

Little Giants Childcare Centre

Beginning of greatness starts here.

FAMILY HANDBOOK

50 FOREST MANOR ROAD, TORONTO ONTARIO, M2J 0E3

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Welcome to Little Giants



It all started with the birth of my son when I decided to put my graphic design career on hold and spend time with him. As he got a little older, I started to look after other children in my neighbourhood so he would have playmates and it was then I felt in love with children. It reminds me of my childhood, growing up with 4 siblings in a small village in Hong Kong. Though everyday was chaotic for my parents, as a child, everyday was an adventure.

Realizing my knowledge in childcare was limited, I soon enrolled myself at Seneca college to study early childhood education, which I graduated with honours. As each year goes by, I fell more and more in love with this field. Not only was I able to see children grow but I was also able to help families and contribute back to my community. It is a blessing and honor to be with the children because they have taught me so much. I love seeing the world through their sparkly eyes. Like little stars, I want to help them shine as bright as they can. I firmly believe that no one is too little to do great thing in this world – they just need people to believe in them.

Philosophy

At Little Giants, we believe children are competent, capable, curious and rich in potential and they learn best when they are having fun. We understand early childhood sets the foundation for later years and we are committed in providing an inclusive environment to support the health and well-being of every child in our care. We follow a play-based philosophy (emergent) that reflects the Early Learning For Every Child Today (ELECT) and How Does Learning Happen? Ontario's Pedagogy for the Early Years. Our programs are also aligned with the six guiding principles in the ELECT document, the four Foundations of Learning and Development from How Does Learning Happen? and in compliance of Child Care and Early Year Act (CCEYA). All our programs are carefully planned to reflect and support each child's development, interests and needs.

To learn more about these philosophies, hard copies are available at the parents resources area in the lobby. Soft copies are also available at http://www.edu.gov.on.ca/childcare/oelf/continuum/ continuum.pdf and http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf.

Program Statement - Our Goals and Approaches

At Little Giants, we believe children are competent, capable, curious and rich in potential and they learn best when they are engaged, interested, challenged and are having fun.

We understand early childhood sets the foundation for later years and we are committed to providing an inclusive environment to support the health and well-being of every child in our care. We follow a play-based philosophy (emergent) and teacher-led (Montessori) that reflects the *Early Learning For Every Child Today* (ELECT) and *How Does Learning Happen?* Ontario's Pedagogy for the Early Years. Our program are aligned with the six guiding principles in the ELECT document, the four Foundations of Learning and Development from *How Does Learning Happen?* and in compliance of Child Care and Early Year Act (CCEYA). All our programs (learning opportunities) are carefully planned to reflect and support each child's development, interests and needs.

All staff, volunteers and students are required to review the program statement and Policies and Procedures prior to interacting with children and at any time when these documents are modified. Supervisor and RECEs are responsible to overseas and monitor children's play and daily routines to ensure the Program Statement are implemented and Policies and Procedures are followed. Shall a contravention is observed, it will be documented and supervisor will follow through as per our Compliance and Contravention Monitoring Policy.

Complying with Child Care and Early Years Act (CCEYA), 2014 Section 46

Positive Learning Environment

Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

We believe it is important to provide an environment that support and respect each child's needs and ways of expression (quiet, thoughtful play, as well as loud, active play). We strive to provide a variety of stimulating and challenging learning experiences to engage and support all aspects of their development. To meet this goal, our indoor and outdoor environments are set up in a child friendly manner that encourages inquiries, exploration and manipulation of materials. These materials are strategically placed to encourage independency and allow opportunities for children to engage in individual or group play. Our furnishings are chosen to reflect elements from nature (e.g. wood, plants) and are vary in size and height for children's comfort and safety.

Play

Foster the children's exploration, play and inquiry.

While children are engaged in play, they are learning and developing a variety of skills (physical, social/emotional, cognitive and language and literacy) such as self regulation, empathy, gathering and sorting information and understanding the power of literacy. Children also learn through repetition and they require opportunities to explore and manipulate different materials to figure out how they work. In doing so, they not only develop and refine their skills and abilities but also gain knowledge and self confidence. To support this process, we provide a variety of materials in various areas and at various times throughout the day for the children to explore freely and our educators will be readily available to respond positively to each child's needs.

Programs (Learning Opportunities)

Provide child-initiated and adult-supported experiences.

Through careful observations, documentations and collaborations with children and their families, our educators work together to set up environments (indoor and outdoor) to extend children's play that would offer reachable challenges and open to new inquiries. A weekly program plan (learning opportunities) is shared with all parents/guardians online via Lillio and objectives for each activity is based on the children's sequences of development from ELECT. These learning opportunities are not limited to: pretend plays, sensory experiences, games (individual or group) and puzzles, small and large group times (circle times), physical plays (outdoor and indoor), music (singing, dancing and playing musical instruments), story telling and visit to or from our community partners (police, fire stations, library, and farmer's market).

Our educators also meet weekly (between classroom teachers) and monthly (all staff members) to reflect on how their programs, interactions and procedures support the Four Foundations of Learning and Development (Well-Being, Expression, Belonging and Engagement) from *How Does Learning Happen?* and the CCEYA. Shall changes are needed, our educators will collaborate together to implement a plan of action to reach new goals.

Individual Needs

Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care.

We understand and respect each child's individuality. Ample of time are provided for children according to their abilities to transit between routines such as, meal time, toileting and dressing routines, with the purpose to help them develop their self-help, self-care and fine motor skills. To support this, 1) we design our routine to be safe, uplifting and encouraging through songs and positive interactions, 2) divide into small groups to support the children's physical and emotional well-being, ability to manage routines, and self-regulation, 3) communicate and work with parents/guardians to determine a daily schedule of rest and children's needs throughout the day to ensure the transition is smooth.

Aside from flexible routines, our environment are also set up for children to engage in various of play throughout the day based on their individual needs. For example, our lower shelves are placed with infants and toddlers play materials while upper shelves are placed with preschoolers materials. Our indoor and outdoor environments are also carefully planned to allow children to engage in quiet and active play.

With respect to the physical need of each child, children under 18 months old are provided with up to 2 hours of sleep per day. Children older than 18 months old are not required to sleep after one hour of rest on their cots and are provided with quiet activities. Children who require less sleep are also provided with quiet activities as they gradually awake.

We also respect children's choices with food. While we monitor and encourage children to take in adequate amount of food to develop healthy eating habits, we do not force them to eat. Our goals is to make meal time a positive, interacting and engaging social experience.

Child Development

Promote the health, safety, nutrition and well-being of the children

There are many aspects to child development and our goal is to encourage and support children to reach their optimal development in order to achieve lifelong success. Not only our program follows children's interests, inquiries, skills, abilities and knowledge, we also nurture positive and meaningful interaction for children and their peer by supporting them to reach competencies in these 5 core areas: 1) a positive sense of self; 2) the ability to practice self-control; 3) effective decision-making skills; 4) a moral system of belief of what is acceptable and unacceptable and 5) positive connections with others. To do so we implement various strategies such as, 'I' message, conflict resolution, learning experiences, natural consequences and redirection to support children's social development and self-regulation.

Children's physical health is also very important to their development and we help to guide children to develop a healthy lifestyle in nutrition, rest and active play. To meet this goal, children are provided time to rest according to the classroom's schedule. Quiet activities will be provided for children not sleeping after one hour of resting on their cots or as they gradually awake. All children will be monitored routinely during the sleep.

Meal times provide a unique opportunity to build strong relationships and appreciation for new and different foods. We use this special time to interact with children to support healthy eating by monitoring and encouraging their intake of adequate and nutritious foods as well as the development of social and self-help skills. We respect their choices and do not force a child to eat.

Children enrolled in full day child care for more than 6 hours and school age children are required are required by the Ministry of Education to participate in outdoor play each day, weather permitting. The outdoor play environments are carefully planned to provide space for active and restful play, loud and quiet play, individual and group play, as well as, opportunities to develop gross motor skills through planned activities and child-led (spontaneous) play. Educators support and encourage children's curiosity, inquiries and, knowledge of science and nature by helping them to make the connection to the natural world. Educators will also closely monitor the weather and the children's activity levels to ensure their health and well-being are met. Areas of shade as well as drinking water are provided throughout the year.

To ensure children are meeting basic developmental milestones, our educators will also complete a LookSee (Nipissing Screening Tool) on each child at specific age. We encourage parents/guardians to work with us to complete this tool or to complete it at home and share the findings with staff (a blank copy will be provided). However, at times, some children might need additional support from specialists such as resource consultants, speech and language therapists, physiotherapists, etc. If the child's educator feels that the child would benefit from additional supports, they will meet with the parent(s)/guardian(s) to discuss what services may be available and how they may be arranged. At Little Giants, we believe in an inclusive environment and we are eager to partner with families and resource consultants to help children reach their full potentials.

Behaviour Guidance

Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

Through observation, knowledge and experience, we set reachable goals and expectation for children to follow. We have different strategies for children according to their developmental stage in helping them to develop appropriate social and emotional skills. Of the many skills children will learn in their early years, self-regulation is one of the most important. We help, support and guide them in developing and refining this skill to self-regulate and demonstrate positive behaviours that are critical in developing positive social relationships, self-esteem and confidence for their future success. Self-regulation includes, but not limited to, the ability to wait their turn, share materials, listen to others, demonstrate empathy and kindness, and communicate emotions and thoughts to others in a positive and constructive manner.

We promote the use of positive, developmentally appropriate strategies and techniques in supporting children in learning and demonstrating positive behaviours. When children demonstrate unwanted or negative behaviours, we see it as a learning experience in helping them to manage their response and guide them toward a positive way to communicate their emotions. However, when a child is demonstrating behaviours that may hurt them or others, we may be required to remove other children from their classroom to provide that child with privacy and time to resolve their issues, with the support of an educator. Physical restraint will only be used when a child may endanger themselves or others, and is used as minimally as possible. When physical restraint is used, the educator will document the situation and report to the supervisor and parent(s)/guardian(s) to develop a plan to support the child and minimize the recurrence of such situations.

Here are our approach and strategies:

- Redirections for young children (infant and toddler)
  Infants and toddlers are at developmental stages where they are not fully able to understand verbal direction or be in control of their behaviours and emotions yet. They also tend to be self-centric (“me” stage). In these situations, our educators will help young children to identify their emotions and unacceptable behavior, remove them from the stressor or situation and redirect them to a positive one. Our goal is to minimize the child’s opportunity to repeat or engage in unwanted behaviour and support them to experience more positive experiences with others.

- Resolutions for older children (preschooler and older)
  Our educators support and encourage older children to problem solve, communicate their issues, emotions (feelings) or needs and use conflict resolution technique or ‘I’ messages to resolve conflict with each others. Our goal is to enable children to use these strategies effectively when they are in a conflict with others (peers and adults).

- Problem-solving approach to help children to reflect about the problem and guide them to develop a solution. This process involves supporting children to:
  - ▶ Identify the issue
  - ▶ Think of alternatives, predict consequences
  - ▶ Make decisions/develop solutions

- Here are the steps for conflict resolution technique:
  1) Stop hurtful actions
  2) Acknowledge each other's feeling
  3) Gather information
  4) Summarize/Restate the problem
  5) Work together to seek a solution or ask others for ideas and choose one together
  6) Review the effectiveness of their solution to see if change is needed

- Here are the steps for 'I' message technique:
  - ▶ Take ownership of their own feelings by using 'I'
  - ▶ Express the behaviour of the other person that has made them feel the way they are feeling
  - ▶ Explain how the other's behaviour has impacted them

- We prohibit the following practices under any circumstance:

a) Corporal punishment of the child,
b) Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect,
c) Depriving the child of basic needs including food, shelter, clothing or bedding,
d) Locking the exits of the child care centre or home child care premises for the purpose of confining the child,
e) Using a locked or lockable room or structure to confine the child if he or she has been separated from other children, or
f) Inflicting any bodily harm on children including making children eat or drink against their will.

Partnering and Collaborating with Families

Support positive and responsive interactions among the children, parents/guardians, child care providers and staff and foster the engagement of and ongoing communication with parents/guardians about the program and their children.

At Little Giants, we support families' well-being by providing an inclusive, diverse, healthy, safe and enriched environment for children to grow and develop in so families can focus on their daily tasks without worries. We also welcome parents/guardians and families' participation and involvement in their children's program as it is essential to the overall well-being of the children and their families (please note that a vulnerable section check will be required to be in the classroom). To meet this goal, we strive to provide opportunities like fundrasing and show & tell for families to take part and be involved in, as well as sharing of photos, offering diverse materials (for display) and teaching us their home language. We also encourage parents/guardians to have open communication and daily exchange of information about their children's day so, together, we can have a better understanding of the child's developments in different settings. As apart of our program, our educators also provide daily reports for each child on things such as, food intake, diapering, sleeping on their daily report on Lillio for parents/guardians to see.

Partnering with our Community

Involve local community partners and allow those partners to support the children, their families and staff

We provide learning opportunities daily to connect our children to the 'outside/adult' world so they can understand and make connection on how they relate to the community around them and the

world in whole. At Little Giants, we work to partner with different organization by arranging visits to or from depending on children's interests and the needs of the families. We will reach out to organizations such as, fire prevention, police service, wild life centre, humane society, elementary and post secondary, and library to help children have a better understanding of the world around them.

We also welcome student placements and volunteers (high school students, parents/guardians or a member of our community), who wish to observe our work, at our centre. This helps us to support future early childhood educators by sharing our experience and knowledge and advocate for early childhood education as well as providing children with new learning experience.

Employee Professional Development and Training

Support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning

We are committed to support our staff in continuous and ongoing professional development that is essential to maintain a quality program and the over all well-being of all staff members. These includes, Standard First Aid & CPR Certification, Food Handler certification, WHMIS and professional learning and development related to their position. The purpose is to help ensure our staff have a strong understanding of current policies, procedures and research materials. All our Registered Early Childhood Educators are also required to meet the Continuous Professional Learning (CPL) requirements of College of Early Childhood Educators. Staff who attends professional development workshops are expected to fully participate in their workshop and to share their learning at the next staff meeting so we can grow and learn together as a unit.

Review & Evaluation

Document and review the impact of the strategies set out in clauses (a)* to (j)* on the children and their families

The staff at Little Giants strive for excellence and we work together to ensure we meet the Child Care & Early Years Act, 2014 regulations to provide high quality child care services to families. We are reflective in our practice and we value feedback from all individuals. Based on these feedbacks our staff will collaborate to see how we can implement a plan of actions to reach our goals.

To ensure everyone who interact with children are aware of our expectations, everyone (staff, student placement, volunteers) must review and sign off that they have fully understand our Program Statement prior to their interaction with children.

Our approach to each of the six guiding principles

Guiding Principles (and Its Benefits and Findings)	**Our Approach**
The early years set the foundation for lifelong learning, behaviour, health and well-being. • The path for lifelong learning, behaviour, health, and well-being is shaped by day-to-day experiences in early life. • The basic structure of the brain is determined by genetics. The brain's architecture is shaped by a child's interactions and relationships with parents/ guardians and other significant people in their lives. • Early brain development is stimulated through experiences and interactions with responsive adults. • A child's ability to regulate emotions, behaviours and attention increases over time, in step with maturity, experience, and responsive relationships.	**Build trusting relationships, positive and nurturing interactions, take cues from children, reinforce positive social skills and demonstrate positive role-modeling.** • View children as being competent, capable, curious and rich in potential. • Be sensitive to in children's needs and emotions by being responsive and responding in a positive manner. • Guide children by using open ended questions that encourage exploration, curiosity, and inquiries. • Demonstrate positive social and emotional skills by role-modeling. • Staff be self-reflective daily.
Partnerships with families and communities help early childhood settings to best meet the needs of young children. • Family and community form the foundation for a child's early development. Families know their children best, and are the first and most powerful influence on learning and development. • The needs of each child should be considered in the context of their family composition, values, culture, and language. This approach enriches relationships between early childhood settings, families, and their communities. • Involving parents/guardians and other important adults in activities connects them to their children's early development, and enhances the child's learning. • Children in early childhood settings benefit when they interact with local environments and community members are part of their daily experiences.	**Maintain open communication, connect families to their community and advocate for children and their families.** • Maintain a positive, welcoming climate, where all family perspectives are encouraged, valued and heard. • Arrange the physical environment so that family members are comfortable and "at home". • Share information about children's experiences and learning, and encourage parents/guardians to contribute to your understanding. • Support families with parenting challenges, working through situations together. • Describe your planning process to families, and encourage their suggestions and involvement. • Connect families with each other and with community partners, to help create supportive social networks. • Connect the children to community life by taking field trips and regularly inviting community members to visit the program. • Find ways for children to make contributions to the community. • Work with schools and local family and children's service organizations to integrate experiences, support transitions and create shared responsibility for children and families.

Respect for diversity, equity and inclusion is vital for optimal development and learning.

- Recognize each child as a citizen with equal rights to live and learn in society.
- Build programs based on the distinct early learning and child care needs of the community.
- Recognize and respect the unique qualities of each child and family, including ancestry, culture, ethnicity, race, language, gender identity, sexual orientation, religion, socio-economic status, family environment, and developmental abilities and needs.
- Create strategies that value the culture and first language of all children.
- Establish programming strategies to foster an inclusive learning environment in which every child can participate.
- View the diversity of participants as an asset, and plan programs to reflect differences and enrich the environment.

Forest an inclusive environment that is free of personal bias.

- Implement program that recognizes, reflects, and values the diversity of all the children, families and communities in the centre.
- Recognize the rights of each children and treat them with respect.
- Encourage parents/guardians involvement in our programing planning.
- Initiate community partners into our program to do show and tell.
- Connect families to difference resources in the community to support the child or families' needs.
- Accommodate resources teachers into the classroom to support, guide and/or assess a child.
- Partner with parents/guardians and professionals to collaborate and implement individualize plans for children in need.

A planned program supports early learning.

- Begins with an informed understanding of what children are capable of learning and how they learn.
- Is based on ongoing collaboration, considers multiple perspectives and reflects the unique strengths, needs and interests of participating children.
- Sets specific goals to benefit all children's enjoyment, learning and development, and full participation.
- Includes goals to support the development of identity, social inclusion, health and well-being, self-regulation, physical skills, language and thinking skills, and goals to set the foundations for literacy and numeracy.
- Supports learning through active engagement, observation, experimentation, and social interaction.
- Organizes the physical space, materials, time, and experiences that support the learning process.

All our program are a result of documented observation of children throughout their day, input from families and knowledge and experience of the educator (RECE).

- Provide a natural, aesthetically pleasing and calm place to learn as well as a variety of types of space for children to explore.
- Take each child's developmental level and learning style into consideration while program planning.
- Establish goals that support self-regulation (behaviour, emotion and attention), identity, social inclusion, health and well-being, language and thinking skills, physical skills, as well as foundation knowledge and concepts needed for literacy and numeracy.
- Implement a carefully planned learning environments that support children's developmental capacities and skills while respecting each child's interests and choices.
- Be sensitive and respectful to children's choices.

Play is a means to learning that capitalizes on children's natural curiosity and exuberance. • Children make sense of the world through play. As children investigate and experiment with materials and interact with one another through play they establish skills in problem-solving, social competence, self-regulation, and communication. • "Imitating" and "exploring" during the infant and toddler years evolves into "pretend" play. In pretend play, children use language and thinking skills. They learn to plan, negotiate, resolve conflicts, regulate emotions and behaviour, initiate friendships, and understand the perspective of others. Through these experiences, adults can build children's emerging literacy, numeracy, and scientific reasoning skills. • Children's learning builds on their existing understanding of ideas and concepts. Their natural curiosity inspires them to solve problems and overcome challenges.	**Collaborate, support and guide children through their learn through play process.** • Offer materials for children that is within children's capacity to master. • Take part in children's daily play and insert learning opportunities into their play based on the needs of the child, such as language, numeracy, problem solving and reasoning, etc. • Be readily available to support children's social and emotional development during their play. As they are learning to get along with each other, make compromises, resolve conflicts, regulate emotions and behaviour and initiate friendships. • Allow flexibility and inventiveness in children's exploration.
Knowledgeable and responsive early childhood educators and other early learning practitioners are essential to early childhood settings. • Recognize that responding to the unique abilities, needs, and characteristics of each child, family, and community is central to supporting learning and development. • Engage with children as co-learners as they explore their environments. • Provoke children's thinking, create meaningful programs, and guide interactions with children and their families. • Use a warm and positive approach to support children's developing ability to express emotions and take other perspectives. • Know when to stand back and observe and when to enter children's play to stimulate thinking. • Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues.	**Collaborate with other educators through open discussion to implement best practices and to provide a high quality program for the children.** • Recognize that responding to the unique abilities, needs, and characteristics of each child, family, and community is central to supporting learning and development. • Engage with children as co-learners as they explore their environments. • Staff are to participate in continuous professional development and have valid certificates needed for their position such as, CPR and Food Handler. • RECEs are required to complete the Continuous Professional Learning (CPL) portfolio as required by College of Early Childhood Educators. • Be active participants in their professional development workshops (in-house or off site). • Share and exchange knowledge and information at staff meetings.

Reference: *Early Learning for Every Child Today*, 2007
Note: A copy of *Early Learning for Every Child Today* is available at family's resource area by the lobby.

Our approach to each of the 4 Foundations of Learning & Development

Foundations of Learning & Development	Our Approach
Well-Being The Development of a child's sense of self, health, and well-being. **Physical well-being:** Patterns of eating, physical activity, and sleep that are established in early childhood continue into later life. **Self-care:** Children's growing independence and capacity for self-care that enables them to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress. **Self-regulation:** Self-regulation is about how a child is able to deal effectively with stressors and then recover. **Mental health and wellness:** Children are at the greatest risk when the people caring for them are experiencing persistent and severe adversities. Children who experience challenging family circumstances and live in communities where there are limited resources are also more vulnerable.	**Provide programs that nurture children's healthy development and support their growing sense of self.** • Provide healthy meals and snacks and establishing positive eating environments that are responsive to children's cues of hunger and fullness. • Incorporate opportunities and time to practise self-help and self-care skills based on each child's capabilities throughout daily routines and activities. • Provide regular daily opportunities (responsive to individual capabilities) for children to be physically active and explore the world around them with their bodies, minds, and senses. • Limit activities where children are sedentary for an extended period of time. • Create safe and stimulating outdoor spaces for intentional active play that is individualized and adapted as needed to support children's varied abilities, offering challenges that are within each child's ability to master. • Facilitate children's efforts to take reasonable risks, test their limits, and gain increasing competence and a sense of mastery through active play and social interactions. • Recognize and supporting children's developing and varied self-regulation abilities in all domains (biological, emotional, communicative, cognitive, social). • Design environments that are attuned to children's varied sensitivities, arousal states, and need for maintaining a calm, focused, and alert state. • Reach out to all families, including those who may be experiencing stressful and challenging circumstances, and helping them to make connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks). • Participate in professional learning and connecting with community partners to ensure the program fosters social and emotional well-being and resilience for children and families.

Engagement Every child is an active and engaged learner who explores the world with body, mind, and senses. "Engagement" refers to a state of being genuinely involved and interested in what one is doing. Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them.	**Provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.** • Design environments and experiences that spark curiosity, invite investigation, and provide challenges that are responsive to individual capabilities to help children extend the boundaries of their learning. • Connect with families and communities and inviting their participation to ensure that environments and experiences reflect and are relevant to children's everyday lives. • Provide a wide variety of interesting objects and open-ended materials for children to explore with their senses, manipulate, and investigate. • Plan daily routines with limited interruptions and transitions to maintain a sense of calm and simplicity for infants and toddlers, and provide ample opportunities through large blocks of time for older children to engage in sustained, complex play and inquiry. • Participate and collaborate with children rather than as director or "keeper of knowledge and plans" in a way that is separate and apart from the children. • Continuously question and test children's own theories and strategies and seek new ideas to facilitate children's exploration and understand of the world around them in meaningful ways. • Work with families and community partners to ensure that environments and experiences provide equal learning experiences for all children by making flexible program adaptations and providing special equipment and/or adaptive devices. • Ensure that the spaces and experiences provided promote play and inquiry that will help children discover and develop an increasing awareness and understanding of key concepts, including those associated with literacy and numeracy development. • Document and make children's thinking, learning, and competence visible to children, families, and others.

Expression Every child is a capable communicator who expresses himself or herself in many ways. Seeing children as capable and powerful communicators from birth onwards means recognizing them as active social partners who are able to initiate and respond to communication exchanges. Conversation can occur with even the youngest infants when adults are attuned to the child's subtle verbal and non-verbal cues and gestures and when they respond by interacting in "serve and return" exchanges. Responsiveness to the infant's communication "wires" the child's brain for learning.	**Foster communication and expression in all forms.** • Attune and responsive to children's varied cues and communications. • Engage in authentic, reciprocal communication with children, where children participate as both initiators and equal partners. • Facilitate successful communication between children by helping children listen to and express themselves to one another. • Document children's communication to help them revisit thoughts and ideas expressed in order to extend their understanding. • Provide time, space, and materials to encourage expression through creative materials that reflect children's capabilities as well as their social and cultural background. • Engage and cultivate children's connections with stories and books in a variety of contexts, and for a variety of purposes. • Weave language and literacy related activities and materials into all daily experiences, routines, and physical space. • Work with families and community members to find ways to support and enrich the transmission of language and culture. • Aware of the many "languages" children use to communicate and provide individualized support so children of all abilities can express themselves and be heard. • Staff are to reflect continuously on and seek to improve their own communication strategies and techniques for facilitating responsive, authentic conversations with children and families.

Belonging Every child has a sense of belonging when he or she is connected to others and contributes to their world. Refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.	**Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.** • Open communication with children, families and staff to foster a positive, caring and respectful relationships. • Positive interaction and guidance to support and develop children's social, emotional, cognitive competence, and communication skills. • Help each child recognize and value his or her unique individuality and presence. • Stay attuned to the physical and emotional state of each child and responding in a warm and sensitive manner. • Create opportunities throughout daily experiences that enable children to make connections to the world. • Invite families and community partners to participate in their children's experience. • Understand the family's perception of their child and help them know their child from the our point of view.

Reference: *How Does Learning Happen? Ontario's Pedagogy for Early Years*, 2014
Note: A copy of *How Does Learning Happen? Ontario's Pedagogy for Early Years* is available at family's resource area by the lobby.

Program Options and Fee Schedule

Our centre is currently enrolled in the CWELCC (Canada-Wide Early Learning and Child Care) Program. The monthly program fees listed below are base fees* and a minimum of 52.75% reduction from CWELCC will be applied.**.

Full Day: **Monday to Friday from 7:30 a.m. to 6:00 p.m.**

Toddler: **$1687.75/mth** ($478.50/mth w/CWELCC) Preschooler: **$1222.80/mth** ($478.50/mth w/CWELCC)

Half Day: Monday to Friday

Toddler: AM (8:00 a.m. to 12:00 p.m.): **$860/mth** ($406.35/mth w/CWELCC)

Preschool AM: (8:00 a.m. to 12:00 p.m.): **$752.50/mth** ($355.56/mth w/CWELCC)

Preschool PM (1:00 p.m. to 5:00 p.m.): **$698.75/mth** ($330.16/mth w/CWELCC)

*Base Fee: any fee or part of a fee that is charged in respect of a child for child care, including anything a licensee is required to provide under the Child Care and Early Years Act, 2014, or anything a licensee requires the parent(s)/guardian(s) to purchased from the licensee. The a non refundable family security deposit of $200 upon the confirmation of enrolment and it will be applied toward the base fee of first month's care.

**CWELCC reduction of 52.75% off the base fee to a maximum of $22/day and a minimum of $12/day.

Fees and Payment

- Fees in the form of monthly pre-authorized payment via Lillio is recommended and preferred or etransfers will be debited. All payment are to be made on the first business day of each month. Cash is not a preferable method of payment.
- First and last month's of tuition is applicable for all new or returning enrolment. Please see the section on Admission > Offering an Available Space on page 16.
- All payments returned from a financial institution will be subject to a processing fee of $50*. If the processing fee is not reimbursed within 20 business days, the child's care may be suspended.
- All overpayment will be logged into the credit ledger and carried forward to the following month via Lillio. In situation when a child is no longer enrolled in the centre, the overpayment will be issued via e-transfer within 20 business days.
- An annual receipt will be issued and available for download via Lillio after the year ends for income tax purposes. This will include all children withdrew from the program and graduated children.
- Refunds will not be made for statutory holidays or any absent days (including vacations or illness).
- A late payment fee of $5.00* per week will be charged if payment is not received according to the agreed upon schedule. Past due payment over 3 weeks will result in immediate termination.

*Non-base Fee: any fee charged for optional items or optional services (e.g. transportation, field trip(s), diapers) OR any fees charged where the parent(s)/guardian(s) fails to meet the terms of the agreement with the licensee (e.g., late fees). Non-base fees do not include anything that would impede a child's participation in the program should their family choose to opt-out of the service.

Admission

This policy and the procedures is to ensure the waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents/guardians in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents/guardians with information on the estimate wait time and position on the waiting list. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a childcare centre that maintains a waiting list to have related policies and procedures.

Little Giants Childcare will strive to accommodate all requests for the registration of a child at the childcare centre. Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed. No fee will be charged to parents/guardians for placing a child on the waiting list.

Waitlist Policy and Procedures

Receiving a request to place a child on the waiting list

1. Requests for placing children on a waiting list via phone, in-person meeting or online will be received and managed by the management team.
2. Management team will provide families a confirmation when the waitlist application is completed.

Placing a child on the waiting list

1. The management team will place a child on the waiting list in chronological order, based on the date and time that the waitlist application is completed.
2. Once a child has been placed on the waiting list, the management team will inform parent(s)/guardian(s) of the approximate wait time based on their child's position on the list.
3. Parent(s)/Guardian(s) are encouraged to reach out to the centre closer to their desired start date regarding their child's status on the waitlist, to express if they wish to stay on the current waitlist or move onto the next age group's waitlist. Note, If parent(s)/guardian(s) wish to move onto the next age group's waitlist, the child will be placed in a chronological order based the date of this request.

Determining placement priority when a space becomes available

1. When space becomes available in the program, priority will be given to 1) children who are currently enrolled and need to move to the next age grouping, 2) children who are currently enrolled and request to switch to another program, 3) siblings of children currently enrolled, 4) children of staff.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an available space

1. Parent(s)/Guardian(s) of children on the waiting list will be notified via telephone and/or an email that a space has become available in their requested program.
2. Parent(s)/Guardian(s) will be provided a time frame of 3 business days in which a response is required before the next child on the waiting list will be offered the space. A failure to respond will result in the cancellation of the waitlist application.
3. Families can only defer/postpone their start date 3 times before being removed from our waitlist.
4. Where a parent(s)/guardian(s) has not responded within the given time frame, the management team will contact the parent(s)/guardian(s) of the next child on the waiting list to offer them the space.
5. Once the child's enrolment is confirmed, a non-refundable family security deposit of $200** is required. The family security deposit will be applied toward the base fee* for the first month of care.
6. An invoice will be sent out for the first month's tuition fee minus the family security deposit of $200 prior to the child's enrolment.
7. A subsequential invoice will be sent out for the last month's tuition fee a week (5 business days) after the child's enrolment/start date. The last month's tuition is required to be remitted by the last day of the first month of care before the late payment fee applies.

Responding to parents/guardians who inquire about their child's placement on the waitlist

1. Supervisor will be the contact person for parent(s)/guardian(s) who wish to inquire about the status of their child's place on the waiting list.
2. Supervisor will respond to parent(s)/guardian(s)'s inquiries and provide an estimated wait time and/or likelihood of the child being offered a space in the program.

*Base Fee: any fee or part of a fee that is charged in respect of a child for child care, including anything a licensee is required to provide under the *Child Care and Early Years Act, 2014*, or anything a licensee requires the parent(s)/guardians(s) to purchased from the licensee.

**non-refundable family security deposit: become a non-base-fee when the parent(s)/guardians(s) fails to meet the terms of the agreement with the procedures. Once an enrolment is confirmed by a receipt of the security deposit, the policy and for 'withdrawal/Discharge' applies.

Maintaining privacy and confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Admission Procedures

Once a child's admission and start date have been confirmed, our supervisor will schedule a meeting with the parent(s)/guardian(s) prior to admission to the centre. During this meeting, the supervisor will review the Child Admission Package and gather information such as parent(s)/guardian(s) contact information, emergency contact(s), and health related information, etc. The supervisor will provide an overview of our Program Statement and Policies and Procedures as well as an orientation of our centre. This meeting is a wonderful opportunity for parent(s)/guardian(s) to share information about their child and ask questions. We encourage parent(s)/guardian(s) to share as much information about their child and family as they feel comfortable to help us provide the best care and services.

Withdrawal/Discharge Policy and Procedures

Our enrolment is on a monthly basis. Therefore, a month's of advance notice for withdrawal is required. For example, to withdraw a child for the month of May with last enrolment date on April 30, the last day to submit a withdrawal notice would be March 31. The last month's tuition fee will be applied toward the month of April. All outstanding fees must be made prior to your child's re-entry into the child care system. This policy still apply when transferring within the Little Giants (from location to location).

The provision of our service is conditional upon compliance of both you and your child to our Code of Behaviour. Should the supervisor of the program determines that a child cannot adjust to the program, or if the parent(s)/guardian(s) has not upheld the contract, the child will be withdrawn and this agreement will be terminated. The process of termination for all children will include any or all of the following steps:

- Documentation of incidents
- Counselling and/or consultation with outside agencies
- Notification to the appropriate government bodies
- Referral to an outside agency
- Meeting with appropriate parties
- Suspension
- Removal from the program

Absence

Parent(s)/Guardian(s) must notify the centre when their child will be absent, which can be done via the Lillio communication system. Absent days include days when your child is sick, on vacation or absent for any other reason. Children may not be absent for 20 or more consecutive days without advance payment. Parent(s)/Guardian(s) are required to fulfill their portion of the base fee during these extended absence otherwise your child's spot will be offered to another family and the enrolment will be terminated.

In the case of extended illness and where the parent(s)/guardian(s) cannot maintain payment of fees, the supervisor will discuss the matter of reserving the space on a personal basis with the management team. If the child must be withdrawn for this reason, they will be given priority on the waiting list.

New Families

The degree of separation anxiety experienced by children varies, and manifests itself in many ways. Extra support is always given to a child new at the centre. Depending on your child's age, personality and stage of development, the transition period may take anywhere from a few days to a few weeks. Parents/Guardians and program staff are encourage to work together to develop a transition plan that supports the child during this period.

To make the transition easier for your child, we suggests:

1) Speak to your child positively about the new routine at least two weeks prior to admission date. If the child is an infant, expose the infant to more people at different settings (Early Year Learning Centres, Parents and Infants programs, etc) and allow families members to hold and care for the infant for longer period of time.
2) If possible, arrange a visit with you and your child before the enrolment date. During this time your child can meet the teacher and other children, and be familiar with the environment.
3) Allow your child to take a favourite toy, or object such as a teddy bear or blanket. These items may be of comfort to your child in a new environment.
4) Always have a pleasant departure no matter how hard. Affirm your child that "I will be back" and keep the separation brief and cheerful as your child can sense your feelings and will react to it.
5) Always pick up your child at the time you said you would. Some young children might not be able to tell time but they are aware of the daily routines and know when they usually get picked up. A child can experience stress when there is a sudden change of routine.
6) Understand your child maybe tearful or ignore you (upset) at the end of the day but always greet your child warmly. It is normal during transition period. It is also ideal to greet your child with, "I am back!"

Code of Behaviour

The safety of all children is our primary concern. The following expectations are necessary to promote a happy, comfortable, and safe atmosphere. The child and the parent(s)/guardian(s) at all times shall:

- Be courteous to others;
- Use acceptable language;
- Conduct themselves in a manner which allows others to feel safe from verbal and physical abuse;
- Resolve conflict in a peaceful manner;
- Respect the building and equipment as well as the personal property of others; and
- Show personal respect for all individuals through behaviour and language

Communication and Parent(s)/Guardian(s) Involvement

It is in the best interest of the child for the parents/guardians and staff to communicate daily so we know how we can support your child. For example, it is important for us to know if your child had a restless night, moved to a new house, or relatives are in town, because sometimes small change in their daily routine will show up in a child's behaviour. This allows the staff to prepare for those changes.

An individual meeting can be arranged with your child's teacher or supervisor if you have any question or concerns regarding your child. The teacher may also request an individual meeting with you as the need arises. If the concerns about a child's behaviour or adjustment to the child care centre the staff will:

1. Observe and document the child's actions for a two week period.
2. The supervisor will observe the child in the program periodically.
3. The supervisor will arrange a meeting with the parent(s)/guardian(s) to discuss the situation and the possibility of referral to an appropriate assisting agency.
5. Referral to an appropriate agency is only made with parental/guardianship's consent.
6. Refusing to seek assistance may cause the child to be withdrawn from the centre if the supervisor feels that the program is not able to support the child's needs.

Parents/Guardians are always welcomed to come join us on outings and in the childcare centre. If there is a specific event or day you wish to join us please feel free to speak to the supervisor and/or your child's teacher. Please note a vulnerable sector check will need to be submitted prior to the event as for all parents/guardians who wish to participate with their children in the program.

Operation

Hours of Operation

Full time program runs from 7:30 a.m. to 6:00 p.m.; part time programs runs from 8:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 5:00 p.m. – Monday through Friday.

Holidays

New Year's Day Family Day Good Friday Easter Monday Victoria Day Canada Day
Civic Holiday Labour Day Thanksgiving Day Christmas Day Boxing Day

Please note that ALL programs close at 12:00 p.m. and the centre closes at 12:30 p.m. on Christmas Eve and New Year's Eve when they fall on a weekday.

Safe Arrival & Dismissal

Parents/Guardians must drop their child off directly to the room in which they are enrolled. For the safety of your child, it is important to confirm that a staff member is in the room and knows that your child has arrived. Staff will document the arrival of your child via Lillio when they enter the room.

If there are any issues of which staff should be aware regarding your child's health and/or change in the pick-up procedures, it should be shared with the teacher at the time of drop off. This is also a good time to share your observations with your child's teacher regarding your child's development or interests that will help the staff in planning activities for your child and the others in the room.

Little Giants will ensure that any child receiving child care at the child care centre is only released to the child's parent(s)/guardian(s), authorized individuals listed on the Pick up Policy & Authorization Form. If there is an alternative arrangement, please inform the centre via email or Lillio as soon as possible before pick up. Please have the individual present a valid identification card upon pick up for verification. The centre will not release any children from care without supervision. It is important that all authorized pick up individual make sure that a staff in the classroom is aware that your child is leaving for the day as a staff needs to record your child's departure.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the Safe Arrival and Dismissal procedures set out below.

Accepting a child into care

- Greet the parent(s)/guardian(s) and child.
- Ask the parent(s)/guardian(s) how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent(s)/guardian(s) picking up. If the parent(s)/guardian(s) has indicated that someone other than them will be picking up, here are the procedures to follow:
  1) The staff must confirm that the person is listed on Pick Up Policy and Authorization Form.
  2) When the individual is not listed, the staff must ask them to complete and submit the Pick Up Policy and Authorization Form immediately.
  3) If parent(s)/guardian(s) is not able to update their Pick Up Policy and Authorization Form immediately, then the staff MUST ask them to provide an electronic consent via Lillio or email for the individual whose name is not on the Form to pick up their child. The message must include the individual's full legal name and remind the individual to present a legal identification for verification. An updated Pick Up Policy and Authorization Form must be provided the next day during drop-off time.
- Document the change in pick-up procedure in the program's communication log.
- Sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

Where a child does not arrive at the child care centre and the parent(s)/guardian(s) has not communicated a change by Lillio, email or in-person to a staff day(s) before, the staff in the classroom must:

- Must commence contacting the child's parent(s)/guardian(s) 45 minutes after the program starts (Part time, Before and After School Programs). Staff shall make initial contact with parent(s)/guardian(s) via Lillio.
- If there is no response in 30 minutes after the message has been sent via Lillio from parent(s)/guardian(s), the staff shall inform the office, and the office will try to reach all parents/guardians on file by phone and/or leave a text message (second contact).
- If unable to reach any party or failed to receive any confirmation regarding absence from Lillio, eMail, phone call, or text message, the office will attempt a third and final contact to reach the parent(s)/guardian(s), any other authorized individual or emergency contact listed on the child's file by phone in 60 minutes after the second contact before contacting legal authorities such as the police department.

Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent(s)/guardian(s) or individual(s) that the parent(s)/guardian(s) has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent(s)/guardian(s) or authorized individual), the staff must,

- Confirm with another staff member that the individual picking up is the child's parent(s)/guardian(s)/ authorized individual.
- Where the above is not possible, ask the parent(s)/guardian(s)/authorized individual for photo identification and to confirm the individual's information with the parent(s)/guardian(s)/authorized individual's name on the child's file, and/or the written authorization that is posted in the child's classroom, email or Lillio.
- Where the individual is not listed, contact the parent(s)/guardian(s) to provide a written authorization for pick-up via Lillio or email to the office. A child can not be released without an authorization.

Where a child has not been picked up as expected (before centre closes)

- Where a parent(s)/guardian(s) has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up within 15 minutes, the staff shall make the initial contact with the parent(s)/guardian(s) via Lillio and advise that the child is still in care and has not been picked up.
- Where the staff is unable to reach the parent(s)/guardian(s) after 15 minutes from the initial contact, the staff must inform the office. The office will attempt a second contact with the parent(s)/guardian(s) via phone call and advise that the child is still in care and has not been picked up. If unable to contact, the office will call the individual(s) who is authorized for pick up.
- Where the individual picking up the child is an authorized individual and their contact information is available, the office shall proceed with contacting the authorized individual to confirm pickup as per the parent(s)/guardian(s)'s instructions. If the office is unable to reach the authorized individual, the office will leave a voice or text message for them and advise them to contact the centre immediately.

- Where the staff has not heard back from the parent(s)/guardian(s) or authorized individual who was to pick up the child, the staff will merge the child back into their classroom routine when possible. The staff shall wait until the program closes before referring to procedures under "where a child has not been picked up and program is closed."

Where a child has not been picked up and the centre is closed

- Where a parent(s)/guardian(s) or authorized individual who was supposed to pick up a child from care and has not arrived by the time the program ends, the staff shall ensure that the child is given a snack or activity, while they await their pick up.
- One staff shall stay with the child, while a second staff proceeds with calling the parent(s)/guardian(s) to advise that the child is still in care and inquire their pick up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the authorized individual.
- If the staff is unable to reach the parent(s)/guardian(s) for picking up the child within 10 minutes after the centre closed, the staff shall contact the emergency contact listed on the child's file.
- If the staff is unable to reach the authorized individual who was responsible for picking up the child within 10 minutes after the centre closed, the staff shall contact the parent(s)/guardian(s) on the child's file. If the staff is unable to reach parent(s)/guardian(s), the staff shall contact the emergency contact listed on the child's file.
- Where the staff is unable to reach the parent(s)/guardian(s), any other authorized individual or emergency contact listed on the child's file by 30 minutes after the centre closed, the staff shall notify the management before contacting the local Children's Aid Society (CAS) 416.924.4646. Staff shall follow the CAS' direction with respect to next steps.

Late Pick-up Fee*

A late pick-up fee, a non-base fee, will be charged for the time that a staff member is required to stay behind with a child after closing. This late pick-up fee shall be paid immediately to the staff member in charge at the time. Parents/Guardians should plan to leave enough time to pick up their child, communicate with the staff about their child's day and gather all belongings prior to the centre's closing time. However, if a situation arises where you will be arriving late to pick up your child, please notify the centre as soon as possible via Lillio. In these circumstances, we encourage you to have alternative pick-up arrangements in place.

Our late pick-up fee is $10 flat for the first 5 minutes and $1 per minutes after the first 5 minutes. This fee is to be paid in cash immediately to the staff in duty upon pick up. We hope parent(s)/guardian(s) understand the cost involved for staff staying behind caring for the child and supporting their emotional needs. If repetitive late pick-ups occur, the supervisor or director will meet with the family to discuss and determine whether the program hours meet the family's needs. If lateness continues, the supervisor or director will support the family to explore alternate child care arrangements that are more suitable to the family's needs. A notice of withdraw from care may be issued for unresolved patterns of lateness.

*Non-base Fee: any fee charged for optional items or optional services (e.g. transportation, field trip(s), diapers) OR any fees charged where the parent(s)/guardian(s) fails to meet the terms of the agreement with the licensee (e.g., late fees). Non-base fees do not include anything that would impede a child's participation in the program should their family choose to opt-out of the service.

Inclement Weather Closure

On occasion, we see some severe weather conditions during the winter season in southern Ontario; which makes it necessary for early closures and/or complete closures of the centre. The decision is never taken without consideration, and always in the safety interest of the children, their families and our staff. On such occasion, we will post on our website and notify all families via Lillio.

Food

Nutrition

Our programs offer a variety of nutritious foods. Foods selected promote good health and provide each child the opportunity to enjoy and experience new foods as good eating habits are established. Menus incorporate the healthy eating guidelines of Canada's Food Guide and are posted in advance for your information. Our four week rotation menu is included in your Enrolment Package.

Meal times for all children are viewed as an opportunity for positive and social interaction as well as self-help skills. Infants are fed according to their individual needs. If your infant is on expressed breast milk or formula, you will need to provide a prepared bottle for each feeding.

If your child has a health related, religious, or food related allergies/restriction, please let the centre know immediately so arrangements can be made to provide an alternate food item. Parent(s)/Guardian(s) must also provide written instructions from a medical practitioner explaining the details of the health related food restriction or allergy. This information will be kept in the child's file and updated when as necessary. Parent(s)/Guardian(s) who choose to provide food for their child due to these special diets must ensure that the food is clearly labeled with the child's name as well as the ingredients used. The centre will ensure the food is stored safely and served to your child at the appropriate meal time. Parent(s)/Guardian(s) may only provide food for their own child.

Allergy Awareness

If your child has an allergy that requires the administration of an EpiPen, please notify the supervisor immediately to ensure that the necessary documentation and actions are taken to ensure your child's health and safety. You will be required to provide written and specific details of your child's allergy and symptoms of an allergy reaction from a medical practitioner including 2 prescribed EpiPens (one in the emergency medication box in the classroom and one in the outdoor emergency medication bag). All allergies will be listed in each of the programs to ensure all staff are aware and can respond appropriately to any potential reactions.

To ensure the well-being of children who have anaphylactic allergies, it is imperative that at least one EpiPen is readily available for the child. A child who requires an EpiPen due to a severe allergy will not be accepted into care without their prescribed and current EpiPen. If a child no longer requires an EpiPen, a note from a parent/guardian confirming this information will be required.

Parent(s)/Guardian(s) who serve foods containing allergens at home are to ensure their child has been rid of the allergens prior to attending the childcare centre (e.g. by thoroughly washing hands, brushing teeth, etc.)

Birthday and Special Celebration

It is always exciting to see children reaching different milestones and Little Giants loves to share and celebrate these milestones with you! At Little Giants, we are committed to educate our children on healthy eating habits and will be supplying small cupcakes for the children. As a centre that values inclusion, we also ask our parents/guardians not to provide extra food/treats and tote bags for their child's classmates due to safety and allergy concerns.

Health

Daily Observation

Upon arrival, before a child begins to interact with the other children, a quick observation for any symptoms of ill health will be performed. Any changes in behaviour will be communicated to the child's parent(s)/guardian(s) immediately.

Immunization Records

Please ensure that you provide current and up to date immunization information to the centre. If your child has not been immunized the parent(s)/guardian(s) must provide one of the following: Written medical exemption by a qualified medical practitioner, which clearly states the medical reasons why a child cannot be immunized or complete the Immunization Exemption Form identifying that you have chosen not to immunize your child on the grounds that the immunization conflicts with your conscience or religious beliefs.

Please note that if an outbreak of a communicable disease occurs, any child who is not adequately immunized will not be able to attend care unless the child receives the required vaccine or until the outbreak is over.

Accident Reporting

While at the centre, the children are supervised at all times. Despite close supervision, some accidents may occur as your child explores and develops new skills and abilities. If your child is injured at the centre, the staff will provide immediate first aid, as needed. If there is a contact involving the child's head, as precaution the office will call and notify you of the accident. If the situation requires attention beyond basic first aid, we will contact you or the emergency contact person(s) on file. If required, we will call 911 and follow their instructions.

The staff will provide an accident report documenting the accident or injury and upload via Lillio. A parent or guardian's signature is required at the bottom of the physical form upon pick-up to verify that you were informed of the accident/injury. If your child has an accident or injury at home, please inform the staff when you drop your child of the following day so we are aware of the incident.

When a Child is Unwell

If your child is not well, we encourage you to keep your child at home or visit a medical practitioner if necessary. If your child is showing symptoms of illness at home such as fever above 38˚C, vomiting and diarrhea (two or more within 24 hours), your child must remain at home, until they are symptom-free (24 hours for fever and 48 hours for vomiting and diarrhea) and are well enough to return and participate in the program, including outdoor activities, unless a medical note is provided.

Should your child become sick at the centre, the staff will monitor the child and inform you. Depending on the type of illness, the staff or supervisor may contact you to arrange for the child to be picked up for their own well-being within an hour. If required, we will call 911 for further instructions. When your child is returning to care after having a serious illness or communicable disease, we will require a note from your medical practitioner to confirm that the child is safe to return to daycare. These practices support a health and safe environment for children, parents/guardians, staff, volunteers, and outside resource professionals to the Centre.

It is common for some children to be more susceptible to illness in the first few months of attendance. We recognize that this can be concerning and stressful for parents/guardians therefore we encourage

you to ensure that you have plans in place in the event that your child may not be able to attend care. With time, most children develop immunity and adjust to being in a group environment.

For more information regarding common communicable disease and exclusion times, please visit the Toronto Public Health website or speak to our supervisor or director. If Toronto Public Health declares the centre to be in outbreak, the sick child will not be able to attend care for 48 hours of being symptom free.

Administration of Medication

All medication must be provided in the original bottle/packaging, clearly labeled with your child's name and instructions for administering. Parent(s)/Guardian(s) must also complete and sign the appropriate medication administration form before the medication can be administered by our staff.

A new medication administration form will need to be completed and signed for any changes in medication or medication instructions. For the safety of the children, we ask that parents/guardians hand any medication directly to the staff so that it can be securely stored away from the children's reach.

Non-prescription or over the counter medication must be accompanied by a written prescription or doctor's note by a medical practitioner and they should include the child's name, medication name, dosage, signs and symptoms of when it is needed. Parents/Guardians are required to take any expired or medication that is no longer require administration from the centre for disposal at a pharmacy. For more information regarding disposal of prescription medication, please visit: www.canada.ca/en/health-canada/services/safe- disposal-prescription-drugs.html

Outdoor Play

The Child Care and Early Years Act requires children attending care for more than 6 hours (full time) in a licensed centre must participate in at least two hours of outdoor play, weather permitting. Outdoor play time provides children with great opportunities to expand their learning outside of the classroom and encourages physical activities to promote and support a life-long healthy and active lifestyle. Both spontaneous and planned learning experiences are implemented during this time. It is extremely important for parents/guardians to provide appropriate clothes (including footwear) and sun protection for their children according to the weather of the day so they can actively participate in the outdoor program.

At times, due to the weather, children's outdoor time may be extended, shortened or cancelled. Educators will monitor the children's physical well being and energy level in the varying weather conditions to determine the length of the outdoor play. These conditions includes wind chill over -10°C; 35°C including humidex; air quality index between 50-100; wind gust over 65km/hr; heavy rainfall, hail and ice pallets.

Sanitary Practices

General

Many infectious diseases and illnesses can be prevented through appropriate hygiene, sanitation, and infection prevention/control practices. Our Sanitary Practices Policy and Procedures follows recommendation by Toronto Public Health department and to ensure our facility and equipment are in a safe and clean condition for the health, safety and well-being of children, as well as staff, volunteers, students etc. It covers food safety, proper cleaning and disinfecting procedures, sensory play materials, sleeping equipment, laundry, play pool, sandbox, visits to petting zoo, pest management system, toileting, diapering, cleaning up on blood and body fluid and proper hand washing.

A copy of the full version of our Sanitary Practice Policy and Procedures is available in our Policies and Procedure Manual at the family resources area in the lobby.

Clothing

Each child has a personal cubbie to store their outdoor clothing, shoes and extra clothes. Please always remember to dress your child according to the weather (sun hat, snow pants, neck warmer, mittens, hat, boots, etc.), as outdoor play is an important part of our daily program and make sure a spare sets of clothes (pants, T-shirt, socks) is available at the child's cubbie at the centre so your child can change when needed. To minimize injury, we require children wear rubber-sole and close-toe shoes, as these are the safest for indoor and outdoor play.

Please clearly label all of your children's clothing and belongings to minimize mix-ups and lost items and refrain from leaving any valuables in your child's cubbie. Little Giants is not responsible for lost or missing clothing or personal items.

Dress Code

We believe in teaching children to always put their best foot forward in life and we ask for your participation and assistance in helping your child to identify and pick out clothing that delivers a positive message. Examples of inappropriate messages would be, "I am a drama queen," "I don't care," etc. Example of positive message would be, "Be as you are," and "I am awesome." We appreciate your understanding in helping us to nurture a positive environment.

Toys from Home

Please avoid sending toys to the centre with your child, an exception to this rule would be a nap time stuffed animal, or an initial comfort toy to assist in separation anxiety. Please understand that the centre is not responsible for loss or damage to any personal items left at the centre.

Diapering and Toileting Routines

Children in diapers will be provided with a small storage area in the diapering area to store diapers, wipes, creams, etc. Parents/Guardians MUST supply disposable diapers for use at the centre for children who are not toilet trained and ensure your child has sufficient supplies each day. Staff will notify parent(s)/guardian(s) when supplies are becoming low but we encourage you to monitor this as well. Child without sufficient diaper supply needed for the day will be send home immediately.

Here is our procedures for diapering:
Step 1 – Gather needed supplies.
Step 2 – Wash hands.
Step 3 – Put on disposable gloves.
Step 4 – Remove and discard soiled diaper.
Step 5 – Clean child's bottom. Diaper and dress the child.
Step 6 – Discard the soiled gloves in the garbage container.
Step 7 – Wash hands and the child's. Return the child to a supervised area.
Step 8 – Clean and disinfect the change pad ensuring proper contact time is followed.
Step 9 – Wash hands again.

Shall a child be ready to use potty chairs or toilet, here is the procedures we follow:
Step 1 – Prior to assisting children to use the toilet, gather required supplies.
Step 2 – Perform hand hygiene. Put on a pair of single-use gloves.

Step 3 – Place the child on the toilet.
Step 4 – Assist the child with cleaning themselves (if necessary). Discard diaper (if applicable). Ensure that any soiled clothing is rolled and placed into a securely-tied plastic bag or container. This bag must be sent home for laundering at the end of each day.
Step 5 – Remove gloves. Perform hand hygiene.
Step 6 – Help the child get dressed and wash their hands. Return child to a supervised area.
Step 7 – Put on a new pair of disposable gloves.
Step 8 – Clean and disinfect the toilet seat and toilet ring insert, when visibly soiled.
Step 9 – Remove and discard gloves. Perform hand hygiene again.

Toileting Training

Toilet readiness differ from child to child. Families' involvement is essential in reaching this milestone in their child's development. We would only toilet train a child when they show 2 or more signs of readiness:

- Able to say or non-verbally indicate they have a bowl movement or pee.
- Able to stay dry for at least 2 hours.
- Is interested in the toileting routine.
- Able or try to pull down his/her own pants.

Our approach to toilet training:

- Slowly expose and involve the child in the process of other children's toileting routine to develop their interest and awareness.
- Place child on the toilet as other children are toileting.
- Slowly increase the duration of time spend on the toilet.
- Encourage the child to sit on the toilet as soon as he/she is awake from afternoon naps.
- Encourage, praise and celebrate each milestone.

To accelerate the process, we recommend parents/guardians not to use training diapers. Make a special day with the child, discard all the diapers and go shopping for underwears on the same day. Only buy the ones your child is comfortable with and make the day extra special and memorable. Please supply extra underwears and cotton pants (for absorbancy).

Most children using underwears will be toilet trained within two weeks; children in training diapers will take up to 8 weeks. We will evaluate our process each week and if a child is not ready (signs of stress), we will stop after two weeks and try again after 3-6 months, depending on the child's readiness.

Animals

Providing opportunities for children to interact with animals, that reside in the centre or visit for a short time, contributes to children's mental, physical and emotional well-being. However, animals can pose a risk for infectious disease, particularly for infants and children under the age of five years. The parents/guardians will be notified before any animal visit and the staff will be educated on infection prevention and control measures related to animal contact prior to animals visiting or residing in the centre. Children will be supervised when they are handling pets. All animals visiting the childcare centre should be healthy and have up-to-date rabies vaccinations. Dogs and cats, three months of age or older, are legally required to be immunized against rabies. A copy of the certificate of immunization must be readily available.

General

Community Walks & Off-Site Excursions

Connecting the children to their community is very important to the development of self-identity. Little Giants strive to implement a variety of learning experiences for children to explore and participate in their community through walks to local sites. We encourage parents/guardians to share suggestions and resources within the community that the children may enjoy exploring.

Occasionally older children (preschoolers) may participate in planned off-site field trips/excursions by transits, school bus, or walking. Parents/Guardians will be consulted and notified at least 3-weeks in advance of all off-site trips/excursions along with a consent form to complete. Any additional cost associated with the trips/excursions will be listed out in the consent form.

Media Usage

Media encompasses various forms: video, audio and interactive tools. Due to the overwhelming supporting evidence of how proper use of media can enhance children's learning experience and cater to children with different learning styles, our centre does use media as an additional tool in our programming in supporting the children's learning.

Sleeping Supervision

Children's sleep and rest play an integral part in a child's well-being and development. All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs. Children 12 months and older, in the toddler room, will be provided time to rest on a cot for a period of no more than two hours each day. A sleep check will be conducted every 30 mins during this resting period.

Children under 12 months of age, in an infant program, will be sleeping on their backs which align with the requirement to meet the recommendations set out in Health Canada's document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada". Infant's cribs will also be free of extra items other than a firm mattress and fitted sheet and only light, breathable blankets are permitted. Our staff perform direct visual checks on each sleeping child, which varies in frequency depending on the age of the child, to look for indicators of distress or unusual behaviours.

Emergency Management Policy and Procedures

To ensure everyone's safety, fire drills are practiced monthly to ensure staff and children are familiar with their role, responsibilities and routines. In the event that the centre requires an evacuation, the meeting place to gather immediately will be located by the outdoor play area along the fence. If it is deemed 'unsafe to return' to the childcare centre, the evacuation site to proceed to is located at: Parkway Forest Community Centre.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed. If an emergency situation results in a serious occurrence, the serious occurrence policy and procedures will also be followed and all emergency situations will be documented in detail by the supervisor, director or designate in the daily written record.

It is very important that parent(s)/guardian(s) update their personal or emergency contact information with supervisor or designate of any changes. Before evacuating, supervisor, director or designate staff will post the signage provided on entrances. When we reach the evacuation point, the supervisor, director or designate staff will call the childcare centre to leave a voice mail, and send out a message on Lillio.

For a full version of our Emergency Management Policy and Procedures, please see our Policies and Procedures Manual at the family resource area by the lobby.

Supervision of Volunteers or Student Placements

Little Giants supports field placement to students enrolled in Early Childhood Education programs from institutions. The participation of students in placement at our centres provide the children with new learning experiences and additional positive adult interactions throughout their day. It also offer opportunities for students to observe, learn and practice skills working with children. Our staff are eager to share their knowledge and experience by mentoring future Early Childhood Educators.

Prior to commencing their placement at the centre, all students are required to provide confirmation of a clear Police Vulnerable Sector Check and medical assessment. They are also required to review and be familiar with our Policies and Procedures Manual, and Program Statement prior to the start of their placement. Placement Students are not included as staff in meeting child ratios. Students are never left alone with the children. They are supported and supervised by a staff member at all times.

Any one who wishes to seek volunteer placements in any of our centres must speak to the supervisor and same procedures will follow (Police Vulnerable Sector Check and medical assessment).

Serious Occurrence

Under the Childcare and Early Years Act, 2014, serious occurrences are defined as:

1. The death of a child who received childcare at a childcare centre,
2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving childcare at a childcare centre,
3. A life-threatening injury to or a life-threatening illness of a child who receives childcare at a childcare centre,
4. An incident where a child who is receiving childcare at a childcare centre goes missing or is temporarily unsupervised, or
5. An unplanned disruption of the normal operations of a childcare centre that poses a risk to the health, safety or well-being of children receiving childcare at the childcare centre.

All Ontario licensed childcare programs are required to post information about serious occurrences that occur within their programs. This is in support of the Ontario governments' increased transparency and access to information initiative, in the delivery of childcare services. Shall an incident requires Little Giants to report a Serious Occurrence to the Ministry of Education, a notification form will be posted by the office within 24 hours.

The Serious Occurrence Notification Form will be updated if additional actions or investigations take place. It will be posted for a minimum of 10 business days from the last update or additional action. For privacy reasons, no personal information will be included.

For more detailed copy of our Serious Occurrence Policy, please see our Policies and Procedures Manual in the family resource area by the lobby.

Prohibited Practices

Little Giants and The Child Care and Early Years Act prohibits the following practices:

a) Any form of child abuse: physical, sexual (misconduct and prescribed sexual acts), emotional/ psychological and neglect;
b) Corporal punishment of the child;
c) Physical restraint of the child, such as confining the child to a high chair, car seat,stroller or other device for the purposes 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;

d) Locking the exits of the child care centre or home 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 centre's emergency management policies and procedures;

e) 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;

f) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

g) inflicting any bodily harm on children including making children eat or drink against their will.

If, at anytime a staff member or placement student were to implement any of these practices immediate action would be taken. Please see our Monitoring Compliance and Contraventions Policy in our Policies and Procedures Manual.

Parking

Brief parking is permitted at the roundabout of the condo complex–not at the loading area. However, if you wish to spend more time in the centre, please park at visitors parking in the underground garage at P1. Please be respectful and refrain from blocking other cars as we share the driveway with other residents in surrounding condo towers. Stopping on Helen Lu Road is discourage. Little Giants is not responsible for any parking costs, damages to the ballords at the roundabout, parking infraction costs or damage done to your vehicle while on condo common property.

Smoke Free

The Smoke Free Ontario Act prohibits persons from smoking in enclosed and public places, to protect workers and the public from the hazards of second hand smoke. Smoking, handling of a cigarette or use of an e-cigarette is prohibited in the centre and playground, near entrances and playground areas whether children are present or not.

Hazard Mitigation

All poisonous and hazardous items are placed out of reach from children and/or secured by a child safety lock at all time. Furniture are placed and secured according to manufacture's instruction to avoid tipping. Preventative measures such as signs and labels are placed in areas and conditions that are identified as trip hazards. In addition, all staff in the centre are WHMIS certified.

Unauthorized Access

A unique, individually assigned door code is provided to each family for accessing the daycare centre during their child's program hours and it should not be shared with any unauthorized individuals. Families also need to ensure the door is properly closed behind them to prevent unauthorized individuals from accessing the child care centre during its hours of operation.

Duty to Report

Every person in Ontario is required under the Child and Family Services Act to report his/her belief that a child may be in need of protection: "A person who believes, on reasonable grounds, that a child is, or may be in need of protection shall forthwith report the belief and information, upon which it is based, to a society."

The legislation specifically requires individuals who perform professional or official duties with respect to children such as the "operator or employee of a day nursery" to report suspicions of child abuse.

If in the course of their professional duties, the supervisor and/or staff of the centre have reasonable grounds to suspect that a child may have been abused, the suspicion, and the information upon which that suspicion is based, must be reported immediately to a Children's Aid Society. A professional who works with children can be charged and fined for failing to report. It is the responsibility of the child protection agency to investigate and follow-up on the situation, as necessary.

Professional Courtesy

All our educators abide to a professional code of ethics and standards, which governs our conducts with parents/guardians on and off duties. Our organization works extremely hard to provide a work-life balance for our staff because it is very important for their mental well-being, therefore, we ask all families to also respect our educators' personal time and space while they are off duties and refrain from engaging in work related conversations during their time off.

Photos, Videos and Social Media

Due to privacy and confidentiality, parents are restricted to capture images and videos of other children in the daycare centre on personal mobile phones, unless a consent is provided by the centre or the parents involved, such as field trips and graduations. Otherwise, parents are only allowed to take pictures of their child inside the daycare setting. If a picture contains another children, it is not allowed to be posted in any social platforms or to be shared with any individual - unless consent is given by the other parents. Failure to comply will result written warning that requires immediately corrective action to remove the photograph or video from any social media platform or shared location. Further Violations will involve a review in the family's continued enrolment in the program.

Parent/Guardian Issues and Concerns Policy and Procedures

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by all the staff members at Little Giants. and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 1-3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

- **Confidentiality**

  Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

No individual is allowed to disclose any information relating to the name(s) and pictures (s) of the family, staff and child(ren) relating to the matter on social media or chat group(s). Violation of so will be subjected to disciplinary actions and will be taken seriously.

▶ Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or management team.

▶ Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

▶ Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Ministry of Education who oversee the program.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

Ministry of Education
Tel: 1-877-510-5333
eMail: childcare_ontario@ontario.ca

College of Early Childhood Educators
Tel: 416 961-8558
eMail: discipline@college-ece.ca

▶ Procedures

NATURE OF ISSUE OR CONCERN	STEPS FOR PARENT AND/OR GUARDIAN TO REPORT ISSUE/CONCERN	STEPS FOR STAFF AND/OR MANAGEMENT IN RESPONDING TO ISSUE/CONCERN:
PROGRAM ROOM-RELATED For example: schedule, sleep arrangements, toilet training, indoor/ outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to ▶ the classroom staff directly or ▶ the supervisor or management team.	Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 1-3 business days. Document the issues/concerns in detail. Documentation should include: • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/ concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/ concern is initiated by the appropriate party within 1-3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/ concern.
GENERAL, CENTRE- OR OPERATIONS-RELATED child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to ▶ the supervisor or management team.	
STAFF-, DUTY PARENT/GUARDIAN-, SUPERVISOR-, AND/ OR MANAGEMENT-RELATED	Raise the issue or concern to ▶ the individual directly or ▶ the supervisor or management team. All issues or concerns about the conduct of staff, duty parents/guardians, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	
STUDENT/ VOLUNTEER RELATED	Raise the issue or concern to ▶ the staff responsible for supervising the volunteer or student or ▶ the supervisor and/or management team. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	