

**“Real Help Right here right  
now for people that need it  
the most”**

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Home Childcare

**PARENT  
HANDBOOK**

# TABLE OF CONTENTS

PROGRAM STATEMENT .....	1-3
GREETINGS .....	4
LEARNING THROUGH PLAY.....	4-5
CHILD PROTECTION .....	6-8
HOURS AND STATUTORY HOLIDAYS .....	9
ENROLLMENT CONTRACTS .....	9-10
PAYMENT METHOD .....	10
ABSENCE ALLOWANCE .....	10
<b>PARENTS RESPONSIBILITIES .....</b>	<b>11</b>
ARRIVAL/DEPARTURE .....	11
CUSTODIAL PARENTS .....	11
CONTACTING PARENTS OR EMERGENCY BACK UP CONTACTS...	11
TRANSPORTATION .....	12
CHILD CARE CENTRES SAFETY .....	12
<b>ACCIDENT AND EMERGENCY POLICY.....</b>	<b>12</b>
FIRE .....	12
EMERGENCY SHELTERS .....	13
INCLEMENT WEATHER .....	13
EMERGENCY MANAGEMENT POLICY .....	13

UTILITY FAILURES.....	13
ACCIDENTS AND SEVERE ILLNESS.....	14
<b>HEALTH AND SAFETY .....</b>	<b>14</b>
HEALTH REGULATIONS.....	15
RULES FOR GIVING MEDICATION .....	16
NUTRITION.....	16
ALLERGIES .....	16
CODE OF ETHICS.....	17
OBLIGATION TO CHILDREN .....	18
BEHAVIOURS MANAGEMENT.....	18-19
CODE OF BEHAVIOUR .....	20-21
TOYS AND BELONGINGS.....	22
FIELD TRIPS.....	22
ROUTINES .....	23
REST TIME .....	23
GOAL OF EARLY CHILDHOOD EDUCATION .....	24
CURRICULUM PLAN.....	24
THE ENVIRONMENT.....	25
CLOTHING REQUIREMENTS .....	25
SUNSCREEN .....	26
PARENT INPUT.....	27
LINES OF COMMUNICATION .....	28
SERVICE COORDINATION IN CHILD CARE.....	28

AECEO .....	29
PEDAGOGICAL DOCUMENTATION.....	30-31
FEES... ..	32
CONTACT INFORMATION.....	33

**GREETINGS**

Our Kids Count invites you to read over Our Home Childcare Parent Handbook. The purpose of the booklet is to provide information to our families. We firmly believe that open lines of communication between families and Our Kids Count Home Childcare Program make a good working relationship. The information provided is intended for people who are currently utilizing our services or new families who are “shopping around” for quality childcare. The intent of this booklet is to provide information regarding both family and program responsibilities as outlined in our policies, which are directed by the Child Care and Early Years Act. We hope it serves as a valuable resource for reference. Hours of operation range from **7:00 a.m. to 5:30 p.m.** We offer full, part time, before and after school care. \*Extended, socialization and drop-in programs are also available. A childcare registry is held and managed by the Thunder Bay District Social Services Administration Board (TBDSSAB) office for Municipal Child Care. The online Registry will be referred to when pulling children to fill available spaces. [www.thunderbaychildcare.ca](http://www.thunderbaychildcare.ca).

Supervisor and Coordinator maintain flexibility over the management of their wait lists, by offering available spaces to current families using care in the program for siblings needing childcare. Coordinator will then offer remaining available spaces to families registered on the childcare registry. All childcare spaces will be filled in a fair and equitable process while considering a manageable mix.

# **PROGRAM STATEMENT**

## **Child Care Philosophy**

**OUR KIDS COUNT supports a Home Childcare component to enhance all services offered in the community/ Our Kids Count views our children as our first priority. Our focus is to build trusting and supportive relationships with families. Provider will ensure learning experiences happen in a safe environment for young children, while building relationships with families.**

### **WE BELIEVE...**

1. that building a strong relationship is the key to any program
2. *with parents we can promote a safe, secure, healthy environment for children based on respect and open communication*
3. that self-esteem is enhanced through feelings of unconditional acceptance
4. that we will guide children's' behaviour to self-discipline through positive discipline, setting limits and encouraging problem solving
5. that children learn best through hands on experience and consistent routines
6. that programs will be planned to meet the unique needs of each child.

Our program statement is consistent with Ontario's policy statement on programming and pedagogy. Our program uses this document as a reflective guide while following the How Does Learning Happen document under the **Child Care and Early Years Act**. The program statement goals and approaches are reviewed by all staff, students on an annual basis or as changes are made.

The pedagogical document from **How Does Learning Happen** will be used to promote a balance of stimulation and relaxation that provides the basis for children's learning, development, health, and well-being. We continue to strive to promote growth and the development if each child as a unique person who is capable and valued.

It is the goal of Our Kids Count Home Childcare Program to **promote health, safety, nutrition and well-being of the children**. We incorporate play-based learning through experiences and an environment that encourages children to learn and grow to their fullest potential. Children's learning will be displayed throughout the program for a visual representation of their creative thinking. Children must be valued as individuals that are competent, capable, curious, and rich in potential. Documentation panels, boards or display tables are some of the ways we will show families and the children their creative work is valued. Children have healthy food choices offered throughout their day. Many policies are developed to ensure the health & safety of children. Goals focused on children's learning around belonging, engagement, expression, and well-being will keep our focus on children first and foremost.

Our Private Home Childcare Programs **support positive and responsive interactions among the children, parents and staff**. In our environment, children are viewed as active contributors to their own learning, with the Home Childcare Provider as being a co-learner and role model, which would assist in children developing self-regulation skills. Programs lead with respect and follow positive guidance strategies to support children's growth and well- being.

Purposeful opportunities are planned to **encourage the children to interact and communicate in positive ways that will support their ability to self-regulate**. Children will have a balance of

space available for them to explore both active and quiet activities. Children can have available items from home to assist them when away from home. Our Providers spend time observing and listening to the children and responding to those observations. Changes to the environment may be made in order to respond to the child's needs.

Our focus & goal is to **foster each child's exploration, play and inquiry**. Our Providers encourage the children to manipulate, and experiment in their environments. Children are supported to investigate, ask questions, solve problems, and learn from each other. Children are capable of investigating the world around them. They learn through opportunities to explore, play, and interact with their environment. Providers will use visual arts, music, and developmentally appropriate manipulative toys to provide opportunities for exploration and use of materials in a variety of way while promoting children's natural curiosities and inquiry.

Providers plan & provide a balance of **child-initiated and adult supported experiences**. This is done through observations of the child and creating those inviting environments. Providers will role model and build upon learning experiences to provide

challenging opportunities as the children grow and advance their skills. Parents are viewed as valuable resources in planning experiences for their child. **Each child’s learning and development will be supported through creative positive learning environments and experiences.** Children will have many areas available to them through outside play and indoor areas, including spaces for art, quiet areas and areas for engagement. These spaces will often be revisited by Providers as the needs of the children change to ensure they are creating a positive learning environment.

Home Childcare Providers 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 receiving care.** We provide smooth transitions and meaningful choices throughout a child’s day. Flexibility within our schedules allows for activities to be followed through upon for as long as the children are interested. When staff observe the children, they are responding to their lead which allows the Providers to plan appropriate opportunities throughout the day. EG: rest, outdoor play, or meals.

We plan to **foster the engagement of and ongoing communication with parents about the program and their children.** Parents and Guardians are valued, with open lines of communication being supported through face-to-face interactions, telephone calls, emails, or through Teams. We strive to build trusting relationships creating a cooperative relationship with the families. Providers will involve parents through the use of photographs, celebrations, drawing on a special skill set, and incorporating any cultural preferences. Creating a sense of “Peace of Mind” in our families is an integral part of the relationship building process.

We involve **local community partners and allow those partners to support the children, their families, and staff by viewing our community as a valuable resource to all.** We connect with Children Centre Thunder Bay to support the children through the consultative process of a Resource Consultant. The mental health and well-being of the children and their families can also be supported through working with a variety of children services in our area. See the detailed list of our community partners further into our parent handbook.

Our Kids Count **supports staff with continuous professional learning opportunities.** Our team is provided with opportunities for training whether self- directed, virtual, or designed at a self-paced model. Providers connect regularly with the Supervisor to discuss strategies of how they will meet their continuous learning goals. Training opportunities reflect a balance of child/program needs, professional needs, and overall state of our community needs. Providers will engage in two professional learning days per year where they can participate in rich opportunities to develop and enhance their skill set.

The Provider will **document and review the impact of the strategies set out in the program statement on the children and their families.** This is conducted by meeting the expectations of our children and families and the Ministry of Education. Staff will use the goals of the program statement to guide the process of observing, documenting, studying and discussing the children’s experiences, as we co-construct knowledge with the children and their families.

As you continue to read through the parent handbook, you will see more examples of how we integrate these goals throughout our childcare programs. Documents from the Ontario Ministry of Education can be viewed at: <http://www.edu.gov.on.ca/childcare/>.

## **Learning through Play**

Philosophers from long ago realized the relationship of children's activities to learning. In early times this activity we now call "play" was thought to be mainly amusement and with not much significance. We may often overlook the importance of its influence on the development of a child.

Play is a child's work. The world is the laboratory – the child is the scientist. Play is the research by which a child explores herself in relation to the rest of the world. It is easy to see how children develop physically as they learn to run, jump, balance, and climb. It is not so easy to see a child acquire a deeper understanding of themselves and others through the roles they choose and the materials they use.

Play is a time for the child to make choices and understand the consequences of decisions they make. It is a time for developing social skills and cognitive skills, problem solving, experimenting and meeting new challenges physically as well as intellectually and emotionally.

Children must be challenged in their environment. Observation of children's skills at play is an important component of finding out where children are at. Some children need help to enter play situations. It is the educators' role to help children enter group situations, encourage these interactions and set them up in the environment in a natural way. The opportunity to play freely is vital to a child's healthy development. It is important to have a balance between play opportunities and routines, it provides variety and opportunities for self-direction.

## CHILD PROTECTION

### MANDATE

The Child and Family Services Amendment Act requires that “if a person has reasonable grounds to suspect that a child is or may be in need of protection, the person must promptly report the suspicion and the information upon which it is based to a Children’s Aid Society”. (Refer to Child and Family Services Act CFSA s.72 (1))

### THE LEGALITIES OF CHILD PROTECTION

- The Child and Family Services Act recognize that persons working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. It is an offence to fail to report.
- Effective September 1, 2005, it is the **Law** for anyone transporting children to make sure children are properly secured in an infant seat, child seat or booster seat. A child can start using a seat belt alone once any of the following criteria is met, child turns eight years old, child weighs 38 kg (80 lbs.), and child is 145 cm (4 feet 9 inches) tall. Drivers, parents, and caregivers (including grandparents, aunts and uncles) who fail to ensure that children are properly secured in a motor vehicle are subject to a \$90.00 fine, plus a \$20.00 victim surcharge and two demerit points. They are also putting their child at risk for serious life-long injuries, or possible death, as well as failing to provide adequate protection for their child. Effective immediately, please ensure that your child is seated in an age, height and weight appropriate car seat at all times, and ensure that the seat is installed according to the manufacturer’s instructions. If you are using a taxi service, advise the company when calling that you will have a child boarding the cab.
- Any professional who fails to report a suspicion that a child may be in need of protection is liable on conviction of a fine of up to \$1,000.
- The person who has the reasonable grounds to suspect that a child is or may be in need of protection must make the report directly to a Children’s Aid Society.
- The duty to report is an ongoing obligation. If a person has made a previous report about a child and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to a Children’s Aid Society.
- The duty to report overrides professional confidentiality except for in the relationship between a lawyer and a client.
- If a civil action is brought against a person who made a report, that person will be protected unless he or she acted maliciously or without reasonable grounds for his or her suspicion.
- **\*\*Also refer to “A Child in Need of Protection” a handbook on Child Abuse and Neglect for Early Childhood Educators. Administered by the Association of Early Childhood Educators, Ontario as a guide to assist you.**

### PROCEDURES

How the report will be made:

- A telephone call is the quickest and surest method of reporting a suspected case of abuse. Call 343-6100 to reach the Children’s Aid office in Thunder Bay. If calling after hours, the person reporting must

leave a telephone number so that a worker can return the call. There is a 24-hour/day emergency answering service.

- A call to police or an agency answering service is not a report. The person reporting must make the report of a suspected child abuse directly to a qualified Children’s Aid Society staff person.
- A written report must also be made in duplicate, with one copy remaining at the Centre and the other submitted to the Children’s Aid Society.

***The information on the report should include:***

- The name and address of the child
- The name and address of the individual suspected of abuse
- The nature of the suspected abuse (i.e., all physical and behavioral indicators leading to the conclusion of suspicion, including remarks from any interviews).
- The name, address, phone number and professional title and duties of the person making the report.
- Any contacts with relevant agencies or individuals (these people may be called upon at a later date.)
- The date, time, name and title of the person receiving the report should be noted for the written report and for follow-up with the agency.

**AFTER A REPORT\*\***

**PROCEDURE FOR REPORTING SUSPICIONS OF A CHILD IN NEED OF PROTECTION**

1. When you suspect and/or are concerned about a situation that you feel may be related to a child in need of protection, you must contact Children’s Aid immediately and consult with an intake worker. The worker will then assist you in determining whether or not a report must be made.
2. If a report is required, you should ask the Intake Worker if you could notify the family that a report has been made prior to CAS involvement.
3. All service providers would be encouraged to get the required Release of Information consent forms signed to encourage a “team approach” in working with families. However, due to policies on confidentiality, without signed consents the CAS cannot report back to referral sources.
4. Once a report has been made, you must notify the Program Manager or direct supervisor and complete the **Suspected Child Protection Reporting Form** and submit immediately to the Program Manager/Direct Supervisor. This document will be secured in a locked file at the main office of OKC.
5. Only staff members directly involved with the family will be advised that a report has been made and are encouraged to develop a plan, proactively, on how they can support the family.
6. After the family has been visited by Children’s Aid, they may come to the center or call you to ask if you made the report on them. It is **strongly recommended** disclosure to the family happen in order to maintain a trusting relationship with the family. The suggested procedure would include:
  - a) Let the family know your legal obligation. Let them know that you want to help them gain specific skills to assist them in parenting their child that will meet the requirements CAS expects.
  - b) Help the parent move from focusing on “who did it?” to “what do I need to do differently?”

If the staff who reported feels that safety for them is an issue, it is recommended that disclosure not happen. Other staff will respect this decision.

**Our policy is to support the family in any way that we can to help resolve the concerns. A strength-based approach would be to ask the CAS worker what supports the family can access because they are involved in CAS, to give the family some positives about being involved with CAS.**

## HOURS AND STATUTORY HOLIDAYS

The hours of care may vary between **7:00 am to 5:30 pm** (depending on location).

### Monday to Friday.

The following statutory holidays will be observed by all home childcare program.

* NEW YEAR'S DAY		
FAMILY DAY	VICTORIA DAY	*CHRISTMAS DAY
GOOD FRIDAY	CANADA DAY	* BOXING DAY
EASTER MONDAY	CIVIC HOLIDAY	PROFESSIONAL LEARNING - SPRING
THANKSGIVING	LABOUR DAY	PROFESSIONAL LEARNING - WINTER

*\* Christmas closure is reviewed yearly, and the operation may be closed through the holiday season.*

When any of the above-named statutory holidays fall on a Saturday or Sunday and are not proclaimed as being observed, the following Monday or Tuesday shall be deemed to be holidays.

Parents are responsible for finding alternate care for their children on the day the home childcare programs are closed due to statutory holidays.

## ENROLLMENT CONTRACTS

An enrollment schedule must be completed for each child attending Home Child Care indicating the hours and days of care required. A copy of the Parent's school timetable is required, if applicable.

The charges will be based on your child's enrollment schedule. If you use care over and above the contracted hours, you will be charged accordingly.

The Division reserves the right to terminate individual contracts at any time where it considers that to be in the best interests of the child, other children or the efficient and proper operation of the Program itself.

The client is required to give 10 days' notice to change the enrollment contract, or to terminate care. Failure to give notice could result in the client being charged.

Subsidized childcare is only available as approved by the Child Care Worker. A thirty (30) minute travel time will be allowed before and after your work/school schedule and as approved by the Child Care Worker.

Subsidized care can only be used while working or attending school unless otherwise approved. For example: vacation

Study time can be granted by the Supervisor in consultation with the parent, depending on availability of space.

It is the parent's responsibility to pick up their child(ren) on time, as noted in their enrollment schedule, and prior to 5:30 pm or to make alternate arrangements for pick up. Late penalty charges will be assessed for care after 5:30 pm. If you are unable to comply with the hours of operation, care will be discontinued.

It is the responsibility of the parent to inform the center and Our Kids Count regarding any changes. For example: a change in your work hours, school schedule, pick up persons, address, or phone numbers etc.

## **PAYMENT METHOD**

### ***HOW DO I PAY FOR THESE SERVICES?***

**Payment may be made at the following**

**Location: Our Kids Count 704 McKenzie Street**

#### **1. Remittance by mail should be sent to Our Kids Count and made payable to same.**

Pre-authorized Payments can be made by credit card on the due date of each month. Credit Card information will be collected by Our Kids Count through our main office.

Overdue accounts will be dealt with in regular collection manner. Overdue accounts can result in termination of your childcare.

During the initial interview it is the parent's responsibility to bring official documentation regarding their subsidy approval or subsidy cannot be determined.

- \* It should be noted that it is the parents' responsibility to notify their Child Care Coordinator and TBDSSAB immediately regarding changes to their financial status, as it may affect their subsidized rate.
- \* In order to obtain your Notice of Assessment call Canada Revenue Agency 1-800-959-8281 or go to **[www.cra-arc.gc.ca](http://www.cra-arc.gc.ca)**

## **ABSENCE ALLOWANCE**

- The parent will be given absence days in accordance with their child's enrollment. The number of days you receive are calculated and pro-rated for the calendar year. If your enrollment changes during the year your absence allowance may change accordingly.
- These absences include any vacation time, sick day, etc.
- When you receive your statement, it will show absences used and your remaining absences.
- Daily rates are applied on all absence days allotted.

**PARENTS' RESPONSIBILITIES  
ARRIVAL/DEPARTURE**

- Bring your child to the provider.
- Be sure the provider knows of any special care needed for that particular day.
- Ensure that the provider knows when you are taking your child from the child care program. Please sign out your children on our attendance sheets.
- Please notify the Provider daily of any absenteeism, or schedule changes.
- When alternate arrangements for drop off or pick up of children is required you must notify the Provider.

**CUSTODIAL PARENTS**

It is advisable to provide the Home Childcare Program with a copy of the custody papers that outline the non-custodial parents right to visitation if applicable. The Provider will uphold the information contained in the custodial agreement. This will allow the Provider to deny access of the child to the non-custodial parent, if necessary. This procedure is established to protect the child and custodial parent. However, if the custodial parent requests that the non-custodial parent have access to the child then this will also be upheld.

**CONTACTING PARENTS OR EMERGENCY BACK UP CONTACTS**

Once your child is registered in the Home Childcare Program, parents/guardians must leave the following information with the Provider

- Telephone number(s) at work, school, training center where parents can be contacted daily.

**Parents attending school** (College, University, High School) must leave the Child Care staff with:

- A copy of current timetable with classroom numbers clearly marked.
- The Program Coordinator's name and extension number.
- Name of building where classes are held (i.e., College–Shuniah; University –Agora).
- Schedules, dates, and location name of field placements.

**Any changes to ANY OF THE ABOVE information must be given to the Provider as soon as they happen.**

Two (2) additional contact names and numbers must also be made available to the Provider in case you cannot be reached. We suggest you use someone who is reliable and fairly stationary during the day. Please be sure to notify the backup contacts that you will be giving us their name, telephone number and address to use as an emergency backup contact. They should also be prepared to attend to your child at the hospital if necessary if you cannot be reached.

## TRANSPORTATION

Parents are responsible for transporting their children to and from the Home Childcare Program as well as arranging transportation to and from school. You are to provide the Provider with the school bus schedule, the times of arrival and departure and destination to ensure that your child is placed on the appropriate bus at the correct time. When your child is going to be absent from school you must inform the bus company and the Provider of any changes.

Junior Kindergarten and Senior Kindergarten children will be placed on a bus and received off the bus by an adult. Children in Grade One and over do not necessarily require adult assistance.

In the event that you need your child to go home by taxi, you must make all the necessary arrangements with the cab company, including the child's name and the destination where the child is to be taken. The Provider will **not** make arrangements and they will **not** give any particulars to the cab driver. Children under **40lbs** must be transported in an approved car seat. Please call Ministry of Transportation for more details.

**IT IS THE GOAL OF OUR KIDS COUNT TO  
PROMOTE HEALTH, SAFETY, NUTRITION AND  
WELL BEING OF THE CHILDREN**

## CHILD CARE CENTRES SAFETY

Our Homes are inspected by the Fire Department, Thunder Bay District Health Unit, Health & Safety Committees, and The Ministry of Education for licensing purposes.

Parents are encouraged to download Crafts. It is a free mobile app. which will alert parents on unexpected closures, weather, events, and emergencies in a timely manner.

## ACCIDENT AND EMERGENCY POLICY

### EMERGENCY CLOSURE

In the event of an emergency closure parents are encouraged to stay abreast of updates by checking voice mail message left at the Provider, local news update, Facebook page, and PINGSTREET.

### FIRE

A plan of evacuation in case of fire will be posted at every home in the event of a fire, staff will clear rooms in an orderly manner according to the plan. Once evacuated, a head count of children will be taken to ensure everyone is out. Providers will not leave to call in an alarm until all children are safe and accounted for.

Fire drills will be held throughout the year to prepare the children for emergency evacuations.

### EMERGENCY SHELTERS

**Each home childcare program will have an emergency shelter near their home that will be listed on the fire evacuation plan, and all families will be aware of this location.**

### INCLEMENT WEATHER

To ensure the health and safety of all participants, we have a plan in place for the possible closure of our Programs due to inclement weather.

In the event of unsafe weather conditions, Parents will be informed of possible delayed openings (9 am start), closures or early pickups through our Facebook page, Instagram pages, PINGSTREET, local radio stations, and by email or phone call.

The following procedures will be followed in the event of deteriorating weather conditions:

- The City of Thunder Bay will reach a decision and it will be announced by 630am
- Parents/Guardians will have received a notification message identifying closure, delayed opening, or early pick up of children
- In the event of a delayed opening, the programs will be open at 9am.

## **EMERGENCY MANAGEMENT POLICY**

The Program has developed an emergency management policy for staff to follow in the event of various emergencies. (i.e., lockdown, hold and secure, etc.). A copy can be provided on request.

## **UTILITY FAILURES**

In case of failure of electricity, water supply or heat the Provider shall use her discretion in determining cancellation based on health and safety needs of the children.

## **ILLNESS/PANDEMIC**

In the event of a communicable disease such as H1N1 Influenza or Covid-19, all precautions and best practices for infection prevention and control to reduce the risk of transmission are followed. The Ministry of Health and Long-Term Care, Thunder Bay District Health Unit (TBDHU) and Ministry of Education Guidelines for Schools/Childcare Facilities are followed.

As with all illness/communicable diseases, parents will be informed about the potential exposure and symptoms to watch for based on local health unity guidance.

## **ACCIDENTS AND SEVERE ILLNESS**

Standard First Aid Training and Infant and Child CPR training are ongoing for providers. Minor accidental injuries (minor cuts, bumps, abrasions, etc.) shall be treated immediately by the provider as necessary and documented on an Accident Report.

In the case of more serious injury or illness (hard blows to the head; cuts that may need stitches, sudden high fever, question of broken bones, etc.) the provider will notify parents as soon as possible. If unable to contact the parent, the emergency backup person will be contacted.

In case of a serious illness or accident that threatens life or the immediate wellbeing of the child, an ambulance shall be called. The provider should accompany the child to the hospital if possible and remain there until the parents arrive. If this is not possible due to ratios at the program, the child will go with the ambulance and the parent/emergency person will be notified.

Serious Occurrences will be completed online and submitted to the Child Care Licensing System.

**Home Childcare Programs will post a high-level Serious Occurrence Notification Form in the program when a serious occurrence has happened.**

## **HEALTH REGULATIONS POLICY**

Our Kids Count requires that children not attend the Centre if they are ill and unable to participate in the program. Children with a combination of two or more symptoms listed below should be excluded until a physician has examined them or they no longer have symptoms. Staff may call the Thunder Bay District Health Unit if unsure of any illness.

### **PROCEDURE**

Symptoms of a child that should not be at the center include: any combination of symptoms - two or more

Unusual Behaviors	Child looks or acts differently: unusually tired, difficult to awaken, irritable, inconsolable crying, pale, confused, lacking appetite - unusual for that child.
Respiratory Symptoms	Difficult or rapid breathing or severe cough child makes a high-pitched croupy whooping sound after coughing or is uncomfortable due to continuous coughing.
Vomiting	Two or more episodes of vomiting in last 24 hours.
Diarrhea	An increased number of abnormally loose stools in the previous 24 hours. Observe child for other symptoms such as fever, abdominal pain or vomiting.
Fever	Under the arm or oral temperature of 38 or higher: Especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache, stiff neck, rash, or change in behaviors.
Eye/Nose Drainage	Thick mucus or pus draining from the eye or nose.
Itching	Persistent itching or scratching of body or scalp.
Rashes	Sores with crusty, yellow or green drainage, which cannot be covered by clothing or band aids. Children who have a rash but no fever or change in behaviors can attend, although should be seen by a physician.
Unusual color	Eyes or skin yellow (jaundice) Urine is dark or tea colored Stool is grey or white

For further information on any illness, we will call the Thunder Bay District Health Unit.

In the event that a child becomes ill at the Centre, the staff is required to contact the parent, note information on the tracking sheet and complete an Illness Form that will be placed in the illness file at the center. If the illness is communicable, it is to be reported to the Thunder Bay District Health Unit. Staff will follow the procedure outlined in the reporting form.

Lice is not a reportable disease it is a social nuisance. Children who have lice will not be discriminated from attending regular programming. Taken from the TBDHU

### **COMMUNICABLE DISEASES**

Refer to the Childhood Infections Manual located at each Program.

## **RULES FOR GIVING MEDICATION**

Parents are expected to administer medications at home. If scheduling is impossible the Home Childcare Program will give medications under the following regulations as outlined in the Child Care and Early Years Act.

- If your child is using any special medication be sure to inform the Home Childcare Provider
- All medication must be given directly to a provider
- All medication must be stored in our locked containers as per the Child Care and Early Years Act, to ensure the safety of all children.
- Parents will be required to sign an authorization for medication to be given during Home Childcare hours. Please ensure all areas are completed.
- Medications must be kept in their original containers bearing the original label with legible information stating:
  - a) prescription number
  - b) name of drug
  - c) strength and quantity of drug
  - d) expiry date
  - e) directions of use
  - f) child's name
  - g) physician's name
  - h) date of issue
  - i) name of pharmacy
- If the medication is a controlled substance the pills are counted when they are brought into the Program... (i.e., Ritalin).

## **NUTRITION**

The Child Care and Early Years Act requires that lunch consist of a full course meal. These meals must meet with The Canada Food Guide Nutritional Standards. The menu is posted two (2) weeks in advance for your information and planning.

Accommodation may be made to provide special diets for children. The diet requirement of your child should be discussed with the Home Childcare Provider. If special foods are required which are not maintained in the Program, the parent would be required to provide this.

Snacks are provided twice daily, usually consisting of fruits, water and nutritional foods. Snacks are served at mid-morning and mid-afternoon. Lunches are provided from 11:15 a.m. to 12:00 Noon.

## **ALLERGIES**

It is the parent's responsibility to notify the Provider of any allergies that your child has. These will be recorded on your child's enrollment form. Allergies will be posted in accordance with the Child Care and Early Years Act.

## **Anaphylactic Allergy**

When a child has a life-threatening allergy, parents are responsible for ensuring that a valid EpiPen is provided for the child. This is mandatory for the child to attend the childcare program. As stated in the Child Care and Early Years Act, an Individual Plan will be completed by the Home Childcare program and the parent. Training from a physician or parent will be part of this plan. All staff and students review this policy and training requirements on an annual basis.

**The program will have a strategy in place to reduce the risk of exposure to anaphylactic causative agents:**

### **Initial Parent Interview**

1. Upon initial interview, a child detail form is completed and signed by the parent/guardian, addressing the individual child's allergies. All new parents are informed of our specific center allergies.
2. If a child is identified as anaphylactic, a health care plan will be implemented in cooperation with the parent. The health care plan will include the following:
  - a description of the child's allergy;
  - monitoring and avoidance strategies;
  - signs and symptoms of an anaphylactic allergy;
  - action to be taken by the provider in the event the child has an anaphylactic reaction;
  - parent/guardian consent that allows provider to administer the allergy medication in the event their child has an anaphylactic reaction (medication forms);
  - emergency contact information;
  - a reminder for the parent to inform the centre if the child's allergy changes or if there has been a change in the Health Care Plan, or if the child has outgrown the allergy and no longer requires medication.
  - Where the EpiPen is stored in the providers home.
3. The medication form will be completed and signed by the parent.
4. Parents with an anaphylactic child will be required to provide a valid EpiPen each time their child is in care. The child will not be allowed to stay in care if the EpiPen is not provided or has expired.
5. The Parent will provide training on the procedures to be followed for their child. Training on the use of the EpiPen for providers can be completed by a qualified trainer.
  - Record of training on the use of the EpiPen will be documented.

### **Communication Plan for Staff, Students and Volunteers**

1. All providers will be made aware of children's allergies during their initial orientation.
2. The anaphylactic policy and the child's Health Care Plan, including the emergency plan will be reviewed and signed by the following:
  - all providers prior to child enrolling and annually afterwards. (dates will be kept on file).

Ongoing training of providers will be provided in the use of the EpiPen as required. Instructions on the use of the EpiPen will be posted by the allergy list.

1. Children's allergies will be available for reference at all times in all areas where the child is present.
2. Where applicable, the home will advise the child care caterer of the food/causative agent not to be used in food prepared for the home. Appropriate food substitutes will be provided.

## Storage of anaphylactic medications

If parents request the child be responsible for carrying and administering their own medication, written permission is required and is to be kept in the child's file. Upon leaving the premises for any outing, provider will check with the child to be sure they have it with them prior to leaving.

A child that does not administer their own medication will have medication forms filled out and the EpiPen will be kept in an easily accessible location. The child's Health Care Plan will state where the EpiPen will be kept in the room or whether the child carries their own. On any outing, provider will ensure the medication is taken.

Provider will be encouraged to provide opportunities in their home to assist the children in learning about allergies and assisting to keep all children safe.

# OUR CHILD CARE PROGRAMS SUPPORT POSITIVE AND RESPONSIVE INTERACTIONS AMONG THE CHILDREN, PARENTS AND STAFF

## CODE OF ETHICS

### Obligation to Children:

As persons working with and for young children, we are committed to promoting developmental care and education for each child in cooperative relationships with the family and the community. Early Childhood Education programs enable children to participate fully in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical, and cognitive areas of development. A person working with young children is obligated to:

1. Maintain and promote each child's self-esteem.
2. Recognize and respect the uniqueness and the potential of each child.
3. Be accepting of all children, respecting race, belief system, gender, national origin and socio-economic status.
4. Accept and integrate into regular programs the child with special needs when such integration is advisable and sufficient support is available.
5. Be familiar with the knowledge base of Early Childhood Education and demonstrate this knowledge in program practices.
6. Create and maintain a safe and healthy setting that supports the positive growth and welfare of children.
7. Refrain from physical punishment, verbal abuse (e.g., sarcasm, ridicule) and psychological abuse (e.g., threats, encouraging fear) of children in interactions with them.
8. Maintain the confidentiality of information obtained in the course of professional dealings with children and families. However, when concerned about a child's welfare, it is permissible to reveal confidential information to agencies and individuals who may be able to act in the child's interest.
9. Recognize symptoms of child abuse and know and act on law pertaining to child abuse.
10. Involve all individuals (colleagues and parents) in decisions concerning the child.
11. Report in a responsive manner and through the appropriate channel's instances of non-compliance with laws and regulations to those who will take corrective action.

12. Advocate and contribute to the extension of public information and education about children's needs for quality services.
13. Advocate for policies and laws that promote the well-being of children and their families.

**Obligation to Families:**

Families are of primary importance in children's development Home Childcare Providers working with families are obligated to:

- Develop relationships of mutual trust with families they serve.
- Respect the dignity of each family.
- Respect families' child rearing values and their right to make decisions for their children.
- Interpret each child's progress to parents within the framework of a developmental perspective and help families understand and appreciate the value of developmentally appropriate program

**Behaviors Management Guidelines**

Corporal punishment is forbidden in any licensed facility. Our goal for every child is self-discipline or internal control.

**Limits on Behaviors**

- Activity that hurts another person – adult or child
- Activity that hurts oneself
- Activity that damages the premises or equipment

Firm, clear responses and consistent follow-up is practiced when a child needs external control. Children are encouraged to settle disputes through the use of language, i.e., telling the offender how they feel. The Adult encourage the children to come to a solution beneficial to all.

**Application of Guidance Strategies**

There are several ways to apply the knowledge of relationship building to assist the adult in guiding a child's behaviors towards the preferred goal of self-control.

**Eye Contact:** looking at a child without judgment, without comment, gives the child the opportunity to take control on his/her own.

**Physical Proximity:** stand near the child; approach him/her slowly and calmly. You may want to touch the child very lightly. The child still has a chance to control his behaviors and maintain self-respect.

**Get down to the Child's Level:** Bend down when speaking to them; this will assist in getting their attention.

**Verbal Cueing or Problem Solving:** Let the child know verbally what you want or expect. This can be done by outlining available choices and allowing the child to be responsible for the solutions. This not only builds self-esteem but self-control.

**Label Feelings:** recognize the feelings of the child and let him/her know its O.K. to feel that way. This is called Reflective Listening, e.g., "you sound very angry"

**Praise Child for desired Behaviors:** it's O.K. to comment on the behaviors of other children as long as it

does not create a win/lose situation. Effective praise is important, e.g., “you did a great job of cleaning up the playroom” but when you are labeling a child a “good girl/good boy”, you are giving the child empty messages.

Praise has two parts: Our words and the Child’s interpretation of our words. Comment on the behaviors rather than the child. Don’t praise a child for everything they do, this becomes less effective when a child hears it all the time.

**WE ENCOURAGE THE CHILDREN TO INTERACT AND COMMUNICATE IN A POSITIVE WAY AND SUPPORT THEIR ABILITY TO SELF-REGULATE.**

**CODE OF BEHAVIOUR**

The Home Child Care Program needs to provide a safe and comfortable environment for all children to learn and grow. In guiding children, our goals are to help children feel good about themselves, to help children develop self-discipline and to consider the needs and desires of others. In order to accomplish this goal, we need to work together.

**Staff are expected to:**

- state rules as clearly as possible in a positive way.
- give choices only when a choice exists.
- step in before a problem occurs and redirect the children to an alternate activity.
- treat all children with dignity and respect.
- set and consistently apply limits that are appropriate to the development level of each child.

**Children are guided to:**

- behave in a non-violent manner that is non-disruptive, non-threatening or dangerous to themselves, other children or staff.
- use proper and polite conversation, verbal abuse or use of foul language is not acceptable.
- respect the Child Care Centre's property and the property of others.

Most children will follow this code of behaviors without any difficulty. In the event that a child contravenes these expectations, the following may occur:

1. Staff will meet with the family concerning appropriate behaviors and request assistance in resolving the conflict.
2. Supervisor, parent and staff may consult further to develop strategies and to seek out resources.
3. When contravention to the code occurs and the behaviors is not resolved after all efforts made, the childcare will be suspended or terminated by the Supervisor. We will support the family with alternative options that meets the child's needs.

If you have any questions, please feel free to discuss our Prohibited Practices Policy with our Staff.

**PARENTS ISSUES AND CONCERNS:**

Home Child Care Programs value hearing from you as a parent. It is essential to the delivery of quality education and care for your child/ children.

We encourage you to address your suggestions and concerns in the following manner:

**PROCEDURE FOR PARENTS:**

Step 1: Talk with your child’s provider. Let them know you have a suggestion or concern.

Step 2: If your concerns have not been addressed, please speak with the Program Coordinator:

**PROCEDURE FOR LICENSEE AND EMPLOYEES:**

Step 1: Discussions between the Parent and Coordinator should occur involving respectful discussions identifying the concern.

Step 2: The Supervisor will facilitate the process of conflict resolution within 2 business days. This process will ensure that satisfactory results are achieved for all.

Step 3: All involved will work together to develop an action plan (if appropriate) outlining steps to take, resources required, and timelines.

We firmly believe that open lines of communication between all parties make a good working relationship.

**OUR FOCUS & GOAL IS TO FOSTER EACH CHILD'S  
EXPLORATION, PLAY AND INQUIRY**

**TOYS AND BELONGINGS**

The Home Childcare Program is in no way responsible for lost or broken items. Children are encouraged to leave toys at home, as all of our programs are well equipped with resources.

Electronic devices should not be brought to the program.

**FIELD TRIPS**

Field trips outside of the premises of the Child Care Centre will occur from time to time to enhance the regular programming. The Consent form is required to be signed when you fill out the paperwork at your Child Care Centre. Notification of field trips will be posted in advance on a "Field Trip Form" in a conspicuous location.

This form will include  Destination  Date  Times of departure and return  
 Group/Staff participating  Mode of transportation.

In the event that the entire Centre (children and staff) are to participate in the field trip, the parent must make alternate arrangements for care during the times of the outing if their child is not permitted to attend.

**Exception:** Neighborhood walks can occur without prior notification.

## **WE PLAN & PROVIDE A BALANCE OF CHILD-INITIATED AND ADULT SUPPORTED EXPERIENCES**

### **ROUTINES**

Daily schedules are posted at each Program. Toileting, eating, sleeping and activity times are incorporated into the daily schedule. Although times and schedules are posted, they are used as guidelines to ensure consistency for the children. These schedules are adjusted, flexible and seasonally adjusted based on weather and children's interest.

Parents will be responsible for providing diapers, wipes and necessary creams for their child's diapering needs. Please inform Provider of any creams/medications as an authorization form is to be completed.

### **REST TIME**

We acknowledge that children require some rest/ relaxation time to balance their active play. Some children may take a relatively long rest period, and others require short periods, and we recognize that these needs may change from day to day or week to week. The need for rest or sleep varies at different ages and even among children of the same age; but rest is an important part of the day for all children.

The children are provided with cots/mats with sheets and blankets. Children may bring something for comfort i.e., blanket, stuffed animals, etc. Soft music or story tapes may be played in the background for your child's enjoyment. Children unable to sleep are offered alternative quiet activities. Program provided bedding is laundered weekly.

**EACH CHILD'S LEARNING AND DEVELOPMENT WILL BE SUPPORTED THROUGH CREATIVE POSITIVE LEARNING ENVIRONMENTS AND EXPERIENCES**

**GOAL OF EARLY CHILDHOOD EDUCATION**

Home Childcare Programs are designed not only to provide for the health and safety of the children entrusted to its care, as well as promote the total development of the child, mentally, physically, emotionally, and socially. This goal is reached through a carefully planned program of indoor and outdoor activities. Every Program has an abundant supply of play materials suited to the needs of the children. This is achieved with a program of stimulation and relaxation, providing the basis for a nurturing, happy environment.

Our Kids Count provides Home Childcare Programs that:

- to provide quality childcare programs to assist parents to attend school or work.
- to be a resource to the family unit in areas of parenting, child guidance and child development.

**CURRICULUM PLAN**

The Private Home Childcare Program will provide an Emergent Curriculum which will promote self-esteem, self-help, social/behavioral, cognitive, and physical development in a safe, comfortable environment.

- The Home Childcare Provider will plan and implement the program based on individual strengths, needs and interests.
- Age-appropriate toys will be provided and various activities to stimulate the development of the child.
- The program will be flexible and offer alternate play.
- Activities and materials will be varied on an ongoing basis.
- Both group and individual activities will be encouraged.
- Activities which promote both fine and gross motor skills are offered.
- Provisions will be made for both quiet and active play.
- The program will allow for problem solving and decision-making situations.
- Outdoor play will be an important component of the program.  
The daily program plan and timetable will be posted, and any variations will be noted each day.

**OUR HOME CHILD CARE PROVIDERS WILL INCORPORATE INDOOR AND OUTDOOR PLAY, AS WELL AS ACTIVE PLAY, REST AND QUIET TIME, INTO THE DAY, AND GIVE CONSIDERATION TO THE INDIVIDUAL NEEDS OF THE CHILDREN RECEIVING CARE**

**THE ENVIRONMENT**

The environment including the physical setting, furnishings and equipment are designed and set-up with children in mind. Careful planning features color, traffic patterns, flexibility and the use of space. Great attention is given to displaying the materials to encourage participation of the child. In addition, emphasis is placed on having the environment “self-service” for the child so that he/she can manage all routines and the use of materials with a minimum of help.

The outdoor play area is an essential part of your child’s day. The area is planned specifically to promote a healthy, active outdoor experience.

**CLOTHING REQUIREMENTS**

Dressing and undressing is a learning process. You can help it be a happy experience by dressing your child in suitable clothing which they can manage independently.

The Child Care and Early Years Act stipulates that each Program must program **outdoor play** into the daily routine at least 2 hours per day. Parents must dress children appropriately for indoor and outdoor play.

- Assist your child with his/her outdoor clothing prior to you leaving him at the Centre. Encourage independence.
- An extra change of clothing is required in case of accidents.
- In Spring, rubber boots are a must. Splash suits or pants would be an asset.
- In Winter, snow suits and boots with extra socks and mitts and hats.  
**No scarves please, only neck warmers.**
- Sun hats and protective clothing are recommended for summer (see Sunscreen Policy).
- Your child’s name should be clearly marked on all belongings.
- A pair of shoes is required for indoor use.
- Remove all drawstrings from the head and neck area of children’s outerwear.
- Make sure all drawstrings remaining at the bottom of outerwear is only 8 cm or 3 inches when fully stretched.
- Make sure the end of the drawstring is free of knots, loops, or toggles, as they can get caught in equipment.
- Ensure that new purchases of children’s clothing have alternative closures to drawstrings like elastics, buttons, velcro, or snaps.
- For summer fun, bathing suits/towels may be required.

For the comfort and well-being of your child(ren) we hope these tips will be kept in mind when preparing your child for Child Care.

“Messy Moments” are often teachable moments.

## **SUNSCREEN**

It is the policy of Our Kids Count that all children playing outside and exposed to UVA and UVB rays (from early spring to late fall) must wear sunscreen.

### **Parental Responsibility:**

It is the parent's responsibility to apply a waterproof, long lasting sunscreen with a sun protection factor (SPF) of at least 15 on their child. The sunscreen must be applied daily **prior** to your child entering the Private Home Childcare Program.

It is also recommended that the parents provide the Private Home Childcare Program with a sunscreen (SPF 15 or more) in case the children remove their clothing (i.e., warmer weather, waterplay, etc.). The Home Childcare Provider will reapply sunscreen in the event that your child requires it. Please label the sunscreen container clearly with your child's name.

The Home Childcare Provider will provide at least two days' notice for you to replenish the supply when necessary.

It is strongly recommended that protective clothing be worn. (i.e., wide brimmed hats, long sleeved, loose, light clothing.)

**WE PLAN TO FOSTER THE ENGAGEMENT OF AND ONGOING COMMUNICATION WITH PARENTS ABOUT THE PROGRAM AND THEIR CHILDREN**

**PARENT INPUT**

Parent input into the program is valued. There are many ways you can be involved in the Program such as:

1. Site visit.
2. Ongoing communication.
3. Parents may communicate messages in writing for Providers (communication books may be incorporated)
4. Participation in open house activities, special events.
5. Suggestion boxes, surveys.
6. Individual interview can be arranged upon request.
7. Participating in our program.
8. Community resource information is available on site.

Please speak to the Provider and/or Coordinator if you have a suggestion, question, or concern. The Ministry of Education licenses the programs. The license & summary report is posted in each program for families and visitors to see.

Please see the poster and pamphlets “Child Care in Ontario” for the Ministry contact number and website.

Online licensing inspection findings are available at <http://www.ontario.ca/ONT/portal61/licensedchildcare>.

**WE WELCOME COMMUNITY PARTNERS AND  
ALLOW THOSE PARTNERS TO SUPPORT THE  
CHILDREN, THEIR FAMILIES AND STAFF**

**SERVICE COORDINATION IN THE PROGRAM**

We are pleased to offer a variety of supports and resources to our families and their children while in our Programs. These supports are offered through agreements and protocols with a number of agencies from within our community. These supports may include service coordination, program observations, consultation regarding the child's development, parenting supports, intervention services and case management. Some of the agencies that are involved with our program are (but not limited to):

- Thunder Bay District Health Unit
- Children's Centre Thunder Bay
- Dilico Anishinabek Family Centre
- Children's Aid Society
- George Jeffrey's Children's Treatment Centre
- St. Joseph's Preschool Speech and Language Services
- Thunder Bay District Social Services Administration Board
- Ministry of Education
- Lakehead Public School Board
- Thunder Bay Catholic District School Board
- Thunder Bay Multicultural Association

In the event that a child requires further specific and individualized services, permission from the child's parent or legal guardian is required and confidentiality will be maintained.

**Volunteers and Visitors**

Licensed PHCC Providers will ensure ratios, safety and programming requirements are met when visitors/students and volunteers are present when program is operating.

**Procedure:**

- Age Appropriate programming is incorporated during visitors /volunteers stay
- Visitors are responsible for any visiting children 12 years of age and under
- **Visitors/volunteers are never left alone with the children who are part of the licensed program and must be supervised**
- Parents/Guardians are advised of the visit
- Visits should not interfere with the Providers program

## **OUR KIDS COUNT SUPPORTS STAFF WITH CONTINUOUS PROFESSIONAL LEARNING OPPORTUNITIES**

Providers enter employment with varying levels of knowledge, skill, and experience. Providers must understand what is required of their work, and as well need opportunities to acquire new information and support to upgrade and continue to improve their skills, knowledge and approaches.

Provider training and development opportunities are made available to providers on a regular basis. Training modules are available through internal, external, online and paper formats.

### **EXAMPLES OF TRAINING: (BUT NOT LIMITED TO)**

- Regular training schedule—First Aid, Epi Pen, Anaphylaxis procedures
- Qualification upgrades—Ex: Certification AECEO, Registration with College of ECE
- Ongoing professional learning—How Does Learning Happen, Continuous Professional Learning (CPL)
- External tools and resources—Leadership in ECE, Confederation College & City of Thunder Bay, CCEYA Licensing Standards Test
- The Municipal Child Care sites engage in two professional learning days when staff participate in rich opportunities to develop and enhance their professional knowledge and practice.

**OUR PROVIDERS USE PEDAGOGICAL  
DOCUMENTATION AS A MEANS TO LEARN ABOUT  
HOW CHILDREN THINK AND LEARN**

**“Children are the world’s most valuable resource and its brightest hope for the future”**

Research has shown that early learning experiences of children are reflected in their later development and ability to learn. Basically, children are eager, curious, inquisitive and fascinated with the world of discovery. The emphasis is on providing opportunities for children to make discoveries and broaden their knowledge and experience. We know that children learn through play. We recognize that an early childhood education program is a valuable part of child development.

**Providers in our programs will:**

Create a sense of belonging by fostering authentic, caring relationships between children, adults and the world around them.

Create a sense of well-being by nurturing children’s healthy development while supporting their growing sense of self.

Create a sense of engagement by providing environments and experiences rich in active, creative, meaningful and explorative play.

Create a sense of expression by fostering communication and expression through a variety of formats.

Reflect on your observations, and children's conversations: what children know, what they wonder about, and their working theories about the world around them.  
Inform and include families, other educators and children in what and how the learning is growing and developing. We are all co-learners, constructing knowledge together.

These strategies will provide and validate the How Does Learning Happen pedagogy. Additional information can be found on the following resources:

**Early Years Portal**

**Minister's Policy Statement on Programming and Pedagogy How Does Learning Happen?**

**Think, Feel, Act: Lessons from Research About Young Children**

**Parent fees will be included in a separate document due to CWELC and constant changes in parent fees.**

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**CONTACT INFORMATION:**

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  - Home Childcare Coordinator-Kelly Forget 623-0292 ext. 220
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  - Finance – John McGillvary 623-0292 ext. 221
  - Our Kids Count Administrative Staff- Kelly Bach 623-0292 ext. 228
-