

FUN TIME DAY CARE CENTRE

Parent Handbook

Fun Time Day Care Centre (FTDC) has been established to provide licensed childcare services to children from 18 months to 13 years of age. Fun Time Day Care Centre is located at 50 Burnhamthorpe Rd W, unit 100, Mississauga L5B 3C2, Ontario. Fun Time Day Care Centre is in the process of licensing with the Ministry of Education.

At FTDC we offer Part Time childcare services to children 18 months to 13 years of age from 9:00 am to 2:45 pm Monday to Friday. We also operate After school program from 3:15 to 6:00pm for 4 to 13 years of age.

Parent Handbook is always available at the reception of Fun Time Day Care Centre (FTDC). As our standard procedure, a soft copy of Parent Handbook always sends through email to a parent of every child who receives childcare at a Fun Time Day Care Centre at the time the child starts receiving childcare and at any time when the parent handbook is modified.

Operational hours:

We are open from Monday to Friday all through the year. Schedule of our daily routine are as follows.

Part Time Childcare services: 9:00 am to 2:45 pm

After School: 3:15 pm to 6:00 pm

(Please note that NO PART TIME CHILDREN WILL ALLOW TO ATTEND THE CENTRE AFTER 2:45 PM).

Admission process:

Parents who wish to enroll their child with Fun Time Day Care Centre must enroll the child/ren at our website www.funtimedaycare.ca/childregistraion

After receiving the registration form, our staff will contact parents and make an appointment to visit the location. A copy of the Parent Handbook and program policies will be sent to parents through HiMama. After visiting, if the parent(s) wish to enroll the child(ren) and the Director believes that the school has the talents and resources to meet the needs of the child(ren) then they may be admitted. Children may begin attending when all required forms are completed and turned in by the parents with the Enrollment Fee.

Enrolment Admission Consideration List:

1. Fun Time Day Care Centre Staff's children
2. Siblings of children currently enrolled
3. Seniority of Application/waitlist

Registration fee:

One-time Non-Refundable registration fee is \$70.87 for children under 6 years.

One-time Non-Refundable registration fee is \$150 for children over 6 years. Please note this is not a waiting list fee.

Deposit Fee:

Deposit fee would have been paid in Advance with Registration fee that will be counted as 4 weeks payment of **NOTICE PERIOD**.

FUN TIME DAY CARE CENTRE

Parent Handbook

Tuition Fee:

Parents are responsible for the payment of a child's tuition through "HiMama" app or by submitting Credit card authorization form. Parents will receive invoice in the last week of the month.

PART TIME PROGRAM	
AGE GROUP	CWELCC BASE FEE
Toddlers	29.60
Preschool	27.24

Note: Monthly rates are variable depends upon the working days in a month.

AFTER SCHOOL:

PROGRAM	CWELCC BASE FEE
After School under 7 years	12

NOTE: Please note Fun Time Day Care Centre is enrolled in Canada Wide Early Learning and Child Care System(CWELCC). All of the above daily base fee is approved by Peel Region.

FUN TIME DAY CARE CENTRE

Parent Handbook

AFTER SCHOOL (CHILDREN OVER 7 YEARS) \$30 / day OR MY CLUB : \$250 / Week
--

Base Fee” is any fee charged for the provision of childcare, including any fees for services or items required by the Child Care and Early Years Act, 2014 regulations (Ontario Regulation 137/15) and any other mandatory parent fees. Our **Base Fee includes food and catering cost, childcare services, and learning resources.**

Non-Base Fee” means any fee charged for optional items or optional services (e.g., transportation) OR any fees charged where the parent fails to meet the terms of the agreement with the licensee (e.g. late fees). It includes MY CLUB (as mentioned above), NSF \$45), Late pick Up Fee (as per policy of Late Pick Up), Field trips (families will be notified a month prior to field trips) & Theme Costume of the day (families will be notified a month prior to theme costume of the day).

MY CLUB

MY CLUB, an optional program designed specifically for children from 7 to 13 years of age to keep them away from screens for 2 hours 45 minutes five days in a week. Program will run from 3:15 pm to 6:00 pm Monday to Friday. To cater to their age and technology related needs, the activities have been grouped in a manner to not only enhance their knowledge and curiosity but also activates their interest in a fun and engaging way. For example, during Social Discussion Time all the kids encouraged to enhance their communication skills by providing their opinion on a giving problem.

MY CLUB provides a wide variety of extracurricular activities under one roof to make it as convenient as possible for parents.

MY CLUB includes,

1. Robotics
2. i-maths,
3. French
4. Chess
5. Art & Crafts
6. Dance
7. Music
8. Self Defense Skills
9. Lego Club and
10. Learning Support.

FUN TIME DAY CARE CENTRE

Parent Handbook

Policy for Payments of Accounts

- A. Fees are payable in advance monthly.
- B. As we are not a non-profit agency, we do not have the means to tolerate unpaid accounts. If an account is more than four weeks in arrears, parents can receive a notice of termination and the account will be forwarded to a collection agency.
- C. All unpaid or partially paid accounts would always be in the file of your child unless fully paid.
- D. No payments will be carried forward to next month.

FTDC offers following methods of fee payment,

1. **Credit card**: If parents select credit card as a payment option, a 2.99% convenience fee will be added in each transaction.
2. **Direct Deposit /Bank Transfer**: If parent select Bank Transfer for the payment, \$0.60 will be added in each transaction.

Late Payment Fine:

We encourage parents to enroll in autopay to avoid overdue payment.

Withdrawal Policy (NOTICE PERIOD):

Four weeks of written NOTICE is required for withdrawal of a child from FTDC.

Discharge Policy:

FTDC 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 wellbeing of others at the premises, behavior that creates a potential safety hazard to children and Staff/Supervisor, verbal abuse, harassment, or threatening of children / Staff. In the event the board withdraws a child from the school due to the above circumstances, a children's services consultant will be notified if applicable.

Late pick up Fine:

PLEASE RESPECT CLOSING HOURS OF FTDC. TO STOP REGULAR LATE PICKUP FTDC ENFORCES LATE PICK UP FINE. IT IS A CONCERN FOR FUN TIME DAY CARE AND CHILDREN. LATE PICK-UP FINE WILL BE CHARGED AS FOLLOW: \$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, THE LATE FEE WILL BE DOUBLE.

A THIRD OCCURANCE OF LATE PICK UP WILL RESULT IN TERMINATION OF YOUR CHILD'S ENROLMENT. PLEASE NOTE THAT NO CHILD WILL BE ALLOWED TO STAY AT FTC CENTRE AFTER 2:50 PM.

FUN TIME DAY CARE CENTRE

Parent Handbook

Days Closed:

Standard service will NOT be provided on: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labor Day, Thanksgiving Christmas Day, Boxing Day. Tuition is not adjusted for days the center is closed. **For any holiday that falls on a Sunday, we will be closed on the following Monday. We will be open on Christmas Eve and New Year's Eve when the holiday falls during the work week. Please note that care will not be provided to the After school children on PD days and school holidays.

Daily Schedule

Following schedule will be followed for Toddlers and Preschool.

9:00 – 9:15	Drop off
9:15 – 9:20	Yoga / Meditation
9:20 – 9:40	Snack
9:40 – 10:10	Mathmagician Club
10:10 – 10:30	Language Arts
10:30 – 11:00	Physical Development
11:00 – 11:20	Cognitive Activities
11:20 – 11:30	Washroom
11:30 – 12:00	Lunch
12:00 – 2:00	Sleep / Quiet Time
2:00 – 2:20	Creative House
2:20 – 2:40	Science /Technology
2:40 – 2:45	Pick up

Please note that NO activities will be provided off the premises.

FUN TIME DAY CARE CENTRE

Parent Handbook

Program Statement

Fun Time Day Care FTC provides a unique program “Learn with Fun.” 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 environment.

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.

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 FTDC policy to review the program statement annually to ensure compliance and congruency with our own philosophy and policies.

How Does Learning Happen? meaning 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 an environment 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 assess 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 observe children as competent, capable of complex thinking, curious, and rich in potential, we value and build on their strengths and abilities.
- ❖ When we observe families as experts who know their children better than anyone else and have valuable information to share, we value and engage them in a meaningful way.
- ❖ When we observe educators as knowledgeable, reflective, resourceful, and rich in experience, we value the experiences and environment they create for their children.

FUN TIME DAY CARE CENTRE

Parent Handbook

- ❖ 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 environment and experience 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 develops 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 environment 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

FUN TIME DAY CARE CENTRE

Parent Handbook

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? does not 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 is about being aware of what you are doing and why you are 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 has 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

FUN TIME DAY CARE CENTRE

Parent Handbook

Our Approach:

- We support Registered Early Childhood Educators and Centre Child Care Staff 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 (Centre Visitors) and Centre Child Care Staff 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 Centre Child Care Staff 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. FTDC Staff 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, Centre cooked meals.
- Every child will be given the opportunity to serve themselves to support their growth and independence. Every child will be given the opportunity to wash their hands before every meal.
- We provide an environment that is safe and clean for children to play in.
- We use appropriate and clean equipment to maintain our Child Care Centre.
- Every child will be given the opportunity to participate in activities and provocations in a clean & sanitary environment.
- We support positive and responsive interactions among the children, parents, and FTDC. Our Staff 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 the interests of the children and that will provide opportunities for their child to achieve their developmental milestones.
- Our educators continue their learning through workshops and learning sessions that are offered both internally and externally.
- 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.

FUN TIME DAY CARE CENTRE

Parent Handbook

- Our educators align activities with your child's interests and that considers your child's developmental stages.
- You will notice that in our environment 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 the Centre.
- We encourage children to be engaged, and to think about what they are playing with as they problem solve, think creatively, and can 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 every child's ability 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 creates the learning environment through observation and discussion with the children.
- Our staff 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.
- FTDC staff 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 environment 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 staff 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.
- 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.

FUN TIME DAY CARE CENTRE

Parent Handbook

- 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 staff
- 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 our child and receiving information about our child from you.
- We attempt to have conversations with families daily and welcome you to share information with us that will aid us in ensuring that your child’s stay with us is positive.
- We support Centre visitor, Centre childcare staff who interact with the children at the Centre childcare 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.

FUN TIME DAY CARE CENTRE

Parent Handbook

Program Activities

Our Program “Learn with Fun” consists of academic and skill-based learning activities. At the same time Physical activities is also our priority. We select a “Theme of the Month” as a basis for vocabulary, stories, songs, and sensory art experiences. Giving opportunities to help build our children’s self-esteem, increase their ability to communicate their needs and emotions, to have and express empathy, and to develop a healthy responsibility of caring for family friends, belongings, and surroundings are of vital importance.

Language Arts:



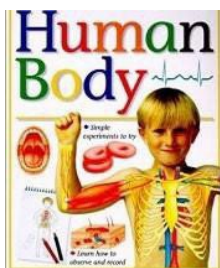
Singing, music, sign language, group stories, individual reading, writing materials, poems, phonetic practice of alphabet sounds.

Mathmagician Club



Number family, Sequencing addition, subtraction, multiplication, division, and timetables.

Daily Science:



Parts of human body in relation to healthy body, animals and their habitat, plants, and flower in relation to their function, seasons, Lights etc.



Physical Development:

Balls, hoops, bubbles, running, jumping, dancing, indoor climbers, pop-up tunnels, boxes, and yoga etc.



FUN TIME DAY CARE CENTRE

Parent Handbook

Cognitive Activities:

Puzzles, art and craft activities, manipulative toys and blocks, sequencing, shapes, beads, pouring, and measuring etc.



Creative expression and Communication

Dramatic play props, puppets, musical instruments, and movement activities.



Self-help Skills Cleaning Up:

Daily responsibilities and dressing ourselves.

Field Trips:

Field trips will be arranged in summer for 3-year-olds and up. The fee/cost for field trips will be communicated to families a month in advance.

Emergency Management:

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 rebate will be given due to emergency closures. All Parents will be informed through "HiMama" App.

FUN TIME DAY CARE CENTRE

Parent Handbook

Anaphylactic Children:

An anaphylactic child is one who has a severe life-threatening allergy. They could experience strong reactions such as rashes, hives, nausea, vomiting, 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) onto 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.

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 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.
- (c) Locking the exits of the Centre childcare 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 Fun Time Day Care Centre's Emergency Management Policies and Procedures
- (d) Use of harsh or degrading measures or threats or use of derogatory language directed at or use 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) (f) Inflicting any bodily harm on children including making children eat or drink against their will.

Behavior Guidance:

Children's behavior will be guided by setting clear limits or rules for them. We will talk with children about expected behaviors and model those behaviors consistently for them. We will state positively what children can do, using specific terms, e.g., "you need to walk" rather than "don't run").

Undesirable behavior will be redirected to another activity. Children will be given a wide variety of age-appropriate activities to choose from and will be given the attention they need before they demand it. Behavior management will be for the purpose of helping children develop self-control, self-esteem and show respect for the rights of others. We recognize that no single technique will work with children every time. If a child exhibits unacceptable behavior, we will notify the parents that day. If the behavior continues, the next steps may include referrals to appropriate community resources, and/or discharge of the child from care if the behavior is dangerous for other children or seriously devalues their time spent at the center.

FUN TIME DAY CARE CENTRE

Parent Handbook

Managing Crying or Distraught Children:

When a child is crying, fussy or distraught, staff will work to calm and comfort the child, in ways that are appropriate for the child's age and personal disposition. This may include patting, cuddling, rocking; offering a drink; acknowledging the child's fear, or separation sadness, or conflict; distracting or redirecting to another activity; talking calmly with the child about how she/he is feeling or what has happened. If the unhappiness persists throughout the day, we may contact a parent to share what is occurring and inquire if this might indicate onset of an illness.

Supervision of Students and Volunteers Policy

FTDC welcomes both placement students and volunteers from diverse groups including Research Organizations into the various programs offered in our childcare program. Volunteers and students also play a significant role in supporting staff in the daily operation of childcare programs but students and volunteers not being counted in ratio. Volunteers and students will be supervised by an employee at all times and are not permitted to be alone with any child.

FTDC has developed a policy that clearly states roles and responsibilities of volunteers and students and supervising staff. FTDC will ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and volunteers in accordance with the childcare Centre's criminal reference check policy and procedures and Ontario Regulation 137/15. We will also ensure that all students and/or volunteers have a health assessment and immunization as directed by the local medical officer of health.

Waiting list policy

Where the maximum capacity of the Childcare centre has been reached and spaces are unavailable for new children to be enrolled, FTDC has established the waiting list procedures as set out below.

Please note that no fee will be charged to parents for placing a child on the waiting list.

1. FTDC will receive parental requests to place children on a waiting list via an online application.
2. FTDC will place a child on the waiting list in chronological order, based on the date and time that the request was received.
3. Once a child has been placed on the waiting list, FTDC will inform parents of their child's position on the list.
4. When space becomes available, priority will be given to siblings of children currently enrolled at the FTDC to ensure that siblings can be cared for in one location and to support the continued workforce participation of parents.

FUN TIME DAY CARE CENTRE

Parent Handbook

5. If space is available for both toddler and preschool age groups, priority is then given on a first come/first-served approach if viable.
6. Parents of children on the waiting list will be notified via telephone that a space has become available.
7. Parents will be provided with a period of 24 hours in which a response is required before the next child on the waiting list will be offered the space.
8. Where a parent has not responded within the given period, The Fun Time Day Care 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

9. The staff of Fun Time Day Care will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
10. The staff of Fun Time Day Care 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 Centre.

Maintaining Privacy and Confidentiality

11. 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.
12. 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 is full within a given day, once space becomes available, the family at the top of the waitlist, with a child of the required age, will be contacted and invited to accept a childcare spot. If the family accepts the offer, we will 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.

FUN TIME DAY CARE CENTRE

Parent Handbook

Sleep Supervision Policy

All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs. Classroom staff is observed periodically perform a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping. Each child will be assigned an individual cot. These individual cots will be marked by numbers, assigned to each child. Daily records of children's sleep will be sent to parents through "HiMama" App. Parents are required to provide blankets on the first day of care with FTDC.

Parent issue and concern policy

Purpose:

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

Policy:

Parents/guardians are encouraged to take an active role in our childcare 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, FTDC 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 and will be addressed and followed up in a timely manner. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

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

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

Confidentiality:

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

FUN TIME DAY CARE CENTRE

Parent Handbook

Conduct:

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

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

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 express 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.

FUN TIME DAY CARE CENTRE

Parent Handbook

Procedures:

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

FUN TIME DAY CARE CENTRE

Parent Handbook

Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none">- the staff responsible for supervising the volunteer or student. or <ul style="list-style-type: none">- the Supervisor and/or Director.- All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety, and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
------------------------------	--	--

FUN TIME DAY CARE CENTRE

Parent Handbook

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 Supervisor/Director of Fun Time Day Care Centre.

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

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

Policy for Drug and Medication

Whenever possible, parents will be encouraged to administer drugs or medications to their children at Centre if this can be done without affecting the child's treatment schedule. Prescription and over-the-counter medications for acute, symptomatic treatment will only be administered to a child where a parent of the child has given written authorization to do so by completing the childcare Centre's Authorization for Medication Administration. The Authorization for Medication Administration form must be accompanied by a doctor's note for over-the-counter medications. The authorization must include a schedule that sets out the times the drug or medication is to be given and the amounts to be administered. Where a drug or medication is to be administered to a child on an "as needed" basis (i.e., there is no specific schedule or time of the day for administration), the drug or medication must be accompanied with a doctor's note outlining signs and symptoms for administering the drug or medication and the appropriate dosage. In addition, the Authorization for Medication Administration Form must clearly indicate the situations under which the medication is to be given as outlined in the doctor's note, including observable symptoms. Examples may include:

- 'When the child has a fever of 39.5 degrees Celsius;'
- 'When the child has a persistent cough and/or difficulty breathing;' and
- 'When red hives appear on the skin,' etc.

Prescription/over-the-counter skin products (with a DIN) that need to be administered for acute or symptomatic treatment will only be administered to a child where a parent of the child has given written authorization to do so by completing the Childcare Centre's Authorization for Medication Administration. Authorization for Medical Administration Forms will be reviewed with parents whenever administration of medication is required to ensure the dosage continues to be accurate (e.g., based on the child's age or weight).

Nutrition policies and sample menu:

FTDC is responsible for supplying and providing food for each child who will be present at morning snack evening snack and mealtimes at the centre. FTDC has established a contract with the Lunch Lady to

FUN TIME DAY CARE CENTRE

Parent Handbook

ensure that our children get a nutritious and healthy Snack and Lunch. Parents can visit their website www.thelunchlady.ca Monthly menu available on “HiMama” app. Parents can review and inform the office if they want any substitute. FTDC will make sure that those changes will be accommodated.

Rules for Parents who provide food from home:

For those parents who supply children’s lunches due to parental preference or allergies are recommended to

- supply foods that align with the Canada Food Guide
- supply allergen free
- labeled with Child’s name.
- Labeled with date.
- Properly labeled with ingredients

Children that are unable to drink the milk supplied by the centre are encouraged to supply from home.

Pick up by not previously authorized person

Children will only be released to people listed on the enrollment form. If anyone other than the child’s parent or someone who is listed on the enrollment form is to pick up a child(ren), we will need to be notified in writing or by a telephone call in advance and have given their permission along with a consistent and correct description of the person picking the child up. The person picking the child(ren) up will need to show a government issued photo ID.

If no parents/guardians are available, then the child will not be released. If the parents/guardians are not available due to accident, injury, or some other circumstance where their will cannot be made known, then the police will be called so that proper custody of the children can be determined.

Policy for Serious Occurrence

Within 24 hours of becoming aware of a serious occurrence, the supervisor will complete a Serious Occurrence Notification Form. The form will provide a summary of the serious occurrence and of any action taken by the childcare centre. The summary will not include identifying information (e.g., names and ages of children, staff, or program rooms) and will contain gender-neutral language. The summary will be posted at the childcare centre in a place that is visible and accessible to parents for a minimum of 10 business days, regardless of the serious occurrence type and the status of any related investigation. Where a serious occurrence is updated or revised, the summary should also be updated to reflect this change. All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Accident Reporting:

For accidents involving head injuries, biting, or open wounds, etc. or any major concerning issues, parents will be contacted immediately or notified personally at pick-up, depending on the issue.

FUN TIME DAY CARE CENTRE

Parent Handbook

Emergency Management Policy and Procedures

FTDC has established Emergency Management Policies and Procedures described in section 68.1 of O. Reg 137/15). The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Due to unforeseen circumstances (severe weather alert, flood, fire, loss of electricity, and /or property damage) we may call parents to request that they pick up their child(ren) early. No rebate will be given due to emergency closures. All parents will be informed through “HiMama “app.

Toilet Training Policy

We are happy to help with your child’s transition from diapers to potty training when your child is clearly showing an interest in using the potty at home. We see ourselves as aids in the process, not the primary initiators, therefore, we will not “do the potty training for you.” We are happy to take your child to the bathroom every two hours (even more frequently when circumstances permit) and we will remind him/her to go throughout the day. We want to do everything we can to assist in this process. This is an exciting time for you and your children because they are becoming more independent and learning how to make their own way in the big world. We understand that accidents happen and are to be expected and your child will never be punished or reprimanded for having a “miss.”

We concern this transition due to the amount of time it takes to clean up from an accident and to respect all the other children in the room by ensuring a hygienic environment. Also, we are aware that many children will succeed in potty-training for a time, only to regress for lack of interest. Parents must also recognize that children behave differently in different environments. When your child is with their friends at school, surrounded by toys, they are much more likely to refuse to interrupt their play to initiate a potty break. Just because your child approaches the potty-training experience in your home one way, does not mean they see it as an essential task at school. After careful consideration, we have decided that children “in training” must wear pull-ups or diapers within the center until they have demonstrated a consistent pattern of staying dry between bathroom trips and successful bathroom use for both urination and bowel movements. “Consistent pattern” is defined as one calendar week or five days of attendance, whichever is longer.

FUN TIME DAY CARE CENTRE

Parent Handbook

Please also help your potty-training-child to dress in clothing they can easily pull up and down on their own.

Please be aware that each child is different. At home a child may stay dry 100% of the time, as potty training is the newest exciting experience for them there. At school, it may be the case that your child is distracted by song time, toys or friends and not as concerned or interested in using the potty, even when other friends are having success in this area. Please be patient and know that this time will pass. Soon enough, your child will be a proud wearer of 'big kid' underwear without the accidents.

Here are some major indicators that a child is ready and will be successful at potty training:

Top 3 Requirements for a child to begin Potty Training at the center:

1. The child stays dry in between potty breaks.
2. The child will initiate communication about their need to go potty. (With ASL or words).
3. The child can express an interest in toilet training. (Showing enthusiasm instead of refusing to go).

Other Indicators which demonstrate that a child is ready and will be successful at potty training:

4. The child can pull clothes up and down (on and off).
5. The temperament of the child needs to be considered when determining the child's readiness.
6. The child begins to put things where they belong.
7. The child can demonstrate independence by saying "no."
8. The child can walk and is ready to sit down.

Potty Training FAQ:

1) What are your thoughts on pull ups?

Pull-ups will be needed daily until a child is able to stay dry between potty trips for one full week. If they hold in their contents effectively, diapers will not be needed.

2) Is there time/availability where someone could take him to the bathroom and have him go? *The teachers will do their best to encourage a child to go potty in the bathroom as often as they can and in small groups so as not to leave their co-teacher alone exceptionally long with the rest of the class. We do have extra staff on site, but they often cover a room when another teacher is out sick or must be out for the day.*

3) How often do the children take trips to the bathroom?

FUN TIME DAY CARE CENTRE

Parent Handbook

If a child indicates a need to go, we will be sure to take them right then to take advantage of the effective communication and not make them wait to go. Otherwise, we take them every two hours. When a child's bladder has grown more with age; they are able to hold it longer until they get to a bathroom and still enjoy their activities without constant interruption.

4) Do we need to bring his/her potty chair?

We do not use potty-chairs in the classrooms, but instead take children to the current toilet when they are fully ready to use it.

5) Why might my child be potty-trained at home, but not at school?

The children's classrooms are usually quite inviting and distracting with lots of new toys, sensory activities, and art projects. Even if they need to go, they often choose not to when we ask. A home setting tends to be a bit more on the relaxed side with fewer new toys and activities, where potty training is the new and exciting thing of the day.

6) What is your expectation for him to be clearly sent to school with only underwear?

Children must be able to stay dry all day for a week or for 5 days at day care before they can come in underwear. If a child is fully potty-trained for a while and then starts to have multiple accidents, they will need to return to the use of pull ups until they are on a dry streak again for a week.

7) When they go up to the next room, are they expected to be potty-trained?

Children are not required to be potty-trained to be in a specific room. In the classroom, we often still have children choose to use their diapers, even though there is a bathroom there.

8) If my child is potty-trained, do they need to be able to tell the teacher he has to go?

A potty-trained child will be able to let the teacher know they need to go, otherwise they would not indicate and could have an accident demonstrating not being ready yet to be solely in underwear.

9) What about nap time?

Children still wear pull ups during nap time until they can stay dry.

10) I want to make sure that, if my child must wear a diaper or pull-ups, that they understand this is something special to daycare and will not be happening at home. I just want to set the expectation.

We have seen that kids have a much easier time with potty-training at home. As we have mentioned previously, most are super interested in the action around them at school and get less motivated to leave their toys or play than to go potty. We will, however, work together within these guidelines to make this as successful as possible for our little ones who are ready and excited to give it a go.

11) What could make a potty-trained child regress and start to use a diaper again?

There are many reasons why a child may decide to revert to using diapers again for a time: new

FUN TIME DAY CARE CENTRE

Parent Handbook

baby on the way or in the home, other big changes in family life, a need to be little again to be close to their parent, simply not needing to use the potty anymore because they have checked that off their 'list' and are more interested in other things. All these reasons, however normal and common, are temporary. When a child is emotionally ready again, they will absolutely be an expert in using the potty once again.

FIRST DAY CHECKLIST

ITEMS PROVIDED BY PARENTS. (LABELED W/ YOUR CHILD'S NAME. ☺)

Disposable Diapers & Wipes - enough for a week.
Cloth Diapers- enough for a day or two.
Pull-Ups (During Potty Training)
Diaper cream - if needed (Authorization to Admin. Med. form required) 2- 3 changes of clothes (for accidents, getting wet/dirty).

Needed for Naptime

Regular Cot sheet or portable sheet (for a pack n play)
Sleeping items as needed (pacifier, blanket, cuddly, etc.)

Needed for Daily Class Routines for

Slippers, sandals, or socks with grippers
Any Milk Substitute that may be preferred
Labeled bottle or Sippy cup for water use all day (to be taken Centre daily)

Items Provided by Centre:

Cots for children from 13 months to 6 years of age
Morning Snack and Lunch
Toys
Craft accessories
Puzzles
Other learning resources
accessories Books

Contact Information:

Administrator:

Amber Rizvi
info@funtimedaycare.ca
647 241 0827

FUN TIME DAY CARE CENTRE

Parent Handbook

Supervisor:

Tammy Mellon
supervisors@funtimedaycare.
ca 647 998 1170

Complaints:

complain@funtimedaycare.ca
416 427 8966

Resources:

Link to resources about childcare available on the Ministry of Education's Early years portals (how does learning happens, childcare information for families and Centre childcare 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>