## **Lakeside Child Care Centre Handbook**

Revised July 18, 2022

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Choosing a childcare program is an important decision for your family and child, and we understand it may be one of the hardest decisions you make. Thank you for choosing us! **Welcome to the Lakeside Child Care Family!**

**OUR MISSION**

Is to share the love of Jesus Christ with, children, families, and within and beyond the greater Guelph, Ontario area. We do this by nurturing curious minds and kind hearts by providing and promoting childcare and education. Our culture values our youngest citizens, engages educators, walks along with families, and strengthens our community.

**OUR VISION**

Lakeside Childcare Centre strives to build a future where all children, and those who care for them, belong to learning communities that intentionally offer time and space to build relationships, contribute their voice, and realize their potential.

**OUR PHILOSOPHY**

We believe that **all** children are competent, **capable, curious, and rich in potential.** We believe that children learn best through play and will provide, on all levels, an environment that supports their natural curiosity about the world around them. We will always strive to support their inquiry and be co-learners with the children in their quests. As we believe the early years are a critical time in a child’s life, and as learning styles and developmental levels vary among children, we are committed to supporting and encouraging each child’s journey and development in their time in our care. We will provide child initiated and adult supported activities to scaffold learning and support each child’s unique learning style.

# About Us

Lakeside Childcare Centre came about because of the Lakeside Church staff and leadership seeing a need in our community. Many people could return to work to a full-time position in the work force if they could find quality childcare. The shortage of placement spaces for quality care and the long waiting list for availability prompted us to meet a need. **Lakeside Childcare Centre opened September 8, 2015.**

**Who We Are**  
Lakeside Child Care Centre, non-profit, community-based, licensed childcare centre that offers programs for children ages 18 months- 4.5 years (or entering JK.) Qualified RECE full-time staff and support staff provide Care at Lakeside Childcare Centre (LCCC). LCCC provides care for twenty-six registered children. We have spots for 10 Toddlers, 16 Preschoolers in two rooms with developmentally appropriate activities and experiences. Our teachers are trained in child development. We utilize a play-based curriculum. This means we follow the children’s interest and developmental needs. We also incorporate daily the Ministry of Education’s Pedagogy How Does Learning Happen? (HDLH). HDLH, focuses on 4 Foundations – Belonging, Wellbeing, Engagement, and Expression.

**Program Statement**

The purpose of the program statement is to outline the goals and objectives, we as a Center find important in meeting and maintaining a level of high quality and excellence.

At Lakeside Child Care Centre, we believe that **all** children are competent, capable, curious and rich in potential. We believe that children learn best through play. We will provide on all levels, an environment that supports their natural curiosity about the world around them. We will always strive to support their inquiry and be co-learners with the children in their quests. We believe the early years are a critical time in a child’s life, and as learning styles and developmental levels vary among children, we are committed to supporting and encouraging each child’s journey and development during their time in our care. We will provide child initiated and adult supported activities to scaffold learning and support each learning style. Our specific goals and objectives on how we will support each child are outlined below.

**Ministry of Education:**

In addition, the Minister of Education may issue policy statements regarding programming and pedagogy that support’s children’s learning and development. This policy statement is intended to strengthen the quality of our program and ensure high quality experiences lead to positive outcomes in relation to children’s learning, development, health and well-being.

For this purpose, LCCC will review the program statement annually to ensure that it is aligned with the Minister’s Policy Statement. We also will strive to continue to update our program statement so we can aim for the highest quality care in our Center.

How Does Learning Happen is based on four foundations:

For guiding programming in a licensed childcare, the Minister of Education has named, “How Does Learning Happen?” as the common provincial framework. “How Does Learning Happen? (HDLH)” is a professional learning resource that provides a common framework to help programs focus knowledge from research about what’s most important for whole child development.

* **Belonging:** feeling valued and connected to others while making contributions as part of a group, a community, the natural world.
* **Well-being:**focuses on the importance of physical and mental health and wellness.
* **Engagement:**the ability to be focused and involved.    Children can explore and be engaged in the world around them.  This type of play helps develop problem solving skills and creative thinking.
* **Expression:**  is communication where children can be heard and able to listen.  Language-rich environments help children develop communication skills and are the foundation for literacy.

For more information regarding How Does Learning Happen <http://www.edu.gov.on.ca/childcare/pedagogy.html>

At Lakeside Childcare Centre to help facilitate How Does Learning Happen with our families and community we have chosen to use a digital form of communication through the Hi Mama app.

**Emergent Curriculum Documentation**:

The reason staff write documentation is to record the developmental process of each child in our care. This is one way we communicate with our families about their child’s progress and interests. Documentations describe play experiences and help us present to parents how children learn through play. We make every effort to post documentation at eye level for children to revisit their past accomplishments. Through revisiting their past learnings, they are free to wonder, dream, and plan for their next adventure!

Within the HI Mama app there is a section to write daily activities. It is our goal that each child should have at least 2 activity entries written for each day that they are present at childcare. Developmental skills can also be added to this activity to help parents and other staff track development.

Formula for writing documentation:

1. What did you observe?
2. How does it relate to the child/children developmentally?

What developmental domains were present at the time of the observation?

Goals and Approaches:

**We will promote the health, safety, nutrition and well-being of each child in our care.**

We will do this by:

1. Providing a rich environment for play that helps foster the child’s interests and development.
2. Providing a wide array of toys and activities to provide children with many options in play.
3. Making sure all regular playground checks and water flushing procedures are done accurately and on time.
4. Making sure all equipment and toys are in good repair and are replaced if this there is evidence of damage.
5. Regularly and accurately conduct all areas identified on the cleaning and sanitization schedule.

**We will support positive and responsive interactions among the children, parents, childcare providers and staff**.

We will do this by:

1. Respecting each other in the workplace through proper conflict resolution and respecting each other’s ideas by not talking negatively in the workplace.
2. Respecting parents’ individual wishes for their child and problem solving to make sure all parents feel comfortable with their childcare service.
3. Clearly communicating amongst the staff using the communication log so that messages are not missing or misconstrued.
4. We will get down on the child’s level regularly, so they feel supported in their overall well-being.

**We will support ongoing professional development**

**We will do this by:**

Lakeside Childcare Center is committed to the ongoing professional development of all our educators. What the educator learns informs practice and the benefit is passed onto the children. Educators attend a series of curriculum training sessions throughout their career with Lakeside Childcare Center. Additionally, educators are provided with opportunities to attend external learning events and conferences. Also, keeping legislated training requirements like Standard First Aid & Infant and Child CPR up to date.

On a day‐to‐day basis the childcare center supervisor is responsible for the leadership, mentorship, coaching and development of educators. Based on the learning needs of the educators the supervisor may meet with staff to suggest strategies, conduct learning huddles to focus on a particular area of curriculum with the entire team, conduct regular staff meetings to reflect and plan, invite speakers from other community agencies to attend the center, or provide materials including links, articles, and various readings to supplement educators’ professional learning. Staff’s professional development is a part of their annual performance review where yearly goals are set for all staff that relate to their professional growth.

**Children will be encouraged to interact and communicate in a positive way and support their ability to self-regulate**

We will do this by:

1. Modeling positive behavior through clean language and encouraging talk always.
2. Setting clear expectations for the children
3. Encouraging children to use their words and problem solve with peers in a challenging situation.
4. All staff will be monitored on an ongoing basis making sure they are always in compliance with modeling positive and encouraging behavior. Staff will be assessed on a frequent basis to make sure they follow behavioral monitoring.

**We will always support and foster the children’s exploration, play and inquiry and provide child initiated and adult supported experiences**

We will do this by:

1. Providing a wide variety of toys always that support various areas of development including but not limited to; sensory play, dramatic play, math and science, music and movement and literacy.
2. Make sure that the activities are child led by building a curriculum around the child’s interests and not the interests of the adults.
3. Making sure the environment provides a variety of ways to display the current interests of the children in the room.
4. Using Internet and workshop resources to make sure that the educators are up to date with current research on the Emergent Curriculum.

**We will plan for and create positive learning environments and experiences in which children’s learning and development will be supported.**

We will do this by:

1. Making sure the voice of each child’s interests are heard in the room, which will be displayed by individual Learning Stories throughout the room.
2. Children who have Individual Support Plan’s will be accommodated through the classroom experiences based on their individual needs.
3. Educators will be supportive in all learning experiences to make sure that each child’s development is addressed and fostered.

* All children will have the developmental screen Ages & Stages Questionnaire 3 completed 2-3 times per year September to September. An ASQ3 will be sent home with each child 1 time per year. The Ages and Stages Questionnaire Social Emotional - 2 will be completed once per year. Parents will be encouraged to complete one during this time as well to see the complete picture of each child in their varying environments.

**We will incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and consider the individual needs of the children.**

We will do this by:

1. Providing ample amounts of outdoor play both in the morning and afternoon for a minimum of two hours per day.
2. Make sure that there are a variety of gross motor activities so that children can continually engage in active play.
3. Providing a time in the day for each child to rest or nap. This period will be two hours in length, and we will accommodate the needs of each individual child.
4. Providing healthy and nutritious meals throughout the day, which will include two snacks and a full lunch that reflects the Canada Food Guide. Our Menus will also be approved by nutritionists from Wellington-Dufferin-Guelph Public Health.

**We will foster the engagement of and ongoing communication with parents about the program and their children.**

We will do this by:

1. Discussing each child and their day at drop off and pick up.
2. Coming in at any time to observe play and the happenings in the class.
3. Setting up meetings with the educators or supervisor to discuss specific details about their child.
4. Have parents complete Parent Surveys that will give parents a chance to voice their questions or concerns about the program.

Parent and Community Involvement:

We want our Center to be comfortable and open to families. We would like to encourage all families to be involved in our day to day programming as much as possible. This could be through a variety of ways including:

* Discussion and questions about your child and their day at drop off and pick up.
* Coming in at any time to observe play and the happenings in the class.
* Giving time in the classroom, with a childcare fundraiser, or completing needed tasks around the childcare center

In addition to this, we will also look for ways to partner with community, so we can support the children, families, and staff. Since, Lakeside Child Care Center is located at Lakeside church, we have access to wide array of resources and groups that could benefit families or individuals in the family. We could provide information for:

1. **Griefwalk** – A Group for any individual or family needing to process grief
2. **Celebrate Recovery** – A weekly group for people who feel they need help with addictions, hurts and hang ups.
3. **Lakeside Prayer Team and Family Ministries Team**

Monitored Interactions: Staff, Students, and Volunteers

Before each student or volunteer begins, the operator will:

* Give each volunteer/student a tour and orientation of both the inside and outside areas of the center
* Review all policies and procedures before commencement and annually thereafter
* Review the employee handbook and have volunteer/students sign off on it
* Outline expectations of their role regarding professional integrity, punctuality, and confidentiality.
* Designate a program teacher to help oversee the role of the volunteer/student.
* Unsupervised access is not permitted for people who are not employees of the center.
* Volunteers and students may not be counted in the staffing ratios in the childcare Centre.

*All volunteers and placement students will:*

* Review and sign off on all behavior management policies before they commence and each year thereafter
* Review and sign off on anaphylaxis policies, including any children with an anaphylactic individual plan.
* Review and sign off on the ‘Volunteer and Student Policy” before commencement and each year thereafter.
* If over 18 years of age Receive a vulnerable sector/criminal reference check before commencing at the Centre.

Interactions between the caregiver and child will be monitored to ensure that staff, students and volunteers are positive and compliant with all standards set out by the Center and the Ministry of Education. **All volunteer and student interactions will be supervised by a staff member. At no time will volunteers/students be left alone with any children.**

LCCC believes that children are competent and capable, and we want to help them communicate and interact in a positive way that supports their ability to self-regulate.

**To do this, the modelling staff, volunteer, and student will always:**

1. Speak in a kind and positive manner
2. Display and clarify set expectations
3. Treat children, coworkers and parents with respect and dignity
4. Encourage children to use their words when communicating with one another

In addition to this, the supervisor will monitor staff on their interactions through observation, on an individual basis through regular supervision and/or on a group basis through staff meetings. The monitored interaction skills of each staff member will be evaluated and documented during the annual performance review process.

Prohibited Practices at LCCC from the Ministry of Education:

**At NO time will the following be tolerated and will cause immediate termination:**

1. Corporal punishment of the child
2. Physical restraint of the child
3. Locking the exits, confining the child in an area or room without adult supervision
4. Use of harsh, degrading tones and words, as well as threats
5. Depriving the child(ren) of basic needs
6. Inflicting any bodily harm on children

Healthy, Safety and Nutrition:

LCCC continually strives to make sure the whole being of each child is fostered. We will incorporate indoor and outdoor play, as well as active, rest and quiet times into the day and always consider the individual needs of each child in our care.

Active Play: To promote an appreciation for nature and the outdoor environment, we will make sure that children get outside for one hour in the morning and one hour in the afternoon. If there is inclement weather, such as snow and sun advisories, we may use our discretion and minimize or eliminate the time spent outdoors. We will also provide a wide range of toys and learning materials outside that will support all developmental areas.

Rest: After lunch is served, children are given a quiet period of two hours where they will be permitted to sleep, rest, or do quiet activities based on the child’s individual needs. These rest periods will not exceed two hours in length.

Nutrition: We believe Nutrition is very important for all people and we incorporate healthy and nutritious meals throughout the day. We have a cook on site that provides a morning snack, a full lunch and afternoon snack each day. The menus are prepared in advance and posted in a place where parents can see it. Each snack and lunch item reflect the recommendations made by the Canada Food Guide. We are also very accommodating to families with food restrictions through belief, allergy, or possible intolerance.

Indoor Play: We understand the importance of play in the child’s development and we will provide ample amount of time to foster the children’s exploration, play and inquiry. The classroom will be a place that offers a wide variety of play materials that foster and support all areas of development. At all times we want to create a positive learning environment and believe that the classroom acts as a third teacher in supporting that. To make sure that our classrooms create this positive experience, the following actions will be taken:

1. A monthly inspection will be done in all rooms to make sure the equipment and furnishings are in good repair.
2. Any community grants available for better play materials or furnishings will be applied for.
3. We will continuously find new ways to innovate the classroom based on professional research and examples.

Diversity/Anti-bias Policy

Lakeside Child Care Centre believes that all children should be recognized for, and celebrated with one another their unique abilities, talents and traditions. Staff will help guide children in recognizing and respecting similarities and differences and incorporate different values and traditions into the program. Lakeside Child Care Centre will help promote an understanding of each families’ culture/rituals/traditions and work in partnership with each family and the community to assist children in the education of diversity. Lakeside Child Care Centre believes in a childcare centre that is open and free to all practices and values of diversity.

Inclusion:

At Lakeside Child Care Center, our focus in on inclusion and accepting each child for their unique and individual needs. We utilize our support agencies, staff, and parents to create our Inclusion team at Lakeside. If you have any questions about your child’s development, please speak with your child’s teacher.

## **Enhanced Support Services**

Enhanced Support Services is a team of childcare staff and community service agencies that work with families to ensure all children, including those children with disabilities and special needs can fully participate in childcare.

### **Do You have Questions about Your Child's Development?**

Here 4 Kids is a free telephone line operated by Canadian Mental Health Association-Waterloo-Wellington. You can call HERE 4 Kids (1-844-454-3711) anytime to access support and services for children and families. You can link to services for challenges relating to your child's speech, movement, behaviour, and/or development.

### **Children with Disabilities and Special Needs in Licensed Child Care**

The County of Wellington Children's Early Years Division partners with community service agencies to support licensed childcare programmes to care for all children.

This means that children with disabilities and special needs can fully participate in childcare programmes. Enhanced Support Services is a partnership of:

* [County of Wellington Children's Early Years Division](https://www.wellington.ca/en/social-services/childrens-early-years-division.aspx)
* [Kidsability Centre for Development](http://www.kidsability.ca/)
* [Canadian Mental Health Association Waterloo Wellington](https://cmhaww.ca/)

There is no cost to families for the programmes.

**Supporting Positive Practices Policy**

Lakeside Child Care Center is committed to fostering the complete well-being of the individual child by displaying God’s love through respect and the appreciation of all cultures and backgrounds. We will create a positive healthy environment within which all children will be respected. Friendly, constructive and non-confrontational relationships are promoted and developed between children and children and staff. Developing responsive relationships with children and their families is the cornerstone to supporting positive interactions.

**Positive social interactions are promoted in the learning environment by:**

* Teachers acting as observers and play partners during play are better able to anticipate and prevent challenges. Developing responsive relationships with children and families by being attentive listeners and responding in a supportive manner to ideas, concerns and needs of children and families
* Having meaningful greetings at arrival and departure times
* Viewing the children as competent and capable. With this positive view of children, educators can plan interactions that are meaningful, and provide social opportunities through a play-based environment, children's interests and varying individual skills.
* Collaborating and working with families to enhance the connection with the children in their care and supporting a sense of belonging in our programs.
* Supporting self-regulation by helping children to cope and recover from any stressors. Teachers are available to help children develop the skills needed to self-regulate and make decisions. This approach helps the children to build resiliency in times of stress.
* Commenting on the positive interactions and behaviors observed.
* Building on the belief that the child should always feel safe and act in a safe manner, including ensuring children keep themselves safe, they keep their friends safe and they keep their environment safe.

**Strategies to Support Positive Interactions:**

* Creating a welcoming and inviting environment
* Awareness of the individuality of each child and group dynamics when creating a learning environment
* Designing schedules and routines that are embedded with predictability to allow children time for meaningful engagement in play, while minimizing transitions
* Considering how the program setup and physical space of both the indoors and outdoors impacts their well-being and behavior
* Considering stimuli in the environment that may affect a child’s ability to self-regulate i.e. noise, space, number of people
* Considering play materials offered and how they impact the children’s well-being and behavior
* Assisting children in entering and exiting play appropriately
* Modelling positive behaviors, coaching the children on how to verbally interact and playing with others in a friendly manner
* Encouraging the children to solve problems together in a fair and safe manner
* Providing reflective feedback and encouraging the children to reflect on their behaviors by asking appropriate questions
* Helping the children understand emotions and building on emotional vocabulary
* Respecting and validating children’s emotions and feelings in a healthy way

**When challenges and conflicts emerge:**

* Ask yourself if there are some behaviors that do not require an immediate response? Consider alternatives to redirect.
* Teachers will take the time to reflect on the question, ‘Why is this behavior happening?
* Answering this may lead to a favorable solution for all. For instance, a child’s behavior may be due to:
  + Boredom – reflect on the learning environment available; Is there something that meets their individual need
  + Frustration – Is the programming, routines, expectations too challenging?
  + Are they hungry or tired?
  + Do they have the ability to enter and exit play with peers appropriately? Consider their play style?

If the child’s behavior is continuing or escalating it is necessary to let them know what the outcome will be.  Indicate what you will do to help them if they cannot manage their own behavior.  For example:

* Staff will redirect them from the present area
* Staff will find an alternate activity for them if they can’t

This is reinforced:

* in a positive, consistent and caring manner
* as soon as possible after the behavior has occurred
* to assist the child to learn safe behaviors
* to ensure the safety of the children and teachers
* to protect the rights of others
* to protect the building and equipment

**Always maintain a positive view of each child and consider:**

How is a child showing you what they need to return to a feeling of calmness and how the teacher can support the child?

* Ask the child if they need time to calm down and consider the behavior(s)
* Guide the child to a quiet spot in the room (a child is never to be left alone)
* Make use of techniques that have been developed by each program and are developmentally appropriate
* Giving alternative options or outlets to express emotion
* If the child needs additional support, another staff person may be called to assist in supporting the program as needed. A child may be asked to go to another room with adult supervision for a “calm time”
* Once the child is calm, explain why the behavior was not safe
* Give the child the choice to return to the group with encouragement to make safe choices
* Look for an alternative activity that will meet the child’s immediate needs; perhaps a quiet activity with a teacher or different peer.
* Alternatively aid the process of telling their friend why they are upset. (Remember, children know the phrase “use your words”, but often need assistance in finding the words to say)
* Help them empathize and learn to identify with how peers are feeling
* Be flexible in your approach to meet the needs of individual children and the group, yet consistent with the use clear developmentally appropriate language with limits

**Ongoing Behavioral Challenges**:

If a child has difficulty with ongoing negative behavior, the following steps are in place:

1. Written documentation by the staff member of the negative behavior and how it was dealt with.
2. If a child or staff are severely hurt by a negative behavior the child’s parent is made aware of the situation and may be asked to pick up the child for the day.
3. Staff and Supervisor will discuss the matter and plan strategies for any future incidents.
4. Supervisor will contact the parents and set up a meeting to discuss the issue at hand and implement strategies to help with the negative behavior.
5. If needed, outside resources can be contacted to aid in the situation once the parents have consented.
6. All attempts will be made for the child to remain at Lakeside Childcare Centre

**Lakeside Childcare Daily Schedule**

*At Lakeside Childcare Centre we aim to implement a non-hurried approach throughout the day focusing on relationships and engagement with all children and teachers per the Ministry of Education’s Pedagogy How Does Learning Happen. We focus on taking the children’s lead which many times alters the outlined scheduled.* ***The schedule below is used as a guideline.***



**Centre Opens 7:30** – 9:30 AM snack Free play washroom & diaper routine

9:30 – 11:00 Outside Play

Washroom & diaper routine

11:30 Lunch

12:15 Story time/quiet circle before rest time

12:30 Rest time – for early risers and non-sleepers will be given quiet activities around 1:30 once the other children are settled and sleeping.

2:30 Wake up from rest time

Washroom & diaper routine

2:45 PM Snack Free play

3:15 - 5:30 Outside Play

Washroom & diaper routine/Parent Pick Up

**Centre Closes at 5:30**

**Operational Information**

**Center Hours**:

**The Center will be open 7:30 am – 5:30 pm**

**Monday-Friday, Year Round**

For late pick-ups, A one-time 5-minute grace is given to each family. After that, a $5 fee will be charged at 5:01 and $1 for every minute after. The late fee will be billed directly to the parents’ account. Parents who are very late or consistently late may be asked to withdraw their child from the program.

We are aware that parents experience occasional emergencies that make it impossible to arrive on time. When this occurs, the late fee may be waived if the Supervisor is notified in advance or if there is a case of sudden inclement weather, however every possible effort should be made to have the child picked up on time.

Any child remaining at LCCC after 6:30pm may have F&CS and/or O.P.P involved to resolve the situation.

**Holidays:**

The Center will be closed for the following holidays:

* New Year’s Day
* Family Day
* Good Friday
* Easter Monday
* Victoria Day
* Canada Day
* Civic Holiday
* Labor Day
* Thanksgiving Day
* Christmas Day
* Boxing Day

|  |  |  |
| --- | --- | --- |
|  | DAY  Full-time | DAY  Part-time |
| TODDLERS | $46 | $52 |
| PRESCHOOL | $42 | $48 |

**Center Closure**: In the event of inclement or serious weather conditions, the Center may be closed. We will do our best to get the closure information out in a timely manner. Staff will be given a parent call list to inform parent’s first-hand of the closure. A message will be left on our Facebook Page and via email by the supervisor in the case of this happening. Please also listen to CJOY, Magic 106.1, and The Grand for additional information on weather closures.

**Outdoor Activities**: As per licensing requirements, we are required to spend a minimum of two hours outside per day. Please ensure your child has all necessary outdoor attire for these conditions.

If the weather is under advisory for being too cold -18 Celsius or too hot (32 monitored to 35 degrees Celsius), we will also monitor for high UV, high wind gusts, and thunderstorms. We will stay inside for safety reasons.

**Payment**: Payment can be made through e-transfer (with password) or online banking. Full fees are required regardless of days missed due to vacation, illness, inclement weather or statutory holidays. Receipts will be issued by the end of February each year.

Payment is due on the **first Friday of every month by 530pm**. Payments received after the first Friday will have a $25 late fee per invoice. If payment of outstanding fees is not received by the 15th of the current month, childcare services will be denied.

**Childcare Fee Subsidy:**

Childcare fee subsidy is assistance with the cost of childcare that is available from Wellington County to eligible families. Information about how to apply for subsidy from the Wellington County Children’s Early Years Division is available from the County:

**Wellington County Children’s Early Years Division Child Care Fee Subsidy**

**Phone: 519-837-3620 Ext. 3090**

**http://www.wellington.ca/en/socialservices/ feesubsidyforchildcarecosts.asp#**

**Deposit**: A deposit of $250 required by child once a daycare space has been offered, accepted, and a start date has been decided. Children may not start in the program until fees and registration forms are handed in. The $250 deposit will be taken off your last month’s invoice.

**Withdrawal Notice:**  Withdrawal notice for all families will be 2 weeks. If you know in advance of 2 weeks, we will gladly accept this, but it is not required. We still require 2 weeks’ notice to change or drop days. If the child is withdrawn without notice, the two week’s fee will still be charged minus the $250 deposit if paid at registration.

|  |  |
| --- | --- |
| **Late Payment Fees** | Fees received after the 1st Friday may incur a $25.00 late fee. |
| **Late Pick-up Fees** | A one-time 5 min grace is given to each family. After that, a $5 fee will be charged at 5:31 and $1 for every minute after. The late fee will be billed directly to the parents’ account. **Parents who are very late or consistently late may be asked to withdraw their child from the program.** |

**Lakeside Childcare Centre Procedures**

**Safe Arrival**: As per program requirements, all children must be escorted directly to the program and be received by a staff member. The Center is not responsible for the child until the staff receives them. Each child’s attendance must be recorded before you leave the Center. For the betterment of your child’s experience with us we ask your child to arrive no later than 10:00 am each day.

**Safe Departure**: Staff members must be aware that you have arrived to pick up your child. All children must be recorded as departing before you leave the premises.

Please also advise staff if you are intending to pick up your child earlier than usual so we can have your child prepared for departure.

If you are not picking up your child, please inform the Educators. We will not release your child unless the individual picking up your child is on the pickup list or we have been told to do so. Individuals picking up your child will be asked to produce photo identification before releasing your child.

**Parental Custody and Access:** Parents may request that the childcare centre refrain from releasing their children to their other legal parent or guardian. Should this request be made, a parent must obtain a copy of a written court order of custody and access and file a copy with the Supervisor. Should a parent who is not allowed access to arrive to pick up the child, the staff must remove the child from the situation and immediately contact the other parent.

**Children’s Belongings:** **Please label all belongings**. We are not responsible for lost or stolen items. Please keep home toys at home 😊.

**Clothing:** It is important to make sure that your children have the appropriate clothing for the weather; time is spent outdoors every day, weather permitting. Indoor shoes are required in the cold and wet weather. A change of clothes is also necessary as we encourage children to participate in activities that can be messy. Many changes of clothes is helpful if your child is toilet training.

**Supplies**: Parents may also bring a rest/sleep toy to stay at childcare. Please bring a labeled water bottle for the Centre. Make sure your child has indoor and outdoor shoes each day. If your child is still in diapers, we require the parent to supply an adequate number of diapers and wipes.

**Absentees:** Please notify the Center if you child will be absent for any reason in the morning by 9:00 AM. This will prevent any unnecessary calls to the home or workplace, will help in maintaining staff ratios, and take possible illnesses in the Centre.

**Interactions:**

LCCC believes that children are competent and capable, and we want to help them communicate and interact in a positive way that supports their ability to self-regulate.

To do this, the staff will always:

* Speak in a kind and positive manner
* Display and clarify set expectations
* Treat children, coworkers and parents with respect and dignity
* Encourage children to use their words when communicating with one another

In addition to this, the supervisor will monitor staff on their interactions through observation, on an individual basis through regular supervision and/or on a group basis through staff meetings. The monitored interaction skills of each staff member will be evaluated and documented during the annual performance review process.

**Sunscreen/Bugspray:**

LCCC will apply Sunscreen and bugs pray (if needed) in the afternoon. We ask families to sign the Sunscreen and bugspray Form and apply Sunscreen and bug-spray to your children for the morning outdoor time,

**Creams:**

All diaper creams/baby powder/Vaseline etc. need to have a form completed, which is kept in the diaper change area. This form must be completed before applying any cream on the child

**Supervised Walks/Field Trips:**

Supervised walks away from Lakeside and around the grounds are regular features of each age group. Children enjoy these experiences and the opportunity to explore and learn from the outdoor world and the resources within our community. Other field trips, if requiring bus transportation will be planned. Notice will be given to families at least one week prior to the trip. Signed consent by the parent/guardians will be required to allow your child to participate in these trips. Parents will be invited to accompany their child on these trips to enjoy the day with us. A first aid kit is taken on all field trips, along with children’s emergency information, daily attendance sheet, hand sanitizer (if sinks are unavailable), and a staff’s personal cell phone.

**Weather**

LCCC meets or exceeds Ministry of Education requirements that children spend at least one hour outdoors in the morning and one hour outdoors in the afternoon, weather permitting. Children do not go outdoors when the temperature is -20o C or lower with the wind chill or over +35o C with the humidex, or during heavy rain, thunder, lightning, high winds or poor air quality. The decision to go outside is based on conditions at the time. Once outside, educators will monitor children and conditions and use their judgment to determine whether or not to remain outdoors. This may include playing in more sheltered or shaded areas; encouraging more or less active play depending on the temperature; encouraging water breaks; and closing off areas of the playground (based on exposure and conditions).

During a thunderstorm warning, the conditions will be carefully monitored by the Front Office and staff members outside. The children will be brought inside if thunder or lightning is reported or observed.

Children should come dressed to explore in all weather as varied weather conditions provide unique opportunities for learning.

If children are unable to play outdoors, active gross motor activities are provided indoors.

**Additional Closures**

On certain occasions, the LCCC may be closed, due to harsh weather conditions or emergency situations such as a power failure/flood - LCCC must close. For your convenience, we attempt to make decisions as early as possible in the morning. To find out if the LCCC is closed on a particular day, please check our LCCC Facebook page, HiMama, or listen to CJOY, 1460 AM; Magic, 106.1 FM for closures.

**Use of Videos**

Short videos are occasionally used within the programs to support a current investigation or interest that the children are engaged with. These videos can help the children connect with concepts on a more realistic level and can be an excellent supplement to their learning. Sing-along and exercise videos are also occasionally used to support the children’s exploration of music and movement. Any videos that are used within the program are used with intentionality and clear purpose. Prior to any longer videos being shown, families would be informed through a message on HiMama.

**First Aid:**

Staff can care for minor scrapes and bruises that happen while in the program. With accidents and illnesses that require immediate attention, the parent/caregiver will be called, and you will be requested to take the child to the doctor of hospital as needed.

If a child needs immediate medical attention, the supervisor will arrange for the child to be transported by ambulance while making sure the caregiver or parents are notified as soon as possible. The parent will be requested to meet a staff member/supervisor at the hospital.

In addition, where minor incidents take place, an *Accident Report* will be filled out and signed by both the parent and staff who observed the incident. A copy of the Accident Report will be given to the parent upon notification. If the incident/accident results in a face/head injury visible or not parent/caregiver will be called ASAP. A possible head injury form will be given at pick-up as well.

**Nutrition:**

Our cook is a certified food handler and prepares meals and snacks daily that meet the requirements of “Eating Well with Canada’s Food Guide.” Children in our full day childcare sites are served nutritious lunches, as well as a morning and afternoon snack. A 4-week rotating menu is planned in accordance with the Child Care and Early Years Act, 2014 and reviewed by a dietitian at Public Health. A registered dietitian also approves our menus. Any substitutions made to a daily menu item will be posted for parents. Menus will be posted in an accessible location for parents to view, and in all eating areas.

If your child has food allergie(s), we do our best to accommodate. The parents are asked to provide meal substitutions as necessary. Due to the severity of nut allergies, all our programs are Nut Safe. Lakeside Childcare Centre is governed by Ontario Food Premises Regulations. Inspections are made by the Public Health Unit to ensure that the regulations are met. **If you wish to bring a special snack for a birthday or other special occasion, we ask that you bring a nut safe snack in the original package or a nut safe cake mix with all the ingredients that the staff and children will need to make the cake together for a great learning experience**.

**Promoting Healthy Eating at Mealtimes:**

The center seeks to provide an environment that promotes healthy attitudes towards food and the feeding relationship. Teachers will sit with the children and engage in conversation with them as well as supervising them. Wellington Dufferin Guelph Public has provided input to developing a Division of Responsibility that promotes healthy eating.

Within the Division of Responsibility, as a center we will provide the food for the children to choose from and serve the food in a pleasant eating environment. Our role is not to get children to eat a certain amount or a certain food but allow for choices and encourage them to explore new foods. Acceptance of new foods can take on average of 5-20 times of repeated exposure.

**Division of Responsibility – Promoting Healthy Eating**

The Caregiver is responsible for The Child is responsible for

What is offered If s/he eats

How much s/he will eat

Where and when it is offered Choosing from foods offered

**Special Diets/Non-Life-Threatening Allergies:**

Parents/guardians of children with special dietary needs/non-life-threatening allergies must consult with program staff and the Center cook regarding any proposed substitutions. Our Center will do its’ best to make accommodations. Because of children enrolled at the centre with life-threatening allergies we are unable to allow outside food at this time. All dietary restrictions/allergies or feeding instructions will be posted in all food preparation and serving areas and reviewed with staff, any or any other individual that will have contact with the child.

**Rest Time:**

As a licensed childcare centre, we have a two-hour designated rest time each day. This time provides the children with a much-needed quiet period of the day where they can relax, rest and self-regulate in a calmer environment. The children are not required to sleep during this time, but we do have to ensure the environment is conducive to other children resting. Therefore, children start off resting while the rest of the children are falling asleep and then engage in a quiet activity on their beds or in another designated area of the classroom.

Sometimes as children get older, parents like to reduce their naps to facilitate an earlier bedtime. We cannot keep children up during rest time; however, if requested, we will not actively try to help children sleep (soothing, rubbing backs). If a child falls asleep on their own during rest time, then we let them sleep as that is clearly what their body needs at that time. Sleep times are recorded in Hi Mama.

**Illness Exclusion – Lakeside Childcare Staff and Children**

Health care is of great importance. Although illness in group settings is inevitable, we try to minimize this by practicing good hygiene, disinfecting toys regularly and making daily health checks. A staff member/Centre Supervisor has a right to refuse admittance if the child has any of the following symptoms:

* Diarrhea 2 times
* Vomiting 1 time
* Fever 37. 8 or above
* Unusual skin disorder
* Unknown rash or other infection including Pink Eye must have drops for 24 hrs. and no discharge
* Heavy mucous and asthma symptoms

Sometimes it is hard to tell whether a child is at the beginning or end of an illness or cold. A way to tell if your child should be part of the program is: **If they are too sick to participate in the whole childcare program, they are too sick to be at the center. This includes special days on and off property.**

**Care of a sick child/ when a staff becomes ill at work:**

A symptomatic child will be isolated from other well children until a guardian picks them up. When a staff becomes ill at work. It is their responsibility to inform the Supervisor. The Supervisor will plan for the staff to leave ASAP and recover at home.

**Notification to the parent:**

If a child in attendance exhibits any of these symptoms, a parent will be called or sent a HiMama message to come and pick up their child. The parent is asked to arrive at the center within the hour.

To return to the program/work, the child/staff must be symptom free for 24- 48 hours (gastrointestinal issues).

**Increased Illness Policy – Gastrointestinal Illness**

LCCC will follow all Public Health mandates and will communicate needed information to staff, families, and community support members.

1. When an age group (program) has 3 or more children with signs and symptoms of vomiting and/or diarrhea within a 4-day period.
2. When 3 or more children within the entire center exhibit signs and symptoms of vomiting and/or diarrhea within 48 hours. 3. In the event the Health Unit classifies the Centre as being in an outbreak situation, the parents will receive a letter informing them of the situation and what to expect. The Health Unit would monitor our progress every day and instruct us as necessary. If your child experiences diarrhea, Public Health may recommend that a stool sample be taken (kit provided by the Public Health or the Centre).

\*Please note that the Centre will not take a stool sample from any child. The results of any stool sample tests will not be shared with the Centre. They remain confidential between Public Health and the family.

Parents/guardians and staff must provide a doctors’ note if the child is being readmitted after 5 consecutive days with a diagnosed illness.

To report an illness to Public Health call 1-800-265-7293 ext. 4752 or after hours 1-877-884-8653. Under the Health Protection and Promotion Act you must report to the local Medical Officer of Health (Public Health) any person who has, or is suspected to be ill with, a reportable disease (HPPA, R.S.O 1990, C.H 7 section 25).

**Parent Issues and Concerns Policy**

Families are encouraged to take an active part at Lakeside Childcare Centre (LCCC) and to regularly discuss what their child(ren) are experiencing within our program. We support positive and responsive interactions among the children, families, and staff, and foster engagement and ongoing communication with families about the program and their children. Our staff are available to engage families in conversations and aim to support a positive experience during every interaction.

If parents/guardians have concerns or questions, or if they are not satisfied with the LCCC program, they should:

1. First, speak to the individual involved and address their questions to them. Except in the case of post-secondary students when concerns arise, they should be addressed to the primary educator in the program.

2. If they are unable to speak with the individual, are not satisfied with the response or would like further information they should contact Marla Dobson, Supervisor of LCCC.

3. If, after following these steps, the parents/guardian is still not satisfied, they can contact and discuss with: Kevin Lloyd, Licensee Representative for LCCC.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved. An initial response to an issue or concern will be provided to parents/guardians within 2 business days. The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial, and respectful to parties involved.

When a concern is brought to a staff member they will:

* Provide the parent with the information required, referring to policy if necessary and always maintaining confidentiality.
* The Supervisor or Designate staff and Program staff will determine together who should follow up with the parent and ensure a response within 2 business days of the concern being brought forward. If there is a potential for escalation, the Supervisor or Designate will notify the Licensee Representative.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch. Issues/concerns may also be reported to other relevant regulatory bodies (e.g., local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers, etc.) where appropriate. Concerns regarding a child who may need protection must be reported immediately to Family & Children’s Service of Guelph and Wellington County.

**Wait List Policy**

The purpose of this policy is to set out the expectations and guidelines with regards to the wait list at LCCC. Due to the amount of interest from families in the community, once our programs are full, parents will be placed on a wait list.

For families who are interested in our program in the future for their newborn, infant, or who are interested but there is currently no space, their name, child’s name and age, and contact information will be recorded. There is no fee to be placed on the wait list and families may arrange for a tour of the facility any time to see the space, meet the educators, and have questions answered. Parents and families have the right to inquire about their position on the waiting list and every effort will be made to ensure the confidentiality and privacy of all children and families on the list are maintained.

Priority is given (in this order) to:

1. Children currently enrolled at a center

2. LCCC and Lakeside Central Employees

3. Siblings of children currently enrolled at a center

4. Partners/Regular attendees of Lakeside Church

5. Interested families on our waitlist

6. Interested community members seeking childcare

As space becomes available, parents are offered care and will be given no more than 24 hours to respond. To confirm the child(ren)’s spot, families have to pay $250 deposit per child which comes off the child’s last month of care. Childcare deposit of $250 and all enrolment paperwork – enrolment form, video release form, Lakeside Childcare Centre Parent Handbook sign-off, immunizations/affidavit, and HI Mama agreement form need to be received within 72 hours of the childcare space being accepted.

It is the parent’s responsibility to contact the center every 6 months to confirms their continued interest. If parent does not contact the center at this time the child, we be removed from the list. The supervisor will keep a written log of all waitlist calls and responses and move to the next person on the list if he/she has not had a response within 24 hours and will subsequently remove their application from the waiting list. Should parents refuse a spot for the start date they have requested, the parents will be told they will now be placed at the back of the waiting list for the new time they have requested. The supervisor will then move on to the next applicant. **Spaces are not put on hold.**

**Immunization Policy**

The Child Care and Early Years Act as recommended by the local Medical Officer of Health. All children/staff prior to admission/employment must provide proof of their/the child’s immunization as recommended by the local Medical Officer of Health

Immunizations protect from serious diseases that are still found in our community.

The **Child Care and Early Years Act**requires licensed childcare Centers to ensure that all children at the Centre are fully immunized or have a valid Ministry of Education exemption form on file prior to admission/employment, each child/staff must be immunized as outlined in the **“Routine Immunization Schedule for Ontario”**

* Tetanus, diphtheria, polio
* Measles, mumps, rubella (German measles)
* Meningococcal disease (meningitis)
* Pertussis (whooping cough)

The immunization record is photocopied and kept in a locked cabinet in each child’s file.

Each staff will fill out a completed Wellington Guelph Dufferin Health Unit Daycare Worker Immunization Form before beginning employment at LCCC.

**Medication:**

Each program has a Medication Designate they can administer medication only:

* If the prescribed label includes the child’s name, dosage, child’s doctor, and pharmacy
* Is not EXPIRED
* Staff can administer non-prescribed medication if it is in the original container and last dosage time given to staff.
* If a medication form has been filled out and signed
* Before giving the medication to the child, the other staff verifies the dosage of the medication.
* Once verified, the Medical Designate while give the medication signing the medication form and having the parents initial that their child received a dose of medication at childcare at pick-up on the medication form.

Please do not leave medication sitting in your child’s bag or the refrigerator. The prescribed medication must always be handed directly to a teacher. Additionally, parents must fill out and sign a medication log each day that medication is needed while your child is at the centre.

**Emergency Management**

The centre has an Emergency Management Policy and Procedure that provides clear directions to follow when dealing with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Tornado and fire drills along with emergency plans are in place so the staff can deal competently with any unexpected situations should the need arise. Fire drills are conducted on a monthly basis following the emergency fire procedures outlined for each specified area. Tornado drills are conducted 3 times a year within the months of April to September following our designated tornado procedures for each program room.

**The following is our off-site meeting place in case of evacuation:**

Trillium Waldorf School

540 Victoria Rd N, Guelph, ON N1E 6Z4

**Evacuation:**

If parents are present during an evacuation, you will be asked to join us. All parents will be contacted by phone once at our off-site meeting place. If the parent is not able to be reached the centre will call the emergency contacts until someone can pick-up the child. Parents should not leave with their child from the evacuation site until attendance has been taken.

***Lockdown / Hold and Secure:*** In the event of a Lockdown or Hold and Secure, parents will not be permitted to enter the building unless authorized by Emergency Personnel. If parents are present, they will be asked to remain on site and will not be allowed to leave with their child until proper approval by Emergency Personnel.

**Individualized Plan for Children with Medical Needs**



Lakeside Child Care Center is committed to providing an inclusive program for all children regardless of medical needs or difficulties. To ensure every child with a medical need is given the proper care, an individualized plan will be generated upon enrollment or diagnosis.

This plan will be developed with parents to ensure proper understanding of the medical needs and supports required for each child. Each plan will outline the medical need(s) of the child, any medications or devices used to support the child, symptoms of a reaction and procedure to follow a reaction (if applicable), and procedures to follow in the event of an evacuation or field trip which will take the children off center grounds.

All staff/volunteers/students will review each individualized plan upon enrollment/diagnosis of the child or upon commencement of employment, whenever there is a change to the plan, and annually thereafter. The individualized plan will also be reviewed with parents annually to ensure that each plan is kept up to date.

**Sleep Supervision Policy**

We understand the importance of rest/sleep for children at a young age and we are committed to making sure that during this period, children are supervised and safe in our care. Please be advised we do not have any children under 12 months otherwise we would follow the infant protocols in the *Joint Statement on Safe Sleep.* This document indicates that any child under 12 months be placed on their back unless there is a doctor’s note to recommend otherwise.

**To ensure proper sleep supervision staff will**:

1. Have an employee in each sleep room that does a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behavior.

**Indicators** of stress or unusual behaviors include:

1. Labored Breathing
2. Signs of overheating
3. Change in skin color
4. Any behavior observed that is not common for the child
5. Ensure that there is enough light in each room to conduct an accurate visual check.
6. Ensure that the following regulations are being done in a consistent manner:
7. Ensure that each child has their own assigned cot during sleep time
8. All parents will be consulted about their child’s sleeping arrangements at the time of enrolment and at any other appropriate times, such as transitions between programs or rooms or upon the parents’ requests
9. Ensure that all parents of children in care are provided the policies and procedures in accordance with their child’s sleep.
10. If there are any signs of distress or unusual behavior we will document, it both on a sleep log for the classroom and on the individual child’s profile on HI Mama. In addition to this we will also verbalize the disturbances to the parents and accommodate the child’s sleeping arrangements as required.

**Visual Check**:

During each rest period, the classroom teacher will perform a visual check on the children who are sleeping in the classroom. Based on attendance, the teacher will fill out a *Sleep Room Log*, which indicates which children are sleeping. This log will also document how long the child slept for and when individual checks were done on the child. The teacher in the classroom will do an individual observation on each child sleeping at least twice during the sleep period. If any distress or unusual behavior is present in the child’s sleep, it will be documented on the *Sleep Room Log* (Attached to this policy).

**How we will achieve the recommendations:**

It is important that both families and caregivers are aware of the specifics involved in each child’s sleep accommodations. To do this the Center will:

1. Have parents write a sleep preference section in the enrolment form for their child before they commence.
2. All staff will review the Sleep Supervision policy before commencing employment and will annually sign off on it as necessary.
3. Parents will be advised the child’s cot is labeled so that it is assigned specifically to their child.
4. Any notations on distress or unusual behavior in sleep will be documented in their profile on HI Mama as required.
5. The Sleep Supervision policy will be available in the Parent Handbook, so parents understand it and know they can update their preferences at any time.
6. Staff will have all sleep preferences from the enrolment form available in their emergency binders at any given time to reference during rest time.

 **Family Engagement:**

We want our Center to be comfortable and open to families. We would like to encourage all families to be involved in our day-to-day programming as much as possible. This could be through a variety of ways including:

* Discussion and questions about your child and their day at drop off and pick up.
* Coming in at any time to observe play and the happenings in the class.
* Giving time in the classroom, with a childcare fundraiser, or completing needed tasks around the childcare center

**Community Involvement:**

We look for ways to partner with community, so we can support the children, families, and staff. Since, Lakeside Child Care Center is located at Lakeside church, we have access to wide array of resources and groups that could benefit families or individuals in the family. As a center, we also are always on the lookout for ways we can give back to our community in small and large ways!