

FUN TIME DAY CARE CENTRES

PARENT HANDBOOK

Fun Tim Day Care Centres (FTC) is a child care agency has been established to provide Licensed Home Child Care for Children ages 6 months to 13 years. We offer families a local alternative to Child Care Centres by providing a network of licensed homes that offer home child care with qualified providers. At FTC, we have flexible hours of care available outside of those offered by child care centres, including evenings, overnights and weekends. In addition, FTC provides an opportunity for siblings to be placed in the same home.

As an agency, FTC is responsible for ensuring the legislative requirements are met by the Providers that are in a contractual agreement with us. FTC has Home Visitors who have responsibilities for the recruitment and support of providers as well as the placement of children into care. Home Visitors visit Providers on a quarterly basis, ensuring requirements are met and offer support to the Providers to enhance the program planning for the children's daily activities. Most visits are unscheduled and the Providers may also have visits from FTC Supervisors, Program Manager, Director, Children's Services Consultant and the Program Advisor or Quality Assurance Analysts. As a licensed home child care agency, FTC will:

- Ensures information sessions are available for Providers in child development, program planning and delivery that is age appropriate, nutrition and other topics related to child care to support them in operating their business.
- Ensures the legislative requirements such as Providers and Home visitors having current valid Vulnerable Sector Check, Certification in Standard First Aid and CPR Level C are met. Also sets parameters for outdoor time, rest time, current PRC/VSC information are collected and more are met or exceeded.
- Provides staff to support the Provider and the families of children in care.
- Monitors the Provider's home to ensure the areas the children have access to are maintained in a safe and clean manner and the number of children in care is within the contract agreement with the agency
- Monitors the child care home for safety, cleanliness and the number and ages of children in care.

Mission Statement:

Fun Time Day Care Centres provide high quality early learning and safe and nurturing home-based child care services to children and peace of mind to parents by highly sophisticated and well managed mobile app so the parents can in touch with the Providers any time.

FTC's focus is not only to provide a safe home base environment but to teach them the skills, social independence, interact with others which benefit to development of child(ren). Also,

FTC's focal point is to support parents and Providers. FTC and our Providers are committed to pay attention individually every child's social, physical, emotional and cognitive development as every child has unique characteristics.

We are committed to create a bridge between Providers and parents to promote a healthy, respectful and responsible relationship

FTC Mobile App:

Fun Time Day Care Centre is committed to reduce traveling time for Parents and provide them the best Home Day Care Services for their child(ren) closest to their homes.

- FTC mobile app is the first unique app which allows parents to choose day care provider of their choice based on their preferences including distance from their homes, schools, work places and Go Stations.
- Before choosing the Provider, parents can review the profiles of Providers and choose the best match on the basis of home environment and facilities which Parents are looking for and Providers offering.
- FTC mobile app, which allows parents to check Provider's reviews and ratings before choosing the best option for their loved one.
- Parents can stay update about their kids' activities by communicating directly with Providers in real time stream with the help of FTC mobile app.
- FTC mobile app enables parents to directly contact with the admin office for their concerns and issues.

At the same time FTC mobile app give rights to Providers to accept or reject the offer of Parents for the placement of a specific child on a genuine ground.

- FTC mobile app provides a fastest way for Home Day Care Providers to register their profile and upload their supporting documents.
- Providers can add their pictures which are viewable by Parents and help them to choose the best option for their child(ren).
- FTC mobile app has a built-in chat system that helps Providers to communicate directly with parents of assigned children and admin after placement of a child with Providers.

Program Statement:

Fun Time Day Care FTC provides a unique program “Learn with Fun” a 24 hour child care services which is affordable to everyone in Peel Region. We believe that every child is curious, capable, competent and rich in potential. We support play-based learning in which children can explore and interact with the indoor and outdoor environments. Our program is based on the knowledge that children's growth follows a development sequence that is universal, but that within that sequence, each child proceeds at different rates and in unique ways. FTC believes that caregiver interactions in the family-oriented atmosphere recognize intimate and trusting relationships. The experience a child has in their early years sets the foundation for lifelong learning, behavior and health.

Fun Time Day Care Center's is an organization which provides child care for children 6 months to 13 years of age according to the "Steiner" education. The following Program Statement is consistent with the Ministry of Education's statement on programming and pedagogy issued under subsection 55 (3) of the Child Care and Early Years Act, 2014 and #46 of Ontario Regulation 137/15. It is FTC policy to review the program statement annually to ensure compliance and congruency with our own philosophy and policies.

How Does Learning Happen? mean for program quality?

The term quality means different things to different people. In How Does Learning Happen? quality refers to the kinds of programs that, according to research and practice from around the world, contribute to positive experiences and outcomes for children.

The term pedagogy refers to the process of understanding and supporting learning. Pedagogical approaches that support quality programs are those that:

- ❖ build positive and responsive relationships;
- ❖ focus on children's social, emotional, physical, creative, and cognitive development in a holistic way;
- ❖ provide environments in which children learn through exploration, play and inquiry;
- ❖ encourage self-reflection, discussion, and ongoing collaboration and learning among educators;
- ❖ engage with families, and value their strengths, contributions, and unique perspectives;
- ❖ use pedagogical documentation to study, interpret, make visible, and help inform children's learning and development.

Understanding of Children, Families, and Educators

The way we view others influences how we interact with them. How Does Learning Happen? promotes a shared view of children, families, and educators that will help shape all aspects of your early years program. Specifically:

- ❖ When we see children as competent, capable of complex thinking, curious, and rich in potential, we value and build on their strengths and abilities.
- ❖ When we see families as experts who know their children better than anyone else and have important information to share, we value and engage them in a meaningful way.
- ❖ When we see educators as knowledgeable, reflective, resourceful, and rich in experience, we value the experiences and environments they create for children.

Adopting these perspectives in your practice can help you work towards the goals for children and expectations for programs set out in How Does Learning Happen?

Foundations, Goals, and Expectations

How Does Learning Happen? sets out goals for children and expectations for programs, organized around four foundations that are central to children’s learning and growth. The goals for children provide a basis for thinking about and creating the kinds of environments and experiences that are meaningful for children. They are not meant to measure children’s development but rather to guide practice. The expectations for programs provide ideas and examples of ways in which programs can move towards realizing the goals for children.

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-Being	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children’s healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
Expression	Every child is a capable, communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms

Questions for Reflection

Ideas and inspiration happen as we reflect on our practice. Critical reflection involves not only questioning and rethinking our actions, but also considering whether they make sense in the light of research, theory, and what we know about the children and families in our program.

How Does Learning Happen? Provides questions that help guide you in reflection about your practice, whether on your own or in collaboration with a provider, or the children and their families. These questions serve as a starting point for challenging existing practices and acting on the goals for children and expectations for programs.

How Does Learning Happen? doesn't mean doing more but looking at what you are already doing with a different focus. It has entry points and ideas to reflect on as you make decisions in your practice every day. It's about being aware of what you're doing and why you're doing it – for example:

- ❖ thinking about how a view of children as competent and capable can be reflected in your environment and interactions;
- ❖ keeping well-being, engagement, belonging, and expression at the forefront when planning your program; and
- ❖ using pedagogical documentation to learn more about the children in your program and to make their learning visible.

How will stronger connections with families benefit children?

How Does Learning Happen? encourages strong, respectful, and reciprocal relationships with families. Including the child's family in discussions and taking the time to make daily connections with them, whether in person or by other means (e.g., sending notes or emails, posting information on boards), is critical to the success of an early year's program. When you recognize and build on the strengths of families and the love they have for their children, everyone benefits. Families know their child best and have much to contribute to effective practice in the early years setting. Similarly, our own knowledge and experience as an educator can benefit families in their relationships with their children. You can share information with families from the Ministry of Education website, to support them in understanding how learning happens.

ELECT (Early Learning for Every Child Today)

What about ELECT? Throughout Ontario, many programs have explored how to embed the principles of ELECT (Early Learning for Every Child Today) and an understanding of child development into their practice. How Does Learning Happen? builds on the important work that's been done so far. It incorporates what we have learned from ELECT and the ways it has been applied in programs and practices across the province. How Does Learning Happen? takes what we know about child development and adds new perspectives on the approaches that best support children's learning, development, health, and well-being. Key sections of ELECT are in Excerpts from "ELECT", which can be accessed at www.edu.gov.on.ca/childcare/excerpts.html

OUR APPROACH

- ✚ We support Registered Early Childhood Educators and Home Child Care Providers in providing open ended materials, and flexibility within the day that maintains safety and allows children to engage in complex exploration incorporating their natural curiosity.

- ✦ We value and support the families we serve and recognize them as partners in their children’s learning as we believe they are their first educators.
- ✦ Registered Early Childhood Educators (Home Visitors) and Home Child Care Providers are true professionals who build relationships with children and their families and connect with organizations within their community recognizing that “it takes a village to raise a child”.
- ✦ We encourage our Registered Early Childhood Educators and Home Child Care Providers to recognize the importance of self-reflective practice and on-going professional learning opportunities to provide nurturing, responsive learning environments, promote the health and safety, nutrition and well-being of children. Your child’s health and well-being are our top priority.
- ✦ FTC Providers prepares nutritional meals and snacks daily that align with Canada’s Food Guide. We are committed to purchasing local food and supporting our community while providing well balanced, home cooked meals.
- ✦ Every child will be given the opportunity to wash hands before every meal.
- ✦ Every child will be given the opportunity to serve themselves to support their growth and independence.
- ✦ We provide environments that are safe and clean for children to play in.
- ✦ We use appropriate and clean equipment to maintain our Home Child Care Centres.
- ✦ Every child will be given the opportunity to participate in activities and provocations in a clean and sanitary environment.
- ✦ We support positive and responsive interactions among the children, parents and Fun Time Day Care Providers.
- ✦ Our providers give ongoing feedback to families during drop off times or at the end of the day.
- ✦ Our RECEs develop positive relationships with the children through the programs they implement. They provide a nurturing environment by providing invitations and activities that align with interests of the children and that will provide opportunities for your child to achieve their developmental milestones.
- ✦ Our educators continue their learning through workshops and learning sessions that are offered both internally and externally.
- ✦ All families will be engaged by staff through positive experiences. RECEs will meet and greet the parents and make them feel comfortable. We will ensure all parents are always welcome and feel a sense of belonging.

- ✚ We encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
- ✚ Our RECEs support a language rich learning environment for children and model positive interactions. We model and support strategies that assist children in developing self-regulation skills such as engagement (through hugs, warm touches, genuine interactions) and belonging (strong relationships, children's comfort levels at arrival/departure and during the program).
- ✚ We encourage children to problem solve and offer guidance when needed. Educators adjust the environment and activities to meet the needs of the children, while encouraging critical thinking and providing choices to all children.
- ✚ We foster the children's exploration by play and inquiry.
- ✚ Our program builds on children's interests. RECEs create learning environments which offer invitations based on children's interests where children can participate, explore, discover and learn, giving them the opportunity to express themselves.
- ✚ Our educators align activities with your child's interests and that considers your child's developmental stages. You will notice that in our environments we have authentic, "real items" for children to explore and play with which encourages real interactions and builds on skills that can be used at home.
- ✚ We encourage children to be engaged, and to think about what they are playing with as they problem solve, think creatively and have to opportunity to be innovative. Our RECEs ensure that your child will have the materials and experiences to build on the development of their play, as they are ready.
- ✚ We will trust the child's abilities to show us what they are capable of learning through their interests, working with them in their play and aligning provocations which are developmentally challenging. We will ask questions that will promote deeper thinking in both the RECE and the child.
- ✚ We provide child-initiated and adult-supported experiences.
- ✚ Learning environments are offered in all aspects of our program to support children's interests and development throughout the day. RECEs create the learning environments through observation and discussion with the children.
- ✚ Our providers know your child's likes and dislikes, this enables them to create learning invitations which support and build on your child's interest. Your child's interests and learning are documented, where you can see their interests, the activities they had the opportunity to participate in and the outcome of the learning that took place from their play.

- ✚ RECEs encourage children to expand their play into different areas (i.e. bringing dolls into the cozy area or water from the sensory table to the dramatic area). RECEs are co-learners with your child as they explore and engage together.
- ✚ Providers will demonstrate flexibility in supporting children in their expansion of play and the use of play materials. We will act on teachable moments throughout the day during indoor and outdoor activities to expand children’s interest and knowledge.
- ✚ Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported.
- ✚ Our educators offer learning environments which build on children’s interests and are developmentally appropriate and challenging to the children who are in each group. They have an extensive understanding of child development and know the development of the children in their care. They strive to build strong relationships with your child, supporting your child emotionally as they connect and bond. This creates a sense of belonging for your child.
- ✚ Our providers 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 child care.
- ✚ Our programs offer a selection of activities for the children to participate in where natural elements and nature are introduced into your child’s play environment. Our environments are considered a “third teacher” where learning opportunities are provided in all aspects of your child’s day.
- ✚ Invitations and experiences are offered throughout the day that encourages exploration, imagination and creativity. We utilize supportive resources to our program that offer additional opportunities for your child (E.g. Daily Physical Activity). Our RECEs make adaptations to the program to meet the needs of the children in care of our providers.
- ✚ We will provide a flexible plan (regardless of whether) throughout the day of learning invitations which encourages participation in: indoor and outdoor activities, incorporating rest, meal and snack times and quiet play which support children’s individual needs.
- ✚ Foster the engagement of and ongoing communication with parents about the program and their children.
- ✚ We value parents as our partners and work with them through various activities and communication modes. We build relationships with families by sharing information about your child and receiving information about your child from you. We attempt to have conversation with families daily and welcome you to share information with us that will aid us ensuring that your child’s stay with us is positive.
- ✚ We support home visitor, home child care providers who interact with the children at a home child care premises in relation to continuous professional learning.
- ✚ RECEs will participate in continuous professional learning by, but not limited to,

participating in internal and external professional development. We will supply RECEs with Continuous Professional Learning binders for all RECEs to document their learning as they meet the CECE's CPL expectations.

- ✚ We document and review the impact of the strategies set out in clauses (a) to (j) for the children and their families.
- ✚ We document, measure, review / revise our practices and policies on a regular basis, taking into consideration the direction of the Ministry of Education, Child Care Early Years Act, 2014, The College of Early Childhood Educators Codes of Ethics and Standards of Practice and Public Health recommendations.
- ✚ We strive for continuous improvement which supports our best practices in all our services. We welcome input from our families.

Caregivers Selection:

All Providers are screened through standards set by regulatory bodies such as the Ministry of Education and Municipal Governments. Criminal reference checks and vulnerable sector checks are conducted prior to children being placed in the caregiver's home. Criminal reference checks and vulnerable sector checks are also conducted on any adult residing in the home who is 18 years of age or older. In addition, both the agency and the fire department inspect the home prior to the placement of children. The vulnerable sector check is completed every five years, and an offence declaration must be completed every year.

Registration by Mobile App or Website:

Parents must fill out registration online by using FTC mobile app or website. After completing registration, Parents can select FTC Providers of their choice on the basis of home's environment, Providers offers as well as distance from their home, Office, Schools or Go Stations. Parents received an automatic email to prepare for the first meeting in the FTC office. Please bring yours' driving license or your ID, child immunization record & void cheque. One-time Registration fee is \$25, which will be payable at the time of registration in FTC office. We respect your privacy and your information will be confidential and used only for the purposes for which it is intended.

Admission Procedure:

Once your child's admission and start date have been confirmed with the Home Visitor and Provider, the Home Visitor will meet with you at the Provider home. This meeting provides an opportunity to Parents to see the Provider and home environment before the placement of child. We encourage you to share as much information as you feel comfortable, to help the Provider to give you the best service possible.

Gradual Admission:

It is recommended that a child become acquainted with child care Provider gradually to support a smooth and positive transition for your child. During the course of the child's first week in care each day, the child stays a little longer. This process helps to make the transition into child care a more positive experience for both parent and child. The Provider will work with you to develop a transition plan for your child.

Immunization:

Providers, residents of the Provider home and all children in care are required to meet Toronto Public Health requirements in regards to having current immunization information on file. One of the following must be provided:

- An up to date record of immunization
- A medical exemption form completed by a qualified medical practitioner which clearly states the medical reasons why they cannot be immunized
- A letter provided objecting to the immunization on the grounds that the immunization conflicts with a person's conscience or religious beliefs
- Ministry of Education form – signed at Service Ontario if applying for exemption If you would like further information please speak to your Home Visitor. If an outbreak of a communicable disease occurs, any child who is not adequately immunized will not be able to attend child care unless the child receives the required vaccine or until the outbreak is over.

Withdrawal Policy:

FOUR WEEKS written NOTICE is required for withdrawal of a child from FTC. Parents are responsible for the fees for this period.

Discharge Policy: FTC board of Directors reserves the right to withdraw services for any of, but not limited to the following reasons. – Lack of payment of fees, Conduct that is injurious to the physical emotional or intellectual well being of others at the premises, behavior that creates a potential safety hazard to children and provider/home visitor, verbal abuse, harassment, or threatening of children/provider. In the event the board withdraws a child from the centre due to the above circumstances, children's services consultant will be notified if applicable.

Arrival and Departure:

In order to ensure the safety of the children, and to meet our legal requirements, it is very important that children be signed in when entering and signed out when picked up. Only authorized persons will be allowed to pick up a child or children. Persons who have not been to the premises before will be asked to produce photo identification. Please notify the day care provider before if a substitute person will be picking up the child.

Late pick up (associated late fees):

Please respect closing hours as per your schedules. Late pick up after regular hours of is sometimes causing of concern and families will be charged a late pickup fee. A grace period of 15 minute will be given to all Parents of FTC. After that they will be charged a late fee as follows: \$2.00 for the first 5 minutes and then \$1.00 for every consecutive minute thereafter. Should there be reoccurring instances of late pick up more than 3 times, the late fee will double.

Transportation:

Some Providers may use their own vehicle during the child care day. If so, FTC requires that they meet the appropriate insurance requirements. Parents must also sign permission forms allowing

their children to be in the vehicle with the Provider. The Provider is not allowed to drive your child without the signed permission form, and safety seating must be in place for the age and weight of your child (meeting CSA standards). If your child travels to school by bus, you must give the Provider and the Agency the required busing information.

Policy for Payments of Accounts:

A. All parent fees are payable in advance on a weekly basis starting from first Monday of child placement.

B. As a non-profit agency we do not have the means to tolerate unpaid accounts. If an account is more than two (2) months in arrears, parents can receive a notice of termination and the account will be forwarded to a collection agency.

C. There is a \$40.00 charge for all returned cheques.

D. The appropriate notice required must be given when withdrawing your child(ren) or payment in lieu of notice will be invoiced.

FTC offers 3 methods of fee payment; either **direct debit payment, post-dated cheques, or credit card.**

1) **Direct Debit Payment** - Parents choosing the pre-authorized debit option will submit the following to our office:

a) A signed direct debit authorization agreement

b) A void cheque to provide bank account information

2) **Post-Dated Cheques** - Parents choosing to pay with post-dated cheques will submit a series of cheques dated for the first day of each month. Cheques should be made payable to Fun Time Day Care Centres.

3) **Credit Card** - Parents choosing the credit card option will submit a signed PRE-AUTHORIZED CREDIT CARD (PACC) Agreement form

Special Care Arrangements for Weekends and Statutory Holidays

FTC offered child care services 24 hours a day, 7 days a week based on mutually agreed upon times by Provider and Parents. If a Provider is unavailable, alternate arrangements will be made for families.

Emergency Closure:

Due to unforeseen circumstances (severe weather alert, fire, flood, loss of electricity, and/or property damage) we may call parents to request that pickup their child(ren) early. No fee rebate will be given due to emergency closures.

Absence of Provider (list of alternative providers):

If your Provider is ill or cannot provide care for your child, we will do our best to offer back-up care. In case of a planned absence your Home Visitor will help arrange backup care. This is not

guaranteed. In an emergency your provider will give you names of other agency Providers, and then she will notify us. FTC requires that they give us ample notice so we can make back-up plans for your child's continued care.

Health Issues:

FTC requires that you follow health and safety guidelines. The following are examples of conditions where children may not be accepted into care, or will be sent home:

- Fever of 38.9c/102F or over (axilla/underarm)
- 2 or more episodes of diarrhea within the last 24 hours
- Vomiting
- Undiagnosed skin rash/condition
- Communicable disease
- Discharge from ears or eyes

Volunteer or Student be supervised by FTC Provider:

Parents will be informed of any extra individuals on the premises by the child care provider. Please note that if a volunteer or student is helping out the in the home, the provider will collect all necessary background checks, and inform the parent of their position. The role of a student or volunteer is NOT to replace the child care provider - students or volunteers are not permitted to be alone with the children, and are to be under supervision of the child care provider at all times.

Outdoor and Field Trips:

Each day the Provider is expected to plan for outdoor activities for the children for 2 or more hours per day (weather permitting) to ensure they get fresh air and exercise. It is important to ensure your children have the appropriate clothing with them to be able to enjoy this time outdoors. Providers often take children to local playgroups and/ or younger children participate in the walk to school for older children. The time spent walking to such activities is included in the outdoor time. From time to time, field trips are planned and parents are informed in advance and asked to sign consent forms giving your permission for your child to participate. The new Child Care and Early Years Act (CEYA) requires that all parents who volunteer in our programs (including on field trips) are required to provide a VSC (vulnerable safety check), dated within the last 6 months.

POLICIES AND PROCEDURES:

PARENT ISSUES AND CONCERNS POLICY:

General

Parents/guardians are encouraged to take an active role in our home child care agency and regularly discuss what their child(ren) are experiencing with our staff and home child care providers. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians and child care providers and foster the

engagement of ongoing communication with parents/guardians about the program and their children. Our home visitors 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 FTC Management and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

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

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

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, Fun Time Day Care providers, other persons in the home child care premises, 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 agency 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 or Fun Time Day Care providers feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the FTC Mississauga office.

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/childrensaid/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider and/or FTC Office in responding to issue/concern:
Program-Related E.g. schedule, toilet training, indoor/outdoor program activities, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> • Fun Time Day Care provider directly or <ul style="list-style-type: none"> • Fun time Day care Home Visitor / Office. 	<ul style="list-style-type: none"> • Address the issue/concern at the time it is raised; or • arrange for a meeting with the parent/guardian within business days.
General, Agency- or Operations-Related E.g. fees, placement, etc.	Raise the issue or concern to: <ul style="list-style-type: none"> • the home visitor or FTC Office. 	Document the issues/concerns in detail. Documentation will include: <ul style="list-style-type: none"> • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Provider-, Staff- and/or Licensee-Related E.g. conduct of provider, home visitor, FTC head office staff, etc.	Raise the issue or concern to <ul style="list-style-type: none"> • the individual directly or <ul style="list-style-type: none"> • the FTC Office <p>All issues or concerns about the conduct of the provider or staff that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.</p>	Provide contact information for the appropriate person if the person being notified is unable to address the matter.
Related to Other Persons at the Home Premises	Raise the issue or concern to <ul style="list-style-type: none"> • the Fun Time Day Care provider directly or <ul style="list-style-type: none"> • the home visitor and/or licensee <p>All issues or concerns about the conduct of other persons in a Fun Time Day Care premises that puts a child's health, safety and well-being at risk should be reported to the FTC head office as soon as parents/guardians become aware of the situation.</p>	Ensure the investigation of the issue/concern is initiated by the appropriate party within business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> • the person responsible for supervising the volunteer or student or	

	<ul style="list-style-type: none"> the home visitor and/or FTC office. <p>Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the FTC head office 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 Director, Fun Time Day Care Centres, Mississauga Office.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 must 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 Labor, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

FTC General line: 647-203-5415

FTC Head Office: 416-427-8966

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

Association of Early Childhood Educators 1866-932-3236

PROHIBITED PRACTICES:

Behavior Guidance: The emotional and physical well-being of children in our care is a priority of Fun Time Day Care Centres. Positive forms of Behavior Guidance with emphasis on discussion, encouragement and positive reinforcement comply with the agency's philosophy to promote the healthy development of the children.

Prohibited Practices as defined by the Child Care and Early Years Act:

- (a) Corporal punishment of the child (which may include but is not limited to, hitting, spanking, slapping, pinching)
- (b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.

(c) Locking the exits of the home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's Emergency Management Policies and Procedures.

(d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.

(e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.

(f) Inflicting any bodily harm on children including making children eat or drink against their will.

(g) Use of food to control and/or reward behavior.

(h) Use of 'Time Outs' as a means to control behavior.

WAITING LIST POLICY:

Purpose

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

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for Fun Time Day Care Centres that maintains a waiting list to have related policies and procedures.

General

- Fun Time Day Care Centres will strive to accommodate all requests for the registration of children at the home child care agency.
- Where the maximum capacity of a home child care premises has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

Additional Policy Statements

Fun Time Day Care Centre may charge fees related to the administration of enrolling new children. However, these fees may only be charged once a child has been offered and accepted entrance into the Child Care Centre. Agency Staff will be responsible for managing the waiting list.

Procedures

Receiving a Request to Place a Child on the Waiting List

1. The Fun Time Day Care Centres will receive parental requests to place children on a waiting list via online application and face to face meeting.

Placing a child on the Waiting List

1. The Fun Time Day Care Centres will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, The Fun Time Day Care Centres will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in a requested home child care premises, priority will be given to siblings of children currently enrolled at the Fun Time Day Care premises to ensure that siblings can be cared for in one location and to support the continued workforce participation of parents.
2. If space is available for both toddler and preschool age groups, priority is then given on a first-come/first-served approach if viable.
3. Once these children have been placed, other children on the waiting list will be prioritized based on availability.

Offering an Available Space

1. Parents of children on the waiting list will be notified via telephone that a space has become available in their requested home child care premises.
2. Parents will be provided a timeframe of 24 hours in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, The Fun Time Day Care Centres 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. An agency staff of Fun Time Day Care Centres will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. An agency staff of Fun Time Day Care Centres 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 home child care premises.

Maintaining Privacy and Confidentiality

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

Additional Procedures

If either age group are full within a given day, once space becomes available, whether full time or part time, the family at the top of the waitlist, with a child of the required age, will be contacted and invited to accept a child care spot. If the family accepts the offer we move to the next step. If the family, for any reason, declines the spot then we will offer the spot to the next family on the list. Any family that declines a spot will remain on the list in the same sequence unless they request to be removed from the waiting list.

ADMINISTRATION OF DRUGS AND MEDICATION POLICY:

Medication that is prescribed can be administered by the Provider. If your child requires medication during the time he/she is in care this will be given, providing you complete the form that provides clear directions regarding the time / dose of administration etc. The medication must be prescribed for your child and in the original container with the child's name. Medication such as children's fever medication can be given by the Provider as long as it is accompanied by a prescription note indicating the symptoms that are to be present when the medication is administered, the dosage and frequency.

Anaphylactic Children:

An anaphylactic child is one who has a severe life-threatening allergy. They could experience very strong reactions such as rashes, hives, nausea, vomiting, and diarrhea, swelling of the lips, mouth, tongue and throat, difficulty breathing, and/or loss of consciousness. Please assist us by not bringing any food (breakfast, snacks or treats in hands, mouth or pockets) into the Premises. Please ensure that your child's hands and face have been washed with soap and water after eating as even a touch to the skin with a contaminated source could cause a life-threatening reaction.

Please remember to have a spare set of clothing in case your child should spill any food or drink on themselves.

SLEEP SUPERVISION POLICY:

The purpose of this policy is to provide home child care agency, home visitors and home child care providers with rules and procedures to follow to safeguard children from harm, injury or death while sleeping. This policy is intended to fulfill the obligations set out under Ontario Regulations 137/15 for sleep policies for home child care agencies.

- All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs.
- Children under 18 months of age will be provided to sleep based on their individual's schedule, and will be assigned to cradle, crib or a playpen.
- Only light breathable blankets will be used for children under 18 months of age.
- All children 18 months and older will be provided time to sleep after lunch for a period of no more than two hours, and will be assigned to a cot or bed.

STANDING BODIES OF WATER POLICY:

FTC prohibits the use of and access to all standing bodies of water (e.g. ponds) and recreational in-ground/above-ground swimming, portable/" kiddie"/inflatable wading-type, and hydro-massage pools, hot tubs, and spas that are not lifeguard supervised. FTC supports play-based learning and sensory exploration and encourages the use of on premise splash pads, sprinklers, hoses or water tables, under close supervision of adults at all times, as safer alternatives during cooling or play/sensory activities.

SERIOUS OCCURRENCES:

As a licensed program we are responsible for delivering high quality services that promote the health, safety and well-being of all children. A part of our accountability requirements, under licensing, has been to report incidents to the Ontario Ministry of Education Child Care Quality Assurance and Licensing Offices– the type of incidents that we must report include any life-threatening injury or communicable disease, any time there is a disruption of service for example; a power outage which means the program is closed when normally available and any complaints about our service that result in a serious allegation. We are very proud at Fun Time Day Care Centres to offer a high-quality licensed program and take our accountability to parents and the public very seriously. We have consistently followed the requirements under the Child Care and Early Years Act, to report incidents to the Ministry. The Ministry believes that parents will benefit from information about the incidents that occur including the actions that we have taken to prevent and minimize a reoccurrence by posting non-identifying information when an incident has occurred. Beside our license, you will find a serious occurrence notification form posted anytime an incident has been reported to the Ministry. The form identifies the date, the type of incident, a description and action taken. There will be no identifying information included on the form. The notification form will remain posted for 10 business days; if the posting is related to an incident that involved your child, you will be personally informed.

Procedure for Accident Reporting:

ACCIDENT / INCIDENT REPORTS If a child suffer a significant injury requiring more than basic comfort (soap, water, Band-Aid, ice, TLC) or that is more than would be expected in the normal course of play, Provider will administer first aid. Provider will also complete an accident report before the child is signed out (when possible) or by the next day care is provided. A copy will be provided to the parents/guardians. If the injury is severe enough to warrant medical assistance, parents/guardians will be notified immediately to come and pick up their child to seek medical attention. If emergency treatment at a hospital is required, parents will be contacted to either

accompany or meet provider at the hospital. If parents cannot be contacted the Provider will follow emergency procedures and call 911, depending on the severity of the injury.

SICK DAY POLICY:

For the well-being of all children in the provider's care, the Health Unit and the Ministry of Education state that parents may not bring ill children to the premises. If a child will be absent due to illness or personal reasons, please be sure to contact your provider *and* email FTC. Parents are required to pay for any days missed that were regularly-scheduled, except in the case where the child is sick more than 5 consecutive days, after which you do not pay until the child returns to care (this must be verified by a doctor's note). Parents will be charged for days that their children are absent due to illness. Parents must inform the provider of any communicable disease that their child may have been exposed to. The child may return to the provider's home when the contagious period is over, or as permitted by the Health Unit. The provider is not expected to provide care for a child whom they feel is too ill to attend day care. If the child is displaying symptoms of ill health including nasal and eye discharge, chest congestion, open sore, fever, vomiting, diarrhea, undiagnosed skin rash, acute cough, unusual irritability, fussiness or listlessness, head lice and scabies parents are notified and expected to pick up their child early. Day care providers are not responsible for picking up sick children from school. It is the parent's responsibility to ensure that the school has an emergency back-up person who can pick up the child if they are ill.

NUTRITION POLICIES AND SAMPLE MENUS:

Children who are in child care for six hours or more per day should receive at least half of the recommended number of Food Guide Servings per day while in child care. Offering nutritious foods and creating a supportive nutrition environment helps children develop healthy eating habits for life.

Menu Cycle:

A menu cycle is often built on a sequence of four to six weeks and is the preferred menu format for Fun Time Day Care Centres. FTC prefer to use seasonal cyclic menu; Fall/Winter and Spring/Summer. A seasonal cyclic menu allows providers to offer foods that are in season locally, which can help reduce costs, promote variety and also link to nutrition education programming.

Number of Meals and Snacks:

Children should be fed on a regular schedule with meals and snacks offered two and a half to three hours apart. The total number of meals and snacks offered will depend on the length of time a child attends child care. To meet the requirements of the Child Care and Early Years Act, 2014, it is recommended that children in attendance for less than six hours are provided with at least one snack. If they attend a meal time, they should be provided with a meal. Children in attendance for six to nine hours are provided with a meal and two snacks.

When a child is in attendance for more than nine hours, talk to the child's parent or primary caregiver to determine if additional meals or snacks are required. Table 1 shows the number of food and beverage choices organized by Canada's Food Guide (CFG) food group to include in meals and snacks, based on the number of hours in attendance.

Table 1: Number of food and beverage choices to offer, by food group, by hours in attendance.

<https://d3fpllf1m7bbt3.cloudfront.net/sites/default/files/media/browser/2017-08-18/menu-planning-supportive-nutrition.pdf>

Table 1. Number of food and beverage choices to offer, by food group, by hours in attendance

Number of hours in attendance	Number of Food and Beverage Choices to Offer		
	< 6 hours	< 6 hours AND present at meal time	6 to 9 hours
Meal and snack pattern	1 snack	1 meal	1 meal AND 2 snacks
Vegetables and Fruit	2	2	4
Grain Products	1	1	2
Milk and Alternatives	1	1	2
Meat and Alternatives	1	1	1

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MEAL AND SNACK PATTERNS:

The meal and snack patterns below include the number of food and beverage choices to offer children.

Meal Patterns:

Meals should include at least:

- 2 choices from the Vegetables and Fruit food group;
- 1 choice from the Grain Products food group;
- 1 choice from the Milk and Alternatives food group; and,
- 1 choice from the Meat and Alternatives food group.

Note: Canada’s Food Guide recommends drinking milk each day. Offer age-appropriate milk or unsweetened fortified soy beverage at least once per day, at a meal or at a snack, for children in attendance six to nine hours.

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Snack Patterns:

Snacks should include at least one choice from two different food groups:

- 1 choice from the Vegetables and Fruit food group at each snack;
- 1 choice from the Milk and Alternatives food group at one of the snacks; and,
- 1 choice from the Grain Products food group at one of the snacks.

Children in attendance for six to nine hours should be provided with two snacks in addition to the meal. Here is an example of a snack pattern for children in attendance for six to nine hours (offer Snacks A or Snack B in any order):

Snack A includes at least:

- 1 choice from the Vegetables and Fruit food group, and
- 1 choice from the Milk and Alternatives food group.

Snack B includes at least:

- 1 choice from the Vegetables and Fruit food group, and
- 1 choice from the Grain Products food group.

Feeding - Infants under One year of Age:

It is the responsibility of parents to supply written instructions to the provider and to update the instructions as necessary regarding feeding of Infants. In addition, parents must supply daily food for their infants including prepared formula, sterilized bottles and baby food in quantities sufficient to meet the feeding structure of schedule day.

Diapering Supplies:

Parents are responsible for supplying diapers, wipes, creams and all diapering supplies for their child. Clothing It is preferred if children come to care in comfortable clothing that allows them to move freely. This does include appropriate clothing for the weather – coat, hat, mitts and boots for winter, shorts, sun hat and running shoes or good sandals for summer. As children do have toileting accidents or wet spills that require a change of clothing. We request that each child in care have a complete change of clothing at the Providers home. For infants and younger children, we suggest a couple of changes of clothing be available. As with all of your child's belongings we ask that each piece of your child's clothing is clearly labeled with their name.

First Day check list (extra cloths, diapers):

A complete set of clothing labelled with the child's name (more clothing for infants)

- Bedding for each child who rests or sleeps (it is the parent's responsibility to sure that their child's bedding is laundered regularly)
- For infants, diapers in a package/box labelled with the child's name, a change pad and wipes

- A toothbrush, toothpaste (if meals are served to that child) and sunscreen labelled with the child's name.

Feedback:

We recommend parents to use feedback system in FTC apps and website provided in our mobile apps of as it is an important step in our endeavor to continually improve our service delivery to you.

Contacts:

Rana Rizvi	Amber Rizvi
Director FTC	Director FTC
416 427 8966	647 203 5415

Resources:

Link to resources about child care available on the Ministry of Education's Early years portals (how does learning happens, child care information for families and home child care licensing Manual.

<http://www.children.gov.on.ca/htdocs/English/professionals/studentnutrition/section4.aspx>

<https://www.canada.ca/en/health-canada/services/canada-food-guides.html>

http://opha.on.ca/getmedia/d6bda656-e86f-43bd-bfaf-2da3dd7ba167/Menu-Planning_Supportive-Nutrition-Envts-in-CC_Practical-Guide_ODPH_DEC17.pdf.aspx

<https://www.ontario.ca/laws/statute/14c11>

Notes: E-Version of FTC Parent handbook will be available in our websites (under developed).

Hard copy of FTC Parent handbook is available free of charge to any prospective parents as well as it is included in registration package.