



**Cradle 2 Kinder**  
...And Beyond

# **Cradle 2 Kinder**

## **Montessori & Childcare Centre**

UNIT # 47, 635 FOURTH LINE,  
OAKVILLE, L6L 5W4

905-338-5437

### **Parent Handbook**

Dear Parents/Guardians:

It is important you read and review the policies, procedures and requirements in our Parent Handbook for further understanding of how our centre operates.

Please note the Parent Handbook is subject to change without prior notice.

Mar 2018

## **Introduction**

### **Mission Statement**

Cradle 2 Kinder Childcare Centre, through the leadership of the Program Supervisor (R.E.C.E), and along with full and part time employees, provides a fun, educational and stimulating program including Montessori preschool, for all children, and guides every child to develop to their fullest potential.

Cradle 2 Kinder caters to children from 6 weeks to 6 years of age. We are open Monday - Friday from 7:00 am to 6:00 pm (closed on statutory holidays).

Our programs are regulated by the Child Care Early Years Act (CCEYA).

### **Program Statement**

Cradle2Kinder Childcare Centre is a privately owned organization dedicated towards promoting safe, reliable and quality child care and Montessori preschool, , year round. Our interpretation of the Montessori pedagogy and programming is consistent with the Ministry of Education Policy Statement as set out in "[How Does Learning Happen?](#)" It is important to note that Montessori pedagogy often describes children's activities as 'work' where HDLH describes children's activity as 'play' but the activities, as experienced by a child, are one and the same.

The Program Statement will be reviewed with staff and volunteers annually or whenever an amendment is made.

Cradle 2 Kinder holds the view that all children are competent, capable, curious and rich in potential.

We promote the health, safety, nutrition, and well-being of the children in our care by diligently meeting all the requirements of CCEYA.

We support positive and responsive interactions among the children, parents, child care providers and staff by communicating, promoting and adhering to our 'Values' and our 'Code of Conduct.' These are communicated in our staff policies and in the parent handbook. They are applied to all members of Cradle 2 Kinder community – staff, interns, students, parents, volunteers, observers and visitors.

We encourage the children to interact and communicate in a positive way and we support their ability to self-regulate, by having mixed-age Montessori communities where children remain with the same adults for two years. This provides many opportunities for interactions with children older and younger than themselves, and

with educators, in accordance with the licensed grouping age. We also have a Code of Respectful Conduct that is applied consistently throughout the school but according to the maturity of the children involved.

We foster the child's exploration, play and inquiry by having fully equipped learning environments in our Infant and Toddler Programs, and Montessori in Preschool, in which activities are available for all age groups in each room. There are activities that assist children to become independent or able to assist others in care of the self, care of the environment and care of others (Grace and Courtesy); activities to explore and refine all the senses as well as discover sequencing and order; activities to increase vocabulary, encourage discussion, explore sounds, and begin to develop the process of writing and reading, and activities to develop number sense, numeracy, understanding of large quantities, the mathematical operations, geometry and even rudimentary algebra concepts and then lots of activities to introduce all the wonderful things in our world. In addition there are activities for cutting, coloring, painting, exploring color, shape and texture, pasting, etc. Children understand where everything is kept and they are able to choose and return things independently and with their friends.

We provide child-initiated and educator-supported experiences. All Montessori materials are introduced to a child by an adult or by another child, and while the Montessori educators are always observing children to see what support each child might need, they are very sensitive to the children's interests, hence, allowing them to take their own initiative in choosing an activity they are interested in as this most often results in children being deeply engaged and peaceful in the activity they are involved. Educators are always trying to explore the children's interests, and the children are always being gently challenged to explore their potential.

We plan for and create positive learning environments and experiences in which each child's learning and development is supported by using the International Montessori Curriculum and Emergent curriculum, and materials that have been proven through research to be effective with children from all socio-economic and cultural groups.

We incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children by allowing the children to manage a great deal of their day. Children can choose to move about the class carrying things or building objects, or sit quietly at a table moving intricate pieces, or explore books. Children can choose to have a drink when they are thirsty.

We foster the engagement of ongoing communication with parents about the program and their children by having regular group meetings with parents to explain what is happening in the classrooms, inviting parents in to observe their children, writing monthly class newsletters and sending home little explanations of the creations that children take home. Parents can access their child's teacher by class email, leaving a voicemail or by chatting briefly at the door during the child's arrival and dismissal. We also have Centre events where the parents of the younger children can meet and discuss their child's experiences with parents of older

children.

We involve local community partners and allow those partners to support the children, their families and staff. We welcome specialists from Community, and find spaces for them to work with our children and we meet with the parents and these specialists as necessary.

We support our staff and others who interact with the children in relation to continuous professional learning utilizing the tools and PD opportunities provided to us through the “Quality First” program in Halton Region. All staff review and complete all necessary documentation no later than August 31<sup>st</sup> each year, as required by CCEYA.

At the beginning of each year, our staff also set goals for themselves in discussion with their direct reports and Supervisor, and we plan for how to support them in the achievement of those goals. We have a budget dedicated to Professional Development that any staff person can access depending on their particular needs. Our program Supervisor and Centre Mentor walk about the Centre regularly, observing classroom routines and constantly supervise the staff when required about their observations. The program Operator and program Supervisor also meet weekly to discuss ongoing issues or topics of particular interest. Staff members are also encouraged to spend time at least once a year to observe the other classes in the childcare centre.

We document and review the impact of the above strategies implemented at our childcare centre with the and their families through observation, conversation, meetings, surveys or any other techniques used to observe and monitor children..

### **Goals of the Program**

Our Programs are developed and designed to:

- Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them;
- Nurture children's healthy development and support their growing sense of self;
- Provide environments and experiences to engage children in active, creative and meaningful exploration, play, and inquire;
- Foster communication and expression in all forms.

Our GOAL at Cradle 2 Kinder, is to have each child feel welcome, acknowledged and cared for as a unique capable and competent individual, in a home-like environment. Building on [How Does Learning Happen?](#), our Emergent Curriculum is based around the foundational conditions that are important for children to grow and flourish: **Belonging, Well-Being, Engagement, and Expression**. Children are encouraged to discover, explore, and challenge their environment with emphasis on success and safety within limits that are sensible and consistent. Our goal is that each

child will develop socially, emotionally, cognitively and physically. Emphasis is placed on socialization, co-operation and cognitive development. We have an open door policy for our program, and parents are welcome to come at any time, should they wish to participate in an activity that goes on during our scheduled program time.

Our staff team is committed to working in collaboration with parents to assist children in performing at their optimum level. Children's developmental goals are monitored on an on-going basis and parents receive regular updates on their child's growth and development in the program. The centre also works in collaboration with the Halton Region community resource partners to support the children, and families, as needed.

We believe that each child is unique, special and an individual with their own ability, rate of development and learning. Within the classroom, educators provide an environment that allows freedom of choice, encourages decision making, and challenges the children at each stage of their development. The Centre uses the Nipissing Developmental Assessment Tool to monitor every child's development. The educators also attend workshops on child development and quality childcare as a continuous professional development.

### **Educational Philosophy and Environment**

The philosophy of the Montessori Casa Program at Cradle 2 Kinder incorporates three elements, in a continuous motion, essential for maximum learning: The classroom environment, being prepared for the student, stimulates the child to question so that every action urges her/his desire to learn in the following integrated areas: practical life, sensorial, math, music, art, language and culture . All material and other parts of the classroom guide the children toward success in any interest. The child learns best when s/he is interested and wants to learn. While in the classroom, the students will experience a structured and yet flexible program, based on the children's interests, which allows her/him the freedom to learn via all five senses and to follow their self-interest. Success becomes an avenue for high self-esteem and student mastery. Once a student has mastered a task, that task becomes an area for rest while boosting their confidence and allows the student to move on to another interest. The educator observes each student and continually prepares the environment and supports the student often by challenging the student to new and different work while maintaining the standards of classroom etiquette.

It is not the standard or practice of this school to discriminate in any way based on sex, age, nationality, race, disability or disadvantage. Should a child have special needs, a reasonable effort will be made to accommodate the child and to integrate the child with other children.

The centre is staffed with personnel who are loving, caring and want the very best for your child. Each child's needs are met on an individual basis with specific provisions for visual, auditory, and sensory stimulation. The carefully planned environment is designed to develop physical and cognitive skills, which will enable the child to advance into a creative, happy childhood. The environment is equipped

with various stimulating experiences. The goals of the class have been developed so that the child may develop a positive self-image, learn in an educational and stimulating environment and experience warm, loving relationships with adults and peers.

The children work in an atmosphere of freedom and responsibility. Sequenced materials in areas of interest are available to introduce to themselves the total reality:

**Practical Life**—the children learn at their own pace such everyday activities as buttoning, lacing, pouring, cleaning, polishing and washing. The goal is to help the children develop self-reliance and muscle control, with emphasis placed on care of the environment and care of self through the Montessori pedagogy.

**Sensorial**—Dr. Montessori invented certain materials that aid in the development of the intellectual senses of the child. These include items such as the pink tower, the brown stairs, the cylinder blocks, etc. All are oriented to advance the child's development of dimension and sense.

**Language**—Montessori's conception of language is that children need classification and clarity. This aid is given to them in the materials, which they use. The child who is exposed to this method generally has far less difficulty in learning to read or write before formal elementary education begins.

**Mathematics**—the greatest invention of Dr. Montessori can be seen in the math area of the environment. These specially designed materials provide the child with an introduction to the number system. The sequence of the various apparatus will allow the child to experience math from the concrete to the abstract.

**Cultural Studies**—Natural Science, Social Science, Geography, History, Music, Movement and Art, are addressed with unique and diverse methods.

## **Code of Ethics**

While engaged in any program, children and parent's behaviour must be in keeping with the Core Values of the program. Any aggressive behaviour towards staff, other participants or property including name calling, swearing, fighting, vandalism, etc. will lead to removal of the participant from the program and possible termination of care.

## **Core Values**

- We care about children and youth
- We acknowledge a sense of self worth is fundamental to individual dignity
- We understand that children and youth need to be heard
- We believe a sense of belonging is essential to healthy growth
- We foster cultural understanding and acceptance
- We assist children and youth to reach their potential
- We value learning as a lifelong goal
- We understand and respond to a child/youth's sense of adventure

- We acknowledge the importance of family
- We acknowledge the importance of appropriate role models
- We value and practice cooperative approaches
- We seek neighbourhood and community solutions
- We acknowledge our roles as advocates for children and families

### **Non-Discrimination Policy**

It is the policy and the practice of *Cradle 2 Kinder* to operate for all of its activities in a manner that does not discriminate on the basis of race, color, gender, religion, or national or ethnic origin. It will admit children of any race, color, gender, religion, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to children at the centre. *Cradle 2 Kinder* will ensure that the centre is in compliance with this policy in the administration of its educational policies, admissions policies, and tuition assistance programs, and centre-administered programs. *Cradle 2 Kinder* applies these same nondiscriminatory policies and practices to all activities it is engaged in including hiring and dismissal of employees, lease and purchase of buildings and equipment, and procurement of materials and services.

### **Cradle 2 Kinder Staff**

The staff at our centre work together as a team. We believe that in order to provide your child with the very best care, we as the providers must approach our work with a collective goal. That is to provide a fun, safe and happy learning environment. Staff is involved in some of the decisions that affect the program, and their input is valued at all times. Staff is chosen based on their training, experiences and their demonstrated skills; however one of the most important qualities we look for in our staff is their commitment to quality child care.

The staff at our centre consists of a Program Supervisor, Registered Early Childhood Educators and Assistant Staff.

Every staff, student, volunteer must read and sign all the policies and procedures set out by CCEYA on an annual basis. Each staff shall have a Criminal Record check & a Medical Record up to date, Standard First Aid & Infant and child CPR.

### **Students and Volunteers Supervision**

Students and Volunteers are supervised by our Supervisor or Montessori / or an ECE trained teacher in the class. A student or a volunteer is not counted as one of the staff in the ratio and are provided constant supervision while they are on their student placements or gaining experience to work as a classroom teacher. A volunteer or a student is not permitted to be alone with any child who receives child care at our centre premises.

## **Child Care Centre Orientation**

Often when children first start child care, they experience a certain amount of anxiety and distress (as well as new parents/guardians). Staff of the child care centre feel that a gradual introduction to the program helps make the child feel a great deal more secure and enables the parent/guardian to get to know the program and staff. We believe that by allowing the child to experience the Centre with a familiar person present, it will help ease her/his transition from home.

We will discuss with you an orientation plan for your child. If your child has been in childcare prior to commencing with us, s/he will probably experience less difficulty than a child with no previous group experience. We will do our best to tailor our orientation to both your child's needs and your schedule. If this is your child's first adventure into child care, you may wish to know that s/he may display certain behaviours that you may not have seen before. These behaviours can range from anger to tears, to a passive acceptance of the situation. On the other hand, you may find that your child is very excited to be at the Centre from the first moment on. We urge you to let us know what behaviours you are seeing so we may be able to help.

Some patience will help at the end of the day, as your child may be involved in a project and not be ready to go home. Our staff will be happy to assist you. The program in the late afternoon is geared towards quiet activities, which help children prepare for the transition from child care to home.

The key to a successful orientation for your child is our parent/guardian/staff communication. We do urge you to share your feelings, needs and ideas with us as they can only help everyone involved.

Visits will be as follows, unless otherwise agreed upon:

- Wednesday 9:00am – 10:00am (parent stays with child in the room)
- Thursday 9:00am – 11:00pm (parent stays with child in the room)
- Friday 9:00am – 12:00pm (parent stays on premises)

## **Arrival and Departure**

One of the most important ways in which parents can be involved is to communicate with the staff about their child. Please let staff know if there are any special needs, unusual events or changes that may have shown an impact on your child and the way in which s/he will approach the program. Conversely, the staff will let you know of any highlights or upsets that have occurred during the child's day.

For your child's sense of security, we recommend you establish fixed hours of drop off and pick up of your child. Please notify the staff of your child's time of arrival in the class and the time s/he leaves the childcare centre to go home. It is not acceptable for a child to arrive at the Centre without adult accompaniment. Similarly, when picking up your child, enter the Centre and ensure that a staff member knows your child is leaving.

Children will be allowed to leave the program only with parents or a designated adult, unless otherwise stated by a parent/guardian. All persons picking a child up from the program must be at least 18 years of age. Please notify a program staff in advance of any changes. Staff will not allow a child to leave the program with an adult they do not know, unless prior arrangements have been made and photo ID is available.

Please ensure that our list of allowed pick up names is current. Any changes made throughout the year needs to be brought to our attention immediately and in writing.

### **Picking up your Child**

Should you be unable to arrive to the Centre by 6:00pm, it is vital that you call and let staff know what time you expect to arrive.

Staff will, if they have not heard from you by 6:10pm, call your alternate contact person and try to arrange for pickup of your child. Staff will leave a message on the outside, Main Centre door to let you know who has picked up your child.

If staff cannot reach your alternate contact person, they will, at 6:20pm call the police to see if you have been involved in an accident.

Should staff not receive any notice by 6:30pm, they will call the emergency services of the Children's Aid Society. A Children's Aid Worker will pick up your children and will arrange for a temporary care situation for her/him. A message will again be left on the Main Centre door for you.

**\*\* IF YOU ARE GOING TO BE LATE, PLEASE CALL THE CENTRE!!!! \*\***

### **Late Fee and Absenteeism**

Cradle 2 Kinder is open from 7:00am until 6:00pm Monday – Friday. We close promptly at 6:00pm and staff is unpaid after this time. After a long day, we appreciate that children are picked up promptly.

The Centre late fee is \$5.00 for anytime within the first 15 minutes, and \$1.00 per minute as of 6:15pm. Consistent lateness may require alternate pick up or alternate care arrangements to be made.

**PLEASE BE AWARE THAT CONSISTENT LATE PICK UP OF YOUR CHILD MAY RESULT IN LOSING YOUR CHILD CARE SPACE.**

If your child will be late in arriving, not attending the program, or leaving early, please call the Centre prior to 9:00am. There is an answering machine available 24 hours a day. If you know in advance that your child will be absent for one or more days, please advise the program staff. *Refunds are not given for days that your child does not attend.*

Reporting illness also helps us keep others informed of health issues to be aware of such communicable disease, such as chicken pox or influenza.

### **Leaves of Absence**

1. Absence due to illness; in the event of either extended illness of the child or family member, *the child will be placed at the top of our waiting list, however a spot will not be kept or guaranteed.*
2. Other absences; in the event of an extended absence or leave for other reasons, parents are required to provide full payment or forfeit their spot in the program.

### **Admission, Discharge and Termination of Care Policy**

*All necessary forms, including immunization, must be completed **prior** to your child's participation in the program.*

A space cannot be guaranteed if you wish to temporarily withdraw your child; however your child may be placed on the waiting list.

Cradle 2 Kinder may terminate service if Centre's policies are not being followed, or fees are in arrears more than two-weeks.

### **Smoke Free Policy**

The Ontario Smoke Free Act came into effect on May 31, 2006. Under this Act smoking is prohibited in all day nurseries and private home daycares licensed under the Day Nurseries Act. This means all licensed childcare facilities, like our own, must be smoke free at all times, regardless of whether or not children are present, this includes our parking lot.

### **Sunscreen**

We are committed to the health and safety of your child in all aspects of our program, including but not limited to our outdoor program. In order for your child to be able to participate without limitations we require them to wear sunscreen during outdoor programming. It is recommended that you apply sunscreen prior to your child arriving at the daycare for the day. We will re-apply sunscreen to children for afternoon outdoor play. We ask that you supply a labeled bottle of sunscreen for your child to use while at daycare.

## **Health and Administration of Medication**

For everyone's wellbeing, sick children cannot be admitted into the program. If the staff considers a child too sick to be exposed to other children or if the child develops an illness while at the program, parents are expected to make arrangements to pick up their child promptly.

***A child who is suffering from fever, diarrhea, vomiting or a communicable disease may not attend the program. They may return 24 hours after the last symptom has disappeared without the aid of medication.***

In accordance with the CCEYA, a signed and fully documented immunization form and Emergency Consent must be presented before your child's first day. It is the parent/guardian's responsibility to provide the Centre with up-to-date medical information.

**Medication:** A medication form with instructions must be completed and signed before staff may administer prescription medication. ***Over the counter medication cannot and will not be administered.***

All staff is required to carry out regular health inspections for all children and follow the Department of Health's regulations. Your child may be refused admittance, or require a doctor's note for re-admittance if any of the following are observed:

- Unusual skin rash
- Heavy mucus
- Red or irritated eyes
- Fever over 101 degrees Celsius
- Unusual, infectious looking sores
- Loose bowel movements
- Vomiting
- Head Lice or Nits

There are times when it is difficult for a parent/guardian to determine if a child should be in childcare. A slight cold or the ends of an illness are two examples. In such instances, a general guideline for determining whether the child is well enough to attend the Center is:

- If the child is too ill to participate in all aspects of the program, including the outdoor portion, the child should be at home. Outdoor play is an important aspect of the program.
- If the child required one-on-one care, the child should be at home. Children are part of a group of children cared for.
- If the child requires Tylenol, Advil, Motrin etc to be able to participate in the program, the child should be at home. Children who are administered Tylenol, Advil etc by the parent cannot be in program unless a doctor's note

- is provided.
- For further guidance, please call the Program Supervisor

### **Diapers & Toileting**

Families who choose to use cloth diapers will require converting into disposable during their care at the centre. Disposable diapers must be provided. Children from 2.5 years should have toilet training *underway* prior to registration. Parents/guardians and staff will work together towards the completion of this goal.

### **Child's Personal Needs**

1. Your child is required to wear weather appropriate, comfortable clothing, as the children go outside each day. During the winter and spring months, a pair of indoor shoes is required.
2. There will be special events and theme days happening throughout each month and children may be asked to dress appropriately or bring a certain costume from home. We will keep you informed about upcoming events.
3. Children attending the childcare Centre are required to have a minimum of two (2) extra sets of clothes in the event of an accident. This should include shirt, pants, underwear and socks. Clothing should be in a clearly labeled bag.
4. Children who are toilet training require a minimum of five (5) changes of clothes.

**Toys from home are not encouraged** except when requested for a special day. **The childcare centre will not be held responsible for lost, stolen or broken toys from home**, therefore parents are asked to use their discretion.

*ALL ITEMS MUST BE LABELLED.*

### **Child Care Centre Rest Period (12:00-2:00pm OR 12:30-2:30 pm)**

The CCEYA requires that children in full-time attendance rest for a minimum of one (1) hour, and a maximum of two (2) hours daily. The Centre program adheres to the Act in allowing for a rest period after lunch. Children are not required to sleep, but must have a "quiet time". Parents will be asked to supply their own blanket (cots, cribs and sheets are supplied by the Centre), which will be sent home weekly, and when soiled, for washing. Wherever possible, a "non-sleepers" area is arranged for children who do not wish to rest after the first hour of naptime.

### **Nutrition**

At Cradle 2 Kinder, a nutritious mid-day meal, along with both morning and afternoon snacks will be provided. All meals are catered and prepared fresh on their site by a Certified Chef and meet all nutritional guidelines. The Centre will make every attempt to accommodate children with special dietary needs and allergies wherever possible. Should we feel that we are unable to provide

an adequate replacement that is safe and nutritious, parents will be asked to provide substitutes for their child to keep on site. It is vital that parents let the staff know of any allergies their child may have, and the reaction to expect. Weekly menus are posted.

**Our program is NUT SAFE. Please ensure your child does not bring any food into the program that is not nut free, and is thoroughly cleaned if s/he has eaten anything containing nuts prior to entering the Centre.**

### **Getting Involved**

We have an open door policy for our program, that is, parents are welcome to come at any time should they wish to participate in an activity that goes on during our scheduled program time. At no time, will students, parents and/or other volunteers be left alone to supervise a group of children or be included in teacher-child ratios.

### **Fundraising**

Fundraising is an ongoing project throughout the year. The money raised goes directly towards special purchases to enhance your child's learning environment. Parent/guardian involvement is essential to the success of these ventures. All fundraising will be announced with ample time for involvement.

### **Field Trips**

Throughout the year, the Centre may take field trips to special places of interest. Parents/guardians will be informed in advance of the destination, date and time. A nominal fee may be charged in order to assist with bus rental costs, as well as admission fees. If you do not wish your child to attend, you are responsible for finding alternate care for this time period, as staff is required to attend all field trips. Parents are still required to pay for the child's regular day.

### **Inclusion**

We, at C2K are proud to say that we are an inclusive childcare centre. We continually strive to provide opportunities for all children to grow and develop regardless of their abilities.

Parents play an important role in their child's development. We believe it's important for parents and caregivers to communicate regularly with the staff and supervisor to ensure the child's along with the rest of the classrooms needs are being met at all times.

Should your child have special needs, it is important to disclose the information prior to enrollment to ensure that we are able to accommodate your child and that the centre has all the supports necessary put into place prior to the child's first day of attendance for a successful transition.

It is important to recognize that, because we are a self-supporting childcare centre we do face challenges and difficulties and do not always have access to outside supports as quickly as we would hope. Should we be faced with difficulties in accommodating your child's needs at any time during enrollment or prior to registration, the supervisor will meet with the parent(s) to discuss the concerns/challenges so we can work together to form a plan of action on how to best meet the needs of everyone involved.

If you have any questions about your child's development, we recommend contacting one of the following agencies to help answer any question you may have:

Reach Out Centre for Kids (ROCK)  
(905) 339-3525

Developmental Early Identification and Prevention Program (DEIPP)  
(905) 825-6000 ext. 2531

Halton Region Children's Developmental Services  
(905) 825-6000

### **Fees**

The operating budget is formulated annually and fees are set on the basis of the on-going costs of operation. We will provide written notice of any and all fee increase to parents/guardians. A pre-authorized payment and fee schedule is available from the Program Supervisor.

### **Tax Statements**

A record of the previous year's paid fees will be provided by the end of February. Parents who withdraw prior to this time will receive their tax receipt in the mail. Please ensure the Program Supervisor has an up-to-date mailing address.

### **Registration Fee & Deposit**

A **non-refundable**, one time registration fee of \$100.00 and a one-week deposit (applied towards first week of care) per family is due upon registration. 2 weeks written notice of withdrawal or changes in care must be given, so that pre-authorized payments can be adjusted accordingly.

### **NSF Fee & Late Payment Fees**

Fee for childcare payments not received on or before the due date will be charged a late fee of \$25.00.(alternate Fridays – biweekly)

Payments received NSF will be charged an NSF fee of \$25.00 and a late payment

fee of \$25.00.

### **Subsidy**

Cradle 2 Kinder has an agreement with the Region of Halton to be able to provide subsidized childcare for families who require financial assistance. For more information please contact the Region directly at (905)825-6000.

### **Statutory & Other Holiday Closures**

The Child Care Centre is closed for all statutory & other holidays:

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

*\* All holiday closures are included in your bi-weekly fees \**

\*\*In the event a statutory holiday falls on a weekend the Centre will be closed either the previous or next business day (Friday or Monday).

\*\*The Centre reserves the right to close early on Christmas Eve and New Year's Eve. Ample notice will be given to parents.

### **Inclement Weather/Program Closures**

In the event of inclement weather, please call the Centre to hear a pre-recorded message regarding whether or not the program will be open. Every attempt will be made to have the message recorded by 6:30am.

Staff will make every attempt to arrive at the Centre on time, however we ask that when dropping your child off on inclement weather days; please escort them into the classroom to ensure that staff have arrived safely.

*\* Inclement weather/program closures are included in your bi-weekly fees \**

### **Behaviour Management**

Discipline is carried out in a non-threatening manner that is appropriate to the child's level of development and comprehension. Our staff team promotes positive child guidance at all times.

If a staff member suspects or confirms that there is child abuse from home, s/he has a **Duty to Report** by law to the Children's Aid Society without informing the

parents/guardians.

If a child's right of safety and security is compromised by the actions of another child in the program, a meeting between the child's parents/guardians and the staff will take place to formulate a plan of action on how to best address the concerns.

### **Prohibited Practices policy**

This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. Cradle 2 Kinder sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in a child care centre. Cradle 2 Kinder's program statement implementation policy requires that all individuals involved in caring for the children are aware of the expectations set out by the licensee. The expectations outline how staff, students and volunteers are to implement the approaches in the program statement, what the prohibited practices are and how the Directors will deal with a contravention of the program statement and/or a commission of a prohibited practice.

### **List of Prohibited Practices**

The following forms of discipline are not permitted at our child care centre:

- (a) corporal punishment of the child;
- (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 child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the 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; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.



## **Complaints and Grievances**

Parents are encouraged to have open communication with the teachers and staff of Cradle 2 Kinder. Parents should feel free to schedule time with their child's teacher to discuss any issues within the classroom. We ask that parents refrain from discussing issues with the teachers and staff during school hours as this interferes with the educational instruction.

For any and all other concerns, parents are encouraged to discuss this with either the Supervisor or the Director/ Operator.

All concerns/ issues will be resolved in accordance with the ***Parents Issues and Concerns Policy and Procedure***; listed below:

### ***Purpose***

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

### ***Definitions***

*Licensee*: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

*Staff*: Individual employed by the licensee (e.g. program room staff).

### ***Policy***

#### **General**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff is 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 /Supervisor 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 two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

## Confidentiality

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

## Conduct

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

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

### ***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/childrensaidthereportingabuse/index.aspx>

## **Emergency Management Policy and Procedures**

Name of Child Care Centre: Cradle 2 Kinder

Date Policy and Procedures Established: August 23 2017

Date Policy and Procedures Updated: August 23 2017

### ***Purpose***

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.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

### ***Policy***

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: With in the round-about beside preschool playground

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: Oakville Spa and Wellness Centre-647 Fourth Line, Unit 4, Oakville

**Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.**

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the Supervisor will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the Supervisor in the daily written record.

<b>Communication with parents/guardians</b>	<ol style="list-style-type: none"><li>1) Upon arrival at the emergency evacuation site, Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</li><li>2) Where possible, Supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</li></ol>
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