LITTLE ANGELS

“It takes a big heart to shape a little mind”

Parent Handbook

Updated: August 26, 2019.

Table Of Contents

Page

3. About Little Angels	16. Offsite Activity and Emergency Evacuation
4. Hours of Operation	16. Potential Health Risk Policy
4. Child Discipline Policy	16. Our Curriculum
5. Child Interaction policy	19. Family Involvement Policy
6. Child supervision policy	20. Partnership Policy
6. Diversity policy	20. Staff Abuse
7. Inclusion Policy	20. Social Media Policy
7. Child Involvement Policy	20. Manner of Feeding
7. Guidance Policy	21. Nutrition
8. Code of Ethics	22. Nap Time Policy
9. Wellbeing Policy	22. Releasing of Children Policy
9. Conflict Resolution Policy	23. Exclusion Policy
11. Open Door Policy	23. Supervise Care of Sick Children
11. Privacy Policy	23. Supervision Policy
12. Plant Safety	24. Administration of Medicine
12. Safe Natural Element Policy	25. Weather Policy
12. Safe Outdoor Equipment Policy	25. Physical Design Environment
13. Television Policy	26. Concerns / Problems
13. IT Policy	26. Toys and Equipment
13. Accident and Illness Policy	26.Allergy Safe Childcare Policy
14. Incident Reporting Policy	28. Meal and Snack Time
15. Emergency Procedure	28. Code of Conduct Policy
15. Emergency Evacuation Policy	29.Health and Safety Policy

30. Pick and Drop Off Security	**30. Community Engagement Policy**
30. Complaint Resolution Policy	**31.Parent Advisory Council**



About Little Angels Day Care

Our program is designed for infants to school-aged children. We provide a safe, play based, nurturing environment that promotes the physical, social, emotional cognitive and creative development of children. We believe that development can be accomplished through play.

Goals and Objectives

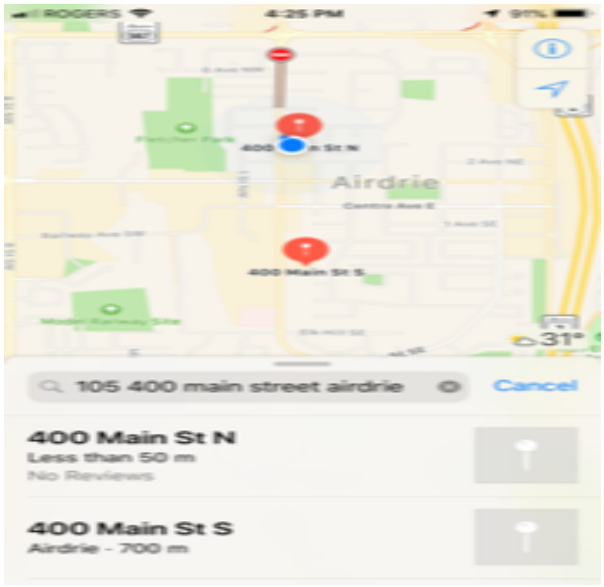
Our primary goal is to provide high quality care for children in a safe, secure, positive and welcoming environment. This will assist the holistic development of each child at his/her own pace.

Our Mission

To shape an environment where the development of a child as a whole is nurtured, where parents, teachers and families are strengthened, and where learning is cherished.

Our Philosophy

We believe that a high quality early earning program creates an environment that facilitates all aspects of learning. This "Holistic Child Development" philosophy identifies five components of learning that we incorporate into our daily curriculum. Our program includes: Cognitive-intellectual growth, socialization, language -literacy, exploration of arts and science and precise development of fine and gross motor skills. By blending learning and nurturing during the first five years of a child's life our program promotes readiness for Grade 1.



Hours of Operation:

Daycare: 6AM-6PM

Early Childhood Services/ Preschool: 8:30-3:30

Child Discipline Policy

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, nonviolent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief, Little Angels will use a positive approach to discipline and practices the following discipline and behavior management techniques.

We do the following:

- Communicate to children using positive statements.
- Communicate to children on their level.
- Talk to children in a calm quiet manner.
- Explain unacceptable behavior to children.
- Give attention to children for positive behavior.
- Praise and encourage the children.
- Apply rules consistently.
- Model appropriate behavior.
- Set up the classroom environment to prevent problems.
- Provide alternatives and redirect children to acceptable activity.



- Give children opportunities to make choices and solve problems.
- Help children talk out problems and think of solutions.
- Listen to children and respect the children's needs, desires and feelings.
- Provide appropriate words to help solve conflicts.
- Use storybooks and discussion to work through common conflicts.

We don't the following:

Inflict corporal punishment in any manner upon a child. (Corporal punishment is defined as the use of physical force to the body as a discipline measure. Physical force to the body includes, but is not limited to, spanking, hitting, shaking, biting, pinching, pushing, pulling, or slapping.)

- Use any strategy that hurts, shames, or belittles a child.
- Use any strategy that threatens, intimidates, or forces a child.
- Use food as a form of reward or punishment.
- Use or withhold physical activity as a punishment.

The staff at the Little Angels Daycare will prevent undesirable behaviour by setting good examples, recognizing each child as an individual, appropriately plan the program to all children's needs and interests, plan transitions, and organize the play space to prevent running and boredom. Child discipline methods are communicated to the parents, staff and children through parent handbooks, staff handbooks, policies posted on the Parent Boards. Parents and staff will also verbally communicate successful strategies to maintain consistency at home and at daycare. These are communicated to the children as best as possible.

Child Care Professional – Child Interaction Policy.

The daycare profession relies on the fostering of positive relationships between adults and children.

Example of boundary violation

Communication

• Inappropriate comments about a child's appearance, family members, sexuality

• Vilification or humiliation, obscene gestures and language or name calling

• Correspondence of a personal nature via any medium (e.g. phone, text message, letters, email, internet postings) that is unrelated to the staff member's role.

Personal disclosure



• Discussing personal details of self, other staff or children unless relevant to the learning topic and with the individual's consent.

Physical contact

• Unwarranted or unwanted touching of a child personally or with objects

• Punishment (physical discipline, hitting or physical restraint, etc.)

Appropriate physical contact by a staff member to assist or encourage a child

Staff will be required to give assistance to a child who is hurt, upset or needs assistance or encouragement.

• Administration of first aid

• supporting children who have hurt themselves

• assisting with the toileting and personal care needs when necessary

• Non-intrusive touch or gestures to comfort a child i.e. a hand on the arm or back, hug, or a touch with positive and encouraging words **Supervision Policy and Practices**

Child Supervision Policy

Supervision is one of the key requirements in the prevention of accidents and injury throughout the daycare. Childcare staff requires the skills to be able to assess the potential risks during supervision and to be able to implement changes to supervision to avoid accident or injury. New and relief staff should be informed of potential supervisory risks to each individual child in a confidential and sensitive way.

Both indoor/outdoor play is an important part of the child's physical development and provides learning opportunities. Adequate supervision in a safe environment allows children to explore more freely. Play in a safe environment promotes good health and reduces risk of injury to children and staff. Children are supervised according to their developmental needs, ages and abilities. Babies and toddlers require close supervision where staff are nearby at all times to guide, teach, help and interact with them. Pre-schooners are allowed to move around more freely with staff close by to interact, help, role model and observe. Older children more freedom to develop independence with some interactions and supervision. The most important thing to keep in mind is child's developmental and maturity level. It is mandatory for staff to follow "A**lways do the head count when you will do transition of the children from one room to another, from one center to another, from going inside to outside playground. Please check frequently if they are using washroom and ask them if they are taking a lot of time, might they need some help or they are playing with water."**

Diversity Policy

Our aim is to:



- Provide a secure environment in which all our children can flourish.
- Include and value the contributions of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practices, promoting equality and valuing diversity.

Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/caregivers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means, to ensure their full inclusion.

- **Inclusion Policy**
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- At our centers we strive to find ways to remove barriers and include all children to actively participate in all areas of learning.
- All children including "Special Needs" children have the right to be cared for in their own environment within their own community. All children need to grow and develop to their full potential. Children with "Special Needs" require daycare for the same reason that all children require do: to grow, to develop, to learn, to build friendships, social play, cognitive and gross motor development.
- Whatever their ability, age, gender, ethnic/origin, religion, impairment, status, or economic background all children need to be included into everyday learning situations.
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- **Child Involvement Policy**
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- Our centers provide opportunities for children to become involved in daycare program planning, recreational activities, special events, and community projects. We try to work with our families and our schools that the children are associated with in order to compliment the program and share information. We have an "Open Door Policy." We try to maintain respectful relationships between children, staff, families, and the community to help support a positive outcome for children.

Guidance Policy

3 (1) A license holder must ensure that:

a) Child discipline methods utilized in the program are communicated to

- Parents



- Staff
- Children, where developmentally appropriate
- Any child disciplinary action taken is reasonable in the circumstance

(2) A license holder must not, with respect to a child in the program,

- Inflict or cause to be inflicted any form of physical punishment, verbal or physical punishment, verbal or physical degradation or emotional deprivation
- Deny or threaten to deny any basic necessity, or
- Use or permit the use of any form of physical restraint, confinement or isolation.

Our centers believe in a positive approach when guiding children. Our goals in guidance are to encourage mastery and independence by providing the children with opportunities to do things for themselves. We support the children's feelings and promote their individuality by following for choice throughout the curriculum. We strive to be warm, caring, nurturing, respectful and supportive caregivers.

The daycare center staff members use the guidance policy on a daily basis to model positive behaviors essential to the children's learning:

Show respect for the children.

Be positive and avoid criticism.

Model and teach respect for others and for toys, equipment and property.

Be firm, fair and consistent with rules.

Promote independence and self-respect

Talk with children, not at them.

Be aware of your tone of voice.

Enjoy children, have fun with them.

Avoid conflict, redirect children before problem occurs.

Be willing to admit mistake, smile and start again.

Comparisons of children are avoided.

In a group care setting children are bound to have conflict with one another. This is normal. Conflicts allow children to learn about boundaries, appropriate ways to handle situations and how to function successfully in a group of peers. (Ref: From Alberta childcare licensing regulation)

Code of Ethics

As Early Childhood Educators, we accept a personal obligation to children, parents and to our profession. At our centers we work as a team to provide quality care for the children and their families in our care. All our teachers and staff sign our Code of Ethics.

We appreciate children for who they are and base our work and knowledge on how children develop and learn. We appreciate and support the bond between the child and family and recognize that children are the best understood and supported in the context cultural, community and society. We respect diversity in children, families and colleagues. We recognize that children and adults achieve their full potential in the context relationship

Well-being Policy

The Child Care Well-being Policy serves to help child care providers, families and communities work together to raise physically fit, healthy children.

Conflict resolution policy

Childcare providers can begin teaching children to negotiate and solve disagreements by guiding them through some simple steps. . Child care professionals lead children through the steps at first. With repeated practice, preschoolers and school-age children can learn to work through these steps by themselves.

- Find a quiet place to talk. Before helping children resolve the conflict, child care providers need to remove children from the place where the conflict occurred. Find a quiet place in the room where everyone can sit and discuss the situation without interruptions.

- Set ground rules. Conflicts raise strong emotions in most children. Ground rules will help ensure that children discuss the situation rationally and arrive at a solution that all children are willing to try. Common ground rules for children resolving conflicts include:
  - Everyone gets a say.
  - Everyone listens without interrupting.
  - Everyone gets to propose a solution.
  - All solutions must be discussed.
  - The group must choose the best solution together.

- Give each person a say. Go around the circle and ask each child to tell her side of the story. Use questions like "Amy, what happened?" and "Beth, what happened?" to allow each child to share. Remind children to listen without interrupting. Be sure everyone has the chance to speak about the problem.



- State the problem clearly. Based on the information that all children shared, summarize the problem in a few words. You might say something like, "Amy and Beth, it sounds like you both want to be the mother in dramatic play. Is that right?"

- Ask each person to suggest a solution. Go around the circle again and ask each person, "What do you think we should do to solve this problem?" Again, remind children to listen without interrupting. Encourage each child to suggest a solution, even if the suggestion is the same as the one proposed by another child.

- Help the group choose a solution. Guide the children in discussing the pros and cons of each solution. Ask them to think about how they would feel about that solution, and encourage them to consider how the solution would affect others as well as themselves. For example, you might say, "Amy has suggested that both of you get to be the mother and take care of your own babies. Beth, how would you feel about that solution? Are there any problems with this idea?"

- Put the solution into effect. Congratulate the children on coming up with a solution together. Go with the children as they begin trying out their solution. Remind them of the agreement if children are not following the solution chosen.

- Observe and check in if needed. Watch the children interact for a little while. Watch the ways that they are playing together, and pay attention to any problems that still seem to be happening. If the solution is not working, or children are unhappy with the solution, bring the group back together to renegotiate a better solution.

With time and repeated practice, preschoolers can learn to use these steps to solve problems without the help of their child care provider. Resolving conflicts helps children learn valuable communication skills and can encourage them to be more accepting of different points of view.

In exemplary early care and education centers, the physical layout and interior design of the space contributes to the effort to reduce child abuse and neglect.

Our program has 6 rooms in the whole center. One room for infant and junior toddlers, 1 for senior toddler's Preschoolers, kindergartners and OOSC All use their physical space to communicate to parents and other visitors the importance of keeping children safe and nurturing their development. The three main aspects of physical design are important for bolstering protective factors around children:

In designing the day care for useable space the following criteria were met.

1) The spaces feel welcoming and safe to parents

2) There are ways for parents and staff to easily observe children while the children are in class

3) Staff have the ability to congregate and communicate with each other separate from parents and



The ambiance of the centers contributes to the relationship-building process in concrete ways.

OPEN DOOR POLICY

We have an "Open Door" policy at Little Angels Daycare

Parents may visit their children in our facility any time they wish. We do ask parents who plan to visit their children frequently to follow the classroom routine, to avoid disturbing classroom schedules and activities. If you wish to meet with the Director or a staff member, please make an appointment so that arrangements can be made.

Little Angels daycare appreciates parents' valuable input on the care of their children, and encourages parent participation. Parents can visit as much or as little as their schedules (and children) will allow. We also invite grandparents to come and visit and read a story to the class. If you are going to have a grandparent visit us, please let your child's teacher know so that we can expect them.

What parents can do at the center … (Just a Few Suggestions)

- Share your skills—play an instrument, tell a story, share your cultural traditions.
- Make an appointment to discuss your child. Childcare staff are happy to discuss your child, but pick-up & drop-off times are the busiest times for staff.
- Communicate with staff about any big changes in your child's life; changes in family circumstances, moving to a new house, death of grandparent etc.
- Donate and recycle materials for arts and crafts.
- Help with outings if you can—this is a good way to share experiences with your child.
- Try to attend whatever celebrations, open-evenings, and fundraisers etc. that are organized throughout the year.
- Be part of the management committee. Get involved in developing policies and procedures for your child-care service.
- Offer to repair toys or books at home.
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- **Privacy Policy**

  - The privacy policy applies to personal information about the children in our care, their parents/legal guardians, their siblings, and other individuals who are involved in their care and upbringing (collectively, "*the children in our care and their families*"). Little Angels Day Care's Child Care Programs respect privacy and we have a longstanding commitment to protecting the personal information of the children in our care and their families.

  - For the purposes of this policy, "personal information" is defined as any identifiable

information about the children in our care and their families, such as contact details, health information, living arrangements, background information, the child's personal characteristics and behavior styles.

- Personal information is only collected, used and disclosed by Little Angels Day Care in accordance with this Privacy Policy and the legal obligations imposed by the *Personal Information Protection and Electronic Documents Act* (PIPEDA).

Plants Safety

Indoor poisonous plants are not permitted in our centers. A list of poisonous plants can be obtained from **Alberta Agriculture and Forestry** www.1.agric.gov.ab.ca.

Safe Natural Element Policy

Outdoor plants may be poisonous. Children must be supervised and taught not to pick and eat any vegetation outdoors. The outdoor play area is free of toxic plants.

Child care providers, families and communities work together to raise physically fit and healthy children.

Safe Outdoor Equipment Policy

21 A license holder must ensure that outdoor play equipment and play materials are

(a) Safe and maintained in good repair

(b) Developmentally appropriate for children, and

(c) On sufficient quantity and variety for children.

Outdoor play is important for children on a daily basis. Children have daily scheduled opportunities for outdoor play in a safe, stimulating and developmentally appropriate environment. Depending on the weather we try to have the children outdoors twice a day during the warmer months and once a day during the colder months. We have a wonderful play area in the back of the daycare, with 2 playgrounds. Both with age appropriate toys and equipment for all the rooms to enjoy. Prior to the rooms going outdoors the playgrounds are inspected by the staff to make sure it is free of any hazardous materials, debris, broken glass, toys, and or harmful objects to the children. There is a form that the staff fill out every day prior to going out which is posted on each classroom board.

Our outdoor playground, play structures and equipment comply with the CSA standards and are safe for the children to use. When a structure or equipment is broken or unsafe it is either removed or we ask staff to tell the children that the area is unsafe and the structure cannot be used until it can be fixed or replaced.



TV Policy

At our centers we use a Smart Board in the Preschool Rooms /ECS/OOSC rooms for movie viewing. This is limited to twice a month when the children may watch a short movie or a program somewhat related to their planning. All movies or shows are previewed, to ensure that they are developmentally appropriate, unbiased, culturally acceptable, and do not contain violent or sexual material. An adult will always be present when TV or videos are watched. Staff will sign the name of the movie and it's rating to movie notebook.

IT Policy

The day care children are discouraged from bringing any electronic devices to the daycare. Example: cellphones, cameras, computer games, I-pads, etc.

The IT policy prohibits the inappropriate use of electronic devices. If these devices are being used inappropriately there may be consequences.

If your child needs to talk with you for an urgent matter the daycare has a phone, and during out door play or outdoor field trips the staff carries a phone also.

We are not responsible for any broken, stolen or lost items. We will not pay any funds to replace any devices.

An adult monitor what children are seeing and doing on the computer. All computer games are previewed to ensure that it is developmentally appropriate, unbiased, culturally sensitive and do not contain violent or sexually explicit materials. Children are limited to the time they can be on the computer.

NOTE: -The facility is equipped with video surveilling all the time, it is only for the office use to maintain safe environment. Parents cannot have an access for that videos.

Accident and illness Policy

Accident Report

Parents will be required to sign an accident report whenever children receive First Aid treatment at the center. The staff member prepares the report as soon as the First Aid is administered and the child is comforted. These reports will be kept on file for up to one year.

Please note that every staff member is required to check any type of marking like a bruise, cut or discoloration on every child's skin upon arrival. The staff shall deal with this in a professional, friendly and non-accusing manner. If we find any, we shall ask the parent about it so we are properly informed and we can administer treatment should it require any. If however, the mark is noticed after the parent has left; the staff member shall ask another staff member for awareness purposes, thereby providing a witness. Staff member

should take the picture if the injury is serious.

Accident reports are also used in the following circumstances:

- Any type of negative encounter with a parent;
- Any type of serious negative behavior by a child;
- If a child has bitten and been bitten;
- A child has had to be put for a quiet time in order to calm down;
- A child has spoken about any type of pain that they feel on the body;



Incident Reporting Policy

Parents will be required to sign an accident report whenever children receive First Aid treatment at the daycare center. The staff member prepares the report as soon as the First Aid is administered and the child is comforted. These reports will be kept on file for up to one year.

Upon the child's arrival every staff member is required to check any type of marking like a bruise, cut or discoloration. The staff shall deal with this in a professional, friendly and non-accusing manner. If we find any, we shall ask the parent about it so we are properly informed and we can administer treatment should it require any. If however, the mark is noticed after the parent has left; the staff member shall ask another staff member for awareness purposes, thereby providing a witness.

Accident reports are also used in the following circumstances:

- Any type of negative encounter with a parent;
- Any type of serious negative behavior by a child;
- If a child has bitten and been bitten;
- A child has had to be put for a quiet time in order to calm down;
- A child has spoken about any type of pain that they feel on the body.

Any critical incidents will be reported to the licensing officer same day and in writing

within 2 working days. This may include an emergency evacuation, program closure due to an emergency, and intruder on the program premises, a child removed from the program by a person without parent/guardian consent, an injury requiring medical attention, a lost child or a child left on the premises after operating hours etc.

Emergency Procedures

Emergency and safety contacts and procedures

5(1) a license holder must ensure that the following telephone numbers are posted on the program premises and are readily accessible.

(a) Emergency medical services

(b) Ambulance services

(c) Fire department

(d) Police services

(e) Poison control center

(f) Nearest hospital or emergency medical facility;

(g) Child abuse hotline

(2) A license holder must ensure that the telephone number for an after-hours emergency program contact is posted in a place that is visible from the outside of the program premises.

(3) A license holder must ensure that emergency evacuation procedures are made known to all staff and children. (Ref: From Alberta child care licensing regulations)

Emergency Evacuation Procedure

Sound fire alarm.

Director will assign teacher to call 911 and give daycare address.

Caregivers will line up children and proceed to the nearest exit of the building.

Each head teacher will check all bathrooms/close all windows/turn off lights/bring

Emergency books (children attendance and portable records) and first aid bag with them.

Everybody will move well away from the building where attendance and head count is taken to make sure no child or staff is missing.

All children will be taken to emergency shelter location.



If unable to return to daycare, parents will be notified where to pick up their child.

Conduct monthly fire drills and record dates, times, and how long they take.

Keep records of fire drills in entry way or office.

0ff – Site Activity and Emergency Evacuation

4(1) A license holder may take a child to an activity off the program premises only where

(a) The child's parent has been advised to the activity, including the transportation and supervision arrangements with respect to the activity, and

(b) The child's parent has consented in writing to the child's participation in the activity.

(2) A license holder must ensure that in the case of an activity off the program premises or an emergency evacuation a staff member takes the portable record referred to in section 22 of this Schedule in respect of each child to be taken off the program premises (Ref; Alberta child care licensing regulation)

Potential Risk Policy

DO NOT bring sick children to the daycare! If your child has the following symptoms:

- The child vomits more than twice.
- The child has a fever of 100 F or 38 C; (checked with digital thermometer under arm).
- The child has diarrhea more than 2 times in a row (or loose motion).
- The child develops an unexplained rash.
- The child complains of a sore throat, earache or an upset stomach.
- The child is lethargic.
- If there are symptoms of contagious disease such as chicken pox, pink eye or lice.

If a child becomes sick after arriving at the daycare, the child's symptoms will be monitored and reported to the Director immediately. The Director will then contact the parent to come and pick up the child. The daycare will immediately send the child home if the above symptoms occur.

Once sent home from the daycare, the child **WILL NOT** be allowed to return until the program receives a note from the child's physician or the child has been symptom-free for at least 24 hours. This will be left up to the discretion of the Director.

There is a **Potential Risk Form** to be completed by Directors, parents and staff, in the case of sick children being sent home. This form is filed and kept for Licensing Regulations. All parents are informed of potential health risk by letters sent home, memo on front door and newsletter. Parents are asked to see office for further information.



If the parents cannot be reached to arrange for the immediate removal of the child, depending on the severity of illness, the child will be excluded from the group but still in sight of the primary staff looking over the sick child. If we have a staff available that day the child will be kept in the library or office until the parents can be reached.

We do not to administer any over the counter cold/cough medication. This includes Tylenol, Tylenol Cold, Advil, Advil Cold, etc. Parents are not allowed to come to the daycare and administer this form of medication. If the child needs the above form of medication a doctor's note with amount and instructions must be provided for the staff to administer this medication. Any form of medication must be in its original labeled bottle and is only administered according to the directions on the bottle. Sample medication WILL NOT be administered to children without written consent from the doctor stating how much and how it's to be administered. Parents must also fill out a daycare medication form, and if this is not filled out correctly the staff will not be able to administer the medication to the child.

Common Childhood Communicable Diseases (infection or infestation)

Mumps (medical note required for return) - a child with mumps should not return to the childcare centre until 9 days after their glands begin to swell and only if they are well enough to comfortably take part in routine activities (indoor & outdoor).

Chicken Pox/Varicella - the child may return to the childcare centre once all the sores and blisters are dried/scabbed over.

Hand/Foot/Mouth Disease (medical note required for return) - a child with hand foot mouth disease may attend the childcare centre if they are well enough to comfortably participate in routine activities (indoor & outdoor) AND if fever and sore throat have gone. Good hand washing hygiene is a necessity.

Cold Sores (Herpes virus) (medical note required for return) –children with sores inside their mouth who also drool should stay at home until their health care provider says that the sores are no longer contagious. Children with sores outside of their mouths do not need to stay at home.

"Strep Throat" (medical note required for return) – a child with 'strep throat' may return to the childcare centre 24 hours after antibiotics have started and are well enough to participate comfortably in routine indoor and outdoor activities.

German Measles/Rubella (medical note required for return) – keep your child at home for 7 days after onset of rash.

Red Measles/ Rubella (medical note required for return) – keep your child at home for 4 days after the rash appears and may return after 4 days if fever is gone and the child is well enough to participate comfortably in routine indoor and outdoor activities

Head Lice – child with head lice will be sent home immediately as soon as head lice are discovered. Your child may return to the child care centre after first treatment with lice shampoo and nit removal and your child has a 'nit and live lice free head. All children will need to be checked. Wash clothes & linens in hot water or dry clean. Retreat your child in 7-10 days.

Ringworm – children with ringworm must remain out of the childcare centre until they have begun treatment with a prescription oral or topical antifungal medication (or as prescribed by your physician).

Scabies – children who have scabies should remain out of the childcare centre

Until 24 hours after treatment has begun. The above are only a few examples of what may arise in a childcare centre. Each case will be dealt with on an individual basis with consideration of the needs of the child, the family, the childcare centre and the other children in mind.

Our Curriculum

The curriculum offered in our center encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathize with others and to begin to develop the skills of critical thinking.

We do this by

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Recognizing the different learning styles of girls and boys and to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Positively reflecting the range of communities and the choice of resources
- Avoiding stereotype or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment that allows mutual respect and tolerance
- Helping children to understand that discriminatory behavior and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

We offer a program that provides a safe and nurturing environment our care. Teachers come up with themes and use them to find activities that meet their objectives. Teachers in all rooms prepare age appropriate lessons (help is provided from center management).



Weekly lesson plans are posted in each room. We also use Emergent curriculum where child initiated activities.

Our curriculum identifies goals in all areas of development (SPICE)

Social: Help children feel comfortable in daycare, trust their new environment, make new friends and feel they are part of a group.

Emotional: Help children in daycare experience self-pride and self-confidence. Help children develop independence, self-control and to have a positive attitude towards life.

Physical: Help children increase their large motor skills, small motor skills, feel confident about their bodies and what they can do with their bodies.

Intellectual: Help children to become confident learners by letting them trust their own ideas. Help children to acquire learning skills such as the ability to problem solve, ask questions and use words to describe their thoughts and feelings.

Creative: Help children increase their creativity through art, music, dance, dramatic play, and other activities.

Successfully in a group of peers.

Family Involvement Policy

We operate an OPEN DOOR POLICY, where parents and family are welcome into the centre at any time. There are many levels of PARENT PARTICIPATION and we appreciate the time parents spare for us. We support our families and recognize parents as being the most important caregiver for each child. At our centers families are encouraged to become involved in our program. We promote partnership with families through communication by:

- Newsletters
- Special events
- Suggestions box
- Parent surveys
- Parent Handbook
- Parent programs
- Advisory Board
- Volunteering



We welcome parents to make suggestions for input into our Parent Handbook. Parents can make suggestions by suggestion box, e-mail or meeting in the office. This input is always helpful to us.

Partnership Policy

We believe that children spend a significant portion of their lives at home and in the education system. Many of these children attend a child care program, as well as participate in a variety of neighborhood activities. This leads to relationships between the parents, child care program, school and community agencies. Effective partnerships are a result of the commitment of everyone working together, while appreciating differences, accentuating similarities and celebrating individuality. We hope to partner with the schools and agencies in the community and as a result provide long lasting relationships.

Staff Abuse:

Please remember STAFF ABUSE absolutely will not to be tolerated. If any parents/staff members/or staff spouses abuse staff or office staff members verbally or by any other means this could mean immediate termination from the childcare center.

Social Media Policy

- Employees are allowed to associate themselves with the company when posting but they must clearly brand their online posts as personal and purely their own.
- Employees are not allowed to post any pictures with children taken at the daycare during special events or daily program.
- Employees are not allowed to disclose information that are financial, operational, and legal in nature, as well as any information that pertains to clients or employees.

Employees are not allowed to post confidential or non-public information, or respond to an offensive or negative post by a customer.

Manner of Feeding

In the center we ensure that all children are fed appropriately for their age and the level of development.

Meals are warm, balanced, nutritious, and follow the guidelines of the Canada Food Guide. Staff who is responsible for food storage and preparation should complete a Food-Handling course. We are a **Peanut Free Center**. Staff members are required to sit with the children during all meal/snack times, whether they eat the daycare food or not. This makes the children feel comfortable and provides an opportunity for staff to serve food and model some good table manners for the children. Meal times are an excellent time to engage the children in conversation allowing the children to develop social skills.

In our infant room our staff ensures that no bottles are provided to babies while they are being put to sleep in their cribs or cots. No sippy cups or bottles are provided to our toddlers while on their cots.

If staff brings their own food from home, we ask that you eat it in the staff room during your own break not in the room during children's lunch time. Everybody at lunchtime should be eating what is being served to the children.

Nutrition

The children are provided with nutritious, home cooked meals, snacks, milk, juice and water. We follow a four-week rotating menu consisting of morning and afternoon snacks and hot lunches. The menus are posted in the front entrance as well as in each room. Menu plans follow the Canada Food Guide. All staff have completed the Food Study Course and some staff have the Food Handling Course. The menus are reviewed periodically to ensure that they meet the changing nutritional guidelines of Canada's Food Guide.

We are a multicultural daycare; therefore, we are able to meet the needs of parents requiring no pork or pork products for cultural and religious reasons. Morning snack is served around 8:15 – 8:45. Lunch is served around 11:00 – 12:00. Afternoon snack is served around 2:15 – 3:00. The children receive sufficient quantities and a variety of food. Extra servings are always available if the children request. All staff are aware of the children who have food allergies or special diets. There is an updated list posted in all rooms, kitchen and office.

Meals and snacks meet the individual needs of children in the center. If parents wish to bring in their own lunches or snacks for their child, they are more than welcome. These meals must follow the Canada Food Guide regulations. Staff should label and place these lunches or snacks in the fridge if necessary. The center has a fridge and microwave in the infant room. If you have any questions regarding this matter, please see the office.

Beverages/Junk Food

Management discourages staff from drinking hot drinks such as coffee, tea, hot water, etc., while working with the children in the room. Hot beverages can accidentally be spilled or pulled over by the children or the staff members. which could result in a child getting scalded by the hot liquid. If you wish to drink these beverages, you may do so on your break times in the staff room. Staff/parents are not allowed to walk through the rooms with hot drinks. As we are setting an example for the children and should be modeling healthy habits, drinks such as pop should also be put into a mug with a lid that the children are unaware of what is inside. Also for safety reasons, juice or any beverages that come in a glass bottle should not be used in classroom. Once again you are a role model for the children and should be demonstrating healthy eating habits. All junk foods such as chips, cookies, candy, etc., should not be eaten directly in front of the children. Please keep these items for the staff room.

Role of Staff



Staff plans both long and short-range activities in accordance with curriculum objectives, developmentally appropriate practices and program philosophy:

- Maintain close supervision at all times

- Maintain daily open communication with parents

- Maintain confidentiality

- Report any suspect of abuse to Directors

- Arrange an environment in accordance to program goals and philosophy

- Maintain a safe and healthy environment inside/outside

- Attend staff meetings and workshops

- Keep all appropriate records such as attendance, time sheets, observations, incident/accident reports, etc.

- Meet all applicable licensing regulations

Nap Time Policy

Each classroom has a daily nap time from 12:00-2:30. From 12:00-12:30 staff is encouraged to put the children to sleep. Children who do not fall asleep can go to the table for quiet activities. During nap time staff members take their lunch breaks at their designated times in the staff room. The staff members in the classrooms are responsible for supervising the sleeping children, supervising the few children who are quietly playing at the table and for getting work done that is hard to do when the children are awake such as:

- Planning and preparing the weekly crafts and activities
- Cleaning and organizing toys
- Writing up & recording the observations of the children
- Writing notes for the parents
- Wiping down the toys, counter tops, and shelves
- Hanging up the artwork and decorating rooms, making bulletin boards
- Any unfinished work that needs to be completed

Under no circumstances should staff be sleeping, chatting or doing nothing during nap time. If you find that you have nothing to do, please see the office.

Releasing of Children

Children in your care are to be released or picked up by the parents of the children only. In the event that someone other than the parents will pick up a child, the parent must give in writing a note who will pick their child. In some circumstances parents may call to let the center know that someone else will pick their child. In any case when someone new comes to pick a child, staff are to ask the person to see the office to photo copy their

PICTURE ID, before releasing the child to them. If the person does not have **PICTURE ID** then the office will not release the child to this person. It will be left to the discretion of the Director in charge.

If the parents have not notified the center that someone else will pick up their child and someone else shows up, the child will not be released. The center will first have to verify that the child can be released to the pick person. Again the pickup person will need their picture ID after we have verification from the parent of pick.

Siblings that are 12 years of age and older are allowed to pick their brothers and sisters. Please see the office if you have any questions and you are unsure of any information on first aid.

Exclusion Policy

Parents/guardians will be notified when their child has a sign or symptom that requires exclusion from the child's daycare classroom. If the child needs exclusion from the class, this means that the child is highly contagious and will spread his/her illness. If the illness prevents the child from participating comfortably in all daycare activities or compromises the health and safety of the other children the child will be excluded from care.

In the event of the Physicians approval the child may return to the daycare. If the parent refuses to take the child to the Physician, it will be left to the judgment of the Director whether to accept the child or not. If the Director feels the illness prevents the child from participating comfortably in all daycare activities the child will not be accepted to the center.

Supervised Care for Sick Children

The parents will receive a phone call from the Director, to inform them of their child's illness and of the immediate removal from the daycare. If the parent cannot be reached to arrange for the immediate removal of the child, depending on the severity of illness the child will be excluded from the group but still in sight of the primary staff member looking over the sick child. If we have a staff available that day the child will be kept in the staff room or library and or office until the parent can be reached. The Director will continue to call the parent until contact has been made. When the child has been removed from the daycare the area will be cleaned and disinfected to prevent the spread of infection.

Supervision Policy and Practices

Supervision is one of the key requirements in the prevention of accidents and injury throughout the daycare. Childcare staff requires the skills to be able to assess the potential risks during supervision and to be able to implement changes to supervision to avoid accident or injury. New and relief staff should be informed of potential supervisory risks to each individual child in a confidential and sensitive way.



Both indoor/outdoor play is an important part of the child's physical development and provides learning opportunities. Adequate supervision in a safe environment allows children to explore more freely. Play in a safe environment promotes good health and reduces risk of injury to children and staff. Children are supervised according to their developmental needs, ages and abilities. Babies and toddlers require close supervision where staff are nearby at all times to guide, teach, help and interact with them. Pre-schooners are allowed to move around more freely with staff close by to interact, help, role model and observe. Older children more freedom to develop independence with some interactions and supervision. The most important thing to keep in mind is child's developmental and maturity level.

Administration of Medication

Medication

10 (1) A license holder may administer or allow the administration of medication to a child only where

(a) the written consent of the child's parent has been obtained,

(b) the medication is in the original labeled container, and

(c) The medication is administered according to the labeled directions.

(2) Where medication is administered to a child, the license holder must ensure that the following information is recorded:

(a) The name of the medication;

(b) The time of the medication;

(c) The amount of the medication;

(d) The initials of the person who administered the medication;

(3) A license holder must ensure that

(a) Subject to clause (b), all medication is stored in a locked container that is inaccessible to children, and

(b) Medication that may be needed in an emergency is stored in a place that is inaccessible to children.

Only staff members with a valid first aid certificate can administer medication to a child. If you do not have a valid first aid and a child requires medication you must ask a staff member with a first aid to administer the medication.

Staff responsible for a child who requires health care (additional to giving medication) are trained in the proper method of administering the type of health care required. This is

documented in the staff and child's files. (Ref: From Alberta childcare licensing regulation)

Medication/Patent Medication/Herbal Medication

If the child requires the administration of prescribed medication, patent medication or herbal remedies at daycare the parent must complete a "Medication Form" at the center and give the medication to the staff. The medication/herbal remedy is locked and stored out of children's reach.

The prescribed/herbal medication is to be in its original container and labelled with the child's name, doctor's name, date of issue and instructions.

Medication forms must be completed fully by the parents, to authorize the administration of medication/herbal remedies to the child. This is a regulation. Form must contain the following:

- Child's name
- Name of medication/herbal remedy
- Amount to be given as per doctors written permission
- Exact date & time to be given
- Times given at home and special instructions
- Signature of parents/guardians authorizing the medication/herbal remedy
- Date and parent/guardian signature

On the medication forms staff will document the date, medication, dosage, time when medication is administered and signature.

Staff return medications to families when the authorized period has ended. Only staff with current first aid are required to administer the medication or herbal remedies.

Staff observes children after administering medication/herbal remedies for allergic reactions.

Weather Policy

Weather is checked prior to children going outside to ensure their health and safety. Weather determines how to dress i.e.: warmer months – lightweight clothing; colder months – layers of clothing. Water is available in hot weather or after physical activity to stay hydrated. Sunscreen may be used year round. Use a sunscreen labeled as SPF-15 or higher. Apply sunscreen generously and frequently according to directions. Look for sunscreen with UVB and UVA ray protection to block harmful rays. Have children play in shaded areas. Children will not be taken outdoors in cold weather -20 with wind chill of -25.

Physical Environment Design Policy



We ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

> The way that the environment is designed, equipped and organized determines the way that the space and resources are used and has the potential to maximize children's engagement and level of positive experience and inclusive relationships

Concerns/Problems.

All concerns or problems involving the daycare including those concerning children, parents or co-workers should be brought to the director's attention so that they can Be dealt with an appropriate manner. Any concerns or problems with a child should be discussed or brought to the attention of the director before approaching parents. We appreciate that everyone has a personal life outside of the center; however problems do not have a place at the daycare. When you arrive for work in the morning please leave all your personal problems and worries outside the door.

Toys & Equipment Safety Policy

Toys and play equipment are disinfected on a rotating system or sooner if necessary and are recorded on a cleaning checklist. Shelves and children's lockers are disinfected weekly and are also recorded on the cleaning checklist.

Staff are to sanitize daily all the toys that the infants, toddlers, and preschoolers have placed in their mouths. An approved 3-tub method with bleach is used to clean all toys in the centers.

Allergy Safe Child Care

Managing food allergy in a childcare setting is a shared responsibility between staff, parents and children

Following policy and procedure is to reduce the risk of accidental exposure to foods that cause allergic reactions among children who attend the facility.

- Having a care plan for each child with food allergy that contains a copy of their *Anaphylaxis Emergency Plan*. The plan explains what to do in case of an allergic reaction.
- Regularly training staff to ensure they have the knowledge and skills to respond to and care for a child who is having an allergic reaction

Symptoms of a severe allergic reaction can start within minutes of eating the food that triggers reactions. They will usually occur within 2 hours.

Every child may have different allergy symptoms. Therefore, Parents will provide a list of allergic symptoms that can develop due to food.

Symptoms of anaphylaxis can include any of the following:

- **Breathing**: coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (such as runny, itchy nose, watery eyes and sneezing), trouble swallowing
- **Heart**: signs of a drop in blood pressure like weak pulse, feeling faint, dizzy or lightheaded, passing out
- **Skin**: hives, swelling (tongue, lips or face), itching, warmth, redness, rash, pale or blue-colored skin
- **Stomach**: vomiting, nausea, abdominal pain or diarrhea
- **Other**: anxiety, headache, metallic taste or uterine cramps

When a reaction begins, it is important to respond right away. Do not wait. Give the prescribed medication called epinephrine right away. Epinephrine will not cause harm to the child if it is given unnecessarily.

Steps for treating a severe allergic reaction

The above section has been adapted from: Anaphylaxis in Schools and Other Settings, Copyright 2005-2016 Canadian Society of Allergy and Clinical Immunology.

Staff should have the knowledge and skills to respond to and care for a child who is having a severe allergic reaction. A child care provider with this training and knowledge should be immediately available for every child with food allergy.

Every child care provider should know:

- The signs and symptoms of anaphylaxis
- How to respond to a child who is having a severe allergic reaction
- How to call **9-1-1** or local emergency number and how to communicate the health concern
- Each child's allergy and how to help the child avoid their allergens
- Where to find each child's care plan, including their Anaphylaxis Emergency Plan
- Where to find each child's epinephrine auto-injector and how to use it

As a child care provider, what can I do to create an allergy safe facility?

Care plans and epinephrine auto-injectors

- Create a care plan together with the parent of every child with food allergy. Include a copy of the child's *Anaphylaxis Emergency Plan*
- Keep each child's care plan and *Anaphylaxis Emergency Plan* handy, while respecting the child's privacy
- Keep each child's epinephrine auto-injectors near them at all times, in a secure unlocked place that is easy for all staff to access



Meal and snack time

Even tiny amounts of a food allergen can cause an allergic reaction.

- Have all children and staff wash their hands with soap and water before and after eating. This helps prevent food from getting on toys, clothing, and other surfaces
- Clean all tables and surfaces well before and after eating
- Place dishes and utensils on a napkin, not directly on the table
- Supervise children while they are eating
- Do not allow children to trade or share food, utensils, napkins, or food containers
- Ask parents of children with food allergy to approve all foods offered to their child
- Do not offer a food to a child with food allergy if you are not sure it is safe. Ask parents to provide a substitute
- Store food out of reach of young children
- Talk to parents about activities that involve food

Buying and preparing foods

- Read the ingredient list each time you buy a food or receive a food delivery. Ingredients in packaged foods can change without notice. Do not assume that a food served before is safe
- Ensure all foods prepared or stored on site are clearly labelled with a list of ingredients. This includes leftovers, foods made from scratch and any foods brought in by parents and staff
- Wash hands, utensils, and surfaces well between preparing different foods. This prevents cross-contamination with food allergens

Code of Conduct Policy

Little Angels daycare is a child-care facility which emphasizes individual growth for all children by promoting a safe, healthy and caring learning environment through its dedication to the family and community. We strive to provide a safe, caring learning environment for all staff, children and families. We believe in equality and respect diversity of all people.

Little Angels daycare expects that all adults and children within our centers be treated with dignity and respect. This includes directors, administrative staff, all other employees, children, parents, guardians, caregivers, and family members of children enrolled with our centers.

We recognize the varying developmental capabilities of children and understand that it is normal for children to display inappropriate behavior at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for appropriate behavior and consequences for inappropriate behavior.

We follow these Guiding Principles:

1. **BE RESPECTFUL:** We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We solve our problems by talking and listening to each other respectfully to find a solution. We are respectful of the environment, equipment and materials.

2. **BE RESPONSIBLE:** We are responsible for our own actions and words. When problems arise, we use problem solving techniques to try to resolve the issue in a positive way.

3. **BE SAFE:** We work and play safely to help keep ourselves and others from getting hurt.

4. **BE SUPPORTIVE OF LEARNING:** We learn to the best of our abilities and support the learning of others.

2. Establishing clear, consistent limits, rules, procedures and policies;

3. Stating limits in a positive way and periodically reminding people;

4. Providing explanations for limits, rules, procedures and policies;

5. Modeling and encouraging appropriate behavior; and

6. Working together in partnership to solve problems.

The following, while not limiting, are examples of unacceptable behavior;

1. **All forms of bullying:** i.e. physical, verbal, emotional, social or cyber-bullying including comments, actions or visual displays that are intentional, hurtful and repetitive (i.e. hitting, pushing, name-calling, mocking, excluding someone, spreading rumors or gossip either in person or by using social networking internet sites);

Health Care Policy

Nearest medical facilities are Airdrie Regional Health Centre at 604 Main Street south, Airdrie AB T2G 2E6 or to the Airdrie Medical Clinic at 620-1 Ave NW.

A staff member from Little Angels will take the responsibility of the child and will escort the child to the nearest medical center.

Also the same staff member will be responsible to contact the parent or the emergency contact person if the situation calls for a procedure requiring parental consent. If the child requires an ambulance, it will be at the cost of the parent.

WHAT TO SEND WITH YOUR CHILD

Items Kept at Daycare and Resupplied as Needed

- Two sets of clothes appropriate for the season
- Blanket and sheet for rest

- Indoor and outdoor shoes - no sandals or flip flops
- Diapers, wipes, bug spray and sun screen (Broad Spectrum SPF 30 or higher)
- Water bottle with child's name on it, must have closable lid.

Health and Safety

PICK UP AND DROP OFF SECURITY

Parents will be provided a passcode to enter the daycare. The passcode cannot be shared with anyone else and must be signed out at the time of admission and returned when the child is no longer attending.

Should a Parent be unable to pick up a child for whatever reason, the following procedure applies:

1. The Parent must authorize the person on the emergency contact list to pick up the child. A government approved ID (driver's license, Canadian passport) must be presented before the child will be released
2. We will not release a child for whom we do not have prior written authorization from the parent or who does not have a valid ID that is satisfactory to us.

COMPLAINT RESOLUTION POLICY

Parents who are dissatisfied with the care of their child can approach the daycare Director, and discuss the situation leading to their concern. An informal discussion often leads to what is best for the child and the family.

The Director follows the policies of Child Care Licensing Regulation, the daycare Handbook for Parents and ensures his or her decision is in line with all Governmental and internal policies. A formal complaint can be sent via email to info@littleangelsyyc.comThe email must include child's name, parent's name and a description of the concern.

Complaints of an urgent nature, such as child safety and wellbeing, will be dealt with promptly, please call or visit the Academy to have your concern addressed.

Non-urgent complaints, such as accounts payable, refunds, or other concerns will be responded to within 3 business days.

APPEALING A DECISION

If a Parent is not satisfied with the decision of the childcare Director, the parent can request a meeting with the childcare operator/owner. The Management will uphold all valid decisions made by the Director, but will review anything that it feels better serves the child and to ensure compliance with all child care licensing regulations.

Community Engagement Policy:-

Early childhood program operates within context of their immediate community made up of families and other institutions concerned with children's welfare , Our responsibilities to the

community is to provide programs that meet the diverse needs of families with agencies and professionals that shares the responsibilities for children to assist in gaining access to those agencies and allied professionals, and to aid in the community development program that are needed but not currently available

The policy provides strategies to involve community engagement in our daycare in Airdrie.

We have many ways to engage community in the daycare for the well being of children and their families. We believe that a healthy body has a healthy mind.

- We invite guest speakers who talk to children and explain the ways to stay healthy such as:
- Nutritionist,
- Dental hygienist
- First Nations elders,
- Police officers to engage in community safety programs for children.
- Firemen to engage children about fire safety
- Library visits to teach students about the goodness of reading books
- Waste and Recycling

Parents' Advisory Council

Our Parents are welcome to get involved in the philosophy of their daycare. For this purpose, we have made a Parents' Advisory Council the meeting will be held in the daycare every 3 months. Suggestions are always welcome and implemented, as appropriate. The goal is to provide healthy child development and we welcome new ideas and practices to incorporate in our daycare.