

A CHILD PLACE
PARENT HANDBOOK



“TOGETHER WE ARE PARTNERS IN YOUR CHILD’S
EARLY LEARNING”

Our Daily Schedule

7:30 -8:30 – Arrival/Learning experiences & Free Play

8:30 – 9:30 – Morning snack & Toileting/Diapering

9:30 – 10:30 – Gross Motor/Outdoor learning

10:30 – 11:30 – Toileting Group-time

11:30 – 12:30 – Lunch Time

12:30 – 2:30 – Rest/Nap time

2:30 – 3:30 – Wake up Time, Diapering & Quiet Activities

3:30 – 3:45 – Afternoon Snack

3:45 – 4:45 – Free Play/Individual Programs

4:45 – 5 -:30 – Toileting & Afternoon Group - Time

A CHILD'S PLACE PROGRAM PLANNING HANDBOOK

Welcome!

I would like to welcome you, your child and family to my home base early learning program. I extend thanks to you for choosing this program that will help your child to become a happy, successful learner.

Communication:

I look forward to developing a healthy and close relationship with the children in my care and their families. I encourage and invite parents to develop and maintain open communication with their child's teacher. Please feel free to approach me if you have questions or require further information. Your questions or suggestions regarding the program are always welcomed. Written information regarding your child's day is recorded daily on your child's "intake sheet" or "information board."

Attendance and Fees:

6 weeks up to 12 months: \$ _____

13 months to 24 months: \$ _____

Children 2 years and up: \$ _____

The daycare fee is subject to change. I will give you _____ notice of any changes. Payday is every _____. The fee is non-refundable even if your child misses a day or more. You must pay for the entire month whether your child is here or not.

Trial Period:

There is a _____ trial period during which time either you or I may cancel child care services without notice. After the _____ trial period, a _____ notice must be given by the terminating party. If you wish to end my services without the _____ notice, you may do so, but you must pay for the full 2 weeks in advance.

Drop off Time:

You must call at least ___ minutes in advance of your normal drop off time if your child/children will not be coming on any given day. This helps me to plan my daily activities.

Vacations:

You do not pay for my vacation days, If I need to take a day off, or when I decide to take my vacation, it is your responsibility to find back up care. I will give you at least _____ notice if there is a need for an alternate provider. (with the exception of sick days) I want to provide the best possible care for your child/children. In order for me to do this, I must remain in good health both physically and emotionally. Therefore, the following days will be observed as paid holidays:

**New Year's Day*

Thanksgiving Day

**Good Friday*

Christmas Day

**Victoria Day*

Boxing Day

**Canada Day*

Labour Day

** Civic Holiday (August)*

**I will also be taking ___ days unpaid vacation per year. I will give you at least _____ notice as to when my vacation will start.*

**I am also entitled to ___ days paid sick leave per year. This can be taken all at once or spread out throughout the year.*

Parent Conferences:

Parent conferences will be scheduled periodically with the parents/or guardians. This will allow you to meet with me in a relaxed environment without the distractions of children and parents, to discuss things such as your child's development, discipline strategies, and needs. I would also welcome your feedback on my effectiveness as an educator and care provider as well as other issues and concerns that may arise.

By keeping the lines of communication open I hope to foster a more stable and enjoyable working relationship with the families I serve.

Personal Belongings and Clothing:

Your child's' clothing should all be labeled with his/her name. I am not responsible for lost articles. Children may bring their own toys if their name is printed on them. Please do not send any toys with your child/children that you would not want them to share with the other children. If your child/children do not share their toy(s) that he/she brings, I will take the toy(s) and hold them till the end of the day. (this is to keep the children from arguing and fighting) Please send your child/children with an extra change of clothes incase of an accident. Children should wear play clothes and dress according to the weather. If your child/children is dressed inappropriately he/she may miss out on some outdoor activities.

My Guidance Policy

Children's behavior is influenced by their overall development, their environment, and their caregivers. Each child differs in terms of his/her activity level, distractibility, and sensitivity. Children must learn to develop socially acceptable and appropriate behavior as they grow to maturity.

Purpose of this Policy

This policy is the guideline that A Child 's Place Childcare will follow to assist children in developing self-control, self-confidence, and sensitivity in their interactions with others. Guidance is required to ensure order, prevent injury, and ensure a child's activities are not infringing on the rights of others.

Guidance Strategies

It is important that the caregiver 'sets the stage' for a positive atmosphere

and maximum opportunities for desirable behavior. This will be done by:

- 1. Explaining to the children what behavior will be acceptable and explaining the reason for the limits, doing so in a positive way;*
- 2. Focusing on the child's behavior, rather than on the child;*
- 3. Allowing the children time to respond to the expectations;*
- 4. Reinforcing appropriate behavior;*
- 5. Being willing to listen and respond in a fair and supportive manner, and;*
- 6. Observing children in order to anticipate potential difficulties.*

Intervention Strategies

Behavioral Goals

While in my care only positive encouragement is enforced. Children will NOT be subject to spanking, hitting, kicking, restraint, or to, verbal, emotional, or physical punishment. I believe the most effective ways of enforcing positive behaviors are: Praise, Respect, Re-Direction, and Positive Re-Enforcement. I don't play "REF"; I use strategies to engage children in their own problem solving. During conflict it is important for children to feel respected, secure, loved, important and special. They need to know I am always available to listen and help, not to judge. My goal is to coach the children so they can negotiate, compromise, brainstorm and work it out together. I do not believe in "adult initiated" time outs, as I feel when used punitively it takes away from a valuable teaching experience. I will only place a child in time out if I feel that they are a threat to the safety and well being of themselves or others. When this becomes necessary I make sure everyone is all right, then I stay with the child.

If something of a more serious nature or a persistent behavior should occur that is of concern to me or a threat to the safety of others, I will need to

discuss it with you so that we can jointly decide on a course of action that is followed at home and in my care. If the problem cannot be resolved arrangements must be made for the child to receive care elsewhere

Children's Daily Routines & Schedule:

Included in this package you will find a copy of the "Children's Daily Schedule" which gives you a brief indication as to the routines and activities the children take part in on a daily basis.

Adjustment Period:

As your child begins their stay with me, parent(s) are required to accompany their child for at least 2 - 3 days depending on your child's stage of comfort and level of adjustment. This time is very healthy for your child as it allows them the opportunity to get acquainted with their teacher, peers and new learning environment with the ease and reassurance of your presence and support. You may be requested to stay longer than 3 days if your child appears to require further time to adjust.

Separation Anxiety:

This area can be a very difficult and almost heart-breaking experience for both parent and child. Depending on the child, you may find some children coping with their separation from parents better than others. Please do not be discouraged as "separation anxiety" can usually be expected. I have enclosed an article pertaining to "separation anxiety" to help you understand it more thoroughly.

Absences:

If you know your child will be away for a day or has fallen ill, please inform me by calling 905-895-3234 or you may leave a message on my answering machine.

Sickness & Illnesses:

It is imperative that certain measures be taken to ensure a healthy environment for the children and caregiver.

Fever – Is indicated by 38 degrees or greater. If a fever is detected, your child should remain at home for 24 hours after the fever has passed before returning to school.

Diarrhea- If a child is suffering from diarrhea he/she must be kept at home for 48 hours after the child is completely clear of the diarrhea.

Vomiting – Children should remain at home for 24 hours after the vomiting has stopped. The child must be well before returning to the childcare and fully capable of participating in their daily programming both indoors and outdoors.

Medication – If your child requires medication throughout the day I will gladly administer it for you providing it is prescribed by a doctor and is properly labeled with your child's name and expiry date. You will also be asked to fill out a medication form. Medication is to be placed directly in teacher's hand.

Please Note – Teacher cannot administer cough medicines, decongestants, aspirins or any other non-prescription medications. Special circumstances can be arranged with written instruction or consent from a doctor.

If your child is on antibiotics he/she continues to be contagious for 24 hours after the first dose of medication and can not return to childcare until this time period has passed.

Child care regulations prohibit me from giving your child medication of any kind unless you have filled out and signed a Permission to Administer Form. All medication must be in the original, labeled container. Blank permission to administer medication forms are kept in your family connection folder

Minor bumps and scrapes are inevitable, but I make every effort to keep your children safe through supervision and childproofing. Minor injuries will receive appropriate first aid, and if an emergency injury or illness occurs, you will be contacted immediately. If I am unable contact either parent, I will call the emergency

contact numbers supplied to me to make the medical decisions for the child. If necessary your child will be transported by ambulance to the nearest hospital. Parents are responsible for costs involved in emergency medical treatment, including transportation if required.

Nap/Quiet Time

All children will be required to lie down for a nap/quiet time each day. I will not force your child to sleep but they must lie down quietly. This is my "coffee break" during the day, my time to re-charge, plan programming and do paperwork.

Damages

It is expected that your child be respectful of my personal property and furnishings. A certain amount of "wear and tear" is normal, but if your child intentionally damages my property through destructive behavior or roughness, you will be liable for 100% of the replacement costs. This reimbursement is due with your next monthly payment.

Potty Training

I will assist in potty training with the understanding that it will only work if we work together. Your child will not learn if they do not do it while in my care and at home. You must work with your child at home, either during vacation or over a weekend before I will begin potty training here. Clothing should be easy to manage to encourage self-help skills. Buckles, belts, overalls and suspenders when in a hurry to use the bathroom may create a problem. I also require that each potty training child have 6 changes of training pants (for sanitary reasons I require plastic pants to go over underwear or training pants) or pull ups. Extra changes of clothing are also necessary, including socks.

Emergency information:

Please ensure that all of your child's emergency information is accurate and up-to-date. If you know that you will not be picking up your child for the day please inform me in the morning. Please note that your child will only be released to those persons who are on your child's pick up list (authorized in writing) and accompanied with proper photo identification.

Items your Child Will Need

Diapers and wet wipes.

Extra clothing according to the seasons-

During winter months they will need – pants, heavy sweaters, a winter Jacket, snow-pants, a hat, a scarf, mittens and boots.

During summer months they will need – light pants, shorts, t-shirts, a Bathing suit, a sun hat, sunscreen, extra shoes and a towel.

Your child will always need extra undershirts, regular shirts, pants, Socks, and underwear (underwear for those who are toilet training or Already potty trained).

You will be informed as to when these above items need to be replenished

A sippy cup (cup with spout) to be refilled with fresh water daily.

A pillow and blanket .

A snuggle toy (if needed or desired) to use during rest-time or as comfort.

A picture of your child and a picture of your family .

Please label all your child's belongings with their names as this will help to keep all of their things secure.

Intake Sheets

Intake sheets are provided as a means of written communication between caregivers and parents as I may not always have the opportunity to converse verbally with you regarding your child's day. The top portion of the Intake Sheet is reserved for you to provide information regarding your child to the teacher. The bottom portion is reserved for the teacher to provide information to you regarding toileting or diapering, lunch and snack, length of rest period and the daily happenings taking place while your child is in my care.

Pacifiers and bottles

Pacifiers may be used during rest-time periods only as a means of comfort during these times. Pacifiers are not used throughout the day as it can be an obstruction for speech and communication. Please label bottles and sippy cups with child's name.

Child's Place Program Learning Areas

As a trained professional Early Childhood Educator, my goal is to offer your child a stimulating, rich and unique learning environment where he/she can feel safe and secure to learn and explore in their environment. My play Room has various learning areas which are set-up to stimulate your child in the areas of socialization, imagination and creativity. These areas are designed to promote all areas of your child development through manipulation, exploration and discovery.

There are six developmental areas in Early Childhood Education which are as follows:

- Gross motor skills – Involve the movements of the larger muscles of the body such as running, jumping, hopping or riding a bike.
- Fine motor skills – Involve the small muscular movements mainly those in the hands which are referred to the palmer and pincer grasp. These acquired skills are strengthened through activities such as: mark-making, puzzles, beading or cutting with scissors.
- Cognitive Skills – Involves the ability to think, know, identify, comprehend and understand information. These abilities are acquired through activities such as matching, sorting and classification through colours, numbers, shapes and letters.
- Self-Help Skills – Involves the ability to use acquired vocabulary to communicate with others. These skills can be promoted through group-time activities such as songs, stories, finger play, interactive games and puppets.
- Speech and Language skills – Involves the ability to use acquired vocabulary to communicate with others. These skills can be prompted through group-time activities such as songs, stories, finger plays, interactive games and puppets.

- *Social and Emotional Skills – Involves the ability to express emotions or feelings shaped by social experiences. These skills are fostered through the building of positive relationships between families, peers and caregivers, cooperation with others, the sharing of space and encouraging a positive self-image.*

The following pages will provide you with a detailed outline of the various learning areas located within the children play area.

CHILDREN'S PROGRAM PLAN

Gross Motor

The term "Gross Motor" refers to large bodily physical movements such as running, skipping, leaping, jumping, bending, dancing, rolling, throwing, kicking or swinging. Some of the learning opportunities provided in the program to assist and promote further development in these skills can include the following.

- Creative Movement
- Music/Songs/Group Games
- Building with large blocks
- Parachute Play
- Mats for jumping and rolling
- Group games and songs
- Tunnel Play
- Dramatic Play & Dress Up
- Experimenting with Sensory Materials.

Our goal in this learning area is to invite the children to release their energy positively as they develop, enhance and strengthen their large motor skills through balance, coordination and exercise.

Fine Motor

The term "fine Motor" refers to the control of the small muscular functions in the hand. Some of the learning opportunities provided in the program which can assist in the strengthening of this skill may include the following:

- Cutting with scissors
- Buttoning buttons or snaps, zipping zippers and tying laces
- Holding writing utensils-(markers, crayons, pencils, paint brushes)
- Putting together puzzles
- Beading and pegging

My goal in this area is to provide opportunities for the children to practice, exercise, refine and build upon these various skills to strengthen their fine motor abilities.

Unit Blocks and Manipulatives

Materials Include:

- Large & small wooden blocks in various dimensions
- Coloured Mega Lego

Open-Ended Materials Include:

- Tubes
- Different sized materials and various textiles
Colourful Scarves
- Different Sized Boxes and Cookie Tins

Manipulatives Include:

- Large Piece Train Set
- Doll House complete with furniture and people
- Transportation Vehicles
- Farm House and Animals
- Small piece Lego Set
- Nesting Cups

My goal in this area is to introduce opportunities for children to engage in physical experiences as they lift, carry and begin to create structures horizontally, vertically or in rows and to provide opportunities to problem solve and engage in social, solitary, parallel or cooperative play.

Creative

Painting -

- Painting, blending and colour-mixing using primary paint colours (red, blue, yellow) black & White paint using as assortment of brushes, rollers, feathers and paint scrapers. The texture of paint can also be changed by adding coffee ground, white glue or dish soap. Painting opportunities can be done in a number of ways which include: the paint easel, the table tops, on the floor or outdoors.

Marking-Making -

- Creating representations onto paper of various sizes and textures using an assortment of mediums such as crayons, pastels, chalk, pencils, markers and bingo dabbers.

Collage-

- Gluing an assortment of found, recycled and natural materials (*pinecones, dried flowers, leaves, wood pieces, feathers, potpourri, fabric pieces and so forth*) onto flat materials such as paper (*mural paper/construction paper*), cardboard, paper bags, wallpaper pieces or fabric.

- Gluing objects unto boxes, egg cartons, paper towels rolls etc. to create three dimensional art.

Play-Dough & Clay -

- Exploring and working with play-dough and clay to strengthen hand and fine motor skills as the children press, pound, stretch, squeeze poke, form and mould. Some additional materials in this area can include rollers, popsicle sticks, feathers and other loose added materials.

My goal in this area is to offer children the opportunity to create things which are meaningful to them to encourage creativity and self-expression.

Science & Discovery

Science can happen anywhere and can ignite much curiosity. This area can offer the children the opportunity to experiment, manipulate and make discoveries. Some areas in my house which will exhibit the functioning of science can include the following:

- **The Sensory Table** - This area will comprise of water and dry materials. Some added objects such as; funnels, sponges, eyedroppers, measuring cups, plastic bottles etc. Also rice, wheat, leaves or other emerging materials around the interest of the children.
- **Cooking Projects** - The children and myself will partake in cooking projects which can include making play-dough, baking cakes, cookies or muffins etc
- **Light and Shadow Play** - Experimentation with flashlights and shadows.
- **The Science Shelf** - Consists of a variety of science related materials such as; home-made sensory bottles, scents, textures etc.

My goal in this area is to offer the children ongoing hands on learning opportunities which will allow for discovery, experimentation, manipulation, questioning and the birthing of new knowledge and learning.

Dramatic and pretend Play

During Dramatic Play the children have an opportunity to explore the various aspects in which a home environment can include. As the children's interests change, this centre will also be modified to correspond with their current topic of curiosity. The children are open to dressing-up in a variety of clothing, working with Kitchen supplies and equipment.

My goals in this area is to provide opportunities for the children to enhance their social skills as they interact, share space and turn-take with one another. To further expand and practice their vocabulary, language and communication skills.