



Canada Early Years

NURTURING TOMORROW'S LEADERS

PARENT HANDBOOK & REGISTRATION PACKAGE

Welcome to Canada Early Years, CEY Childcare

We would like to take this opportunity to welcome you and your child to CEY Childcare. CEY Childcare has been providing quality licensed childcare for the past 20 years throughout southern Ontario. This handbook has been designed to create awareness of the requirements and policies of the CEY as well as the requirements of you, the parents/guardians. Please read this handbook carefully and feel free to discuss with us any questions you may have.

Our Mission

Our mission is to provide a program that is stimulating, creative and adaptable to meet the individual needs of the children from many different backgrounds. We strive to make your child's time here the best experience it can be for them as well as for you, the parents.

Our Vision

CEY vision is to nurture, develop and build an exceptional foundation of skills and abilities in our children to become outstanding citizen of the future.

Positive Self Expression, Communication and Self-Regulation

At CEY, our inclusive programming leads to children's sense of belonging. Positive learning environments and experiences, focused on active play-based learning, encourage children to communicate, self-regulate and used their self-expression.

We seek to be aware of, foster, support, encourage, respond, and document the many ways in which children express themselves, the many voices with which they articulate their ideas, the variety of "languages" they use to communicate. We also seek to honour and reflect children's home language and culture in our programs.

In our inclusive learning environments, we welcome children of all abilities. Respect for diversity, equality and inclusion is vital for optimal development and learning. Here are some of the ways in which we create an inclusive environment in our programs:

- a) Recognize each child as having equal rights to participate in program activities, trips and events.
- b) Recognize and respect the unique qualities of each child and family, including ancestry, culture, ethnicity race, language, gender, gender identity, sexual orientation, religion, socio-economic status, family environment, and developmental abilities and needs.
- c) Create strategies that vulture the culture and first language of the children.
- d) Establish programming strategies to foster an inclusive learning environment in which every child can participate
- e) View the diversity of children and families as an asset, and plan programs to reflect differences and enrich the environment.

CEY view the children as being competent, capable, curious, and rich in potential Parent engagement and communication

CEY aims to foster outreach, engagement, and communication with families about our program and their children's learning experiences. We believe that families are experts on their children. Sharing knowledge is integral to the success of your child.

CEY aims to ensure that families have support of available, affordable, safe, reliable, high quality licensed childcare for their children, which ensures parents peace of mind while their children are in the CEY programs. Respect, care, empathy, trust and integrity are core values in all our interactions with families. We know that our partnership with our families help our program to best meet the needs of the children:

- Families form the foundations for children's early development. Families know their children's best, and are the first and most powerful influences on learning and development
- The needs of each child are considered in the context of their family's composition, value, culture and language. This approach enriches relationship between early childhood setting, families and their communities.
- We involve partners and other important adults in various events and activities at our programs. This connects them to their children's early development and enhances the child's learning.

Relationships Among Children, Families, Staff and Community Partners

It is one of our core values at CEY to foster collaborative and co-operative relationships among all of our partners. CEY strives to promote a sense of belonging for children and their families in our programs by creating positive interactions and collaborations of families. We understand that relationships of trust are the basis for learning and co-operations.

Every child is entitled to be given the opportunity to develop personal responsibility and social skills, to learn to problem-solve and to learn about diversity and inclusion. The skill of conflict resolution is important to lifelong learning. As competent individuals, children are active participants in resolving conflicts. We encouraged them to come up with ideas and solutions to problems that arise.

CEY is committed to working collaboratively with all of our community partners as we work together on the mutual goal of providing the best possible childcare services to families.

Community Partners

CEY is committed to involving local community partners and to engaging those partners in supporting CEY children, families and staff. We provide learning opportunities and practical work experiences, in the areas of programming and administration to members of the community through recruitment, placement training and recognition of volunteers and students on placements. Volunteers and students on placement augment the high-quality care and individual attention given to the children in the programs. We also have community partners – we collaborate with these partners and continue to create more opportunities to expand these relationships on behalf of our children and families. We view the community as a valuable resource and our educators plan learning opportunity to share our knowledge and to learn from others in the community.

CEY has an open-door policy and families are welcomed to come at any time. We welcome the opportunity to include your family traditions, customs, and experiences in the program. In addition to daily interactions with program staff, we offer many opportunities for parent's feedback and involvement – such as surveys and focus groups, through field trips, and on-going written and face – to face communications. We use parent's input to improve our programs and services.

Supporting Staff in Continuous Professional Learning

CEY is committed to hiring, training and compensating staff. We hire staff who have positive and sensitive attitude towards children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. We believe that everyone has worth, and value and all staff are entitled to be respected, supported and treated fairly.

CEY fosters children inquiry and creativity. Staff plan daily based on the observations that they make on children's interests. In this way, learning is extended, leading to deeper investigations with materials and the environment. Staff plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

Through positive adult-child interactions, CEY staff work closely with children to extend their learning by encouraging children to build upon their existing knowledge. CEY staff develop an intentionally planned program that supports early learning.

At CEY we believe that knowledgeable and responsive early educators:

- Recognizes that responding to unique abilities, needs and characteristics of each child, family and community is central to supporting learning and development.
- Engage with children as co-learners as they explore their environments
- Provoke children's thinking, create meaningful programs that guides interactions with children's and their families
- Use a warm and positive approach to support children's developing abilities to express emotions and take other perspectives
- Know when to stand back and observe and when to enter children's play to stimulate thinking
- Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues
- Formal professional learning is vital, but we also know that the most central professional growth happens day-to-day, as our staff co-learn with children and each other as self-reflective professionals

Educators connect with children by being available, sensitive, responsive, and caring. Cultivating a climate of trust is key in helping children feel safe, secure, and have a strong sense of belonging in their learning communities. Once trust is established, children feel free to discover, take risks, grow and learn.

CEY ECE staff have completed studies in the field early childhood and are registered with the College of Early Childhood Educators. All other program staff complete a specific training program designed by CEY and approved by the Ministry of Educator. All program staff attend mandatory bi-monthly professional learning meetings and receive training on an ongoing basis.

Documenting and Reviewing the Impact of CEY Learning Programs

At CEY we understand that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staff make daily observations of the children in the program and use this information to inform their future planning. Our intention is to move beyond reporting of children's behaviour, in order to find meaning in what children do and experience.

The purpose of our documentation is also:

- a) A good way to value children's experiences and help them reflect on those experiences and what they have been learning.
- b) An opportunity to make children's learning and understanding of the world visible – to themselves, to other children, to their parents and other families, to the program staff.

- c) A way to reflect on developmental growth over a period.
- d) A process for program staff to co-plan with children about learning.
- e) A dialogue with families about children experiences and an invitation for parents to add their own documentation about their children learning.
- f) Self-reflection opportunity for program staff as they participate in continuous professional learning
- g) Establish a supportive social environment that cares for autonomy and self-esteem.
- h) Establish positive relationships, friendships, and conflict resolution skills
- i) Be an involved play partner
- j) Foster, observe and document significant behaviour / developmental milestones.

Program Statement

We believe that every child is unique and will grow at his or her own pace. CEY' teachers spend time nurturing children's strengths and encouraging them to reach new heights.

CEY Education System- "The focus is on imparting learning to the students in a natural surrounding learning with each other with brotherhood, humanity, love, and discipline. The essential teachings are in subjects like language, science, mathematics through group discussions, self-learning etc. Not only this, but the focus is also given on arts, sports, crafts, singing that developed their intelligence and critical thinking. Activities such as yoga, meditation, etc. generated positivity, and peace of mind and made them fit. It is also mandatory to do daily chores on their own with a motive to impart practical skills in them. All these helped in the personality development and increased their confidence, sense of discipline, intellect and mindfulness which is necessary even today to face the world that lies ahead.

Overall, the idea of inculcating an CEY system in education is to assist the children in understanding the concept of a balanced life. This very ideology of balance should be taught to the kids from a very young age so that they make informed decisions about work, food, exercise and the way they wish to live their life." CEY program incorporates all our child's developmental domains, ensuring positive growth.

CEY Program includes:

- Fine motor development activities
- Gross motor and physical activities
- Creative art experience
- Science and Math
- Literature and Language
- Sensory and Dramatic play
- Practical and Nature

In a CEY Montessori classroom, the environment is divided into several main learning areas or sections, each designed to foster specific types of development and learning skills.

Practical Life: This area focuses on activities that help children develop everyday life skills. It includes tasks such as pouring, spooning, polishing, buttoning, and washing. These activities promote independence, fine motor skills, concentration, and coordination.

Sensorial: The sensorial area is designed to refine and enhance the child's senses. Activities involve exploring dimensions, shapes, colors, textures, sounds, tastes, and smells. These activities help children develop sensory perception, discrimination, and awareness, laying the foundation for future academic learning.

Language: In the language area, children engage in activities that promote literacy development. This includes phonetic activities (learning letter sounds), vocabulary building (matching objects to pictures), and eventually reading and writing. Montessori materials like the sandpaper letters and movable alphabet are used to support this learning process.

Mathematics: The mathematics area introduces children to abstract concepts through concrete materials. Activities include counting, sorting, sequencing, and operations (addition, subtraction, multiplication, division). Montessori math materials, such as the number rods, bead bars, and golden beads, help children understand mathematical concepts concretely before moving to abstract thinking.

Cultural Studies: This area encompasses various subjects such as geography, history, botany, zoology, and the sciences. Children explore different cultures, learn about the natural world, and gain an appreciation for the interconnectedness of life. Materials such as maps, puzzles, artifacts, and specimens are used to facilitate learning in these areas.

Art and Creativity: While not always in a separate section, creativity and self-expression are encouraged throughout the Montessori environment. Children have access to art materials and opportunities for artistic exploration, which support emotional expression, fine motor skills, and imagination.

Each of these sections in a Montessori classroom is carefully designed to support the child's natural development, foster independence, and cultivate a lifelong love for learning through hands-on exploration and discovery. The environment is structured to allow children to work at their own pace and follow their individual interests, guided by trained Montessori educators who observe, support, and facilitate learning experiences.

Special CEY Programs

CEY KIT FIT Mindful Program

CEY KIDOS REDOS Program

CEY SPORTS Champ

CEY Child Care Classroom design: Embracing Floor Sitting and Grounded Learning - At CEY Child Care, we're excited to introduce a new classroom setup that fosters dynamic learning and healthy development. In our continuous effort to enhance children's educational experience, we're moving away from traditional chairs and tables to a more interactive, floor-based environment.

Floor sitting encourages children to engage with their environment in a more natural and active way. It provides them with the freedom to move, explore, and interact comfortably, promoting better circulation and improved posture. This setup not only accommodates different learning styles but also supports physical development by allowing children to sit, kneel, or even lie down as they learn.

By eliminating chairs and tables, we're creating a spacious classroom that encourages social interaction and collaborative play. Children can easily gather in circles for story time, group discussions, or creative activities, fostering a sense of community and teamwork. This setup also enhances teacher-student interaction, allowing educators to engage with children at their eye level, promoting a more personal and supportive learning environment.

Promoting Posture and Health

Research suggests that prolonged sitting in traditional chairs may contribute to poor posture and discomfort in children. Our floor-based approach promotes natural spinal alignment and core strength, contributing to better overall posture and musculoskeletal health from an early age.

Conclusion

At CEY Child Care, we believe that an innovative classroom design can significantly impact children's learning experiences and well-being. Our transition to a floor sitting and grounded environment



aims to provide children with the space, freedom, and support they need to thrive academically, socially, and physically.

We are at CEY Canada Childcare provide a safe, nutritious, and healthy environment for each childrenrolled in our program.

Our primary goals are to provide a high quality, supportive, family centered program in a warm, safe, and responsive environment. Promote their physical, social, emotional, and cognitive development, as well as to encourage co-operation, responsibility, and consideration of others

CEY Canada Childcare encompasses the research and legislation in Ontarians major learning documents:

- How Does Learning Happen? Ontario's Pedagogy for Early Years
- Ontario Early Years Framework
- Ontario Early Learning Framework
- Think Feel Act: Lessons from Research About Young Children
- Early Learning for Every Child Today.

We know that children learn best by pursuing their personal interest and goals, children make their own choices about materials and activities during program time. CEY Childcare recognizes each child is a unique individual who brings his or her own abilities to the centre. We provide an environment that fosters curiosity and allows children to explore, grow and reach their maximum potential.

Ministry of education pedagogy includes the following:

- Every child has a sense of **belonging** when he or she is connected to others and contribute to their world.
- Every child is developing a sense of health, and **well being**
- Every child is an active and **engaged** learner who explores the world with body, mind, and sense.
- Every child is capable communicator who expresses himself or herself in many ways.

The Ontario pedagogy that is to be used in the program will have principals deriving from the "Active Learning" education approach. The approach involves children in direct, hand-on experiences with people, objects, and events.

We support positive and responsive interactions among children, parents, and our educators. We encourage children in a positive way and support their ability to self-regulate. It is our role to foster the children's exploration, play and inquiry.

CEY Childcare plans for and creates many positive learning environments and experiences in which each children's learning and development will be supported. We achieve this by planning outdoor and indoor play as well as active play, rest, and quiet times for each child in our programs. With this it gives children a variety of choices while also ensuring that they are the priority, and their individual needs are met.



CEY views children as being competent, capable, curious, and rich in potential: 1) we are mentoring life-long skills to notoriously feed and nourish their bodies for optimal health and development. 2) Create strategies that value the culture and first language of the children

CEY Childcare supports staff to constantly educate themselves through professional learning.

CEY Canada Childcare Philosophy

It is well documented that child play provides the foundations for language and literacy, mathematics, science, and technology as well as the arts.

Our curriculum is consistent in approach with “How Does Learning Happen”, Ontario’s pedagogy for the early years and our programming guidelines mirror the Early Learning for Every Child Today (ELECT) under the Reggio Emilia philosophy

Our planning process - recording observation, determining interest and planning play opportunities in all developmental areas

Our programs focus on active play-based learning as the way that children naturally learn best. It is their nature response to the environment around them. When children are manipulating objects, acting out roles, or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct challenges and expand their own understandings through making connections to prior experiences; thereby opening the door to new learning.

Intentional play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child’s unique learning style and capitalizes on his or her innate curiosity and creativity.

CEY Child Care believes that through indoor and outdoor play children can develop many skills that are vital for their development. They can learn personal responsibility, social skills, problem solving, and they can work on fine and gross motor skills. With this it can also lead to learning about diversity and inclusion. Every child is entitled to be given an equal opportunity to learn and develop through this type of play.

Our program also supports children’s self-regulation, their ability to deal with stress and remain *calm, alert, and ready* to learn. When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulses, and understand the consequences of their actions.

We are continually learning about how to create learning environments and programming that helps support children’s self-regulation – to help children remain or return to a state of calm.

Health, Safety, Nutrition and Well-being of Children

We know that the early year’s foundation for children health and well-being, the brain architecture is shaped by the child’s interaction and relationships with parents and other significant people in

their lives. Every brain development is stimulated through experiences and interactions with responsive adults.

We understand that the first step in establishing and nurturing health, safety, and well-being for children in our programs is through the connections they make with the program staff, volunteer, and students on placement. Here are some other specific ways we promote well-being in our program:

Health and Safety: CEY Childcare as a licensed childcare operator meets and exceeds all health and safety requirements of the Ministry of Education and local government bylaws.

Nutrition: CEY Childcare collaborates with a registered children nutritionist to develop standard menus for our entire program that are both nutritious and appealing for children. Our menus follow Canada's Food Guide and are culturally sensitive. You can view the menu on our Parent Communication board and on our website.

We accommodate dietary or religious food requirements for children in our programs. By providing children with healthy eating choices, we are mentoring life-long skills to not only feed and nourish their bodies for optimal health and development.

Four weeks rotational menus are posted outside the kitchen. If there are any changes regarding the menu for the day, the changes will be posted on the menu board. Please notify the supervisors at the time of enrollment if your child has a food allergy, medical intolerance, or religious convictions. The allergy and restrictions will be posted in the kitchen as well as in each classroom where it can be assured that it will be adhered to and alternatives to be prepared.

Relationship among children, families, staff, and community partners

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- e) View the diversity of children and families as an asset, and plan programs to reflect differences and enrich the environment.

These can be achieved by incorporating 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 childcare.

Parent engagement and communication

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CEY Childcare aims to ensure that families have support of available, affordable, safe, reliable, high quality licensed childcare for their children, which ensures parents peace of mind while their children are in the CEY Childcare programs. Respect, care, empathy, trust, and integrity are core values in all our interactions with families.

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At CEY Canada Childcare we believe that knowledgeable and responsive early educators:

- Recognizes that responding to unique abilities, needs and characteristics of each child, family and community is central to supporting learning and development.
- Engage with children as co-learners as they explore their environment's
- Provoke children's thinking, create meaningful programs that guides interactions with children's

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- Use a warm and positive approach to support children's developing abilities to express emotions and take other perspectives
- Know when to stand back and observe and when to enter children's play to stimulate thinking
- Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues
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Educators connect with children by being available, sensitive, responsive, and caring. Cultivating a climate of trust is key in helping children feel safe, secure, and have a strong sense of belonging in their learning communities. Once trust is established, children feel free to discover, take risks, grow, and learn.

CEY Childcare ECE staff have completed studies in the field early childhood and are registered with the College of Early Childhood Educators. All other program staff complete a specific training program designed by CEY Childcare and approved by the Ministry of Education. All program staff attend mandatory bi-monthly professional learning meetings and receive training on an ongoing basis.

Documenting and Reviewing the Impact of CEY Childcare Learning Programs

At CEY Childcare we understand that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staff make daily observations of the children in the program and use this information to inform their future planning. Our intention is to move beyond reporting of

children's behaviour, to find meaning in what children do and experience. The purpose of us documentation is also:

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- g) Establish a supportive social environment that cares for autonomy and self-esteem.
- h) Establish positive relationships, friendships, and conflict resolution skills
- i) Be an involved play partner
- j) Foster, observe and document significant behaviour / developmental milestones

CEY Philosophy

Canada Early Years (CEY) believe that every child is unique and will grow at his or her own pace. CEY teachers spend time nurturing children's strengths and encouraging them to reach new heights. The approach followed by CEY childcare is the Reggio Emilia approach is known for its child-centered, project-based learning philosophy. It encourages educators to create environments that inspire curiosity and exploration. Reggio Emilia places great importance on the learning environment itself

"The focus is on imparting learning to the students in a natural surrounding learning with each other with brotherhood, humanity, love, and discipline. The essential teachings are in subjects like language, science, mathematics through group discussions, self-learning etc. Not only this, but the focus is also given on arts, sports, crafts, singing that developed their intelligence and critical thinking. Activities such as yoga, meditation, etc. generated positivity, and peace of mind and made them fit. It is also mandatory to do daily chores on their own with a motive to impart practical skills in them. All these helped in the personality development and increased their confidence, sense of discipline, intellect and mindfulness which is necessary even today to face the world that lies ahead.

Overall, the idea of inculcating a CEY system in education is to assist the children in understanding the concept of a balanced life. This very ideology of balance should be taught to the kids from a very young age so that they make informed decisions about work, food, exercise and the way they wish to live their life."

Our program also supports children's self-regulation, their ability to deal with stress and remain calm, alert and ready to learn. When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulses and understand the consequences of their actions.

CEY Areas of Learning:

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| <ul style="list-style-type: none"> - Fine motor development activities - Gross motor and physical activities - Expressive and Creative art - Science and Mathematics - Communication and Language | <ul style="list-style-type: none"> - Sensory and Dramatic play - Practical and Nature - Personal, Social and Emotional Development - Literacy - Understanding the world |
|--|--|
-
- **Special CEY Child Care Programs**
 - **CEY KIT FIT Mindful Program**
 - **CEY KIDOS REDOS Program**
 - **CEY SPORTS Camp**

Every child has a sense of **belonging** when he or she is connected to others and contribute to their world.

Every child is developing a sense of health, and **well being**

Every child is an active and **engaged** learner who explores the world with body, mind & sense.

Every child is capable communicator who express himself or herself in many ways.

Positive Guidance Techniques and Prohibited Practices

Positive Guidance Techniques

CEY Child Care strives to promote and support appropriate and positive interactions that contribute to and sustain a safe, inclusive, and accepting learning environment. Guidance techniques should be related to the needs of the children in support of self-regulation and provide guidance strategies for children's behaviour to assist children in developing self-control, self-confidence, self-discipline, sensitivity in their interactions with others and ultimately social problem-solving skills. The following are taken into consideration when guiding children's behaviour:

- Appropriate to the developmental level of the child
- Used in a positive and consistent manner.
- Designed to assist the child learns appropriate behaviour.
- Discussed with a parent(s) if a difficult situation arises with a child.

Prohibited Practices

No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premises where it oversees the provision of childcare,

(a) corporal punishment of the child.

(b) physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.

(c) locking the exits of the childcare centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

Intent of Prohibited Practices

This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in a childcare centre. Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.

Licensing and Hours of Operation

- CEY is licensed by the Ontario Ministry of Education. The Child Care and Early Years Act (CCEYA), 2014 and its accompanying regulations form the basis for the licensing procedure.
- Upon successful completion of the annual licensing inspection, a renewal license is issued by the Ministry of Education and is posted at the entrance of the Centre.
- CEY is licensed for children from 6 weeks to 6 years of age.

Administration

- CEY was established based upon the philosophy that the opinions of all involved in all its programs must be encouraged and respected.
- The Directors oversee the functioning of the Centre.
- The Directors work with the Supervisor to ensure that high quality programming is maintained across the Centre.
- Monthly meetings are held by the Management. All concerns of the organization are discussed at these meetings to ensure maximum participation in the decision-making process.

Supervision

- Each child in attendance at the CEY is ensured safety and well-being.
- Children are supervised during indoors, outdoors and washroom routines.
- Children are not left alone under any circumstances at any point of time.
- CEY may have volunteers and/or Early Childhood Education students working within the organization along with the staff throughout the year. Volunteers and placements students will always be under the direction and supervision of the CEY staff. The CEY staff will ensure that no volunteer or student is left alone with a child at any time.
- It is the supervisor's responsibility to orient the volunteer with their responsibilities. Volunteers and placement students are never counted in staffing ratios and are required to adhere to all the policies and procedures laid down by CEY and act in a professional manner.
- No child will be supervised by any person younger than 18 years of age and who is not an employee of CEY.

Staff

- It is the Centre's policy to hire Early Childhood Educators (ECEs) who are registered with the College of Early Childhood Educators of Ontario.
- The teaching staff is led by a supervisor who is a member in good standing of the College of Early Childhood Educators with adequate experience and who can plan and deliver play-based learning and care programs. (Early Childhood Educators Act, 2007)
- CEY ensure that all the teaching staff should be a member in good standing of the College of Early Childhood Educators with adequate experience.
- A committee comprising of the Directors and the Supervisor conducts all permanent hiring.
- CEY ensure that all the staff has a valid Vulnerable Sector Police Check, a valid First Aid (Including Infant and Child CPR) certificate and are adequately vaccinated.
- The staff-child ratio is in line with the Child Care and Early Years Act (CCEYA), 2014.



Hours of Operation

CEY Child Care is open 5 days a week from 7am to 6pm. We are open during Summer Break, Christmas Break and March Break until and unless there is an emergency, unavoidable circumstances, or there are public health or ministry instructions. We are only closed for all Ontario statutory holidays. The front doors will remain locked at all times and only will be opened through being buzzed in or using a key fob or code to gain access.

New Year's Day

Family Day

Good Friday

Victoria Day

Canada Day

Civic Holiday

Labour Day

Thanksgiving

Christmas

Boxing Day

*The Centre may close early on Christmas Eve and New Year's Eve. Centre will communicate with families prior to this.

Please have your child settled into class within the first ten minutes. Siblings should be removed from the room by these times to allow our program to continue with minimal interruptions. Please keep siblings out of the classrooms and the playground. Our insurance does not extend to children not enrolled in the childcare centre.

As a courtesy to your teacher and your child, please be sure to arrive promptly to pick your child up at the end of the session.

Programs Offered

PROGRAM

CEY Infants (6 weeks to 18 months)

CEY experienced and compassionate staff offers a stimulating and nurturing environment for infants in safe and secure environment that has been designed for infants.

Infants in group care have opportunities for early socialization and stimulation. We believe that every experience is a learning experience, and infants are cared for in a way that optimizes their opportunities for learning and social interaction throughout the day.

Our loving and friendly staff works collaboratively with parents to make sure the child is comfortable and following the same daily schedule as at home, this includes feeding times, nap times and play times.

CEY infant program is observed by management on a regular basis to ensure the highest quality of care and that we are providing activities that encourage and foster child's development.

Infant care services and cost include morning/afternoon snack and a hot lunch. Our menu follows the Canada Food Guide and exceeds nutrition standards.

Parents are responsible for providing diapers, wipes, creams, blankets, indoor shoes all of which must be labeled with the child's name. Any formula and/or baby food must include the date, name and be in the original container.

CEY Toddlers (18 months to 30 months)

CEY Toddlers are guided through this phase of their development in a warm and stimulating atmosphere. Here at CEY Childcare, we believe that children learn through play. We provide consistency in routines and daily experiences that encourage toddlers to feel secure while exploring their surroundings.

CEY Toddlers play has a serious purpose and our trained and qualified staff allow the indoor and outdoor play to be driven by the child's interests. The toddler program incorporates both environments, indoor and outdoor and strives to be one of the best toddler programs.

Children in the toddler room are encouraged to cooperate and act independently while developing cognitive, problem-solving skills, language development, communication, and social skills. The Toddler room is set up in a way that encourages children to develop a wide range of child's skill, such as role play, gross motor, problem solving, discovering, imagining, communicating and so on.

In CEY' Toddler room the staff also helps children to be more independent in feeding himself, telling his needs and requirements, potty training etc. so that the child is gradually ready to be transitioned in the preschool room.

Note: Parents are responsible for providing diapers, wipes, creams, blanket, indoor shoes and extra clothes all of which must be labeled with the child's name

CEY Curriculum for toddler is based on:

- Me & the World
- Personal & Social Development
- Early Numeracy & Literacy
- Physical & Health Learning
- Music and Art & Craft

CEY Childcare routine include:

- Physical Development
- Fine Motor Skills
- Language Development

Pre-School (30 months to 6 years)

Our qualified and caring staff guide pre-school children in an inspiring environment. The central focus for our preschool program is play-based, active learning. Children interact with well-planned settings for enhanced learning through play. Group and individual activities encourage creative, cognitive, physical, emotional and social development.

CEY preschool program is designed to help prepare children for kindergarten. The preschool program allows children to explore different activities within the classroom while becoming acquainted with the daily routine that resembles the school system.

Our preschool program complements the ELECT framework. We intertwine our preschool program with the Reggio Emilio approach by using real life experiences as teaching guides. We believe that every child is different, and we encourage them to be responsible, independent and interactive at their own pace.

CEY Preschool Curriculum

Early Literacy

Reading/Listening, writing, and Oral communication.

- Learn about sounds and make rhymes
- Listen to stories and retell
- Ask and answer questions
- Learn to print their own names
- A to Z letter recognition

- Sort objects by shape, color, or size
- Recognize and make patterns
- Compare objects on length, weight or volume

Early Numeracy

Number sense, Patterning, Spatial, Sense/Geometry, Measurement and Data Management/Probability

- Count objects up to 10
- Show a given number using pictures or objects

Environment and Community Awareness

- Use their five senses to explore the world around them
- Explore the use of blocks, wood, clay, water and sand
- Learn about shapes, colours, signs, and patterns in their world
- Find out about places and activities in the community

Citizenship and Identity

- Learn how to be good citizens
- Learn what makes them unique
- Learn how to share and show respect
- Learn about their world and how they belong

Personal and Social Development - Self-awareness & Self Reliability, Social Relationships

- Learn to work in a group
- Learn how to make friends
- Learn about feelings
- Learn to follow directions and be responsible

Physical Skills and Health Learning

- Learn to make good choices in their life
- Learn how to live a healthy life
- Learn how live a safe life
- Learn about exercise

Creative Expression

- Children express feelings and ideas through music, drama and art
- They explore paints, clay, crayons and learn about colours, shapes, lines and patterns
- Learn to use their imagination to tell stories using role-playing.
- Learn to join in action songs.

Reduced ratios apply during the first hour and a half the Centre is open, and the last hour before closure. Ratios can also be reduced during rest time, where the children are not engaged in active play (e.g., sleeping, resting or engaged in quiet, inactive play). For Before and After School Programs the reduced ratios apply to the first and last 30 minutes after the opening or before closing.

Name of age category	# of Children	Number of Required Staff	
		Regular	Reduced
Infant	1-3	1	1
	2-6	2	2
	3-10	3	3
Toddler	1-5	1	1
	5-10	2	2
	11-15	3	2
Preschool	1-8	1	1
	8-16	2	2
	16-24	3	2

Fee Schedule

We are enrolled in the CWELCC agreement and will follow as per the agreement guidelines

- Fees are subject to change with a minimum of two months' notice.
- All Full fees and payments are due on or before the child's first day in the Centre

Program	CWELCC Rates As of January 1 st 2025,
Infant	\$22
Toddler	\$22
Preschool	\$22

TUITION, ASSOCIATED FEES & PAYMENT TERMS

Registration: Upon availability of a space for your child, a non-refundable registration fee of **\$100.00 (non-base fee)** and **\$100.00 refundable deposit (base-fee)** is required to secure your child's enrollment. **CEY requires a minimum of one Month's Notice of withdrawal** such notice is not provided, the parent agrees to provide CEY with payment in lieu of notice for the same period Late Payment Non-Base Fee: Late Fee of **\$35** if payment is delivered late after 5th of the month.

**There is a non-refundable registration fee of \$100.00 per child. This fee will be charged once, at the time of registration and will be charged again if a family has been withdrawn from our program for more than 2 years.*

Fees Structure

Fees are due biweekly, every second and last Friday of the month, via Pre-Authorized Debit. A Pre-Authorized Debit "PAD" form will be provided at your time of enrollment and is to be completed and provided to the Centre with a void cheque. Should your payment be returned for whatever reason, a **\$35.00 NSF Non-Base Fee** will be added to your account and the full balance must be paid within the same month returned by interact, certified cheque or PAD to avoid childcare suspension or termination.' When your child ages up to the next age group, fees will change on the 1st of the following month after the age up occurs.

****Fees are applied to all days that CEY is open as well as statutory holidays and sick days.*

Modes of Payment

- Payments can be made by e-transfer to the centre (please include students name in the comments
- A receipt will be issued for tax purposes at the end of the calendar year.

Late Fees

- CEY closes at 6:00 pm and a late fee of \$1.00 (non-base fee) per minute will be charged after that.
- Parents will be asked to sign a late fee memo and the money is to be paid directly to the staff.

Vacations and Absences

As a parent, you are of course entitled to take your child out of the centre for multiple days at a time for a vacation anytime. If your child will be absent due to a vacation, we ask that you let us know in advance about this absence. Please note that despite this and any absence, you will still be charged for your childcare space. **Childcare fees are based on enrollment (a reserved space), not on attendance.**

If your child is not well enough to attend daycare on any occasion, please contact us via email or phone to let us know they will not be coming. Please mention the symptoms your child is experiencing as we are required to keep track. **Please note that anytime your child is not at the centre due to illness you will still be charged. The spot has been reserved for you.**

Refunds

Refunds will be given on a case-by-case basis within 15 days.

Additional Fees

Class Trips *

From time to time there will be scheduled class trips which children can participate in. These outings will enrich their daily experiences and will be to local venues such as a farm or the zoo. Cost for these trips will include transportation and entry fee and will be communicated to parents in writing along with participation permission forms. Parents are welcome to attend as a volunteer provided, they have their police background check (Vulnerable Sector Screening) and immunizations records are up to date. A copy of each of these documents will be required in advance and will be kept on file in order to be approved as a volunteer. *

Admission & Discharge Policy

Admission Process

Parents are required to arrange an appointment for an initial tour of the centre and to review paperwork. Children are encouraged to accompany their parents on the tour. If you feel it necessary, we can arrange for your child(ren) to be left in our care for two hours, free of charge as a trial before leaving them for a full day. On being offered a spot at the CEY, parents are required to complete forms as legislated by the Child Care and Early Years Act (CCEYA), 2014, prior to the child attending the Centre. These forms will be kept in the child's record. It is important that parents keep us informed of any changes to phone, address, emergency contacts, immunization, and the child's state of health.

List of forms you will be required to read and complete.

- Registration Form
- Health & Medical Form
- Consent Form

- Parent Handbook and Fee Agreement
- List of documents required for enrolment.
- Immunization Record

Documents for enrollment must be filled out and returned to the Centre on or before your child's first day. The information you provide to us is extremely important and will always remain confidential.

The Centre will do its best to accommodate all enrollment applications.

Part-time care is subject to Centre schedule/availability and is not available at all Centres.

Withdrawal of Child Care Space(s)

If circumstances make it necessary to withdraw a child from the centre for any reason, one month's notice in writing is required by the 1st of the month (e.g. if the last day of care will be August 31st, notice must be received by August 1st). CEY plans their space availability with the number of children in and starting in each program. Children need time to adjust to new surroundings and to feel comfortable in their new environment and make new friends.

Termination of Child Care Space

CEY recognizes that a childcare centre is not always appropriate for all children. Many supports are put into place to create happy and successful placement for all children. In cases of severe behaviour issues, it may be necessary to terminate the childcare space. A decision to terminate a child's space will be made in consultation with parents. CEY's priority is for the safety of all children in its programs. CEY believes in providing and maintaining a work environment in which all employees are free from violence, threats of violence, intimidation, bullying, unkind comments and other disruptive behaviour or actions which belittle, threaten, offend, embarrass, humiliate or diminish another's self-esteem, whether unintentional, including sexual harassment and discrimination. Such actions are not tolerated, will be addressed immediately and may result in the termination of childcare spaces or other consequences (e.g., police contact). Failure to comply with CEY policies, including payment provisions may in CEY sole discretion result in termination of space in the childcare centre.

CEY First Day: What to Bring

- Indoor shoes (these are required to stay at the Centre)
- Rest time bedding: A blanket – that will be taken home every Friday for washing
- Diapers, wipes and diaper cream if applicable (ensure they are clearly labeled)
- Spare clothing
- Weather appropriate clothing
- Milk (if special type required) – please ensure this is labeled correctly with child's full name
- Hat and sunscreen in the spring, summer and fall
- Family picture
- Medication form (if required)

Do NOT Bring

- **Toys from home**
- **Cell Phones and Electronic Devices**
- **Outside food**

Please make sure your child's belongings are labeled to prevent loss.

CEY will not be responsible for lost items.

Note: Please note that CEY reserves the right to deny admittance to our programs where the parents have breached our Parental Code of Conduct (i.e., being verbally abusive, threatening, swearing, etc.)

WAITLIST POLICY

CEY Canada Child Care, we will try to accommodate all children at our facility. However, there may be times when we do not have a spot available for a child. At that point, the child will be placed on a waiting list, until there is a vacancy.

How are vacancies determined?

- If another child is moved up to a different classroom (toddler – preschool)
- If a child changes days that they are enrolled
- If a child withdraws from the center
- If your child outgrows the age group in which they are now in, and there is a spot available in the other classroom

Waiting List guidelines (priority order)

1. Current Students and Students who were enrolled in the school during the previous year
2. Children currently enrolled and needing to graduate to the next age group.
3. Applicants who are siblings of students currently enrolled
4. Applicants who are extended family members of currently enrolled students
5. Applicants who have been on our waiting list
6. Applicants from the public

Returning families

To be included on the waitlist, the family must provide the Supervisor with a waitlist registration form. The time span between the withdrawal of a family and their new waitlist registration must not exceed two years.

There is no charge to parents/applicants for being on the waiting list. Once a student's name is placed on the waiting list, there is no obligation to register for a spot, should one be offered by the school, and will be offered spaces when openings arise.

Every effort will be made to contact the family regarding a space for their child. We will attempt to contact the family a total of 3 times. If the family fails to return a third call within one week, or refuses an offer for the third time, they will be removed from CEY Canada Childcare wait list.

Once withdrawn from the waitlist, a family must forward a new registration form to the Supervisor to be placed back on the waitlist.

It is the parent's responsibility to call or email CEY Canada Childcare Centre of any changes to their contact information. When spaces become available, the family at the top of the waitlist will be contacted, whether the space is full-time or part-time. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a part-time to a full-time space.

Potential applicants are required to fill out a Waiting List Application form.

The application requires that you specify your child's birth date and the date for required care. It is recommended that you put a specific date rather than "as soon as possible". You should also consider your current childcare arrangements and the time required to cancel them. If you would like to tour the center, please call the centre to book an appointment.

To access the waiting list, the parents will need to contact the supervisor, via phone, email or in person requesting their child's position on the waitlist.

The supervisor will then let the parent know the status of their child's position. They will only be notified about their child's position (ex. Your child is #3 on our wait list) as other children's names will not be shown following the confidentiality policy.

Parents will be notified each time their child moves up a spot on the waitlist by the center supervisor.

Arrival & Departure Policy

- Children are signed in and out by staff members upon their arrival and departure.
- We ask that if your child is not going to attend care as per usual that you inform the Centre by 10am. This will help us plan for meals, and activities for the day.
- When your child does not attend daycare, you must call to let us know the reason – if it is a communicable illness, we are required to record this in case of other cases breaking out. If no one answers the phone, please leave a brief message.

- Also, upon arrival and preparing your child for the day please help them or direct them to wash their hands before beginning to play with toys, to prevent the spread of germs.
- Only adults designated by the parents on the consent form should pick up the child and this must be informed to the Centre supervisor by the parents. Photo identification must be presented by anyone, other than the parents when picking up the child. Children will not be released to unauthorized individuals.
- If someone shows up to pick up your child and staff was not made aware of it, we will have to track you down to confirm that this is in fact permitted, as well as see a picture ID of that individual to confirm their identity.

Immunization

- Updated immunization record must be provided on enrolment to the CEY and once enrolled the records must be updated on a regular basis.
- If parents object to immunize their child, a “Statement of Conscience or Religious Beliefs” or “Medical Exemption” form must be provided.

Child Illness

Although some illness is inevitable in group care, CEY staff tries to minimize this by practicing good hygiene, disinfecting toys regularly, and making daily health checks. All children in attendance must be able to participate in all areas of the program, including outdoor play. If a child becomes ill or injured at the centre, parents/guardians will be contacted to make arrangements for their child to be picked up if necessary. Please Note: According to Public Health Unit Guidelines, when a child is sent home because of diarrhea/vomiting, she/he must be absent from care without any signs of diarrhea/vomiting for 48 hours before returning to the program. If child experiences a fever of more than 37.8 C for whatever reason, you will be notified to pick up your child. The child must be 24-hour fever free before returning to childcare. Fact sheets are posted in the centre when there is confirmation of a communicable disease (e.g., chicken pox). Head lice are not considered a communicable disease. Head lice can be transmitted through head-to-head contact with an infected person or through contact with personal objects (e.g., combs, hats, etc.). To minimize the spread of head lice in the childcare centre, children who are found to have head lice will be sent home for treatment and will not be allowed to return until they are nit free.

If your child experiences any of the following please keep him/her at home until fully recovered, or well enough to participate in normal everyday activities.

- fever
- excessive discharge from the mouth, nose, eyes or ears
- red discoloration of the whites of the eye(s)
- skin rash
- abdominal pain, vomiting or diarrhea
- a deep, hacking cough
- breathing difficulties
- yellowish discoloration of the eyes or skin.
- pus filled or oozing cuts over the skin

If your child is sent to the CEY with any of these symptoms or develop them during the day, he/she will be separated from other children and the symptoms of the illness noted in the child's record.

The parents will be contacted, and the child will be sent back home. You should arrange for back-up care when your child is sick, and unfortunately there are no refunds or discounts for days that your child does not attend daycare. There are still costs associated with each childcare spot each day that unfortunately cannot be avoided if your child is not in attendance. However, if your child is hospitalized for a long period of time exceptions may be made with presentation of documentation from the hospital.

If the parents cannot be contacted or if the parents cannot take the child home or if the child requires immediate medical attention, 911 will be called and the child examined by a legally qualified medical practitioner or a registered nurse.

Administration of Medication

CEY will administer prescribed or non-prescribed medications, in accordance with the Child Care, Early Years Act (CCEYA) and with consent of the child's parent/guardian. Medication must be in its original container or packaging as supplied by the pharmacist, clearly labelled with the child's name, type/name of medication, dosage, date of purchase or expiration, instructions for storage and instructions for administration. It is advisable to have medication dispensed in two containers so one may be left at the daycare, for example: antibiotics.

Consent to Administer: When a parent brings in medication to be administered to their child, staff must provide them with the respective medication form to fill out. When the parent has completed the form, a teacher should review it to make sure it has been filled in correctly.

Checking that:

- The name of the medication matches the prescription label
- The dose to be administered matches the prescription label
- The total doses per day matches the prescription label
- Administering spoon or syringe that is appropriately labelled with measurements must be provided by parents.
- Any additional instructions regarding administration of the medication including time of day
- The medical condition requiring medication is explained (with parent's consent)
- Symptoms and situation requiring medication if "as needed" is stated
- Duration of medication to be given specifies a start date and completion date
- If there is any expected/potential reaction to the medication
- Doctor's name, address, and phone number
- For "as needed" situations, parent needs to provide time that medication is to be administered or situations and/or symptoms that must be present that indicate medication must be administered.
- The parent has signed and dated the form giving us authorization to administer the medication. The completed medication form is kept in the classroom Emergency Binder until all medication is ended, then stored in child's file.

Storage of Medication

Medication will be stored in accordance with the instructions for storage on the container or packaging and kept in a locked container in the kitchen cupboard or fridge (for refrigerated medication), accessible

to staff but inaccessible to children. For children that require Inhalation Aerosol (Inhalers), parents must provide the daycare with a chamber if it is required for administration of the medication to the child. It is kept in the child's classroom (easily accessible to staff but inaccessible to children). Inhalers must go wherever the child goes. For example: during outdoor play, the classroom's inhaler will be kept in the classroom's Emergency Bag that goes outside with the classroom. For children that require Epinephrine Auto-Injectors, parents must provide the daycare with the prescribed Epinephrine Auto-Injectors. It is kept in the child's classroom (easily accessible to staff but inaccessible to children). The Epinephrine Auto-Injectors goes wherever the child goes. For example: during outdoor play, the Epinephrine Auto Injectors will be kept in the classroom's Emergency Bag that goes outside with the classroom. Parent/Guardian must train child's teacher on procedure to use Epinephrine Auto-Injectors and symptoms to look for. A written note from the parent/guardian must be given to the child's teacher if the child is allowed to carry and self-administer asthma medication or emergency allergy medication. Medication Administration Procedures In order to ensure safety and avoid the risk of error, the Supervisor will be informed of all medications to be administered each day. Only the Supervisor or her designate will administer all medications for the centre. Contact will be made with parent/guardian under any exceptional circumstances, e.g., child refuses medication. In the event of a child's dose getting missed, the parent will be notified immediately to instruct further action. Any surplus medications/expired medications will be given back to parent to take home for disposal. Non-Medicinal Products Policy and Procedures

CEY will administer non-medicinal products, (including homeopathic products with no medicinal ingredients), with written permission provided on the Consent for Administration of Oral/Topical Non-Medicinal Products form. Non-medicinal products are not required to be prescribed by a doctor.

All non-medicinal products will be:

- Labelled with the child's name
- Inspected for an expiry date
- Stored in the child's classroom, inaccessible to children
- Brought to the daycare in its original container or in its original packaging
- Administered as per the instructions on the Consent for Administration of Oral/Topical Non-Medicinal Products form

Diaper Cream Policy and Procedures

Parents/Guardians may provide the centre with diaper creams to be used during diapering procedures. Diaper creams may or may not contain medicinal ingredients; it is the parent's/guardian's responsibility to determine which diaper cream is most appropriate for their child and provide it to the daycare. Diaper creams (with or without medicinal ingredients) are not required to be prescribed by a doctor. Diaper creams will be administered with written permission provided on the Consent for Administration of Oral/Topical Non-Medicinal Products form

All diaper creams will be:

- Labelled with child's name
- Inspected for expiry date
- Stored in the child's classroom washroom shelf, inaccessible to children
- Brought to daycare in its original container or packaging

- Administered as per the instructions on the Consent for Administration of Oral/Topical Non-Medicinal Products form

Sunscreen Policy

Parents/Guardians may provide sunscreen so that it may be applied prior to going outdoors from May 1st through to September 30th, unless otherwise advised and/or otherwise directed. It is the parent's/guardian's responsibility to determine which sunscreen is most appropriate for their child.

All sunscreens brought in by parents will be:

- Labelled with the child's name.
- Inspected for an expiry date.
- Stored in the child's classroom, inaccessible to children.
- Brought to daycare in its original container or in its original packaging.
- Administered as per the instructions on the Consent for Administration of Oral/Topical Non-Medicinal Products form

Child Belongings

CEY recommends that all children have a change of clothes at the centre and are dressed appropriately as the children go outside for two hours every day. All items brought into the centre (e.g., clothing, water bottles etc.) must be clearly labelled with their initials or first name/last initials, etc. Children require appropriate footwear for the activities and weather conditions. Please note that while sandals are allowed inside and while on the playground, children must wear sandals with a back strap, running shoes or boots when on the playground and on field trips. All children will require a change of clothes and a naptime blanket. Parents also need to provide a pair of indoor shoes in the winter so that the child can remove the boots; bare feet is not permitted in the Centre for safety reasons. Please encourage your child to leave their toys and treasured possessions at home so they do not get lost or broken. However, if your child requires a special toy at rest time, they may bring it in a bag with their name on it. Diapers and wipes, if needed, must be supplied by the parent/guardian. For centre specific program requirements please contact the centre supervisor. Parents are responsible for supplying all disposable diapers for their child, package labelled with their child's name. These will be stored in the child's classroom washroom. CEY will not be responsible for lost items.

Photos

Photos and movies are sometimes taken for use within the childcare Centre with the children. Occasionally these, or other pictures, may be used in the media or for educational purposes. Whenever possible, this will be cleared with parents, but this is sometimes difficult or impossible in cases where pictures contain large groups of children or are used several years after they are taken. Names of the children are never used with their photos. (If you do not wish your child's picture to be used for publications or newspaper/television stories about the childcare Centre or for educational purposes, please notify the office staff at the time of registration.) We will then ensure that your child's picture is not taken.

Parental Input

Children's observation reports are completed twice per year (in June and December). Parents are encouraged to share their own observations of their child's behaviour and development with the RECE and may request a parent/teacher interview at any time. Parents are encouraged to participate within CEY through various means:

- Supporting your own child on a field trip does not require a Police Vulnerable Sector Check (VSC) as

long as you are only supporting your own child.

· Volunteering on an on-going basis in the program or assist staff in supporting a group of children on a field trip or participation on more than 2 field trips in any 12-month period requires a Police Vulnerable Sector Check (VSC).

- Please note that during this time volunteers are not permitted in the centre

Inclement Weather

Winter Weather

During the winter months when the temperature reaches -10°C , we reduce the amount of time the children spend outside. When the temperature reaches -15°C or below, we will keep the children indoors. The possibility of Frostbite begins at exposure to temperatures which are -15°C and below. Children are more susceptible to Frostbite than adults because they lose heat from their skin more rapidly; while some children's skin are far more sensitive to the cold temperatures than others and may show signs much sooner.

Hot Summer Weather

During the summer months when the temperature reaches 28°C and humidity is high, we reduce the amount of time the children spend outside. When the temperature reaches 30°C or above, we will keep the children indoors. The possibility of Heatstroke begins at exposure to temperatures which are 40°C or higher. We will also keep children indoors if the heat, humidity, and smog advisory is in effect for our region.

* In the event of a daycare closure due to extreme inclement weather, you will be notified by 6:00 am of the morning of closure by email or text.

Parents are required to ensure that their child is properly dressed for the weather.

Inclement Weather Policy

- CEY implements an Inclement Weather Policy to ensure safety measures are followed when weather conditions become dangerous.
- Our foremost concern is to ensure the safety of our students, families and staff and to ensure that every possible measure has been taken to prevent injury and to maintain a safe environment, inside and outside our Centre.
- In the event of serious inclement weather, every effort will be made to keep the Centre operational during regular hours, however, we may be forced to cancel some of our services.
- On severe weather day's we ask all our families to please call the Centre before leaving home. Parents/guardians need to be aware that families will not be reimbursed for days missed due to severe weather conditions.

Outdoor Policy

All children enrolled at our Centres are required to have a minimum of 2 hours of outdoor play every day weather permitting. School age children are required to have a minimum of 30 minutes outdoor play.

Although the following guidelines are in place, the final decision regarding outdoor play will always be at the discretion of the Centre Supervisor or Designate.

Field trips and walks are a regular and carefully supervised part of our program.

Walks in the neighborhood are often taken without previous planning.

Nutrition

We know that the early year's foundation for children health and well-being, the brain architecture is shaped by the child's interaction and relationships with parents and other significant people in their lives. Every brain development is stimulated through experiences and interactions with responsive adults.

We understand that the first step in establishing and nurturing health, safety and well-being for children in our programs is through the connections they make with the program staff, volunteer and students on placement. Here are some other specific ways we promote well-being in our program:

Health and Safety: CEY as a licensed childcare operator meets and exceeds all health and safety requirements of the Ministry of Education and local government bylaws.

Nutrition:

CEY Child Care has an in-house cook. Using certified chefs, experienced nutritionists and through trial and error they have brought forth a delicious, tailored to our Centre menu that all of our staff and children enjoy!

We accommodate dietary or religious food requirements for children in our programs. By providing children with healthy eating choices, we are mentoring life-long skills to notoriously feed and nourish their bodies for optimal health and development. Our menu is posted in our lobby and can be accessed in the parent app as well.

If there are any changes regarding the menu for the day, the changes will be posted on the menu board and in the parent app. Please notify the supervisors at the time of enrollment if your child has a food allergy, medical intolerance, or religious convictions. The allergy and restrictions will be posted in the kitchen as well as in each classroom where it can be assured that it will be adhered to and alternatives to be prepared.

Drinking water is always available to children.

Children with Allergies

CEY will enroll children with allergies and to the best of our abilities, create an environment that minimizes the risk of exposure to allergies.

Upon a child's admission to the Centre, the parent must supply a doctor's note stating the specifics of an allergy and provide an auto-injector (EpiPen). In conjunction with the parent and physician, the supervisor will develop an individual plan and emergency procedure, which will include a description of the child's allergy, monitoring and avoidance strategies, signs and symptoms of an anaphylactic allergy, and action to be taken by the staff in the event that a child has an anaphylactic reaction. This information, along with

the child's photograph, will be posted for staff. All staff including students and volunteers are required to get the training on the individual plan for children with allergies.

The following procedures must be followed BEFORE the child can be admitted into the program:

The parent will provide an Allergy Information sheet that is signed by the child's physician.

- The parent will complete the allergy form that has been prepared by the Centre.
- The parent will be able to meet and discuss this information with the Centre's cook.
- The parent will give written consent to advise other parents in the Centre about their child's allergies and to allow us to post the child's Allergy Alert form in the playroom.
- The parent will provide all necessary medications and epi-pens.
- The parent will demonstrate the administration of the epi-pen to the program staff.
- CHILDREN WILL NOT BE ACCEPTED FOR ATTENDANCE WITHOUT THEIR MEDICATION AND AUTO-INJECTOR (hereinafter referred to as EPI-PEN).
- The supervisor and the parent will prepare a plan that outlines the type of allergies, symptoms, avoidance and actions expected from the staff.
- The parent and supervisor will review the plan and the child's needs on a regular basis.
- All staff, students and volunteers will review the individual plans on an annual basis.
- It is the parent's responsibility to notify the supervisor, staff and cook of any changes to the child's allergy.
- Any changes to the child's allergies must be noted and signed by the child's physician.

To ensure the well-being of children who have anaphylactic reactions it is imperative that an EpiPen is available at the childcare Centre at all times. If a parent does not provide an EpiPen, or fails to replace an expired EpiPen, admission to the program will be denied. If a parent believes the child no longer requires an EpiPen, a doctor's note confirming this information will be required.

We are a peanut-free facility, and we adhere to any allergy brought to our attention. Parents will ensure to communicate all allergies and the severity of the allergy on their child's enrollment form as well as communicate the need of an epi-pen for the allergy. All staff will be informed of this requirement and will be trained regarding how to employ it properly should the need arise.

No outside food is allowed into the childcare Centre unless approved by the supervisor, as there may be staff, children, or parents with life-threatening allergies.

Rules for Parents Who Provide Food or Drink

In cases where a child has food allergies and the meals and snacks provided by the childcare centre cannot meet the child's needs, the child's parent may choose to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.

Parent must:

- Provide all instructions for the child's diet in writing.
- Ensure all meals/snacks being brought into the center meet Canada's food guide requirements.
- Provide in writing, a list of what, if anything, is to be routinely provided by meals/snacks (e.g., milk etc.)
- Label food brought into the childcare centre with the child's full name and the date the food arrived at the childcare centre. Provide a detailed list of all ingredients in food brought to the childcare center so that we can ensure the safety of the children with known allergens.
- Provide a detailed list of all ingredients in food brought to the childcare center.
- In the case meals/snacks are forgotten or need to be supplemented due to the presence of allergen containing foods or foods of low nutritional value, the parent will be reminded at drop off, or, contacted by telephone and asked to bring the appropriate meal/snack to the childcare center as soon as possible, or,
- Where possible, CEY Childcare will aim to provide the child with an available substitute that meets the child's dietary/allergy needs.

Sleep & Rest Policy

Every child in our toddler or preschool group for six hours or more in a day will have rest period of two hours. Children enrolled in our preschool or kindergarten programs are permitted to sleep, rest or engage in quiet activities for two hours based on their needs.

Children younger than 12 months

- must be placed for sleep in a manner consistent with the recommendations set out in the document "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada" published by Public Health Agency of Canada unless the child's physician recommends in writing otherwise. CEY ensures all children are placed for sleep in a manner consistent with these guidelines.
- It is recommended that children younger than 12 months be placed on their backs to sleep to lower the chance of "Sudden Infant Death Syndrome" (SIDS), however; parents may request otherwise with a doctor's written recommendation, and this must be documented on the Enrolment Form.
- Parents will indicate in the Enrollment Form what the child is to use during nap time (i.e. Light blanket, swaddle blanket, sleeping sack, soother) or if the child is to have a reduced, extended or no nap.
- Parents will be consulted respecting their child's sleeping arrangements at the time the child is enrolled at CEY, upon transition to another classroom or upon a parent's request.
- Infants will be fed following the written instructions provided by the parents; however, it is important to note that bottles should not be given to infants while they are lying down. Bottles should never be propped against something or left in a child's mouth when they are falling asleep or asleep.
- Infants must sleep in their assigned cribs and at no point in time are infants to be left sleeping in the bouncy chairs, swings or any other place other than the crib. Under no

circumstances are pillows, heavy blankets, bottles/sippy cups, stuffed toys and/or crib bumpers to be used in an infant sleep room.

▪ Children **older** than 12 months

- must be placed for sleep in a manner advised by the parents.
- A staff is physically present in the sleep room to supervise the children and conduct Physical checks.
- Direct visual and physical sleep checks (checking for breathing, increased/decreased breathing sounds, tossing and turning, etc.) will be completed for all age groups and documented as follows
- Infants/Toddlers – direct visual and physical sleep checks every 15 minutes
- Preschool/ School Age – direct visual and physical sleep checks every 60 minutes
- Any change in a child's sleep pattern must be documented in the child's daily report to inform parent(s) of this change and may require that the child is monitored more frequently during sleep.
- Lighting in the sleep room must allow for direct visual monitoring. Lights can be dimmed, but staff must be able to see children clearly.
- Each child in care will have a crib or a cot labelled with their name with a crib/cot sheet. No child is to be put in a crib or on a cot without a clean bed sheet.
- Sleep time will not exceed two hours in our toddler, preschool or school age classrooms. Infants may sleep for longer during the day as per the parent(s) request.
- Arrange children's cots in a head to foot formation with the cot 1.5 feet apart and with an aisle of at least 3 feet to ensure children and staff can safely evacuate in case of an emergency.
- Make sure you can always see the child's face while sleeping; blankets and sleep toys must never cover a child's face.
- Staff, students and volunteers will review the Sleep Supervision Policy before the start of their employment/placement/volunteer position, any time there is a revision and annually thereafter to ensure understanding.

Volunteers / Students

In cooperation with high schools, community colleges and universities in the area, the childcare Centre is frequently used as a source of practical experience for students in early childhood education, childcare family daycare. These students enhance the staffing and permit individualized care and special activities which might otherwise not be possible. The Centre has developed a policy for the supervision of students and volunteers. The staff always supervises the volunteers, in all areas of the daily program. At no time will students and volunteers be alone with the children. These individuals are not counted in the staffing ratios of the Centre. No child will be supervised by a person less than 18 years of age. Students and volunteers are required to review and sign off on the following policies and procedures of the Centre before they begin their term and annually thereafter:

- Program Statement Implementation Policy
- Individual plan for a child with anaphylaxis and emergency procedures (Anaphylaxis Policy)
- Playground Safety Policy
- Supervision Policy for Students and Volunteers

- Criminal Reference Check Policy
- Parent Handbook

Serious Occurrence Policy

- The safety and well-being of our children in licensed childcare Centre programs is of highest priority and we work diligently to provide a safe, creative and nurturing environment for the children.
- Despite all the best precautions, serious occurrences can sometimes take place.
- What is a Serious Occurrence?
 - death of a child
 - abuse, neglect or an allegation of abuse or neglect of a child while receiving childcare
 - a life-threatening injury to or a life-threatening illness of a child who receives childcare
 - an incident where child receiving childcare goes missing or is temporarily unsupervised
 - an unplanned disruption of the normal operations of a childcare Centre that poses a risk to the health, safety or well-being of children
- The Ontario government has introduced a policy that requires licensed childcare Centres and private home daycare agencies to post information about serious occurrences that happen at a Centre or a home daycare location effective November 2011. To support increased transparency and access to information, a Serious Occurrence Notification Form (SONF) must be posted at the Centre or home daycare location in a visible area for at least ten business days.
- A report is provided to a program adviser of any serious occurrence within 24 hours
- Annual analysis of all serious occurrences that occurred in the previous year is conducted and records are maintained of the actions taken in response to the analysis

Child Abuse/ Neglect Policy

Our goal is to provide a safe and happy learning environment for the children enrolled in our day care program. Children must be treated with respect. Self-respect is important in the healthy development of children.

We do not allow or tolerate physical / verbal abuse:

- of one child to another
- of a child by a member of the staff
- of a child by a parent
- Every person in Ontario is required under the Child and Family Services Act to report his/her belief that a child may need protection. "A person who believes, on reasonable grounds, that a child is or may be in need of protection shall forthwith report the belief and information, upon which it is based to a society."
- The legislation specifically requires individuals who perform professional or official duties with respect to children such as the "operator or employee of a day nursery" to report suspicion of child abuse. If in the course of our professional duties, the supervisor &/or the staff of the Centre have reasonable grounds to suspect that a child may have been abused, the suspicion, & the information upon which that suspicion is based, is reported immediately to the Child Protection Agency.
- We cannot judge or decide what child abuse is, we must leave that to the agency worker.

- We are not allowed to contact the parents first.
- In the unlikely event an agency worker calls you; we can assure you that utmost confidentiality would be maintained by the staff. Only those individuals directly involved would know of the call and once the agency has investigated and closed the case, the matter would be ended as far as we are concerned.
- We would not refer to it again and we hope it would make no difference in the close, supportive relationship we have with all our parents.

Accident Reporting Policy

- If your child has an accident while in our care, the staff will fill out an accident report form describing the circumstances of injury and any first aid administered.
- The staff will also note the accident in the daily written record.
- You will be requested to read and sign the report when you arrive to pick up the child.
- A copy of the report will be given to you and a copy will be retained at the Centre.

Play Policy

- During active indoor play and outdoor play periods, infant, infant/toddler and toddler groups are separated from other children.
- Outdoor play is very important for the children and is a big part of our program. The children will enjoy our lovely, secure play yards.
- Every child in our care for six hours or more in a day will spend time outdoors for at least two hours each day, weather permitting, unless a physician or a parent of the child advise otherwise in writing.
- Children enrolled in the before and after school programs will spend time outdoors for at least 30 minutes each day, weather permitting, unless a physician or a parent of the child advises otherwise in writing

Emergency Management Policy

- CEY is equipped with telephone service that is always accessible to staff and can be used to obtain emergency assistance.
- Duties of each staff member in the event of a fire and a fire exit plan is posted at the entrance of the Centre and in each classroom.
- Fire drills are conducted every month in accordance with Ontario Regulation 213/07 (Fire Code) made under the Fire Protection and Prevention Act, 1997 and a written record maintained for at least 12 months from the date of the drill.
- In the event the Centre must be evacuated, the Assembly Point is TBD
- The emergency shelter, in case of evacuation would be at TBD
- In the event of a medical emergency, we may need to take your child to the hospital. In some circumstances, emergency help may be called before parents are notified. Every effort will be made to notify parents immediately after emergency help is called.

- On reaching safety, the staff will contact parents by phone to ask them to pick-up children. As soon as reasonably possible during an emergency the supervisor will send an email to all parents informing them of the situation, any applicable instructions and the known next steps.
- CEY has an Emergency Management Policy in place which must be reviewed by all staff, students and volunteers prior to the start of employment/ volunteer position, any time there are revisions and annually thereafter.

Upon evacuation from the childcare centre, all groups will meet at: TBD

and proceed to their Emergency Shelter

Emergency Shelter Name: TBD

Emergency Shelter Location: TBD

Emergency Shelter Phone: TBD

List of Emergency Contact Persons

Local Police Department: TBD

Ambulance: TBD

Local Fire Services: TBD

Taxi Services: TBD

Site Supervisor: TBD

Licensee Contact(s): TBD

Access to Child & Premises Policy

CEY will ensure that we do not prohibit a parent from having access to their child at our program or from accessing the premises when their child is in care except:

- ▪ on reasonable ground that the parent does not have a legal right of access to the child or
- ▪ if a parent could be dangerous to children on the premises or
- ▪ if a parent is behaving in a disruptive manner.
- ▪ If it is an emergency, call 911 immediately

Parent Code of Conduct

- We all have the right to be safe and feel safe in our community. CEY's Code of Conduct sets clear standards of behaviour that apply to all individuals involved in our Centre community including parents or guardians, volunteers and teachers.
- These standards apply whether they are on CEY's property or at Centre-sponsored events and activities.
- All members of the CEY community are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other ground protected by Ontario's Human Rights Code
- All adult members have the responsibility to act as models of good behaviour.
- Foul language (swearing, name-calling, shouting, etc.) is not appropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.
- Inappropriate behaviour or harassment of any kind towards a child, student, parent or teacher will result in immediate intervention up to and including the family's expulsion from the Centre and/or police intervention. This type of behaviour includes but is not limited to harassment or intimidation by written note, email, words, gestures and/or body language.
- No weapons are allowed on Centre property or at Centre functions.
- Alcohol and illicit drugs are not allowed on Centre property or at Centre sponsored events. The consequences for failure to comply will include but is not limited to the family's expulsion from the Centre.
- The privacy and confidentiality of our parents, guardians, teachers, volunteers and students is important to us.
- All concerns and comments should be addressed with the teachers. Should this discussion not address your concerns, the next step is to review the situation with the Supervisor.
- Gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the Centre hallways, the parking lot or via electronic mediums such as Facebook, Myspace, personal blog sites or other forms of electronic information sharing.
- Any pictures taken at the Centre or during Centre events are for the private use of CEY families only. These pictures cannot be posted in on-line photo albums or social media.

Communication Policy

- We have an open-door policy with parents, as this is one of the key components in developing a child's future.
- We are always open to questions, comments or suggestions for the betterment of the program.
- If you need to contact CEY for any reason, please feel free to call or email. If you get our voice mail, please do leave a message, as often we are out or busy with children and unable to get to the phone at that moment. We do check messages regularly and return phone calls as soon as we get the chance.
- We do not mind calls to check to see how your children are doing during the day. We do please ask to limit them to two per day, as they do disrupt the program to pull a teacher out to speak over the phone. (Centre's number or Centre's email)

Smoking Policy

The Smoke-Free Ontario Act came into effect on May 31, 2006, prohibiting smoking in enclosed workplaces and public places, to protect workers and the public from second-hand smoke. Smoking is always prohibited in CEY, and as such no lighted tobacco can be brought onto premises of the CEY or on the playground, whether children are present.

The Centre's operator is responsible for ensuring that:

- everyone is aware that smoking is prohibited.
- remove ashtrays and any object that serves as one.
- no one smokes on the premises.
- a person who does not comply, does not remain on the premises.
- post No Smoking signs at all entrances, exits, washrooms and other appropriate location.

Parent Issues and Concerns Policy

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the childcare licensee and staff to use when parents/guardians bring forward issues/concerns.

Policy

General

Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare providers, and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Supervisor and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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 3 days business day(s). 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.

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

CEY to provide services of the highest quality, we welcome ongoing feedback from families. Hearing compliments and concerns helps us to build on and improve our services.

We will respond to all concerns that families may have.

Compliments

- If a parent/guardian would like to compliment an employee of the organization, they are encouraged to tell the employee.
- If the family would like the employee to be recognized within the organization, they can inform the Supervisor either verbally or in writing. The Supervisor will ensure that the Director is informed of compliments that are received both verbally and those received in writing.

Complaints

- If a parent/guardian has a concern about the care provided, they are encouraged to discuss this with the employee who is working directly with their child. The employee will work with the family to resolve the situation as quickly as possible. If the situation is not resolved, or if a parent/guardian is uncomfortable approaching the employee, they can request assistance from the Supervisor.
- The parent/guardian may file a written complaint with the Supervisor.

The following information should be forwarded to the Supervisor:

- nature of the complaint
- outline of relevant circumstances
- steps already taken to resolve the issue
- action desired

- Within five working days of receiving a written complaint, the Supervisor will work with the family to make a thorough inquiry into the complaint and to prepare a report summarizing the problem, including the discussion with the parent, the Supervisor's recommendations and the actions taken.
- If the family is not satisfied with the action taken by the Supervisor, the parent may file a written complaint with the Director. The Director will have five working days to review, investigate and respond to the parent's complaint.
- Contact information is posted on Parent Information Boards and is available on our website.

CONDUCT

Our organization maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider and/or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to Supervisor/Director.

CONCERNS ABOUT THE SUSPECTED ABUSE OF NEGLECT OF A CHILD

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#)

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*. For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

issues or concern to bring forward to the licensee and specifically the steps to be followed by yourself as the licensee as well as staff in responding to an issue or concern brought forward by a parent. These steps have been included in your parent handbook which can be added to your policy. thank you

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within three business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 days business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director of the centre.

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.

Contacts: Contacts: Supervisor / Director

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Site Supervisor: TBD

Director: TBD

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

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- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

SAFE ARRIVAL POLICY

Policy and objectives

In order to promote the safety of our children, CEY Canada Child Care has developed a policy for a safe arrival of children who attend our centres. All CEY Child Care locations have procedures in place that are conducted in conjunction with daily attendance-taking procedures and that aim to account for any child's unexplained failure to arrive at the centre through reasonable efforts to make timely contact with parents, guardians, or caregivers. The centre will contact parents if children are not at the centre by 10 with no communication.

Safe arrival programs in childcare centres allow parents and staff to account for a child's unexplained absence. CEY shall make all reasonable efforts to make timely contact with parents/guardians, or designated emergency/additional contacts when a child is absent, and the centre has not been notified by the parent(s)/guardian(s). Programs will take into account that a language other than the language of instruction may be used in the absent child's home. Individuals involved in delivering the safe-arrival program will receive appropriate training and supervision. Policies will be reviewed periodically to confirm their effectiveness.

***Parents and guardians are ultimately responsible for their children's safety. ***

Upon arrival, parents must:

- Ensure they are greeted, and their child is signed in by a staff member
- Update staff on their child's night and morning

Upon departure, parents must:

- Ensure their child is signed out by staff member
- Speak to the staff regarding their child's day

Supervision

- Supervision starts as soon as the child is dropped off to the classroom by the parent (after the parent has greeted the staff and communicated information about the child) and ends as soon as the child is picked up by the parent (once the child is dismissed by staff)
- Once the centre closes, staff will contact the parent/guardian, followed by emergency contact for any student who is not picked up within this time.
- If late pickup happens often, additional support services may be involved.
- If parents/guardians arrange for other people to pick up their children; the parent/guardian is responsible to ensure the alternate person is picking up on time

and that the centre is aware of other persons picking up and have shown staff proper identification that corresponds with information on a child's emergency contact information. Only adults designated by the parents on the consent form are allowed pick up the child. Photo identification must be presented by the individual prior to the child being released from our care. **If Id is not presented, the child will *not* be released.**

Responsibilities of Parents/Guardians

- On the enrollment form parents/guardians will provide current contact information, including:
- home phone number of child's residence
- cell phone number of child's parent(s)/guardian(s)
- work phone numbers for parent(s)/guardian(s)
- phone number of emergency contact(s) and/or additional contacts
- Parents/guardians will ensure that the centre has accurate and current contact information at all times.
- Parents/guardians will provide updated information as necessary.
- Parents/guardians will inform emergency contacts and any additional contacts that calls may be made to them if a parent/guardian can't be reached when a child does not arrive at the centre.
- Parents/guardians will communicate with the centre prior to the centre's start in the morning when a child will be absent or late for any reason.

Note: Should your child not attend daycare due to an illness or a communicable disease, the center must be informed. This information will help us take measure in preventing the illness/disease from spreading.

Responsibilities of Teachers

- Teachers will record attendance and send it promptly to supervisor.
- Teachers will notify the supervisor of children who arrive after attendance has been recorded.
- Attendance is to be taken at every transition (beginning of day, outdoor transition, indoor transition, etc)

Responsibilities of Supervisors

- Supervisors will stress the need for parents/guardians to provide up to date contact information.
- Supervisors will inform parents/guardians that if an unexplained absence of their child occurs, calls may be made to the home, the parents'/guardians' place of work, the emergency contact or any additional contacts.
- Supervisors may enlist the aid of staff to implement safe arrival programs.
- Supervisors may modify safe arrival programs to take into account unusual events and conditions such as inclement weather.
- Supervisors will ensure that the Safe Arrival Program includes the following steps:

Phone calls are made in the following order when there is an unexplained child absence:

- parent/guardian home or cell number,
- parent/guardian work number,
- emergency or additional contact(s).

A record is maintained, including a list of calls from parents/guardians who call to report absences or lateness. The record will include a list of safe arrival calls that are made by the centre when there is an unexplained child absence.

This record lists

- who has been called
- and when,
- and the result of each call.
- Absences will be recorded by teachers are checked against those listed in the attendance record by the supervisor

A voicemail will be left if the parent is not reached by phone.

Additionally written communication will be sent if a parent cannot be contacted by phone – Either via email or the child care app the centre uses.

Supervisors/Licensee will decide what action to take if contact cannot be made with the parent(s)/guardian(s), emergency or additional contact(s).

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up [the staff will contact the parent 15 minutes after the time parent has communicated to pick up to inquire about an ETA, the supervisor or program staff (whichever is available) shall contact the parent/guardian by phone call. If they do not pick up leave a message and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian, contact the other parent (if applicable)/another authorized pick up or emergency contact. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed").

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:05pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contacting authorized individuals listed on the child's file, etc.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) [include contact information here]. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Note: Please select from the below which option fits your program and delete all other options.

Option 1: Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone. Children will not be released without supervision, even with parent consent.



Parent Resources

1. Child Care and Early Years Act (CCEYA)

<https://www.earlyyears.edu.gov.on.ca/EYPortal/en/ChildCareLicensing/CCEYALicensingStandards/index.htm>

2. How Does Learning Happen?

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

3. Public Health Unit

[TBD](#)

4. Regional Developmental Service

[TBD](#)

5. Look See Screening

<https://lookseechecklist.com>

CEY Childcare KEY Contacts

For any questions / concerns regarding the daily operations of the Centre, please use the below management hierarchy whenever possible:

CEY Head office # **416 901 5434** or 416 564 0731

Email: **connect@CEYdaycare.com**

Centre Supervisor  **Centre Director**  **Centre Manager**