

Jack and Jill Day Nursery

Program Statement and Parent Handbook



Welcome to Jack and Jill Day Nursery!

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We are a unique home-like child care centre that has been operating in a century-old home since 1954! We are one of the oldest licensed daycare centres in Ontario, the oldest in Guelph.

Mission Statement

Jack and Jill Day Nursery is dedicated to providing quality child care in a home-like environment that promotes a sense of security, comfort and nurturing to all children and their families.

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Philosophy

At Jack and Jill Day Nursery, we believe your child's first childcare experience should be a positive and happy one. We are committed to providing a high-quality, affordable and inclusive environment where all children are respected as individuals. By providing a variety of stimulating learning experiences, we encourage a hands-on approach where children "Learn by Doing" in a Play-Based program. We take pleasure in creating an environment that is happy, relaxed, inviting, aesthetically pleasing, healthy and safe. Teachers provide experiences through mentorship and role-modelling by stimulation, support, offering affection and setting limits. We also learn alongside the children, encouraging them to become active participants in their own learning, thereby constructing knowledge together. We believe that all children should have the opportunity to learn from peers of differing abilities and to serve as teachers for their peers. Every child has an equal value to our program and we encourage collaboration with their families, our community partners, staff and management.

Our child care services offer a learning program that is consistent with the Ministry of Education policies, pedagogy and curriculum. Some of the Ministry documents we reference in the program include the following:

- [How Does Learning Happen? Ontario's Pedagogy for the Early Years \(HDLH\)](#)
- [Think Feel Act: Lessons from Research About Young Children](#)
- [Child Care and Early Years Act, 2014](#)

Jack and Jill Day Nursery sees children as being capable individuals that are competent in their abilities, curious in their learning, and rich in potential. We know that children learn best by pursuing their personal interests and goals, and by making their own choices about materials and activities. Children can explore, ask and answer questions, solve problems, and interact with peers, staff, volunteers, and other adults. The environment is set up in a way that fosters curiosity and allows children to explore at their own pace. Using a wholistic view of the child, we provide an individual experience for everyone, being responsive and attentive to their needs in a way that recognises and supports their development in all areas together, and their self-concept as a worthy human being, growing and learning in a big, beautiful, but complicated world. We prioritize a sense of safety, emotional It is a place children love to go, where they feel like they belong, and where they can be safe to be themselves.

Our goals for children, consistent with the Ministry of Education pedagogy, include the following 4 foundations from the How Does Learning Happen? Document:

- Every child has a sense of **belonging** when he or she is connected to others and contributes to their world
- Every child is developing a sense of self, health, and **well-being**
- Every child is an active and **engaged** learner who explores the world with body, mind, and senses
- Every child is a capable communicator who **expresses** himself or herself in many ways

We have broken down the 4 foundations into more specific areas and how we will achieve these goals:

- a) We will promote the health, safety, nutrition and well-being of the children by: providing healthy snacks & lunches with a menu that has been approved by a dietician from the local health unit, practicing Family Dining at the lunch tables, encouraging children to try new foods and by role modeling good eating habits; completing daily playground inspections; following public health sanitizing/disinfecting schedules for toys/bedding/etc.; practicing monthly fire drills; completing monthly Health & Safety Inspections; allowing children to take safe risks to build a sense of self; encourage children to tidy up after themselves; providing a varied schedule throughout the day that includes gross motor opportunities, free choice, nap/rest time, sensory, science/nature, dramatic play, etc.; facilitating the connection between families and our support staff; applying sunscreen before afternoon outdoor time; having water available for children; practising good hygiene with handwashing; and by valuing each child's individuality – teaching diversity and inclusion in a positive and progressive way.
- b) We will encourage positive and responsive interactions among the children, parents, child care providers and staff by: completing daily health checks on the children as they arrive in the morning; communicating with parents at pick up and drop off times; modelling appropriate behaviours; completing observations of the children's development and activities on the daycare app; staff being given opportunities to attend and implement strategies learned at professional development including RIRO (resiliency) and Circle of Security; staff attending staff meetings – opportunities to discuss any challenges or concerns; staff taking joy in each other's strengths and supporting each other in areas as needed; realizing that families have unique knowledge, experiences and strengths that matter as they help to develop trust, confidence and sense of belonging for children.
- c) We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate by: teaching and modelling calming techniques like deep breaths, blowing out a candle, etc; giving hugs; pointing out positive behaviours – “What you pay attention to grows!”; being positive role models (staff & children); labelling emotions and having visuals of emotions to help children to recognize their own feelings and help non-verbal children to express themselves or be understood by peers; helping children to use their words to express wants & needs and develop empathy; using lunch time for positive conversation as well as other opportunities throughout the day.
- d) All staff will foster the children's exploration, play and inquiry by: having conversations to connect with families about their interests or experiences over the weekend so they can be scaffolding into the daycare environment if possible; provide ample loose parts that are accessible throughout the day; using more open-ended materials that children can explore in a variety of ways; giving children opportunity and time in the day for freeplay/discovery; documentation of children's play/inquiry with photos or learning stories on the daycare app, posted in the room, or made into

- books for the classroom; allowing children to lead the learning and deepen the experiences through joint learning with staff; observing and listening to play to see where play is going; limiting transitions to minimal when possible so children who are engaged in play can continue without many interruptions; having ECEs probe further by asking questions, engaging in discussions, or trying to figure out what the children are thinking and providing materials/ideas to further the children's interests (Listen, respond & build on learning).
- e) Planning for and creating positive learning environments and experiences in which each child's learning and development will be supported by: adapting experiences/activities depending on individual child's abilities/development; by knowing and understanding each child as an individual, it is easier to plan future activities to enhance learning; staff sharing their professional knowledge and experiences and also seeking out the knowledge and perspectives of families; ensuring inclusiveness at all times (no child is left behind); completing Individual Support Plans of children that have identified needs; using documentation as a way of listening to children, helping to learn about them during the course of their experiences and then making this learning visible to others (quote by Carlina Rinaldi – this documentation is available to families through the daycare app or posted learning stories); allowing teachers the opportunity to have discussion with each other about the children's play areas/interests.
 - f) Incorporating indoor & outdoor play, as well as active play, rest and quiet time into the day, and giving consideration to the individual needs of the children receiving care by: adapting schedules to best meet the needs of the majority of the children; having a flexible schedule to extend/shorten play times to accommodate the needs of the children on a day-to-day basis; allowing children to help make decisions about the schedule (when possible); teachers having a wide variety of materials/activities available including spaces just for a single child or flexibility to allow a child to have a space for self-reflection.
 - g) Fostering the engagement of and ongoing communication with parents about the program and their children by: sending home regular emails or updates on the daycare app; allowing families the opportunity to complete parent surveys to have their input into the day-to-day happenings in the daycare; connecting on a daily basis with the parents briefly at drop off as well as pick-up to communicate pertinent information regarding their child that happened throughout the day or at home overnight; providing the opportunity for parents to attend periodic 'Parent Information Events' on topics that are of interest to the families; reading and reflecting on parent comments on learning stories through the app or in the classroom – posing questions about the learning that is observed and having the teacher's respond; involving the parents in supplying materials/loose parts to enhance the environment; and by having an 'Open Door' policy for parents to be part of their child's daycare experience.
 - h) Involving local community partners and allow those partners to support the children, their families and staff including professional learning by: understanding the web of family and community is the child's anchor for early development (HDLH pg 18);

being an active participant in the '[Growing Great Generations](#)' including Resource Consultation & Social Development Consultation through [Canadian Mental Health Association – Waterloo Wellington \(CMHA-WW\)](#), Speech and Language Pathologist Consultation, Occupational, and Physiotherapy through [Kidsability](#), as well as the [County of Wellington Inclusion Support Services](#); staff being involved in networking opportunities and paid professional development through the Capacity Building Team, Pedagogical Leaders, and surrounding communities; encouraging local high school students to complete Co-op hours, and ECE students to fulfill practicum/placements; allowing staff the opportunity to attend workshops that relate directly to their work with the children and then bring back the information to the centre and share with the rest of the staff; ensuring all employees of the daycare have up-to-date Standard First Aid and CPR level C, Vulnerable Sector Check or Offence Declaration, and if preparing food, their Safe Food Handling Certification; and ensuring all Early Childhood Educators are Registered and in good standing with the [College of Early Childhood Educators](#).

Jack and Jill Day Nursery will make this document available to all families at enrollment, on the daycare app, or any time that there are significant changes to the contents.

Parent Handbook

Jack and Jill Day Nursery is licensed through the Ministry of Education Early Learning Division, and offers a play-based program to children between the ages of 18 months to 2 ½ years of age (toddler) and 2 ½ years to 5 years of age (preschool). Our childcare strives to support all families in giving children the best possible start in life. The program includes a wide variety of stimulating and enjoyable activities where the curriculum builds upon the interests of the children in the centre. Teachers interact with, and actively observe the children during their play, and from these observations and interactions, can plan further activities and provide materials that will support the children to sustain deeper interests, and lead to new understanding. Through this observation and documentation, teachers ensure a program is implemented that reflects the principles of "[How Does Learning Happen](#)". This documentation is available on the daycare app or in the classroom binders. Each classroom is set up with a variety of engaging materials that are appealing as well as challenging to the various age groups to encourage individual development. Teachers provide open-ended materials that stimulate the natural curiosity of individuals and promote self-directed learning. Children grow, learn, develop self-regulation, create friendships, and have fun through play, in a child-initiated and adult supported environment.

Our objective is to create a space based on positive, meaningful and trusting relationships between the children, their families and the child care staff, that is healthy and safe, and reflects individual children and their community, and where individuals are free to express themselves in many ways.

The program is balanced to include indoor and outdoor play opportunities, active play, lunch and snack times, rest, and quiet times, giving consideration to all children's needs throughout the day. Teachers encourage the children to interact and communicate in a positive way, and to teach them and support their ability to self-regulate by being role models through play, self-regulating activities, literacy, and life experiences. It is important to have positive and responsive interactions among the children, families and staff. We encourage engagement and communications with families about our program and their children briefly at drop off and pick up times, and more extensively through booked teacher interviews, through email and the daycare app, and annual surveys.

Our program involves community partners through the [Growing Great Generations](#) System of Care to help support our children, their families and our staff to ensure each child's specific care and needs are being met. This involves but is not limited to [KidsAbility](#), [CMHA-WW \(Canadian Mental Health Association Waterloo Wellington\)](#), and [County of Wellington Children's Early Years Division](#). The management of Jack and Jill Day Nursery also supports the staff in continuous professional learning opportunities that are offered through the County's Capacity Building Team, and other community partners to support and develop their knowledge about the children's current needs, and to stay current in their profession through regular workshops, webinars, and conferences.

Pedagogy is the 'understanding of how learning takes place and the philosophy and practice that supports that understanding of learning.' As outlined in the [How Does Learning](#)

[Happen](#) document (page 7-8), the four foundations (or ways of being) of how learning happens apply regardless of age, ability, culture, language, or geography.

- The first foundation of **Belonging** refers to a sense of connectedness to others, an individual's experience of being valued, of forming relationships with others and making contributions as part of a group, community, and the natural world.
- The foundation of **Well-Being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
- The foundation of **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem-solving, creative thinking, and innovation, which are essential for learning and success in school and beyond.
- The fourth foundation is **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem-solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

The four above foundations ensure optimal learning and development and inform the goals for children and expectations for the program.

Focusing on the Child

Jack and Jill Day Nursery provides a play-based curriculum that is designed to support the development of the whole child. We integrate all areas of development in a holistic manner, with no greater emphasis on one area over another. Educators can deepen children's learning and experiences when they look at and listen to them from multiple perspectives including their individual strengths and needs, the dispositions of each child, their relationships with their family and cultural context in which they live, what motivates them or is meaningful to them, or what brings them joy. The relationship between the teachers and the children becomes the basis upon which all of their needs are met and development can occur.

Focusing on the Family

Families are competent, capable, curious and rich in experiences (HDLH) and have unique knowledge and strengths. Jack and Jill Day Nursery recognizes and builds on these strengths of our families and the love they have for their children and we recognize the 'web of family and community is the child's anchor for early development.' We understand the importance of strong, respectful, and reciprocal relationships with families and we try to create an environment that welcomes families into the space, inviting their perspectives and providing opportunities for them to participate in meaningful ways. We understand that relationships help to develop trust, confidence, and a sense of belonging for families as well as their children. Parents are viewed as resources for the child care teachers as they can provide essential

information which aids the program to more fully meet the needs of their family and child. In order to have a true partnership, communication is vital. Teachers actively listen to families and their ideas, and in return, parents can follow through with any expectations in order to provide consistency between the child care and home.

Focusing on the Staff

The staff at Jack and Jill Day Nursery are skilled professionals who have chosen to work with children and families as their career. Their role as educators is multidimensional as they build positive relationships with children, families, colleagues, and communities. They use a warm, responsive, inclusive approach, and engage in reciprocal relationships to learn about, with, and from the families. They are reflective practitioners who learn about children using various strategies – listening, observing, documenting, and discussing with others in order to create contexts to support children’s learning, development, health, and well-being. Teachers are responsible for providing an environment that supports the uniqueness of individual children and respects their differences. They do their best to deliver the best experiences and outcomes for children and families. All staff attend staff meetings where individuals are given the opportunity to discuss concerns, share learning, take joy in each other’s strengths and support each other in areas as needed. We are supported in our professional development by the management of the centre as well as our community partners.

Children’s Exploration, Play, and Inquiry

Curriculum in early years setting is very different from that used in formal school contexts. Our program focuses on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry (HDLH pg 15). Children are given the opportunity to freely explore their environment (both indoors and outdoors) throughout the day with a flexible schedule so that we are able to extend/shorten play times in order to accommodate the needs of children on a day-to-day basis. Through this play and inquiry, children practice ways of learning and interacting with the world around them. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for future success.

Teachers create a welcoming and inviting play space, keeping in mind that the environment is the ‘third teacher.’ Play materials that are open-ended and support a range of interests, temperaments and group dynamics are available for the children to choose from. They are actively engaged with the children as together they explore their environment. They provide ample loose parts that are accessible and allow children to lead learning and deepen their experiences. Teachers can adapt experiences depending on the abilities/developmental level of the children in their program to ensure inclusiveness at all times. ECEs listen, observe, document and discuss with others, families in particular, to understand children as unique individuals. They use documentation as a way of listening to children and making their learning visible to others. This documentation also helps to bring value to the children’s experiences and helps their families understand their learning as well as helps teachers plan for future

experiences and scaffold learning to other areas. Together we listen, respond and build on the children's interests to help with learning.

Types of Care Offered

Full and part time care is available Monday through Friday for children age 18 months through 5 years of age. Our program is licensed by the Ministry of Education for 10 toddlers and 16 preschoolers.

There are 2 staff in each age grouping. The maximum ratio of 1:5 (staff to toddlers) and 1:8 (staff to preschoolers) is maintained at all proper ratio times, and ratios of 1:8 toddlers and 1:12 preschoolers are maintained during reduced ratio periods (1.5 hours after opening, 1 hour before closing, and 2 hours at quiet time).

Our centre is licensed for mixed-age grouping. This means the centre can accept 2 children under the age of 18 months into our toddler group, and 3 children under 2.5 into our preschool group. To enroll in one of these spaces, the child must be mature for their age and able to fit in with the older group, as decided collaboratively between parents, teachers, and the supervisor.

A minimum enrollment of two days per week is customary, unless there is only one day available. Any exceptions will be made at management's discretion.

Enrollment Policy

The following forms are required to be completed in full (signed, dated, and returned to the childcare centre) prior to your child commencing at Jack and Jill Day Nursery:

Application Package, including

- Terms of Enrollment
- Consent
- Immunization Form and Information
- Daycare App Participation Agreement
- Emergency Card

It is the parent's responsibility to keep the centre informed of any changes to the above forms when they occur. Hours that children attend the centre are determined from the information received on the above registration package forms at the time of enrollment, and the centre has to be cognizant of the ratios at the beginning of the day, as well as the end of the day. If, for any reason, you are changing the hours your child attends, please communicate these requests with the centre as we must be within our ratios and we will do our best to accommodate changes you require.

Legal Orders and Guardianship

The daycare centre requires copies of any legal forms (e.g. custody orders, restraining orders) to be kept on file in the event that a problem arises with pick-up. These papers are kept

confidential and locked up in the child's file. The parent who has custody of the child/ren can state who can pick up the child on the day that the child is in his/her custody. In the case of joint or shared custody, whichever parent has the child on a particular day, can state who can pick up the child just as the other parent can state who can pick up the child when they have custody.

Please Note: unless we have the above-mentioned forms/paperwork on file, we are legally unable to refuse a non-custodial parent access to their child.

Hours of Operation

Jack and Jill Day Nursery is open from 7:30 am to 5:30 pm Monday through Friday. In order for your child to receive all of the benefits of our program, it is advisable that your child be in the program by 9:00 am. The centre is open 12 months of the year with the exception of the following holidays:

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

If any of these holidays fall on a Saturday or Sunday, the closure date will be mutually agreed upon by the management and families and posted in advance. Full daycare fees are required if your child was scheduled to attend on any of these holidays.

Fees

A Child Care Rate Chart is posted on the parent board in the hallway that lists daily rates for toddler and preschool. Increases to rates (if applicable) take effect the first of each new year. Parents are notified one month in advance of upcoming rate changes.

Fee Collection Policy:

Jack and Jill Day Nursery is enrolled in the Canada-wide Early Learning Child Care Agreement (CWELCC). This agreement is a Canada-Wide Early Learning and Child Care System for early years and child care funding provided by the Province of Ontario and the Government of Canada, but administered to our area by the County of Wellington.

A "base fee" includes the main charge for child care, providing for anything our centre is required to provide under regulations for our license, and anything we require the parent to purchase (such as registration fee), but does not include any non-base fees.

A "non-base fee" means

- any fees charged for optional items or services, such as transportation, field trips, or special experiences
- any fees charged due to a breach of agreement between the centre and a parent such as:
 - late pick up fee

As of January 1st, 2025, our base fees are as follows:

Toddler Program: \$22 per day per child

Preschool Program: \$22 per day per child

We are only offering full time care at this time (5 days a week, full day). We apologize for any inconvenience.

Jack and Jill Day Nursery relies on revenue from parent fees for most of its operating expenses, with the remainder provided through the Canada-Wide Early Learning Child Care agreement (CWELCC). It is essential that fees be paid promptly and regularly. A fee schedule is posted on the main parent information board in the hallway, and distributed to families annually. Any changes to the fee schedule will be posted and distributed at least 30 days in advance.

Monthly base fees are invoiced before the beginning of each month through the daycare app, and can be paid through e-transfer to jandjpayment@gmail.com , using your child's first name (no capital letters) as the password if necessary. Base fees are due upon receipt of the invoice, but some families may choose to pre-pay weekly, biweekly, or monthly. For this reason, the due date on the invoice is listed as later in the month, to avoid excessive overdue notifications. Please note that all care is pre-paid, meaning care for each week must be paid on or before the first day of the week, regardless of the due-date listed on the invoice.

Families are required to pay full base fees for all care scheduled, regardless of days missed due to illness, vacation, inclement weather, school breaks, changes in work schedules, statutory holidays, and emergency closings. There will be no refunds. Non-base fees are to be paid in full if incurred and invoiced. Receipts will be issued annually (by end of February), or upon request. Retain all invoices/statements for income tax purposes. Any accidental overpayments will be applied as a credit on future invoices.

Late Pick-Up Fee: We understand that sometimes things happen, and you may have to pick up your child late. The staff at the centre are expected to have completed their working day by 5:30 pm when the centre closes. Some staff members need to catch the bus, or have arranged rides for specific times. Parents/Guardians or those authorized to pick up, are expected to arrive in enough time to speak to staff, dress your child, gather their belongings, and leave the centre by 5:30. In the event that your child is not picked up on time, Jack and Jill Day Nursery will grant one 5 minute grace period on the first occurrence. After the first five minutes, there is a late fee of \$2.00 per minute, per child, and will be invoiced through the app as a non-base fee. Payment is due upon receipt of the invoice. Picking up your child habitually late will be documented and brought to the attention of the management, potentially resulting in the loss of your child's space at the centre. Thank you for your part in making sure our staff members can leave on time and enjoy their evening.

Fee Assistance: Jack and Jill Day Nursery accepts families on subsidy through various agencies in the county including the [County of Wellington Children's Early Years Division - Childcare Subsidy](#). It is the responsibility of the parent/guardian to apply for the subsidy prior to

beginning childcare. The supervisor must receive approval for subsidized care before your child can commence attendance at the daycare, or full fees may be charged to the parent for the interim period.

The County of Wellington sends out reminders when your subsidy is ready to expire and it is the responsibility of the parent/guardian to renew their application by the due date. This will help to ensure the continuation of services. The parent should also inform the child care if they know their subsidy will be ending, as we are not always notified by the county.

Waitlist Policy

Jack and Jill Day Nursery maintains a waitlist for upcoming spaces. To gain access to the waitlist, families must apply online at:

https://himama.com/online_registration/apply/jack-jill-day-nursery .

The supervisor will review the applications and move them to the appropriate waitlist. Parents will only be contacted when a space becomes available that fits their requested needs.

The centralized County Waitlist: Our profile on OneHSN is not currently active, and those on the centralized waitlist are not being considered for current spaces. We hope to have our OneHSN account up and running by January 2026, and the current waitlist will be moved over and prioritized above those who have applied on OneHSN since the program's launch in April 2024.

We reserve the right to periodically close the list if it becomes too long, as we are a small centre with only 26 spaces total. To ensure that families gain access to the program in the shortest time possible, the following practices are put into place: date of registration on waitlist will be recorded; families who refuse a space or fails to return a call from the centre within 24 hours will be withdrawn from the waitlist; and it is the responsibility of the family to keep the information up to date.

Priorities of the waitlist include the following: siblings of current enrolled children, returning families (within 1 year of withdrawal), and local families (living in the Jack and Jill neighbourhood). Special consideration may be given to families on the waitlist who risk losing their subsidy if they do not secure a childcare space within a specific time. When a space becomes available, the family at the top of the waitlist will be contacted (if the opening matches the requested space) and they will be given the right of refusal. The next name on the list would then be contacted, and so on, until the space is filled.

Requests for location on waitlist: The number a family is on the waitlist is not an accurate determination of if they will get a space or not in their requested time frame, as many families on the list will have found a space elsewhere by the time we contact them, and as a small centre we have very few openings annually. We therefore cannot answer requests for a child's number on the waitlist, as the information is not meaningful.

If there are issues with the online application, please email: jackandjilldaycare@rogers.com , as phone messages about the waitlist do not always reach the supervisor, or do not always include all the necessary information, and are then discarded.

We strongly recommend that families on the waitlist continue to look for alternative childcare. Our list is often very long, and spaces are usually filled as soon as they open.

Withdrawal

Permanent Withdrawal: the centre requires 2 weeks written notice of permanent withdrawal from the program, or 2 weeks fee in lieu of notice.

Temporary Withdrawal: Any child who is withdrawn from the centre for any amount of time and does not continue to pay for their space, will not have a space held for them. They may request to be put at the top of the waiting list, and the space may or may not be still available for them upon their return. Prior to releasing the last space, the parent will be notified and given the opportunity to take the space or be left on the waiting list.

Summer Withdrawal: Subject to availability: As an option for educators or people who take extended vacation in the summer, it is possible to withdraw your child at the end of June and still have a spot reserved for them the following September. This option's availability depends on if we have new children registered for September who are willing to start early. Parents must notify the Supervisor at least one month in advance, so they have a best chance at arranging a new child to cover your child's absence. If a child cannot be found to start early to cover your child's absence, the regular daily fees will be due for your child throughout the summer.

Pick up and Drop off

It is normal for some children to have difficulty separating from parents, or cry when being dropped off in the morning. In the past, we have found that the best practice is to be brief (no more than 5 minutes) during drop-off times. The longer you prolong the departure the harder it can get on both you and your child. Please be assured that if your child is having a difficult time settling down and is crying for a prolonged period of time, a staff member will contact you.

Young children depend on regular routines for their own sense of security. We recommend that you establish fixed hours to drop off and pick up your child. When you arrive, assist your child with their belongings at their cubby, take them to wash their hands, and then accompany them into the classroom. You must notify the teacher that your child is now present, and they must sign your child in. Until they make contact with the teacher in the classroom, your child remains the sole responsibility of the parent/guardian. We believe the child's day should be no longer than 9 hours long if at all possible. Being a small centre with limited staff, we must enforce a 9 hour cap where needed.

At pick up time, parents must notify a staff member that the child is leaving for the day. The child is not to leave the room until a staff member sees the parent and signs out the child. During this time, staff members can briefly describe the child's day and make the parent aware of any pertinent information concerning the child or childcare centre. Only a person designated

by the parent/guardian (listed on their authorized pick up sheet, or told to staff in advance) will be able to pick up a child. Once the person has entered the centre and has connected with the staff member, the child becomes their responsibility. For safety reasons, children must be accompanied by an adult at all times when they are in the centre or outside of the building. Any person picking up your child must be a minimum of 16 years of age and, if unknown to staff, be able to provide the staff with photo I.D.

Unless otherwise arranged, children will not be released to any other person than those specified on the admission forms (or a legal guardian who is not barred access with custody documents). Staff must be informed by telephone, written, or verbal each and every time someone other than the parent/or person designated on the application form will be picking up the child from the centre. In the event that the staff are not notified, the child will not be released until the staff can connect with the parent to authorize the child's release. If as a result the child is not released from the centre by 5:30, the parent will be responsible for all applicable late fees (See Late Pick-up Fee). Staff will not release a child to a person if there is a reason to believe the child is in danger e.g. if the person is intoxicated or violent.

In the case of a child who is still in attendance at 5:30 pm and no word has been received from the parent, the following procedure will be followed:

- At 5:30 an effort will be made to contact the parent/guardian
- If unsuccessful, the emergency/alternate person on the child's list will be called
- If unsuccessful, the staff will contact the supervisor/assistant supervisor/owner who will (in contact with the staff) proceed with the following:
 - If a child has not been picked up and we have not heard from an adult, or the emergency number has not responded by 6:00 pm, we must assume an emergency or accident has prevented contact. Staff will contact the police and/or Family and Children's Services and will follow their instructions.

Please be brief at pick up times also. This can be a time of testing when two different authority figures are present (the parent and the staff member), and all children will test to see if the rules still apply. Please respect the environment and do not allow your child(ren) to roam the centre unaccompanied.

Please bring your child dressed in weather appropriate clothing and ready to begin their day. They should also be transported to and from the daycare according to provincial laws concerning car seats and seat belts. If there is a question as to who will be picking up your child, leave the car seat here.

When leaving the centre after pick up or drop off, please make sure the gate is secured.

Communication

Communication is very important to the staff at Jack and Jill Day Nursery. When a new family begins at the centre, we want to be sure that we can openly share any concerns or

questions that may arise on a day-to-day basis. We welcome questions, feedback, or discussions of any kind that are oriented towards a positive outcome for the child.

We send home regular emails and updates or daily reports through the daycare app, that will outline some of the activities and curriculum areas that the children are discussing, as well as include anything that may be occurring in the future or important information that we need to pass along to our families. We send home a Parent Survey periodically for feedback from you regarding how we are doing. There is also a Suggestion Box located in the hallway, in case you would like to offer suggestions on how we can better serve our families. Both classrooms post learning stories and photo collages of activities the children have experienced.

Please remember that while we value communication, the teacher's first priority is the safety and supervision of the children, so conversations while they are on duty in the classroom (either in person or by phone) must be brief with this priority in mind. If you would like to have a longer conversation with the teachers or supervisor than pick-up/drop off times allow, you can arrange for a longer phone call or interview time by emailing the supervisor.

Inclusion

Jack and Jill Day Nursery welcomes all families and children, from diverse cultures and with diverse needs. We strive to ensure that a variety of cultures and abilities are reflected in our curriculum and environment through day-to-day activities, special events, and professional development.

Jack and Jill Day Nursery is part of the [Growing Great Generations System of Care](#) in the community which includes the following agencies: [KidsAbility](#), [CMHA \(Canadian Mental Health Association\)](#), [WDG Public Health](#), [WW Community Care Access Centre](#), and [County of Wellington Children's Early Years Division](#). Children who enroll in our centre that require additional supports to maintain an appropriate behavioural level, or if a child needs assistance because of a physical delay, mental disability or ongoing health need, the childcare centre (with parental permission) can make a referral to the Children's Early Years Division or through the Growing Great Generations program for additional support. Growing Great Generations, and Enhanced Support Services, is a coordinated continuum of community based services that are integrated to meet the needs of children 0-6 years. With these additional supports in place, including parental support and child care staff, all children are given the opportunity to participate fully in the day-to-day program.

In order to support inclusion, there is a 2-way exchange of thoughts between families and any outside agencies providing support. The flow of information, ideas and solutions goes back and forth so that all involved are learning from each other and from the consultation process. Together, we decide what direction the support will take with mutual input to the goals and plans they develop. Children with special needs are supported in the program among their peers and regular program activities that are the least disruptive to the child and program. Child care staff would receive any training regarding any equipment or specialized procedures that the child may require, as well as participate in on-going meetings and case conferences with the families. At times, the centre recognizes that other professionals who work with individual

children, may at times need to remove the child from the program to conduct individual programming or assessments that cannot be completed with other distractions nearby. The centre will ensure that this is done with minimal disruption to the child, only when other options are not available, and parents understand and agree to the assessment practices prior to being removed from the classroom (as per Growing Great Generations Philosophy of Inclusion). Through the care and sensitivity of our staff, our goal is to ensure that all families and children feel safe and comfortable. Our commitment to quality child care is demonstrated through our inclusive practices and dedication of the staff.

Prohibited Practices Policy

The following policy applies to children enrolled in the program. Children that are not presently enrolled in the program are the responsibility of the parent or adult that they are with. We believe that positive practices are an integral part of our program as it complements our goals and philosophy. It ensures the smooth running of the program and teaches children to learn to respect others, themselves, and property. Role modelling is seen as the best process to prepare children to conduct themselves in an appropriate manner, which is achieved through encouraging the use of verbal communications in an open, honest manner.

It is our belief that a quality program will work as a preventative measure in regard to prohibited practices. A program that is age appropriate, has lots of toys and activities, and has a balance between stimulating and quiet, is conducive to learning and appropriate behaviour. A program that is relaxing yet enriching, has a variety of activities but is not overwhelming, is challenging yet has the opportunity for success will work towards this goal. We believe that “what you pay attention to, grows”.

The policy has been compiled according to the Child Care and Early Years Act, 2014 and each staff member, volunteer, student, or support worker will sign and review the policy before they begin their employment or placement, and then at least annually after this.

The program will not permit:

1. Corporal punishment of the child.
2. Physical restraint of a child for the purposes of discipline or in lieu of supervision unless the physical restraint is for the purpose of preventing a child from hurting themselves or some else, and is used only as a last resort & only until the risk of injury is no longer imminent.
3. Locking the exits of the centre for the purpose of confining the child.
4. Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect.
5. Depriving the child of basic needs including food, water, shelter, clothing or bedding.
6. Inflicting any bodily harm on children, including making children eat or drink against their will.

Methods of positive practices used at Jack and Jill Day Nursery are as follows:

1. Resolve/Reason: in a controlled voice, explain in simple language the inappropriateness of the behaviour displayed
2. Redirect: staff shall redirect the child to an alternate activity
3. Remove/Reflect: removal of the child from the situation for a limited supervised period. Always consider the exact purpose for using this method and what it is intended to accomplish
4. Natural Consequences: follow through with natural consequences. (i.e. if child continually throws sand, they will not play in the sandbox)

Staff attempt to anticipate and resolve situations that could become difficult. As children also learn from conflicts, staff use their judgement in deciding when to permit the children to solve their own problems. Staff never use threats, humiliation, or labelling. Children must always be safe and healthy. The rights of all must be protected. Sometimes children will feel angry in response to restrictions or interference. A child has a right to that anger. They need to feel that they can assert themselves safely just as they need to know that they can live with these restrictions and limitations.

The consequences of an undesirable action should be made understandable to the child by the staff. A clear warning will be given so the child can choose to stop the inappropriate behaviour. Teachers also assist children by labelling emotions and helping children use their words to express their wants and needs. By helping less verbal children to express themselves or be understood by peers, we help children learn to self-regulate and realize that they are important individuals.

The daycare strives for a “zero reject” strategy when behaviours escalate. All support options available would be exhausted prior to any decisions being made to exclude a child from the program for behaviours (including engaging parents in problem-solving, seeking professional supports, and exhausting all other techniques to support the child in the program).

Our main goal is to provide an inclusive program where all children are supported and encouraged to reach their full potential.

Duty to Report

Under section 72 of the Child and Family Services Act, 1990 every person who performs professional duties with respect to children, who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to [Family and Children’s Services](#). “Reasonable grounds” refers to the information that an average person, using normal and honest judgement, would need in order to decide to report. The CFSA specifies that a person who acts in accordance with the duty to report is protected from civil actions, unless acting maliciously or without reasonable grounds.

Note: This is older information, the CFSA was repealed in 2018. Miranda is looking into this to replace this section.

Clothing and Possessions

Your child is an active learner and therefore should wear play clothes that are comfortable, manageable and easily laundered or 'daycare friendly.' In other words, clothing that you will not be upset over if they accidentally get paint or food stains on them (we all know berry day!). An extra change of clothing includes shirt, pants, socks and underwear, and your child should come with two changes of clothing. Remember accidents and fun do happen! In winter or wet weather, it is helpful to send several pairs of extra socks.

Children must dress for the weather: Depending on the time of year, please don't forget hats (sun or winter), mittens, warm pants or sweaters, splash pants or snow pants, and appropriate foot wear for outdoor conditions.

The children should be supplied with a small backpack to contain their spare clothes, notes for home, and their other belongings. We prefer small backpacks to larger diaper bags, as the children are encouraged to carry their bag inside or outside by themselves if they are capable.

We love reusable wet bags! If you are able to bring one, especially during the winter and wet months, we can use it for wet mittens and socks and pants etc. and reserve our plastic bags for toileting accidents.

The children should be provided with a labelled "spill resistant" water cup, and a pair of indoor shoes, both to remain at the centre. The water cups are sanitized daily, so need to be able to withstand heat. Shoes should be slip-proof, comfortable, and good to run in.

Please label all articles of clothing (indoor and outdoor) or footwear. The centre is not responsible for lost or stolen items. When our regular staff are here, it is sometimes easier for them to determine whose things belong to who when they are unlabeled because they are so familiar with the items that arrive every day. But being consistent with labeling really helps supply staff, and when multiple children own the same item.

We will place children's completed artwork in their cubby area for you to bring home (and please try to bring it home frequently so that it is not ruined with wet socks or mittens. We ask that you leave artwork on the drying rack or on display as they may not be completed and require additional steps for completion.

Children sometimes bring a small toy or comfort object from home, and we like to support this as much as possible. However, the size and cost of the toy should be kept in mind, and the child should be reminded that if it comes into the classroom during free play time, they either need to keep it in their hands or they will be expected to share it. If they do not want to share or the toy's presence is being disruptive, they will be asked to put it in their cubby or backpack. The childcare is not responsible for misplaced or broken home toys. During meals, group time, and outside play, children are asked to keep their home toys in their cubby, but occasionally a child won't comply, and toys are lost or ruined outside (especially in winter!). The children receive this reminder clearly, and if we can encourage them to keep their home items safe we do, but it is important to respect their autonomy and let them make mistakes, and live

with consequences, so please keep this in mind when sending sentimental or expensive belongings to school..

Weather Conditions

At Jack and Jill Day Nursery your child's health & safety is our utmost concern. Outdoor playtime is a component of the daily schedule, both morning and afternoon, and we aim to be outside at least 2 hours a day, weather permitting. We are constantly monitoring the weather during the day for humidex or windchill factors throughout the changing seasons. We might not go outside if the humidex is higher than 30 c or if the windchill is below -20 c for toddlers or -30 c for preschool, but this is not a guarantee. Classroom teachers may also change the regular schedule (at least one hour in the morning and one hour in the afternoon) depending on the needs of the children that day, as long as they are still aiming for 2 hours total. We will also follow the recommendations of Public Health regarding adverse weather conditions.

Please remember on stormy days that staff must travel from different parts of the city or from out of town, and this may be a bit hazardous and slow. We prefer that they (and our families as well) travel safely and arrive a bit late rather than risk their lives. Be patient if you arrive ahead of them, as they will open the centre as soon as they arrive.

If you notice the weather turning during the day, you may want to pick up your child early before a potential storm arrives. If we decide to close the centre early because of the nature of the weather – parents will be contacted by phone to come and pick up their child or make arrangements to be picked up by an alternate as soon as possible.

If we are open and the weather isn't ideal, we trust that parents and staff will refer to the conditions in their area and on their commute path, and make their own choice about whether it is safe to come in or bring their child. Our first priority is always that everyone stays as safe as possible.

Inclement Weather

Jack and Jill Day Nursery is committed to having our program open on all scheduled days, but we also recognize the fact that inclement weather and other emergencies can affect our ability to open for business, and the staff's ability to get to work safely. The current policy is:

- if the schools in Guelph are closed, we will be closed
- if school buses are cancelled but schools are open, we are likely to be open
 - if conditions seem okay and enough staff members can make it in safely, we will choose to stay open and leave it up to parents whether they feel safe to come or not.
 - The website to check bus cancellations is here: <https://stwdsts.ca/> Guelph is division yellow.

If the centre needs to close due to inclement weather or other emergency, the closure will be posted on the local radio station's snow cancellation page first thing in the morning ([Magic 106.1 FM -- 519-824-7000](https://www.106.1fm.com/)). The Supervisor will also contact all parents and staff through

email or text to inform them of the closure. It will be the responsibility of all families to check the radio station website for any updates/closures, or their email or phone. Closures will be communicated with as much notice as possible, though since many organizations don't make the call until 6:30am and we open at 7:30 am, we understand this may not be enough notice for those whose children arrive first thing. We will try to be as prompt as possible so that you can plan your day, and appreciate your understanding of this limitation.

Icy paths and walkways: We always try to get out to shovel the paths and apply salt to icy areas, but once we get into class with the children it can be tricky. If you are picking up or dropping off and you notice the path is slippery, please grab some salt (located at both entrances) and sprinkle it for the next person. This helps us to stay open safely on bad weather days.

Health and Wellness

The Child Care and Early Years Act, 2014 and the local Medical Officer of Health, stipulates that prior to admission to the childcare centre, all children must be immunized as required. If you choose not to have your child immunized, you must complete an 'Affidavit of Exclusion' on a ministry-approved form, stating that you have chosen not to have your child receive his/her immunizations and this paperwork will be kept on file at the centre, as well as a copy forwarded to the local public health unit. In the event that an outbreak would occur at the daycare or in the community, you may be required to keep your child at home until such time as the WDG Public Health states that it is safe for your child to return to the centre.

The parent is responsible for updating their child's immunization record after each new immunization. Please either bring in a photocopy, the original for the Supervisor to photocopy for you, or send a good quality scan to the daycare email jackandjilldaycare@rogers.com. This is a requirement that was waived during Covid 19 regulations, so if your child started between September 2020 and March 2021, please make sure to update your immunizations with the centre as soon as possible.

The Act also requires that a daily health check be completed for every child prior to entry into care. We are currently using the daily online screening available at <https://covid-19.ontario.ca/school-screening/>, and ask that all parents complete this for their child before leaving home each day. If parent's email the result to jackandjilldaycare@rogers.com, their child is entered in a monthly raffle for a free book from Scholastic (up to \$20 value). If parents choose not to email the result each day, they should make sure to save their results somewhere in case they are ever asked by the childcare or by Public Health. The child will also be observed at drop off and throughout the day for signs of illness.

Regulations also require daily outdoor play for each child. Therefore it is our policy that children too ill to play outside should remain at home to recoup. Illnesses can also spread quickly and in order to protect your child and others, we ask that you not send your child to the centre if they show any of the following symptoms:

- Any symptoms currently listed in the daily online School screening: follow the instructions given on the screening and inform the daycare.
- Previous requirements:
 - Fever at or above 38 degrees celsius (or if medications have been given to lower a temperature)
 - Rashes that you cannot identify or that have not been diagnosed by a physician
 - Discharge from the ears
 - Discharge or redness in the eyes (if on medication can return in 24 hours)
 - Swollen neck glands
 - 2 incidences or one each of Vomiting and/or diarrhea within 24 hours (must be symptom free for 48 hours to return)
 - A severe cold with fever, sneezing and nasal drainage (
 - A contagious condition as diagnosed by a physician or suspected by staff
 - Unusual paleness, irritability, unusual tiredness or listlessness. Sometimes a child seems really sick without obvious symptoms. They often develop within the next few hours.

If your child develops any of the above symptoms while at the centre, the staff will make the determination as to whether or not the parent is to come for the child, using their knowledge of current illnesses circulating the centre, their knowledge of what is normal for the child, and current Public Health Guidance for the centre regarding local outbreaks. If they determine your child is too sick to attend, you will be called and asked to make arrangements to have your child taken home as soon as possible. In the case of an outbreak, we will follow any and all recommendations set out by the local health unit. Staff at the centre will check children daily for illness upon arrival including any of the above mentioned symptoms and can refuse admittance if symptoms are observed.

Infestations of head lice are common in schools and childcare centres where children are most likely to share hats and play in close proximity. Community health officials have handed responsibility for head lice management to the centre since the bugs are considered a nuisance and not a public health or hygiene issue. The staff will carry out head lice checks regularly when there is evidence of infestations. If any evidence of lice is detected, the parent will be called immediately to remove the child from the centre. Parents will be assisted by the staff as to what needs to be done in order to remedy the situation. Children may return to the centre after treatment and when they are free of all evidence of head lice. This may include physically removing all remaining casings, lice, and nits, dead or alive, regardless of whether a chemical treatment has been applied. Physical removal and cleaning the environment is more effective than chemical treatment in the elimination of head lice.

Child care staff will ask that guardians have completed their online screening, and observe children at drop off time. Being responsive to children's varied physical and emotional states helps children feel safe and secure and will try to reduce the spread of illness amongst the children in the centre. We track their health on our attendance sheets and in the classroom

daily log book, so it is critical that the drop off person lets us know of anything that may affect the child's health or well-being throughout the rest of the day.

Jack and Jill Day Nursery references and follows the regulations and/or requirements on the WDG Public Health website in regards to all areas of Health & Safety. We are a 'Smoke-Free' environment in accordance with the Smoke-Free Ontario Act. Smoking is prohibited at all times in a child care centre and is enforced by Public Health.

Anaphylactic Policy

Anaphylaxis is a serious allergic reaction and can be life threatening. It can be characterized by swelling, difficulty breathing, abdominal cramps, vomiting, diarrhea, circulatory collapse, coma or even death. Epinephrine reverses the negative cardiovascular effects of an anaphylactic reaction and helps to dilate the airways. Jack and Jill will take every precaution to protect each and every child in its daily care including providing a NUT-FREE environment, and reducing the affected child's exposure to the allergy source within the daycare setting.

The daycare must complete an Anaphylaxis plan for every child in the centre with a serious allergy requiring epinephrine to be stored on site. All current staff and new supply staff must review and sign off on the Anaphylaxis plan at their start of employment and annually thereafter. All staff are trained in the administration of the epi-pen, and told its location. The epi-pen will be in a quick access location to staff at all times in case of emergency.

Allergies present in the centre as of March 2022:

- Cashews - Preschool room - epipen available to classroom teachers
- Possibly eggs: Toddler room

Sensitivities:

- Dairy and Tomatoes - Preschool room
- Fish - Toddler room

There is an allergy list posted in each classroom, the kitchen, all hallways and common areas, and in each classroom binder.

Children with Special Medical Conditions

An "Individualized Plan for a Child With Medical Needs" form must be completed for a child who has one or more acute or chronic medical conditions such that he/she requires additional supports, accommodation or assistance prior to starting at the centre and all staff will have training as to the procedure to follow in an emergency, if the child is part of an off-site field trip, or in the case of an evacuation.

Emergency or Evacuation Procedure

In the event that the children are required to evacuate the childcare, our emergency designated shelter is GCVI (Guelph Collegiate Vocational Institute), the Arnold Street entrance.

If the high school is open, the children will seek shelter inside. The childcare has emergency management policies & procedures that must be followed which includes notifying the families of the emergency.

In the event that there is a threat of potential danger in the neighbourhood, the childcare would follow its Lock-out or Lock-down Procedure. Children will immediately be taken into the childcare (if outside) and the doors would be locked.

Childcare staff will attempt to notify all parents of the event through email or the daycare app, or by phone if serious emergency, and the following protocol for pick-up would need to be followed:

- Parents would need to follow recommendations put forth by police services (this could include denied access to the childcare until the emergency is resolved, or being escorted into the centre by police authorities for verification of identification)
- Children will only be released to a custodial parent
- No one will be granted access into the centre until the childcare receives the 'all clear' from the authorities
- Remain calm and be assured that the children are the safest inside the building

Pandemic Policy

Jack and Jill Day Nursery follows all leads set forth by the Wellington- Dufferin-Guelph Public Health, the Ministry of Health, and the Ministry of Education. In the event that the centre is determined to fall under the Pandemic Protocol, the daycare will do the following:

1. Increase our cleaning regimen – including cleaning door handles, telephones, light switches, pens/pencils, toys (extra cleaning than regular schedule), etc.
2. Have hand sanitizers available in rooms – make sure they are 70% alcohol based
3. Make parents aware that we are now following pandemic policy/protocol
4. Follow all instructions given by the WDG Public Health Unit – this may include excluding children from the daycare for a certain number of days from the onset of illness
5. Increase supervision of hand washing routines
6. Respiratory etiquette, coughing into tissue or into sleeves
7. Adults/staff stay home when ill for the length of time determined by current regulations
8. Provide PPE for parents, children, and staff, in accordance with current regulations

If staffing in the centre is affected by illness and supply staff are unavailable, we will have to determine if the centre can operate with complete enrolment or a reduced amount. Opening staff and/or supervisor will contact the parents of the children expected for the day ASAP to let them know that we are following our Pandemic Policy and they may be asked at that time to find alternate care for the children as we need to follow ministry guidelines and we cannot accommodate all of the children.

4 teachers are needed to get through the whole day with full enrollment and no early closure. On low staff days, staff may order pizza as there may be no one available to cook. With only 3 or 2 staff able to work – we would have to adjust our ratios according to ages of children

in attendance. When we reach our maximum number of children, we may need to close for further drop offs. On these days parents would be notified that if they are able to keep their child home it would be appreciated if they could do so. With only 3 or 2 staff members, it might be an 8-hour childcare day – we might need to close the centre early to accommodate reduced staffing. Parents will be notified of the early pick up time. There will be no guaranteed refund of fees if a child misses childcare due to the pandemic policy.

Please understand that we are doing everything in our power to maintain staff and keep open as often as possible. On these low staffing days, many staff are working very long hours so that we can stay open, and your patience and understanding is very much appreciated.

Diapering, Toileting, and Toilet Training

The preschool bathroom is equipped with a change pad, 3 toilets, 2 sinks, and some smaller removable toilet seats. The toddler change area has a change table, storage for small potties, and a sink for handwashing. You may bring in a potty for your toddler child, or training preschooler, though small and stackable are ideal. Children are offered the washroom or changed at all handwashing transitions if needed, and strongly encouraged to use the washroom after all snack and lunch times, after quiet time, and before going outside. If a child says they cannot go, they are still encouraged, but then allowed to skip it while reminding them to tell a teacher as soon as they need to go.

The centre accepts children who are not toilet trained. Bathroom times are scheduled throughout the day to encourage training. Needless to say, we will work alongside the parents to help their child accomplish this feat!

We recommend using diapers still while the child is training (as opposed to pull ups). The staff will sit the child on the potty during all transitions, and offer the potty when the child asks or shows signs of needing it. Children are praised when they are successful, and still encouraged positively when they are not (“We’re wet this time, but we can try to be dry next time!). When the child is mostly trained at home (very few accidents), we recommend thick fabric training underwear. These help the child to feel the accident, but controls some of the mess in the childcare setting. We find that pullups are more difficult for staff to change, can be more expensive to the parent, and are so absorbent that children just treat them as diapers, so they are not very conducive to toilet training. If the child is having very frequent accidents, staff may discuss new strategies with parents moving forward, that may include transitioning back to diapers temporarily.

We recommend the child continues to wear diapers preferably (or pullups if you choose) at quiet time, as many children do not master staying dry while sleeping right away. The child may also be asked to wear a diaper during long outside times at the end of the day. This is due to reduced staffing at those times, so if an accident were to occur, a teacher might have to bring all 8 (preschool) or 5 (toddler) children into the centre to change the training child, which may impact their dignity and embarrass them about the accident, and this can be counterproductive to training. When the child is consistently dry at quiet time/outdoors, we will try diaper free.

Soiled clothing will be sent home unrinsed in a plastic bag. Please check your child's cubby thoroughly for these bags at pickup, to prevent them being left overnight. If you would like to provide a reusable wet bag for your child's dirty clothes, make sure it is leak proof, and sanitized before returning. During training, make sure your child is provided with several changes of clothes more than usual. We do have a small amount of extra clothes at the centre that will be used in emergencies when none of the child's personal clothing is available. This clothing may be of any colour or size, and provided to any gender of child indiscriminately.

If your child is in diapers, it is the responsibility of the parents to provide an adequate supply of diapers and baby wipes for the centre. If your child has a diaper rash, the staff can apply cream specifically for this, as long as it is labelled with the child's name. Please do not leave creams in the cubby area; they must be out of reach of the children at all times. Make sure you tell a staff member before leaving any creams and give them any instructions on application. The childcare will notify you when your diaper supplies are getting low. We do have some donated diapers and wipes for emergencies as well, so your child may come home in a diaper you do not recognise. Please consider donating diapers or wipes when your child grows out of them so we can maintain the stock.

Medication

If medication is required to be administered while your child is at the centre, you must fill in a medication form that is available from the centre. We will only administer drugs prescribed by a doctor, that are in their original container, that are clearly labelled with the date/child's name/name of medication/and instructions for storage and administration of drug.

Please do not send medication in a cup of juice, milk, premeasured in a syringe, etc., as there is no guarantee that your child will finish this drink and/or get all of their necessary medication, or that another child will not take this medication by accident.

Give any medication to your child's teacher to be locked up in the specific storage areas. Please never leave any medication in your child's cubby areas or backpack.

The following are pieces excerpted from the centre's Medication Policy, which adheres to the requirements in the CCEYA. It is the parent and teacher's job together to ensure that any medication on the premises adheres to the requirements.

Excerpts from Medication Policy

REQUIREMENTS FOR THE ACTUAL MEDICATION:

All drugs and medications to be administered to children must meet the following requirements:

- All drugs and medications must be stored in their original containers as supplied by a pharmacist, or their original packages. Medications that have been removed from their original package or transferred into a different container will not be accepted or administered to children.
- All drug or medication containers must be clearly labelled with:
 - The child's full name;

- The name of the drug or medication;
 - The dosage of the drug or medication;
 - Instructions for storage;
 - Instructions for administration;
 - The date of purchase of the medication for prescription medications; and
 - The expiry date of the medication, if applicable.
- The information provided on the written parental authorization must match with all the requirements listed above.
 - Where information is missing on a drug or medication label and/or the written parental authorization does not match the label on the labelled container, the child care centre will not accept or administer the medication until the label and/or written parental authorization accurately contains all the required information.

PARENTAL AUTHORIZATION FORM DETAILS:

- Whenever possible, parents will be encouraged to administer drugs or medications to their children at home if this can be done without affecting the child's treatment schedule.
- Prescription and over-the-counter medications for acute, symptomatic treatment will only be administered to a child where a parent of the child has given written authorization to do so by completing the child care centre's Authorization for Medication Administration (the form in Appendix A may be used). The Authorization for Medication Administration form must be accompanied by a doctor's note for over-the-counter medications.
- The authorization must include a schedule that sets out the times the drug or medication is to be given and the amounts to be administered.
- Where a drug or medication is to be administered to a child on an "as needed" basis (i.e. there is no specific schedule or time of the day for administration), the drug or medication must be accompanied with a doctor's note outlining signs and symptoms for administering the drug or medication and the appropriate dosage. In addition, the Authorization for Medication Administration Form must clearly indicate the situations under which the medication is to be given as outlined in the doctor's note, including observable symptoms. Examples may include:
 - 'when the child has a fever of 39.5 degrees Celsius';
 - 'when the child has a persistent cough and/or difficulty breathing'; and
 - 'when red hives appear on the skin', etc.
- Authorization for Medical Administration Forms will be reviewed with parents annually to ensure the dosage continues to be accurate (e.g. based on the child's age or weight).

Medical Emergencies and Accident Reporting

Children are supervised at all times, however accidents do happen. If the injury is minor, simple first aid will be rendered. If a mark is left on a child, or an invisible injury is considered

notable by staff, an injury report is filled out by the staff and must be signed by the parent and supervisor. If the injury happens near the end of the day and staff do not have time to complete the report, it must be completed within 24 hours. If there is an incident where a child injures another child or staff member, or behaves in a notably dangerous way that the teachers think needs documentation, an incident report will be completed along with the injury report, to help in tracking specific behaviour by child, and be clear in communication to parents. These forms will also be signed by teacher, parent, and supervisor.

If the injury is significant but not an emergency, staff may call and inform the parent and have the parent decide on medical treatment. If the injury is deemed serious and emergency medical attention is needed, the staff will administer the necessary first aid, 911 will be called and your child will be transported to the nearest hospital. In an emergency the first priority is the child, but the parent will be notified as soon as possible (for example if one staff is administering CPR, they cannot stop to call a parent, but they will yell for another staff member to call 911 and the parent as soon as possible). If an ambulance is called to transport your child, the cost of the ambulance will be your responsibility. If a child requires outside emergency treatment by a doctor or dentist as a result of an injury that occurred at the centre, the centre must be informed as we have reporting procedures to follow.

Serious Occurrence Posting

To help support the safety and well-being of the children at the daycare, we will post all serious occurrences that are reported to the Ministry of Education (MEDU) right beside our licence in the hallway for a minimum of 10 business days. This posting will give parents information about the incident and any follow-up actions taken by the childcare centre. Confidentiality and privacy will be recognized for the child/family affected.

Emergency

All staff are trained in emergency procedures. We all have training in Standard First Aid with Infant & Child CPR and are required to keep our training current. Children and staff participate in monthly emergency drills and the procedures are posted in each classroom or in the classroom binders. Guelph Collegiate Vocational Institute (GCVI) is our designated shelter for emergency evacuations. In the event of emergency conditions (e.g. blizzards, fire, tornado) parents should be prepared to pick up their child early or make arrangements with their child's emergency contact.

Field Trips

Field trips or outings may be taken occasionally. All children that attend on a specific day when an outing or field trip occurs will be included. You may be asked to pay any fees associated with the field trip. If you do not want your child to attend a scheduled trip, they won't be able to attend the centre that day, and you will not be charged the fees for the trip. Daycare fees will not be refunded for the day, as it is the parent's choice that they not attend. If you were planning for your child to attend the trip, but they are unable to last minute for any reason, you are still responsible for the fees incurred.

In most cases, parents will not be notified in advance of any walking field trips. Such walks /trips are usually taken around the Jack and Jill community (e.g. to the library). During these walks, the ratio is 1:8 (staff:children in the preschool room) or 1:5 (staff:children in the toddler room) and the children will usually walk holding onto a rope. At least 2 staff must be available on each outing, in case of emergency.

Outdoor Play

Except during inclement weather, the Child Care and Early Years Act, 2014 requires that every child be taken outside for a minimum of two hours each day. Exposure to the open air is a powerful remedy against long term or recurrent infections. Outdoor play is also a time when a child has the opportunity to develop and improve their gross motor skills, which are a very important part of a child's development. All children are expected to participate in the entire program. There are no teachers available to supervise any child indoors while their class is outside. We offer a wide selection of outdoor activities that challenge and stimulate your child, and the children are given the opportunity to select from the various activities provided. We have a large shed in each yard with a variety of equipment/toys that the children can select. We believe the natural environment is very beneficial to the child, and will try to extend outdoor time whenever possible.

Sunscreen

Parents are responsible for supplying sunscreen for their child with a minimum 30 SPF value. It must be labelled with the child's name and will be stored safely out of the reach of the children. The centre requires that parents apply sunscreen on sunny days before bringing their child to the centre, as the sunscreen needs time to be effective. We will apply sunscreen again in the afternoon before returning outside for playtime.

Children are encouraged to wear hats outdoors to protect their heads from the sun. Wide-brimmed hats provide the best protection – baseball caps leave the ears exposed to the sun. Whenever possible, outdoor time will be limited during 11 am – 3 pm on sunny days, and the outdoor temperatures and weather conditions will be monitored by the centre staff and supervisor.

Soothers and Bottles

We understand that some children who enter daycare are still attached to bottles. Bottles (provided by parents), will still be given out if necessary. Transition to childcare is sometimes a great opportunity to eliminate bottles, as the children observe their peers without them. Children will be encouraged to drink from their bottle before laying down on their beds for sleeptime.

Some children have soothers as a comfort object. If you child uses soothers at home, we do not find transition to childcare to be a good opportunity to eliminate it, as the child is already going through many changes, and we want them to be as comfortable at daycare as possible. We can support the parent in eliminating the soother once the children are comfortable in their environment and trust their new teachers.

Please remember that bottles and soothers must be labelled for identification purposes. Teachers will sanitize soothers daily with the class water bottles.

Quiet Time

A quiet rest period is part of the daily schedule, to help meet the needs of all children. At Jack and Jill's this is 2 hours (usually 12 pm to 2pm). Children are provided with a cot, sheet and blanket for their own use, which is washed regularly. All children must sit or lie down on their cot, which is placed in the classroom to ensure ease of supervision. Lighting is reduced, and calm music is played. During this time, staff walks quietly, uses hushed voices, and maintains a calm atmosphere in the room.

The daycare will complete 2 sleep observations daily for children under 24 months, and record their findings on a classroom form. Children who nap regularly are offered help to fall asleep with their consent (tucking them in, rubbing their backs, reading them a story, etc.). Children who do not nap regularly are given a book or quiet activity on their bed. After the usual sleepers are asleep, staff may sit with and engage non-sleepers in quiet activities.

The staff will work with all families to ensure that the needs of all children are met in regards to sleep time. We are a group care setting, and are unable to strictly maintain the sleep schedule your child has on the weekends. Children are not required to sleep, but all children must be given the opportunity for rest. We do not keep children awake, and avoid waking children up if possible, as we believe that if children fall asleep, then they must be tired and need their rest. If you would prefer your child not to sleep, we ask staff to not offer to help them fall asleep (not rub their back, sing, etc.). Families are also welcome to send quiet activities that engage your child. If there is extra staff, and there are a larger number of children who stay awake each day, they may be offered a quiet activity at the table or in a small adjacent room, with supervision from one staff member.

Please remember that even if your child does not take a nap when they are home, they are often awake for a longer period on daycare days, and daycare is very busy with a lot of physical activity and social stimulation from a larger number of children. Children who don't normally nap at home may fall asleep very easily at daycare, even if they are offered engaging alternative activities. On the opposite side, if your child usually sleeps at home, but has difficulty sleeping at daycare, it is also likely due to the differing environment. We are to respect the child's lead in most situations, and if they refuse to sleep, or are unable to stay awake, we can offer help with consent, or make small changes to the environment, but we are unable legally to forcibly implement either sleep or wakefulness.

If your child falls asleep without help, even when given activities, please understand that this is an indicator that your child may have needed the rest, and staff should not be asked to ensure your child stay awake, or to wake your child up if they are heavily asleep. Consider how it would look to an impartial observer to force a child to stay awake, or to wake a sleeping child who is then visibly and audibly distressed. A child's needs vary from day to day just as adults do (when they are ill, overstimulated, didn't sleep well, etc.). A great bedtime routine, and tiring activities in the evening, can help alleviate some bedtime difficulties.

Nutrition

Jack and Jill Day Nursery provides a nutritious mid-day meal as well as morning and afternoon snack. The menu is based on [Canada's Food Guide](#) and has been approved by a dietician from the local health unit. A menu is posted in the hallway and in the daycare app to assist the parents with their own menu planning at home. Each day includes foods from all of the food groups to cover the nutritional needs of children attending childcare for a full day. All meals are prepared on the premises with groceries that are purchased weekly (usually Sunday) from a local grocery store. Any changes to the daily menu will be noted on the daycare app. Many of the staff have Safe Food Handling Certification through the WDG Public Health Unit.

If the daycare wishes to change the menu, surveys will be sent home for parent input and menu ideas. When a new menu is proposed or approved, parents will also be notified.

The centre is committed to providing all children with a positive mealtime experience. Eating is not just about providing the necessary nutritional component to a child's day, but also providing a social activity and a socializing process that includes an opportunity to use language, develop table manners and attitudes towards food, encourage self-esteem, increase independence and learn cultural norms, etc.

Jack and Jill Day Nursery practices 'Family-Style Dining' at lunch time whenever possible. Teachers circulate and provide food and guidance on conversation, and can sit at the children's tables to model healthy eating when possible. Children can specify if they would like 'a little or a lot' of food (or big bit or little bit). We find that this practice encourages great conversation and teachers can model good eating habits in a more relaxed atmosphere. All children are encouraged to try the food that is provided to them at both snack times and at lunch times. A child is never forced to eat the food set before them, but encouraged to taste what has been offered, or supported to try. Children will be allowed to use familiar tools to assist them in eating/drinking while at the centre. For example: young toddlers will be able to use sippy cups for drinking until they are able to use cups, to prevent spilling. The childcare provides bibs to protect the clothing of the younger children as needed at mealtime, but some meal days are messier than others. Children should always come in clothing that can get messy. Toddlers are encouraged to explore food with their senses, where preschoolers are given a little more structure about eating in tidy ways within their abilities (Example: encouraged to be careful with their drink, but also comforted when accidents do happen).

If your child has any food allergies or special dietary needs, please let us know before enrollment commences. Parents must review the menu to determine if the menu meets their child's needs, and a list must be provided to the centre by the parent to show the foods that the child cannot have. There is a special form that the parent is asked to complete to show these food restrictions and the staff is made aware of the special food arrangements. Parents will provide the menu item substitutions that their child cannot have from the posted weekly menu. Any outside food brought into the centre must be NUT FREE and in containers clearly labelled with the child's name, the date the food arrived at the centre, and parents must advise the staff of any potential allergen ingredient if there is a child with anaphylaxis in the centre.

If it is your child's birthday and you wish to bring in a special treat to celebrate this occasion with the other children at the child care centre, please remember that Public Health regulations stipulate that foods must be store-purchased and in its original container so that ingredients can be verified. Please speak directly with one of the teachers for guidelines around birthday treats that follow healthy menu options.

The centre seeks to provide an environment that promotes healthy attitudes towards food. WDG Public Health has developed a chart for the Division of Responsibility that promotes healthy eating that includes the following:

- The Caregiver is responsible for
 - what is offered
 - where & when it is offered
 - offering family friendly meals.
- The Child is responsible for
 - how much they eat
 - if they eat
 - choosing from foods offered.

Electronics at the Centre

Jack and Jill Day Nursery realizes the importance of electronics in the world around us. Children must be exposed to the advances in the sciences with respect to the world of electronics. Jack and Jill Day Nursery does not have a television at the centre as we feel that this medium is best monitored in the home by the parent or guardian. We also feel that movies/shows should have limited viewing here at the centre. If the staff decide to show a certain movie/show they must inform parents in advance (through email or the daycare app) of what movie/show they will be showing and length of time. Parents have the choice to inform the centre that they do not wish their child to participate in this activity, and these children will be given another activity to do while the movie/show is being viewed.

The childcare staff are constantly documenting the daily activities of the children with photographs. All photos are saved on the device, in the cloud, uploaded to the daycare app, or displayed in the classroom. Parents sign off on outside sources taking pictures of their child as well as notifying the daycare if they do not want outside sources/media taking any photos or if they do not want the daycare displaying these photos at events we attend out in the community, or online. This sign-off is in the registration package that all parents must complete before enrollment. This form does not refer to the documentation photos that are for teacher reference only.

Please note that the daycare has tablets (one for each classroom) that the teachers can use to enhance the curriculum in the classroom. The teachers may decide to use these tablets in a learning capacity to expand on the interests that the children have. For example, if the children were discussing volcanoes – we may view photos of them or watch short vignettes about an erupting volcano on the internet.

Staff members use the CD player with books on CD periodically during the time the children are at the centre. The CD player also provides quiet time music during sleep/rest time as well as providing the children with a variety of music genres during the day that is played in a way where it does not interrupt the natural tone to the room.

Volunteers and Students

Jack and Jill Day Nursery is dedicated to supporting volunteers and students wishing to further their education or knowledge in the field of Early Childhood Education while participating in placements or volunteering at the centre, at the same time ensuring the safety and well-being of the children in our care. Students and volunteers are not employees of the centre, and for this reason will not be included as an adult in a supervisory role or a part of the ratio with the children. They will be required to have a Police Reference Check completed before commencing studies at the childcare. Any student or volunteer in the centre will be supervised by an employee of the centre at all times and will not be permitted to be alone with any child.

Confidentiality

All information pertaining to your child will be kept confidential. Parents may have access to their child's file upon request. Please remember that currently the childcare files documents in a mixture of digital and physical formats (if a document was received digitally, it might be filed digitally only in order to save paper). Child information will only be disclosed to outside agencies once written consent from the child's parent/guardian has been received.

Parental Involvement

Jack and Jill Day Nursery invites and encourages you to come along side us as we learn with your children. We invite your participation whether with questions, sharing experiences, materials, etc. or simply to experience a day in the life.

We have an open door policy for parents for visits and participation with the program, keeping in mind their child's ability to tolerate this. Parents are welcome to the program at any time to observe and/or talk with the staff. Please be aware of the daily schedule of your child's room as some times are better than others for visiting. Parents are encouraged to participate in various levels of the centre's operations when appropriate. If you have special skills or knowledge to share with us, we encourage you to do so. We also encourage parents to give constructive criticism, ask questions and give positive feedback.

The staff's first responsibility is their awareness of the children in the program. The opportunities to chat at arrival and departure time may be limited. If you wish you may arrange for a convenient time to chat later on, or you may wish to leave the staff a note, communicate through email, or the daycare app.

In order for children to feel at home when they are at our centre, we encourage families to send in a family photo to display on our 'Family Tree.' We may ask families to share any information about their family background in order to promote a 'sense of home' to all of the children in the centre, that we can post around the centre. Children enjoy seeing 'little bits of

home and themselves' and being able to share this information with their peers encourages positive self-esteem and a sense of belonging.

Suggestions from parents may be reflected through programming and scheduling. We will maintain open lines of communications with parents to allow this input to be effective. Suggestions may also be made at any time through the 'Suggestion Box' located on the shelf in the hallway. There is a note pad and pen available for you to use. A parent survey is also distributed periodically to all families, which is confidential. We encourage parents to participate in activities at the program and assist with fundraising periodically throughout the year. There are also opportunities for families to attend Parent Information events periodically throughout the year. Topics of interest for these events generally come from responses from the parent survey or through conversations that families and teachers have been having that have a common theme.

Parental Issues and Concerns

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

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 Jack and Jill Day Nursery 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 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.

There is a formal reporting form that is to be completed that is available from the centre – please ask any staff for a copy of the “Parent Concerns Reporting Form.”

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 Family and Children's Services).

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 licensee. The Supervisor will follow up with the involved parties and try to act as a mediator to seek understanding and resolution.

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 Family and Children's services directly.

Persons who become aware of such concerns are also responsible for reporting this information to FACS as per the "Duty to Report" requirement under the *Child and Family Services Act* (*act has been repealed, this will be updated*).

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 2 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received;
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - 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
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, 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.</p>	<ul style="list-style-type: none"> - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 1 business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Student- / Volunteer-Related	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>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.</p>	
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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 the Supervisor or licensee (Owner, Brent Graham).

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.

<p>County of Wellington Children's Early Years Division 519-837-3620 ext 3095</p> <p>Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca</p> <p>Family & Children's Services 519-824-2410</p> <p>WDG Public Health 519-822-2715;</p> <p>Supervisor or Licensee 519-822-0451 email: jackandjilldaycare@rogers.com</p> <p>College of Early Childhood Educators 1-888-961-8558</p>

Police Reference Checks

All employees, volunteers, students or support staff must obtain an offence declaration check including the vulnerable sector or attestation prior to commencing at the daycare. All vulnerable sector checks must have been performed within the last 6 months before commencing employment, and must not contain any convictions for any offences under the Criminal Code (Canada) that are listed in subparagraph 1 ii of subsection 9 (1) of the Child Care and Early Years Act, 2014. All persons must renew their offence declaration every 5 years, or by signing off on an Offence Declaration form annually no later than 15 days after the anniversary date of the most recent offence declaration form, that will be kept on file at the daycare. If a parent was to volunteer in the centre (or attend a field trip with the children), they must obtain a Police Reference Check including the vulnerable sector prior to participating. Support staff and outside agencies that support the childcare will provide an offence declaration or attestation letter from their employer prior to commencing work at the centre and annually thereafter, that will be kept on file at the centre.

Smoke Free Ontario Act

All staff, students, volunteers and visitors are advised by management that smoking is prohibited on the premises and on the playground of the daycare. There are “No Smoking” signs posted on both doors entering into the daycare. Staff who smoke may be asked to have a change of clothes to wear to limit the chance of second hand smoke affecting children or other staff.

Safe Drinking Water Act

As a licensed child care facility, the owner must ensure that the drinking water within the centre is safe to drink and use in cooking. The centre follows procedures that include daily flushing of taps where water may be consumed prior to the opening of the centre, flushing times are recorded and the person doing the flushing, and lead testing as per Ministry of the Environment schedule.

Change of Information

Since we need to know where you can be reached when your child is in our care, it is vital that we are kept informed of any changes in your phone numbers or emergency contact information. Your child’s safety in the event of an emergency could depend on the accuracy of this information. This information is stored on the daycare app but also in analog form in the classroom binders and outdoor backpack in case the internet is unavailable.