

HAMILTON EARLY LEARNING CENTRE PROGRAM STATEMENT

Mission Statement

The Hamilton Early Learning Centre is a non-profit agency in the downtown core offering Early Childhood Education in a child care setting.

Vision Statement

The Hamilton Early Learning Centre is committed to:

- Providing high quality child care ensuring that our policies meet or exceed all regulations and standards.
- Providing a child centered learning environment through the Emergent Curriculum Approach focusing on the Four Foundations for Learning and the Statement of Principles.
- Creating a mutual partnership and being accountable to parents, employees and the community

Philosophy

The centre provides a secure learning environment for toddlers and preschoolers in an atmosphere which enhances development through:

- The support of a non-sexist, non racist, non-homophobic, non-classist multicultural setting by promoting an appreciation of each child's culture and by demonstrating the same expectations for girls and for boys.
- The creation of a stimulating atmosphere to foster communication skills.
- The support of creative development through encouragement of self-expression, curiosity, independence and initiative.
- Providing a program which meets the individual requirements of special needs children.
- The encouragement of physical activities to mature large and fine motor skills.
- The establishment of health and safety policies to encompass daily care and a healthy nutritious diet.

The Hamilton Early Learning Centre provides a child care service which supports parents in their respective roles through:

- The creation of a mutual partnership with parents in responding to their child's developmental needs and their family's needs for child care.
- Maintaining open communication through our parent communication app **Storypark** and daily information exchange.
- Accountability to the employees, the membership and the community at large through the Board of Directors of the corporation.

Our View of Children

The centre adopted Our View of Children from the Reggio Approach. We reflect on this view in all our interactions, the environment and program we provide for the children. Our view is that:

Teachers need to build strong trusting relationships with children, centred on a profound respect for who they are.

Their view is that children are powerful, competent and rich.

Children are trusted to be interested in things worth knowing more about.

They are seen as having rights rather than simply needs.

Teachers are deeply aware of children's potentials, all their work and the environment needs to reflect the children's experience.

Young children are seen as wanting and needing to express ideas and messages through many different expressive avenues and symbolic media. It is important that teachers see themselves as guides, preserving the child's natural sense of wonder by showing a genuine interest in their thoughts and ideas.

Children are profound thinkers and are constantly learning through their play and activities. Teachers need to acknowledge them by being attentive to what they are saying and doing.

Young children learn through meaningful activities. Activities that are meaningful and relevant to the child's life experiences provide opportunities to teach across the curriculum and assist children in seeing the interrelationships of things they are learning.

Health, Safety, Nutrition and Wellbeing of Children

Health and Safety

The health and safety of children, parents and staff is paramount at the centre. We recognize the importance of being proactive through our established policies and procedures. The centre's policies meet or exceed all regulations and standards.

- The centre conducts daily, weekly, monthly and annual inspections both indoor and outdoor. These inspections are documented and retained.
- We have established Sanitary Practices and Procedures; including personal care routines, diapering procedures and food handling and preparation.
- The centre has established Fire and Emergency Evacuation policy and procedures; this includes monthly fire drills
- The staff complete daily wellness checks including; diet, rest times, washroom and health checks.
- The staff conducts monthly file reviews of all children in their group.
- The centre reports all accidents and incidents of a child. This form includes all relevant information for the parents. The parents sign acknowledging they have review the report as well as offered a copy of the report. The Director reviews the report for trends or any required action.
- The centre has established reporting policies that align with the Ministry's regulations on Serious Occurrence reporting and Child in need of protection.
- The centre orientates all new staff and provides them with a Personnel Handbook which includes all policies.
- All staff review policies annually.

Nutrition

The centre provides a morning and afternoon snack and hot nutritional lunch midday. All menus are planned according to Canada's Food Guide and include vegetarian and non-vegetarian meals. The centre's meals are home made to avoid processed foods with a high content of sodium and sugars. Each child has their own water bottle with their name and picture on them. The children always have access to their water bottles throughout the day.

- The cook, director and any staff member working in the kitchen have their Food Handling certificate.
- Allergy and Restriction list is posted in the kitchen and all food serving areas.
- The staff sit with the children during meal times to ensure positive social interactions and enjoyable meal times

Well –Being of Children

The Hamilton Early Learning Centre recognizes that children need a strong positive sense of self. That their well being is determined by both physical and emotional needs being met. The centre meets their needs through their daily schedules, positive interactions, and a child directed program.

- The daily schedule provides a balance of quiet and active experiences; indoor and outdoor; individual and small group activities; child initiated and teacher supported activities.
- The schedule provides a rest time. The rest time is scheduled for two hours. Children are able to engage in quiet activities once they are awake. Children that don't require sleep or at parent's request are provided activities in a separate room.
- The centre offers a Play Based Learning environment using the HDLH (How Does Learning Happen) document. We focus on the foundations for learning, reflecting on the goals for children and the expectation for programs.
- The centre has a positive, proactive approach for interacting and guiding children which aligns with our view of children.
- The centre only hires Registered Early Childhood Educators. Their membership with the CECE must be current and in good standing. The centre requires that staff obtain a Vulnerable Sector Criminal Reference Check prior to employment and every five years thereafter.
- The centre requires all staff to have a current certificate in Standard First Aid and Infant/Child CPR
- The Educators are professional, skilled and have a profound respect for children.

As per Ontario Regulation 137/15 Section 48

Prohibited practices

48. No licensee shall permit, with respect to a child receiving child care at a centre it operates or at a premise where it oversees the provision of care,
- (a) corporal punishment of the child;
 - (b) physical restraint of the child, such as confining the child 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 himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
 - (c) locking the exits of the child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an

emergency and is required as part of the licensee's emergency management policies and procedures;

- (d) deliberate use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect; dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) Inflicting any bodily harm on children including making children eat or drink against their will.

Support Positive and Responsive Interactions Among the Children, Parents and Staff

The Hamilton Early Learning Centre supports children, parents and staff by building strong relationships based on trust and mutual respect. Our profound respect for children has provided an environment where children are confident in expressing their own views. We have established an environment that is open to and welcomes input and feedback from parents and staff.

- Parents receive a tour of the centre; introduction of the teachers, review schedule and explanation of curriculum approach.
- Parents are encouraged to participate in play visits before their child starts. This provides opportunities for the teachers, children and parents to begin to build relationships.
- The centre has established proactive positive approach in guiding children's learning.
- The centre has both Staff and Parent Relationship policies
- We use a reflective approach in establishing relationships with children and parents. Teacher regularly fill out forms on Reflecting on Relationships.
- The centre conducts parent, staff and board surveys annually. We review results and develop a plan of action.
- The centre offers Parent Information Nights as well as social events. This gives parents and staff an opportunity to share information.
- The centre has adopted Hamilton's Children and Youth Charter of Rights and Hamilton's Parent Charter of Rights. Both documents are posted in the entrance of the centre and parents are made aware of the centre's commitment.

Supporting Staff

The Hamilton Early Learning Centre only hires Registered Early Childhood Educators. We believe that quality care and education comes from quality Early Childhood Educators. The hiring and vetting process ensures that all our teachers are highly skilled and their personal philosophy aligns with the centres. To ensure retention of staff we support them by:

- Having well established Centre and Personnel policies. Staff have a Personnel Handbook which includes all policies.
- Providing an orientation reviewing all policies and then reviewing annually.
- Offering competitive salaries and benefits
- Providing monthly staff meetings which include professional development.

Our Professional Development policy supports staff by providing guidelines and compensation.

- All program staff must hold a current membership with the College of Early Childhood Educator

- All staff will continue to develop professionally and stay current in the field of Early Childhood Education
- All staff are required to hold a current certificate in Infant/Child CPR (3 years)
- All staff are required to hold a current certificate in Standard First Aid (3 years)
- The cook and Director are required to hold a current certificate in Food Safety Training (5 years)
- All staff are required to attend professional development opportunities annually, as outlined by community and professional standards. These are over and above the mandatory requirements of First Aid, CPR and Food Handling Training certificates.
- All staff, through their annual performance review and in consultation with the Director will set goals and if necessary will seek out professional development opportunities to achieve those goals.
- Staff who attends professional development paid by the centre are responsible for reporting information to coworkers at a monthly collaboration meetings.

Compensation

- Centre pays for full ASCY memberships
- Centre pays for half of the membership of the College of Early Childhood Educators, six months after payment has been made. Staff are required to submit original receipt and the centre will reimburse employees half the cost 6 months from the date on the receipt.
- Centre pays for pertinent, recognized and approved professional development.
- Centre offers lieu time for all approved professional development and meetings outside working hours: half lieu time for professional development paid for by the centre; full lieu time for meetings and professional development where no fee is charged.

Encourage Positive Interactions Among the Children and Support Their ability to Self-Regulate

The centre offers a positive proactive approach to guiding children that supports a positive self image, develops social skills and provides them with problem solving techniques.

Proactive Approach to Guiding Children

Develop strong relationship by reflecting on:

- Our View of Children
- Your own interactions
- The four foundations

Provide an Organized, Stimulating Environment

- Reflecting on the environment through the four foundations
- Develop good observation skills; observe what the children are playing with and how they are using the materials.
- Children need to be shown how to use materials and equipment.
- Encourage children to tidy up using first and then. Model and assist them; giving a lot of praise for their accomplishments.
- Ensure that toys and puzzles have all their pieces and they are organized.

Provide a Child Centered Setting

- Ensure that the schedule meets the children's needs and there are no times that the children are waiting; routines and transition times.
- Provide challenging activities.

- Reflect on your programming using your journal, documentation, four foundations and asking your team for input and feedback

Teach Children Good Social Interactions

- Engage with children in meaningful play.
- Look for and reinforce positive interactions.
- Assist and encourage children to express their needs and wants
- Help children to problem solve, negotiate and compromise.

Asking the following questions before intervening:

- Are they hurting themselves?
- Are they hurting others?
- Are they destroying property?
- Are they engaged in meaningful play?

Create Positive learning Environments to Support Children's Development

Hamilton Early Learning Centre understands that children require a learning environment that enriches and expands their experiences. The centre strives in making the environment a place where children will be physically, emotionally, aesthetically and intellectually nurtured. Each playroom is organized to provide a safe, secure physical space that promotes children's autonomy as much as possible, and allows for solitary and group play. The teachers, through the activities and materials they provide, establish an environment that is challenging and encourages children to problem solve and develop their own theories.

We support the Statement of Principles:

- Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health and well-being.
- Partnerships with families and communities are essential.
- Respect for diversity, equity and inclusion is vital
- An intentional, planned program supports learning
- Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance.
- Knowledgeable, responsive and reflective educators are essential

The program is developed through the child's interest. We see the environment as the second teacher and understand its importance in the children's discoveries and experience.

- The environment is set up for children to discover and the teacher's document throughout the day to establish their interest and emerging skills.
- Teachers reflect on the environment through the four foundations
- Teachers see themselves as co learners; seeking children's ideas and theories.
- Documentation may be in the form of written, video or still photos posted weekly on our parent communication app **Storypark** as well as posted throughout the classrooms
- The program plans are based on the documentation and the discoveries of the group.
- The program plans are created weekly through our parent communication app **Storypark**
- All programming both individual and group is consistent with the Mission and Vision Statement as well as the Philosophy of the centre

Parent Involvement

The Hamilton Early Learning Centre supports and encourages parental involvement. Many opportunities exist for parents to participate in the enhancement and development of the centre:

- Participation in the parent/child orientation process
- Providing input and resources to the program
- Participation in the centre's social functions: Christmas Party, Annual Graduation, and Annual General Meeting (AGM)
- Committee member on the Board of Directors
- Participation in the Annual Parent Survey

Community Involvement

The Hamilton Early Learning Centre's Mission Statement and the adoption of the Statement of Principles provide us with an understanding of the importance of community in meeting children's needs. The centre works closely with the following stakeholders to meet the needs of the child, family and ensure that the centre provides high quality care and education

- Affiliated Services for Children and Youth (networking with other centres)
- Community Living; Special Needs Resourcing
- City of Hamilton: Quality Assurance Program
- Ministry of Education Program Advisor
- Public Health
- Positions on the Board of Directors for Community members.

Reviewing and Monitoring the Program Statement

- The Program Statement will be reviewed by all staff, students, volunteers and professionals from other agencies prior to working in the programs
- The Program Statement will be reviewed by staff at least once per year as well as following any revisions.
- The review will include a signed statement of acknowledgement and witness by the Director or Supervisor.
- The Director or Supervisor will monitor daily, ensuring that all components of the program statement is being implemented. Any concerns will be discussed with staff and documented, referring to the Program Statement.
- The supervisor conducts weekly monitoring on interactions, planned curriculum (including documentation) and the environment to ensure that all programs are following the Program Statement using the Program Monitoring and Observation forms.
- The Director documents interactions of all staff on the Program Statement Monitoring form twice a year.

Established in 1991

The Hamilton Early Learning Centre, formally known as the Hamilton Public Library Workplace Child Care Centre was established in 1991 by the library employees union, CUPE, Local 932, in co-operation with the Hamilton Public Library Board to provide easily accessible, quality child care in the downtown core.

Board of Directors

The centre is a non profit agency accountable to a Board of Directors. The board members consist of parents/guardians and people in the community. Representation, both parents and community, on the board is essential for the centre to maintain the vision of high quality child care. The Board welcomes parent involvement by becoming a Director of the Board or participating on committees. Each parent/guardian of a child attending the centre, whether on the Board of Directors or not, are considered to be a member of the corporation. This entitles all members voting rights at the Annual General Meeting.

Ministry License

The centre is licensed by the Ministry of Education, Child Care and Early Years Act (CCEYA). The centre's license is renewed annually through an inspection conducted by a Program Advisor with the ministry. The centre's License, along with and Inspection Summary is posted in the main lobby of the centre. If you would like more information on licensing visit <http://www.edu.gov.on.ca/childcare/>. In the event that the centre has a Serious Occurrence, there will be a notification form posted in the same location for ten days.

License Capacity, Ages and Ratios

The centre has a license capacity of 42 children. The centre offers care for both **Toddlers: 18-31 months** and **Preschoolers: 31 months to 5 years**. The maximum number to Toddlers is 10 and the 32 Preschoolers are divided into Preschool 1 and Preschool 2. The ratios are as follows:

Toddler: 1 Educator/5 Children

Preschooler: 1 Educator/8 Children

Hours of Operation

The centre operates 52 weeks of the year. Hours of operation are: **7:30 a.m.-5:30 p.m., Monday to Friday**. The centre closes for statutory holidays (listed on the Fee Agreement). In the event of hazardous weather conditions, the centre will close. The centre will make every attempt to have the closure announced on **Storypark**; however, when in doubt the parents are advised to call the centre. The voice mail message will indicate if we are closed.

The United Nations Children's Charter of Rights, section 5 states that; "all children are entitled to spend sufficient time with their families". In keeping with the rights and welfare of children we strongly recommend that parents make their child's day at the centre no longer than 9 hours.

Parking for Pick Up and Drop Off

For drop off and pick up, short term parking (a maximum of 15 minutes) is available in front of the building on the north side of George Street. You will need to put your four way flashers on to indicate your short stay to the By-Law Enforcement Officers. Parents that park on the street for more than 15 minutes may be ticketed.

Staff Qualifications

The Hamilton Early Learning Centre employs highly skilled and qualified Early Childhood Educators in all teaching positions as well as the Director. This exceeds CCEYA regulations which require only one ECE and one assistant (non ECE) in each group. The ECE is responsible for the supervision of any volunteers or students to ensure that they follow all of the centre's policies and procedures. We require that all educators be

registered with the College of Early Childhood Educators (CECE) and memberships must be current and in good standing. The CECE website has a Public Registry for parents to view the status of their child's teacher. For more information visit <https://www.college-ece.ca/>.

Waiting List

The centre maintains a waiting list through our website helc.ca. Priority is given to siblings of children currently enrolled at our centre. As positions come available for new families, listed families are called in order of their application date. A Purchase of Service agreement with the City of Hamilton enables us to provide subsidized child care for those families who meet eligibility requirements. When positions become available, the Director will arrange a time for registration and the parents will schedule play visits

Centre Tour and Orientation Visit

Parents can call the centre to schedule a tour of the centre. We encourage parents to bring their child to the visit. The visit will include the following:

- Tour of the centre.
- Introduction to the Staff
- An overview of the program, including philosophy, schedules, curriculum approach, programming; both individual and group, policies and procedures.
- The Director will answer questions that parents may have on all aspects of the care provided for their child.

Registration Procedures

Families, who choose to accept a space at the centre, will set up an appointment to register their child.

Parents will be asked to bring the following information and documents to the meeting:

- Immunization Record
- Health Card
- Doctor's name, address, phone number
- Name, address and phone numbers of two emergency back up people

Upon enrolment and prior to the child's attendance at the centre, all registration forms including emergency contact information and medical forms must be completed. Subsidy Authorization form must be received prior to the commencement of care.

Registration Deposit

At the time of registration a deposit equivalent of two weeks of care is required. The deposit will be applied to the first two weeks of care. If the parent decides that they no longer require the space, a two week notice is required. The deposit will be refunded minus \$20.00 administration fees. Deposits are not refunded if proper notice is not given. Please refer to Parent Fee Agreement

Play Visits

Parents are encouraged to set up play visits with their child prior to their first day of enrolment. Play visits are when the parent accompanies their child at the centre for a portion of the day. For example a parent may wish to set up three play visits on three separate days; one in the morning, one in the afternoon and the next time in the morning including lunch. Parents determine how many visits their child will require play. Play visits provide the parent and the child with many benefits and lessens the degree of separation anxiety. They also:

- Familiarize the child and the parent with the program and routines
- Allow the child and parent to become acquainted with their teachers and other children
- Allow for discussion at home about “school”. The parent can talk with the child about their friends and activities; bringing home and school together.
- The biggest benefit to play visits is that they are a good start to a trusting relationship between teachers, parents and children. This results in more comfort for the parents and the child when it is time for the child to be left on their own.

Children’s Personal Belongings

- Parents are required to supply all diapers; the centre supplies the wipes.
- The centre provides two snacks and lunch according to a four week rotating menu. Menus are posted on the wall by the kitchen, at the front entrance, as well as on the centre’s website. All food and drink supplied by parents must be labeled with the child’s name, as well as a completing a Dietary Requirement or Restriction form.
- Toddlers require two full changes of clothing, including socks, to be left at the centre. Additional clothing and underwear will be required for toddlers in the process of toilet training.
- A change of clothing is essential for all children regardless of age, in case of accidents and spills. You can put a change of clothes in a bag and keep it in their cubbies.
- The children play outdoors except for in climate weather (rain, poor air quality). A nylon splash suit is good for spring and fall and boots are essential for much of the year. An extra pair of mittens should be left at school so that there is a dry pair for afternoon play. Parents may want to label their child’s outdoor clothing.
- Bedding is provided for each child and is laundered at the centre. Parents may bring blankets from home, but bulky blankets and comforters cannot be laundered at the centre and will need to be sent home.
- We ask parents to assist us in maintaining a safe environment for all the children by not allowing children to carry loose change in their pockets. As the children play, the coins slip out and present a choking hazard for others.
- The centre only administers prescription medication. The medication needs to be in its original container, with the pharmacy label. Parents will need to fill out a medication form authorizing staff to administer. All medications must be in locked storage.

Arrival, Departure and Release of a Child

- Please enter through the main doors of the Textile Building. For children’s security an access pad had been installed at the entry to the centre. Parents will receive the code upon registration and be notified of code changes immediately.
- In the event of failure of the building’s electronic lock system and the main entrance is lock, there is a doorbell to the centre by the entrance on the west side of the building (closest to Caroline St)
- Upon arrival with your child, please remove their outdoor clothing and bring the child into the playroom. For safety and security reasons, the teachers log in arrival and departure times for each child. Teacher’s will acknowledge you and your child’s arrival and mark them in. In the event that a teacher is busy assisting another child, make sure that they are aware of your arrival. The same is true at departure time.

- The centre staff will not release a child to any person for whom we do not have written authorization. Persons not known to the staff will be asked for photo identification.
- Parents are asked to call the centre by 9:00 a.m. if their child will not be attending due to illness or vacation.

Safe Arrival and Dismissal Policy and Procedures

Purpose

It is the intent of the Hamilton Early Learning Centre to provide children with a safe and secure environment. Staff need to observe ratios at all times throughout the day. Staff are required to know the exact number of children in their group throughout the day. Staff in cooperation with parents/guardians will follow procedures to ensure that transitions to and from HELC are safe and positive experiences for everyone.

This policy and the procedures within help support the safe arrival and dismissal of children receiving care. This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child is not picked up as expected.

This policy is intended to fulfill the obligations set out under Ontario Regulation 1137/15 for policy and procedures regarding the safe arrival and dismissal of children in care.

Policy

- HELC will ensure that any child receiving care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- HELC will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- When a child does not arrive in care as expected, staff must follow the safe arrival and dismissal procedures set out below
- It is the responsibility of parents/guardians to ensure that HELC always has up to date information regarding who is authorized to pick up their child (ren).

Procedures

Accepting a child from care

1. When accepting a child into care at the time of drop-off:
 - Parents/guardians will bring their child (ren) into the playroom.
 - Staff will greet parents/guardians and child(ren)
 - Staff will log each child's arrival time.
 - At 7:30 am, the opening shift staff and Director will be on site. If for another reason there is only one person on site and a 6th child arrives, staff will ask the parent/guardian to stay until another staff arrives.
 - All messages from parents/guardians will be noted in the communication book. Staff are to read entries in the communication book when they commence their shift.
 - Staff will document the absence of a child on their attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voicemail message or a message on Storypark or advised the closing-staff at pickup on a prior occasion):
 - Staff must inform the Director.

- The Director will call the child's parent/guardian and leave a message if contact cannot be made.
- If the Director is not present, the Supervisor will call the child's parent/guardian and leave a message if contact cannot be made.

Releasing a child from care

1. Staff will log each child's departure time.
2. Staff will check numbers and observe ratios prior to leaving their shift. This may mean staying late on a shift so the ratios are maintained.
3. Staff must never release a child with an individual that is not authorized to pick up the child. If in doubt, the custodial parent/guardian must be contacted.
4. Staff will always ask for photo identification of a person not immediately recognized as an authorized person for pick up. Staff must never release a child to person that *does not* have proper photo identification.
5. All staff must provide all pertinent information to closing staff shift.
6. There are no late fees at HELC and staff are not to receive cash payments related to late pickups.
7. Staff are advised to leave with the last family for security reasons.

Where a child has not been picked up as expected

1. Parent lateness tends to be a non-issue at HELC. It is HELC understands that parent/guardians do not intentionally detain staff and that their first priority is to collect their child (ren) as soon as possible.
2. If a child (ren) is still at HELC at 5:30 p.m., staff are to check voicemails first, then call the parent/guardian, and then call the emergency backup.
3. If the child (ren) is still at HELC at 6:00 p.m., and staff are unable to reach any listed numbers in the child's records, staff must call the Director or Supervisor.
4. If no parent/guardian can be reached and the Director or Supervisor cannot be reached, the next step is to call the Children's Aid Society ("CAS") at 905-522-1121 (regular hours) or 905-522-8053 (after hours). Staff will follow the CAS direction regarding next steps.

Daily Schedules and Routines

The daily schedule provides a balance of quiet and active experiences, individual and group activities, indoor and outdoor activities, which are all child initiated and adult guided activities. Please refer to our website under schedules

Sleeproom Policy

The Hamilton Early Learning Centre recognizes that each child's well-being is determined by both physical and emotional needs being met. Sleep or rest time is an important component to the daily schedule in meeting the child's needs. It is the intent of this policy that all parties (staff, students, volunteers and parents) are aware of the centre's guidelines and procedures to ensure that each child experiences a safe, healthy and comfortable sleep time routine.

Parent Orientation

- During parent orientation, the Director/Supervisor will review with the parent the Parent Handbook, which includes the **Sleeproom Policy** and **Daily Schedules**. Parents can receive a hard copy of the handbook or directed to the copy on the centre's website.
- At the time of orientation the Director/Supervisor will direct the parent to their child's program board (located outside their playroom) and given an explanation or the **Wellness Charts**.
- The Director/ Supervisor will document the child's sleep times and preferences on the **Registration For Care** form.

File Review

- Staff review, initial and date the file of all children, prior to attending their group, using the **Children's File Checklist** form. This procedure is done for both new and children phasing up to their program.

Environment

- The sleep room lights will be off and blinds will be drawn. Lights in exterior rooms will remain on to provide the sleep room with sufficient light to conduct direct visual checks.
- Each playroom will have soft lullaby music playing in the background.
- Staff will demonstrate and role model respect for children resting/sleeping by using soft supportive voices.
- Staff will assist and comfort the children according to written preferences and taking cues from the child.

Beds & Bedding

- Each child attending full time will be assigned their own bed with the name clearly labelled on the bed.
- Part time children may need to share a bed. Both names will be labelled on the bed with the days the child attends. Individual bedding is used for each child, shared beds will require bedding be changed and beds be sanitized between uses.
- There will be bed plans indicating where each child's bed will be placed. These plans are to be located on the inside of the door where the cots are stored.

Monitoring & Wellness

- Staff will monitor the sleep room constantly, taking note of those children not sleeping. Children that have not fallen asleep by 12:15 will be able to get up and participate in quiet activities.
- Staff will document on **Storypark** the times each child fell asleep and the times each child woke up. They will also document their visual checks for sleeping children at **12:30 and 1:30** (see **Storypark** for observed items) Any significant changes in a child's sleeping patterns or behaviours during sleep will be documented and parents will be notified verbally.
- All staff, students and volunteers will read and sign the **Acknowledgement of Hamilton Early Learning Centre's Sleeproom Policy** form.

Washroom Routines

- The teachers encourage independent toileting, although washroom times are supervised so that staff can encourage and assist with hygiene practices. While washroom routines are scheduled throughout the day, the children have access to toilet facilities at all times

Toilet Training

- Toilet training is introduced when the child indicates readiness and when parents are ready to proceed at home. Success for the child is best achieved when there is daily parent and teacher communications and they have a consistent, positive approach to toileting. The centre offers a resource sheet for parents.

Meals and Snacks

- The centre provides a morning and afternoon snack and a hot, nutritional lunch midday. All menus are planned according to Canada's Food Guide and include vegetarian and non-vegetarian meals. The centre's meals are home made to avoid process foods with a high content of sodium and sugars. If your child has special dietary need, alternative arrangements can be discussed. Dietary restrictions must be authorized by parents and noted in the child's file. Each room has a refrigerator that holds the children's water bottles; the children have access to their water bottles throughout the day.

Allergies and Restrictions

- All allergies and restrictions will be documented in the child's file and added to the centre's Allergy & Restriction list.
- Severe allergies will follow the centre's Anaphylactic Policies and Procedures
- Allergy & Restrictions will be posted in the kitchen, all eating areas and classroom binders.
- Parents are discouraged from bringing food from home. The centre will supplement the child's diet to accommodate all allergies and restrictions.
- Parents need to consult with the Director In the rare cases that food items need to be brought in to the centre.

All food items must:

- Be in the original packaging as it was purchased at the store.
- The Director will check the ingredients in the food item to ensure that it does not contain ingredients that may affect anyone with a severe allergy.
- The cook will label with the child's name and properly store the food item.

HEALTH AND INFECTIOUS ILLNESS POLICY FOR CHILDREN

1. A medical assessment including immunization history is required for each child prior to admission.
2. A daily health check will be conducted on each child and noted. Symptoms of ill health will be transcribed in the child's file on a monthly basis.
3. Children who display symptoms of infectious illness as described below may not attend the centre. If your child requires fever reducing medication they are not well enough to attend. They may not display symptoms after the medication, but they still are able to spread to others the virus that caused the fever.
Diarrhea, Vomiting, Fever (37.8 C), unexplained and possibly infectious rashes, spots, open sores.
Symptoms of infestation (i.e. head lice)
4. Children who attend child care must be well enough to participate in the entire program including outdoor play. Parents are asked to call the centre by 9:00 a.m. if their child is not attending that day.
5. If a child develops any symptoms as listed in #3, parents will be called to pick up their child from care. Staff will consult with the Director/Supervisor before parents are contacted.
6. At the Director's discretion, parents may be contacted for symptoms other than as described above, depending on the age of the child and health history.
7. Depending on the nature of the illness a doctor's note confirming good health may be required before a child can return to care.

8. The Public Health will be notified for any communicable disease as listed on Reportable Diseases Intake sheet attached.
9. The Director will consult with Public Health for unique illness and situations regarding exclusion of a Child.

Out Breaks

Outbreaks will be monitored by staff through the Daily Health Checks.

In the event of an Out Break:

- The Director will notify Public Health.
- Parents will be notified through **Storypark**, updates will be given as needed
- We will conduct intense cleaning of the toys and equipment.

Building Trusting Relationships

Building a partnership based on trust and mutual respect with parents, co-workers and the children is an important focus at our centre. Healthy communication is the key to relationship building. This begins with the orientation and play visits and we continue in our daily interactions. At the centre we use a variety of communication systems, including daily greetings and information exchange, the website's blog, children's documentation, personal profiles and social events planned throughout the year. We also require co-signed documentation for accident reports, administering medication and permission forms.

Process for Addressing Concerns

The centre welcomes and encourages input from the parents. Parents have the opportunity to participate in an annual review of the centre. Parents are also encouraged to share both positive and constructive feedback with the staff. If a parent has a concern regarding the care of their child they should discuss it with the teacher immediately. Parents that are uncomfortable with discussing a matter with the teacher should bring the issue to the Director and in her absence the Supervisor only. Out of professional respect and confidentiality, staff will not get into a discussion with parents about their co-workers. The centre regards parents as partners. This is especially true when it involves the quality of care that children deserve and are entitled to. The centre uses all input and feedback as a growing experience and an assurance of maintaining quality care.

Emergency Evacuation

As part of the centre's Emergency Management policies and procedures we have posted in each room the Emergency Evacuation procedures. These procedures are practiced monthly with the children. In the case of a real emergency evacuation the children and staff will evacuate as follows:

- Leave the building and gather at the Hilton Hotel; 40 Bay St S
- Once there, we will call parents and notify them to pick up their child.

Illness Policy for Children

Children who attend the child care centre must be well enough to participate in the entire program, including outdoor play. Parents are asked to call the centre by 9:00a.m. if their child is not attending that day. Children who display symptoms of infectious illness may not attend the centre. These include: **Diarrhea, Vomiting, Fever (38 C), unexplained and possibly infectious rashes, spots, open sores or symptoms of infestation (i.e. head lice)**. If a child develops any symptoms as listed, parents will be called to pick up their child from care.

Payment Policy

The Director will review the administrative policies for fee payment during registration. Parents will sign the Agreement for Fee Payment for which will be on file at the centre. Payments can be made by e-transfers using our email address; helc@cogeco.net

Delinquent Payment Policy

Child care fees are payable in advance, as stated on the Fee Payment Agreement. Failure to comply may result in termination of child care services. Prior to terminating services the following procedures will take place:

- Parents two weeks in arrears will receive a verbal reminder stating the amount owing and giving one week to bring the account up to date.
- Failure to comply will result in a letter giving two weeks' notice of termination of child care services.
- Parents who fail to pay accounts after termination of service will receive one month to pay off account, after which will result in the centre applying to small claims court.

HAMILTON EARLY LEARNING CENTRE FEE PAYMENT AGREEMENT

The Hamilton Early Learning Centre is a non-profit organization. The fees are enrolment based and reflect actual cost of providing quality care.

- 1 Admission procedure:
A deposit equivalent to two weeks of care is required the day of registration. Upon enrolment the deposit will be applied to the first two weeks of care. Parents need to provide the centre with a two week notice prior to your child's starting date if you no longer require the space. If proper notice is received a refund will be provided, minus \$20.00 administration fees.
- 2 Child care fees are payable in advance. Payments can be made weekly, bi-weekly, or monthly in advance.
- 3 Receipts for full child care payments are issued during the month of January.
- 4 Full fees are charged for the following holidays when the centre will not be opened.

New Year's Day	Family Day	Good Friday	Victoria Day
Canada Day	August Civic Holiday	Labour Day	Thanksgiving
Christmas Day	Boxing Day		
- 5 Full fees are charged for all absent days including vacation and illnesses. Extenuated circumstances may be brought to the Board of Directors for consideration.
- 6 Discharge: **A four week written notice or payment in lieu of notice is required for termination.**

CHILD CARE FEES-EFFECTIVE January 1, 2023- Fee base rate

The Hamilton Early Learning Centre is participating in the Canada Wide Early Learning and Child Care (CWELCC) System. This program provides families access to affordable high quality child care options.

<u>TODDLER</u> (Base rate)	\$50.00/DAY	\$250.00/WEEK
<u>CWELCC REDUCED FEE</u>	\$23.62/DAY	\$118.10/ WEEK

<u>PRECHOOLER</u> (Base Rate)	\$41.00/DAY	\$205.00/WEEK
<u>CWELCC REDUCED FEE</u>	\$19.37 /DAY	\$96.85 /WEEK

No non based rate fees

I have read and understand the administrative policies of the Hamilton Early Learning Centre. I further understand that failure to comply with these policies may result in termination of child care services.

Signature: _____ Date: _____

