children to work on a daily basis. By recognizing and treating problems early, children have the best chance to achieve their potential. *Early intervention* can also reduce the financial and emotional costs to the child and family.

Daily Schedule and Routine

The schedule for each day is posted in each room. Our daily programs are geared to meet the development needs of each age group. Our programs include music, creative play, physical activities that simulate the development of young children.

7:00-8:30	-Greeting parents and children -Free play and activity centres open
8:30-8:45	-Washroom time and hand wash up for breakfast
8:45-9:00	-BREAKFAST
9:00-9:15	-Washroom time and wash up
9:15-9:30	-Circle time (songs and finger play)
9:30-10:15	-Arts and craft table open and centres open
10:15-11:00	-Outside play/walk weather permitting; or free play
11:00-11:20	-washroom/wash up time -Getting ready for lunch
11:20-12:00	-LUNCHTIME
12:00-12:15	-Washroom and story time
12:15-2:15	-Nap time for all children
2:15-2:45	-Washroom and wash up time
2:45-3:00	-SNACK TIME and Hand washing
3:00-3:30	-Afternoon circle and arts and crafts table open
3:30-4:00	-open play/walk, weather permitting; free play
4:00-5:30	-Free play

5:30-6:00

-Home time (centres still open)

Nap Rest Policy

We feel that rest is an important part of a child's daily program. Rest time is from 12:30pm- 2:30p.m. Children are encouraged for quiet time at the beginning of nap time to allow other children to fall asleep. Children who are still awake are offered quiet activities at their bed or at the table area. The Kindergarten room has a quiet time with quiet activities offered to the children on an ongoing basis. Non Sleepers from P/S are combined with that group for naptime. Parents can arrange an appropriate time period of naptime for their child/ren with the room staff according to the families requirement.

Toy policy

Bringing toys from home could limit children's interest to explore other materials, thus lowering their levels of participation in the daily learning. Children are able to bring toys from home one day a week, i.e. show and share day. Every room had their own day picked out for Show n Share.

Staff will assist with children to safely and respectfully play and share the materials from home but not responsible for the toys in case of missing pieces or breakage.

Grievance/Conflict Resolution Policy

Purpose: To listen and resolve any issues/concerns that arise in regards to the care effecting the positive sense of self and belonging of a child/ren.

Policy & Procedure: When Parents, Children or Staff feel that a child's needs are not being met, they are encouraged to bring up their concern with the concerned staff and try

to come up with a workable solution. Staff work in partnership with families and respect their beliefs and expertise in their child-rearing role as primary caregivers as strategies are set up to resolve the concerns/issues. Staff is encouraged to deal with any concerns/conflict the parent, children and other staff members might have, in a timely manner. Staff will also assist with conflict resolution among the children using the age appropriate Guidance and Intervention Techniques. When issues arise that staff are unable to resolve, staff & Families are welcome to bring the matter to the Director/s. Other resources, like the Community Organizations and services maybe contacted, if needed for a better understanding of how certain issues may be handled and resolved by the Director.

A Grievance Form is to be completed by the family, along with the issues that need to be addressed. A meeting time will be set up in person, email or phone call to understand the concern. The Director will work towards a workable solution to resolve the issue or concern. A follow –up is an essential part of a resolution and the Director will ensure that the things are working out as planned. The follow up will be done in person, email or a phone call.

Workable Solution / strategies are communicated to the Staff members for input. When mutually agreed upon, the strategies will be implemented and results recorded.

Appropriate and mature adult behaviour is encouraged while trying out the different solutions. Staff models respectful interactions with other staff and children. Staff is discouraged to gossip or have long conversations with other staff or parents not involved in the issue of concern.

Confidentiality policy

Staff will respect confidentiality of the families at all times. All the information accessible to the staff is treated as confidential and at no point disclosed or discussed with

other parents or staff. In case of an emergency or injury, the information may be released to the authorities concerned, medical staff or in case of suspected abuse to the *Child Welfare Authority*.

Information may be released to the other authorities only with written permission from the parent or guardian. Child-related information in case of schools is exchanged only by parental consent.

Involvement of Children and Families in Planning

The Staff initially plans themes and introduces to the children. Interest based planning is highly supported and encouraged by the staff in every playroom. Programming incorporates a variety of planned and spontaneous activities. Staff closely observes the interests of the children and expands on the expressed interest by providing related materials, to enhance further learning experiences. Daily /weekly meetings in the OSC room between staff and children are held for input on rules, new programming idea and interests. Children are given a chance to lead these meeting to encourage their leadership skills and self confidence. Staff works towards providing resources and materials to support awareness and understanding of the diversity of children's needs, abilities, backgrounds and interests. Staff seeks parental involvement in form of suggestions, ideas and volunteering a bit of their time to make this possible. Families will be invited through newsletters/memos sent home through emails to encourage participation in the program for presentations and in off-site excursions planned to support development through outdoor environment with active play spaces and opportunities to experience and learn about the natural world. Parents are able to sign up for field trips on the Field Trip Permission forms.

Open & brief communication with parents during pick up & drop off times about their child's activities at home, family holidays and events at the daycare helps to narrow down the children's interest for program planning. Families are welcome to visit and spend time with their child/ren anytime that they would like to. Input and suggestions of the parents regarding the interests of the child are incorporated into the programming. Parent Involvement supports us in our goal to promote and nurture children's positive sense of self and belonging through supportive relationships. Parents will also be encouraged to volunteer a brief period of time to talk about their profession with the children and bring materials to share with the children. This gives the children an opportunity to learn about the community around them.

Things parents might do:

- Share a favourite family snack or recipe.
- Join us at our potluck, summer picnic/barbeque, and Christmas party/concert.
- Donate materials for the program or finishing an activity before going home at end of the days.
- Donate materials for the program, such as old office equipment, computer paper, nut-free baking items, etc.
- Arrange a field trip.
- Talk with other parents.
- Talk about the importance of quality childcare to your friends and other people in the community.
- Attend a workshop on child development, discipline, or nutrition.
- Make suggestions to staff about a new activity or idea.
- Read to children in the book corner.

- Invite grandparents, aunts and uncles to visit the Centre.
- Share culture's experiences and celebrations with staff and children in the centre.

Getting involved introduces parents to new friends, neighbours and interests. It also provides an opportunity for parents to share Daycare experiences with their own children, which in turn helps parents to better understand the children in the social context.

Family Communication, Community & School Partnership Policy

Appropriate referrals are made from time to time. A follow up of the situation is also essential in order to find out if alternative resources have to be researched. Monthly newsletters and emails are exchanged with families. Important dates and information is put on the white board , the Parent Information board in the foyer and emailed.

Communication with schools is also kept open through the e-mails. School email list and contact persons for each school are available to staff. The calendar is to be displayed on the information board in the individual rooms. A list of all the school children attending our program is faxed to the school office. Staff should be well informed of the special events happening at the schools to be able to program efficiently, so that the planning complements the same.

Parent Information Board will be used to display community resources and events, for parents to access. Families are able to access resources from our website: www.sunshinepatch.ca. A monthly newsletter is produced and distributed on a regular basis. Parent Link Newsletter is available to parents as well to update them with community events and workshops and emails forwarded with upcoming workshops for

families.. Parents also have an easy access to give/ get information through e-mails.

We collaborate with Town run childcare program for resources that can benefit the community and the families. Esso/Tim Horton and Fountain Tire has partnered with us as being the emergency evacuation site for our facility.

Community programs such as the library, local fire station, parks, Ken Nichol Recreation Centre and the Aqua Fit are utilized actively. We are also members of the Beaumont Business Association.

We collaborate with the Leduc County FCSS for important child/program support i.e. Annual Developmental Ages & Stages for children and mentorship support for staff & environment assessment..

We also partner with the Beaumont Composite High School to provide the students with onsite practicum placement for the childcare course. We support the health of children by partnering with the Leduc County Public Health Center.

Members of the community maybe invited as guest speakers and visits to -RCMP & Fire Hall as a special event to further the learning and the children's interest. All handouts with the community offered programs and events are to be displayed on the parent information board in the main foyer.

Open Door Policy

Sunshine Patch practices an open door policy and encourage families to visit the Centre anytime. Invitations are sent home verbally and in Newsletters to welcome the families to explore your child's world . Families are encouraged to provide feedback and make suggestions - just drop them in the suggestion box.

Fun events and opportunities are scheduled. Some of our special events include our Christmas Family Dance, Halloween Party, and Spring Family Dance for our parents.

We invite parents to volunteer by helping out at the Centre Field Trips/ offsite excursions, serving on the Parent Advisory Board or providing activities and equipment. Parent Involvement supports us in our goal to promote and nurture children's positive sense of self and belonging through supportive relationships.

The centre's program director is available on daily basis. Each room post their notices on the door, as well as on the parent board. We also have a communication book in each room for your convenience.

Newsletters are produced and emailed each month. Parents are encouraged to read the newsletters as they contain information regarding upcoming events, dates the Centre is closed, fundraising events, etc. The daycare's newsletter addresses the specific requirements of each room.

We also encourage all our families to become actively involved in fundraising in any capacity. A portion of our revenue is generated through fundraising for program supplies, educational toys, upkeep of the building and playground equipment. By helping with fundraising, it helps the Centre keep the childcare costs at a reasonable level.

Health, Safety and Growth of Children, Staff and Centre

Purpose

Provide a standard set of policies, procedures and checklists to monitor and record physical Health concerns, safety concerns and emotional/intellectual growth of the children, staff or center.

Policy

Sunshine Patch and Out of School Care understands that a safe, emotional stimulating environment is essential for the Development of each child and Staff member. Therefore, an extensive set of specific policies and procedures are set in place for a wide range of critical elements that make up the program as a whole. Our numerous stringent Policies for Health, safety and intellectual growth of our children, staff and center are monitored and recorded for the optimal learning experience for each child and staff.

- Our numerous up to date Health and Safety policies ensure the center remains clean and secure so the children can explore their world in a clean, safe and inviting space.
- Our Nutritional Policy ensures each Childs daily nutritional intake meets the Canada Food Guide and changing nutritional information giving the child the energy for physical exercise and co-ordination.
- Our Medication policies strict administration procedures ensure that the child receives the right medication in the right dosage at the right time to ensure optimal wellbeing.
- Our Professional Staff Policy supports the continual learning of our already trained, dedicated staff.

Procedure

Each element of our center is governed by a Policy, Procedure and checklist that is completed, recorded and filed for confirmation to ensure a safe and inviting center.

Fire Drill

Regular Fire Drills are conducted on a monthly basis to desensitize children to the bell and to train them in the proper evacuation procedure. This reduces the chances of panic in a real incident of a fire. To avoid confusion in an emergency situation staff and children become accustomed to the required line of action. Staff practices the correct evacuation procedures, primary and alternate evacuation routes, and are reminded of the shelter location and use of fire extinguishers. All staff knows how to activate and de-activate the fire alarm system.

Emergency Evacuation Procedure

Purpose: To facilitate a safe and smooth evacuation in emergency situations like fire, flood, etc.

Policy: Staff follows the clearly set up directions/procedure during an emergency evacuation to facilitate relocating all the children in care safely to the alternate evacuation sites and stay there till pick up persons arrive.

Procedure:

Infant Room Staff Responsibility:

- Primary staff of the infant room will put the sign-in sheets in the emergency backpack and while the other room staff gets the strollers ready to get infants seated and belted.
- Each staff will take one stroller and walk out of the building, together. Take extra blankets if cold.
- Staff will do a head count at the door, before proceeding further.
- Staff proceeds to the covered area taking a left on the curb, in front of the Bell store and waits for the other groups and the Director to arrive.

- Director will double check the room and the washroom for clearance and closes the room doors.
- After the final head count done by the Director, the group will then proceed to the Tim Horton/ ESSO Gas bar.

Toddler Room Responsibility:

- Staff helps children line up at the door facing the main entrance.
- Primary Staff takes the sign-in sheet along with the emergency portable kit and does a quick check of the room, including the washroom, before proceeding to the front main exit of the daycare.
- The secondary staff can bring a stroller, if available, seat 4 younger toddlers and belt them up.
- Primary Staff does a quick head count before proceeding to the door. ○ With one staff leading and the other following the group, will assist the children to the covered area in front of the Bell Store .
- Director will double check the room and the washroom for clearance and closes the room doors. ○ After the final head count done by the Director, the group will then proceed to the Tim Horton/ ESSO Gas bar.

Pre-School Staff Responsibility:

- Staff helps children line up at the back exit door, towards the Tim Horton.
- Primary staff member takes the sign-in sheet along with the emergency portable kit, check the washroom and does a head count.
- Staff proceed outside with the children, with one staff leading the way and the other at the back of the line-up, to the covered area in front of the Bell Store.
- Director will double check the room and the washroom for clearance and closes the room doors.
- After the final head count done by the Director and instruction from the Director, the group will then proceed to the Fountain Tire to the South-West of the building.

Kindergarten Room Staff Responsibility:

- Staff will instruct and assist children to line up at the back exit door.
- Primary staff member takes the sign-in sheet along with the emergency portable kit and does a head count.
- Staff proceed outside with the children, with one staff leading the way and the other at the back of the line-up, to the covered area in front of the Bell Store. □

- Director will double check the room for clearance and closes the room doors.
- After the final head count done by the Director and instruction from the Director, the group will then proceed to the Fountain Tire to the South-West of the building.

Procedure:

- Once everyone is at a safe location, away from the building, the primary staff member for each room will take attendance and wait for instructions from the director.
- The director will do a sweep of the entire facility including the washrooms, checking each room and then closing doors after each room has been checked.
- The director will then double check that all individuals have been accounted for.
- Once everyone is accounted for, children will be led by the primary staff member to the evacuation site.
- Once at the evacuation site, the primary staff for each room will continue to supervise their group until further direction given by the director. The director will gather the emergency information sheets and establish communication with parents to arrange for their children to be picked up.

Relocation Site:

Primary Site

Tim Horton
6001, 29Av.,
Beaumont, AB. T4X OC1
Phone# 780-929-7772
Contact: Richard Siffledeen

Alternate Site

Fountain Tire
6201, 29 Av.,
Beaumont, AB. T4X 0H5
Phone# 780-737-7727
Contact: Brent Rayment

Daycare Opening & Closing Procedure

Opening Procedure:

- Unlock main entrance door using FOB and enter.

- ❑ Turn On lighting.
- ❑ Pull up the blinds.
- ❑ Sign In on the Staff attendance sheet.
- ❑ Walk around the centre, checking all rooms, kitchen, and washrooms and turning lights on.
- ❑ Bring Pre-School and Kindergarten Attendance sheets to the OSC Room. Toddler Room attendance sheet to the baby room for mixed group time till 7:30am and staff open their individual rooms at 7:30 and take sheets with them to their respective rooms.

Staff Closing Procedure:

- ❑ Check all washrooms and rooms.
- ❑ Switch off all room lights.
- ❑ Check all child sign-out sheets to make sure all children are signed out.
- ❑ Sign out on the Staff sign-out sheet.
- ❑ Turn off hallway lights.
- ❑ Step out and swipe the FOB twice to lock and set the alarm.

Indoor & Outdoor Playground Safety Check

Purpose: To Ensure all children are properly recorded and counted for all staff /volunteers and persons directly and indirectly involved in the children’s care when not in/outside the immediate surroundings of the Sunshine Patch Daycare.

Outdoor Checklist Policy

Our outdoor play space/playground is attached on the side East side of the building. Staff positions themselves strategically on the playground in order to supervise all children at all times.

The play space is used at different times for babies and toddlers from that of the pre-school/kindergarten and Out-Of-School care groups. The play space provides a choice of activities that reflect their needs and interests and are age-appropriate. Staff

closely supervises climbing structures where applicable.

One Staff member steps out to briefly to inspect the playground for any broken bottles or glass thrown in from over the fence. Any broken toys or equipment is removed from the play space as well, before letting the children out.

Indoor safety check

Indoor safety check has to be done daily. Staff will make sure there are no tripping hazards like wires from electronics or sharp corners from broken furniture are in the walkways. Staff makes sure that all equipment and toys are used responsibly.

Distal Supervision Policy (OSC only)

Children ages 9 and older, may earn the privilege of *distal supervision*. This means that children may take part in Individual or Small Group (2 to 3) activities while on-site that are time, activity and location specific, while within *intermittent direct supervision* of a staff member. The time, activity and the location must be approved by the supervising staff member, who will periodically (5-10mins) check on the children. This allows the children with the opportunity to take on greater responsibility and earn confidence and trust.

If the child demonstrates that they are not yet capable of making responsible choices during distal supervision , the privilege will be revoked

Portable Emergency Information Records Policy

A portable record to emergency information is maintained and is taken on emergency evacuation. All the information about the children enrolled is maintained in a file that is in their individual homerooms. Staff has ready access to this information at all times including when children are away on field trips, off-site excursions and while being transported to school and back. There is a backpack available in every homeroom to be able to carry the portable emergency information records file along with first-aid kit in it.

The portable emergency information record is kept complete and current. It is

updated every six months or as any change in information occurs. The emergency information consists of:

- Child's name, date of birth, health care registration number and current home address of the child,
- The name, current home address and telephone number of the child's parent,
- The address and telephone number of the place where the child's parent and another person to whom the child maybe released can be reached in case of an emergency,
- Name , phone numbers and addresses of two other emergency contacts, other than the parents.
- The name and telephone number of the child's physician,
- Written confirmation of the child's immunization any other health information provided by a parent.
- The current telephone numbers of the nearest hospital emergency centre and poison information centre.
- Medication that is taken on a regular basis is also recorded on the child's information record.

Daily Nutritional requirements/Meals

At our centre we prepare children's breakfast and afternoon snack. The menu is posted in the foyer, as well as in individual playrooms. We operate on a 4-week summer/winter menu. We provide children with at least 1/3 of their daily food needs according to the Canada Food Guide. Lunch is provided by the parents. If a child has no or insufficient lunch portions from home, the daycare will provide /supplement to meet the child's nutritional need.

At meal times, children and staff sit and eat together. Our food is served initially by our student helper of the day: napkins, bowls glasses are given out with a small quantity initially. Children help themselves for the subsequent second servings. We encourage children to serve themselves and to pour their own milk/juice. If parents would like staff to track eating habits of their child, parents are encouraged to talk to the staff and the staff will be happy to do the needful.

Policy for use of Aerosols

Use of Aerosols is prohibited when children are in the facility. Use of air fresheners of all kinds is discouraged during the presence of children in the daycare facility.

Use & Storage of Cleaning Agents

We use specified levels bleach for sanitizing purposes. There is minimal use of chemicals in the centre. All chemical products are kept out of reach of the children. All washing detergents and bleaches are stored in cabinets at a higher level of reach from the children.

Policy for use of Pesticides

Pesticides application indoors will not be done in and around the daycare facility when children are present. If required, it will be done with a 48hrs prior to the children returning to the facility. Children are kept away from indoor areas where pesticides have been applied recently, or kept indoors if pesticides are being or have recently been sprayed in the area around the centre, for as long as recommended by the *Local Health Authority*

Policy for Non-Toxic Paints and Art Supplies

Art materials used are chosen with care. According to the Health Canada's publication, *The Safer Arts* recommends that clay in dry form; powdered tempera colors and instant paper maché s are not used for children's projects because they contain inhalable dusts and pigments. We Use water-based paints and vegetable or plant dyes and food dyes. We do not use aerosol spray paints; epoxy glues or instant glues and permanent felt -tip markers. We do check the manufacturer for a Material Safety Data Sheet that lists the

substances used in the product (e.g., whether it contains lead, solvents like toluene or methyl hydrate, or asbestos or silica). We are aware that environment exposures may be compromising children's health and development. Our policy reflects our attention to this issue, and presents our measures to reduce risks to children.

Safe Food Handling Policy

The Staff members responsible for food storage and preparation have completed the food handler's course. Staff has successfully completed training in food sanitation and hygiene program i.e. Food Safety Course.

Food handling procedures ensure that hot foods are kept hot; cold foods are kept cold at all times. The oven and cooking range is used to keep hot foods hot and the refrigerator is used to keep cold things cool. Food preparation and serving utensils and surfaces are sanitized after each use. The 3-sink wash system is to be used for washing dishes after each use. Staff needs to complete the kitchen cleaning checklist on a regular basis.

We are a nut-free centre, so we discourage parents from bringing any homecooked treats for all the children on any special occasions. However, they are welcome to bring packaged, labelled items with a list of ingredients on it. Foods that present choking hazard like grapes are sliced into half and hotdogs are sliced lengthwise.

Maintenance and Repair of Appliances

Appliance maintenance/repair is recorded on the daily safety checklist by the room staff so that the issue can be taken care of at the soonest. Thermometers are kept in the refrigerators to record the temperatures inside of the refrigerator . Washer/Dryer, microwave oven and cooking range/oven are to be cleaned after each use with appropriate cleaning agents. They will be replaced or repaired at the soonest possibility when there is a dysfunction or failure.

First Aid Requirement for Staff

All Primary Staff or Child Development Workers in every room require a valid First Aid Training Certificate. All certificates are posted on the staff information board for parents and licensing to look at, at any point of time. Only the Staff with valid certification is authorized to administer medication or herbal remedies and to protect children in case of allergic or adverse reactions.

Medication storage Policy

All medications or herbal remedies are safely secured in a medication box with a

functioning locking mechanism. This is to ensure the safety of all children in the daycare. The medication box is kept out of reach of the children. The box is set in the cupboard/shelves high enough, so it is inaccessible to the children. All medications or herbal remedies are to be refrigerated and non-refrigerated are stored in locked containers. Only the Staff with valid certification is authorized to administer medication or herbal remedies and to protect children in case of allergic Staff needs to be aware that medication form is to be completed and signed by the parent. Staff will make sure of the dosage and time of administering the medication or herbal remedy and record it on the medication form. The child-administered medication is to be closely watched for 15 minutes for any possible reactions.

The medication or herbal remedies for emergency situations like asthma pumps, epi-pens, etc is not stored in lock for “in case of need” situations. Emergency medications or herbal remedies are stored in an identified location that is inaccessible to children.

All staff is made aware of where the emergency medication or herbal remedies are stored. Medication and herbal remedies are returned to parents when the authorization period has ended or are disposed off by the staff, with parental knowledge, in an appropriate manner.

Diaper Change Policy/Procedure

For health and safety reasons the following procedure needs to be followed by staff before, after and during diaper change:

1. Wash Hands
2. Check to make sure the supplies you need are ready; fresh diaper, freshly dampened paper towels or pre-moistened towelettes.
3. Sanitize table using diaper table change table sanitizer liquid using disposable paper towels.
4. Staff puts on clear hygiene gloves.
5. Hold the child away from your body and lay the child on the towel. Fasten child with safety belt.
6. Remove soiled diaper and put it in a plastic bag.
7. If the child needs to be washed completely, use running water and disinfect sink immediately after you have diapered the child.

8. Use clean wooden applicator or “Q-tip” to remove ointment from container. Apply ointment and discard applicator.
9. Remove the paper or towel from beneath the child and dispose it into the plastic bag.
10. Dispose off plastic gloves.
11. Diaper and dress the child.
12. Wash the child’s hands under running water and soap. Dry hands with paper towel and dispose it off.
13. Return child to the crib.
14. Clean and disinfect diaper-changing area, equipment supplies touched.
15. Staff washes hands with soap and water.

Biting Policy

We at Sunshine Patch Daycare acknowledge that biting as a developmental stage that some children go through as they explore the world around them and learn social norms.

We strive to reduce the number of incidents by:

1. Watching and intervening. Removing and distracting the child to another activity.
2. Organizing the environment to minimize the potential problem. Availability of enough toys and materials of one kind to reduce conflict.
3. Providing a secure and predictable environment by following the set routine.
4. Providing means to reduce stress and frustration by giving appropriate response and attention to children’s needs. ***When biting occurs:***
 1. The bitten child will be immediately consoled and First Aid administered. Administration will consist of cleansing the wound under warm running water and soap and applying ice for the swelling.
 2. The child who did the biting will be shown the crying child and the wound in a gentle, calm way and told that “biting hurts”. He will be given proper words to be used, “my ball” for use in similar situations. The biter will be re-directed to another play.
 3. Accident/Incident report will be written for both sets of parents. The names of

the children will not be released.

We will work co-operatively with parents in every way possible to change the behaviour of a biter. However, if we receive no co-operation from the parents or if the child is a danger to the well being of the other children, suspension or termination of care could be the result.

Hand Washing Procedures

Staff needs to practice appropriate procedure to role model for the children to follow. The following steps need to be followed:

1. Use soap and warm running water.
2. Wet your hands and add soap.
3. Rub your hands vigorously for 10 second/counts.
4. Wash all surfaces, including the backs of your hands and between fingers.
5. Rinse hands well under running water for 5 to 10 seconds/counts.
6. Dry your hands well with a towel turn off the taps with a single-use towel.
7. Dispose of the cloth or paper towel.
8. Apply hand lotion, as needed.

Hand washing is to be encouraged after sand and messy playtime. Hand washing is also to be done after outdoor time. Hand washing before and after mealtimes is essential.

Centre closure/Statutory Holidays

Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Labour Day,
Thanksgiving Day, Remembrance Day

We are closed for a period of ten days during the Christmas Season. We will specify the dates a month prior to the date of closure.

Transportation

For the convenience of transporting children to the community schools that we

service, we use our Daycare Van. The daycare van is operated under regulation with an Operating Authority Certificate issued under the *Motor Transport Act* and comply with all requirements under the *Motor Transport Act*, to do the needful. Kindergarten and Outof-School care children are transported by our licensed vehicle. The children are properly restrained at all times with the seat belts while being transported. Children under 80lbs are required to be seated in booster seats. Parents are responsible for providing them to the daycare for safety reasons. We are able to seat 13 children in the big van at any one time.

In case of an emergency in a field trip situation, we will use our authorized vehicle to transport the child or children in need. For distant field trips, we will use the yellow bus.

For Kindergarten and Out-of-School care children, the permission form for their transportation to and from the required school, is attached along with the registration form. The parent's are required to sign their consent for us to be able to transport the children to the specified locations. The daycare van will pick up the children from the curb and drop-off at the curb. The bus driver will make sure the supervisors are out at drop-off time. At pick-up time, the bus will wait up to 5mins till after the bell rings. The driver will then call the school to page the child and to make sure the child was not picked up by the parent. For kindergarten and pre-school children, the driver will make sure the children have entered the school premises before leaving the school.

In cold weather, if the driver is late due to bad roads, the school will be called to let the children wait in the office, till the daycare van arrives. In poor weather condition leading to risky road conditions, daycare van will not be operating. Parents will be responsible to drop children off at their respective schools and back.

Safety Orientation is given to all the children, returning and new registrations, prior to the actual date of transportation. Even if a child joins the program mid-year, the same orientation will take place before the child starts school and on the first day of school. The purpose is to ensure the safety of all children that they are made aware of all the important elements of their transportation, which is as follows:

- Staff discuss with children safe behaviour riding on the van.
- Children learn about the designated meeting place at their school, where staff will await them after school.
- The youngest children may be assigned "buddies" for the first month of the school year.

- Staff discusses the emergency procedure with the children in case that daycare van does not show up till the supervisors and patrollers are gone.
 1. Children are asked to wait until all children have arrived at the designated spot.
 2. The whole group goes to the office together.
 3. The office staff calls the centre- children are made aware and recognize the names and vehicles of the emergency pick-up staff.
Policy/Procedure during motor vehicle accident/ break down during the transportation of children.

In any such event, the Staff/Driver in charge will let the Director know of the situation. A cab will be called in to transport the kids to the required locations. If there is a chance of injury, an ambulance will be transporting the children to the hospital for immediate attention. Once the hospital gives clearance and minor injuries taken care of, the children will be dropped off at the school by cab. The parents will be informed of the incident at the soonest possible time. The parents will be responsible for sharing the cost of the ambulance. The school will also be informed for the absence or delay of the children involved.

Outdoors Play

Outdoor play is an essential part of the program. The children will be taken outdoors in appropriate winter gear, i.e. Snow suit, mittens, hat, winter boots, sunscreen, etc. Children will not be taken outdoor in temperatures below –15Degrees Celsius. It is an integral component to the healthy growth and development of all children. The children will be taken outdoors in appropriate winter gear, i.e. Snow suit, mittens, hat, winter boots, sunscreen, etc.

Outdoor Play could include:

- Obstacle courses at the park.
- Learning road-crossing safety. ➤ Looking for leaves- yellow, red, brown ➤ Going on a dinosaur hunt.
- Learning to manipulate balls-throwing, kicking, catching ➤ Gross motor development-running, hopping, rolling etc.

Outdoor play could also include individual play centres like the circle time taken outdoors for an expanded learning experience.

Release of Children

Parents should write and sign the communication book in the a.m. if they request that their child be released to someone other than themselves. The communication book is, at all times by the sign in sheets. We do require written permission for pick up, especially if it is someone other than the emergency contact that is going to be picking the children up.

When a stranger arrives to take a child:

- Staff refers to the written communication in the Communication book.
- Person's I.D is checked.
- In custody issue cases, the staff needs to be aware of who has the custody, if the other parent arrives for pick up. If there is no written communication available, the staff checks with the program director for any telephone message received.
- The child will not be released if there is no information available anywhere for his release on that day. The parent or the emergency contact will be contacted in that case, for further verification.
- The child is not released if there is any doubt at all.

For children coming on the school bus (in case they do not arrive):

- Staff contacts Director after checking communication book for any messages related to their arrival.
- Phone school to see if they have any knowledge about the child.
- Phone the bus company for information.
- After all the above have been checked, phone the child's parent/guardian. Do not wait till the parent arrives.

Signing In and Out

It is the parent's responsibility to sign in their child every morning at arrival time and sign

them out at pick up time on the sign in sheets in the foyer. This is to ensure the safety of the children and to make sure of the child's presence in the daycare on that day. If the parent's do occasionally forget to sign in, the staff will sign in on their behalf, but the parent's do need to initial it at pick up time. However, it is the parent's responsibility to confirm the total number of hours of attendance of their child, at the end of the month by their signature.

Child Illness/Accident Policy

Children's health is of top priority when they are with us at the daycare. In case of an illness or accident/incident of a child, staff will contact the parents without delay to ensure that the child receives medical attention. It is the parent's responsibility to pick the child up at the soonest time possible. In case of a high fever, if there seems to be a delay in the parent's arrival, the staff may use their discretion to help bring the fever down by using wet cloths to cool the body down. There will be close supervision and one-on-one attention for a sick child, till the parent's arrive. The child will be given their own mat, blanket and sheet to rest them on. If there seems to be a chance that it is a communicable illness, the child will be separated from the other children within the room, if possible or else taken to another available room or the staff room. They will be given close supervision by an adult/staff with a valid first aid certificate.

We do need a written permission even to administer regular Tylenol to the children.

However, it is the parent's responsibility to let the staff know if there has been a close contact of the child with a person with a communicable illness. Staff should be made aware of any symptoms to look out for, by the parents.

Staff will document the serious illness, accidents or incidents including the corrective

actions taken by the staff. The accident/incident/illness report form includes a place for the parent's signature.

Medication storage/Administration policy

In order to maintain good health it is often essential that medication or herbal remedies be administered to the child during the time the child is at the day care facility. To be able to administer the patent or prescribed medication or herbal remedies, the following requirements need to be met:

Parents need to provide written consent for administering the medication or herbal remedy. Staff administering medication or herbal remedy have updated and authorized first-aid training.

Parent authorization is required on our medication form with all the details of the medication or herbal remedy to be administered. Parents need to specify the date, name of medication or herbal remedy, child's name, dosage, the time, frequency of the administration and signatures of the authorizing parent.

Parents need to provide staff with information regarding any potential side effects of medications or herbal remedies.

Staff will have close liaison and communication with the parent to ensure that they are aware of when medications or herbal remedies were administered to the child prior to arriving at the facility.

Prescribed medication is required to be in its original container and is labelled with the child's name, name of the physician, date of issue, and instructions for administration.

Patent medication or herbal remedies are in the original container with an intact label

and child's name.

Staff administering the medication or herbal remedy holds a valid first aid certification.

Staff documents evidence of the administered medication or herbal remedies according to the parent authorization. This form contains sections to document the date and time of

administration, name and amount of medication or herbal remedy.

Self-administration of medication is only for children 9-12 years of age, to be able to administer medication or herbal remedies with written parental approval. Parental authorization is on file that allows a child to self-medicate under the observation of a staff member.

Staff member will be observing the child self-administers his/her own medication or herbal remedy and staff will sign the medication administration form indicating that they did observe.

Emergency medications self-administered as authorized by a parent.

Staff member will observe children carefully to be alert to any possible allergic reactions to the administration of a medication or herbal remedy.

Termination / Withdrawal Policy

Our Program does collaborate with community support organisations and services to respond to the diverse needs of the children and families, when needed. Families are welcome to seek this support through referrals while staying at the centre to meet the individual needs of children. If your child is leaving the centre we do need a one month notice ahead of time, unless it is under sudden or unusual circumstances.

In case the childcare services are terminated due to unusual circumstances by the centre, due to failure to pay monthly dues or any other unresolved issues, a week's notice will be issued to the families to make alternate arrangements.

Hours of Operation

The regular hour of operation is from 7:00 am to 6:00 pm. This is only for the staff so that they have enough time to close up and to do check-up in the centre. For the children the hours of operation are from 6:30 am to 5:45 pm. There is a late charge fee of \$1.00 per minute per child.

Smoke Free Environment

We provide a smoke free environment here at our daycare care facility. We ensure that children are not exposed to second hand smoke at any time while in care at our facility. We strongly believe that children need to be in a healthy environment where smoking is prohibited at all times. Children are particularly susceptible to second hand smoke because their lungs are less developed and their rate of breathing is faster than adults. Children that are around second-hand smoke may have more illnesses such as asthma, bronchitis, pneumonia, ear infections, colds and throat infections.

Smoking is strictly prohibited anywhere on the licensed premises. Staff is prohibited from smoking while they are caring for the children. This applies to any excursion off the premises including field trips, walks, and while at community.

Keeping of Records Policy

To ensure children's health and safety it is essential that accurate, up to date records be completed for each child. In the event of an emergency, accurate attendance records are critical to ensure that all children are accounted for. Files are maintained for individual children and are available for inspection at all times and by the child's parent when

practicable. These files are kept in the filing cabinets in the office for confidentiality purposes. Accurate attendance records ensure that a child's participation in the program is accurately recorded and that *the legal responsibility for the child is clear*. All attendance records are completed in ink and signed by parents. All records are kept on the premises for a minimum of two years after the date that they were created.

The records must include:

- A current signed and completed enrolment form.
- Child's name, date of birth, health care registration number and current home address of the child,
- The name, current home address and telephone number of the child's parent,
- The address and telephone number of the place where the child's parent and another person to whom the child maybe released can be reached in case of an emergency,
- The name and telephone number of the child's physician,
- Written confirmation of the child's immunization any other health information provided by a parent,
- Particulars of the child's daily attendance, including arrival and departure times.
- Particulars of the administration of any medication, including the kind of medication, the time of administration, the amount administered, the initials of the person administering and written consent of the parent.
- Particulars of any health care provided that is of a physical nature over and

above the normal that is provided at the daycare. For example, chest clapping, feeding through a tube, range of motion exercises, or special diets required for medical or other reasons and written consent of a parent.

These records are updated every six months or as any changes occur. It is the parent's responsibility to keep the staff/ Director updated of any changes. The changes will be made in the paper work at the earliest. Staff is trained and are aware where all the files are and are competent to update the documents/records.

Annual Program Evaluation Policy

Families, staff and children participate by completing the Annual Survey, which is an important component in the program review process. The program uses feedback from staff, family and community to review its performance. This process helps engaging in ongoing monitoring and evaluation processes involving staff, childcare professionals and community members to support continuous quality improvement. Staff and Families participate in our annual Parent Survey by completing either the paper copy or the online survey on Survey Monkey. The accumulated results from the survey guide us to get a clear view of the program and update our QEP Goals and action plans for the program. The results from the surveys are shared with Families and Staff through emails and at the meetings.

6 month review of the QEP will be scheduled with the Parent Advisory Board and at Staff Meeting to discuss the position of the plans.

Late Payment Penalties

Fees are due in the first week of the month. After the first week the payments are charged with a late fee of \$20.00 for that month.

	<u>Fee</u>		
6-12mnths:	\$995.00		
12-19mnths	\$945.00		
19-24mnths:	\$915.00		
24mnths- 3years:	\$895.00		
3-4.5yrs:	\$825.00		
4.5-6yrs(KG):	\$795.00		
Spring & Summer KG:	\$765.00		
Grade1-6:	\$535.00		
Spring Break:	\$635.00		
Summer Break:	\$755.00		
Drop In: Full Day:	\$70.00/day-max	8hours(Additional	hours
\$12.00/hour)			
Half Day:	\$45.00/day-maximum 4hrs		

Late Pick up fee of \$1.00 per minute after 6pm.

Subsidy Information and Assistance

Parents that need to find out if they qualify for subsidy need to fill up a subsidy application form. These forms are available online: www.child.alberta.ca/childcare

If you need assistance with the subsidy form, we are here to help.

Parent Resource Availability

For families to completely understand most regulations governing childcare services in Alberta, the following list has been compiled along with updated resources cited in the

Monthly Newsletters and in the foyer. The program Collaborates with Community Organizations and services to forward referrals when needed in response to meeting the diverse needs of the children and families.

- *Choosing a Day Care Centre: A Guide to Parents*
- *Contagious Diseases in Daycare: A handbook for Parents*
- *Daycare Licensing Policy Manual*

(the above are available four Regional licensing Office 780-427-0444)

- *A guideline to Children's play spaces and Equipment, CSA Standard (CSA, 178 Rexdale Blvd., Rexdale, ON M9W 1R3 or some public libraries)*
- *The Daycare Nutrition and Food Service Manual*
- *Canada Food Guide (available from Health Units)*
- *Well Beings- A guide to promote the physical health, Safety and Emotional Well Being of Children in Childcare Centres and Family Day homes (at some public libraries).*

Alberta Family & Social Services (780-427-0444)

Edmonton Region Licensing Office

108th Street Building

4th Floor, 9942-108 Street

Edmonton, Alberta

T5K 2J5

Program/Handbook Review Policy & Procedure

Purpose: To ensure the childcare practices are responsive, current and updated to meet the diverse needs of the children and families being served, through establishing working relationships with organizations/services within the community and through ongoing self-monitoring and evaluation processes.

Policy: Families, staff and children participate by completing the Annual Survey, which is

an important component in the program review process. The program uses feedback from staff, family and community to review its performance. This process helps engaging in ongoing monitoring and evaluation processes involving staff, childcare professionals and community members to support continuous quality improvement. The program maintains a record of program changes and the reasons for them. Policies and procedures are updated regularly based on new information on Best Practices from recognized authorities.

The results from the surveys are compiled, reviewed and communicated to the parents within 3months via email, Parent Advisory Board Facebook Page and by posting them on the parent information board. Roles and responsibilities are reviewed to ensure alignment with achieving quality improvement plans and program outcomes by the Director . The review process identifies the program's strengths and weaknesses in the Quality Enhancement Plan annually.

Administration implements changes to polices and/or procedures in a timely manner. Policies and procedures are developed, dated, reviewed, revised and documented. Staff work together as a team and share knowledge to improve program performance through their participation in annual surveys. Timelines are achievable and completion dates recorded. Goals and action plans will be discussed in staff meetings and reflect the resources available and circumstances impacting the program. This ensures that the policies and procedures in place are supporting quality services.

The handbook is reviewed annually and revised annually, if needed. This review will incorporate changes to Policies and Procedures that effect the children, families and the staff.

- Families and Staff are informed of the proposed changes during meetings or through emails to get input, before the Policy or Procedure is revised.
- Reasons and benefits for the proposed changes are discussed at meetings.
- If there is any disagreement on a proposed change, the options will be looked at and discussed to ensure that the Goal and objective of the Policy or Procedure in question is alternatively achieved with an agreeable solution.
- If there continues to be a disagreement , then the Licensing Guidelines will be

referred to revise and re-enforce the Policy & Procedure.

Parent Acknowledgement

I, _____

_____ understand and agree with the policies and procedures stated in the parent handbook. I have gone through the parent handbook and discussed my concerns and am satisfied with the policies followed by the Sunshine Patch Daycare.

Parent Name & Signature.

Date of signing