

Why People Choose Us

Our purpose is all about children and growing young learners. Creating and extension of the home atmosphere, yet providing an environment that promotes professional care and education to the individual child is what we are all about. And, by working together with families, we help children become confident and independent learners with a strong sense of self-worth.

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Follow us on:



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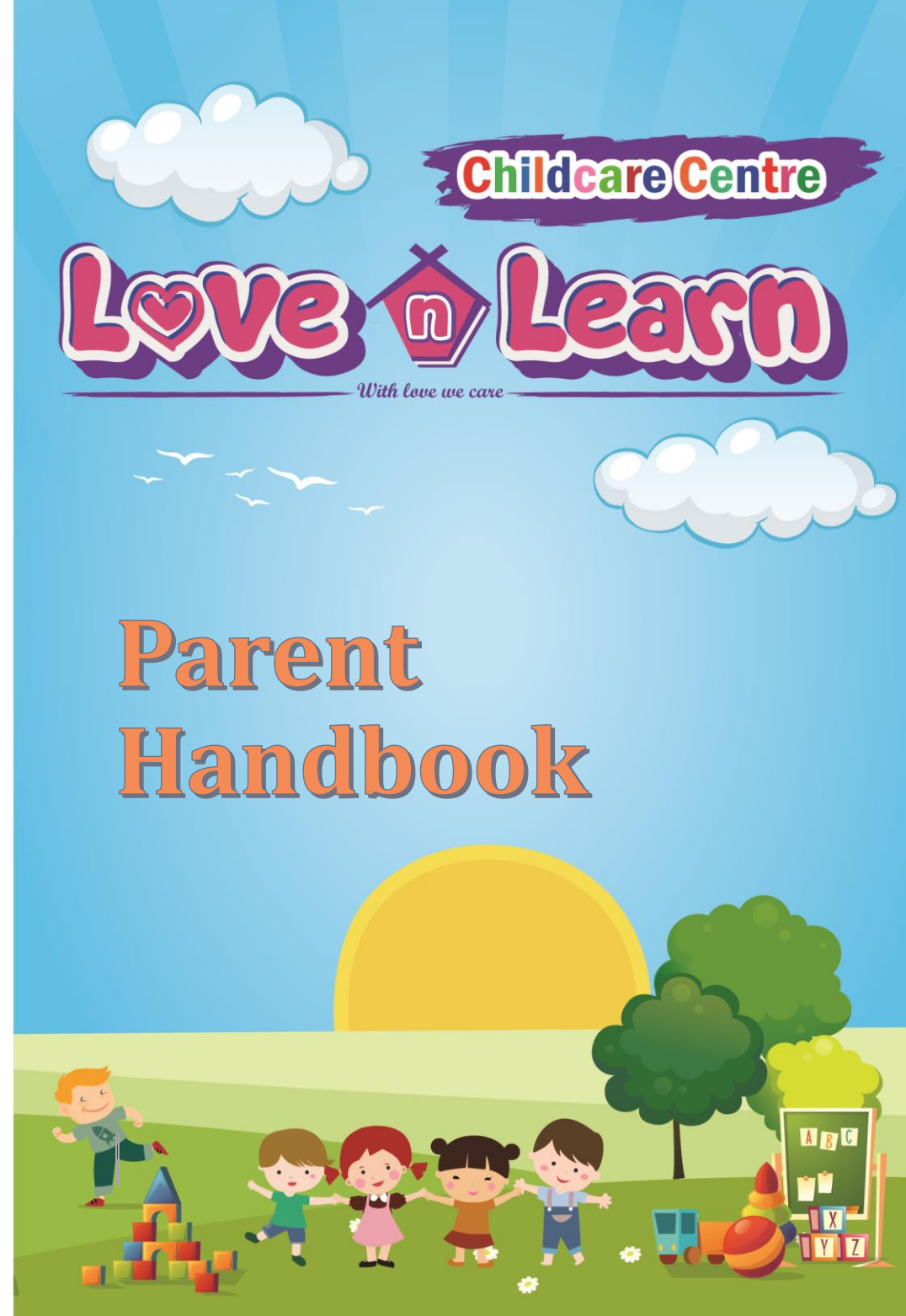


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Welcome to Love n’ Learn

We are happy that you have chosen Love n’ Learn. This handbook will give you important information and we hope it will answer all your questions about our facility.

Our dedicated staff at Love n’ Learn will work hard to care for your child just as you would and offer your child the best possible early learning opportunities.

Our programs are based on children’s nature and interests and supported by well-researched early learning curricula. Our approach provides children with a solid foundation for life-long learning. Children experience a loving and safe environment that helps them to feel more confident as they gain new knowledge and understanding of their world.

Our relationship with you is as important as our relationship with your child. Together we will provide a home with a wonderful early learning experience away from your home for your child.

PROGRAM STATEMENT

Date Policy and Procedures Established: July 2019

Date Policy and Procedures Updated: Dec 9th, 2020

Love n' Learn Childcare Centre delivers play-based programs for infants, toddlers, and preschool age children. Our programs and learning methods reflect:

- the Early Learning for Every Child Today Framework (*E.L.E.C.T*)
- the Ontario's Pedagogy for the Early Years "*How does Learning Happen*"
- the Minister of Education's Policy Statement on programming and pedagogy made under the *Child Care and Early Years Act, 2014*.

This policy is intended to ensure that the programs delivered at Love n' Learn are consistent with the Minister's policy statement on programming and pedagogy issued under subsection 55 (3) of the Act and shall be reviewed at least annually for this purpose.

We view children to be competent, and curious individuals who are rich in potential and capable of complex thinking. Each child is a unique person with his/her own interests, abilities, and dispositions, and deserves to feel accepted, understood, supported, and respected within our programs.

Our Goals for the children and expectations for our programs are organized around:

- the four foundations of "How does Learn Happen":
 - Belonging
 - Well-being
 - Engagement
 - Expression

- the guiding principals on programing and pedagogy made under the Child Care and Early Years Act (CCEYA):
 - Promote the health, safety, nutrition, and well-being of the children
 - Support positive and responsive interactions among the children, parents, childcare providers, and staff
 - Encourage the children to interact and communicate in a positive way and support their ability to self-regulate
 - Foster the children's exploration, play and inquiry
 - Provide child-initiated and adult-supported experiences
 - Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans
 - Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and consider the individual needs of the children receiving childcare
 - Foster the engagement of and ongoing communication with parents about the program and their children
 - Involve local community partners and allow those partners to support the children, their families, and staff
 - Support staff, or others who interact with the children at a childcare centre in relation to continuous professional learning
 - Pedagogical Documentation as a Guide for Program Development

Love n Learn Curriculum goals and approaches to support optimal development is to:

- 1. Practice the four (4) foundations of "How does Learning Happen"**
- 2. Practice the guiding principles of the Child Care and Early Years Act (CCEYA)**

1. Practice the four foundations of “How does Learning Happen”:

- 1) **Belonging:** Love n’ Learn believes in the importance of supporting children and their families by providing a nurturing environment and resources to encourage a sense of belonging. Our educators develop environments and planned programs that reflect the diversity of the families, children, and communities they serve. Materials such as photographs, posters and resources that reflect diversity in race, culture, family composition, abilities, etc. are posted and available for children and families.
- 2) **Well-being:** Love n’ Learn supports the well-being of children encouraging mindfulness. Our educators plan activities to address the importance of physical and mental health. We teach the importance of self-care, sense of self, and self-regulation skills.
- 3) **Engagement:** Our Educators are dedicated in keeping the child engaged in the program. Planned programs are developed to reflect children's interests and individual development enabling children choose the learning experiences, materials and play partners they want to engage with. Educators encourage and support children to make their own decisions, solve problems, experience logical consequences and test a hypothesis through their play to support children's feelings of engagement and value within the program and with others.
- 4) **Expression:** Love n’ Learn believes that every child is a capable communicator who expresses himself or herself in many ways. Our Educators encourage children's self-expression through their play, painting, clay/ play-dough creations, music, and movement and sensory. Educators ask open ended questions and provide time for children to reflect, hypothesize and share their responses.

2. Practice the guiding principles of the Child Care and Early Years Act (CCEYA):

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

At Love n’ Learn we believe for children to be successful; their basic physiological needs must be met. Practices that maintain safe, clean environments help to ensure the basic provision of care exists. Good nutrition, time spent outdoors, and a balance between active play, quiet play, and rest all promote health, safety, and well-being. We support children’s learning and help them to establish healthy habits that last into adulthood. We follow the pedagogical approaches to guide educators and administrators in considering how best to support children’s learning and development as well as creating a safe and stimulating environment in which children have the opportunity to grow and learn through play-based experiences.

Love n’ Learn ensure children receive healthy meals in all our programs. Healthy eating is important to children’s growth and development. We do not want any child to reach middle age in poor health and with chronic disease. Our job is to offer nutritious and healthy food choices at meals and snack times.

2. Support positive and responsive interactions among the children, parents, childcare providers, and staff:

Families are the first and most powerful influence on children’s learning, development, health, and well-being. At Love n’ Learn, families and educators work together as responsible role models reflecting warmth, consideration, and respectfulness. Working together, we want to create an atmosphere in which the children not only learn, but also develop a love for learning. It is our main goal to provide an environment in which children feel safe, free, and comfortable to follow their desire to explore, learn and flourish.

A Vision for Ontario’s Early Years

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

We encourage the children to learn to be responsible for their own behavior, self-regulate their emotions and communicate in a positive way. This will allow the children to communicate and express their emotions to others socially. At our Centre, we encourage children to express themselves by always getting down to the child's level, give our undivided attention to the child that is communicating, and work with parents to develop ways to speak with children that do not have verbal communication. We support infants and young toddlers to develop self-regulation skills and positive behaviors using redirection by reverting the child's attention to a different play area or material to minimize the child's opportunity to repeat or engage in unwanted behavior and support them to experience more positive experiences with others. Our educators' model appropriate and positive language voice levels and use variation in tones which is reflected in our body language, when guiding children throughout the day to encourage self-expression when children are speaking with educators and peers.

4. Foster the children's exploration, play and inquiry:

Our rooms are designed to keep learning fun. There are designated areas to promote exploration and play inquiries such as book centers, arts and crafts, science, dramatic play, construction area, sensory, manipulative, and table toys. These dimensions of the learning environments ensure the growth of each child physically, cognitively, socially, emotionally, and creatively. Educators engage in play with children and ask open ended questions such as "what would happen if?" and "I wonder if"; these questions expand on children's inquiry and curiosity. At Love n Learn, we strongly believe that children learn by being engaged actively in play; therefore, we limit the amount of screen time children participate in during their time in the program. Educators will use technology as a learning tool to teach children various skills such as sign language, listening to audio stories, and science experiments/recipes.

5. Provide child-initiated and adult-supported experiences:

Our curriculum focuses on play-based learning, allowing the child to take the lead and expand on their interest by developing various learning experiences. This approach to learning along with the educator's understanding of child development helps to enhance the child's competence, capacity, and potential. Educators use various approaches to provide child-initiated and adult supported experiences by taking opportunities to engage in discussion with parents and children about their day or their ongoing play interest at home. The room is set up with a variety of activities and materials that will support children's play interest.

6. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans:

The children in the program will be introduced to a variety of stimulating activities such as role playing, language and literacy, music and movement, and indoor and outdoor gross motor. Educators also plan activities that supports exploration such as art, science, cognition, manipulatives, fine motor and sensory. All these activities are based on the children's interest and needs through documented observations. During these self-chosen activities, children will be encouraged to express their thoughts and ideas, make choices, and ask and answer questions to satisfy their curiosity, build problem solving skills and gain a sense of self-responsibility. Our programs are inclusive to all children including those with individualized plans. Love n' Learn provides an anti-bias approach in program development that promotes equal respect and acceptance for all. Differences are good; they exist and are to be enriching. As children are exposed to diversity in all programming areas it teaches the acceptance of these differences, as a result, children grow to be more tolerant.

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

Children's requirements for active play, quiet time, and rest will vary throughout the day, based on children's individual needs. Educators create flexible schedules that provide a balance of routine while responding to individual's needs. When possible, our classes are separated into small groups to reduce waiting time through transitions and to avoid long wait periods during play. We understand children are highly active during the day, therefore it is important that they also have time to rest and re-energize.

As younger children require more frequent rests, infants rest according to their own individual schedules. For their safety and well-being, all infants are put to sleep in their individual cribs and infants under one year of age are put to sleep on their back. Educators work with parents to determine a daily schedule of rest and monitor the child's individual needs throughout the day. Toddlers and Preschool children are provided with the opportunity to rest two hours within the day. Staff monitor resting/sleeping children regularly to ensure their safety and well-being and are responsive to individual needs during rest time; they provide opportunities for sleep, relaxation, and quiet play. We understand the importance of outdoor time, not only as an opportunity for active play, but also as an opportunity to explore, create, and investigate. Physical activity is another part of our daily program which helps children to build confidence, develop, and maintain strong bones, develop good sleep habits. Physical activity also prevents childhood obesity, decrease behavioral and disciplinary problems, and improve social skills and brain development. During inclement weather, our children are still able to keep active with planned indoor gross motor activities that develops motor skills, and build strength, flexibility, and endurance.

8. Foster the engagement of and ongoing communication with parents about the program and their children:

It is our aim to provide a positive atmosphere with respectful and meaningful interactions amongst all those involved in our Centre. Staff interactions will be respectful and sensitive to family culture, value, language, and composition. Our educators are to work closely with families to provide cultural consistency in harmony with the home. We will achieve this through monthly newsletter and daily communication at drop off and pick-up time. There might be instances where it might not be appropriate to have an in-depth conversation with parents, as our educator's priority is the health and safety of the children. In these cases, we can set up a time, during our hours of operation, for a meeting or telephone conversation. This promotes an atmosphere that encourage openness to the perspectives of others. We strive to foster each child's self-esteem, curiosity and exploration and practice positive child guidance strategies. We also believe that it is impossible to create a warm and secure atmosphere if the environment is punitive.

We place the emphasis on understanding the individual child and the reasons for any inappropriate behavior. It is, therefore, our responsibility to locate the source of that inappropriate behavior, understand it and help to change it.

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

Love n' Learn believes in the importance of supporting children and their families with all the available resources in the community to encourage a sense of belonging to the larger community in children and families. Therefore, community partners such as schools and school boards are an important resource to be used in our programs. Love n' Learn works closely with the local school communities to establish a positive collaboration. Reciprocal involvement in special events, sharing of resources and ongoing communication through daily interactions, meetings and conferences can establish and maintain an effective relationship with these important community resources. Reciprocal involvement in special events, sharing of resources and ongoing communication through daily interactions, meetings and conferences can establish and maintain an effective relationship with these important community resources. We also provide community engagement through excursions to local business and classroom visits from community helpers. When children require extra support, we work with community partners such as Early Intervening Services and Speech and Language Services to help remove barriers preventing children from active participation in our programs.



10. Support staff, or others who interact with the children at a childcare centre in relation to continuous professional learning:

Our Educators are knowledgeable, caring, reflective and resourceful with diverse social, cultural, and linguistic perspectives. They are well trained to focus on the specific interests of children and to provide materials and activities and create a learning environment that will encourage children to follow their individual interests. Our educators are lifelong learners and will be given opportunities to participate in individual as well as group workshops. They participate in regular staff meetings and regional networking sessions. Professional development opportunities will be offered to them on an ongoing basis. We promote the daily practice of reflection and collaboration by encouraging our staff to make a commitment to ongoing contemplation, dialogue, exploration, and experimentation within their classrooms.

11. Pedagogical Documentation as a Guide for Program Development:

At our Centre, the programs are re-evaluated regularly to reflect changes within the *Child Care and Early Years Act, 2014* and ideologies on Early Childhood Education. We use the principles found in *“How Does Learning happen?”* to provide the foundation for curriculum planning and guidance. In addition, the Standards of Practice as found in the College of Early Childhood Educators Code of Ethics guides our professionalism. Children’s learning is made visible through documentation that prompts meaningful communication between families, educators, and children. To support pedagogical documentation and create a quality program, we use a variety of methods such as documented group observations, individual photographed learning stories and art samples depicting creativity which are collected and kept in children’s portfolio. Pedagogical documentations are posted in the classrooms and hallways where it is visible for parents. Our families also have access to a parent portal app “sandbox” where they can review their children’s pedagogical documentations, communicate with educators, and provide feedback on the program. The supervisor and educators meet regularly for monitoring reviews, and to revisit classroom portfolios and pedagogical documentation.

Programs/Registration

We offer full and part time care for Infant, Toddler and Preschool children.

Love n’ Learn is open at 7:00 a.m. and close at 6:00 p.m., Monday to Friday.

The Centre will be closed for the following holidays:

<i>New Year’s Day</i>	<i>Labour Day</i>	<i>Canada Day</i>
<i>Family Day</i>	<i>Thanksgiving Day</i>	<i>Boxing Day</i>
<i>Good Friday</i>	<i>Christmas Day</i>	<i>Victoria Day</i>

Children are admitted to all programs operated by Love n’ Learn on a first come-first-serve basis, except for when our capacity is full and waiting list procedures are implemented.

Prior to enrollment, all policies must be read, understood and signed by parents/guardians. All of our policies will be strictly adhered to, and MUST be followed.

Love n’ Learn Childcare Inc. reserves the right to amend the rules and regulations during the operation, as it feels appropriate, and it is a condition of the attendance that these rules and regulations are adhered to.

Updated policies and procedures binder will be available for all parents and staff to be reviewed in the Supervisor’s office. Some of them are included in this Parent Handbook.

Completed and signed Enrolment Form, most recent record of immunization and a fee equivalent of the first month of care must be submitted upon registration to guaranty the spot in the program. If any item/information is missing, the application form will be placed on “hold” until received. Fees will be paid on a monthly regular schedule, thereafter.

Guiding Children's Behavior

Positive approach is used to guide children in all of our programs. Research showed that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Further, by responding positively to children's cues and engaging in reciprocal interactions with them, we are supporting the development of secure relationships. Experiencing positive relationships in early childhood also has significant long-term impacts on physical and mental health, and success in school and beyond.

Children are not allowed to hurt themselves, another child, the environment and/or the belonging/property of others. Our Educators will explain to the child why the actions are inappropriate and use language suitable to the child's developmental level. The child will be encouraged to use their verbal skills and problem solving rather than physical actions, thereby sharing their feelings with the staff and other children.

In using a positive approach to guide children, our Educators use the following methods in their interactions with children:

1. Modelling by demonstration of appropriate ways of interacting
2. Providing logical consequences and making the child aware of the results of his/her actions
3. Redirecting to appropriate activities or behaviors
4. Using a calm voice and speaking at children's level
5. Ignoring some inappropriate behavior and emphasizing appropriate behavior
6. Positive reinforcement i.e. showing genuine approval when children are engaged in positive activity
7. Asking for assistance when required
8. Providing opportunities for self-regulation by outlining appropriate choices for children and supporting a child's ability to gain control

Parent Involvement

Parents are welcome to the Centre at any time to observe and talk with the staff and Program Supervisor.

The first priority for the staff is the children and therefore extended conversations may not be appropriate while staff are supervising children. For issues that may require more than a few minutes parents could arrange a time to call or meet with staff.

Suggestions from parents may be reflected through programming and scheduling. The staff and supervisor will maintain open lines of communication with parents to allow this input to be effective. Suggestions may also be directly email to the Love n' Learn Childcare Inc. Managing Director.

We believe that child-care is a shared responsibility between family and staff. A respectful relationship between parents and Love n' Learn staff contributes to the overall success of the child's experience.

Arrival and Departure

- When bringing your child(ren) into the building, remove outer clothing as required and place them in your child's cubby.
- Parents must be sure that their child(ren) is/are under the supervision of the staff before leaving the premises.
- In order to allow children to settle into the program at our full day programs and maintain the continuity and smooth operation of the early learning setting, it is our recommendation to arrive by 9:30 a.m.
- Children will be allowed to leave the Centre only with their parent/guardian or an authorized person according to pick up authorization section of enrolment form. Photo ID will be required to confirm identity.

- In the event that an unauthorized person has arrived to pick up a child, the staff will not release the child. If this process forces the child to remain at the centre beyond 6:00 p.m., late charges will apply.
- Parents are asked to respect the closing times of the programs and remember that the staff are on personal time after 6:00 p.m.

When picking your child up please make sure to let the Educator know that you have arrived and are taking your child so that they can then sign your child out with the time of departure.

Fees

Love n' Learn children's programs fees are set according to the ongoing cost of operation. Fees are reviewed annually or on an "as-needed" basis and are due on a regular schedule. Fees are charged for all days that a child is enrolled in any program operated by Love n' Learn regardless of the child's attendance. Fees are not adjusted, refunded, or credited for statutory holidays, absence due to illness, unexpected situations, or withdrawal without proper notice or for any other reason. The Centre Supervisor is responsible for the collection of all fees and to forward these to the Company. Fees must be paid promptly according to the fee schedule. Personal Checks payable to Love n' Learn Childcare Inc. or pre-authorized debits are the only method of payment.

Non-payment of any amount owing to Love n' Learn will be subject to the payment of interest at the rate of one and one-half percent (1.5%) per month (18% per annum). Postdated checks are refundable, when a written one-month notice received prior to the start of next month.

In the event that The Centre receives an NSF cheque, the parents will be required to replace the amount the following day by cash, money order or certified cheque. A \$55.00 service charge must be added to the replacement cheque. Where the appropriate replacement cheque or cash are not provided, Love n' Learn Childcare Inc. reserves the right, which is not subject to challenge, in its sole and unfettered discretion, to request the immediate withdrawal of the child. After two NSF cheques the situation will be reviewed by the Board of Directors and the child may be discharged.

Withdrawal

To withdraw a child, written notice must be given to the Supervisor, one month before withdrawal.

Space cannot be guaranteed for the parents wishing to take their child out of a program for a period of time (e.g. maternity leave, summer vacation, medical leave). Parents should continue to pay the regular fees.

All the Child records will be kept for three years from the date the child is withdrawn on site. Record should be shredded after 3 years. In the event that there are outstanding fees, a child may be withdrawn according to the "Parent Issues and Concerns Policies" and a collection agency hired to recover outstanding fees.

It should be considered that not all children are suited for our programs. Our staff are not trained to work with severe emotional or developmental delays in children. Love n' Learn will endeavour to do everything possible to help each child adopt and integrate into our programs using all available centre or community resources. If despite these efforts, the difficulties appear to persist and interfere with the program, the Centre Supervisor may follow the discharge and withdrawal section of our "Parent Issues and Concerns Policy and Procedures".

Waiting List Policy

- Love n' Learn will strive to accommodate all requests for the registration of a child at the Centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures will be followed.
- **No fee** will be charged to parents for placing a child on the waiting list.
- The Centre Supervisor will receive parental requests to place children on a waiting list via in-person meeting or online application.
- The waiting list is a **confidential document** and will remain at Supervisor's office at all times. The only information that can be shared with parents is their child's position on the list.

Procedures

Receiving a Request to Place a Child on the Waiting List

- The Centre Supervisor will receive parental requests to place children on a waiting list via in-person meeting or online application.

Maintaining Privacy and Confidentiality

- The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
- Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Placing a child on the Waiting List

- The Centre Supervisor will place a child on the waiting list in chronological order, based on the date and time that the request was received.
- Once a child has been placed on the waiting list, the Center Supervisor will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

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

Offering an Available Space

1. Parents of children on the waiting list will be notified via phone and/or email that a space has become available in their requested program.
2. Parents will be provided a timeframe of two business days in which a response and deposit payment is required to secure the spot.
3. Where a parent has not responded or has not secured the spot within the given timeframe, the Center Supervisor will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

1. The Center Supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The Centre Supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Health and Safety



WALKING AND LEARNING TRIPS



From time to time, the Educators will take the children on short walks around the neighborhood to expand the learning that is happening in the classroom, these walks are usually spontaneous and a great way to expand experiences and have an adventure.

SMOKE-FREE ONTARIO ACT



Smoking inside or outside of Love n' Learn is strictly prohibited.

Children learn by example and may witness habits that can last a lifetime. Therefore, smoking is not permitted **within 9 meters** of Love n' Learn.

SUNSCREEN APPLICATION



Children are not permitted to not apply sunscreen unless a note is accompanied by a physician.

Parents/guardians must provide sunscreen/lip balm with SPF 30 or higher and label it with their child's name.

Love n' Learn does not apply insect repellents. Parents may apply at home prior to attending.

NUTRITION

Our children are served nutritious fresh lunches made on-site with only the healthiest ingredients, as well as morning and afternoon snacks. A 4-week menu is planned in accordance with the Child Care and Early Years Act, 2014.

Infant who can eat solids may be served our on-site lunches which will be blended and prepared based on their needs and if requested by the parents. Infants or children with special dietary or feeding arrangements must be fed following the parent's written instructions. If a child has food allergies, the parents are asked to provide meal substitutions, as necessary. Parents must label food brought to the Centre with the child's full name and the date the food arrived at the Centre, and that parents advise of all ingredients.

Due to the severity of nut allergies, Love n' Learn is a Nut-Free Centre.

No food can be brought to any of our programs unless it is approved by the Centre Supervisor. This includes any birthday cakes, chocolates, or any other type of food.

Anaphylaxis is a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. Common allergens include, but are not limited to: eggs, milk, mustard, peanuts, seafood, sesame, soy, sulphites, tree nut, wheat, latex and insect stings.

It is the responsibility of the anaphylactic/potentially anaphylactic child's parents to inform us of their child's allergy.

Parents are to abide by these set rules when bringing food from home:

- Parents ensure food are FREE of all NUTS AND COMMON ALLERGENS including pork and shellfish
- Parents are to provide written instructions for diet which will be implemented
- Ensure to label food brought to the childcare Centre with the child's full name and the date the food arrived at the childcare Centre, and that parents advise of all ingredients.
- Parents who serve foods containing allergens at home are encouraged to ensure their child has been rid of the allergens prior to attending the childcare Centre (e.g., by thoroughly washing hands, brushing teeth, etc.)



Children's sleep and rest play an integral part in a child's well-being and development. Children need a comfortable relaxing environment to enable their bodies to rest. We have Policies and Procedures to provide staff, students and volunteers with rules and procedures to follow to safeguard children from harm or injury while sleeping.

All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs. For children 0-12 months do not have set rest/sleep schedules and may need to rest/ sleep based on each child's individual needs.

All parents of children younger than 12 months will be advised of the licensee's obligation to place a child for sleep in a manner consistent with the recommendations set out in the document called "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada", published by the Public Health Agency of Canada, unless the child's physician recommends otherwise in writing.

All parents of children who regularly sleep at Love n' Learn will be advised of the Centre's policies and procedures regarding sleep at the time of their child's enrolment and/or any time the policies and procedures are revised, as applicable.



Child Illness Policy

Staff and children must stay home if they are sick.

If a child shows any of the following symptoms, he/she cannot attend the Centre until the symptoms have disappeared:

- Discharge from eyes or ears
- Fever 37.8°C or higher
- Sore throat
- Diarrhea and/or vomiting (2 times or more)
- Unusual spots or rashes
- Swollen neck glands
- Cough – with or without infected discharge
- Head lice and nits
- Unusually dark urine
- Grey or white stool
- Unusual behavior



The individual who brings in the child is responsible for the child if that child is not admissible to the Centre.

The parents or guardian of a child who becomes ill during Centre hours will be contacted immediately to pick up the ill child.

Staff will use their judgment and consult with the Centre supervisor. Centre Supervisor will decide to call a parent/guardian to ask a child to be picked up or not. Love n' Learn staff and Supervisor reserve the right to decide if the child is to be picked up or not based on their judgment and will be clear in their expectation to the parents.

The ill child will be isolated from the group until the parent/guardian arrives and the symptoms of illness will be noted in the “Child’s Symptom of Illness Record”. The day and time the child was removed from the program will also be logged.

If the parents/guardians cannot be contacted or a parent/guardian does not arrive within a reasonable time, staff may begin contacting the emergency contacts. If the illness develops into that of a serious nature, the Serious Occurrence Procedure will be followed.

In the event that a child has been sent home they are not to return to the Centre until:

1. The child is symptom free or in the case of Head lice – “nit-free” OR
2. A note from a medical doctor states the child is well enough to return to the Centre AND is not contagious.

In the event of a child contracting a communicable disease, the Centre should be notified immediately. A note from a medical doctor is required before the child is readmitted.

If parents do not comply with advice to keep an ill child at home, or in the event of an outbreak, the child can be excluded by order of the Medical Officer of Health. Once excluded, the child can return to the Centre only when cleared by the Medical Officer of Health.



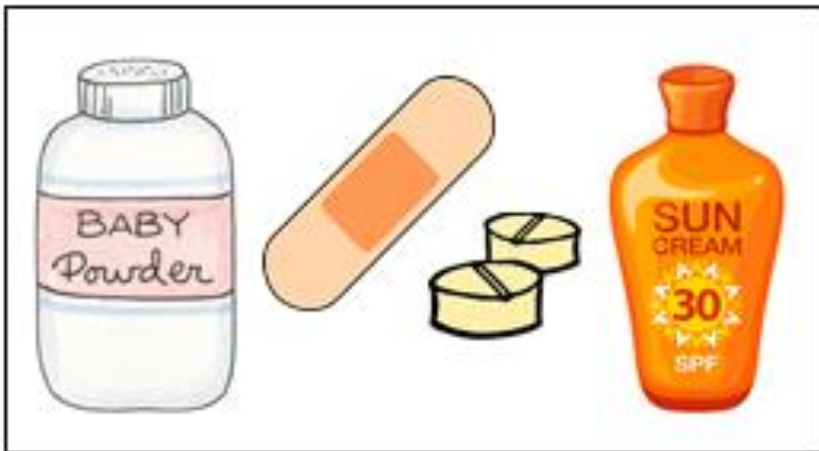
Administering Medication

Parents are encouraged to administer drugs or medications to their children at home if this can be done without affecting the child's treatment schedule.

All medications to be administered to children must be stored in their original containers as supplied by a pharmacist, or their original packages. Medications that have been removed from their original packages or transferred into a different container will not be accepted or administered to children.

All medication containers must be clearly labeled with the child's name, name of medication, dosage, the date of purchase, the expiry date (if applicable) and instructions for storage and administration.

Staff are required to follow the directions on the original container.



Authorization for Medication Administration Form must be completed and signed.

Extremely strict medication procedures are in place to ensure that medication is given in the proper manner.

Never leave medication, lotions, chap stick etc. in your child's bag or cubby. Always hand them to an Educator (ECE) and NOT to the assistant (ECA).

A doctor's note IS REQUIRED for over-the-counter medications; otherwise, parents may wish to visit the Centre and administer the over-the-counter medication themselves. Over-the-counter medication will not be stored at any time without a doctor's note.

It is the responsibility of parents to pick up the medication at the end of the day. However, it is strongly recommended that parents retrieve two containers of medication from the pharmacist with the proper information on both. So, one can stay at the Centre and one can remain at home. Any drugs or medications remaining after the treatment period will be returned to a parent of the child, where possible, and this will be documented on the Authorization for Medication Administration Form.

- Where attempts have been made to return a drug or medication to a parent and the parent has not taken the medication home, the Centre supervisor will ensure that the efforts made to return the drug or medication have been documented in the daily written record, and the drug or medication will be returned to a pharmacist for proper disposal.

Drugs or medications that are expired (including epinephrine) will not be administered at any time.

Prohibited Practices

All Centre employees are prohibited from the following practices:

1. Corporal punishment of the child
2. Physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
3. Locking the exits of the Centre for the purpose of confining the child unless such confinement occurs during an emergency and is required as part of our emergency management policies and procedures.
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth
5. Depriving the child of basic needs (i.e., food, drink, shelter, clothing, toilet use, sleep, and bedding). Food should not be used to discipline children at lunch or snack time
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Failure to comply with any of the above is cause for immediate dismissal of an employee. Corporal punishment and other harmful disciplinary practices are forbidden in order to protect the emotional and physical well-being of children. These practices are never permitted at the Centre. Children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behavior.

Children's Belongings/Clothing

Love n' Learn will ensure that all cubbies and personal items (feeding bottles for infants, comb, toothbrush, hat etc.) shall be clearly labelled with the child's name. Sharing personal items is not permitted.

Parents are encouraged to bring their child to the centre in a clean manner. Centre supervisor is entitled to refuse to admit a child or contact their parents if the general cleanliness and hygiene of a child is in question.

Please label all belongings. We are not responsible for lost or stolen articles.

It is important to make sure that your children have the appropriate clothing for the weather; time is spent outdoors every day, weather permitting. Indoor shoes are required in the cold and wet weather. A change of clothes is also necessary as we encourage children to participate in activities that can be messy. A change of clothes is also helpful if your child is toilet training. A cuddly sleep toy is always welcome.



Emergency Situation

If there is an emergency situation at the Centre, Emergency Management Policies and Procedures will be followed and you will be contacted as soon as possible.

- Where disasters have occurred that did not require evacuation of the Centre, our Supervisor will provide a notice of the incident to you by phone/email. Notification will be made as soon as possible.
- If normal operations do not resume the same day that an emergency situation has taken place, Centre Supervisor will provide you with information (by email) as to when and how normal operations will resume as soon as this is determined.
- Where disasters have occurred that required evacuation of the Centre, Centre Supervisor will notify you **by phone call** of the emergency situation, evacuation and the location to pick up your children.



Parent Issue and Concerns Policy

General

Parents/guardians are encouraged to take an active role in our 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 Love n' Learn 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 5 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.



Procedures

Nature of Issue or Concern	Steps for Parents to Report Issue/Concern	Steps for Staff and/or Licensee in responding to issue/concern
Program Room-Related E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to the classroom staff directly or the supervisor	Address the issue/concern at the time it is raised or Arrange for a meeting with the parent/guardian within 5 business days. Document the issues/concerns in detail. Documentation should include: <ol style="list-style-type: none"> 1. the date and time the issue/concern was received; 2. the name of the person who received the issue/concern; 3. the name of the person reporting the issue/concern; 4. the details of the issue/concern; and 5. any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 5 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
General, Centre- or Operations-Related E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to the supervisor	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to the individual directly or the Supervisor or Managing Director. 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.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue.
Student- / Volunteer-Related	Raise the issue or concern to the staff responsible for supervising the volunteer/ student or the Supervisor	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue.

Confidentially

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

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 Centre Supervisor and/or Managing Director.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect. If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit

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

Escalation of Issues or Concerns, Discharge and Withdrawal of a Child

Where **parents/guardians** are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern in writing to the Company Managing Director. The Managing Director will review the complaint, convene an emergency Board of Directors meeting, if necessary, contact the parent and attempt to resolve the issue. The Managing Director will then send a written decision to the parent either by mail or email within 5 business days. The decision of the Managing Director will be final.

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.

Contacts:

Love n' Learn Supervisor: Jennifer Peter (905-201-4000) or supervisor@lovenlearn.ca

Love n' Learn Managing Director: Maryam Azimi (905-201-4000) or maryam@lovenlearn.ca

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare.ontario@ontario.ca

In the event that an individual's behaviour is causing disruption to the program and the issue is unresolved, the Managing Director/Centre Supervisor may discharge the child. The service may be withdrawn if:

1. a child's behaviour is consistently causing excessive disruption to the program; harm to other children or harm to property;
2. a parent refuses to abide by the policies and procedures;
3. a parent's behaviour is such that could be construed as harassing, belligerent, abusive, racist or in any other manner inappropriate;
4. there is outstanding fees, either regular fees or any other fees such as fees due from a late pick up.

This extreme measure would only take place after consultation with Supervisor, Managing Director and Board of Directors of Love n' Learn Childcare Inc. and considering the best interest of all children, staff and in

the Centre. Each family and child will be treated with respect and dignity and procedure will be made with the best interest of all children in mind. A formal Notice of Discharge stating the 2 weeks notice and the last day of service to the child may or may not be given to the parents. Should the safety or wellbeing of the children, staff or any person is felt to be in jeopardy, Love n' Learn reserves the right to enforce a discharge date of less than 2 weeks.

If the parent chooses to withdraw the child prior to the date specified on the notice of discharge, regular fees, and fees due during notice will be levied.

A note of circumstance must be made in the daily log with the details written. A copy of the note will be kept on the child's file.

Supervision of Students and Volunteers

Love n' Learn welcomes both placement students and volunteers into the various programs offered in our childcare program. We believe it is a valuable part in gaining experience in a childcare environment. Volunteers and students also play an important role in supporting staff in the daily operation of childcare programs.

This policy will provide supervising staff, students, and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for childcare centres.

General

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive childcare.

The Centre supervisor must:

- Ensure that all applicable policies, procedures, and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the childcare Centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The supervising staff must:

- Ensure that students/volunteers are always supervised and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.

