

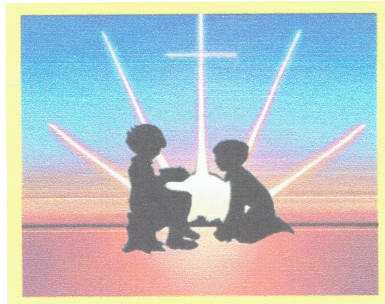
Mount Brydges Sonshine Day Care



Parent Handbook

Mount Brydges Sonshine Daycare Centre
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N0L1W0
Director Barb Nowicki
Phone 519- 264 -1717
Email sonshinedaycare@live.ca
Website: sonshinedaycare.net

Sonshine Daycare



Welcome to our centre if you have any questions and or concerns, please feel free to
call me or drop by the office

Thank you

Barb Nowicki RECE
519 -264-1717
sonshinedaycare@live.ca

Mount Brydges Sonshine Daycare

Mission Statement

The Mount Brydges Sonshine Daycare is a non-profit centre. We are a Non-denominational Christian Childcare centre, licensed under the Childcare Early Years Act for the education care and guidance for children. We follow the guidelines of Emergent Curriculum within our classrooms. Using the resources of How Does Learning Happen, to grow and learn with the children.

Our mission is to develop a caring community where all children can grow in a healthy, safe environment supported by qualified staff members. We encourage the parents to be as active in our program as their schedules allow.

What is Emergent Curriculum?

Emergent curriculum is a way of planning curriculum that is based on the children's interest and passion at a certain point in time. Children thrive and learn best when their interests are captured. Learning occurs naturally.

Planning emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience on the part of the Early Childhood Educator. Rather than starting with the lesson plan, which is repeated every year regardless of the age, developmental level or interests of the children, emergent curriculum starts with the children's interest. In short, it is a child-directed and teacher facilitated approach to planning the curriculum.

Emergent curriculum summons a lot of creativity and flexibility on the part of the teachers. There is no knowing where the learning will end up but this openness makes the curriculum more exciting for both teachers and children. The emergent curriculum process starts when a teacher sees an interest "emerging" in the child. Once the "emerging" interest has been identified, the teachers brainstorm different ways for the children to study the topic in depth.

Webbing a topic is often used because of its playful and flexible nature. A web does not show everything that will be learned but will show many things that could be learned. Webbing the curriculum opens the teacher to "possibilities" rather than "plan". Teachers brainstorm many possibilities for study sparked from the emerging interest of the children.

Rather than a lesson plan, the teacher ends up with a "road map". Webbing all the activities together gives the teacher a road map full of possible journeys with no end in sight. The end comes when the children have moved their interest to another topic and a new "emerging" interest has again been identified.

Program Statement

Within our centre we aim to make it a safe, fun loving environment for the children and parents to feel comfortable and welcomed. We want every family to feel safe and secure while leaving their children in our care each and every day. With the help and of How Does Learning Happen, and on going workshops, it enriches the thoughts of the caregivers, and allows them to share experiences with other Early Childhood Educators to learn how to grow and give each child the greatest learning experiences possible.

Our goal in providing a healthy safe and a caring childcare centre is brought together by having a fantastic staff that work together as a team in creating a safe and happy, family feeling centre.

With daily communication and hands on approach with all the parents of new or present children.

All families are all welcomed into our centre, and made to feel as part of our family.

Our staff communicates with the children throughout the day, encouraging each child to express their thoughts and discoveries and interests.

We engage them in conversations and pull thoughts and ideas for programing from what they say. This in turn helps develop cognitive social and emotional skills. It is important while speaking to a child to be at their eye level and speak directly with them to find out how they see the world and this builds their confidence in expressing their feelings and thoughts to us, and to their parents as they describe and repeat what they have learned throughout he day. This happens in each age group in its own special way, as we do have very young children. The staff learns just as much from an infant's smile or giggle reaction as we do from preschooler's or toddler's words.

During group conversations we encourage the independence and tolerance, but with the responsibility and respect for others, to allow each child to be heard.

Daily communication is a very important part during our day, not just with the children but also with the parents both in the morning arrival and at pick up. Our staff speaks directly and appropriately with each family to make sure they know exactly how their child's day has been. With the daily observations and documentations available in each classroom, and the help of technology, this builds the trust that every parent needs to be able to leave his or her child with a caregiver during the day.

Throughout our days the educators use the knowledge that the children share, to develop and create the secure comfortable and creative environment that grows in a new direction with every word that the children share. This gives the children a sense of direction and leadership within their world.

Role modeling to a child to share and care for friends and objects and role modeling manners, showing respect and positive behaviour will grow and stay with them as they go through life.

Our inclusion policy of all children are welcome, brings a wide variety of diversity to the classrooms. We do not adhere to one particular doctrine but support a Christian belief that is non-judgmental, fosters good will Christian Values and morals.

Showing that each child is an individual and respecting the difference and explaining and teaching the children, opens the door to acceptance and respect.

These social characteristics in a child when taught young will grow and stay with them throughout their lives.

Our classrooms are set up to give the children the choice of what area they would like to discover throughout the day. Allowing them to become creative in their own way within open craft, sensory material or building and dramatic play. For a young child to feel the different textures and stimulations of sensory play teaches them that things are different and that's ok. This is done under the safe supervision of the educators, who are willing to encourage and help the children explore in new ways inside and outside promoting the creativity in each child.

Our play yards are also set up for the children to explore nature and to have the space for them to be creative amongst their peers and to develop and strengthen their gross motor skills.

We feel that proper nutrition and an equal balance of rest and play is needed through out the day for each child to develop their minds and use their imagination to the fullest. We serve and follow the Canada Food Guide, and by creating and preparing our lunches from scratch allow us to not have any hidden preservatives in our food. By providing healthy snacks and lunch through out the day gives the children the energy they need to enjoy their days. Children are encouraged to rest or sleep during the day, this helps to energize their bodies and minds for the remainder of the day. The environment is made soothing and calming with dimmed lighting and soft music, and the help of staff to help the children relax and rest.

Every step throughout child's days helps them to develop independence with their self-help skills, problem solving skills and communication skills that will follow them their whole life. Within the friendly and encouraging flexible environment this encourages the children to be motivated and fully engage in all activities. Teaching a child how to interact among other children gives them the social and emotional skills.

The following are descriptions of positive ways to interact with children:

- Follow the child: let the child initiate the activity to interaction whenever possible
- Invite the child to engage in an activity and always give a choice
- Show confidence in the child's ability by allowing him/her to do as much as possible for them self.

Help the child to achieve independence by:

- Ask the child questions instead of solving problems by dictating answers
- Respect the child's right to do it by him or herself
- Clearly define boundaries of acceptable behaviour
- Redirect the children who are engaging in inappropriate behaviour

Being a not-for-profit centre community involvement is very important to our centre, we do rely on fundraising, donations and help and support from the local community. Parents are encouraged to be a part of the centre as much as possible within their own schedules during fundraising and during normal every day activities.

Outside organizations available to Parents

These two organizations work with the day care centre to help support families. We would be happy to help you in any way we can to provide the proper care and help that you help for your family.

All Kids Belong – Free to Parents

All Kids Belong is an organization that works with the parents and caregivers to help in behavioural needs, learning and improving on any delayed skills and preparation for kindergarten.

They come directly to the centre to work with your child and to help the staff with direction of what best fits each child's needs.

Tyke Talk- Free to Parents

Tyke Talk is an organization available too parents if there is a concern involving your child's speech.

If your are interested in Tyke Talk contact;

www.tyketalk.com

519 -663 0273

Or

519 -663-5317 Ext 2224

Or Toll Free 1 -877- 818 – Talk

To proceed with these organizations we do need your consent. If concerns were noticed, your child's teacher or myself would speak with parents before involving All Kids Belong or Tyke Talk even if the form is signed.

Organizational Structure

The daycare is a registered non- profit, charitable organization administered by a board of directors. As a non-profit Centre, Sonshine Daycare it is our policy to host at least two fundraisers per year.

Our board of directors handles the administrative and staffing details of the centre. As well as oversees the parent handbook / registration packages for the centre and policy and procedures for the staffing.

The centre is adequately staffed according to the provincial regulations. We employ a part time cook who is responsible for the preparation of all snacks and lunches.

Our menus follow the Canada's Food Guide. The menu is posted on the parent board outside the kitchen. Any changes that may happen are also posted on the board. Copies of the menu are available if you would like one.

Within our team of staff we employ Registered Early Childhood Educators and Apprenticeship Educators, (Child Development Practitioner/ in school) and Non-ECE that work with a RECE.

We are a teaching centre, We welcome students from colleges within the area, as well as from All Kids Belong. All Students and Volunteers are monitored by a staff member and are never alone with the children. All Students and Volunteers are expected to follow all the same policies and procedures as the staff.

Sonshine Daycare is licensed for 16 Preschool (2.5 years – 5 years)
15 Toddlers (18 months to 2.5 years) and 10 (Infants Birth – 18 months)

Ratios/ Schedules

We are a licensed childcare centre, that follows strict ministry regulations. We accommodate a regulated number of children as well as meet specific staff to children ratios. These policies are designed to help us run a quality centre.

Room	Staff/ Child	Licensed for
Infant	1/3	10 Children
Toddler	1/5	15 Children
Preschool	1/8	16 children

Registration

Upon admission to the Day Care the following are required:

1. Completed registration forms for the centre
2. Copy of child's immunization record
3. Parents signature on all consent forms and financial policy terms.
4. We do require a \$100.00 deposit. This deposit is to secure your space within the centre and is NON refundable, But will be used towards your last invoice within the centre.

Confidentiality- All of your information is kept safe in the office and will not be shared with anyone outside the staff members.

Change of Address and Phone Number

It is extremely important that we have up-to-date information concerning work and home phone numbers and addresses. If this information changes, please advise us immediately. The Day care guarantees confidentiality of phone numbers and address

Authorised Alternate Pick up

Unless we have authorization from the parent we cannot allow any child to leave with anyone other then the parent. If you must have someone different pick up your child you need to contact the centre either by phone, email or in person. If we don't have this information and you cannot be reached your child will not be allowed to leave. Identification will be required if the person is unknown and they will be asked to sign the release form.

Sonshine Daycare Alternate Release Form	
_____	_____
Child's Name	Class room
Date of Change _____	
Parent Authorized change in person or on Phone	

Parent name and or signature	

Name of Alternate Pick _____	

Signature of Alternate Pick up	
ID Required _____	
Staff Initials _____	

Termination Notice

Written notice of permanent withdrawal is required to be given 2 weeks in advance. If notice is not received the full Program Fee of 2 weeks amount will be charged to your account.

Hours of Operation

Our Hours are from 6:30am – 5:30pm, Please make every effort to pick up your child by 5:30 pm. In case of an emergency please call the centre to let the staff know when you will be arriving or if someone different will be coming.

If your child continues to be picked up later than 5:30 you will be charged a \$1.00/minute past the closing time. This is out of respect to our staff and their families.

Types of Care

We offer Full time, Scheduled Part time, Flex Care and half days with and without lunch

Flex Care: Parents are encouraged to schedule flex –time as soon as possible (This is to allow us to staff accordingly) Notice of your child's schedule for the week/month need to be sent via email or handed in to the director as far ahead of time as possible.

Last minute changes may or may not be accommodated; we try to be as flexible as possible

Invoices/ Payments:

Invoices for full time Children and set schedules are sent out a month ahead by email or in your child's cubby. Payment's are to be kept up to date. If your account is in arrears for longer than a 2-month period a notice will be sent and your child will no longer be allowed in program until the amount is cleared up.

Flex care families will be invoiced at the end of the month as per the number of days in the centre.

We only accept Cash, Cheque and Email Transfer to sonshinedaycare@live.ca

NSF payment

In event of your cheque being returned NSF, we shall apply a \$25.00 processing fee to your account. Further payments will need to be received in cash or certified cheque. This is standard licensed care policy.

Receipts

Tax receipts are filed and distributed in January or February of the following year.

Daycare Fees

Infant Care

\$244.00/week
\$54.00/day (part time /flex)
\$31.00 half Day with lunch (less then 6 hours a day)
\$26.00 half day with out lunch (less then 6 hours a day)
\$57.00 Occasional Care

Toddler Care

\$199.00/week
\$46.00/ day / (part time /flex)
\$26.00/ half day with lunch (less then 6 hours a day)
\$21.00/ half day with out lunch (Less then 6 hours a day)
\$49.00 / Occasional care

Preschool Care

\$172.00/ week
\$41.00/ day / (part time /flex)
\$26.00/ half day with lunch (Less then 6 hours a day)
\$21.00/ half day with out lunch (Less then 6 hours a day)
\$44.00 / Occasional care

Child Vacation Time

A **full time child** of 4 or 5 scheduled days per week is allotted 10 vacation days to use throughout the calendar year.

A **part time child** of 3 or less scheduled days per week in allotted 5 vacation days to use throughout the calendar year.

It is at your director's discretion as to your child's initial start date within the calendar year; as to the number of days you will receive the first year.

Any other scheduled absent days you are charged for.

Statutory Holidays

We **do charge for stat holidays** if they land on regular scheduled days.

You are more then welcome to apply your vacation days towards the holidays.

We Are Closed on the following Holidays: New Years Day, Family Day, Good Friday and Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Day and Boxing Day.

We also close at 3:00 on Christmas EVE and New Years EVE

Sick Days

We charge for any scheduled days that your child becomes ill.

Centre Policy and Procedures

Within the centre we do follow many ministry guidelines and regulations. This is in accordance with the Childcare and Early Years Act, As well as the Middlesex London Health Unit.

Health Care and Nutrition

We are a **NUT FREE CENTRE** to keep all the children safe; we do ask that no outside food be brought in to the centre, with the exception of infants that are not on solid foods. Please discuss with the centre staff of what foods are unsafe to bring in.

For infants that are breast fed or formula fed we ask that the proper amount of bottles is supplied for the day. There is a freezer and fridge in the infant room for your child's food to be kept in. If frozen bags of breast milk are brought in, they must be in correct serving size, as we cannot refreeze them after thawed. For any foods or liquids coming in we, ask that they be labeled with the date and your child's name.

Our menu is in accordance with the Canada's food guide - copies of the menu are available to you as well as posted outside the kitchen.

We do not serve juice; children are provided with water always available to them and milk at morning snack and lunch.

Milk Allergy - Please provide us with the **original carton** of the brand of milk that your child can have.

Almond milk is not allowed; as we are a NUT free centre.

Hand Washing – It is mandatory for all staff to follow the correct guidelines provided within the centre. Children are encouraged to wash throughout the day, and have a daily routine for washroom. They are supervised during washroom and encouraged to use proper procedure. Role modeling is used if needed.

On Site laundry - All laundry / bedding and washcloths are washed weekly if not needed before. We use an all-natural cleaning detergent on the laundry. Cots and cribs are cleaned with bleach and water solution (guidelines are followed for the mixture)

Public Health Nurse – We are assigned a Public Health Nurse that assures that required sanitary and safety is procedures are being carried out correctly.

Illness

If your child is ill, even on a non-scheduled day please contact the centre, as we need to be made aware of the illness that could be within the centre. If it is their scheduled day, please contact the centre so we know why they are absent.

Parents are to keep their child(ren) home if they display any one of the following symptoms. For 24 hours after the last episode/ or the fever breaks

Fever (38°C or 100°F) or higher

Diarrhea (twice in one day)

Vomiting

Undiagnosed rash/ skin condition

Communicable disease (other than mild respiratory tract infection)

Obviously infected discharge from eyes – green /white/ reddish in colour

Lethargy and / or irritability not feeling well enough to participate in program

Persistent Pain

Cough – that leads to choking or vomiting

Head Lice or nits

A parent will be phoned and asked to pick their child up from the centre if any of the above illnesses arise during the day.

The child is NOT to return to the centre for 24 Hours after the last episode / and 24 hours fever free


When a child is starting a new medication, in case of reaction, we ask they not return to the centre for 24 hours of starting the new medication.

Medication

For staff to dispense any medications to your child we need to have written consent from the parent (form in centre). Any medication brought to the centre must come in the **ORIGINAL CONTAINER** from the pharmacy. It must be clearly labeled with the child's name and directions.

Non- prescription medication (Tylenol) will not be permitted unless accompanied with a doctors note Stating the correct amounts to be given. It will be on director decision and communication to the parent(s) if and when Tylenol is given.

Example of
Medication Form

 Mount Brydges Sonshine Daycare Medication Forms	
Child's Name _____	
Name of medication _____	
Amount & Time _____	
Reason for Administration _____	
Start Date _____	End date _____
Parent/ Guardian Signature _____	

Storing of medication

All medication is stored at the centre according to instructions, Non-refrigerated medication is stored in each classroom in the locked bags. For any medication that needs to be refrigerated, Toddler and Preschool medications are to be kept in the locked box in the kitchen and infant medication is kept in the locked box in the infant fridge.

Epi-pens and Inhalers

When a child has an epi -pen or an inhaler these items are readily available to the staff to administer. They are placed in a fanny pack that the staff keeps close at hand, in case of an emergency.

We follow certain protocols and are trained with Epi-pens with in our policy and procedures. All forms are filled out and posted in the centre for the certain allergy.

Minor Accidents within the centre

Any type of accident, scrapes or bumps that your child may get throughout the day does get documented by the staff and signed by the centre director and explained to you upon arrival. If the accident does seem more serious you will receive a phone call from the centre director during the day. A copy of the signed report will be emailed to you and or copied and given to you.

Example form of an
accident report

Sonshine Daycare Accident Report	
Child's name _____ Staff Present _____ Date & Time _____	
Describe what happened _____	
What actions were immediately taken: _____	
What follow up actions will take place _____	
Who notifies the centre director & when _____	
Who notified the parents & when _____	
Parents comments _____	
Parents Signature & Date _____	
Completed By: _____	
Director Signature & Date: _____	

Outside Play

The children within our care and staff are to have 2 hours a day of outside time, weather permitting. Parents are responsible to have weather appropriate clothing for their child. We do not always have extra clothing available.

During winter months we do not go outside in weather colder than -15°C including wind-chill. Even at this temperature the time frame outside will be shortened if needed.

During Spring /Summer months we do not go out over 35° C with humidex . Due to a lack of shade in our playgrounds we do keep a close eye on the temperature, and children have plenty of water available to drink during play.

Sleep /Rest Time

Toddler and Preschool rest Periods do not exceed 2 hours in length. During this time, the children do not have to sleep but need to rest quietly while other children in the group are falling asleep. Any children still awake will be offered quiet books or activities, at the tables. During this time frame the staff have their lunches breaks, leaving one staff with the resting children. There is always another staff available if needed.

Safe Sleep for All - It is the centres policy to follow all ministry regulations in regards to Safe sleep. All infants will be placed on their backs to sleep. **If a parent requires a child that is under 12 months of age to have alternate sleep other than on their back, a doctor's note is required.**

In the registration papers in your package please fill in any information for how you would like your child to sleep.

Monitoring during sleep- Infants have visual checks done every 15 minutes during sleep. The check is recorded and if any changes need to be noted.

Toddler and preschool children are monitored continuously during sleep for any changes in sleep pattern. This is documented in daily log books for each class room.

Complaint resolution Procedures

If at any time you as a parent has a concern to bring forward, please speak directly to the Supervisor and or write up your concern and hand it to the Supervisor. If it needs to be discussed with the Board the director will present it to them and get back to you with any decisions that need to be made. If a parent wants to bring a concern to the board directly, a letter can be wrote and given to a board member. A board member will then contact you directly for discussion.

An annual Board meeting that all parents are invited to will be posted on the parent board, well in advance if you would like to attend.

Emergencies

Fire Drills

We do fire drills once a month. During a drill the teachers explain to the children that the loud sound of the whistle is nothing to be afraid of. The lights get shut off and teachers guide the children to the closest exit.

Our meeting spot is a tree marked with a red ribbon in the far yard.

During an actual emergency we would continue on to our

Evacuation location: 22290 Allen Road.

We carry with us any medication for the children and all contact cards, so parents will be notified, in case of an emergency.

Tornado Drills -

We do two of these a year. The Supervisor blows the whistle and the children are directed to the specified washrooms for each group. Washrooms have flashlights in them in case of power lose. Children are instructed to sit quietly under the counters. Until the supervisor says they can return to there rooms. Attendance of staff and children are taken during drills.

Infants and Kitchen Staff – handicap washroom

Toddlers – Men’s Washroom

Preschool –Women’s Washroom

First Aid Kits

Each classroom, kitchen, toy shed and office has a first Aid kit. Each staff is certified with their first aid and CRP.

Serious Occurrence

If at any time a serious accident happens at the centre.

- a. The death of a child who received care at the centre.
- b. Abuse, neglect or an allegation of abuse or neglect of a child while receiving childcare at a home childcare premise or childcare.
- c. A life threatening injury to or a life threatening illness of a child who receives childcare centre.
- d. An incident where a child who is receiving childcare at the centre and goes missing or is temporally unsupervised.
- e. An unexplained disruption of the normal operations of a child care centre that poses a risk to the health safety or well being of children

If a Serious occurrence happens the Supervisor has 24 hours to report to the ministry through the CCLS website.

YOUR FIRST DAY

It is very understandable that your first day of childcare and your child's first day of childcare can be a little stressful, or scary.

The childcare staff is here to make everyone feel comfortable.

To make this easier on everyone we do encourage you to visit the centre before your child's start date. This gives you and your child and the staff, lots of time to ask any questions that there may be, before dropping your child off the first day.

This can be set up with the centre supervisor. Times of day and amount of visit time that is needed will be discussed.

Separation anxiety is very common when starting daycare. This may not happen the first day. Communication with you child is a great way to help them understand why they are going to childcare.

Having your paper work in order and making sure we have everything that we need, is very important to make your child feel as comfortable as possible.

This also helps us make sure their cubby and cot are prepared so they feel a sense of belonging.

Feel free to bring in that special toy or blanket that your child loves. This will help them in case they need something familiar to them.

And of course you are always welcome to call or email throughout the day if you want to check up on how their day is going.

At your child's room you will find a sign-in / out clipboard and full daily chart at the infant room. Please communicate with the staff if you have any questions.

Please Bring: please label everything

Diapers (we can store large bags of diapers)

Wipes

Diaper creams

Change of clothes to leave in their cubby

Bottles and formula if needed

Skill Building

Sonshine Daycare is an inclusive centre that believes all children have the right to childcare. Children with special or exceptional needs will require individual an program plan to be developed by the centre, the child's parents and any additional professionals at the parents consent. All efforts will be made to meet the needs of each individual child.

Each day provides opportunities for age appropriate cognitive, physical social / emotional language, and self help development.

Self - Help Skills we encourage

- Practice hand washing, dressing etc.
- Snack & lunchtime – serving eating and cleaning
- Make choices and decisions
- Request assistances when needed
- Attempt new and or challenging activities
- Develop a sense of responsibility for themselves, their belonging and their environment.

Cognitive

- Develop an ability to match group, identify common properties and or relationships.
- Explore what comes next in a series of objects or events
- Experiment with creative movement, dance and rhythmic activities
- Explore their senses through sensory activities (touch, sight hearing, smell)

Physical -

- Build a positive image of their bodies by knowing body parts and functions
- Practice large motor abilities: movement balance body space perception
- Experiment with creative movement, dance and rhythmic activities
- Refine fine motor skills by manipulating and controlling objects
- Develop methods to relax relieve tension and expend energy appropriately

Social Emotional

- Develop trust, autonomy
- Gain confidence in their ability
- Express their needs and feelings with appropriate words and actions
- Increase their understanding of empathy for other
- Develop strategies to control impulses, join in play and resolve conflicts
- Share materials and take turns

Language

- Expand and extend their vocabularies and sentence structures
- Verbally express feelings and describe objects and events
- Make requests, ask questions and give directions
- Respond to requests, questions and directions of others
- Practice taking turns in conversation
- Develop understanding of and appreciation for stories poems and plays

Toilet Training

Parents are responsible in providing all diapers, wipes and creams needed for your child throughout the day.

When your child is ready to toilet train the staff are willing to work/help your child in regular trips to the washroom. To make this a success we need full co-operation from the parents.

We do allow cloth diapers at the centre as long as the proper guidelines are followed to assure everyone's health.

Activities and Centres

Young children are active learners who touch, feel and experiment and create. Centres are designed to encourage them to get involved and try out different ideas. Within the centres they are encouraged to develop pretend play and social skills.

Creative: Having craft materials readily available to the children will encourage them to use their imagination, as well as helps develop the natural skills needed in their fine motor.

Circle time/ Discussion time: this encourages the children to develop a sense of communication and gives the time to tell the stories that are important to them, while also listening and interacting with the staff and other children.

Outdoor Play: Within our program we do go outside 2 hours a day. We recommend that parents please provide:

Summer: sunhat, t- shirts, shorts closed toed shoes/ sport sandals

Winter: Full snowsuit, preferably with a hood, Hat, mitts , and winter boots

Spring/ fall: Waterproof splash pants, waterproof rain jacket, rubber boots, light mittens, light jacket or sweater.

Please Label all clothing

Block Centre: the block centre will help your child learn many important things. They use their imagination to construct objects and buildings, that represent the real around them. They use problem solving skills as they build. They can incorporate other centres together to make things work for them.

Sensory Play Centres: (Sand, Water, Paint) Allowing a child to discover their senses in different ways within play gives them the opportunities to explore natural materials while learning. While experimenting with, objects (sink/float sifters/ funnels, solids and liquids).

Book Centre: - Children are encouraged to look and discover the book centre while incorporating books throughout all centres as well as having a quiet /comfortable space to read.

Science Centre: - Within this centre the class can discover and create to see what happens next. Children can experiment and examine and ask questions.

Dramatic Play: - This centre encourages every type of play social and emotional as well as parallel and co-operative play with a child's peers. While pretend playing they develop language and co-operative skills, as well as problem solving. It is amazing what a child's imagination can bring to life.

Field Trips

Due to the location and Insurance cost we do not leave the centre. Instead we look for ideas and interesting things to bring into the centre.

Example: visit from the local Fire station, crock- doddle ... we are always looking for new ideas if you have any. During these special days parents are welcome to join us at the centre.

Behavioural Rules

Each adult in the environment is a teacher who sets the ground rules and tone by his or her example. The adult is expected to model these rules and to assist the child in the following:

Children are encouraged to treat their peers with the same respect.

For staff and Children:

1. **Respect for Self and others** - No one may do things, which might endanger theirs or and others safety.

Respect for co-workers, parents and the children in the whole centre will be practiced.

Staff will show the children the respect by getting to their eye level. Staff will speak to the children in a calm voice and attempt to make eye contact instead of calling across the room. Staff and children are encouraged to always use manners of "Please" and "thank you" and "excuse me".

2. **Respect for environment and equipment** – Children are encouraged to have respect for everything around them. This includes making sure that every child is safe within the centre and playing yards. This includes modeling and speaking with the children to make sure they have a full understanding of the rules.

The following methods are acceptable

Positive Reinforcement: This will be communicated to the children at all times. Verbal praise for a child will strengthen their self-esteem, acceptance and self worth.

Modelling: Children watch and learn from everything we do. Always acting in appropriate positive actions will show them how to treat others.

Providing Choices: - Outlining appropriate choices and encouraging children to make decisions for themselves, this will build their self-help skills and give them a sense of security with in the centre and around the staff.

Prohibited Practices within the Centre

1. Corporal punishment of the children
2. Physical restraint of the child, such as confining to a high chair car seat stroller or other device for the purpose of discipline or in lieu of supervision unless the physical restraint is for the purpose of preventing a child from hurting him/her self or someone else and is used only as a last resort and only until the risk of injury is no longer imminent.
3. Depriving the child of basic needs including food, shelter, clothing or bedding.
4. Locking the exits of the childcare premises for the purpose of confining the child. Using a locked or lockable room or structure to confine the child if he or she has been separated from the other children. Unless such confinement occurs during an emergency and is required as part of licensee's emergency management policies and procedures.
5. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in presence of a child that would humiliate, shame or frighten the child or undermine his or her self respect dignity or self worth.

Communication

We offer the same courtesies and respect to all the children as we do to the adults. Children are very alert to what is being said even if it appears that they are not listening.

Comments made by adults about a child's behaviour tell the child what we think of him or her, helping to shape their self-image. Making sure that every comment made is in a positive manner.