



**Fisher Children's Centre:  
CHILD CARE INFORMATION HANDBOOK  
2024-2025**

**141 O'Connell Drive  
Corner Brook, NL Canada**

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Fisher Children's Centre  
141 O'Connell Drive  
P.O. Box 822  
Corner Brook, NL Canada A2H 6H6  
Tel: 709-637-8573

**Dear Parents:**

Please find attached, a copy of *Fisher Children's Centre: CHILD CARE INFORMATION HANDBOOK 2024-2025*.

We ask that you read each section of the enclosed handbook so that you understand the information provided. If you need further details or clarification on any aspects contained in this handbook, please contact the undersigned, or designate.

If you have any feedback on the contents contained in this handbook, we welcome your comments and suggestions.

**Please Note:**

**For the purpose of this document, the term "parent" refers to the following persons in relation to a child: a mother, father, spouse or co-habiting partner of a mother or father; foster parent as defined by the Children, Youth and Families Act (2021), and a guardian; the term "administrator" refers to the Daycare Manager – Ruth Luther.**

To our current parents, we thank you for your continued interest in our program. For those of you that are considering our program, we look forward to meeting you and your child(ren) in the near future.

**Sincerely yours,**

Ruth Luther, Daycare Manager  
Fisher Children's Centre  
[ruth.luther@cna.nl.ca](mailto:ruth.luther@cna.nl.ca)

## INTRODUCTION

Hello and welcome to Fisher Children's Centre. We are delighted to share with you a copy of our current child care information handbook. The purpose of this handbook is to inform you of our philosophy, policies, programs, and important logistical information. We hope you find the information helpful and again we welcome any feedback to ensure our handbook is useful and informative for all our parents.

Our child care centre is reviewed, evaluated, inspected, and monitored by the Provincial Director of Child Care, Manager, and Inspectors under the *Child Care Act* and *Child Care Regulations*. These administrative positions are employees of the Government of Newfoundland and Labrador who meet specific requirements and experience. For further information, please visit pages 18-20 and pages 40-50 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

To review our current Child Care License, please visit our parent bulletin board. If you would like a copy of our Child Care License, please speak to the administrator, or designate.

Our child care centre operates as a demonstration child care centre for students studying in the Early Childhood Education (ECE) programs at College of the North Atlantic (CNA). Our centre provides early learning programs and services to children 6 months to 5 years, 9 months.

### **The primary objectives of Fisher Children's Centre are as follows:**

1. To provide quality early learning and child care services for all children with emphasis on enhancing their physical, emotional, cognitive, social, creative, and language development. Our Early Childhood Educators (ECEs) have education, training, and experience in Early Childhood Education. Daily, ECEs plan developmentally appropriate activities, giving the utmost consideration to the individual needs and interests of all the children.
2. To provide a learning environment for students completing either a one-year Certificate or a two-year Diploma of Applied Arts in Early Childhood Education. Students will observe and engage directly with children to complete both course work and field placements under the direct supervision of our ECEs.

We look forward to working with you and your child(ren) during your time with us.

Thank you for choosing Fisher Children's Centre.

## CHILD CARE FACILITY

### Location

Fisher Children’s Centre is located at 141 O’Connell Drive, Corner Brook, NL. We are located on the lower level of CNA – Corner Brook Campus.

### Contact Information

To reach Ruth Luther, please call 709-637-8573 or email at [ruth.luther@cna.nl.ca](mailto:ruth.luther@cna.nl.ca).

To reach our individual homerooms, please call the numbers listed below. If at any time you are unable to reach us, please leave a message and we will return your call as soon as possible.

<b>Centre Contact Numbers</b>	
Main Office	709-637-8573
Infant Room	709-637-8606
Toddler Room	709-637-8605
Preschool Room	709-637-8573

### \*Fall-Spring Program 2024-2025: Current Hours of Operation

Our Fall-Spring Program 2024-2025 begins on August 26, 2024. Our program begins at 8:00 a.m. and ends at 4:45 p.m., Monday through Friday.

Please do your best to be at the centre by 4:30 p.m. to allow time for any relevant updates to your child’s day and important details for the following day. This will also ensure our ECEs can complete necessary preparations for closing the centre on time - 4:45 p.m.

### \*Summer Program 2025: Current Hours of Operation

Our program begins on July 7, 2025. We open at 8:00 a.m. and end at 4:15 p.m., Monday through Friday.

Please do your best to be at the centre by 4:00 p.m. to allow time for any relevant updates to your child’s day and important details for the following day. This will also ensure our ECEs can complete necessary preparations for closing the centre on time - 4:15 p.m.

**\*Please note: Hours of operation are subject to change.**



### Christmas Break

Our last day before the Christmas Break is December 23, 2024. We reopen the first day of CNA winter semester classes January 2, 2025.

**Please note: There are no required child care fees during the Christmas break.**

### Summer Break

Summer break occurs at the end of our Fall-Spring Program: June 23– July 4, 2025. Children will return for our Summer program on July 7, 2025.

**Please note: There are no required child care fees during this break.**

### Professional Learning Days

Our program closes for two professional learning days during the Fall-Spring Program: October 11, 2024, and March 5, 2025. This is to ensure our ECEs remain competent and excel in their knowledge and skills. Time is also used to work with the Associate Dean - ECE and/or ECE Faculty on objectives for program evaluation and delivery.

**Please note: Full day child care fees are charged.**

### Additional Closures

Our child care centre observes the same holidays as CNA – Corner Brook Campus.

**Please note: Full day child care fees are charged for all days except Fall Employee Orientation Day, New Year's Day, and CNA Service Recognition Day.**

2024		2025	
<b>Fall Employee Orientation Day</b> Late August (Date TBD)	<b>Thanksgiving Day</b> October 14, 2024	<b>New Year's Day</b> January 1, 2025	<b>June Day</b> June 23, 2025
<b>Labour Day</b> September 2, 2024	<b>Remembrance Day</b> November 11, 2024	<b>Winter Carnival Civic Holiday</b> Late February (Date TBD).	<b>Memorial Day</b> July 1, 2025
<b>National Day for Truth and Reconciliation</b> September 30, 2024	<b>College Christmas Dinner</b> (Closed for half a day – Date TBD)	<b>Good Friday</b> April 18, 2025	<b>Orangeman's Day</b> July 14, 2025
		<b>Victoria Day</b> May 19, 2025	<b>CNA Service Recognition Day</b> (Date TBD)

Any additional scheduled closure dates are posted each year. **Please note: Should the hours off work for voting not meet the Leave to Vote Policy, the centre may close early to accommodate staff.**

**Please note the following:**

- If for any reason, we are unable to operate during our regular hours of operation, including holidays not listed above, or due to an expected permanent closure or shut down, parents will be provided further written notice of at least two weeks. If the permanent notice or shut down is unexpected, verbal notification will be given immediately and written notice will be provided within 24 hours of the permanent closure.
- If renovations to our facility is anticipated, that in any way modifies the configuration of the space, parents will be notified two weeks before the renovation commences. In situations where the renovation is unexpected, verbal notification will be given to parents immediately upon discovery of the required renovation and written notification will be provided within 24 hours of the discovery of the required renovation.
- If a situation occurs, beyond our control, and the centre must close e.g., water shut off, full day fees are charged.

**CNA School Messenger Communication System:**

Our child care centre adheres to the policies of CNA. Should the campus close e.g., due to an emergency, pandemic or inclement weather, the centre will also close. Announcements will be made on local radio stations and social media.

As well, announcements are made through the CNA School Messenger Communication System via text message and email for any parent that has provided consent.

**CNA Students/Staff/Faculty**

Please ensure your contact information is updated in Peoplesoft. For those wishing to receive a text message using the SMS option, please send a text to 978338 and respond with a Y or YES.

**All other Parents**

Should you wish to receive notifications via the CNA School Messenger Communication System, please provide consent within your child's current ***College of the North Atlantic (CNA) CHILD CARE REGISTRATION PACKAGE***.

**Please note:** Should the child care centre close **during** hours of operation, the administrator (or designate) will make telephone contact to at least one of the parents listed under Parent #1 and Parent #2 of the child's current ***College of the North Atlantic (CNA) CHILD CARE REGISTRATION PACKAGE*** followed by one of the emergency contacts - Emergency contacts are called when either parent is not reached.

We ask that all parents make every effort to have their child(ren) picked up as soon as possible, but no later than the **revised** closing time of the centre for that day. Should a parent arrive late for pick-up, our **Late Pick-Up Fees** policy will apply.

### **Homerooms**

Our child care centre currently has three licensed homerooms with caregiver to child ratios and group sizes based on the provisions of the Government of NL *Child Care Regulations* as outlined by Early Learning and Child Development, a division of the Department of Education.

#### **Infant Homeroom**

Caregiver to Child Ratio: 1:3

Maximum Group Size: 6 children

#### **Toddler Homeroom:**

Caregiver to Child Ratio: 1:5

Maximum Group Size: 10

#### **Preschool Homeroom**

Caregiver to Child Ratio: 1:8

Maximum Group Size: 16

### **Observation Room**

Our child care centre is equipped with two observation rooms which have a complete sound system so that parents can observe their child(ren) at play. For safety of our children and ECEs, we need to know who is always in the building. Parents are to inform the administrator, designate or an ECE if they would like to spend time in an observation room. The observation rooms are always locked; therefore, you will need to ask the administrator (or designate) for the key. We encourage all parents to view our child care program and we welcome any feedback, comments, or questions.

**Please note: Our observation rooms are available to parents and others e.g., students/faculty in the ECE program with permission granted upfront by the centre administrator (or designate).**

### **Parking**

There are designated parking spaces for parents to use during drop-off and pick-up times. Parents are **not** to park in front of the main doors - this area must be kept clear for emergencies. We also ask that parents observe the parking spaces for individuals with disabilities. All other visitors are to use the designated parking spaces located on the campus property. Tickets will be issued if noncompliant.

## Security

**To ensure the safety of the children in our care, as well as our employees, volunteers, students and visitors, the following measure is implemented to prevent unauthorized persons from entering our child care centre:**

- Fisher Children’s Centre is equipped with a security system. At arrival and departure times, parents, volunteers, students, and visitors are to ring the doorbell to gain access to the child care centre. An intercom system is also in place. Employees are equipped with a key for entry.

## Scent-Free Policy

Our child care centre is a fragrance-free environment as scented products such as perfume, deodorant and aftershave can be a severe health risk by causing harmful effects to people with allergies and asthma. For the comfort and safety of all, please do not wear heavily scented products.

## Smoke-Free Environment

Our child care centre is designated as smoke-free. Smoking is not permitted in the building, outdoor play area, or parking lot. Smoking is also prohibited during any outings with the children outside the centre e.g., on a neighbourhood walk.

**Please note: Smoking is defined as, “inhaling, exhaling, breathing, or carrying any lighted cigar, cigarette, pipe or other tobacco or cannabis product, or any vaping or e-cigarette device, in any manner or in any form” ([Treasury Board Secretariat](#), Government of NL, 2023).**

## **CHILD CARE PHILOSOPHY STATEMENT**

Fisher Children’s Centre recognizes the importance of high-quality child care in the lives of children, families, and the community. For children, high quality child care builds a strong foundation for learning and optimal development. For parents, high quality child care ensures parental involvement and engagement, which in turn, empowers parents as they feel supported in raising their children. And finally, for communities, high quality child care ensures competent individuals who are inclusive of all members of society.

**Fisher Children’s Centre is committed to providing high quality child care by:**

- **Following the provincial early learning framework, “[Navigating the Early Years: An Early Childhood Learning Framework](#)”.** This framework is embedded in all applicable courses offered in our Early Childhood Education programs. Students apply the framework regularly in their studies and practicum experiences. Our ECEs implement the framework principles and goals in their scope of practice with children.

- **Fostering all aspects of a child’s development through the planning and implementation of developmentally appropriate practice (DAP).** DAP supports the optimum development of cognitive, social, emotional, creative, physical, and language domains while recognizing the individual patterns of development unique to each child, and the patterns of development of the group of children within each homeroom.
- **Making play the foundation of development.** Play is an activity a child has freely chosen, is under their control, and is not dominated or imposed by an adult. Play is a major avenue for learning, providing a natural opportunity for young children to add to their knowledge, learn new skills and to practice familiar ones. It provides many situations in which the child observes, discovers, reasons, and solves problems. Play brings together physical and cognitive abilities, emotional health and well-being, creativity and language, and the social opportunities to learn to get along and communicate with others. Engraining these skills in young children will provide the foundation of strategies for future learning.
- **Viewing the environment as an integral part of our program.** The environment sets the stage for all that takes place throughout each day. The environment is designed to stimulate children’s curiosity about the world around them and is reflective of a variety of cultures and ethnicities, including the children themselves, their family structure, their language, and their culture. The ECEs create and change the environment, ensuring that it is developmentally appropriate for each age group of children as new skills and knowledge emerge. Children are encouraged to express themselves and make choices about using the materials in unique and creative ways. In this environment, children will select activities that reflect their interests and developmental level.
- **Allowing children to learn through the exploration of their environment and by stimulation in all developmental domains through program activities and experiences.** Sensory experiences are provided to ensure open-ended opportunities are at the forefront for early learning and development. Sensory experiences promote the concept that process is more important than the product. That is, how children use materials is much more important than what they make with them. Prompting a child to think creatively to solve problems or engage in make-believe play, helps them express their creativity and build self-esteem.
- **Ensuring ECEs are nurturing to all children.** Our ECEs show respect, acceptance, and comfort, regardless of gender, socio-economic status, race, ethnicity, ability, religion, or family background. The program is also designed to ensure the full participation of all children in attendance as our ECEs are in-tune with the program and make adaptations to meeting the changing needs of each child and the children as a group.
- **Recognizing that children, who are away from their parent(s) for significant periods of time each week, need to experience a solid base of security in the child care environment.** This is considered essential before children can be expected to venture out, explore and experience all that the environment and program has to offer. A base of trust and security is crucial for each child to grow, develop, and thrive. A secure attachment relationship between a child and an ECE(s) is the most

important element in the development of this sense of security. In our program, this begins in the infant homeroom and continues throughout both the toddler and preschool homerooms.

- **Recognizing that for children to develop a positive attachment with their ECE, and be at ease in their assigned homeroom, the parent(s) must also feel secure in their decision to place their child in our care.** We feel that a partnership based on mutual trust and respect will provide the necessary foundation for this process to work. Our ECEs can share their knowledge of child development, while a parent(s) can share their firsthand knowledge about their individual child, their family background, culture, and traditions.
- **Ensuring the interpersonal approach taken by our ECEs in the infant homeroom creates the basis for primary caregiving.** Each ECE has up to three infants to provide direct primary responsibility. This person attends to most of the daily needs for each of these children. In addition, observations and parental input inform the ECEs of individual children's needs, interests, learning style and temperament from which program experiences are planned and implemented. This approach builds a secure and trusting relationship with each child who naturally becomes familiar and comfortable with a primary adult in addition to the parent(s). Close observation always ensures that ECEs nurture and respond to children's socio-emotional needs for expression and self-regulation.
- **Having the commitment of those involved in the infant homeroom to provide a program of high quality where infants and their parent(s) feel secure, confident, and enthusiastic about their experiences.** We are cognizant of both the vulnerability of this youngest age group and our responsibility for teaching skills to students who will work with infants upon graduation. We are committed to keeping up to date with research and practice in this area and evaluating what we are doing on a regular basis.

## POLICIES AND PROCEDURES

All policies developed for Fisher Children's Centre are:

- Developed and implemented in accordance with the *Child Care Regulations* (Government of NL, 2017).
- Provided to employees, volunteers and students who assist or provide services in the operation of our program prior to commencing their employment, volunteer work, or field placement.
- Used to train employees, students and volunteers who assist or provide services in the operation of our program prior to commencing their employment, volunteer work or field placement.
- Read, understood, and adhered to by all employees, volunteers, and students prior to commencing their employment, volunteer work or field placement.
- Reviewed at least once a year with employees, volunteers, and students (if applicable) who assist or provide services in the operation of our program.
- Provided to parents of children upon registering in the program via the *Fisher Children's Centre: CHILD CARE INFORMATION HANDBOOK*; and

- Available for inspection upon the request of an Inspector.

**Please note: The completion of a *College of the North Atlantic (CNA): EMPLOYEE/VOLUNTEER/STUDENT DOCUMENT VERIFICATION FORM* is kept in the personnel record to verify a review has occurred. A binder of all CNA child care policies is also available in each homeroom, staff room and student room for daily reference.**

**The *Child Care Act (Government of NL, 2017)*, *Child Care Regulations (Government of NL, 2017)*, and *Child Care Policy and Standards Manual (Government of NL, 2017)* are:**

- Provided to employees, volunteers and students who assist or provide services in the operation of the child care service prior to commencing their employment, volunteer work, or field placement.
- Read, understood, and adhered to by all employees and volunteers prior to commencing their employment or volunteer work.
- Reviewed at least once a year with employees and volunteers who assist or provide services in the operation of the child care service (completion of a ***College of the North Atlantic (CNA): EMPLOYEE/VOLUNTEER/STUDENT DOCUMENT VERIFICATION FORM*** is kept in the personnel record to verify a review has occurred); and
- Provided to parents of children registered in the program via a binder placed near the sign-in/sign-out sheet in each homeroom. Website links to each document are also provided in the ***Fisher Children's Centre: CHILD CARE INFORMATION HANDBOOK***. Copies are also provided to parents upon request.

**Please note: A binder consisting of the above documents are available in the staff room and student room for daily reference. Students also regularly review the above documents throughout their coursework in the Early Childhood Program offered at College of the North Atlantic.**

## EVALUATION AND IMPROVEMENT OF PROGRAM

**To ensure ongoing evaluation and improvement of our child care program, the following occurs:**

- ECEs regularly conduct evaluations of their homeroom using a checklist that has been developed internally. This checklist is based on the licensing requirements outlined in the *Child Care Policy and Standards Manual* (Government of NL, 2017). Results are shared with the administrator (or designate), CNA contact listed with the regional licensing office and the CNA Associate Dean - ECE if necessary. An action plan is developed to ensure compliance as needed.
- Parents of current children enrolled in our program completes an annual satisfaction survey, which considers such areas as: Organization and Administration; Programming; Quality of ECEs; Nutrition; Physical Environment; Hours of Operation; and Parent Involvement/Communication. This survey is reviewed by the administrator (or designate) and shared in an executive summary report to our parents, ECEs, CNA contacts listed with the regional licensing offices, the Associate Dean - ECE and the Dean of Academics, Applied Arts and Tourism. An action plan is developed to ensure improvements as needed.

- Annual inspection reports completed by the regional licensing office and Service NL are shared with the CNA contacts listed with the regional licensing offices and the Associate Dean - ECE if necessary. An action plan is developed to ensure compliance as needed.
- Results of any evaluation tools e.g., *Early Childhood Environment Rating Scale* (Teacher College Press, 2015) completed by CNA ECE Diploma daytime students are shared with the administrator (or designate) and the Associate Dean - ECE during centre/faculty mtgs.
- Annual performance evaluations of employees are conducted to provide ongoing feedback and to develop individual goals and objectives.

## PARENTAL INVOLVEMENT

Our program promotes open communication and frequent contact between parents and ECES. Effective communication ensures that there is a balance between the child's needs both at home and in the child care environment. Such communication also leads to a partnership where both parents and ECEs are supported in their respective roles as both caregivers and experts in the development of their child(ren).

### Methods of Communication

**Our program uses the following methods for on-going communication with parents:**

- Parents are provided with a ***Fisher Children's Centre: CHILD CARE INFORMATION HANDBOOK*** upon registration to the program. This handbook outlines our current policies and operational practices.
- An orientation session is provided for parents upon registering a child(ren) for the program.
- A parent bulletin board is available upon entrance to the centre.
- The daily menu served at the centre is provided to parents. Menus are posted in the main entrance and parents are welcome to share their feedback and suggestions.
- Parents are provided with a regular newsletter.
- ***College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORDS*** for infants are completed and shared with parents. These records are also available for any child at the request of a parent or based on recommendations by the child's ECE.
- Notes are left in the child's cubbie when needed (e.g., when supplies are needed).
- Documentation of children's learning experiences in the form of bulletin board displays, photo albums, videos, display boards, etc., occur on a regular basis to help to keep parents informed.
- Parents are regularly contacted via email and by telephone as needed.
- Parents have access to an open phone policy.
- Parent conferences are held to share information about a child's development when deemed necessary.
- Parent information evenings are organized to discuss topics of current interest.
- Parents are invited to various social events throughout the year.



- Parents are greeted upon arrival and departure to the program and discuss briefly to exchange updates on the child's day; and
- Every effort is made to communicate with family members in their own language – even using one or two key words (e.g., good morning, welcome, enjoy your day).

**Please note: Email is the main method of communication. Parents are to ensure that the centre administrator (or designate) always has the correct email address on file. Should any written correspondence be sent home e.g., a child's daily care record, it is provided by a child's homeroom ECE.**

### Opportunities for Involvement

**Our program encourages parental involvement by offering the following opportunities:**

- Parents are encouraged to ask questions at any time and feel comfortable in doing so.
- Parents are encouraged to use resources (e.g., borrow story books, puzzles to assist with fine motor development).
- Parents are encouraged to join into program activities such as a group art project.
- Parents are encouraged to attend field trips (e.g., to a local fire station or community park).
- Parents are invited to share their talents (e.g., art, music, storytelling, gardening, woodworking).
- Parents are encouraged to add ideas for extending the children's current interests (e.g., conducting a small group activity based on science/nature).
- Parents are encouraged to donate recyclables and other loose parts for both the indoor and outdoor play areas.
- Parents are encouraged to assist with the planning of special events.
- Parents are encouraged to connect ECEs, students and volunteers with community resources for extending our child centred program.
- Parents are invited as guest speakers when areas of expertise are appropriate e.g., early learning and parenting topics, curriculum experiences; and
- Parents are encouraged to participate in the center's program in whatever way they are able.

## COMMUNITY RESOURCES

To ensure quality early learning experiences for the children, our program thrives on building relationships within our community. Based on the emergent interests of the children, members of the community are invited into the program to share their talents, skills, knowledge, and areas of expertise with the children. Some visitors may join our program for just a one-time experience, or occasionally as called upon. Our visitors do not provide a service in the operation of our child care centre and are never left alone with the children - visitors are always supervised by our employees. Such visitors may include, but are not limited to police officers, firefighters, dentists, veterinarians, musicians, artists, and family members.

With parental permission obtained and on file, children also have opportunities to visit nearby community facilities in walking distance e.g., grocery stores and neighborhood playgrounds. When an outing is planned, it

is introduced at a group time and expectations are reviewed while the children are gathered to go outside. If photographs are taken during the outing, ECEs and students will document them as soon as possible to share with parents. Children also view the photographs and talk about the experience. ECEs and students will also recall the experience at the next group time. If children are interested in expanding on this experience, supplies will be provided for them to draw or paint with, and/or dramatic play props will be provided for re-enactment of the event.

Our ECEs, students and volunteers are also dedicated to knowing what community resources are available to the children and families within the local area. For example, city websites are frequently visited, and any relevant event notices are posted on the parent bulletin board for parents to view. Parents are also welcome to a copy of anything of interest.

Our program is very involved in recycling and using loose parts for open-ended experiences with the children. We source out community groups and business groups to assist the program through donations of supplies. Some examples include cardboard food recyclables, empty hair salon supplies and capes for prop boxes, and scraps of wood for construction projects.

Children are also involved in a variety of community service projects such as: National Child Day; Earth Day; and various fundraising efforts organized by the centre e.g., Janeway Jamarama Day.

## EARLY CHILDHOOD EDUCATORS, STUDENTS, VOLUNTEERS & VISITORS

### Early Childhood Educators (ECEs)

All ECEs employed in our child care centre are qualified based on the provisions of the Government of NL ***Child Care Regulations*** as outlined by Early Learning and Child Development, a division of the Department of Education.

All ECEs have a current copy of the following documents on file at the child care centre: Certified Criminal Records Check (issued by RCMP) or Criminal Records Screening Certificate (issued by RNC); Vulnerable Sector Records Check (issued by RCMP/RNC); Copy of at least an emergency level (one day) diploma/certificate in first aid and CPR dealing with children; and a record of immunization.

**Please note:** If at any time, an ECE cannot provide a current record of immunization, a ***College of the North Atlantic (CNA) CHILD CARE STATEMENT OF IMMUNIZATION: EMPLOYEE, STUDENT AND VOLUNTEER RECORD*** is completed and on file. This record acknowledges awareness that the ECE may be asked to leave Fisher Children's Centre at the request of a public health official in the event of a communicable disease outbreak and may be unable to return for the duration of that outbreak.

The administrator and lead ECE in each homeroom have a minimum two-year diploma in Early Childhood Education. All ECEs are also certified through the [Association of Early Childhood Educators Newfoundland-](#)

[Labrador \(AECENL\)](#). Currently, the administrator and lead ECEs in each homeroom has a minimum Level II certification in all classifications of age ranges (infant – school-age).

**To maintain a certification to practice, ECEs regularly attend professional development opportunities arranged both in-house and by other organizations, which include an annual mandatory anti-bias training session.** Our ECEs are mentors and role models to students throughout the academic year and therefore remain current in their knowledge and practice.

Substitute ECEs are also present to ensure ECE to child ratios are maintained. All substitute ECEs are also qualified in Early Childhood Education. Every attempt is made to provide consistency of ECEs in the children's program.

Our ECEs can be contacted by calling the centre if you have questions or concerns.

### **Students**

As the Demonstration Centre for the Early Childhood Education program, students are in regular attendance for the practical components of many of the courses, including time spent in the observation booths.

Field placements of 4-5 weeks in duration take place throughout the year. These field placements accommodate full-time students as well as students in the online learning program. The instructors of the Early Childhood Education program facilitate course "lab" hours at the child care centre and supervise students during field placements. This supervision can occur from the observation booth or within the homerooms.

CNA students on field placements have a current copy of the following documents on file at the child care centre: Certified Criminal Records Check (issued by RCMP) or Criminal Records Screening Certificate (issued by RNC); Vulnerable Sector Records Check (issued by RCMP/RNC); Copy of at least an emergency level (one day) diploma/certificate in first aid and CPR dealing with children; and a record of immunization. Students also complete an annual mandatory anti-bias training session.

The students work under the guidance and supervision of our ECEs while engaging with the children in all program areas. Students also interact with parents during daily conversations and take part in such activities as parent meetings and conferences. Parental involvement is appreciated and recognized as valuable learning opportunities for the students.

Our ECEs are mentors for the students, role-modeling ethical and high standards of practice. For example, behavioural guidance approaches are demonstrated during daily interactions with the children. Students learn approaches that show respect and caring for children, and do not diminish children's sense of self-esteem. As well, students assist children to learn, to develop self-control and to take responsibility for the behaviours in which they engage. Students, in turn, acquire firsthand knowledge and skills. Occasionally, licensed practical nursing students through The Centre of Nursing Studies will also attend the child care centre to complete clinical and lab components of their program. As well, there may be a possibility

for students or faculty from Memorial University of Newfoundland (MUN) to visit the child care centre to complete observations and/or research. Both groups are never left alone with the children and are always supervised by qualified ECEs.

Both groups will have the following on file at the child care centre: Certified Criminal Records Check (issued by RCMP) or Criminal Records Screening Certificate (issued by RNC); Vulnerable Sector Records Check (issued by RCMP/RNC); Copy of at least an emergency level (one day) diploma/certificate in first aid and CPR dealing with children; and a record of immunization.

**Please note:** If at any time, a CNA student, a licensed practical nursing student, or a student or faculty from MUN cannot provide a current record of immunization, a **College of the North Atlantic (CNA): CHILD CARE STATEMENT OF IMMUNIZATION: EMPLOYEE, STUDENT AND VOLUNTEER RECORD** is completed and on file. This record acknowledges awareness that individual may be asked to leave Fisher Children's Centre at the request of a public health official in the event of a communicable disease outbreak and may be unable to return for the duration of that outbreak.

### Volunteers

Our program recognizes the importance of volunteers and welcomes the opportunity to collaborate with members of the community. Volunteers working in the child care centre are expected to meet the same criteria as members of our permanent ECEs, although they will not necessarily have the same credentials. Volunteers are never left alone with the children and are always supervised by our ECEs.

Volunteers have a current copy of the following documents on file at the child care centre: Certified Criminal Records Check (issued by RCMP) or Criminal Records Screening Certificate (issued by RNC); Vulnerable Sector Records Check (issued by RCMP/RNC); Copy of at least an emergency level (one day) diploma/certificate in first aid and CPR dealing with children; and a record of immunization. Volunteers also complete an annual mandatory anti-bias training session.

**Please note:** If at any time, a volunteer cannot provide a current record of immunization, a **College of the North Atlantic (CNA): CHILD CARE STATEMENT OF IMMUNIZATION: EMPLOYEE, STUDENT AND VOLUNTEER RECORD** is completed and on file. This record acknowledges awareness that the volunteer may be asked to leave Fisher Children's Centre at the request of a public health official in the event of a communicable disease outbreak and may be unable to return for the duration of that outbreak.

### Visitors

To ensure quality early learning experiences for the children, our program thrives on building relationships within our community. Based on the emergent interests of the children, members of the community will be invited into the program to share their talents, skills, knowledge, and areas of expertise with the children. Such visitors may include, but are not limited to police officers, firefighters, dentists, veterinarians, musicians, artists, and family members. Visitors are never left alone with the children and are always supervised by our ECEs.

## ORIENTATION OF CHILDREN

An orientation period supports children and parents in making the transition from home to the program. It has been our experience that when children gradually orientate to the program, both the child and the parent(s) have time to become familiar with the environment, employees, volunteers, students, centre operations, and our curriculum.

The length of time for orientation is dependent on the age of the child and the needs of the parent(s). They begin with a short visit to the centre together. During this time, the child(ren) and the parent(s) is/are given a tour of the facility and meets with the administrator (or designate) for any further questions. Should a parent have questions or comments regarding the ***College of the North Atlantic (CNA) Information Handbook*** or related forms, time is provided.

The child(ren) and parent(s) will make several visits to the centre - extending the length of the visit each time. The parent(s) will gradually leave the child(ren) and will observe the child(ren)'s assigned homeroom from the observation booth. If both the child(ren) and the parent(s) is/are ready to separate, and all registration forms are completed and on site, the parent(s) may leave the building.

We recommend that a parent(s) call the centre to see how their child(ren) is/are doing during the first week or so. It is also recommended that if there are concerns, to talk to the child(ren)'s ECE and together decide on what is best for the child(ren).

### Transitioning to a New Homeroom

Our ECEs and students are sensitive to the needs of all children. Moving from one homeroom to another homeroom is a big change from what is familiar. A transition recognizes that a child is developmentally ready to move to a new homeroom at a particular time. Therefore, when a child is moving from one age group to another, we take precautions to ensure that the child's anxiety is minimal. We consult with the parent(s) and plan.

**The following procedures are in place for these types of transitions:**

- The child begins to visit the new homeroom at least two weeks prior to the final move.
- The child's ECE accompanies the child to the new homeroom for visits.
- The child's new ECE comes to the child's current homeroom and spends time directly interacting with the child as well as observing the child at play; and
- The new ECE arranges a parent-caregiver meeting when this is in the child's best interest.

Every effort will be made to support a smooth transition. If a child is having trouble with the transition, the ECEs will communicate with the parent(s) to discuss a plan to help with the child's needs.

**Please note: For any child transitioning to a new homeroom, a *College of the North Atlantic (CNA): CHILD CARE TRANSITION FORM* is completed by both the child's ECE and a parent. The original is placed on file at**

the centre and a copy is provided to the parent.

## SUPERVISION OF CHILDREN

Children attending our program are always supervised in a manner that is developmentally appropriate for the age groups in each homeroom. Supervision occurs within all areas of the child care centre – including the outdoor play area, during neighbourhood walks, and while participating in any program activity away from the child care centre. Staff to child ratios are also maintained at all times in accordance with ELCD-2017-M1 and ELCD-2017-P2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

### Supervision of children includes:

- Maintaining the daily register at all times in accordance with section ELCD-2017-L2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).
- Counting the number of children frequently throughout the day – in particular, during transition times; outdoor play; and during neighbourhood walks/program activities away from the facility.
- Observing the whole group, even when staff attend to the needs of an individual child or small groups of children.
- Arranging the physical environment to ensure all children are always visible.
- Positioning of staff whereby the children are always in view.
- Assigning only duties to staff that would not impact the ability to provide supervision of children.
- Ensuring adequate lighting is available where children are sleeping and resting.
- Performing regularly visual checks of the sleep room in the Infant Homeroom when in use.
- Using a working baby monitor in the Infant Homeroom when one or more infants are in the separate sleep room. The transmitting portion of the baby monitor is in the sleep room whereas the receiving portion is in the play area of the Infant homeroom.
- Providing additional supervision during times of increased risk such as play materials that require adult supervision; cooking activities; carpentry; travel away from the facility; outside play; gross motor play and during drop off and pick up times – The administrator (or designate) or a substitute ECE(s) will be arranged ahead of time.
- Ensuring substitute staff/administrator (designate) are available when: a staff needs to leave the homeroom; an emergency arises; or a situation arises that requires a replacement/additional staff.
- Knowing each child's abilities.
- Being aware of and scanning for safety hazards; and
- Scanning play activities and circulating around the area.

### Please Note: The following additional supervision procedures/policies/visual aids are also in place:

- Outdoor play space has alarms installed on all exterior gates to provide an audio cue should a gate come open.
- Homerooms have an alarm installed on all exterior doors and a doorbell installed on each half door.

- Except in the case of an emergency, exterior gates are not used to enter or exit the outdoor play space. This is to ensure gates remain properly latched.
- Activating gate alarms is noted on the opening procedures of the centre.
- Signage is posted in each outdoor play space reminding assigned ECEs to activate alarm during daily outdoor play space inspection.
- During outdoor play, exterior gates are checked regularly to ensure alarm is activated, gates remain closed and properly latched.
- All homeroom doors, including the door leading to the outdoor play space, has a visual stop sign that states, "STOP Count the Children".
- All homeroom doors, including the door leading to the outdoor play space, has the centre's *Transition Procedures* posted (see below for details).
- On the outside of all homeroom doors, signage states that door must be closed and always locked. **Please note: This does not lock doors from inside the homeroom.** At arrival and departure times, parents, volunteers, students, and visitors are to ring the doorbell to gain access to the child care centre. An intercom system is also in place. Employees are equipped with a key for entry.
- Two 2-way secure radios are available in each homeroom as added communication measures. These are taken when leaving the homeroom and going to the outside play space, mini-gym or on fieldtrips on campus. **Please note: Administrator also has same device to ensure staff can always communicate.**
- All homerooms and the CNA mini gym has a *Transition Log* placed near the entrance/exit door and the outdoor place space. Children are counted by ECEs in ratio prior to exiting the homeroom. The number of children is logged and the additional ECE in ratio initial. Same procedure occurs prior to leaving the CNA mini-gym and outdoor play space, as well as re-entering the homeroom.
- ECEs check the homeroom daily register upon returning to the homeroom (e.g., after break) to stay informed of the number of children present.
- ECEs count children upon returning to the homeroom (e.g., after break) to ensure numbers match the daily register.
- Supervision of children has been added as a standing agenda item for all team meetings.
- Administrator (or designate) conducts daily observations in each homeroom to ensure *Supervision of Children* policies are being followed.
- Administrator (or designate) regularly checks the transition logs, daily register and counts the number of children when entering each homeroom.
- Administrator (or designate) will randomly ask the staff how many children are present to ensure staff are always aware of the number of children in their care.
- Homeroom schedules and ECE work schedules are reviewed regularly by the Associate Dean - ECE to ensure effective transitions within each homeroom and by floating staff.
- Associate Dean - ECE is scheduled for additional visits to provide training, mentorship, and monitoring of compliance with the *Supervision of Children* policy.
- Employees and volunteers sign that they have read, understood, and adhered to the Fisher Children's Centre *Supervision of Children* policies every six months and whenever a change /addition has been made.
- ECEs regularly review the PowerPoint handout on the Supervision of Children Workshop delivered to staff in August 2017 by Associate Dean - ECE. PowerPoint is located on all staff computers.

- ECEs are provided opportunities to observe colleagues and to mentor others as it pertains to the supervision of children; and
- SECTION E – AUTHORIZATION FOR RELEASE OF CHILDREN, DOCUMENTS AND RECORDS of the *Fisher Children's Centre Child Care Registration Package* is located with the daily register of each homeroom. This is to ensure ECEs have daily access to personnel authorized to pick up children. Policy is also reviewed regularly with ECEs and volunteers.

### **Transition Procedures Posted**

#### **Transitioning Procedures Do not Rush Transitions – Take your time**

Safety Rope is to be always used when transitioning to the gym, fieldtrips, fire drills, and inside or outside walks around the college.

Teach the children to Stop, Look, and Listen (All children must hold the rope at all times)

1. Staff to gather all supplies first – First aid kit, medication, daily register
2. Gather the group of children. 1 staff is always in front, and the other staff is behind
3. Before any doors open or when the group is ready, the staff in front stops to count the children physically and verbally. Staff places a hand on top of each of the children's heads and begins to count out loud. The second staff also counts, and they communicate the total number to each other. When the # of children are confirmed then they transition together.
4. Before closing the door both staff are to recount the # of children and communicate the total number to each other.
5. At the next door / area with both staff present (Before any doors open) they recount the children out loud, touching the tops of the children's heads before the door opens. The group do not split during transition times (Everyone stays together).
6. Before closing the door both staff are to recount the # of children and communicate the total number to each other.
7. When the children arrive at the destination the staff verbally and physically count the children to ensure that all children are in attendance.
8. Continuous counting of the children in your care.
9. Constant communication with the other staff is ongoing to ensure that all children are in attendance.

In the event you are relieving staff, ensure that you take the role of the staff you are replacing, either you are in front or behind. Ask the staff the # of children in the group, check the daily register, and COUNT the children out loud. If you are leaving a group, once the relief staff arrives communicate the # of children and communicate to the other staff that you are leaving the area. Both staff are responsible for all the children in the group- we work together has a team 😊

**Count, Count and Recount the children in your care.**

## **MEETING DEVELOPMENTAL NEEDS OF CHILDREN**

**To meet the developmental needs of the children, our program strives on ensuring the following:**

- Our ECEs are trained in Early Childhood Education and maintain a minimum of 30 hours of professional development over three years to stay current with best practices and remain certified through AECENL – including an annual mandatory anti-bias training session. Professional development is offered both in-house, during centre meetings and by encouraging and informing our ECEs, students and volunteers of external training.



- **New employees, students and volunteers are provided with the following:**
  - *College of the North Atlantic (CNA): Child Care Information Handbook.*
  - *Child Care Act.*
  - *Child Care Regulations.*
  - *Child Care Policy and Standards Manual.*
  - An orientation of the centre.
  - An orientation training session; and
  - A qualified ECE mentor.
- **Observations of children are conducted daily, with recorded materials provided to:**
  - Ensure the developmental needs, strengths and interests of each child are met.
  - Evaluate the learning environments and adjust accordingly.
  - Share information with parents and other professionals (with informed consent) where necessary; and
  - To plan for experiences that are respectful of the children's culture and family structure.
- Program planning occurs daily and is based on children's free exploration and discovery in a carefully planned environment.
- **Program plans are:**
  - Developed in advance and are reviewed regularly.
  - Significantly flexible to meet the changing needs and interests of the children.
  - Developed for indoor and outdoor play.
  - Completed for both child-initiated and adult-initiated activities.
  - Kept in the centre for review and are available for inspection; and
  - Completed using a team approach.
- The foundation of the program is the interests and developmental levels of the children.

**ECEs, students and volunteers assist children in their play by:**

- Preparing the environment and rotating materials.
- Finding and supplying resources and materials based on the child's interests and needs.
- Following the continuum of development to enrich skills and abilities.
- Offering a variety of activities and sufficient time to explore the materials, extend play, move to other areas, and revisit activities and materials.
- Allowing children to repeat an activity as often as needed to consolidate and extend learning.
- Initiating spontaneous small group activities whenever appropriate.

- Creating an emotional bond with the children based on social and emotional needs.
  - Supporting each child's full participation.
  - Interacting with the children by being a play partner when appropriate.
  - Expanding and extending the play as necessary by providing ideas and asking open-ended questions.
  - Looking for teachable moments.
  - Guiding children's behaviour by modeling behaviour and allowing them the opportunity to solve their own problems and resolve their own conflicts - but stepping in when it appears that they need help.
  - Engaging in active listening.
  - Demonstrating adaptively and flexibility; and
  - Respecting and responding to parents' expectations for their child.
- A variety of methods of documentation is used by ECEs and students to capture children's learning experiences e.g., print; pictures; curriculum web; photo albums; recall experience charts; bulletin board displays; and learning stories.
  - A daily schedule is followed consistently but is flexible based on the children's interests, weather conditions, guest speaker, field trip etc. Visuals are provided to children to assist with the order and flow of the daily schedule.
  - Daily routines are planned based on developmentally appropriate timeframes for the individual child and group as a whole.
  - **Diversity in the program is supported by:**
    - Ensuring that children see themselves, their family structure, their language, and their cultures reflected throughout the program in books, posters, artwork, dolls, dramatic play props, foods, photographs, and environmental print.
    - Ensuring that the program materials and experiences are reflective of a variety of cultures and ethnicities, while at the same time respecting and reflecting the culture of the children in the program.
    - Creating an atmosphere that enjoys and appreciates differences, responding to each child in the program with respect, acceptance, and comfort, regardless of gender, socioeconomic status, race, ethnicity, ability, religion, or family background.
    - Creating an atmosphere that does not tolerate or accept harassment or intolerance of any kind.
    - Challenging stereotypes – either those expressed by the children, any adults in the program or on any media (books, magazine articles, songs, etc.) and promoting discussion among the children about these stereotypes.
    - Encouraging children that there are a variety of ways to address challenges or problems.
    - Exposing children to a variety of experiences on a regular basis; and
    - Using the internet or library to research unfamiliar cultures.

## **Inclusion Policy**

Our ECEs have experience and training on the inclusion of children with exceptionalities and those needing additional supports in the program. Ongoing attendance at workshops and other professional development, such as guest speakers or consultants on topics, keep our ECEs abreast of current research and practice. If a child is diagnosed with an exceptionality or if observation of a child indicates some developmental concerns, a meeting with the parent(s) is/are arranged to review the concerns and options for the parent(s) is/are outlined.

Permission will be sought from the parent(s) to contact our regional Inclusion Consultant with Early Learning and Child Development, a division of the Department of Education. We will then work closely with the child and the parent(s) to adapt the program supplies, equipment, and room arrangement as needed and when possible, to ensure the child can participate to one's fullest potential.

Guidance from all professionals working with the child will also be incorporated into the program. These support services may include but are not limited to: An Inclusion Consultant; a regional Early Learning and Child Development staff; a Speech/Language Therapist; a public/Community Health professional; or other regional or community-based support services.

### **When a family is notified that a space is available and the child is identified as having an exceptionality, the following policies and procedures are in place:**

1. A visit to the centre is arranged so the parent(s) and child can have a tour and can observe the children and the ECEs, students and volunteers in the homeroom and outdoors. The administrator (or designate) introduces them to the ECEs, students, and volunteers and explains the program. The parent(s) becomes aware of whether the program is suitable for the child. Building accessibility and assessment of the child's needs within a group setting can be determined.
2. A parent-caregiver meeting is planned so that the ECE and administrator (or designate) can learn more about the child's needs and the supports needed for the child to be fully included in the program. The ECE and the parent(s) share information and establish some knowledge about the child's development, background, goals, etc.
3. When a child is being followed by a team of professionals regarding an exceptionality, an ISSP meeting will be arranged prior to the child attending the centre. Goals and objectives will be developed for the child in consultation with the parent(s) and the ISSP team. Follow-up ISSP meetings will be determined.
4. Once a child with exceptionalities attends the centre, the primary ECE will include child specific activities and experiences into the regular planning of the program. If an additional provider is assigned, that person will work as part of the team in the homeroom under the direction of the lead ECE. The child will be included in all areas of the program (unless the ISSP team has specified an area that needs restriction) with the necessary modifications or adaptations made to the set-up, equipment, and materials when possible.

5. If the child has a diagnosis and is not being followed by a team of professionals and/or does not have an ISSP, the administrator will get permission from the parent(s) to contact the Inclusion Consultant for advice on beginning the process.
6. ECEs will participate in ongoing ISSP meetings and meetings with the Inclusion Consultant, determining the child's areas of strength and goals to be met within the program.

When possible, signs or symptoms of developmental delays or challenges are observed by the primary ECE for the child attending the program, the ECE and administrator (or designate) will meet with the parent(s) to discuss their observations and concerns and gather additional information. At this point, the emphasis is on collecting information about the overall development of the child to determine the next steps. Observations and updating of the child's developmental profile will continue and be shared with the parent(s) regularly.

In collaboration with the parent(s), the Inclusion Consultant will be contacted for advice and direction. Further observations and analysis will inform developmental goals for the child. To meet the child's needs, the environment will be modified, materials/equipment adapted and supports provided as needed and when possible. The centre will lead the program implementation process with input from the Inclusion Consultant and the parent(s).

### **Confidentiality and Sharing of Information with Community Service Providers**

To ensure the confidentiality and privacy of children and their families, any information shared with community service providers will only be done with current parental written consent and in accordance with the *Access to Information and Protection of Privacy (ATIPP) Act*. Parental written consent must be current and will include only the information that is specified in the documents signed by the parents.

ECEs can seek general developmental information from outside sources with permission forms not required, but the child nor the parent(s) would be identified. To determine if a child's development is within the range of what is typical development, there are a number of professionals who can be contacted. These include but are not limited to our regional Child Care Consultants, Social Workers and Inclusion Consultants with Early Learning and Child Development, a division of the Department of Education.

Students who use the centre for lab or field placement purposes receive written permission from the parents to write observation reports and prepare documentation panels. This information can only be shared amongst ECEs at the centre, the parent(s) and the ECE Instructor. Any photographs must be taken and reproduced with college equipment and posted within the centre. Any video recording or audio recording of children is also taken with college equipment and shared with ECEs, parents and ECE Instructors. All students sign an ***Early Childhood Education Field Placement Confidentiality*** form.

## BEHAVIOUR GUIDANCE

Our behaviour guidance policy is posted on the main parent bulletin board, alongside our child care service licence.

### **Our administrator (or designate) ensures the establishment and implementation of our program's behavioural guidance policies which:**

- Recognizes the developmental abilities of children and set appropriate expectations, which reflect the values, attitudes and current recommended strategies that promote positive play behaviours and patterns.
- Acknowledges diversity and its influence on children's behaviour; and
- Promotes realistic play and behaviour limits that guide the safety and security of children participating in our program instead of curbing their play experiences, curiosity, and creativity.

### **Our main goals in guiding children's behaviour are:**

1. To strengthen the child's self-concept and self-esteem.
2. To help children develop caring, respectful relationships with others; and
3. To strengthen the child's self-control.

### **Our principles of effective guidance include the following:**

- ECEs, students and volunteers have consistent expectations of children.
- ECEs, students and volunteers provide a developmentally appropriate environment.
- ECEs, students and volunteers provide choices to children whenever possible.
- ECEs, students and volunteers accept and understand cultural differences in behaviour.
- ECEs, students and volunteers demonstrate appropriate behaviour.
- ECEs, students and volunteers accept that children are egocentric.
- ECEs, students and volunteers promote a child's self-confidence and self-esteem.
- ECEs, students and volunteers accept and respect children's feelings.
- ECEs, students and volunteers support children with their social interactions; and
- ECEs, students and volunteers set limits on behaviour.

### **Our program incorporates the following specific strategies for guiding the children's behaviour:**

- Encouraging children to resolve their own interpersonal issues.
- Removing the child from the situation.
- Ignoring inappropriate attention-getting behaviour.
- Involving the children in the decision-making process.
- Preventing inappropriate or problem behaviours by:
  - Creating a climate of respect.

- Supervising children appropriately.
- Encouraging responsibility.
- Providing a flexible yet predictable program.
- Using the physical space in effective ways; and
- Interacting in ways that will encourage positive relationships and behaviours.
- Establishing rules.
- Providing logical and natural consequences; and
- Using Conflict Mediation/Resolution

**Please note: The administrator (or designate) ensures that our behaviour guidance strategies prohibit such practices as:**

- The use of corporal punishment towards children (e.g., shaking, spanking, or striking a child directly or with a physical object).
- The use of harsh, humiliating, belittling, or degrading treatment of children (e.g., shouting, bullying, threatening the involvement in an activity).
- The confinement, restraint, or isolation of children (e.g., time-out, counting to three before a consequence is given).
- Children being deprived of basic needs, including food, shelter, clothing, sleep, bedding, disability related supports, attention/comfort, and washroom facilities; and
- Behaviour guidance that requires or forces children to repeat physical movements to reinforce a desired behaviour while they are participating in our program (e.g., forcing a child to walk back and forth a hallway several times to reinforce walking and not running in this area).

## DAILY PROGRAM

### Daily Schedule

There is a daily schedule posted in each homeroom, which supports a predictable sequence of events based on developmentally appropriate timeframes for each age group. Children become familiar with the daily schedule and are guided through it by ECEs who are knowledgeable about and sensitive to children's needs. The flow of each day is guided by this daily schedule but is flexible in order to meet the needs and interests of the group of children, the weather, and any special activities or events.

Daily routines for younger infants will be in accordance with each child's individual schedule. For example, ECEs will respect the individual schedules of each child's sleeping and eating patterns. ECEs will also respond to the infant's needs in an appropriate and timely manner thereby giving children the message that one's needs will be met consistently. ECEs will always be flexible and sensitive to individual differences and needs.

If you would like a copy of your child's daily schedule, please ask the administrator, or designate.

**Please note: Daily schedules for each homeroom are also posted on the main bulletin board of the child care centre and in each homeroom.**

### **Observations of Children**

ECEs and students observe children continuously and record these observations using a variety of recording formats including written records, photographs, and samples of children's work. These observations are used to understand individual children's behaviour and to determine their skills, abilities, and interests. This is the basis for planning a child centred curriculum. These observations are used at curriculum planning meetings when ECEs plan the program for their assigned homeroom. Observations of children, and knowledge of child development, ensure that all relevant factors are responsive to individual children and the group as a whole.

In addition, children's own socio-culture, family backgrounds, language, and traditions are considered during planning to further understand individual development and establish appropriate goals. Input from parents is welcomed and regularly included in the program.

### **Planning Sheets**

Our ECEs and students plan a variety of daily play experiences for children, which includes a variety of ECE/student designed interactive activities. Experiences and activities are based on the overall development, daily observation, interpretation, incorporation, and documentation of children's interests, ideas, preferences, and learning styles.

Experiences and activities are written on weekly ***College of the North Atlantic (CNA): CHILD CARE EXPERIENCE PLANNING FORMS*** and are developed in advance for both the indoor and outdoor play area. The planning forms are flexible in order to meet the overall development, changing interests, ideas, preferences, and learning styles of the children; and are based on the children's free exploration and discovery in a well-planned learning environment.

The planning forms are posted in each homeroom. Parents are encouraged to review the planning sheets daily. We welcome any suggestions you may have for extending the children's current interests.

### **Daily Activities**

**The following daily opportunities for both indoor and outdoor experiences are planned for all age groups of children:**

- Language, Literacy and Communication (e.g., vocabulary development, emergent reading and writing skills).
- Art (activities focusing on the process of creating and individualized exploration of art materials).
- Music and Movement (e.g., dancing, listening to rhymes, acting out sounds).
- Sensory (daily activities focusing on the 5 senses e.g., touch and smell).

- Dramatic Play (e.g., pretend play, developing social skills such as sharing and turn taking).
- Nature/Science (e.g., predicting what will happen next, measuring, exploring natural materials such as pine cones, shells).
- Math (e.g., sorting materials, working on patterns, counting, matching, building with blocks); and
- Physical (e.g., hand-eye coordination, balance, flexibility).

### **Activity Areas**

**Our Toddler Homeroom and Preschool Homeroom are both arranged into the following activity areas with a variety of daily play materials, furniture and equipment as outlined in the *Child Care Policy and Standards Manual (Government of NL, 2017, pp. 110 – 118)*:**

- Language, literacy, and communication area (e.g., space for reading, writing, and storytelling).
- Art area (e.g., space for drawing, painting, creating collages, sculpting).
- Sensory play area (e.g., space to play with sand, explore light).
- Dramatic play area (e.g., space to dress-up, play with baby care items).
- Math area (e.g., space to play with blocks, puzzles, board games, counting materials).
- Music and Movement Activity Area (e.g., space to use instruments, listen and dance to music).
- Nature/Science Activity Area (e.g., space to explore shells, magnets).

All activity areas and materials are labelled with words printed in standard print and include a variety of drawings, photos, tracings, or actual examples of objects from the activity area.

### **Materials for Non-Mobile Infants**

**Our Infant Homeroom is arranged to ensure a variety of daily play materials, furniture and equipment is available for non-mobile infants including:**

- Rattles of different shapes and textures.
- Materials for reaching, grasping, pulling, and kicking.
- Equipment to promote crawling.
- Sensory materials of various textures, sizes, sounds, weights, and colours.
- Manipulatives (materials that children work hands-on with using fine motor skills to explore math concepts and design. e.g., stacking materials and nesting materials).
- Quality books of various shapes, sizes, and textures.
- Dolls of various sizes, representing the children in attendance and their families.
- A floor mat designed for physical activity.
- Equipment to encourage infants to pull themselves to a standing position; and
- A “soft” cozy area that is protected from the more mobile children when “tummy babies” are in attendance.



## Materials for Mobile Infants

Our Infant Homeroom is also arranged to ensure a variety of daily play materials, furniture and equipment is available for mobile infants including:

- Materials for language, literacy, and communication (e.g., books, soft toys).
- Materials for music and movement (e.g., musical instruments, scarfs for dancing).
- Materials for sensory play (e.g., items of various sounds, sand and water play tables).
- Materials for dramatic play (e.g., animals, dress up clothes, babies, and baby care items).
- Materials for math (e.g., blocks, sorting materials).
- Materials to promote fine motor skills (e.g., puzzles with large knobs and pieces); and
- Materials and equipment for physical activity (e.g., balls, push/pull toy).

## Health and Safety: Play Materials, Furniture and Equipment

Our administrator, with the support of our ECEs, makes certain all play materials, furniture and equipment meet the following requirements by ensuring they are:

- Safe for the children's use as per the standards of Service NL, CSA, and the Canadian Consumer Product Safety Act.
- Developmentally appropriate for each individual child and groupings of children as outlined in sections ELCD-2017-J1 to J2 of the *Child Care Policy and Standards Manual Policy and Standards Manual* (Government of NL, 2017);
- Inspected daily for hazards in all homerooms and removed as needed.
- Provided with sufficient furniture and equipment for the number of children registered; and
- Reasonably comfortable for children while they are participating in a child care service. This includes providing appropriate furniture for sitting, eating, and sleeping based on the developmental stage of the children; and using appropriate bedding which ensures the children are not directly exposed to the surface of the sleeping pad or sleeping cot/mat.
- Cleaned and disinfected at least twice weekly in the infant and toddler homeroom and at least once weekly in the preschool homeroom - or more often where necessary. **Please note: Highchairs, cribs, sleeping cots/mats are cleaned and disinfected before and after every use and where not in regular use, at least once a month.**

**Please note: Due to health and safety reasons, playpens, baby walkers, jumping apparatus and wading pools are not permitted for use in our programs.**

## Transitions

Throughout the day, children are involved in transition times as they move from one activity to another. At times, transitions can be confusing, especially for young children or children new to our program.

**To ensure there is minimal disruptions, such as when children move from lunch to naptime, or snack to outdoor time, our ECEs support, guide, and encourage children according to the following techniques:**

- Advance notice is given that change will be occurring such as a five-minute countdown.
- Familiar cues are incorporated such as clean-up songs, puppets, and visual schedules.
- ECEs are clear and specific in their directions of what needs to happen next e.g., “Time to put the blocks back on the shelf” as compared to, “Time to clean up the math area”.
- ECEs establish eye contact or use a gentle touch with children to ensure they have their full attention.
- ECEs use the children’s names to ensure children realize the instructions are meant for them personally.
- ECEs limit the number of instructions given to avoid confusion.
- ECEs work together as a team so that one ECE can begin the next activity while the other ECE finishes up the transition. This is to avoid lengthy wait times.
- Children are transitioned in smaller groups so that everyone is not moving at once e.g., when large group time is over only two or three children at a time are transitioned to wash hands for snack; and
- ECEs encourage children to help each other with transitions to promote prosocial behaviour.

### **Arrivals and Departures**

To support the daily transition between home and the centre, ECEs welcome children and parents and receive any pertinent information regarding the children. This information is recorded and if it involves the administration of medication, forms are signed, and medication is stored accordingly. Children are assisted in separating from the parents and appropriate affection is provided until children are ready to fully engage with the group. If a child has been away from the centre due to illness or vacation, they are given extra supports as needed while settling back in. The ECE guides the child to the activity areas and indicates what the children have been doing. The ECE stays with the child until a decision has been made of what to play with and where.

Transitions from the centre to home are supported by the ECE speaking with each parent, giving them the highlights of the day, and any news. If the child needs help in this transition, the ECE goes with the parent and the child to the cubby, collecting art and any other materials.

The administrator (or designate) is present during main programming hours should parents need to communicate any additional information or to answer any questions.

### **Free Play**

Free play time is the basis of our program as it provides children with uninterrupted opportunities to freely explore and discover in a physical environment that is well prepared and based on each child’s interests and development. ECEs rotate materials, provide sufficient activities and materials, observe children as they play, and provide sufficient time for engagement. Children can choose what they want to do, how they want to do it, and when to stop and try something else. Free play has no external goals set by adults and has no adult-

imposed curriculum. Although the ECEs provide the space and resources for free play, and might be involved, the children take the lead and the ECEs respond to cues from each child. There is a large block of time set aside in the morning and afternoon for children to engage in free play – a minimum of 60 minutes for each time period.

### Small Group Activities

Small group activities occur daily, and it is a time in the daily routine where an ECE and/or student meet with a group of children in a pre-determined location – inside or outside. Small group activities are planned and developed in advance by an ECE and/or student with activities originating from the children’s interests, developmental learning needs, new materials, or community events. Participation in small group is a choice made by each child with timeframes determined by the developmental age of each child.

### Large Group Activities

Large group activities occur daily, and it is a time in the daily routine when all children and the ECEs/students in the homeroom come together for a “community experience”. Large group activities are planned and developed in advance by an ECE and/or student with activities based on movement and music activities, familiar and interactive storytelling, cooperative games, and other shared experiences. Participation in large group is a choice made by each child with timeframes determined by the developmental age of each child.

### Rest/Quiet Time

A daily period of rest and quiet time for children in all homerooms are available with consideration given to the children’s individual needs and sleep/rest patterns.

A separate sleep room is available for the infants with their own crib and their own schedule for sleeping. Younger infants nap on a schedule determined by their individual needs and the wishes of their parent. Older infants, once they have been in the program for some time, often adapt or fall into the routine of the centre – having one afternoon nap during the day. This will be encouraged but not hurried or forced. The windows between the sleep room and the homeroom, as well as the use of baby monitors, allow the staff to supervise both the sleep room and the homeroom at the same time. **Please note: The transmitting portion of the baby monitor is in the room where the children are sleeping. The receiving portion of the baby monitor is in the play area of the infant homeroom.**

Most toddler and preschool children continue to nap, and provisions are made for them to rest comfortably. Each child has their own sleeping cot/mat, with an individual sheet and small pillow which is washed at least once weekly or more often if necessary. We request that parents provide a blanket and a favourite sleep toy if their child has one. **Please note: Fisher Children’s Centre washes bedding provided by parents and sheets on-site.** Soft music is played, the room is darkened, and quiet activities are planned for the children who do not sleep. This quiet time routine helps children to relax and refresh themselves for play later in the day. Children are easily accessible to an ECE while using a sleeping cot/mat as the ECEs stay nearby at all times.

**Please note: To ensure a healthy distance from other children while resting or napping, we ensure there is at least 45 centimetres of space between cribs and sleeping cots/mats.**

### **Outings Away from the Centre**

As extensions of the program, children often participate in neighbourhood walks and trips to the CNA – “Mini Gym”. On occasion, children may travel to an outside facility for a special field trip.

Children are supervised at all times during travel in accordance with ELCD-2017-K12 and ELCD-2017-J4 of the *Child Care Policy and Standards Manual* (Government of NL, 2017). **Please note: Travel is in the form of neighbourhood walks and walking to and from program activities that occur away from the child care centre.**

### **Supervision of children includes:**

- Always supervising children during travel in a manner that is developmentally appropriate for the age groups in attendance.
- Maintaining staff to child ratios during travel at all times in accordance with ELCD-2017-M1 and ELCD-2017-P2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).
- Maintaining the daily register at all times in accordance with section ELCD-2017-L2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).
- Counting the number of children frequently during travel.
- Observing the whole group during travel, even when staff attend to the needs of an individual child or small groups of children.
- Positioning of staff during travel whereby the children are always in view. **Please note: Children walk in pairs with a staff member at the front and at the end of the line.**
- Providing additional supervision when deemed necessary.
- Offering additional walking support for children needing assistance (e.g., holding hands of an ECE or student).
- Using available crosswalks and sidewalks to walk to and from the destination when possible.
- Using appropriately sized strollers – meeting the Canadian Standards Association (CSA) when infants are traveling.
- Knowing each child’s abilities when walking in groups.
- Being aware of and scanning for safety hazards during the travel outing; and
- Scanning play activities and circulating around the area of the special field trip outing.

For neighbourhood walks, parents are asked to sign a ***College of the North Atlantic (CNA): PROGRAM PERMISSION/OUTING AGREEMENT***. This form is contained in ***SECTION B*** of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***. The completion of this form obtains parental permission for the child(ren) to leave the child care premises, under the supervision of the child(ren)’s homeroom staff member (or designate) for neighbourhood walks and trips to the CNA – “Mini Gym”.

When a special field trip that children can walk to is planned, parents are asked to sign a ***College of the North Atlantic (CNA): CHILD CARE FIELD TRIP PERMISSION FORM***, which provides specific details of the travel (e.g., date, location, time, and items children will need to bring). **Please note: If permission to attend a field trip is denied, a discussion will occur with the parent(s) to arrange care at home for that child, should an accommodation at the centre not be available on that day e.g., replacement staff are unavailable.**

Our centre does not provide transportation for children registered in our program as we are unable to fulfill the requirements under the [Highway Traffic Act \(2020\)](#). This includes transportation to and from the child care centre, as well as to and from special field trips.

When an outing is planned, it is introduced at a group time. All safety measures, such as expectations of walking in pairs, looking both ways before crossing the street, and the importance and appropriate usages of cross walks and traffic lights are discussed with children prior to travel.

If photographs are taken during the outing, ECEs/students will document them to share with parents. Children also view the photographs and talk about the experience. ECEs/students will also talk about it at the next group time. If older children are interested in expanding on this experience, supplies will be provided for them to draw or paint with, and/or dramatic play props will be provided for re-enactment of the event.

Children walk in a walking apparatus for safety reasons with an ECE at the front and at the end of the rope. Young infants will be in a stroller, while older infants will walk alongside, with space being available in the stroller if they become tired. Provincial standards for strollers follow those of the Canadian Standards Association (CSA). Available crosswalks and sidewalks are used to walk to their destination when possible. **Please note: Infant slings are not permitted for use in our program.**

The following items are taken on outings: any medications needing to accompany a child during travel; daily register; first aid kit; hand sanitizer; sunscreen; insect repellent; change bag with diaper/toileting supplies; drinking water; and a cell phone. Cell phones are taken in the event there is an emergency or if the administrator (or designate) needs to contact the ECEs.

### **Daily Care Record**

A ***College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORD – PART B: PRIMARY CAREGIVER SECTION*** is prepared daily by our ECEs. This daily written record outlines the sleeping, eating, and toileting patterns of every child who is in the infant homeroom. The original goes into the child's individual file after a parent has signed the report and have verified that a review has occurred. Copies are available for parents upon request. Completion of an evening ***College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORD – PART A: PARENT SECTION*** from the parents is also encouraged to assist with care of the infant while they are participating in our program.

**Please note: Parents in all homerooms can also avail of a *College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORD – PART B: PRIMARY CAREGIVER SECTION* upon request or at the recommendation of the child's ECE.**

## Video Recording, Audio Recording and Photography

Video recordings, audio recordings and photography by ECEs and students on placement will occur on a regular basis as a form of documenting children's experiences. This allows our ECEs and students to share daily events with parents and to reflect on children's experiences to inform program ideas. Only centre owned equipment is used, and photographs are printed at the centre. For course evaluation purposes, all photographs, video recording or audio recording obtained by students, must be taken with college equipment, must remain within the centre at all times, and cannot be uploaded to course shells. Assignments that require assessment will be reviewed on-site by the faculty supervisor.

It is important for parents to note that these video recordings, audio recordings and photographs may be used for educational purposes and/or to represent our program in the child care community at various times throughout the year. It is also important to note that video recordings, audio recordings and photography may be in progress in any area of the centre (indoors and outdoors) at any time throughout the day. Video recordings, audio recordings and photography may likewise occur on outings away from the centre. Parents are asked to sign **SECTION M – VIDEO RECORDING, AUDIO RECORDING AND PHOTOGRAPHY AGREEMENT** when completing the **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE**.

**SECTION M – VIDEO RECORDING, AUDIO RECORDING AND PHOTOGRAPHY AGREEMENT** of **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE** also gives parents the option to accept or deny permission to have their child photographed by child care staff/students for the purpose of sharing these photos via print or email with parents of other children registered in the program (e.g., Halloween homeroom photo). **Please note: Once the photo is shared, CNA is not responsible for further distribution.**

**Please note: Parents are prohibited from taking video recordings, audio recordings or photos of children while attending our program. Parents are also prohibited from taking video recordings, audio recordings or photos of their own child(ren) while attending the program to protect other children from being captured in the background.**

## Research Projects

Our centre receives requests from time to time to participate in research studies and projects. We would ensure that any such request is appropriate for the children and that the methodology can be implemented effectively in our program. It must have approval by the ethics committee of the post-secondary institution. Parents are required to give their written permission for children to participate. Children are accompanied by an ECE(s) when meeting with researchers, and every effort is made to make it a natural experience for them.

## OUTDOOR PLAY

### Curriculum Planning

Curriculum planning includes outdoor play and extends the topics of interest. Additional equipment is

brought out to further enhance children’s imagination and stimulation of their interests for outdoor activities. ECEs facilitate outdoor play by helping with the engagement of children and always allowing for child-initiated play.

**ECEs further support, guide, and encourage children during outdoor play by:**

- Assisting children in their play with materials they need.
- Interacting with the children as a play partner when appropriate and expanding and extending the play as necessary.
- Looking for teachable moments.
- Observing children’s play and noting their interests, their questions, and their discoveries for the basis of planning future play experiences; and
- Guiding children’s behaviour by allowing them the opportunity to solve their own problems and resolving their own conflicts. ECEs step in when it appears that they need help, and any intervention is done in a helpful and matter of fact manner.

**Supervision of Children**

**Supervision of children during the outdoor play area includes:**

- Maintaining the daily register at all times in accordance with section ELCD-2017-L2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017, pp. 185-187).
- Maintaining staff to child ratios at all times in accordance with ELCD-2017-M1 and ELCD-2017-P2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).
- Ensuring gates in each outdoor play space are kept closed at all times while children are in the outdoor play space.
- Counting the number of children frequently during play periods and prior to coming onto the outdoor play space and again when leaving to come back inside.
- Observing the whole group, even when an ECE attends to the needs of an individual child or small groups of children.
- Arranging the physical outdoor environment to ensure all children are visible at all times.
- Positioning of ECEs whereby the children are always in view.
- Assigning only duties to ECEs that would not impact the ability to provide supervision of children.
- Providing additional supervision during times of increased risk such as play materials that require adult supervision e.g., carpentry outside; and
- Ensuring substitute ECEs are available when: an ECE needs to leave the outdoor place space; an emergency arises; or a situation arises that requires a replacement/additional ECEs.

Children attending our program are always supervised in a manner that is developmentally appropriate for the age groups in each homeroom. Supervision occurs within all areas of the child care centre – including the outdoor play area, during neighbourhood walks, and while participating in any program activity away from the

child care centre. Staff to child ratios are also maintained at all times in accordance with ELCD-2017-M1 and ELCD-2017-P2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

### **Expectations of Children**

**The following expectations for children are reviewed and discussed with the children on a regular basis:**

- When using a climber, children are to climb steps or stairs slowly and hold onto the rails provided.
- When using a slide, children are to: go down the slide only one person at a time; wait until the person in front is on the ground and has moved away from the slide before starting to go down; sit down and face forward when sliding; move away from the bottom of the slide when reaching the ground; and never climb up the front of the slide.
- If visiting a nearby playground with swings, children are to sit down when swinging, wait for swing to stop before getting off, and use caution when walking in front of moving swings.
- When using small equipment e.g., balls, skipping ropes, hula hoops, children are to: use away from climbers and other large equipment; watch for other children that may come too close to the designated small equipment play area.
- If e.g., ball goes outside the outdoor play area, children are to tell an adult who will retrieve when safe.
- Always wear proper footwear to avoid injuries.
- Always play safe by being careful and showing courtesy; and
- Ask an adult for help if there is a problem or someone is hurt.

### **Health Benefits**

Our program recognizes the overall health benefits of outdoor play. The schedule for each homeroom includes daily uninterrupted outdoor free play periods for child-initiated activities except where extreme weather conditions exist, such as weather alerts or warnings identified by Environment Canada.

Outdoor play is scheduled in all homerooms in the morning and afternoon for minimally 45 minutes. However, if weather conditions are not favourable, our ECEs will consider the ages and developmental abilities of children when deciding whether to allow children to participate in outdoor play.

**Please note: Where a decision is made for children to not participate in outdoor play, it will be:**

- Noted on the *College of the North Atlantic (CNA): DAILY OUTDOOR PLAY AREA INSPECTION CHECKLIST* and include the rationale for the decision; and
- Alternate gross motor play activities will be offered inside (see homeroom daily schedules for further details).

**Our ECEs will also use judgement to limit the appropriate amount of time children participate in outdoor play activities based on:**



- The time of day (e.g., mid-day in summer, late day in winter).
- The temperature.
- Sunshine and UV index.
- Wind gusts.
- The length of time the children have been outside; and
- How the children are coping.

To ensure children participate daily in outdoor activities during the winter months, snow is removed that might limit the children's play opportunities or result in a safety concern. ECEs and students also continue to plan daily for the children, noting activities that are developmentally appropriate for the current season.

### **Health and Safety**

- **Our program offers outdoor play areas that are part of the child care centre and are:**
  - Accessible to all the children registered in our program.
  - Appropriate for the age range of children who use it.
  - Safe for the children as repairing, removing, or blocking anything that is unsafe occurs on a regular basis. **Please note: Provincial standards with respect to an outdoor area being safe follow those of Service NL.**
  - Well maintained as provincial standards follow those of Service NL; and
  - For the exclusive use of children participating in our program.
- To help prevent environmental wear, a shed and storage containers are used to store outdoor play materials and portable equipment.
- The outdoor play areas have two or more types of surfaces. **Please note: Provincial Standards with respect to appropriate surface types for outdoor play areas follow those of Service NL.** Any hard surfaces in place, does not cover more than half of the outdoor play area.
- **The outdoor play areas are enclosed by a fence that:**
  - Are at least 1.2 meters high.
  - Has, at a maximum, nine centimetres between every slat; and
  - Has a gate that is kept safely closed when the gate is not in use.
- **Any new play structures for use in the outdoor play area are:**
  - Approved before its use by an Inspector appointed under the *Child Care Act* (Government of NL, 2017). This includes the completion of an inspection by a certified outdoor play area Inspector from Service NL.
  - Appropriate for the size of the outdoor area (Provincial standards with respect to size of a play structure follow those of Service NL).

- Appropriate for the age range of the children who use it; and
  - Installed according to the specifications of the manufacturer.
- All outdoor play structures have a protective surface underneath when the critical fall height is 1.2 metres or greater and when the play structure is fixed. When the play structure is not fixed, a protective surface – other than a hard surface- is underneath when the critical fall height is less than 1.2 metres.
  - Daily registers and first aid kits are taken with the ECEs and children when they are in the outdoor play area and when they travel outdoors together as outlined in sections ELCD-2017-L2 and ELCD-2017-K1 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).
  - **Our administrator (or designate) makes certain that our program is a healthy, safe, and developmentally appropriate environment which, when considering outdoor play areas and structures, includes ensuring:**
    - Provincial standards are followed with respect to protective surfaces (Provincial standards follow those of Service NL).
    - The outdoor play areas are developed and designed to promote creative and constructive play while incorporating the developmental needs of the children.
    - Has a written policy regarding outdoor play area safety.
    - Seasonal planning for the outdoor play areas and equipment is completed to prepare the areas to go from summer to winter use and winter to summer use.
    - Accessibility to the outdoor play areas during winter months.
    - Employees, students, and volunteers are not smoking in the presence of children who are participating in our program in an outdoor play area or during travel; and
    - Written approval is obtained from a Manager of the Department of Education before a previously approved outdoor play area of the centre is altered or changed in a way that modifies the configuration of the space. Alterations or changes include, but is not limited to:
      - The addition of an outdoor play area to an already licensed facility.
      - A change to an all already approved outdoor play area structure or fence.
      - Installation of new outdoor play area structures.
      - A change in the layout of existing fixed outdoor play area structures; and
      - A change in the elevation of landscaping.

## Inspections

**College of the North Atlantic (CNA): DAILY OUTDOOR PLAY AREA INSPECTION CHECKLIST** is completed before the centre opens or when visiting a safe, developmentally appropriate public outdoor play area - this is to determine if the space is free of hazardous materials and whether repairs to, or removal of, play materials are required.

**Please note: *College of the North Atlantic (CNA): DAILY OUTDOOR PLAY AREA INSPECTION CHECKLIST* is recorded and includes:**

- Date of the inspection.
- Name of the person completing the inspection.
- The results of the inspection.
- Any remedial action required and taken.
- Any reporting of damaged or defective equipment to the person responsible for maintaining the outdoor play area; and
- Times when children do not participate in outdoor play and the reason why.

***College of the North Atlantic (CNA): MONTHLY OUTDOOR PLAY AREA INSPECTION CHECKLIST, College of the North Atlantic (CNA): SPRING/FALL MAINTENANCE AND REPAIR OUTDOOR PLAY AREA CHECKLIST* and action plans related to the inspections are also completed and available for Inspectors to review.**

### **Maintenance and Repairs**

Department of Transportation and Works and Physical Operations Department of CNA is responsible for carrying out maintenance and repairs for both the indoor and outdoor play spaces.

Remedial action is taken immediately, where possible, if the space is deemed unsafe or contains hazardous materials. If remedial action is unable to be completed immediately, a detailed written action plan is developed and implemented. All checklists, remedial action plans, Service NL's annual outdoor play area inspection report, and any ***College of the North Atlantic (CNA): INCIDENT/INJURY REPORTS*** relating to the outdoor play space, are kept on file at the centre for a minimum of three years.

### **Sunscreen**

Our ECEs takes appropriate precautions to help limit sun exposure, particularly during the hottest part of the day. However, sun damage can occur even on cloudy days, and during winter. Sunscreen is applied to all children where the UV index is 3 or more (or designate). **Please note: Parents are to grant permission to have sunscreen applied when completing *SECTION M – SUNSCREEN AND INSECT PERMISSION FORM* of the *College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*.**

Parents are to provide a sunscreen or sunblock that is safe for the age of their child with at least 30 SPF. Please label the container with the child(ren)'s first and last name and replace once expired. Only products with child's name and in original containers are applied. Also, application is only applied to the child it was intended for and is applied as per the directions of the packaging.

### **Insect Repellent**

**Insect repellent is only applied to children on days when the administrator of the centre deems necessary. Please note: Parents can grant or deny permission to have insect repellent applied when completing**

**SECTION M – SUNSCREEN AND INSECT PERMISSION FORM of the College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE.**

Where permission is granted, parents are to provide an insect repellent that is safe for the age of their child. Please label the container with the child(ren)'s first and last name and replace once expired. Only products with child's name and in original containers are applied. Also, application is only applied to the child it was intended for and is applied as per the directions of the packaging.

**Drinking Water**

Parents are to provide a labelled water bottle that can remain at the centre. Safe drinking water is always accessible to children in the outdoor play area.

**HEALTH AND SAFETY**

**General**

**We ensure our child care centre:**

- Is clean, disinfected, sanitary, in a state of good repair and well ventilated.
- Is comfortable for the children while they are participating in the child care service e.g., a good source of natural lighting, appropriate temperature.
- Has appropriate materials for cleaning, sanitizing, and disinfecting at each site, including a routine for cleaning, sanitizing, disinfecting, and cleaning of bodily fluids.
- Implements Provincial Standards which follow those of Service NL in relation to facility design, construction, layout, indoor and surrounding environment; water, proper sewage, and solid waste disposal; cleaning, sanitizing, and disinfecting; communicable disease control; and food services.
- Has windows that can be opened and accessed by children raised no more than 4 inches and securely fastened when raised.
- Has any pipes or radiators inaccessible to children. Provincial standards with regards to the inaccessibility of these items follow those of Service NL.
- Has all cords, including electrical and extension cords, inaccessible to the children.
- Has any areas that are unsafe, inaccessible to the children.
- Has daily registers that reflect the number of children present at all times.
- Takes pest control measures, where pests are found in our child care centre. The Provincial standards with respect to pest control follow those of Service NL.
- Has electrical outlets capped when not in use. As well, Provincial Standards with regards to appropriate caps follow those of Service NL; and
- Has the temperature of water or food accessible to children no higher than 43 degrees Celsius. Temperatures are tested and monitored regularly.

**Please note: The following items pose a risk to the health and safety of children and are prohibited in our program:**

- Latex balloons.
- Styrofoam constructed materials.
- Plastic utensils.
- Poisonous plants.
- Candles with flames; and
- Ammunition and firearms.

### **Poisonous, Hazardous and Flammable Materials**

**Where poisonous, hazardous, or flammable substances are stored in our centre, they will be stored:**

- In their original containers.
- In a place that is locked and inaccessible to the children while they are participating in the program, and according to the specifications of the manufacturer.
- Provincial standards with respect to storage of poisonous, hazardous, and flammable substances will follow those of Service NL and provincial legislation with respect to Fire Protection Services; and
- Provincial standards with respect to the storage of poisonous, hazardous, and flammable substances in mechanical rooms, furnace rooms, storage rooms, janitorial closets and maintenance rooms will follow those of Service NL and provincial legislation with respect to Fire Protection Services.

### **Health Records**

Information about the children's physical health, daily routines, emotional needs, and growth and development are very important to ensure our ECEs are able to respond to children's needs accordingly. Upon enrolment, parents are responsible for completing the following forms included in the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE:***

- *PROGRAM PERMISSION/OUTING AGREEMENT*
- *EMERGENCY CONTACTS*
- *CONSENT FOR EMERGENCY CARE AND TRANSPORTATION*
- *RECORD OF IMMUNIZATION*
- *STATEMENT OF IMMUNIZATION* (if applicable)
- *HEALTH AND DEVELOPMENTAL HISTORY*
- *MEDICATION CONSENT RECORD* (if applicable)
- *ALLERGY AND OTHER CHRONIC MEDICAL CONDITIONS* (if applicable)
- *WRITTEN CARE PLAN (BEHAVIOURAL CHALLENGE/EXCEPTIONALITY)* (if applicable)

## Medical Care Plan (MCP)

The Newfoundland and Labrador [Medical Care Plan \(MCP\)](#) is a comprehensive plan of medical care insurance designed to cover the cost of physician services for residents of the province of Newfoundland & Labrador. Any child enrolled at a College of the North Atlantic child care centre are required to have an up-to-date MCP number and expiry date listed within the child's **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE** and any other applicable CNA child care forms. Parents are to renew the child's MCP card prior to the expiry date and to provide the administrator (or designate) with the new expiry date once received.

Please note: **Section F - CONCERN FOR EMERGENCY CARE AND TRANSPORTATION** of the child's **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE** required completion. This section outlines the responsibility of parents for **any** medical expenses incurred, including ambulance fees, and consent for emergency care and transportation while the child is in attendance.

## Documentation of Immunization

Our administrator (or designate) ensures that each child registered in our program has an individual record that contains the child's current health record. The health record is available for reference should an illness or communicable disease occur at a centre. This health record is included in each child's **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE** and includes: the child's provincial medical care plan number and expiry date; allergy information (where applicable); and information on chronic medical conditions.

The child's health record on file, also contains a current and up-to-date record of immunization, obtained from a local Public Health provider in the area where the child resides. Our administrator (or designate) ensures the immunization card contains the dates of the immunization and the signature of the nurse or physician.

**Please note:** A **College of the North Atlantic (CNA): STATEMENT OF IMMUNIZATION** is completed by a parent and placed in the child's individual file if: the child is not immunized; does not have an up-to-date immunization; or is unable to locate the child's immunization record. The **College of the North Atlantic (CNA): STATEMENT OF IMMUNIZATION** indicates that the parent signing is aware that the child may be asked to leave the program at the request of a public health official in the event of a communicable disease outbreak and may be unable to return for the duration of that outbreak.

## Reporting of Communicable Diseases to the Local Health Authority

As a requirement under *Policy 5 of the Communicable Diseases Act (Government of NL, 2015)*, an administrator (or designate) will immediately notify the local health authority when one knows or has reason to believe that a communicable disease exists. The administrator (or designate) will provide name, the centre name and location, and any other requested information. The administrator (or designate) will also allow a health officer, or other person delegated, to inspect the centre if necessary. This may also include providing

the fullest available information as to the person suspected of being infected, the source of the infection, if known, and generally other information that the health officer or person making the inspection requires.

### **Caring for an Ill Child**

Our administrator has a current standard (two day) first aid course specific to first aid and CPR for children; all our ECEs, students and volunteers, have a minimum emergency first aid course specific to first aid and CPR for children. As a result, our administrator, ECEs, students and volunteers can recognize and respond appropriately to symptoms of illness while children are participating in our program.

In addition, all of our employees, students and volunteers have access to **811 HEALTHLINE**, which provides health information and advice over the telephone by a registered nurse.

For further support, all of our employees, students and volunteers have access to a computer, which stores the weblink to the [Canadian Pediatric Society](#). This link brings readers to a section on illness and infections common to children – including treatment, incubation period etc. Information about a communicable disease that exists in our program, is posted for parents to read on the parent bulletin board and on each homeroom door. Information can also be copied for any parent upon request.

### **When a child presents with symptoms of illness, the following plan is in place:**

1. An ECE (or designate) notifies (via telephone) the child's parent. If a parent is unreachable, a voicemail is left and an authorized personnel listed in the child's **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE** is called.
2. A **College of the North Atlantic (CNA): NOTIFICATION OF ILLNESS** is then completed. The original is placed in the child's individual record and a copy is provided to the parent or authorized personnel at the time the child is picked up. A **College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT** is also completed and signed by the parent, reporting individual, and administrator (or designate). The original is placed in the child's individual record and a copy is provided to the parent.

#### **Please note:**

If the illness is suspected to be a communicable disease, a **College of the North Atlantic (CNA): NOTIFICATION OF ILLNESS** form is posted as soon as possible by the administrator (or designate) on each of the homeroom's entrance doors and on the parent bulletin board for parents to view. The administrator (or designate) also notifies the listed child care contact for College of the North Atlantic at their applicable campus, as well as the local health authority as per the College of the North Atlantic child care policy, *Reporting of Communicable Diseases to the Local Health Authority*.

If the illness is confirmed as a communicable disease, the administrator (or designate) posts a completed **College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT** on each of the homeroom's entrance doors and on the parent bulletin board for parents to view. This report is completed as soon as possible after verification has been received. The administrator (or designate)

also notifies the listed child care contact for College of the North Atlantic at their applicable campus, as well as the local health authority as per the College of the North Atlantic child care policy, *Reporting of Communicable Diseases to the Local Health Authority*.

**Please note: Any completed *College of the North Atlantic (CNA): NOTIFICATION OF ILLNESS* forms and/or *College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORTS* may also be emailed directly to all parents.**

**Please note: Where applicable, parents are to email the administrator, details of any directive(s) given by e.g., 811 or the child's primary care provider. This is to determine the safe return date of the child.**

### **Supervision of Children during Illness**

Children are supervised at all times during illness in accordance with policy ELCD-2017-K5 and ELCD-2017-J4 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

Supervision of children during illness occurs in a manner that is developmentally appropriate for the age groups in attendance. Staff to child ratios are maintained at all times in accordance with ELCD-2017-M1 and ELCD-2017-P2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

During times that a child becomes ill while attending our program, the office area (which is kept clean and quiet) is used, when possible, to care for the child while waiting for the parent(s) to arrive. The administrator (or designate) will always remain with the child, to ensure proper supervision is in place.

If care in the office area is not possible (e.g., due to the administrator or designate being in ratio or in a parent meeting), the child is supervised in one's assigned homeroom. In the toddler and preschool homeroom, the Communication, Language and Literacy Area is used for this purpose due to the nature of this quiet space. In either case, a sleeping cot/mat is provided with the child's bedding, should the child need to rest.

### **Possible Exclusion of an Ill Child**

**Our administrator (or designate) will arrange for the immediate removal of a child from our program where the administrator (or designate) is satisfied that one or more of the following apply:**

- The child is exhibiting more than one incident of vomiting or diarrhea **or** has/had a fever **or** a new or unexplained rash.
- Due to the onset of illness, the child requires greater care or supervision than is able to be provided by our ECEs without compromising the safety of other children participating in our program; or
- A child is displaying other symptoms which the administrator (or designate) is satisfied may indicate that the child cannot participate in the program or poses a health risk to other persons in the facility.



**Please note: Any child removed due to the reasons listed above, will not return until the administrator (or designate) is satisfied that the child no longer poses a health risk to other persons in the centre. The Administrator (or designate) will also notify the listed child care contact for College of the North Atlantic at their applicable campus.**

**Some of the more common complaints that children experience in child care are as follows:**

### **Conjunctivitis (“Pinkeye”)**

A child with bacterial “pinkeye” must be kept home for a least 24 hours after medication is started.

### **Diarrhea**

A child must remain at home until symptom free for at least 48 hours or when a physician makes a diagnosis no longer requiring exclusion. The child may return to the child care setting when well.

### **Fever**

A child must remain at home until symptom free for at least 24 hours or when a physician makes a diagnosis no longer requiring exclusion. The child may return to the child care setting when well.

### **Gastroenteritis (“Stomach Flu”)**

A child must remain at home until s/he has been symptom free for at least 48 hours or when a physician makes a diagnosis no longer requiring exclusion. The child may return to the child care setting when s/he is well.

### **Skin Rash**

If a parent is unsure of the nature of the rash, it is to be checked by a physician. If it is not contagious, the child may return to the centre when accompanied by a medical note.

### **Strep Throat**

A child with strep throat must be kept home for a least 24 hours after medication is started.

### **Vomiting**

A child must remain at home until s/he has been symptom free for at least 48 hours or when a physician makes a diagnosis no longer requiring exclusion. The child may return to the child care setting when s/he is well.

## Handwashing

Our ECEs, students, volunteers, visitors, and children wash hands frequently because we know that handwashing is the single most important tool for controlling infection in child care centres. ECEs role model handwashing when they wash their hands upon arrival to and exiting from the program; before and after handling or preparing food or beverages; before and after assisting a child in the washroom; before and after diaper changes; after wiping a child's/own nose; after coming in from outdoors; before and after playing in sensory tables; and by reminding students, volunteers, visitors and children to wash their hands on all of the above occasions.

ECEs are also aware that young children need supervision with handwashing and recognize the importance of teaching children proper handwashing techniques. All ECEs, students, volunteers, visitors and children follow the steps for proper handwashing techniques as outlined by [Health Canada](#) (2010).

Handwashing posters are placed beside all sinks as a reminder to children and adults to wash their hands appropriately and for the required length of time. Liquid soap and single use paper towels are also available beside all sinks.

**Please note: Handwashing (or hand sanitization) occurs upon entering and exiting the facility and all homerooms.**

## Clothing, Bedding and Grooming Materials

All clothing, bedding (except sheets) and grooming materials for children are provided by the child's parent(s).

**Please note: Sheets are provided by Fisher Children's Centre.**

**Our administrator (or designate) ensures that all items provided by parents, or the centre are:**

- Used only by the child to which they are assigned.
- Stored in an area or enclosure assigned to that child only. Provincial standards with respect to storage of clothing, bedding and grooming materials follow those of Service NL.
- Stored in a manner that is sanitary. Provincial standards with respect to sanitization follow those of Service NL; and
- Washed at least once weekly or more often if necessary.

**Please note: Fisher Children's Centre washes bedding provided by parents and sheets on-site. To provide a healthy, safe, and developmentally appropriate environment, our administrator (or designate) also ensures:**

- Children have sufficient clothing, bedding, and grooming materials.
- Children's clothing and other belongings are labeled with the child's name and accessible to the children who use them.

- Children have protective clothing, equipment, and items for use during play activities which include, but are not limited to:
  - Indoor footwear, which is always worn to protect from slipping, injury and to ensure safe evacuation in the event of an emergency.
  - \*Outerwear and items appropriate for the weather including insect repellent, sunscreen, and sunglasses; and
  - Helmets, elbow, and knee pads when bicycles and scooters are used.

**\* Please note: Outerwear includes wide brimmed sunhats, long-sleeved shirts, and broad-spectrum sunglasses in the summer; snow suits, hats, gloves, and boots for winter; and rain boots, rain jackets, and splash pants for our spring and other wet seasons.**

Parents are provided with written memos and daily reminders when items need replacing or replenishing.

### **Toileting and Diapering**

Each child's toilet learning is unique, and many children are developmentally ready between the ages of two-four years. Our ECEs will support the child's increasing abilities and desire for independence in this area, in consultation with a parent(s). Provincial standards with respect to toilet learning follow those of the Canadian Pediatric Society. The washrooms in each homeroom are equipped with child-sized toilets and sinks to promote independent toileting. There is also a changing station should it be required.

Good communication around toileting will help the child with success at the centre as well as at home. This should be a stress-free process and is viewed as a regular part of a child's development. **A College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORD – PART B: PRIMARY CAREGIVER SECTION** is provided to a parent(s) of every child who is in the infant homeroom. This form notes the toileting patterns of the child. Completion of an evening **College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORD – PART A: PARENT SECTION** from the parents - of their child's toileting patterns - is also encouraged to assist with care of the infant while they are participating in our program.

**Please note: Parents in all homerooms and parents of children with exceptionalities can also avail of a College of the North Atlantic (CNA): CHILD CARE DAILY CARE RECORD – PART B: PRIMARY CAREGIVER SECTION.**

It is understandable and perfectly normal for children, even those who have been self-toileting for some time, to have an occasional toileting accident. Therefore, parents are to provide additional clothing. This can be left at the centre or brought in daily.

Our infant, toddler and preschool homeroom has a change table located in each washroom area for diapering children. Provincial standards with respect to change tables and changing pads follow those of Service NL and Service Canada. Children are never diapered on a bare or carpeted floor. To ensure proper cleaning and safety, children are only diapered while they are in a lying down position.

Parents do provide the diapers and wipes for their child's use and must ensure plenty of both are always available.

All change tables and changing pads are cleaned and disinfected before and after every use. **Please note: Provincial standards with respect to cleaning and disinfection follow those of Service NL.**

ECEs and students wash hands, as well as the hands of the child, with soap and water before and after diapering or toileting. Provincial standards with respect to proper hand washing techniques follow those of Health Canada.

### **The diaper changing area:**

- Is separate from the play, sleep, eating and food preparation areas.
- Has a specific waste container for used diapers with plastic liners and a foot controlled lid.
- Allows for supervision of the child being diapered and the children who are not being diapered.
- Contains diapering materials which are easily accessible.
- Has diapering procedures posted and are visible to the staff while diapering a child. Provincial standards with respect to diapering procedures follow the 10 steps for diaper changing as outlined by the Canadian Pediatric Society.

All toileting apparatus/aids used in the centre are approved prior to use and are cleaned and disinfected before and after every use. **Please note: Portable potty seats with a catch basin for waste are not permitted for use in our centre.** Provincial standards with respect to toileting apparatus/aids and cleaning and disinfection follow those of Service NL.

The solution used to disinfect the change tables and changing pads are located in an area that is easily accessible to the ECEs/students during the process of changing a child but is inaccessible to the children.

### **Supervision of Children**

Children are supervised at all times during toileting in accordance with policy ELCD-2017-N4 and ELCD-2017-J4 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

Supervision of children during toileting occurs in a manner that is developmentally appropriate for the age groups in attendance. Staff to child ratios are maintained at all times in accordance with ELCD-2017-M1 and ELCD-2017-P2 of the *Child Care Policy and Standards Manual* (Government of NL, 2017).

The diaper changing and toileting areas are arranged so that when a child is being diaper changed or assisted with toileting/handwashing, direct supervision of the children in the homerooms are maintained. When more than one ECE is in ratio, the ECEs acknowledge to one another when a toileting routine is needed to ensure the second ECE is aware of one leaving the homeroom. If a second staff is not required in ratio, (e.g., numbers registered does not warrant a second staff or during early arrival or late departure times), a substitute is requested for additional help.

If a substitute is not available, and the ECE does not feel one can maintain full supervision of all children, the ECE will provide a warning to the children that a washroom routine is needed and that the children are to gather in an activity area closest to the diapering/toileting area.

### First Aid Kits

First aid kits are available in each homeroom and accompany the children when they leave the facility and when they use the outdoor play area. Provincial Standards with respect to the contents of first aid kits follow those of Service NL. First aid kits fall under the Occupational Health and Safety First Aid Regulations.

### Indoor Footwear

Children must have indoor footwear that will allow them protection should they have to exit the centre in the case of an emergency. Footwear must have a good skid-resistant bottom, preferably a Velcro type sneaker, and no loose laces. Slippers and open toe sandals are **not** acceptable as they do not provide the proper foot support for all types of play.

For sanitary and hygienic reasons, indoor footwear only is permitted in the infant homeroom. Parents are to remove outdoor footwear outside the infant homeroom.

### Winter Safety

Winter is a great season for outdoor activities. We ensure our outdoor play areas and winter outings are safe and developmentally appropriate for the children. Children will be dressed with appropriate winter clothing and our administrator (or designate) will consult the [Seasonal weather hazards](#) page of the Government of Canada's website to determine if weather conditions are favourable.

### Symptoms or Disclosures of Child Abuse

In accordance with the Government of NL *Children and Youth Care and Protection Act (2017)*, under subsection 11(1) *Duty to Report*, a report will be made to the local child protection services division of the **Department of Children, Seniors, and Social Development** if there is information that a child is or may need protective intervention. The person receiving the information will consult with the administrator (or designate) and make the report directly and cooperate with any further directions provided by the intake worker to ensure the safety of the child. The administrator (or designate) will notify the Provincial Director and Manager of the Department of Education **via email** within 24 hours or less.

If the disclosure of abuse or neglect is made by a child, and involves an employee, student, or volunteer of College of the North Atlantic, A **College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT** is completed and signed by the individual receiving the disclosure. The report is also signed by a parent of the child and the administrator (or designate). The original is placed in the child's individual record and a copy is provided to the parent. The administrator (or designate) then notifies the listed child care contact for College of the North Atlantic at their applicable campus. The administrator (or designate) also notifies the Provincial

Director and Manager of the Department of Education via **email** within 24 hours or less and via **written notification** within 7 days.

If the disclosure of abuse or neglect is made by a child, but does not involve an employee, student, or volunteer of College of the North Atlantic, A ***College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT*** is completed and signed by the individual receiving the disclosure. The report is also signed by the administrator (or designate). However, the report is not signed by a parent of the child disclosing. As well, the original is not placed in the child's individual record and a copy is not provided to a parent. This is to protect the confidentiality of the individual making the report and to help ensure no additional harm is caused to the child prior to a referral being actioned. The administrator (or designate) then notifies the listed child care contact for College of the North Atlantic at their applicable campus.

If a person has made a previous report about a child, and now has additional reasonable grounds to suspect or to know that a child is or may need further protective intervention, that person is to make a further report.

## EMERGENCY PROCEDURES

### Accidents, Incidents, and Illnesses

The administrator (or designate) ensures the following emergency plan is in place should an accident, \*serious incident or illness occur in our program that involves one or more children:

1. Necessary medical assistance is secured immediately by calling 911.
2. An ECE (or designate) from each homeroom immediately notifies (via telephone) a parent of every child who is or could be affected. If a parent is unreachable, a voicemail is left, and an emergency contact listed in the child's ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** is called.
3. The administrator (or designate) notifies the listed child care contact for College of the North Atlantic at their applicable campus.
4. **In the case of an illness where it involves more than one child**, a ***College of the North Atlantic (CNA): NOTIFICATION OF ILLNESS*** form is posted as soon as possible by the administrator (or designate) on each of the homeroom's entrance doors and on the parent bulletin board for parents to view. If there is suspicion that the illness may be identified as a communicable disease, the administrator (or designate) also notifies the local health authority as per the College of the North Atlantic child care policy, *Reporting of Communicable Diseases to the Local Health Authority*.

If the illness is identified as a communicable disease, the administrator (or designate) posts a completed ***College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT*** on each of the homeroom's entrance doors and on the parent bulletin board for parents to view. This report is

completed as soon as possible after verification has been received. The administrator (or designate) will also notify the local health authority as per the College of the North Atlantic child care policy, *Reporting of Communicable Diseases to the Local Health Authority*.

5. **In the case of an accident, serious incident, or illness (that is not a communicable disease), where it involves more than one child**, a ***College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT*** is completed for each child without providing identifying information of the children to persons who are not their parent. This report is completed as soon as possible after the incident occurs – by the person(s) involved and provided to the administrator (or designate).
6. Where a \*serious incident occurs, the administrator (or designate) notifies the Manager and Provincial Director (unless otherwise ordered by the Minister) of the Department of Education via email within 24 hours or less of it occurring. A copy of the ***College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT*** is also sent via email to the Provincial Director of the Department of Education no later than 7 days after the date of the serious incident.

**\*A serious incident means:**

- An injury or illness of a child that requires emergency medical attention while the child is participating in our program.
- The death of a child while the child is participating in our program.
- A fire or other disaster at a centre.
- An operational practice or a safety practice within the physical environment that poses a risk to the health or safety of the children registered in our program; or
- Abuse or neglect or an allegation of abuse or neglect of a child by a Licensee, employee, student, or volunteer assisting or providing services in the operation of our program while the child is participating in our program.

**Please note: A *College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT* includes:**

- Demographic information of the centre.
- Date and time of day the accident, communicable disease or incident occurred or was identified.
- Summary of the accident, communicable disease or incident which includes where it happened, the staff to child ratios at that time, names of the staff responsible for the care and supervision during that time, the names, and dates of birth of the children involved, the child's behaviour, any change in routine, the condition of the equipment or toys and the conditions of the physical environment.
- Detailed description of the actions taken which includes first aid administered where applicable.
- The signature of the employees, students or volunteers involved; and
- The signature of a parent of every child that is affected or could be affected.

As part of the *College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*, parents are required to sign and date **SECTION F - CONSENT FOR EMERGENCY CARE AND TRANSPORTATION** in which a parent(s):

- Grants permission to the centre to take whatever emergency medical measures are deemed necessary for the protection of their child when in attendance.
- Acknowledges that they understand that this may involve but is not limited to calling a physician; interpreting and carrying out instructions; and transporting their child to a hospital, including the possible use of an ambulance. This could also include emergency transportation required because of a fire or other environmental emergencies; and
- Acknowledges that they understand that this may be done prior to contacting them, and that any expense incurred for such treatment, including ambulance fees, is their responsibility.

### **Fire or Flood**

Our emergency evaluation plan includes:

- A floor plan of the centre which outlines all escape routes. **Please note: A floor plan is also submitted to the local fire department.**
- A list of duties and responsibilities of the administrator (or designate) and employees of the program.
- The muster station where the children and employees, students and volunteers will gather.
- The emergency transportation to be used.
- The hospital to be used.
- A specific procedure for infants and children with exceptional needs which includes equipment used to evacuate the children and specific employees involved; and
- An alternate location for the children, employees, students, and volunteers to enter should re-entry to the facility not be permitted; including a time frame to implement the plan and procedures for contacting parents for the pick-up of children.

### **Duties and Responsibilities:**

1. The employee who becomes aware of the disaster must inform all other employees, students, and volunteers of the incident and that the centre must be evacuated as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used. Employees, students, and volunteers must follow the centre's fire evacuation procedures as written below:
  - Employees, students, and volunteers must immediately remain calm.
  - Employees are to gather all children and the daily register book.
  - Employees, students, and volunteers are to exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions.
  - Employees, students, and volunteers are to escort children to the muster station.
  - Employees are to take children's attendance to confirm all children are accounted for.
  - Employees, students, and volunteers are to keep children calm.



- Employees, students, and volunteers are to wait for further instructions from the administrator (or designate).
- If possible, employees should also:
  - Take a first aid kit; and
  - Gather all emergency medications.
- If possible, the administrator (or designate) is to conduct a walk-through of the centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

The emergency evacuation plan and procedures are posted on the parent bulletin board, next to the License. Any emergency procedures that are specific to each homeroom or other area in the facility are also posted in those areas.

**Please note: Employees, students and volunteers are trained in the use of fire extinguishers. A signed *College of the North Atlantic (CNA): EMPLOYEE/VOLUNTEER/STUDENT DOCUMENT VERIFICATION FORM* is kept in all personnel records to verify the above statement has occurred. Documentation is available for inspection upon the request of an Inspector.**

### **Emergency Evacuation Drills**

All children participating in our program take part in an emergency evacuation drill at least once a month. Emergency evacuation drills are facilitated by our ECEs, who are well trained in the procedures. Students and volunteers also receive training. Children proceed to the assigned muster station and if weather is sufficiently severe to preclude this, the children muster inside the centre's main exit door.

Our administrator (or designate) completes a written record of every emergency evacuation drill. All records are logged, kept on file at the centre and available for inspection upon request. Each written record includes the:

- Date and time the emergency evacuation drill occurred.
- Time it took to evacuate the centre.
- Ages of the children present; and
- Number of children, employees, students, and volunteers who took part in the drill.

### **Muster Station**

At any time when the campus/child care centre is to be evacuated, the child care employees, students, volunteers, and children are to proceed to the muster station located at Coleman's Grocery Store. They are not to re-enter the building until authorized by the Fire Department, Security Services, the Fire Marshall or Deputy Fire Marshall or Campus Administrator. Parents may be contacted to make arrangements for pick-up of children.

## Emergency Numbers

To ensure our child care centres are always safe, emergency numbers are listed and posted in the main office and in each homeroom. The following numbers are listed:

- 911.
- Closest hospital, police station, fire department and ambulance.
- Poison control.
- Local taxi companies.
- Healthline 811.
- Local number for the Department of Children, Seniors, and Social Development; and
- Any other emergency contacts specific to Fisher Children's Centre.

## Replacement Employees

In the event that an employee needs to be replaced, the replacement employee will meet the requirements to be a *caregiver* in the caregiver to child ratio as outlined in section ELCD-2017-11 of the *Child Care Policy and Standards Manual* (Government of NL, 2017) - where the person replacing the employee is expected to carry out the approved program of the child care service.

Where the person will be replacing the employee for two or more consecutive days, that person will hold the level of certification required for the position or the same level of certification as the employee the person is replacing.

## Power Outages

In the case of a power outage, the administrator (or designate) will consult Department of Transportation and Works to determine if the cause of the power outage is internal or external. Based on the outcome and timeframe for restoration, a decision will be made if the centre is to close, and parents are to be contacted.

## Lockdown – Intruders

All children participating in our program take part in an active intruder alert drill at least once a month. Active intruder alert drills are facilitated by our ECEs, who are well trained in the procedures. Students and volunteers also receive training. Children and adults proceed to the assigned secured space within the centre and remain there until direction has been given by emergency personnel that it is safe to leave. Cups, flashlights, snacks, and activities are stored in this space should such supplies be needed.

## **NUTRITION**

Good eating habits are formed in childhood and have a strong impact on future eating habits and health. At the centre, we strive to create a foundation for children's eating habits by ensuring nutritious meals and

snacks are available. Our knowledge of typical physical, social, and personal development guides our understanding of children's eating behaviour and our knowledge of menu selections.

Children who are participating in our program are offered nutritious food and beverages at least every three hours in accordance with each child's stage of development and individual capability.

A morning and afternoon snack is provided which includes a serving from at least two of the three food groups as per the [Canada's Food Guide](#). Lunch is also provided which includes at least one serving from each of the three food groups. Milk is provided twice a day with water available during both snacks and lunch. We offer child-sized portions and let the child's appetite be the guide to the amount they need with seconds always available.

### **Healthy Nutritional Practices**

**To ensure the development of healthy nutritional practices:**

- Children are never forced to eat or drink.
- Food and beverages are not used as a form of reward or punishment for children.
- Safe drinking water is accessible to children both in the indoor and outdoor play areas; and
- Children are fed in a manner that is appropriate for their age and development.

**This includes but is not limited to the following:**

- Being provided with sufficient food for the child's age and stage of development; and
- Not serving foods to children under the age of 4 years that present as a choking hazard.

**While a child is participating in our program, the child is:**

- Not permitted to eat or drink in a crib or while on a sleeping cot or mat.
- Not provided with food or beverages while resting.
- Not permitted to stand while eating or drinking – must be properly seated; and
- Held by an ECE, student or volunteer where the child feeds from a bottle and cannot hold own bottle.

### **Choking Hazards**

**Choking hazards includes but is not limited to:**

- Chips, raisins, round or hard candy, cough drops, large pieces of fruit, marshmallows, corn, raw celery, peanut butter, nuts and seeds, gum, chunks of meat, grape tomatoes, whole cherries with pits, whole grapes, raw carrots, and popcorn. **Please note: When sausages or grapes are served, they are cut both lengthwise and crosswise prior to serving.**

- Not serving meat, fish, poultry, or any other food that may contain bones unless the bones have been removed.
- Not providing juice in baby bottles to infants and toddlers; and
- Not serving foods on sticks, toothpicks or skewers to children who are in the infant to preschool age ranges.

### **Nutritional Needs**

**Food and beverages provided meet the nutritional needs of the child. Provincial standards with respect to nutritional needs of the children follow those of the [Canada's Food Guide](#). Nutritional needs are met by ensuring:**

- Our weekly menu includes a morning and afternoon snack in accordance with Canada's Food Guide.
- Our weekly menu includes a daily lunch in accordance with Canada's Food Guide.
- Food substitutions of equal nutritional value are available where substitutions are required.
- Processed and prepared foods and beverages low in nutritional value and high in sugar, salt and saturated fats are limited, served less often, and served in small amounts as outlined in Canada's Food Guide.
- Foods low in nutritional value and high in sugar, salt and saturated fats which are not found in Canada's Food Guide are limited to once a month (e.g., one celebration for all birthdays in that month).
- Energy beverages, sport beverages, caffeinated beverages, carbonated beverages, vitamin/mineral beverages, or artificial sweeteners are not provided; and
- Foods are not prepared by deep fat frying.

### **Weekly Menu**

**Our weekly menus are:**

- Developed in accordance with Canada's Food Guide.
- Prepared at least one week in advance.
- Posted on the parent bulletin board for parental access; and
- Updated with any substitutions.

**Please note: Any changes to our weekly menu are noted on the menu itself so that parents are notified of the change.**

### **Food from Home**

**The following policies on nutrition apply to food and beverages brought from home:**

- Provincial standards with respect to meals and snacks provided by parents must follow Service NL.
- Food and beverages provided by parents must meet the nutritional needs of the child.

- Where a full snack substitution is provided by a parent, it must represent two food groups from *Canada's Food Guide*; and
- Where a full lunch substitution is provided by a parent, it must represent three food groups from *Canada's Food Guide*.

**Please note:**

- A variety of nutritious food is on site to replace food provided by any parent that are low in nutritional value and high in sugar, salt, and saturated fats. Such foods are returned to the parent who provided them where necessary; and
- Food and beverages brought from home are:
  - Labelled with the name of the child they belong to, the date they were received, the expiration date and a description of their contents.
  - Refrigerated at 4 degrees Celsius or lower where refrigeration is required.
  - Used or discarded before the expiration date; and
  - Served to the child in the same manner as other children in our program at the time of eating.

### **Mealtime Atmosphere**

**To ensure mealtime atmospheres are positive for all children in attendance, ECEs and students incorporate the following strategies:**

- Allowing for the developmental and individual needs of each child.
- Ensuring the surroundings are cheerful and promote social interactions.
- Providing napkins for the children.
- Providing comfortable seating arrangements.
- Using age-appropriate, non-breakable dishes and glasses.
- Serving foods that are easily handled.
- Involving children in the preparation and serving of the snacks and meals as much as possible.
- Promoting social interactions and acceptable behaviour of the children.
- Calling children to the table when the food is ready.
- Sitting and eating the same foods as the children.
- Giving children the freedom to eat in their own way until they can handle eating with utensils; and
- Encouraging but not forcing children to try new foods or to eat a particular food item.

### **Food Handling and Preparation**

- Our administrator (or designate) ensures that food is offered to children while they are participating in our program in accordance with each child's stage of development and individual capability.

- Our child care centre is equipped with a sanitary food preparation and storage area that follows Provincial Standards of the Food Premises Act, Food Premises Regulations and Service NL.
- A Food Premises License has been issued by Service NL and is posted on the main bulletin board.
- All employees, students and volunteers wash their hands with soap and water before and after handling or preparing food or beverages for the children participating in our program. Provincial standards with respect to proper hand washing techniques follow those outlined by Health Canada.
- Our administrator (or designate) ensure that adequate and safe procedures are followed in relation to cleaning items that are used for eating and drinking by children participating in our program.
- Children are not diapered in the food preparation area, on a surface that is used for food preparation or on an area where food or beverages are served.
- When a child registered in our program has one or more special dietary or feeding requirements, information about those dietary or feeding requirements is posted in a prominent and visible place in the food preparation and serving areas.

**Our administrator (or designate) provides a healthy and safe environment which when considering food handling and preparation, ensure:**

**The food preparation area:**

- Has a liquid soap dispenser and paper towels.
- Is separate from the eating, play, toilet, and diaper changing area.
- Is not used for any other purpose than to handle and prepare food; and
- Is not used as a passage while food is being prepared.

**Please note: Provincial standards for persons who handle and prepare food are followed. Provincial standards follow those of Service NL.**

**Persons who handle and prepare foods:**

- Wears a hair net or cap.
- Covers open sores and cuts with water resistant materials.
- Where possible removes all hand and wrist jewelry before handling food.
- Uses utensils to handle the food.
- Never uses chipped or cracked dishes to serve food to children.
- Does not allow children or employees, students, or volunteers to share drinking cups or eating utensils.
- Never handles food or beverages where the handler has symptoms of vomiting or diarrhea; and
- Avoids cross-contamination of foods where allergies are present.

**To further ensure we are providing a healthy and safe environment when it comes to food handling and preparation, our administrator (or designate) with the support of our employees, students, and volunteers, make certain:**

- Children wash their hands with soap and water before eating.
- Food recalls and safety alerts are checked regularly and followed.
- The solution used by the adults for sanitizing surfaces for eating and drinking by the children is easily accessible but inaccessible to the children; and
- Where a child is registered in our program and has one or more special dietary or feeding requirements, a plan is developed and implemented in conjunction with the child's parent - a copy of the plan is kept in the child's individual record.

### **Guidelines for Infant Feeding**

A feeding plan will be developed for each child in discussion with the parent(s). ECEs and parents working together will help ensure all children receive optimal nutrition.

Our program strongly encourages and will support mothers who are breastfeeding. A rocking chair is provided, and mothers may choose to feed in the homeroom, or we can provide a private space if desired. If a mother expects that a schedule will not permit coming to the centre for every feeding, the infant must be introduced to a bottle before enrolling in our program.

Parents are to bring in new bottles of expressed milk daily. All bottles must be labelled correctly with infant's name, date received and description of contents. Our ECEs will refrigerate appropriately and any expressed breastmilk that remains at the end of the day will be given back to parents or discarded if preferred.

For infants that are formula fed, formula and bottles must be provided by the parents and new bottles are to be brought in daily. All bottles must be labelled correctly with infant's name, date received, expiry date, and description of contents. Our ECEs will refrigerate appropriately and any formula that remains at the end of the day will be given back to parents or discarded if preferred.

Young infants will always be held while being bottle fed. Older infants who show preference to hold the bottle themselves will be allowed to do so. Our ECEs will always be flexible and sensitive to individual differences and needs.

For older infants now drinking whole milk, homogenized milk will be provided by the centre and served twice daily. Water will also be available during both snacks and lunch. Younger infants are given water from a bottle and older infants are provided with covered cups.

**Please note: Breast milk or formula are only heated using bottle warmers. We do not use microwaves for this purpose in our program.**

## **ALLERGIES AND OTHER RESTRICTIONS**

In group child care settings, it is not uncommon to have children enrolled with food allergies or other chronic medical conditions. As well, many infants and toddlers have not yet been introduced to nut products. In order

to prevent allergic reactions, our program **prohibits all nut products**. An allergic reaction can be anaphylactic and therefore potentially life-threatening.

As part of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***, parents of children with allergies or other chronic medical conditions are required to complete and sign **SECTION K: ALLERGY AND OTHER CHRONIC MEDICAL CONDITIONS**.

This form contains:

- Information on the management of the child’s allergy or other restriction.
- The type of allergy/restrictions.
- Triggers.
- Symptoms.
- Child’s reactions; and
- A written prevention and emergency treatment plan developed in conjunction with the parents.

**Please note: This written prevention and emergency treatment plan includes the completion of a *College of the North Atlantic (CNA): CHILD CARE MEDICATION CONSENT RECORD* (where applicable) which identifies: the type and quantity of the medication to be located at the facility; where the medication is to be stored; when the medication is to be administered; when the child is to be hospitalized; and any other information that would assist in dealing with an emergency for that child.**

Where a child registered in our program has one or more allergies, information about the child’s allergies, including the cause, symptoms and treatment is documented and posted in the same place as our child care license; in the food preparation area; and in every homeroom or area the child participates.

For any allergic or health restriction reactions or suspected reaction, an ECE (or designate) notifies (via telephone) the child’s parent. If a parent is unreachable, a voicemail is left and an authorized personnel listed in the child’s ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** is called. A ***College of the North Atlantic (CNA): NOTIFICATION OF ILLNESS*** is then completed. The original is placed in the child’s individual record and a copy is provided to the parent or authorized personnel at the time the child is picked up. A ***College of the North Atlantic (CNA): CHILD CARE INCIDENT/INJURY REPORT*** is also completed and signed by the parent, reporting individual, and administrator (or designate). The original is placed in the child’s individual record and a copy is provided to the parent.

Parents of children that has been prescribed an injection pen by a physician, are require to complete and have a physician sign an [Anaphylaxis Emergency Plan](#) (Food Allergy Canada) as per **SECTION K: ALLERGY AND OTHER CHRONIC MEDICAL CONDITIONS** of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***.



Parents are responsible for ensuring one or more injection pens are kept at the centre. Where possible, two injection pens are to be provided in case a second one needs administering. It is the parents' responsibility to know the expiry date of the injection pen(s) and replace it before the expiry date.

**If a child has been prescribed an injection pen by a physician, the administrator (or designate) ensures:**

- Parents complete and have a physician sign an *Anaphylaxis Emergency Plan* (Food Allergy Canada).
- One or more injection pens are kept at the centre.
- The injection pen is kept in an unlocked enclosure.
- The location of the injection pen is visible to the ECEs but inaccessible to children.
- The injection pen is in the homeroom or area in which the child to whom it belongs is present; and
- The injection pen is available to the child to whom it belongs when participating in the outdoor play area or traveling away from the centre.

**Please note: Our administrator and all employees has received training in anaphylaxis recognition and treatment and is prepared to administer the emergency medication in an emergency situation.**

Employees, students and volunteers are also informed of allergies or other restrictions of children who are registered in our program - which includes information on the management of the child's allergy or other restriction(s) as outlined in Policy ELCD-2017-K6 of the *Child Care Policy and Standards Manual* (Government of NL, 2017). This occurs through orientation sessions, staff meetings, individual meetings with the child's homeroom ECEs, and the continuous review of postings within the centre.

For children with food intolerances, special dietary or feeding requirements, parents are to provide management details in **SECTION I – HEALTH AND DEVELOPMENTAL HISTORY** of the *College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*. Information about the food intolerances, special dietary or feeding requirements, are posted in the food preparation area and in each homeroom. All staff, students and volunteers are informed of the food intolerances, special dietary or feeding requirements of children enrolled.

Our administrator (or designate) advises all employees, students, volunteers, parents and children about foods or trigger items that are not permitted in the facility. This occurs through parent meetings, postings within the centre and via memos/emails. Resources on the specific foods or trigger items are also provided on the parent bulletin board and through the parent email group where necessary. Our weekly menu also ensures that those foods or trigger foods are not served when the child(ren) is/are in attendance - care is taken to ensure there has been no cross contamination of foods and food labels are read carefully to ensure all foods served or brought into the centre are safe.

## MEDICATION

Medication that is required by children in an emergency is stored in the child's homeroom. The medication is inaccessible to the children but is quickly accessible to the staff. For any medication that is not required by

children in an emergency, the medication is stored in a locked enclosure that is inaccessible to children.

For a child to receive medication, a ***College of the North Atlantic (CNA): CHILD CARE MEDICATION CONSENT RECORD*** is completed by a parent.

**Please note: The consent record is checked to ensure it is dated no more than six months and includes:**

- The child's name and date of birth.
- The name of the medication.
- The date the medication was prescribed and time frame for completion.
- The physician's name and phone number.
- Reason for the medication.
- The medication dosage and how it is to be administered.
- The number of medication doses received at home.
- Any potential reactions to the medication.
- Any special considerations or requirements for administering the medication.
- The parent's signature and date signed; and
- A new written parental consent is provided each time a medication is prescribed or renewed by a person authorized to do so under an Act of this province (NL).

**Please note:** All completed ***College of the North Atlantic (CNA): CHILD CARE MEDICATION CONSENT RECORDS*** are kept in the individual child's record and is available to the Inspector upon request. As well, medication is only administered by a permanent employee (where possible) in the child's homeroom and is someone the child trusts. The personal assigned for medication administration, provides medication to all the children in that homeroom on that day and follows the *Guidelines for Medication Administration* as outlined in *Appendix C of the Child Care Policy and Standards Manual* (Government of NL, 2017).

**Where medication is prescribed:**

- It is only administered when provided by a parent in a container supplied by a pharmacist.
- It is labelled with the name of the prescribing person, child's name, date prescribed, expiration date, required dosage and method of administration; and
- It is administered according to the directions on the label or according to the written instructions of the person who prescribed the medication.

**Where medication is not prescribed:**

- It is provided by a parent in the original container.
- It is labelled with the child's name, expiration date, required dosage and method of administration.
- It is administered as directed on the label.

**Please note:** A *College of the North Atlantic (CNA): CHILD CARE ADMINISTRATION OF MEDICATION RECORD* is completed in writing of every dose of medication administered. This includes: the date and time it was administered; dosage amount; the child's name and the signature of the employee who administered the medication.

**Our administrator (or designate) ensures that our program provides a healthy and safe environment which, when considering medications, includes:**

- Maintaining a master list of all children requiring the administration of medication.
- Only administering medication at the centre during the hours of operation.
- Ensuring the first dosage of any new medication is administered by the parent 24 hours prior to the child attending the program.
- Never leaving medication in a place without adult supervision.
- Only administering medication to the child it was intended for.
- Never administering medication when it has expired.
- Where the use of needles is required to administer medication to children, a sharps container will be available and appropriate procedures for the disposal of needles as determined by the local health authority are followed.
- Where the medication is Acetylsalicylic Acid (ASA or Aspirin), authorization of a person who can write a prescription under an Act of this province is provided.
- Unused and expired medication and medication containers are returned to a parent.
- Ensuring a child with a medical condition that is life threatening or detrimental to the child or others and requires medication do not attend the program where medication is not provided; and
- Ensuring employees assist children in an emergency where failure to act before qualified medical help arrives may prove injurious or life threatening to the child or other children in their care. This includes accompanying the child to the hospital or clinic in the absence of a parent and providing all remaining emergency medication to the ambulance attendants or bringing them to the hospital or clinic.

**Please note: Parents are required to personally provide any medications to be administered during program hours to one of the child's homeroom ECEs. Students and volunteers are not permitted to receive medication from a parent on behalf of a homeroom ECE. Reminders of this policy are posted and in centre memos sent home to parents.**

**Please note: Flu shots and other vaccines do not fall under the same guidelines for medication. Specifically, ensuring the first dosage of the medication is administered by the parent 24 hours prior to the child attending the child care service.**

**Medication is defined as “A substance used for medical treatment which does not include sunscreen, insect repellent or topical cream used to prevent or treat diaper rash unless it is prescribed by a person authorized to do so by legislation.”**

**Vaccines are not “for medical treatment”, it is for prevention and therefore the child would not have to stay home on the day it is given unless their reaction inhibits their ability to participate in the program.**

## CHILD CARE FEES / LATE PAYMENT OF CHILD CARE FEES / LATE PICK-UP FEES

### Child Care Fees

Our program operates on a non-profit cost recovery basis and fees are set and reviewed by the College of the North Atlantic annually. Parents are to contact the administrator (or designate) to receive child care fees for the current program year.

Child care fees are due regardless of if a child is absent for any reason. Child care fees are also due on days the centre is closed due to any unforeseen circumstance such as weather. As well, child care fees are due on additional closure days observed by CNA – Corner Brook Campus, including scheduled professional learning days.

During the Fall-Spring program, parents are not charged any child care fees during the Christmas closure. Parents are also not charged any child care fees during the two-week summer closure.

Payments can be made by Visa/\*Debit Visa/MasterCard/\*Debit MasterCard/AMEX/Discover following the current ***College of the North Atlantic (CNA): CHILD CARE SCHEDULE OF PAYMENT OF FEES*** which will be provided to parents by the administrator (or designate). Parents requiring alternate payment arrangements are to email Lesa Keats at [lesa.keats@cna.nl.ca](mailto:lesa.keats@cna.nl.ca). As part of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***, parents of a new child are required to complete ***SECTION Q: CNA CHILD CARE FEES***, granting permission to College of the North Atlantic to accept payment. Parents re-enrolling a child, complete ***SECTION P: CNA CHILD CARE FEES***. **Please note: Child Care Fees are due on the first day of each billing period.**

**Please note:** For parents waiting on approval of financial assistance under the [Child Care Services Subsidy Program](#), all child care fees are the responsibility of the child's parent(s) until final approval has been granted and the administrator has been provided written approval from Child Care Services. Once received, a credit will be applied to the parent's account based on the subsidization amount. Depending on the status of the account, a refund may also be possible.

**\* Debit Visa/Debit MasterCard can only be used as a payment method in person at the cashier's office.**

### Late Payment of Child Care Fees

Payment of child care fees must be paid each month. Should any payment be missed, a warning letter will be emailed within 5 business days after the billing period, requesting payment by the 15<sup>th</sup> of that month. On the next business day, should payment continue to be in arrears, parent #1 and parent #2 (where applicable) listed in the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** will be issued a two-week written notice of discharge for your child(ren). Please note: Parents remain responsible for all child care fees up to and including the last day of discharge.

### Late Pick-Up Fees

Although we understand that emergencies can occur periodically, we ask that all parents make every effort to have their child(ren) picked up by the official end of program closing time.

In the case of a late pick-up, a charge of \$30.00 will apply between the end of program closing time and 30 minutes after. A fee of \$60.00 will be charged if pick-up occurs between 31-60 minutes after end of program closing time. This will cover the cost of two staff to remain at the child care centre until pick-up occurs. Late charges are calculated according to the time on the clock in the main office and/or child's homeroom. Parents will be asked to sign a ***College of the North Atlantic (CNA): CHILD CARE LATE PICK-UP VERIFICATION FORM***, indicating time of pick-up.

## ADMISSIONS / ENROLMENT / EVIDENCE OF FULL-TIME STATUS

### Admissions

To register a child(ren) in our program, parents are to complete a ***College of the North Atlantic (CNA): CHILD CARE ADMISSIONS APPLICATION***. Where more than one parent has custody of the child being enrolled, sections pertaining to Parent #1 and Parent #2 must be completed. This is to ensure we have complete information for assessment of admissions. Once the ***College of the North Atlantic (CNA): CHILD CARE ADMISSIONS APPLICATION*** is received, it is date and time recorded, and the parent(s) is/are assessed for eligibility.

Fisher Children's Centre gives first priority for admissions in our upcoming Fall-Spring Program, to all parents of children currently enrolled in our Fall-Spring Program. Children must be re-enrolled full-time (5 days a week). Current parents enrolling additional children full-time are then considered. If child care spaces remain, new ***College of the North Atlantic (CNA): CHILD CARE ADMISSIONS APPLICATIONS*** from full-time Fisher Children's Centre employees are considered, followed by full-time CNA students, full-time Memorial University Students, full-time CNA staff/faculty, full-time Memorial University staff/faculty, and finally, full-time Government of NL employees (external to CNA).

As a result, for a child to be considered, Parent #1 listed on the ***College of the North Atlantic (CNA): CHILD CARE ADMISSIONS APPLICATION*** must be either a full-time Fisher Children's Centre employee, a full-time CNA or Memorial University student, a full-time CNA or Memorial University staff/faculty, or a full-time Government of NL employee (external to CNA).

**Please note: All information gathered with respect to a previous or current admissions application will be kept confidential and in accordance with the *Access to Information and Protection of Privacy (ATIPP) Act*.**

### Enrolment

Once a space becomes available, a ***College of the North Atlantic (CNA): CHILD CARE ENROLMENT CONFIRMATION*** letter is emailed to the parent(s) by the administrator (or designate). Parents will have five

business days to confirm acceptance. Parents are to return this letter to the administrator (or designate) by **email or fax**, with the acceptance section acknowledged. Parents are responsible for following up with the administrator (or designate) to ensure receipt.

If a space is accepted, a ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** is **emailed**. All sections and required documents of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** must be completed and submitted before a child will be enrolled in the program. Where more than one parent has custody of the child being enrolled, sections pertaining to Parent #1 and Parent #2 must be completed. This is to ensure we have complete information and all required signatures for enrolment to take place. **Please note: Should a parent officially decline the offer; the child's name will be removed from the centre's enrolment list. Should a parent wish to enrol the child at a later date, a new *College of the North Atlantic (CNA): CHILD CARE ADMISSIONS APPLICATION* will need to be completed. The administrator (or designate) will be in touch once a space becomes available.**

**Please note: Registration documents are part of the child's personal record. The records are locked in a filing cabinet in the administrator's office and are available for inspection upon the request of an Inspector.**

Registration documents are only shared with ECEs who are part of the child to caregiver ratio in the child's homeroom. It may also be shared with other caregivers of our program who require it to provide appropriate care to the child.

**Please note: All information gathered with respect to previous or current registration documents will be kept confidential and in accordance with the *Access to Information and Protection of Privacy (ATIPP) Act*.**

The completed ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** is to be returned to the administrator (or designate) **via mail** and parents are responsible for following up with the administrator (or designate) to ensure the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** has been received.

A one-time, non-refundable child care administrative fee of \$25.00 will be charged and can be paid by Visa/Debit Visa/MasterCard/Debit MasterCard/AMEX/Discover. Parents requiring alternate payment arrangements are to email Lesa Keats at [lesa.keats@cna.nl.ca](mailto:lesa.keats@cna.nl.ca). As part of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***, parents are required to complete ***SECTION P: CNA CHILD CARE ADMINISTRATIVE FEE***, granting permission to College of the North Atlantic to accept payment.

The child(ren) will begin orientation sessions once the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE*** is received, reviewed, and approved by the administrator (or designate), and a start date is determined.

### Evidence of Full-time Status: Fall-Spring Program

#### Full-time CNA Students:

As part of the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***, students are required to sign ***SECTION N: CNA CHILD CARE CONSENT TO RELEASE OF PERSONAL INFORMATION***. A portion of this consent entitles the Registrar (or designate) and the Student Services Department of CNA to release the following information to the administrator (or designate) of Fisher Children's Centre: **academic information** (including course schedules and student enrolment status). The administrator (or designate) will be making this request during the first month of classes for each academic semester a child is enrolled. However, the administrator (or designate) will also make this request under any circumstance that proof of a CNA student's full-time status is required.

If a student's full-time status does change, a written discharge notice of minimally two weeks will be given. Payment of fees are required up to and including the last day the child(ren) is eligible to attend the program.

#### Full-time Memorial University Students:

A letter indicating full-time status from Memorial University must accompany the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***. If a student's full-time status does change, a written discharge notice of minimally two weeks will be given. Payment of fees are required up to and including the last day the child(ren) is eligible to attend the program.

#### Full-time CNA Staff and Faculty / Full-time Memorial University Staff and Faculty/ Full-time Government of NL Employees (External to CNA):

A letter indicating full-time employment from Human Resources must accompany the ***College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE***. If employment status does change, notification in writing from the parent must be provided to the administrator (or designate). A written discharge notice of minimally two weeks will be given. Payment of fees are required up to and including the last day the child is eligible to attend the program.

### Evidence of Full-time Status: Summer Program

For our Summer Program **only**, proof of full-time status is not required; however, children must be attending full-time (5 days a week) for the duration of the program.

## RE-ENROLMENT / VERIFICATION OF INFORMATION

### Re-Enrolment: First Week in April of Each Year

For children currently attending our Fall-Spring Program, a re-registration for the upcoming Fall-Spring program takes place each year during the first week of April. Parents will be provided a **College of the North Atlantic (CNA): CHILD CARE RE-REGISTRATION FORM** by the lead ECE in each homeroom. Deadline to re-apply is **April 15<sup>th</sup>**. If a parent(s) submits the **College of the North Atlantic (CNA): CHILD CARE RE-REGISTRATION FORM** past the deadline of **April 15<sup>th</sup>**, we cannot guarantee processing. Where more than one parent has custody of the child being enrolled, sections pertaining to Parent #1 and Parent #2 must be completed. This is to ensure we have complete information for assessment of re-enrolment.

At this time, parents will also indicate if their child(ren) will be attending our optional Summer Program. Children must be re-enrolled full-time (5 days a week), for the duration of the Summer Program.

**Please note: The submission of a College of the North Atlantic (CNA): CHILD CARE RE-REGISTRATION FORM does not guarantee a child care space for the upcoming Summer or Fall-Spring program. Availability of child care spaces are based on our licensed child care capacity and the child's date of acceptance into our program.**

By the end of April, a **College of the North Atlantic (CNA): CHILD CARE RE-ENROLMENT CONFIRMATION** letter will be emailed. This form will indicate if a space has been granted in the upcoming Fall-Spring Program. If a space has been granted, parents will have five business days to confirm acceptance by returning this letter **in person** to one of the child's homeroom ECEs (or designate) and signing a **College of the North Atlantic (CNA): CHILD CARE RE-ENROLMENT VERIFICATION LIST** to acknowledge submission. **Please note: Should a parent officially decline the offer; the child's name will be removed from the centre's re-enrolment list. Should a parent wish to re-enrol the child at a later date, a new College of the North Atlantic (CNA): CHILD CARE ADMISSIONS APPLICATION will need to be completed. The administrator (or designate) will be in touch once a space becomes available.**

### Verification of Information

If a space is accepted, a **College of the North Atlantic (CNA): CHILD CARE RE-ENROLLED CHILD REGISTRATION PACKAGE** will be emailed. Parents of children re-enrolling in our Fall-Spring Program and continuing on in our Summer Program, are to return the completed package by **May 30<sup>th</sup>**. Parents of children not remaining in our Summer Program, but are re-enrolling in our Fall-Spring Program, are also to return the completed package by **May 30<sup>th</sup>**. Packages are to be returned **in person** to one of the child's homeroom ECEs (or designate). Parents are to sign a **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE: RE-ENROLLED CHILD VERIFICATION LIST** to acknowledge submission.

All sections and required documents of the **College of the North Atlantic (CNA): CHILD CARE RE-ENROLLED REGISTRATION PACKAGE** must be completed and submitted before a child is re-enrolled in the upcoming Fall-Spring program.



## WITHDRAWAL/DISCHARGE OF CHILDREN

### Notice Given by Parent

A minimum two-week written notice to the administrator (or designate) or payment of fees in lieu, is required for the withdrawal of a child(ren) from our program. If the parent(s) wishes to have their child(ren) withdrawn from the program sooner, every effort will be made to fill the space(s) as quickly as possible. However, parents remain responsible for fees up to the time the space is filled, or for the minimum two weeks, whichever is shorter.

### Notice Given by CNA – For Safety / Best Interest of the Program

Our goal is to ensure that no child is at risk for harm and that no child be required to be discharged from the child care program. As long as parents are willing to meet with centre staff, be open about their child's needs, and willing to discuss their child's program and support requirements, every effort will be made to ensure that their child is supported in the program. However, if it is determined that it is in the best interest of the child and/or program that a child be discharged, a minimum two-week written notice to the parent(s) will be provided. Payment of fees are required up to and including the last day the child is eligible to attend the program.

### Notice Given by CNA – Other

College of the North Atlantic Campus Director, administrator, or designates of Fisher Children's Centre have the right to discharge a child indefinitely or for a prescribed period of time. The details of such discharge will be described in detail and issued to the parents(s) in writing within 24 hours after the decision has been made. A minimum two-week written discharge notice to the parent(s) will be provided. Payment of fees are required up to and including the last day the child is eligible to attend the program.

Reasons for discharge may include but are not limited to unpaid child care fees; consistent late pick-up of child(ren) after closure of centre; inappropriate conduct of a parent(s); submission of documents or forms that are falsified or fraudulent; change in a student/employee status.

## OPERATIONAL POLICIES

### Arrival and Departure

A *Child Care Services Daily Register* is in each homeroom for parents to sign their child(ren) in and out of the centre. This requirement is based on the provisions of the Government of NL Child Care Act and Regulations, as outlined by Early Learning and Child Development, a division of the Department of Education.

Upon arrival, a parent is to sign child(ren) into the homeroom and indicate the time of drop off, next to child(ren)'s name. A parent is to do the same when picking up the child(ren). This is to ensure that our ECEs have all children included in their attendance numbers should an emergency evacuation occur. A parent is also required during arrival, to inform the child's ECE when s/he is ready to leave. Again, this is to ensure that the child's ECE is aware that s/he is now in full supervision of the child.

### **Authorization for Release of Children, Documents and Records**

A child or documents and records or both, can only be released to individuals listed in **SECTION E - AUTHORIZATION FOR RELEASE OF CHILDREN, DOCUMENTS AND RECORDS** of the **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE**. This form lists the individuals authorized and a sample of the signatures of each of those persons. **Please note: Children or documents and records or both, will only be released to an adult – 18 years or older.**

Only individuals listed in **SECTION D – EMERGENCY CONTACTS** of the **College of the North Atlantic (CNA): CHILD CARE REGISTRATION PACKAGE** will be contacted in case there is an emergency and the child's parent(s) cannot be reached. The name and contact information of the child's physician and dentist (or clinic name of both) is also listed and completion is required. **Please note: An individual listed as an emergency contact must be an adult - 18 years or older.**

When an individual unknown to the staff is picking up a child, or documents and records or both, for the first time, that individual will be required to present a photo identification. Any electronic written consent for pick-up of a child, or documents and records or both, will be placed in the child's individual record where applicable.

### **Indoor Clothing**

Parents are to provide clothing that are free of complicated fastenings. Simple clothing such as elasticized waists and Velcro shoes, allows children to dress themselves, thus encouraging independence. Each homeroom has smocks for art and sensory play, however, washable "play clothing" is recommended. Also, parents are to bring an extra set of labelled clothes to leave in their child's cubby. This is to be stored in a cloth bag or knapsack, clearly marked with the child's first and last name. Depending on the stage of toilet learning, the child may need several changes of clothing.

### **Outdoor Clothing**

Parents are to provide appropriate attire for each season and type of weather: wide brimmed sunhats, long-sleeved shirts, and broad-spectrum sunglasses for summer-type weather; snow suits, hats, gloves, and boots for winter-type weather; and rain boots, rain jackets, and slash pants for our spring-type weather. Outer garments are to be labelled with the child's first and last name, including jackets, snow pants, hats, mittens, shoes, and boots. We are not responsible for misplaced or damaged items.

## Toys from Home

Except for blankets or toys that are needed to ease a child's transition, parents are asked to leave toys at home or in their vehicle. If a child wishes to bring a toy to our centre, we allow the child time to show it to others, but then will ask the child to keep it in their cubby until they go home. However, we realize there may be reasons why some situations need individual attention. Parents are to speak with their child's ECE if they feel this policy might interfere with their child's transition.

**\*Please note: Our program currently prohibits the bringing of any electronics to the child care centre for play purposes only. However, electronic devices used for inclusive needs are fully supported.**

## Birthdays and Special Occasions

Birthdays are celebrated throughout the child's day. A child's group and ECEs will sing "Happy Birthday" to the child and the child can have an opportunity to share birthday plans/stories with the group. To lower the risk of allergies, we ask that parents do not send any food items to the centre. If a child is having a birthday party and wishes to distribute invitations, parents are to notify the ECEs who will help to do so in a fair and equitable way.

Likewise, when special occasions occur such as Halloween, Christmas, Valentine's Day and Easter, please refrain from sending candies, sweets, treats and gifts as we follow the guidelines of *Canada's Food Guide to Healthy Eating*. If we do have a special occasion that parents are asked to contribute a food item (when possible), we will provide specific guidelines for such event.

## Snacks from Home

Young children enjoy eating small amounts of food throughout the day. We provide these snacks throughout the day, and we ensure that they are nutritious. **Thus, parents are not to bring any food items to the centre, unless the child has missed a snack and/or a meal.** Any foods entering the building must **not** contain nut products and must follow CNA's policy on foods from home - see section *NUTRITION: Foods from Home* contained in this child care information handbook for further information.

## A Final Word

At Fisher Children's Centre, our staff put the best interests of your child as its top priority and values the knowledge you have of your child(ren). We look forward to embarking on a partnership with you to ensure your child reaches one's full potential. If you have any suggestions, comments, or questions, please ensure to touch base. We are dedicated in making your family's experience a great one, and we strive to go the extra mile for high quality child care.

### Checklist: Coming Prepared

Please clearly label all items with child's first and last name:

- Family photo
- Indoor sneakers - good skid resistant bottom, preferably a Velcro sneaker type, no loose laces. Slippers and open toe sandals are not acceptable.
- Footwear for outside play.
- Extra set of clothes. This is to be stored in a washable zippered bag or knapsack.
- Sunscreen – at least 30 SPF - must be provided before the child's first day
- Insect Repellant (if you have signed the permission form- must be provided before the child's first day)
- Hair brush or comb
- Water bottle
- Diapers/pull-ups (if required)
- Wipes (if required)
- Infant formula and bottles (if required)
- Blanket for rest time
- Small travel size pillow and pillow case to fit for rest time (N/A for children in the Infant Homeroom)
- Soft cuddly toy for rest time (if required) - **Please note: Any required soft toy needed by a child will be regularly cleaned on-site.**
- Seasonal Clothing as applicable:
  - Wide brimmed sunhat, long-sleeved shirt, and broad-spectrum sunglasses.
  - Rain boots, rain jacket and splash pants.
  - Snowsuit, hat, long mittens, and boots.