



WAYS TO LOVE A CHILD

Give your presence. Laugh, dance and sing together. Listen from a heart space. Encourage. Understand. Allow them to love themselves. Ask their opinions. Learn from them. Say yes as often as possible. Say no when necessary. Honour their no's. Apologize. Touch gently. Build lots of blanket forts. Open up. Fly kites together. Lighten up. Believe in possibilities. Read books out loud. Create a circle of quiet. Teach feelings. Share your dreams. Walk in the rain. Celebrate mistakes. Admit yours. Frame their artwork. Stay up late together. Eliminate comparison. Delight in silliness. Handle with care. Protect them. Cherish their innocence. Giggle. Speak kindly. Go swimming. Splash. Let them help. Let them cry. Don't hide your tears. Brag about them. Answer their questions. Let them go when it's time. Let them come back. Show compassion. Bend down to talk to little children. Smile even when you're tired. Surprise with a special lunch. Don't judge their friends. Give them enough room to make decisions. Love all that they do. Honour their differences. Respect them. Remember they have not been on earth long.

PARENT HANDBOOK
Glendale Early Learning Childcare Centre
1-A Caroline Street
St. Catharines, ON L2T 3E9
(905) 346-1301
glendale@vaxxine.com

ADMISSIONS

Children from eighteen months to six years of age will be admitted for full day care. Parent/guardian is required to submit an up-to-date medical form, proof of immunizations, or a Statement of Conscience or Religious Belief for Child form (in case of child not having received immunizations), a Registration form, DPS form (Development Preschool Screen), Speech and Language Development Checklist, Photo Permission form and Niagara Region Child Care Health information form. In case of withdrawing from care, two weeks written notice is required. At the present time we do not have a Wait List Policy.

FEES

Fees are payable in advance weekly or bi-weekly on Monday or Tuesday mornings.

Fee schedule is as follows:

	Per Week
Full Day – 18 months to 30 months	\$210
Full Day – 30 months to 5 years	\$190

Subsidy is also available through Niagara Region, 905-984-6900.

Cheques only please.

N.B. Full fees will be charged for each week, regardless of the child's absence, or the occurrence of a statutory holiday. Fees will also be charged in the case of a snow day or other circumstances beyond our control. Fees will be waived for two week holidays per year, after the child has been in attendance for 6 months. If the child is temporarily withdrawn, we cannot guarantee that space will be available if you wish to return. Failure to pay fees will result in the withdrawal of care. Please note tax receipts will be provided for every payment made. Remember to keep your receipts for tax purposes, as these are the only copies that will be issued.

HOURS OF CARE PROVIDED

The Centre will be open from 7:30am to 5:30pm Monday through Friday. Although the centre is open from 7:30am until 5:30pm, it is expected that a child will be in the centre for not more than 8 ½ hours. It is very difficult for a small child to be in a highly social situation for longer than this.

STATUTORY HOLIDAYS/CLOSURES

Our childcare centre is closed on the following holidays:

- | | |
|-----------------|----------------|
| *New Year's Day | *Family Day |
| *Good Friday | *Easter Monday |
| *Victoria Day | *Canada Day |

*Civic Holiday
*Thanksgiving Day
*Boxing Day

*Labour Day
*Christmas Day

Fee payment is required for all statutory holidays. **December 23-27, 2019 we are closed, fees will be waived for this week.**

SNOW/EMERGENCY CENTRE CLOSURES

An emergency closure could be a result of, but is not limited to: power loss, heat loss, water loss and/or staff requirements from Child Care and Early Years Act. In the event that there is an emergency centre closure during operating hours, every effort will be made to contact parents/guardians or emergency contacts by phone. Full fees will apply. In the event that there is an emergency closure prior to the centre's opening hours, every effort will be made to notify parents by phone as early as possible.

EMERGENCY MANAGEMENT

Glendale Early Learning has a detailed Emergency Management policy in place. It is available at the centre should parents wish to review it in its entirety. Please note that should an emergency occur, parents will be notified by phone of the situation.

OFF PREMISES ACTIVITIES

The staff plan activities for all children (all groups) which are conducted either inside or outside in our approved play yards. Please note that Glendale Early Learning staff do not have planned activities off the premises.

MEALS/NUTRITION

Our program offers a variety of nutritious foods for lunch and snacks. Food selected promotes good health, incorporates Canada's Food Health Guide and provides an opportunity for children to try new foods and establish ongoing positive eating habits. Weekly snack menus and monthly lunch menus are posted for your information. Given that some children have food allergies, the program cannot accept donations of food or beverages from outside sources. Glendale Early Learning Childcare Centre is a **nut-aware centre**.

PARENTS' RESPONSIBILITIES

Each article of clothing must be marked with the child's name, including boots. The child must be dressed appropriately for outdoor play each day. I.e. splash pants in the spring/fall, snow suits in the winter.

If the child is ill, they must be kept at home, or alternative arrangements made for their care. If your child has vomited or has diarrhea or a high fever, they are to stay home for at least 24 hrs after the last episode.

We will not dispense medication for the child unless a chronic condition exists, i.e. Asthma or Anaphylaxis. In this case, the medication must be brought to us in its original container, with the doctor's instructions for dosage, etc. A medication administration form and an Anaphylaxis Emergency Plan form must be filled out and signed by

parent/guardian. Parents are asked to arrange for an interview with the Supervisor if there are any special health concerns or any other problems.

If an emergency arises and the parent will be late picking up the child, we ask that we be notified. We would also ask to be notified regarding absences or illness. The child must be brought in by 10:00am. Sleep time is from 12:00pm to 2:00pm. Please arrange to pick up the child around these hours, to keep their schedule consistent. We would also ask that you bring in and pick up your child as close to the same time every day as possible, as routines are very important to the child in their early years.

Children will be released only to person(s) specified on the registration form, unless we are otherwise notified.

All messages can be left with staff and they will relay to supervisor. Any special needs or problems must be discussed with the supervisor. If you wish an individual interview regarding your child's progress, please call for an appointment.

Personal toys, books, etc. are difficult to share. We have ample play materials here at the centre. Personal belongings should be left at home.

PARENT ISSUE AND CONCERN POLICY AND PROCEDURES

The purpose of this policy is to provide a transparent process for parents/guardians and Glendale Early Learning Childcare Centre staff to use when parents/guardians bring forward issues/concerns.

Parents/guardians are encouraged to discuss regularly what their children are experiencing with the Supervisor and staff.

Please know that all issues and concerns are taken seriously by Glendale Early Learning staff and will be addressed. We will make every effort to address and resolve issues and concerns to the satisfaction of all parents as quickly as possible. An initial response will be provided within 24 hrs of being made aware of the issue/concern.

PARENT/GUARDIAN ROLES AND RESPONSIBILITIES

- If the issue/concern is related to a program room, they should address the program staff (the child's teacher). I.e. Their child did not have their sun hat on outside when they picked them up. With a reminder to staff, this issue can be resolved immediately.
- If the issue/concern is directly regarding a staff, please report your concern to the Supervisor.
- If the issue/concern is regarding the Supervisor, please report to the Assistant Supervisor and a member of the Board of Directors will be consulted as well.
- If the issue/concern is related to an allegation of abuse/neglect, please contact our local Children's Aid Society.

SUPERVISOR AND STAFF ROLES AND RESPONSIBILITIES

Staff

- If the issue/concern is brought directly to the staff (and involves them), they will address immediately and work to find a solution.
- If the nature of the concern requires assistance from the supervisor, they will inform her as soon as possible. This type of concern may require a meeting between parent and staff/supervisor.
- Staff will be respectful of every parent/guardian concern and conduct themselves in a professional manner.

Supervisor/alternate

- Will listen to parent/guardian's concern and address it on the spot. If a solution is available, the issue may be resolved then and there.
- If the concern is one that requires further investigation, the supervisor will record pertinent information such as:
 - date/time the concern was received
 - name of person reporting concern
 - name of person receiving the concern
 - the details of the concern
 - steps taken to resolve the concern
 - upon resolution of the concern, supervisor will document the outcome
- Supervisor will remain calm and provide support for parent/guardian. If the situation escalates at any time, there are several steps the supervisor will follow:
 - ask parent if they would like to sit down in a more comfortable area
 - provide a cold drink
 - make a plan to meet the next day and revisit the concern
 - offer to call another person in for support (i.e. the other parent, a Board member, etc)
- If at any time the supervisor feels there is immediate danger to the children or staff, they will ask the parent to leave. If the situation escalates, 911 may be called.

CONFIDENTIALITY

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children and child care staff, 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 Children's Aid Society).

Conduct

Glendale Early Learning 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 or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Supervisor, another staff, Board of Directors member and even possibly the police.

SLEEP AND QUIET TIME

Children are encouraged to lie quietly on their cots with their cozy blankets. Some children will sleep, while others just rest. Sleep time is roughly 12:00-2:00 each day. If children are not asleep after the first hour, they are permitted to get up and find a quiet activity while their friends sleep. Each child has a folder with a "sleep room visual checklist" sheet, that staff document information about child's sleep experience each day. If staff notice any changes during sleep time, the parents will be notified either by phone, in person or through a meeting.

LATE POLICY

The centre's late policy is as follows:

A late fee of \$5.00 will be charged for the first 10 minutes (or any part of 10 minutes) and an additional \$5.00 for every 10 minutes following.

BEHAVIOUR MANAGEMENT

We believe that children learn best when they are given reasonable limits, freedom to choose, and when the adults are loving, firm, and consistent. No corporal punishment, derogatory comments or restrictive measures will be used. Discipline will be planned to assist the child to become a self-disciplined person through the use of choices and logical consequences.

A prepared environment will allow the child to learn through play and through guidance by a highly qualified, caring staff. The child will be placed with children at their own development level and will proceed at their own individual rate of growth and development.

PROHIBITED PRACTICES

Under section 48 of the Child Care and Early Years Act the following are prohibited practices and are grounds for dismissal:

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, 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;
- locking the exits of the child care centre for the purpose of confining the child, or confining the child in 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;
- 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;

- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

DUTY TO REPORT

Under section 72 of the CFSA every person including persons who perform professional or official duties with respect to children, such as health care workers, teachers, operators or employees of child care programs or centres, police and lawyers, who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to a CAS. It is not necessary to be certain that a child is or may be in need of protection to make a report to CAS. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report. The CFSA specifies that a person who acts in accordance with the duty to report is protected from civil actions, unless the person acts maliciously or without reasonable grounds for the suspicion.

LICENSE

Glendale Early Learning Childcare Centre, is licensed by the Ministry of Education. The license is renewed yearly and on display in the Centre.

STAFF AND STUDENT SUPERVISION

All staff members hold a diploma in Early Childhood Education and are RECE certified. The staff also has their First Aid and CPR updated, as well as Criminal References and Vulnerable Sector checks. The cook, supervisor and assistant supervisor have a Food Handler's certificate.

We do not have volunteers at our centre but we do have students from the Early Childhood Education program at Niagara College. No child is to be supervised by a person under 18 years of age. Students are to be supervised by a staff member at all times and students will not be counted in the staff ratios.

OUR PHILOSOPHY OF LEARNING

As Registered Early Childhood Educators, we believe that a child has some basic educational needs and at Glendale Early Learning Childcare Centre, we strive to meet these needs.

1. A need to grow toward independence and self reliance.
2. A need to have a sense of initiative, imagination and courage to face the situation.
3. A need to feel a sense of accomplishment.
4. A need to develop trust in the world and people in it.
5. A need for sense of personal growth.
6. A need for sense of closeness and belonging.
7. A need to grow in language and cognitive skills.
8. A need for outdoor activities.

We plan the environment so that the child will learn through play. Each child is allowed to proceed at their own development level. Staff do not expect too much of them, but at the same time, lead them to accomplish each new task as they become ready for it. Staff/child ratios allow for a great deal of individual attention and affection, so that the child will feel comfortable in their world.

If the child is given many opportunities to experience the world around them, they are prepared for academic learning when they reach the appropriate stage of development.

BOARD OF DIRECTORS

The Board of Directors of Glendale Early Learning Childcare Centre, consists of a cross section of various disciplines as well as representatives from the community, parents and the Supervisor, as a staff representative.

Maria Aindow, Supervisor and Tracy Booth, President of Board of Directors

GLENDALE EARLY LEARNING CHILDCARE CENTRE'S PROGRAM STATEMENT

The following is our program statement. We have devised it to be consistent with the Ministry's policy on programming and pedagogy. All staff and students will review the statement prior to interacting with the children, yearly and at any time the program statement is modified.

The relationships children form within their families, at school and at child care are critical in forming the people they become. As educators of young children, we provide an environment that allows children to become curious, capable, competent and rich in potential. We provide a loving, safe and educational environment in which learning and exploration provide children with a sense of belonging and a feeling of well-being.

GOALS AND APPROACHES

A) Promote the health, safety, nutrition and well-being of the children.

At Glendale Early Learning, we believe it is a priority that children be kept healthy and safe. We follow research-based procedures that provide the basis for our staff to support children's well-being at all times.

Our educators approach to promoting children's health and well-being align with compliance of policies and procedures, which include practices such as:

- Safe supervision of children as instituted by Ministry guidelines while maintaining child/staff ratios.
- Child Protection procedures, i.e. Duty to Report
- Menu planning following the Canada Food Guide
- Emergency procedures, i.e. fire drills, lockdown, etc.

B) Support positive and responsive interactions among the children, parents, child care providers and staff.

We believe and understand that all young children thrive in all areas of development when they are in positive and responsive relationships with adults. We strive to promote a sense of belonging for all children, parents and staff.

- Educators will build a foundation of trust with children by being available, sensitive, responsive, and caring.
- Educators create an inclusive and respectful environment which fosters positive, equitable and collaborative relationships.
- Educators will interact and communicate with parents on a daily basis sharing photos, observations, documentations, reflections and newsletters.
- Implement an Open Door policy between parents and staff.

C) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

Glendale Early Learning staff believe that it is the role of the adult in a child's life to be supportive. This will provide opportunities for them to learn how to interact effectively with the world around them including other children, adults, and the environment. This includes self regulation and the development of a sense of self as being capable and able to manage their emotions and behaviour.

Approaches implemented by educators to set the stage for positive interactions among children include:

- Educators will provide small group experiences that allow for more individualized adult attention.
- Educators will role model inclusive, respectful, and collaborative interactions with children and other adults.
- Educators will ensure that sufficient and appropriate provocations, toys, equipment and materials are available to children at all times.
- Educators provide and ensure opportunities for the children to make choices; aiding in their self-regulation.

D) Foster the children's exploration, play and inquiry.

We believe children are naturally curious and full of wonder. Children learn best when they explore their world through their senses, repetition of tasks, imitation, asking questions and pretending. It is our role to support play, so that learning and development flourishes.

Educators use the following approaches to foster children's play, exploration and inquiry:

- Educators are active participants in play and provide tools for the children to explore with and plan activities according to their interests.
- Educators adapt the environment in response to children's interests and curiosity.
- Educators encourage children to decide where, when, what and how they will learn and play.

- Educators provide provocations that support the children's interests and encourage them to decide how to utilize them.

E) Provide child-initiated and adult-supported experiences.

Glendale Early Learning focuses on play-based learning experiences. This allows the child to take the lead and then focus on his or her interest to develop learning experiences. When this approach to learning takes place, along with the educator's understanding of child development, the child's competence, capacity and potential are maximized.

Approaches used by educators to provide child-initiated and adult-supported experiences include:

- Children and parents/guardians are warmly greeted by educators upon arrival and children are invited to share news of their day.
- Educators present the opportunity to ask the children open ended questions and engage discussion that expands their curiosity learning and interests.
- Educators set up rooms with a variety of activities and materials that support the observed interests of the children.
- Educators encourage children to bring in items from home that support their interests.

F) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

Glendale Early Learning understands the importance of a learning environment with planned experiences that are imperative in supporting children's play. Early learning and healthy development can begin and remain maximized by positive approaches. Educators will use the following approaches to plan for positive learning environments and experiences:

- Educators strive to connect with not correct children.
- Educators will design learning centres to be flexible and responsive to the needs and interests of all the children.
- Educators provide environments that include soft furnishings, items from nature, family and centre photographs and accessories that are intended to make children feel comfortable, confident and capable.
- Educators understand that all children learn differently and at their own rate.
- Educators provide time for children to complete their play as they are ready.

G) Incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and give consideration to the individual needs of the children receiving child care.

At Glendale Early Learning, we believe that a daily schedule should meet the needs of all the children, be flexible and provide a balance of activities throughout the day. Being flexible while consistent, allows the children to become confident and comfortable.

Educators approaches to providing variety and balance throughout the day will include:

- Educators ensure enough time is allotted for children to explore, play and enjoy activities both indoors and out.
- Educators keep transitions from activity to activity to a minimum so children have more time to play.
- Educators recognize that young children in programs thrive on regular schedules and feel secure when they can predict what will occur throughout the day; therefore educators ensure snacks, meal times and rest periods are consistent.
- Educators provide for and encourage sleep/rest time, but also make provisions for children who may not require sleep.

H) Foster the engagement of an ongoing communication with parents about the program and their child.

At Glendale Early Learning we understand that a parent/guardian is the most important person in a child's life. Our educators play a supporting role while the child is in our care. We recognize that our engagement and communication with parents/guardians help a child to feel a greater sense of belonging and is so important, as we strive to build relationships with our families.

Approaches implemented by educators to foster engagement and communication:

- Educators encourage parents/guardians to participate in special events during the year such as: snack with Santa, Mother's day tea, etc.
- Educators will communicate with parents/guardians on a regular basis about children's activities and health.
- Educators share children's artwork, construction creations and photographs of the children at play. This enables parents to be involved with their child's learning.
- Educators post program plans available that include observations of children's interest, activities and their connection to learning.
- Glendale Early Learning enlists parent feedback in the form of a yearly parent survey.

I) Involve local community partners and allow those partners to support the children, their families and staff.

Glendale Early Learning strives to provide our families and staff with all available community agencies and partners in order to support our programs.

Educators will include the following approaches to involve community partners:

- Educators will seek out opportunities to share knowledge and to learn from others in the community through formalized options and informal networking.
- Educators access and work closely with specialized services, as required. These agencies include: FACS, Pathstone Mental Health, Speech Services Niagara, Preschool Services and E.C.C.D.C.
- Educators share any brochures, pamphlets or upcoming information sessions with parents through the use of a parent information table.

J) Support staff, or others who intersect with the children at a child care centre in relations to continuous professional learning.

Glendale Early Learning is committed to the ongoing professional development of all our educators and we understand the importance of ongoing learning.

Approaches to support continuous professional learning include:

- Educators attend all mandatory training such as First Aid, CPR, and a wide spectrum of training sessions throughout their career with the child care curriculum and legislated training requirements. Glendale Early Learning encourages and funds any additional supervisor approved training.
- Educators are also actively engaged in Quality Child Care Niagara (QCCN), as required.

K) Document and review the impact of the strategies set out in clauses (A) to (J) on the children and their families.

Glendale Early Learning is invested in supporting children to grow to their fullest potential in a safe, caring, nurturing and loving environment. This Program Statement describes Glendale Early Learning goals for ongoing children's development and learning, and the approaches that will be implemented. All members of the Glendale Early Learning team, hold a responsibility in ensuring the approaches in our Program Statement are implemented.

- All new educators and students will be oriented to the Glendale Early Learning Program Statement before they interact with children. A sign off sheet including signatures of educators and students with witness signature and date of orientation will be kept on file.
- Educators and students will be required to formally review the Program Statement annually or when there are any changes to the Program Statement. Recorded verification of the review will be signed and dated by all educators and students.
- All educators and students will be monitored by supervisor/designate and observations documented for implementation of approaches as set out in the Program Statement. Observations will be recorded a minimum of 4 times per year.
- Goals related to the implementation of and observations related to the Program Statement will be incorporated into the ongoing process of performance management.
- Annual parent/guardian survey results and evaluation of the Program Statement strategies will inform and influence regular and ongoing development of the Program Statement.