



# Parent Manual

# At Primrose...

**We value communities through building a supportive family environment.**

**We value growth through learning and discovery.**

**We value relationships through trust and collaboration.**

**These values will be instilled in the work we do with children, parents, and amongst our team to make the best PRIMROSE we can.**

## Contents

1	Introduction .....	1
1.1	Welcome .....	1
1.2	History .....	1
1.3	Mission.....	1
1.4	Philosophy .....	1
1.5	Licensing.....	2
1.6	Hours and Days of Operation .....	2
1.7	Closure Dates .....	2
2	Enrollment .....	2
2.1	Admission .....	2
2.2	Admission Procedures .....	2
2.3	Registration Fee.....	3
2.4	Fees .....	3
2.5	Subsidy.....	3
2.6	Drop-off and Pick-up.....	3
2.7	Restraining Orders/Custody Agreements.....	3
2.8	Release of Children .....	3
2.9	Late Child Pick Up Fee .....	3
2.10	Leave of Absence Policy .....	4
2.11	Termination of Services .....	4
3	Potential Health Risk Policy .....	4
4	Programing.....	6
4.1	Educators .....	6
4.2	Environment & Play Space .....	6
4.3	Programs .....	6
4.4	Planning and Programming .....	6
4.5	Diversity & Inclusion .....	6
4.6	Transitions .....	7

4.7	Rest Times .....	7
4.8	Clothing and Bedding and Supplies .....	7
5	Communication .....	8
5.1	Communication with Parents and Families.....	8
5.2	Parent Concerns .....	8
5.3	Family Events .....	8
6	Health & Safety .....	9
6.1	Emergency Evacuation Plan.....	9
6.2	Fire Drills .....	9
6.3	Administering Medication .....	9
6.4	Potential Allergic Reactions .....	10
6.5	Emergency Medication .....	10
6.6	Special Needs Requirements .....	10
6.7	Nutrition .....	10
7	Manner of Feeding Policy .....	11
8	Outdoor Weather Policy .....	11
8.1	Sun Safety .....	11
8.2	Heat Exposure .....	11
8.3	Air Quality.....	12
8.4	Park Play / Equipment .....	12
8.5	Insect Repellents .....	12
8.6	Herbicides .....	12
8.7	Pesticides .....	12
9	Supervision Policy .....	13
9.1	Community Playground Supervision Policy .....	14
9.2	Ratios and Maximum Group Sizes .....	14
10	Child Guidance Policy .....	15
10.1	Consistent.....	16
10.2	Observe and Respond to Behaviors .....	16
10.3	Proximity .....	16

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10.4	'A word' .....	16
10.5	Active Listening .....	16
10.6	I messages.....	16
10.7	Descriptive Feedback.....	17
10.8	Positive Reinforcement .....	17
10.9	Redirection.....	18
10.10	Natural Consequences .....	18
10.11	Problem Solving .....	18
10.12	Choices.....	18
10.13	Responding to the many reasons of biting .....	19
11	Daily Room Routines.....	21
	Shale Classroom Daily Routine.....	21
	Quartz Classroom Daily Routine .....	22
	Sandstone Classroom Daily Routine.....	23

## 1 Introduction

### 1.1 Welcome

Welcome to Primrose Place Family Centre! We are happy to have you as a new member of our family!

This document has been developed by the Organization, and Board Members to help families familiarize themselves with Primrose Place Family Centre. It provides information about key policies and procedures, this will serve as a reference guide during your time.

### 1.2 History

Primrose Place Family Centre (the Centre) is a non-profit organization that provides childcare to approximately 70 children, ages 11 months to 6 years. Founded in 1967, the Centre has offered top-quality programming to Edmonton families for over 45 years.

Primrose Place Family Centre is a registered charitable organization administered by a voluntary Board of Directors (the Board). The Board and its committees are made up of both parents of children in the Centre and members of the community.

### 1.3 Mission

To provide quality early learning and child care to all families.

### 1.4 Philosophy

Experienced educators plan a program that is **Reggio inspired** and focuses on learning through play. We also use the Alberta Early Learning Curriculum Framework as a guideline for all the work we do on a daily basis. We encourage collaboration with parents and the community to make optimal use of all available resources. The services provided are geared to developing individual and group skills needed for healthy and productive community living.

Children are encouraged to make choices when appropriate to do so. Children are guided and challenged to meet their full potential in all areas of development (social, physical, intellectual, creative and emotional.) We believe the most important gifts that we can give children in our care are; a sense of wonder, a sense of belonging, a sense of empowerment in a supportive environment where they can succeed.

Our educators are researchers and learners alongside the children. They observe, listen to and expand on the children's interests. Educators are knowledgeable about what young children require for optimum growth at their particular level of development and seek to provide it.

## 1.5 Licensing

The day care is licensed by Child and Family Services Authority. We receive our license annually. The license is posted on the main entry bulletin board. Primrose is inspected by a licensing officer at least twice per year without prior notification. Recent inspection reports from licensing, fire and health are posted on the bulletin board in the main entrance. If you have any questions regarding these reports at any time, please ask.

## 1.6 Hours and Days of Operation

We provide early learning and child care from 7:00 am to 5:45, Monday to Friday.

## 1.7 Closure Dates

Primrose recognizes 11 of the 12 possible statutory holidays.

- New Year's
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Heritage Day
- Labor Day
- Thanksgiving Day
- Remembrance Day
- Christmas Day
- Boxing Day

# 2 Enrollment

## 2.1 Admission

- There will be no discrimination on the basis of race, religion, color, creed, or national origin
- Full-time children will be accepted on a full-time basis

## 2.2 Admission Procedures

Before a child can be admitted to the Centre, the parent(s) shall: participate in a tour with Director/Assistant Director to determine their child's eligibility for the Centre; complete the registration with the child's name, date of birth and home address, parent's name, home address and telephone number and the name, address and telephone number of a person who can be contacted in case of an emergency.

- Any other relevant health information about the child will include written consent for health care provided to the child.
- Arrange for visits with the child to the homeroom prior to the child's starting date.
- One month's written notice must be given upon leaving the Centre. The initial deposit can be donated to the Centre or refunded to the parent(s).

The Directors and the parents have access to the child's files. To maintain up to date information on each child, it is important for parents to bring the information to the office to be entered on the registration form and the office educator will ensure that the rooms receive the up dated

information on the emergency sheets. Once a year, the Centre requires parents to review and update information.

## 2.3 Registration Fee

A \$100 non-refundable fee will be asked upon a spot, along with half of the first month fee which goes toward the month starting. This is also nonrefundable. The parent package must be completed prior to attendance.

## 2.4 Fees

We have two payment options: direct withdrawal and EFT payments. If using direct EFT please send payment to [primrose@telus.net](mailto:primrose@telus.net). If choosing direct withdrawal, form and void cheque must be completed before you start daycare. Fees are due the first of each month. Failure to make payment may result in termination of services. If you encounter any difficulty with payment of fees, please speak to the Director.

## 2.5 Subsidy

To receive the total subsidy you are eligible for, your child needs to use the day care services for **100 hours or more per month**. One hundred hours does not equal full time childcare. It is the minimum attendance required to receive full subsidy benefits. The 100 hours allows for absences for such things as sickness, holidays, semester breaks or visiting non-custodial parents. **If you use fewer hours than approved in a month your subsidy rate paid to the Centre will be reduced according to the hours your child attended the Centre. Subsidized families not using the 100 hours will be required to pay an amount equal to the shortfall to the day care.**

## 2.6 Drop-off and Pick-up

Please drop off and pick up your child at a regular time each day. In order to receive the maximum benefits of our program please have your child here by 9:30 am. If your child is not coming in or if you are delayed at pick up time, we request that you notify the Centre.

## 2.7 Restraining Orders/Custody Agreements

In the case of custody disputes, each parent will be granted access to the child/children except when a copy of a court order is provided. Such information will be included on the child's emergency sheet. It is the responsibility of the parent(s) to produce a copy of a court order.

## 2.8 Release of Children

Children will be released only to parent(s) or persons designated by parent(s) on registration form.

## 2.9 Late Child Pick Up Fee

Children must be picked up by closing time or parent(s) will be charged a late fee. It is advisable to be in the daycare by 5:35 enabling you to be out by 5:45.

The late fee is \$5.00 for every five minutes till 6:00pm, \$10.00 for every five minutes till 6:15 and \$15.00 for every five minutes after 6:15pm.

Repeated failure to comply with the late pick-up policy could result in withdrawal of services.

## Procedure

Hours of operation 7:00 a.m. through 5:45 p.m.

Parent(s) who arrive after closing will sign the late book and indicate the time of arrival, reason for being late.

If child has not been picked-up by 5:45 and the Centre has not been advised of the parent(s) tardiness, the following procedure will be employed:

- a. Parent will be phoned at home, at work or on cell phone. In the event that the parents(s) cannot be located, the emergency contacts named on the registration form will be phoned and asked to pick up the child.
- b. If neither the parent(s) nor the emergency contacts can be reached by 6:30, Emergency Social Services (Child Protective Services) will be phoned and asked to take custody of the child. Should it be necessary to contact Emergency Social Services parent(s) will be informed that their child can be located through Emergency Social Services and or the City Police.

## 2.10 Leave of Absence Policy

Should the parent/guardian wish to hold their child/children's spot at the Centre for a planned leave of 30 to 60 days; parents must pay 60% of the monthly childcare fee. This is limited to two months per calendar year. If the parent chooses not to return after the two month's the fee is not refundable 30 days' notice to access the option is required.

## 2.11 Termination of Services

Primrose Place Family Centre may terminate families in cases where policies, procedures or financial obligations are not being met by the child's parents.

## 3 Potential Health Risk Policy

In keeping with the Child and Family Services Authority Licensing Regulations, children who are displaying signs or symptoms of an illness or have any contagious conditions cannot be at the Center.

Parents will be notified and asked to pick the child immediately and seek medical attention as required. If parents cannot be contacted or if parents have not picked up the child within one hour, emergency contacts will be called to pick up the child.

Children may return to the center when they are symptom free for 24 hours, or 24 hours after antibiotics have been administered, or if the parent provides a written statement from the child's physician indicating that the child is no longer contagious to others.

If a child displays any of the following symptoms or the child has received one or more of the following diagnoses from a physician or other health professional:

- Undiagnosed or unexplained open sores or rash
- Temperature, with a fever of 38.0 degrees C or higher
- Vomiting with two or more episodes of vomiting in the last 24 hours
- Diarrhea or loose stool (the child should be excluded for 24 hours until symptoms are resolved or assessed by a physician)

- Wheezing/Persistent coughing; (the child should be excluded until assessed by a physician or the symptoms are resolved)
- Mouth sores with drooling (the child should be excluded until a physician has determined that the symptoms are non-infectious)
- Rash, with fever or behavioral change (the child should be excluded until a physician has determined that the symptoms are non-infectious)
- Symptoms of Possible Severe Illness, such as lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing (the child should be excluded until assessed by a physician or the symptoms are resolved)
- Chickenpox (the child can be permitted to return to the program when he or she feels well enough to participate in all activities, regardless of the state of the rash and as long as the child returns to the same group they were with one to two days before the onset of the rash)
- Scabies, Head Lice, or other Infestation (the child should be excluded until appropriate treatment has been completed)
- Impetigo (the child should be excluded until 24 hours after antibiotic treatment has been initiated)
- Measles (the child should be excluded until four days after the appearance of a rash)
- Mumps (the child should be excluded until nine days after onset of parotid gland swelling)
- Pertussis, or Whooping Cough" (the child should be excluded until five days after antibiotic treatment has been completed, until three weeks after onset of symptoms, or until the coughing has stopped)
- Purulent conjunctivitis, or Red/Pink Eye" (the child should be excluded until 24 hours after antibiotic treatment has been initiated)
- Rubella (the child should be excluded until at least four days after onset of the rash, or up to five to seven days at the option of local health authority)
- Strep throat or other Streptococcal Infection (the child should be excluded until 24 hours after appropriate antibiotic treatment and cessation of the fever)
- Hepatitis A (the child should be excluded until 14 days after onset of illness or seven days after onset of jaundice)
- Tuberculosis (the child should be excluded until a physician has approved his or her return)
- A child is displaying any other illness or symptom the educator member knows (or believes) may indicate that the child poses a health risk to persons on the program premises
- A requiring greater care and attention than can be provided without compromising the care of the other children in the program

\*Source: *Health Child Care, Healthy Child – A Guide to Promoting Health & Preventing Illness in Early Learning & Child Care Settings*, Government of Alberta, Sept 2011

When a children are sent home, the symptoms and details are recorded on a Child Care Facility Illness Incident Log Sheet as provided by Alberta Health Services. (FORM)

A notice will be posted on the Parent Information Board/s to inform families when a child enrolled in the center has any contagious condition.

## 4 Programing

### 4.1 Educators

- Have a background in early learning and child care, and previous experience
- Facilitate a working environment that promotes learning through growth and discovery
- Mentor Grant MacEwan students during practicums

### 4.2 Environment & Play Space

- Environment acts as a third teacher to the children
- It is safe, respectful, and inviting for all children
- Materials are provided to promote growth through learning and discovery

### 4.3 Programs

We have four rooms in the Centre. They are divided by Shale room (**11 months to 19 months**) Quartz Room (**17 months to 30 months**) Sandstone Room (**30 months to 48 months**), and Jasper Room (**42 months to 72 months**). Each of the rooms has their own schedules and their own flexibility amongst them. The age will be dependent on the enrollment for the year.

### 4.4 Planning and Programming

- Provide meaningful learning experiences for children based on their interest
- Build on children's current knowledge and offer opportunities for further development of skills
- Recognize children's individual needs and plan a program that supports their developmental stage
- Take time to learn from children and collaborate with families.
- Observation sheets are posted at the front of the classroom.

### 4.5 Diversity & Inclusion

- We welcome a diverse range of families and their children at the Centre.
- We attempt to educator educators who reflect the diversity of the children at the Centre.
- We also welcome children regardless of gender identity, family income or differing abilities, and work with community support organizations to help us with inclusion.
- We encourage parents to share information about their home language, culture, religion, important festivals, and eating restrictions.

## 4.6 Transitions

We will transition children to the next room by providing a transition letter to the parents. During the transition time children will have mornings, lunch and nap to adapt to the program and the educators. This will help bridge the gap of differences amongst the rooms. For example: from Shale to Quartz they start doing more on their own, and gain some autonomy like self-serving lunch.

## 4.7 Rest Times

Sleep times for all rooms are from 12:30-2:30. All children will be required to sleep/rest on their beds. If a child falls asleep, an educator will not wake the child up early or try to keep a child awake. Sleep time is a very important aspect for the health of the child. If a child falls asleep, the child has the need to sleep. Each room has developed a routine specific to their room when children wake up. The Centre does not have a wake up program for children who do not sleep.

## 4.8 Clothing and Bedding and Supplies

We ask that parents provide blankets and extra clothes for daycare. The wet/dirty clothes will be sent home on a regular basis. Blankets will be sent home every Friday for washing purposes.

Parents are required to supply:

- Diapers
- Wipes
- A blanket
- Training pants/underwear
- Labeled change of clothing
- Appropriate indoor/outdoor footwear.

Your child must be suitably clothed for the time of the year upon arrival at the Centre. **All clothing must be labeled with the child's name.** We discourage the children from wearing "good" clothing - as it may get dirty, i.e. paint.

## 5 Communication

### 5.1 Communication with Parents and Families

Information is given to parents/guardians from these places:

- Verbal communication from Educators
- Parent Handbook
- Weekly Blog updates – Website, and Facebook page. When you “like” our Primrose Place Family Centre Facebook page you receive weekly updates about the Centre
- Bulletin Boards
- Memos on lockers/cubbies

### 5.2 Parent Concerns

If you have a concern about the care of your child at the Centre we suggest that you follow the steps outlined below. We hope this will help you to communicate your concern and will give the Educators, Executive Director, and Board at the Centre. The opportunity to work with you to ensure that solutions are found.

Talk to the Educators in your child's room. Take a few minutes when you drop off or pick up your child, or if the Educators are busy with other children, you can call the Centre and leave a message, or speak with the office about setting up a meeting with the educator based on the Educator's schedule.

Talk to the Executive Director

Lana Fletcher can be reached by calling 780-469-0663 or you may find her in the office when you drop off or pick up your child.

Write a Letter to the Chairperson of the Board

You can leave your letter in the office on the Executive Directors or Assistant Director's desk. If necessary, the Chairperson will arrange to meet with you and the director to discuss your concern. If the issue is still unresolved, it will be referred to the Personnel Committee of the Board in a timely manner.

### 5.3 Family Events

We hold different events within the Centre to and build relationships with the families, and provide a supportive environment to one another.

Some of the events include:

- Meet and Greet
- Workshops for Parents
- AGM
- Winter Wonderland Event
- Family Summer Fun
- Celebrations of learning in the classroom

## 6 Health & Safety

### 6.1 Emergency Evacuation Plan

The Centre's emergency procedure plan will be in effect in the case of a fire drill, actual fire, or other disaster. A copy of our fire drill procedure is in our policy manual & posted in the classrooms. In the case of an Emergency, parents will be called and the children will be in Ottewell Lodge with the educators to wait for parents to pick them up.

### 6.2 Fire Drills

In the Centre, each month, we will do a practice fire drill. Each educator has gone over the emergency evacuation plan. This ensure everyone knows their role.

### 6.3 Administering Medication

Procedures

1. Medication must be given directly to the Educator of the child's room or to the Executive/Assistant Director
2. The Educator will provide the parent with the Medication Administration form. Medication will be administered only if the form is completed. The parent must complete the parent section of the form including:
  - Child's name
  - Name of medication
  - Dosage required
  - Time to be administered
  - Last dosage and time given prior to arrival at the daycare
  - Parent's signature
3. Medications administered will not exceed the labeled directions and will not be administered on an "as needed" basis.
4. Over the counter medications will not be administered more than three (3) days without a physician's order.
5. All medications must be in the original container with the label and directions attached. Prescribed medications must be labeled with:
  - Child's name
  - Doctor's name
  - Name of medication
  - Dosage and times to be taken
6. Parents are asked to provide the Educator accepting the medication of any information regarding potential side effects of medication. This includes medication that has been administered by the parent before the child arrives at the center.

## 6.4 Potential Allergic Reactions

The educator will observe the child up to an hour after administering medication for allergic reactions. The educator will initial the medication administration form after observing the child.

## 6.5 Emergency Medication

Emergency medication will be easily accessible to all educators. All emergency medication will be stored in the classroom, in the back pack, which travels everywhere the child goes.

All children requiring emergency medication such medications include Ventolin, allergy medication or Epi-pens will have action plans completed and put up in the room and put into emergency books. All emergency actions will be on the allergy lists that all rooms receive. On the first of each month the Assistant Director will check all expiry dates on all emergency medications that are stored in the backpacks and then initialed on the bottom of the allergy lists. During the orientation process, all educators will be informed of the children that have emergency medication and where the medication is stored.

### Side Effects

Information regarding the potential side effects of medication must be given to the educator administering the medication. This includes medication that has been administered by the parent before the child arrives at the Centre. Educators will watch for any side effects when administering medication up to an hour after medication is given.

### Storage of Medication

All non-emergency medications will be stored in a manner appropriate to the medication i.e. refrigerated or room temperature in locked boxes in the rooms or in the refrigerator in the educator room and inaccessible to the children. With the exception of emergency medication, all other medication must go home at the end of each day. No medication can be stored at the daycare or in a child's back pack or locker. Emergency medication will be stored in back packs that travel where every the child goes. For safety of all children DO NOT leave any form of medication in child's nap sack, diaper bags or locker.

### Medication Return

All educators must return medication/herbal remedies to the family when authorized period has ended.

## 6.6 Special Needs Requirements

The Director will ensure that the educator responsible for a child who requires additional care (above giving medication) are trained in the proper method of administering the type of health care required by the child and this training is documented in the educator's file as well as the child's file.

## 6.7 Nutrition

We will follow the Canadian food guide, and provide two snacks and lunch. Morning snack and lunch come with milk. A snack consists of two food groups, and lunch consists of four food groups. The menu is posted weekly at the front entrance, which will be reviewed every 6 months by the director or Assistant Director.

- **Special diets** will be discussed with the Director – you must provide a substitute if you want a change in the menu or provide a list of what they can and cannot have. We cannot guarantee your child will not touch foods they are not supposed to have

- **Foods items not to be served** – Nuts and seeds, hard candies, caramels/toffee, chewing gum, popcorn, gum drops, jellybeans

## 7 Manner of Feeding Policy

Children will be seated while eating and drinking at all times. Children will be redirected if they get up from the table while eating or drinking. If the child is refusing to sit then the food or drink will be put away until they are ready to sit down.

No beverages (including bottles) are provided to children while they are napping. If a child is thirsty he/she can sit at the table to drink.

The Educators will encourage children to eat by themselves once it is developmentally appropriate.

## 8 Outdoor Weather Policy

To ensure standards and regulations are current and emerging best practices. This will keep all children and educators safe.

The Centre aims to provide outdoor play experiences based on the children's interests and needs. This will be based on weather permitting temperatures. Cut-off for outside temperature is -20°C or 28 degrees or higher.

Parents are required to bring sunscreen, sun hats and bug spray labelled for the warmer months to ensure your child outdoor safety.

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### 8.1 Sun Safety

- Parents are encouraged to send wide brim, breathable hats for children to wear in the summer. Sunglasses are also recommended, but not to be used as an alternative to a hat.
- Families must provide sunscreen with a minimum SPF 20 during the summer months.
- Parental permission is required for the application of sunscreen to the children. The permission form is provided to families at the time of registration.
- Sunscreen will be applied to children 30 minutes prior to going outdoors during the summer when playing outside between the hours of 10:00am and 4:00pm. Sunscreen will be reapplied as required, for example when swimming and during outdoor water play.

### 8.2 Heat Exposure

- UV Index: In general, the following guidelines will be used, but are up to the discretion of the Executive Director:
  - 0-2 Low – use sunscreen if in the sun for more than 1 hour.
  - 3-5 Moderate – use sunscreen if in the sun for more than 30 min. Take shade mid-day.
  - 6-7 High – use sunscreen and seek shade.
  - 8-10 Very High – use sunscreen and avoid the sun between 10 am and 4 pm
- Access to Water: In Moderate to Very High UV Indexes, children should drink water every 30 minutes. Personal water bottles should be available in the outdoor play space and water bottles with disposable cups should be packed in backpacks, should the children leave the property.

## 8.3 Air Quality

Considering that children are at a higher risk than the normal population, air quality will be monitored by the Executive Director and outdoor activities will be limited as per his/her discretion. Using the Alberta Air Quality Health Index (AQHI), the ratings are as follows:

- 1-3 Low Risk
- 4-6 Moderate Risk
- 7-10 High Risk

## 8.4 Park Play / Equipment

- The Center uses school/community playgrounds and parks.
- School and community playground structures are required meet Canada Safety Standards.
- If children cannot manage the climbers and steps on their own, then they cannot be on the climbers.
- Educator are not to be holding the children while going down the slides or supporting the children while going up the stairs.

## 8.5 Insect Repellents

- In the summer parents have the option of providing non-aerosol spray insect repellent for their children (aerosol pump spray is acceptable) that is appropriate for the age of the child.
- If parents want the educator to apply insect repellent to their children, written permission is required. A permission form is included with the registration forms.
- Insect repellent will be applied only if insects are a problem or if a parent requests that insect repellent is applied due to a child's sensitivity to insect bites.
- Educator must wait at least 30 minutes after applying sunscreen before applying insect repellent. Insect repellents should be used sparingly on exposed skin and clothing.
- Insect repellent must not be applied over cuts, irritated or sunburned skin or skin with eczema.
- To apply insect repellent to a child's face, the educator member must spray it on his/her hands and then apply to the child's face.

## 8.6 Herbicides

- The City notifies the center if herbicides have been used in the area and provides us with the information we need to keep your children safe.
- If the City of Edmonton has used herbicides to spray weeds, children will not be allowed to play in those areas for the recommended time period.

## 8.7 Pesticides

- If wasps or bees become a problem in the children's play areas, the day care will contact the City of Edmonton, Pest Control Department to exterminate them due to the potential for allergic reactions or harm that may be caused to children or adults.
- In the event that a pesticide is applied, the children will return to the play area only when the local health authorities recommend it is safe to return.

## 9 Supervision Policy

The purpose of our Supervision Policy is to outline the focus of the educator during daily activities. Children are supervised at all times and their safety well-being and developmental needs are our main focus.

We spend time with each child's family to familiarize them with our supervision policies and learn about the child's favorite things, interest, fears, joys, hopes, culture and traditions. Our goal is to obtain a blending between a family's belief and values and the philosophy of the daycare program. Educator and families work together to discover and celebrate each child's uniqueness.

### **Our Environment**

Educators are always aware of our physical environment as we believe the environment is the third teacher. We want children to feel secure, confident and to experience success. We recognize children's developmental abilities and we need to accept children for who they are. We acknowledge that children are growing and learning about the world around them and how to interact with materials and others. Our environment is thoughtfully set up, for safety, easy supervision meeting developmental needs and based on the children's interests.

- The children are accompanied to the bathroom by a educator member at all times. Educator inform the other educator in the classroom when they are leaving the room, how many children they have with them.
- Educator will establish simple guidelines for the children during transitions and in the classroom.
- Educator will maintain ratios as stated below at all times and will notify the Executive Director when added support is needed.

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Each educator informs the other educator in the classroom when they are leaving the room. Talk your team about the number of children you are taking and number of children they have. During play time and nap time an Educator position themselves so they can supervise the children.

Our change tables are turned into the classroom for better supervision.

Regular safety checks of our classrooms are done. There are checklists in each room for cleaning routines and equipment check.

Educator acknowledge the children and parents as they come into the classroom and when they leave at the end of the day.

Orange pinnies must be worn at all times when leaving the daycare premises. When leaving the daycare premises must notify the Executive Director or the Assistant Director or designate as to your route, how many children you have and a cell phone you can be reached at.

There must be a minimum of 2 Educators per group, should the group go outside of the fenced outdoor play space.

Backpacks must be taken should the group go outside of the fenced outdoor play space.

Backpacks contain (at minimum) the following items: attendance list, first aid kit, portable emergency information binder, hand sanitizer, tissues, and emergency medication, if any.

One educator must carry a cell phone when leaving the outdoor play space. Educator may use their personal phones.

Parents sign their child in upon arrival and out at departure.

As a part of the enrollment process parents fill out information indicating the people who are authorized to pick up their child. If the educator s do not recognize the person they will be asked for ID. Children **will not be released** unless the person has been authorized.

During orientation educator are shown where emergency medications, first aid kits, and emergency contact numbers are kept.

## 9.1 Community Playground Supervision Policy

- When in the playground or Spray Park, pinnies need to be worn wet or dry.
- Spare clothes, diaper and wipes should be in the backpack in case needed.
- Supervision is the number one priority – conversation among educators should be limited.
- In May the Executive Director will review the outdoor supervision policy with the educator at a meeting.
- In September, the Executive Director will review the indoor supervision policy with the educator at a meeting.
- If there is a policy change the Executive Director will review the policies with the educator at a meeting.

Executive/Assistant Directors Supervision Responsibilities

Children will be supervised at all times to ensure their safety, well-being and development.

The Executive/Assistant Directors will maintain educator ratios during program hours and will produce a strategy for maintaining the ratio during educator absences.

## 9.2 Ratios and Maximum Group Sizes

Infants 12 months to less than 19 months	1:4	Max group size 8
9 months less than 3 years	1:6	Max group size 12
3 years less than 4>5 years	1:8	Max group size 16
4.5 years and older	1:10	Max group size 20

Naptime Ratio

Infants 12 months to less than 19 months	1:8
9 months less than 3 years	1:12
3 years less than 4>5 years	1:16

4.5 years and older

1:20

## Building Relationships

The educator take time to get to know each child in our care; we monitor and observe activities and action of the children for messages contained in their behaviors. Educator listen closely to children, even those who are not in their direct line of sight. By knowing the children if one becomes ill or has unusual behavior the educator member is able to act upon it by taking temperature etc.

Educator observe, facilitate and participate in play with the children on a daily basis.

Educator will not carry out activities that may draw attention away from active supervision.

Examples of such activities include administrative tasks, cleaning, texting, reading or using the phone.

## 10 Child Guidance Policy

At Primrose Place Family Centre we will use the continuum framework for responding to children as a guideline. Educators focus on preventative strategies and use various positive guidance techniques when intervention is required to assist children in developing positive social skills. As educators, we know each child has their own learning style, own personality, and temperament. This being said all educators have a variety of tools to implement at a variety of times. We believe the least amount of adult intervention is necessary unless children are at risk or in danger. Educators strive to be warm, caring, nurturing, respectful and supportive of the children's overall development.

Although methods vary depending on children's abilities and each individual situation, key goals of child guidance are to teach problem-solving skills and to instill an intrinsically motivated sense of 'right' and 'wrong'.

Child guidance strategies will always be reasonable in the circumstances.

This policy applies to all children from 12 months to 6 years of age.

The Child Guidance Policy will be included in the Parent Handbook and reviewed with parents at the time of registration. All educators are required to read the Child Guidance Policy and have access to the policy for review at all times. The policy will be reviewed with the educator during the orientation process and periodically thereafter.

Procedures & Approaches for Guiding Children's Behavior

The following approaches will NOT be used.

- Using any form of physical punishment, restraining or neglect
- Making harsh, belittling degrading, statements of threats
- Withdrawing or using items such as food, clothing shelter and security items in order to change behaviour
- Isolating the child from the group (time out) as punishment

**Listed below are the strategies and tools we will use on a regular basis in the daycare.**

## 10.1 Consistent

- Educators will be consistent in their approaches with the children. They will provide children with a sense of routine, predictability and rationality by being consistent with them. This will help children develop feelings of security, safety and stability in their lives
- Responding in a way that children are able to understand depending on children's development and age

## 10.2 Observe and Respond to Behaviors

- Educators will observe and monitor behaviors, it is often recognized that there is a goal behind how children behave. Deciphering these messages will help educators to understand what children want or need because children may lack the communications skills to tell us. Educators will spend a great deal of time reviewing the behaviors of children in order to derive messages behind them

## 10.3 Proximity

- Being near the situation to assist/facilitate if need be
- *Example: Child is starting to put sand on the floor you may go closer to the situation to see if the child will change his behavior before having to use other tools*

## 10.4 'A word'

- These words are known as cue words, act as a simple reminder
- Help children realize they should change their behavior or action
- *Example: Child is starting to push sand on the floor you may say "Sand" or "Uh-oh and point to the sand"*

## 10.5 Active Listening

- Is a form of communication that allows you to communicate that you've understood
- Often can be seen as a reflect and repeat
- Shows the child/children your invested and care
- *Example: Friend takes a toy from a child. Child is crying. Educator response: It seems like your sad that your friend took your toy. Give time for child to respond. Educator: Let's go get your toy back.*
- *Example: Child states "I drew some spaghetti: Educator response: "Wow. You drew some long spaghetti!"*

## 10.6 I messages

- Express feelings, what's happening, and the reason they need to change it
- Ensure it's real and tangible
- Role modeling care of feelings, and a trusting relationship

*Example: It scares me when I see you climbing on this table because it's not strong and you could get hurt.*

**You can diagram an I-Message this way to demonstrate the three parts:**

*It scares me*  
**(your feelings)**

*when I see you climbing on this table*  
**(what's happening)**

*because it's not strong and you could get hurt.*  
**(the reason)**

*When kids throw sand, I worry that*  
**(what's happening) (your feelings)**

*it will hurt someone's eyes.*  
**(the reason)**

*It upsets me to see a book on the floor*  
**(your feeling) (what's happening)**

*Because it might get torn.*  
**(the reason)**

## 10.7 Descriptive Feedback

- Describes what children are doing, or how they appear
- Can be seen as positive reinforcement
- May be a large part of the educators day  
*Example: Child arrives to daycare smiling. "It is so exciting to see all your friends in the morning. You have a big smile."*

## 10.8 Positive Reinforcement

- Positive communication is a tool to reinforce desired behaviors and diminish undesirable behaviors; it builds self-esteem and inspires confidence in children.
- Children's feelings of esteem are very highly influenced by their interaction and relationship with the educators.
- Tone of voice conveys comfort and sense of belonging
- The educator will make a point of giving positive reinforcement and encouragement to children who are interacting with each other positively.  
*Example: "You're holding hands. That helps us stay together as a group." "Wow. Look at all the lines on the paper. You are working really hard!"*

## 10.9 Redirection

- Redirection is a technique that helps children learn appropriate behavior but still maintains their sense of exploration and discovery. Educator can use redirection to prevent personal injury, promote desirable behavior and reduce negative interactions between the children and themselves.
- Tell children what they are able to do, and can do
- Verbal redirection tells the children what is or is not acceptable. When used appropriately verbal redirection is a way to direct the child's attention and behavior to more acceptable activities.

*Example: "I see you climbing on the table. I'm afraid you might fall. Let's go find the climber."*

## 10.10 Natural Consequences

- Educators will apply natural or logical consequences to help children gain self-confidence and opportunity. Educators will assist children to recognize what outcomes will naturally occur for behaviors they choose. Once they know what the natural consequences are, then educators allow the children to make their own decision to do or not do the targeted behaviors. If they do the behaviors, then allow the children to experience the natural consequences.
- *Example: A child doesn't want to take his coat outside even though it is cold. "I see you are not putting your coat .I am afraid you might get cold. You can take your coat with you, and if you get cold put it on." The natural consequence is he is cold.*

## 10.11 Problem Solving

- Children are encouraged and assisted to use a problem-solving approach to resolve their conflicts (for example they are assisted/supported to identify the problem, to talk about it and to develop a mutually acceptable solution.)
- Story time, puppets dramatic play and or other experiences are used to help children to develop an understanding of how people may feel in a range of social situations and how to respond positively. When a child's behavior with another child is unfair or hurtful, the educator will point out in a non-blaming way that the child's actions or words have hurt the other child. In the course of daily activities, educators will assist children to respect the rights of others allowing children to express his or hers opinions.
- *Example: A child is playing with three cars and a friend goes up to them and states "I want a car" Educator response: It sound like one of your friends is asking for a car. What can you do to help him out? Child may just respond and give car. Child may respond and say five minutes and I will give him the blue one. Child may state no. I'm playing with my cars. Educator may respond: It sounds like he is still playing with them. Let's go see if there is any more cars.*

## 10.12 Choices

- Giving children choices will empower them to have a sense of control, gain autonomy and be involved in the process.

- Children will always be exposed to a variety of experiences indoors and outdoors which allows them freedom and a sense of ownership in every day experiences.
- When limits are being set with children they must be allowed to have choices within those limits. Educators will need to be careful what choices they are giving children. They need to be able to live with either choice that the child is choosing. (Even if it is not what the educator wanted them to choose.) Children need to have the freedom to make those choices and not be burdened by guilt, fear of loss of approval or rejection if their choices do not please you. The use of natural and logical consequence (choices) will assist children to become good problem solvers capable of making decisions in a rational way.

## 10.13 Responding to the many reasons of biting

Biting is common among toddlers. It happens for many different reasons with children and different circumstances.

- **Exploration** -Toddlers learn by touching, smelling hearing and tasting.
- **Teething** – swelling gums can be tender and can cause a great deal of discomfort. Sometimes the object that gets chomped on is a person.
- **Cause and Effect** – a toddler may discover that when they bite someone, they get a loud reaction.
- **Attention** – toddlers may sometimes bite to get attention. If they aren't receiving enough attention, they often find a way to make others sit up and take notice. Biting is a quick way to become the center of attention – even if it is a negative attention.
- **Imitation** – toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn something new. Sometimes children see others bite and decide to try it themselves.
- **Independence** – toddlers are trying so hard to be independent. “Mine” and “me do it” are favorite words. Learning to do things independently are part of is growing up. Biting is a powerful way to control others.
- **Stress** – a toddler's world can be stressful if there is a lack of routine interesting things to do, divorce or changes in their lives, biting is one way to express feelings and relieve tension.

***If educators are aware of these different causes of biting then it is easier to deal with:***

- *When biting occurs and the cause is exploration or teething, you may provide the child with a cloth or teething ring to gnaw on.*
- *If the child seems to bite when tired or hungry, you may want to look at your daily routines to be sure that he is getting enough sleep and nourishment.*
- *If biting occurs when two children are fighting over a toy, you may want to purchase extra toys. It doesn't work when you make very young children share. Toddlers don't have the skills to negotiate or understand another child's perspective.*
- *If attention seems to be the main reason for biting, try to spend time with the child when she is doing positive things.*

- *If the child is experiencing a stressful situation you will want to make everyday life as supportive and normal as possible. Routines and lots of support often help. Providing sensory experiences and gross motor activities are a great way to relieve tension.*
- *When biting occurs, a child needs to hear with a firm voice that biting is unacceptable. Speak firmly and look directly into the child's eyes. "Biting is not ok. That hurts my friend. I can hear Johnny crying." Go to the child who was bitten and comfort the child. You may get the two children to use words such as "That hurts" or "stop." If the child cannot speak then you can use sign language along with the word. The child who bit can help comfort the other child by holding the ice pack on the other child.*

## 11 Daily Room Routines

Daily routines change depending on each group of children.

### Shale Classroom Daily Routine

- 7:00 Shale room opens.
- 8:00 Snack begins.
- 8:15 Start diaper changes.
- 8:30 first group of 4 children to the gym. Gross Motor and/or Art Experience.
- 8:45 Second group of 4 children to the gym. Gross Motor and/or Art Experience.
- 9:15 Snack ends. Gym time ends. Free play. Sand table and water table are open.
- 9:30 Optional stroller walk through neighborhood (napping opportunity for those who need it).
- 10:30 outside time for first group of 8. Second groups cleans up and prepares for lunch/nap.
- 10:45 outside time for second group of 8.
- 11:15 First group comes inside. Diaper changes, wash hands, bibs, play/songs at table.
- 11:30 Second group comes inside. Diaper changes, wash hands bibs, play/songs at table.
- 11:35 Lunch begins and is served first to those who have been changed.
- 12:00 Transition to nap time begins.
- 12:30 Nap time/quiet time begins. Diapers are changed as children wake up.
- 2:30 Nap time ends. Snack begins and is served first to those who have been changed.
- 3:15 Snack ends. Free play. Sand table and water table are open. Optional art experience.
- 4:00 Diaper changes begin. First group goes outside, followed by second group.
- 4:45 inside time. Free play.
- 5:30 Quartz children join Shale children.
- 5:45 Facility closes.

## Quartz Classroom Daily Routine

- 7:00-8:00 free play.
- 8:00-9:15 Wash hands and have morning snack.
- 8:45-9:45 Diapering/ as needed.
- 9:00-10:00 Intentional experience(s).
- 9:30 Group one will go on a walk/ outdoor play space.
- 10:00 Group two of children will go outside (play space, walk)
- 10:30 Group three join others.
- 10:45-11:15 Children start coming in from outside
- 11:30-12:00 Wash hands & Lunch
- 12:00-12:30 Diapering/ on beds with books
- 12:30-2:30 Naptime
- 2:30-3:15 Afternoon snack/ Diapering
- 3:15-4:45 outside time
- 4:45-5:00 Group gathering
- 5:00-5:45 free play/ Rooms begin to close

## Sandstone Classroom Daily Routine

7:00 – 7:30	Free Play in Quartz Room
7:30 – 8:00	Free Play – Centers Open
8:00 – 9:15	Snack Time and Free Play Continues
8:45	Bathrooms and Sunscreen (Weather Permitted)
9:15	Morning Meeting – Greeting Song
9:30	Break off into groups walk/Intentional Experiences
11:00 – 11:15	set up Lunch
11:15 – 11:50	Wash Up and Lunch
11:50 – 12:15	Bathrooms and Books on bed
12:20 – 12:25	Gather Books – Book on tape
12:30 – 2:30	Nap
1:30	Play Boxes – For children who have had rest time
2:30 – 3:15	Snack Time
3:15 – 4:00	Intentional experience
4:00 – 4:45	Group 1 outside
4:15 – 4:45	Group 2 Outside
4:45 – 5:30	inside Group Time

## Jasper Classroom Daily Routine

7:00 – 8:00	Free Play in Sandstone
8:00 – 9:00	Open Snack
	Free Play in Jasper
9:00	Bathroom reminder for potty Trainers
9:00 – 11:00	Purposeful Experiences/Outdoor Time
11:00 – 11:45	Lunch
11:45 – 12:15	Bathroom and Quiet Time with Books
12:15 – 1:30	Nap/Rest
1:30	Bathroom reminders for Potty Trainers
1:30 – 2:00	Quiet Wake Up with Books
2:00 – 2:30	Awake Children Invited to table with Quiet Activity
2:30	Wake Up
2:30 – 3:15	Open Snack
	Free Play
3:00	Bathroom reminders for Potty Trainers
3:15 – 4:45	Purposeful Experiences and Outside
4:45 – 5:15	Free Play – Small Group Experience
5:15	Move to Sandstone and Jasper Close