

BabeCare

Early Learning Centre and Out of School Care



PARENT HANDBOOK



Our Philosophy	3
Code of Ethics	4
Days and Hours of Operation and General Policies	5
The Daycare Committee	6
Orientation	6
Arriving at the Daycare	7
Picking Up Your Child	7
Sample of Daily Schedule	7
Policies and Procedures	8
1. Alberta Licensing Regulations.....	8
2. Alberta Health Services Child Care Facility Guidelines	8
3. Gov't of Alberta Responding to Child Abuse Handbook.....	8
4. Alberta Nutrition Guidelines for Children and Youth	8
5. Supervision Policy.....	8
6. Child Discipline Policy	10
7. Potential Health Risk Policy.....	12
8. Incident / Accident Policy (Major	14
9. Incident / Accident Report Policy	14
10. Nutrition Policy.....	15
11. Peanut Policy.....	17
12. Emergency Plan.....	17
13. Administration of Medication Policy and Procedures.....	18
14. Field Trip Policy.....	19
15. Transportation Safety Policy and Bus Rules.....	20
16. Indoor Safety Policy / Procedure.....	22
17. Outdoor Safety Policy / Procedure	22
18. Special Needs Policy	23
19. Toilet Training Policy.....	23
20. Wading Pool Policy.....	32
21. Storms / Closures Policy.....	32
22. Audiovisual Material and Computer Use Policy.....	33
Grievance Procedures	34
Information Resources Available to Parents	35
Notes	36
Handbook Sign-Off Form	37
Fee Schedule	39

OUR PHILOSOPHY

Welcome to BabeCare! It is our goal to provide an opportunity for the child to develop and grow during their formative years, from 12 months to six years. We are committed to providing a caring environment to support this growth – physically, socially, emotionally and cognitively. Our philosophy is based on the following guidelines:

1. BabeCare daycare is above all, a child's place. BabeCare and JCC staff strives to protect and promote the daycare as such.
 2. Learning must be based on actual experience and participation. We will expose the children to a variety of experiences and give them the freedom to expand and explore.
 3. Teaching children social and intellectual skills will aid them in understanding and expressing their own emotions. Occasions will be allowed where the children may move about freely to make personal choices and individual contacts. Promoting good self-help skills will also allow the child to develop independence and self-esteem.
 4. A good program is based on stability, variety, regularity and flexibility. The activities will include dramatic play, arts and crafts, fine and gross motor activities, circle time, field trips and indoor and outdoor free play.
 5. Parents should be included as part of the life of the daycare. We encourage parents to get involved and participate in the program. Communication is the key to success.
 6. To promote the child's Jewish Identity and awareness, the program will offer experiences relating to Jewish customs and holidays.
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CODE OF ETHICS

The principles of the code:

- Child care practitioners promote the health and well-being of all children.
- Child care practitioners enable children to participate to their full potential in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.
- Child care practitioners demonstrate caring for all children in all aspects of their practice.
- Child care practitioners work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children.
- Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.
- Child care practitioners work in ways that enhance human dignity in trusting, caring and co-operative relationships that respect the worth and uniqueness of the individual.
- Child care practitioners pursue, on an ongoing basis, the knowledge, skills, and self-awareness needed to be professionally competent.
- Child care practitioners demonstrate integrity in all of their professional relationships.

Excerpt from: Occupational standards for Child Care Practitioners

ROLE OF STAFF

The Director oversees the daycare program. The daycare follows staff qualifications regulated by the government. All primary caregivers must clear a Criminal Record check before commencing work at the daycare. All staff must have a valid First Aid Certificate.

DAYS AND HOURS OF OPERATION AND GENERAL POLICIES

The daycare opens at 7:30am. Please have your child here no later than 9:30am so that your child is able to participate in all activities. The daycare closes at 6:00pm Monday to Friday.

- The daycare is a ten-month period from September 1 through June 30 of the following year. Fees for full-time attendance cover this year. During the period of July 1 to August 31, our facility is open for partial attendance available on a weekly basis (for more information please refer to the Fee Schedule, page 39).
 - The daycare will be closed on all statutory holidays.
 - The director may designate any days of the year on which the daycare facility will be closed, including, without restricting the generality of the foregoing, all statutory and Jewish holidays. The daycare director shall advise the parent of all such designated days as soon as practical.
 - The daycare will be closed two days per year for the professional development of the staff.
 - The parent / guardian shall notify the daycare director forthwith of any change in the parent's residence, address or telephone number, in addition to business address and / or telephone number.
 - The parent / guardian shall ensure that the child is fully and properly clothed on arrival at the daycare facility and that the child's clothing, grooming items, bed linens, bottles and / or sippy cups are properly labelled.
 - Please send an extra set of clothes with your child – or several sets, regardless if your child has toileting accidents. There are many other ways to get dirty at daycare.
 - Please do not send food or toys with your child. We provide nutritious, kosher meals and snacks and the children learn to share by using daycare toys. Our meals are prepared by *Karen's Café*, under supervision of *Calgary Kosher*. A menu for each month is always posted or available for you on request.
 - The parent / guardian grants permission to the JCC to obtain medical assistance for the child while the child is in attendance at the daycare facility, or in case of supervision of the daycare director or daycare staff when, at the sole discretion of the daycare director or any daycare staff, such assistance is necessary. The parent / guardian agrees to bear the expense of such medical assistance.
 - Please make sure that your child's immunizations are up-to-date and a copy of the results of immunization is submitted for our records.
 - Nap times are important for infants, toddlers, preschoolers and some kindergarten children. Our daily schedule incorporates a balance of active and quiet play, including a rest period. During this time, children are encouraged to rest, but not required to sleep. Children who do not sleep are allowed to get up and participate in quiet activities after a period of rest, while still respecting the quiet time so others can nap.
 - Parents with children wearing diapers are required to supply the daycare with diaper cream, baby wipes and disposable diapers.
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DAYS AND HOURS OF OPERATION AND GENERAL POLICIES

- Parents / Guardians and their guests must use appropriate language while on our property. Foul language of any type is not permitted on JCC grounds, which includes parking lot and playgrounds. If a problem or concern arises, the first step is to move the discussion into a private office area where you can express your concerns with the daycare director. We will do our best to address every problem or concern that arises and where necessary, we can reschedule the meeting for another time at which you and the daycare director can discuss the problem or concern.
- Smoking is prohibited on all JCC property, including the parking lot and playgrounds.

THE DAYCARE COMMITTEE

The daycare committee is comprised of a group of parent volunteers. The committee is struck each September and works actively until June. The primary function of the daycare committee is to assist in fundraising initiatives.

ORIENTATION

We have a thorough orientation process for parents before you register your child. We encourage you to bring your child in for an orientations session prior to commencing at the daycare. This enables your child to become familiar with their new surrounding and daycare staff. Please allow sufficient time to meet your child's group leader to discuss your child's integration into the group.

Daycare staff understands that it is difficult for parents to leave their child for the first time, and encourage parents to call throughout the day to check on child's progress.

Here are some suggestions to assist you when leaving your child for the day:

- Say "Good-bye".
- Try not to prolong the farewell.
- Say "I'm going now. I'll be back this afternoon".
- Give your child a kiss and hug before you leave.
- Always let the daycare staff know that you are leaving. This will signal the staff to give a little extra support to your child should they need it.

Parents and children need time to adjust. Allow time so your child can show you things and places that interest them on arrival and departure.

ARRIVING AT THE DAYCARE

Please keep your child with you at all times, especially when exiting your vehicle in our parking lot. Do not leave children regardless of their age, unattended in your car when dropping off or picking up. Lock your car, as we cannot be responsible for any personal belongings taken from your vehicle while it is on our property. Be sure to sign your child in on arrival and place all belongings in your child's designated space. Ensure your child's caregiver is aware of your departure before leaving.

PICKING UP YOUR CHILD

When you arrive to pick up your child, allow time for your child to complete whatever activity he / she is participating in. Please remember to let the staff know your child is leaving and sign out as you exit the building.

We must ask you to make every effort to pick up your child before closing time. If you are going to be late, please call the daycare immediately. If we have not heard from you by then we will contact your emergency number.

There will be a late fee of \$1 per minute charged to those parents who arrive after the designated hour. Also in the event that a parent is an hour or more late and cannot be contacted by any means, daycare personnel will hand the child or children over to the care of *Alberta Family and Social Services*. A note to this effect will be left at the premises for the parent or parents.

SAMPLE OF OUR DAILY SCHEDULE

7:30am	Arrival, children meet in Room 5
8:00am	Children participate in planned activities in home room
10:00am	Morning snack
10:30am	Centres open and children engage in indoor / outdoor activities
11:45am	Lunch
12:30pm	Children in rooms 1, 2, 3 settle for naps, older children engage in quiet activities, outdoor play
3:00pm	Afternoon snack
3:30pm	Indoor / Outdoor free play
5:30pm	Children combine in Room 5
6:00pm	Centre closed

Children are provided with opportunities for both indoor and outdoor play. A basic daily schedule is posted in each room. Age-appropriate circle time, crafts, music and stories are facilitated by staff members on a daily basis. Free play activities may include; playground apparatus, puzzles and games, play-dough and colouring, sand and water tables, outside toys (tricycles, balls, etc.), construction toys, reading and role-plays.

POLICIES AND PROCEDURES

It is *BabeCare* daycare's policy to follow all of the following policies and procedures:

1. Alberta Licensing Regulations

<http://goo.gl/SZH05N>

2. Alberta Health Services Child Care Facility Guidelines

<http://goo.gl/grh5VM>

3. Government of Alberta *Responding to Child Abuse Handbook*

<http://goo.gl/l3GjY8>

4. Alberta Nutrition Guidelines for Children and Youth

<http://goo.gl/pjZLVN>

5. Supervision Policy

Supervision is one of the key requirements in the prevention of accidents / injuries throughout the center. Primary staff must be familiar with the children in their care to ensure safety and meet the needs of the children enrolled in the program.

License holder / director is conducting orientation for new staff to ensure that staff must observe children's play and behaviour both indoors and outdoors and be familiar with indoor and outdoor physical environments.

It is the policy of the centre to ensure that all children attending the centre are supervised at all times. Children must be in direct sight or sound of the centre personnel at all times. The staff must position themselves in the optimum spots (areas where you can supervise the most / all children), near 'high risk' climbing structures.

A minimum of two (2) centre personnel will be on the centre's premises at all times that the centre is operational.

All centre personnel are required to understand and follow staff to child ratios. For more information please refer to Alberta Licensing Regulations (<http://goo.gl/SZH05N>).

At no time are children permitted to exit the centre unaccompanied. Centre personnel are required to ensure children only leave the centre with a nominated person authorized by the child's parents / guardians.

Child Supervision Practices

- To ensure that staff / child ratios are correct at all times.
 - To ensure that all children must be signed in/out upon arrival or departure on a daily basis.
 - Staff members must always know the number of children and which children they are responsible for.
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POLICIES AND PROCEDURES

- Primary staff must create well-arranged space (indoor / outdoor) which meets developmental needs of the children during routines and play.
- When supervising the children, primary staff must use developmentally appropriate child guidance and positive reinforcement.
- To ensure that where multiple areas are available to children at the same time, (indoor / outdoor activities) that such areas are appropriately supervised.
- To communicate effectively to other staff when they are moving from an area.
- Be aware of the location of each child at all times. Including a list of the children being transported to and from school.
- Ensure that supervision is active and interactive with children.
- Do regular head counts of children in your care, especially when entering / leaving the playground, during transitions.
- Actively supervise children's play by engaging and interacting with them.
- Provide adequate supervision when using a variety of age appropriate equipment (bikes, slides, etc.).
- Before going outside, staff need to perform a visual scan of the area to make sure that the gates are closed and the area is secure and safe.
- Staff need to make sure that children are using age-appropriate equipment in the daycare, playground and during field trips.
- Staff need to carry portable records (pink emergency cards) of all the children at all times.
- The supervision policy is posted in the rooms and on the parent information board. It is also discussed with each individual family during the orientation process at the beginning of enrollment.
- The safety of our children is imperative and demonstrated in the due diligence of our supervision by our staff members.

Before School Care

- The child's parent(s) sign the child in when they arrive at the daycare. Thus giving the staff member a list of the children they are responsible.
 - The parent(s) is asked to notify the centre if the child will be absent.
 - If the parent(s) fails to notify the centre, the primary staff contacts the parent(s).
 - The primary caregiver leaves with all of the children and rides the bus with them to their designated schools.
 - The children are counted before they get on the bus, once on the bus, and again when they get off the bus at the school.
 - The bus and van are owned by the JCC, driven by a qualified driver.
 - When the children arrive at the school they are escorted to their classroom(s) by the staff member.
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POLICIES AND PROCEDURES

Preschool and Kindergarten Children

- A primary staff goes to the school to pick up the children.
- The parent(s) is asked to notify the centre if child will be absent.
- If the parent(s) fails to notify the centre, the primary staff will locate the school or office to find out if the child attended school.
- If the child was absent from school and we were not notified, we will call the parent and confirm.
- If we cannot locate the child, the police will be notified and the parent(s) will be notified.
- The staff count the number of children on the bus and when they return to the centre.
- The primary staff communicate with the centre regarding any children that were absent at school.
- The children are dropped off at the daycare and escorted by the staff to the daycare door, where a *BabeCare* staff escorts them to their room(s).
- If a child does not arrive at the daycare and the primary staff has not communicated anything to the daycare, the daycare staff will then call the parent(s) to see why the child did not come back on the bus.

6. Child Discipline Policy

Guiding children's behavior is a continuous and important role of the daycare staff. Staff utilize two strategies, preventative and intervention, which encourage children's self-esteem and respect for others. Any child disciplinary action taken must be reasonable in the circumstances. At no time are staff permitted to use physical punishment.

Staff may not:

- Inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation.
- Deny or threaten to deny any basic necessity.
- Use or permit the use of any form of physical restraint, confinement or isolation.

Preventative Methods

Increase the probability that desired behavior will occur.

- Staff set the example by modelling appropriate behavior and problem solving techniques.
 - Each child is a unique individual. A variety of factors affect a child's ability to understand and respond to directions.
 - Encourage the development of self-esteem by respecting each child's individual needs
 - Provide a program of varied and developmentally appropriate activities to maintain the children's interest.
 - Know the group, and plan actions to avoid difficulties.
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POLICIES AND PROCEDURES

- Plan transitions between activities so that the children know what is coming, and are allowed time to finish what they are doing and prepare for the next activity.
- Encourage appropriate behavior that should be continued.
- Focus on what to do, rather than on what not to do.
- Set clear and consistent limits, using simple straight-forward statements of expectations.
- Explain the consequences of actions.
- Provide the children with choices, and follow through on their decision.
- Give the children time to respond to expectations, and remind them when necessary.
- Ignore minor incidents. Set basic rules that help children distinguish minor incidents from those requiring intervention.
- Help children solve their own conflicts by teaching them how to problem-solve and to think of effective alternative reactions.
- Deal with the incident that has just occurred, without dwelling on past problems.
- Let the children know that they get further direction when they need it.

Intervention Methods

Used to stop or redirect undesirable behavior when it occurs.

- Stay calm.
- Move close to the child to help him / her gain self-control.
- Acknowledge the child's feelings. Remind the child of limits in simple, direct language.
- Focus on the behavior as unacceptable, not the child.
- Reassure the child physically and verbally that he / she is still valued despite the incident.
- Redirect or distract younger children, if necessary removing them from the situation altogether.
- Offer older children a choice of appropriate alternative activities, and help them get interested and settled into the new activity.

Communication to Parents

The discipline policy is communicated to parents through the Parent Handbook. Parents are required to complete and sign a form (page 37) indicating that they have read and understand all policies outlined, as well as the Parent Handbook in its entirety. Discipline incidents will be discussed privately with parents.

Communication to Staff

Daycare staff are expected to be knowledgeable in the field of child development, with an understanding of the importance of child-adult relationships and have reasonable and age-appropriate expectations. Our discipline policy is communicated to staff through the Staff Handbook, and staff are required to sign that they have read and understand it.

POLICIES AND PROCEDURES

7. Potential Health Risk Policy

Children displaying symptoms as outlined in Schedule 1, section 8(2) are to be removed from the centre immediately. If a parent fails to arrange for immediate removal of a child displaying the outlined symptoms, the alternate contacts (emergency contact) will be called. The sick child will be kept as far away as it practical from the other children. Each room has a designated area where the child can rest and be regularly monitored by staff. The daycare director or person in charge will report to their child care licensing officer if the program requires assistance of emergency health care and /or requires the child to remain in the hospital overnight.

Signs or symptoms of illness exhibited by a child can include but are not limited to:

- Vomiting, having fever, diarrhea or a new or unexplained rash or cough,
- Requiring greater care and attention than can be provided without compromising the care of the other children in the program, or
- Having or displaying any other illness or symptom the staff member knows or believes may indicate that the child poses a health risk to persons on the program premises.

A child may return to a program if the childcare provider is satisfied that the child does not pose a health risk to other children or caregivers. A parent may provide a physician note or a parent can report to the child care provider that the child has been symptom free for a period of not less than 24 hours.

Parents will be informed to seek alternate child care or to keep their child at home if the child is not well enough to participate in the regular activities of the program, the illness requires greater care from the child care staff that can be provided without compromising the care of the other children in the program, or the child has received one or more of the following diagnoses from a physician or the other health professional:

- Chickenpox (the child can be permitted to return to the program when he or she feels well enough to participate in all activities, regardless of the state of the rash and as long as the child returns to the same group they were with one to two days before the onset of the rash).
 - Diarrhea or loose stool (the child should be excluded for 24 hours until symptoms are resolved or assessed by a physician).
 - Hepatitis A (the child should be excluded until 14 days after onset of illness or seven days after onset of jaundice).
 - Impetigo (the child should be excluded until 24 hours after antibiotic treatment has been initiated).
 - Wheezing / Persistent coughing (the child should be excluded until assessed by a physician or the symptoms are resolved).
 - Measles (the child should be excluded until four days after the appearance of a rash).
 - Mouth sores with drooling (the child should be excluded until a physician has determined that the symptoms are non-infectious).
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POLICIES AND PROCEDURES

- Mumps (the child should be excluded until nine days after onset of parotid gland swelling).
- Pertussis, or “Whooping Cough” (the child should be excluded until five days after antibiotic treatment has been completed, until three weeks after onset of symptoms, or until the coughing has stopped).
- Purulent Conjunctivitis, or “Red / Pink Eye” (the child should be excluded until 24 hours after antibiotic treatment has been initiated and there are no visible symptoms).
- Rash, with fever or behavioural change (the child should be excluded until a physician has determined that the symptoms are non-infectious).
- Rubella (the child should be excluded until at least four days after onset of the rash, or up to five to seven days at the option of local health authority).
- Scabies, Head Lice, or other infestation (the child should be excluded until appropriate treatment has been completed – specifically, in the case of head lice, all eggs need to be removed manually).
- Strep throat or other Streptococcal Infection (the child should be excluded until 24 hours after appropriate antibiotic treatment and cessation of the fever).
- Symptoms of possible severe illness, such as lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing (the child should be excluded until assessed by a physician or the symptoms are resolved).
- Temperature, with a fever of 38.0°C or higher.
- Tuberculosis (the child should be excluded until a physician has approved his or her return).
- Vomiting – with two or more episodes of vomiting in the last 24 hours. If the child vomits while at daycare, he / she needs to be removed immediately and can return 24 hours after the last vomit.

Parent / Guardians are advised of our policies and procedures relating to potential health risks through their orientation, newsletters, and it is posted on the parent information board.

If the childcare provider knows or has reason to believe that a child is ill or becoming ill, the childcare provider will use a list of symptoms described above as well as emotional and physical appearance of the child, overall well being of the child on that day. The childcare provider will check child’s temperature by using ear thermometers.

The staff in the daycare will read and sign this policy. A copy of this signed policy will be placed in the personnel file of each staff member. This policy will be discussed during staff meetings and during orientation for new staff.

POLICIES AND PROCEDURES

8. Incident / Accident Policy (Major)

BabeCare Daycare as a license holder is required to report serious illness of or injury to a child that occurs while the child is attending a program and any other incident that occurs while a child is attending the program that may seriously affect the health / safety of the child. Incidents that require reporting include, but are not limited to: death of the child, injury, allegation of abuse, missing or lost child, a young person involved in crime, child removed from a program without permission, emergency evacuation or unexpected program closure, intruder on premises, illness or injury requiring emergency medical services or hospitalization, error in the administration of medication, a child left on the premises after hours.

Incidents must be reported immediately to licensing staff by telephone, fax, or email. Incident report form must be completed and submitted to CFSA's licensing office within two days of the incident.

All incidents are analyzed annually and Incident Reporting Annual Summary and Analysis Reports are submitted to the regional child care office.

9. Incident / Accident Report Policy

BabeCare Daycare as a license holder is required to report to Child and Youth Services serious illness of or injury to a child that occurs while the child is attending a program and any other incident that occurs while a child is attending a program that may seriously affect the health or safety of the child. Incidents that require reporting include, but are not limited to: death of a child, allegation of abuse, missing or lost child, a young person involved in crime, child removed from a program without permission, emergency evacuation or unexpected program closure, intruder on premises, illness or injury requiring emergency medical services and hospitalization, error in the administration of medication, and child left on premises after hours.

Even in the safest environments accidents and injuries do occur. Any accidents that may occur at the daycare are recorded by staff on an Incident / Accident Report. If your child has been injured during the day you will be required to sign and date the report indicating that you have been made aware of the incident / accident. If necessary you will be contacted to pick up your child. If you cannot be contacted and your child requires medical attention, we will take the necessary required steps. Any medical expenses incurred will be the parent's responsibility.

Incident / Accident Report forms contain the following information:

- Child's name.
 - Age.
 - Date.
 - Time of accident / incident.
 - Description of how incident / accident occurred.
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POLICIES AND PROCEDURES

- Part(s) of body involved.
- Treatment given / action taken.
- Treatment given by whom.
- Name of parent notified.
- Signature of person notifying parent.
- Corrective action needed to prevent reoccurrence.
- Signature of staff and date.
- Signature of parent and date.

Parents may request a copy for their own records. The original will be kept on file in the daycare office until the child leaves the program.

10. Nutrition Policy

Child Care Nutrition – Good nutrition is vital to your child’s physical and mental development. We have developed child care nutrition policies in our program to encourage the development of good eating habits that will last a lifetime.

Meals and Snacks Promote Child Care Nutrition – Due to our desire to promote your child’s health and provide good child care nutrition, the daycare follows the child care nutrition guidelines of the Canada Food Guide for all meals and snacks. A variety of nutritionally balanced, high quality Kosher foods are prepared and served on the premises each day. Meals are served family style; each child is encouraged to serve him or herself, and to try each food that is offered.

Child Care Nutrition is Routine – In order to limit our time away from the children and to promote healthy eating habits, food is available only at scheduled times. Children who choose not to eat will need to wait until the next scheduled meal or snack. Meal and snack times are planned so that no child will go more than three hours without being offered food. Scheduled meal times are 10:00-10:30am, 12:00-12:45pm, and 3:00-3:30pm. If your child is absent during a scheduled meal or snack it is your responsibility to feed him / her before he / she arrives. Although we realize that fast food is convenient, please do not bring your child with a fast food meal or drink as this undermines our efforts to teach healthy habits to the children.

Child Care Nutrition Considers Special Diets – Sometimes a child requires a special diet due to allergies, food sensitivities, or other circumstances. We are experienced in reading ingredient lists for allergens and accommodating special diets without compromising nutrition. If your child needs a special diet we will make reasonable adjustments to our menu in order to accommodate his / her needs. If you prefer to send meals to *BabeCare*, the meal must follow the Canada Food Guide. If your child is not able to follow the Canada Food Guide due to special dietary needs we are required to have a written doctor’s order to follow. Please do not send gum, candy, snacks, or other foods to *BabeCare*.

POLICIES AND PROCEDURES

Child Care Nutrition can Include Special Treats – A well-balanced child care nutrition plan includes occasional treats, and what better time for treats than a birthday or holiday? Special birthday or holiday treats help make these days even more special for our children! If you wish to send a special birthday or holiday treat please let us know ahead of time.

Our Weekly Menus Promote Child Care Nutrition – Our weekly menus are carefully planned to follow Canada Food Guide recommendations at every meal. Each menu is designed to provide a wide variety of nutritious foods that are different in color, shape, size and texture. All of our child care menus include foods that are new or different, the children's favorites, culturally diverse, and seasonally appropriate. Menus are rotated on a seasonal basis to provide the children with a balance of variety and familiarity. Menus are adapted to incorporate fresh in-season produce and special foods that fit our current curriculum, and reviewed every three months.

- Food handling procedures ensure that hot foods are kept hot; cold foods are kept cold at all times.
- Food preparation and serving utensils and surfaces are sanitized after each use.
- All staff are required to have completed their food handling course / childcare safety course offered by Alberta Health Services.

Guidelines for Serving Food

- All children and staff wash their hands before sitting down to eat. If a child or staff member wipes a nose or leaves the table for any reason, they must wash their hands again.
 - All tables must be cleaned and disinfected with the appropriate cleaning products. The tables must be air dried.
 - Staff should receive one tray / table from the kitchen. Each tray should have everything needed to serve the children at the table. For older children the utensils and milk / juice jug should be a good size so that the children can serve themselves.
 - Never touch the eating areas of plates, cups, or cutlery when serving the food.
 - Remember to check allergy list posted in the room and substitute foods according to Canada's Food Guide. Talk to the cook and the daycare director about how to handle any children who may have allergies. The parents may be required to substitute foods.
 - Children are NEVER forced to eat. We encourage them to try new foods and take small amounts at first and then to have more. Children can eat until they are full and shouldn't be told to hurry up; they can take as much time as they need.
 - The menus are posted in the room with the date at the top. Any changes made to the menu must be approved by the daycare director and posted for everyone to see. Our menus follow Canada's Food Guide to meet the nutritional needs of the children.
 - According to health and licensing regulations the following foods must never be served to children less than four years of age: nuts and seeds, hard candies, caramels / toffees, chewing gum, popcorn, gumdrops, jelly beans, and / or snacks made with toothpicks or skewers.
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POLICIES AND PROCEDURES

- The following food may be served to children four years of age or younger if they are modified. Whole grapes – sliced, hard vegetables – shredded or chopped, fruit with pits – if pit is removed first, and /or fish – if bones are removed.
- Peanuts and any nuts can never be served or brought into the centre. If they are, staff must wrap them up and dispose into an outside garbage immediately. Anyone handling the product must thoroughly wash his / her hands.
- When taking food on a field trip make sure it is kept cold by putting it into a cooler with ice. If at all possible, keep out of the sun.
- When a parent brings in inappropriate foods for the child, staff should discuss nutrition with the parent and encourage them to provide the proper amount and variety of foods. When food is inappropriate staff should supplement with appropriate food from the kitchen. Inform the daycare director about any concerns you have.

Manner of Feeding

- The manner in which children are fed is appropriate to their age and level of development.
- Children are seated while eating and drinking.
- No beverages are provided to children while they are napping.

11. Peanut Policy

BabeCare daycare is peanut and nut free. The daycare cannot make any guarantees with respect to all the products supplied, but when purchases are made selections are peanut and nut free alternatives. We can neither be responsible for children or families who may bring peanuts to our daycare or any residue that may remain on surfaces.

It is extremely important that parents of children with peanut and / or nut allergies notify the daycare, in writing, and provide an epi-pen in case of emergencies.

12. Emergency Plan

Emergencies occur from time to time, and it may become necessary to evacuate the building quickly. This has to be done in an organized way and without panic. It is, therefore, necessary to have a plan that can be rehearsed so that everyone knows what has to be done beforehand. ***Please note that fire drills are conducted on a regular basis.***

Typical emergencies that may arise are the following:

- Fire.
 - Gas leaks.
 - Fumes from dangerous materials.
 - Electrical power failures.
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POLICIES AND PROCEDURES

13. Administration of Medication Policy and Procedures

As a licence holder, BabeCare daycare may administer or allow the administration of medication to a child only where:

- The written consent of the child's parent has been obtained,
- The medication is in the original labelled container, and
- The medication is administered according to the labelled directions.

Where medication is administered to a child, the licence holder must ensure that the following information is recorded:

- Staff must have first aid certification.
- Written consent of the child's parent has been obtained and recorded on a medication record.
- Medication record must have the following information:
 - The name of medication.
 - The time of administration.
 - The amount administered.
 - The initials of the person who administered the medication.
 - Time medication given prior to arriving at the centre.
 - Special instructions (eg. to be taken with food).
 - Two weeks maximum to be administered at the centre (exception would be emergency medications, eg. Epi-pen with allergy detail and action plan record filled out by parents).

As a licence holder, BabeCare daycare must ensure that:

- All medication is stored in a locked container that is inaccessible to children, and
- Medication that may be needed in an emergency is stored in a place that is inaccessible to children.

If a child is requiring over the counter creams to be applied, a diaper / cream permission form must be filled out.

POLICIES AND PROCEDURES

14. Field Trip Policy

On occasion, our daycare may plan trips to special places for children aged three years and older. A release form for each field trip excursion will be provided to the parent / guardian to authorize their child to engage in the event. Daycare staff will review all the safety policies with the children and parent volunteers. They will prepare the children for the trip by explaining where they will be going, why and who they need to listen to.

Parent Responsibilities

- To read information regarding where we are going and any other pertinent information.
- To sign permission for their child to participate.
- To provide money to cover additional costs associated with field trip.
- Have their child at daycare half an hour before departure time with all necessary materials for field trip.
- Parents will follow Canada Food Guide when sending snacks / lunches, in addition to being peanut and nut free.

Staff Responsibilities

- Prepare children for field trips by explaining where they are going, what will happen, whom they will see, and who they need to listen to.
- Take emergency card, emergency medications, and first aid kit.
- At least one staff has cell phone as emergency contact.
- Explain expectations and procedures to volunteers.
- Put children into groups.
- Give each child a buddy to help take care of each other.
- Before leaving centre, rules are reviewed with children and volunteers.
- For children over three years old, ratio is one adult for every six children, including volunteers. Volunteers are included in ratio but not allowed to be unsupervised.
- When departing centre, there must be one adult at the front of the group and one adult at the the back of the group at all times (preferably staff).
- Continuously do head counts, so as to be aware of where children in assigned group are at all times.
- When taking food on a field trip make sure it is kept cold by putting it into a cooler with ice. If at all possible, keep out of the sun.

Volunteer Responsibilities

- Be aware of the rules associated with the field trip.
 - Be aware of where children in their assigned group are at all times.
 - Act as support for daycare staff.
 - Notify staff if any concerns arise. Explain the consequences of actions.
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POLICIES AND PROCEDURES

Bus Rules

- All children sit together, two or three to a seat, with their buddy.
- One adult borders the front of the group and another borders the back of the group
- Children are counted as they board the bus and as they leave the bus.
- At destination, the adult at the front of the group leads group off the bus (on public transit, the back exit is never used). If there are only two adults present, the front adult is responsible for counting children as they get off the bus. The adult at the back of the group, follows children off the bus and scans seats and floor for items that may have been dropped or left behind.
- Front staff does not let bus driver leave until everyone is present and accounted for.

C-Train Rules

- One adult leads the children on the train while the other adult holds the door open and counts the children.
- Adult in front directs the children as to where to sit or stand. Depending on how busy the train is and if there is enough room, adults will instruct children where to sit. If there are not enough seats, everyone stands.
- Adult holding the door does not let it close until numbers have been confirmed.
- One adult borders the front of the group while the other adult borders the back.
- When getting off the train, one adult holds the door open and counts the children as the other adult leads the group off. The door is not allowed to close until numbers have been confirmed.

15. Transportation Safety Policy and Bus Rules

Transportation Safety Policy

- Each vehicle will be equipped with a first aid kit and emergency identification and contact information for all children being transported, as well as a means of immediate communication to summon help (such as a cell phone).
- When vehicles are used for transporting children, a back-up vehicle will always be available and will be dispatched immediately in case of an emergency.
- At least one child caregiver will accompany children on the bus and the caregiver will hold a valid first aid certificate, including rescue breathing and management of blocked airways.

Bus Rules

- Remain seated while bus is in motion. Children must not extend arms or heads out of the window, try to get on or off the bus, or move within it.
 - Eating or drinking is not permitted on the bus.
 - No changing seats once seated.
 - The driver is in full charge of the bus and his / her directions must be followed.
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POLICIES AND PROCEDURES

- The driver will report any misconduct to the Children's Program Manager.
- The driver may assign specific seats to the children at any time.
- Children must not throw paper or other waste materials on the floor or out of the bus windows.
- While on the bus, children must conduct themselves in a quiet and courteous manner, showing consideration for the comfort and safety of others.
- Scuffling, fighting and the use of obscene language on the bus are prohibited.
- Children must not distract the bus driver with portable radios or unnecessary conversation.
- Children causing willful damage to the bus will be held fully accountable.
- When leaving the bus, children must observe the instructions of the driver.
- Only certain equipment is permitted on the school bus. In the case of a dispute, the final decision will rest with the driver.
- The aisle must be clear at all times.

Before School Care

- The child's parent(s) sign the child in when they arrive at the daycare.
- The parent(s) is asked to notify the centre if their child will be absent.
- If the parent(s) fails to notify the centre, the primary staff contacts the parent(s).
- The primary caregiver leaves with all of the children and rides the bus with them to their designated schools.
- The bus and van are owned by the JCC, driven by a qualified driver

Preschool and Kindergarten Children

- A primary staff goes to the school to pick up the children.
 - The parent(s) is asked to notify the centre if the child will be absent.
 - If the parent(s) fails to notify the centre, the primary staff will locate the school or office to find out if the child attended school.
 - If the child was absent from school and we were not notified we will call the parent and confirm.
 - The primary staff communicates with the centre regarding any children that were absent from school.
 - The children are dropped off at the daycare.
 - If a child does not arrive at the daycare and the primary staff has not communicated anything to the daycare, the daycare staff will then call the parent to see why the child did not come back on the bus.
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POLICIES AND PROCEDURES

16. Indoor Safety Policy / Procedure

- Areas are kept clean and unobstructed.
- Electrical sockets are securely covered.
- There are no sharp corners.
- Toys are safe, with no sharp areas, pinch points or small parts, and are developmentally appropriate.
- Trash cans are covered and secured.

17. Outdoor Safety Policy / Procedure

A quick walk around and visual check must also be done by first staff outside, each time a class goes out to play, in case anything visible has changed.

- Walk around perimeter of fence ensuring gates are closed and no garbage is lying around.
- Remove lid from sandbox.
- Check to make sure garbages are not full.
- Walk around playground making sure nothing on ground that can hurt children.
- Check all equipment to ensure that everything is in working order and that nothing is broken, needs to be fixed.
- If garbages are full, rocks need to be swept, or something needs to be fixed, notify daycare director and then maintenance.
- Inform lead staff in each classroom so all rooms are aware of concerns.
- Take toys out of shed and check to make sure nothing is broken and have ready for children for the day (weather permitting). If anything is broken or needs to be replaced notify daycare director.

Guidelines for Outdoor Safety

- Only one child at a time when going down the slide.
 - Feet first and seated when sliding down.
 - Cars and biked to be used in designated areas. Please watch for friends walking.
 - Cars and bikes are not to be pushed; they are for sitting in only.
 - Please do not throw stones or sand as this could hurt others.
 - Children are not to be standing along the fence unsupervised.
 - No balls or toys are to be on the slide or on the larger climbing structures.
 - Balls are to remain in the fenced area.
 - All children are to dress appropriately in accordance with the weather.
 - All children need to be wearing proper foot wear.
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POLICIES AND PROCEDURES

18. Special Needs Policy

At *BabeCare*, we believe every child should have the best possible learning opportunities, and we therefore promote inclusive practice. We recognize that some children may have special needs, and we take specific action to support and encourage them within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We work closely with parents and other agencies to monitor the child's progress carefully, and provide effective, additional support to meet the child's needs.

Early Identification and Intervention

- We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs.
- We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for them.
- We share reports on children's progress with parents.
- We use a graduated approach to identify and meet children's special needs. This is in line with provincial procedures and involves a systematic cycle of assessment, planning, action, and review, recording clear targets and strategies for development and progress.
- Parent teacher interviews are conducted twice a year so that the child's progress can be discussed.

19. Toilet Training Policy

It is likely that at some point during the year, your child will be learning to use the potty, thus, you want to make sure that he / she has clothes that makes this process as easy as possible for him / her. Especially, at the beginning, the time between when your child realizes that he / she needs to urinate and when he / she actually does it will be very, very short. He / she won't have time to struggle with his / her clothes. It will be discouraging for him / her to realize he / she needs to use the toilet and then wet the floor because he / she couldn't get his / her clothes off fast enough. As you know, we look at potty training as an important self-help skill for your child. Being able to get his / her own clothes off and on so he / she can go when he / she needs to go, all by him /herself, is very important. Potty training can't become a self-help skill if he / she can only accomplish it when an adult is available to undo buttons, snaps, and buckles.

We have included a list of clothes to help your child during potty training. We've also included a list of clothes that could make things very difficult. These lists are from parents and teachers with years of potty training experience, who want to share what they've learned with you. Unfortunately, some of these clothes – often the cutest children's clothes on the market – are the very ones that give children the most trouble when they're learning to use the potty. It is so important for your child to have clothing that he / she can manage

POLICIES AND PROCEDURES

by him / herself that it is worth using such outfits only on special occasions or putting them away until he / she can undo all the snaps, buttons, or buckles.

As your child begins learning to use the toilet, we recommend the use of underwear, against pull ups.

We will change your child whenever he / she is wet or has a bowel movement. We will never allow him / her to remain in wet or soiled clothes. This means we will be doing a lot of changing at the beginning of the process, which means he / she will need a lot of extra clothes. We will need at least five pairs of underwear, three pairs of socks, three pairs of pants, and extra shoes available at all times.

If your child runs out of clothes, we will use extra clothing we keep here for this purpose. It is important that you wash and return the clothing. We don't want to use your child's clothing for other children, and we don't want to use other children's clothing for your child. It may be tempting to think that if your child only has one set of clean clothes, he / she will realize that he / she can't have any accidents and so will be sure not to wet him / herself. This may seem logical, but only to adults. Young children don't think in those terms. They learn by trial and error (and there will be lots of errors) and by experiencing success.

When your child wets or has a bowel movement in his / her clothing, we will put it in a plastic bag without rinsing it out. This often surprises parents, and we know that it would be much more convenient for you to get clothing that has been rinsed out. However, we are following recommended standards for infection control which specify that child care centres not rinse out clothing after children urinate, have bowel movements, or vomit in them.

We know this may seem like a lot of extra work, but it is only for a short time, and the rewards for you and your child will be well worth the extra work.

Clothing that will help children master potty training

- **Elastic waist, loose fitting pants.** We recommend these pants over those with buttons or snaps because they are easy for children to pull up and down themselves.
 - **Waist length undershirts.** Longer undershirts interfere with the toileting process
 - **Regular underwear.** Allow the children to wear underwear. Children can easily pull the underwear up and down themselves; they also give immediate feedback when children have accidents. Underwear must not be a reward for leaning to use the potty. It should be considered one of the tools.
 - **Lots of extra clothes including training pants, extra pants, socks, and shoes.** We want to be able to clean children up as quickly as possible and with as little fuss as possible. Children must never be forced to stay in clothes that are wet or have a bowel movement in them.
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POLICIES AND PROCEDURES

Clothing that makes potty training difficult for children

- **Bib overalls or pants with belts, buckles, snaps, or buttons.** Many children may not have the fine-motor skills or the finger strength to unfasten these on their own.
- **Tight-fitting pants.** Many children may not have the strength, patience, or coordination to pull them down. If they get wet, many adults may not have the strength, patience, or coordination to pull them off.
- **One-piece outfits and jumpsuits.** One-piece outfits require a lot of time to get off. Some of the jump suits that snap in the crotch, but not all the way down the legs, are especially difficult to get out of. These outfits also leave you practically naked just to pee!
- **Onesie-type undershirts or bodysuits.** Many children cannot unsnap these shirts. In addition, the long backs frequently fall in the toilet and get wet. Children may feel that they have failed because their clothes got wet even though they got all the urine in the potty.
- **Dresses, skirts, and tights.** Toileting can be difficult when little girls try to use one hand to hold the dress or skirt up and have only one hand available to pull down panties. Tights are usually difficult to pull down and seem especially difficult to pull back up. Skirts can work if they can be pulled up and down easily like slacks.
- **Pull-up type disposable diapers.** Disposable, pull-up type diapers are marketed as a type of underwear that is especially good for potty training. They may be designed to look like underwear but they function like a diaper, making it very hard for children to feel when they are wet. Children then have a difficult time making the connection between the feeling of a full bladder and the need to use the potty.

Why Follow Our Direction

The home situation is basically one toddler, one place, one method. In group child care, there may be two, three, even ten toddlers who are all being potty trained. Child care programs may have two, three even ten different suggested methods from parents about how to potty train their children. Experienced child care providers know that working with parents is extremely important. They also know, however, that it is not possible to have multiple potty training methods going on at the same time in one room. Even the most flexible child care provider would not be able to carry out a plan calling for several different potty training methods at the same time. The situation in group care really does have to be several toddlers, one method. The question then is which method?

Parents-School Partnership – A Key to Success

We must also realize that the children in our care are trying to learn, both at the same time, to use the potty at our programs and in their own homes. Therefore, we need to involve parents in the process so children will have enough consistency to be successful.

Potty Training vs. Potty Learning

We want to acknowledge that this really is a learning process for children rather than something they are “trained” to do. Although at first “toilet learning” may seem awkward, it stresses learning and helps us give the process the serious consideration it deserves.

POLICIES AND PROCEDURES

At our program we base our potty training practices on the following philosophy:

- Learning to use the toilet is an important self-help skill for toddlers.
- We consider potty training to be a process that will help children gradually master toileting as a self-help skill. We want potty training at our program to be a non-stressful experience that is appropriate to each child's individual development and involves the child, parents, and caregivers. We believe that when children are in group care, parents and caregivers must work as partners so children can be comfortable, confident, and successful while they learn toileting skills.
- We want to be moving children in the direction of being able to do the following for themselves:
 - Realize they need to use the potty without anyone reminding them.
 - Take themselves to the potty.
 - Undress enough to use the potty.
 - Urinate and have bowel movements in the potty.
 - Wipe themselves.
 - Pull up their pants.
 - Flush the toilet.
 - Wash their hands.

A Note About Wiping

Our perspective helps us look at wiping as a step in the process, which then becomes a self-help skill when mastered. It points us away from trying to have a one-word answer to the question of who should wipe, and directs us instead to figure out how we can create a process so eventually the child will be able to wipe him / herself well enough. We now suggest that parents and toddlers take turns wiping: The parent takes the first two turns and then trades off with the child. We also suggest that caregivers help children learn how to tell when they are clean enough by looking at the toilet paper they just used to wipe themselves.

Age When We Will Consider Beginning the Potty Training Process

Experts from pediatric and child development fields tell us that the answer is "when the child is ready." The American Academy of Pediatrics, for example, suggests that potty training should begin only when the child is developmentally ready or shows signs of readiness (American Academy of Pediatrics 1998).

Well-known pediatrician and researcher T. Berry Brazelton and others state that there is widespread agreement that a child should be ready to participate in toilet training at about eighteen months (Brazelton et al 1999). Researchers from University of Wisconsin concluded in a 1996 study that the age when a child is ready to be toilet trained is later - in the range of twenty-two to thirty months (Schum et al. 2002).

There is a big difference in the maturity of an eighteen-month-old child and a thirty-month old child, but the researchers and experts in both cases emphasize the importance of looking at specific indicators that an individual child is ready to begin the toilet training process (see attached readiness questions). There is recognition that no two children

POLICIES AND PROCEDURES

will potty train on the same “correct timetable, and that there are predictable physical and behavioral clues that the child is ready” (Brazelton et al. 1999). These clues are the indicators that a child is ready to participate. These indicators don’t give us an exact age or date to start potty training. Instead, they help us to identify a window of opportunity when starting is most likely to succeed.

The average age for children to be potty trained in the United States is twenty-seven months, with a range of up to three to four years old. (Behrman et al. 2000).

We will take the following steps to support the best possible potty training experience for you and your child:

- We will work with parents to ensure that toilet training is consistent between home and our program. We will hold a conference with each individual family before a child actually begins the process. Parents and caregivers will maintain communication about progress and will share any concerns or questions they have.
- We will consider beginning the potty training process when there are indications that a child is ready. Our program has a set of readiness questions that both caregivers and parents use to tell when a child is ready to begin potty training. We don’t begin the process for other reasons (such as expense of diapers, convenience, age of child, comparison to other children, etc.) if the indications show that the child is not ready.
- We will never force a child to sit on the potty. Under no circumstance will a child be tied or strapped to a potty.
- We don’t bribe children to use the potty. We cannot cooperate with parents’ attempts to promise children treats or rewards if they use the potty.
- We will not punish or shame children in any way for accidents. We recognize that accidents are part of the learning process and may be attributed to many factors. Children will never be forced to clean up the mess because they made it.
- We will not allow children to remain in wet or soiled clothing following accidents. We will change them immediately into dry clothing. This demonstrates respect for the child, acceptance of accidents as inevitable, and an understanding that young children do not learn by intimidation, fear, or shame. We will need an adequate supply of clothes during the toilet training process to keep the child dry all day, and we will give parents clothing guidelines.
- We will not agree to practices that violate regulations about potty training or that conflict with our philosophy and potty training practice.

We want to work together on this because your child will be learning to use the toilet both at home and at our program. Children can’t succeed if the expectations and practices change from place to place and adult to adult.

Please let us know when you are ready to consider potty training for your child to schedule a conference. If we notice signs that she may be ready, we may contact you first. Either way, we’ll work together so she can master this important skill.

POLICIES AND PROCEDURES

Reasons for Stopping the Process for a Time

Sometimes all developmental indicators point to a child's readiness to begin the toilet training process. Before beginning, however, we should look at some factors that are not related to the child's development, but could greatly influence readiness. If toddlers are dealing with some of these issues, adult will need to think about whether to wait a bit until the child has had some time to adjust to the new situation before beginning potty training. You do not want to set up a child or yourselves for frustration because there are just too many changes for her to handle.

If any of the following are present, decide whether to proceed or to wait for a time. If you decide to begin the potty training process, proceed carefully. If you find a great deal of resistance from the child, consider waiting a few months and then trying again. Let the child adjust to one change before expecting him to be ready (or willing!) to take on a new one. Here are some of those factors:

- Have there been any recent changes in the household that seem difficult for the child?
- Has the child recently had serious illness?
- Have the child's parents recently had a serious illness?
- Have the child's parents recently separated or divorced?
- Has there been a death in the family?
- Has the family moved recently?
- Is there a new baby in the family?
- Have there been any changes in the child's care?
- Did the child just begin a child care program?
- Did the child recently change child care programs?
- Does the child have a new child care provider or caregiver?
- Did the child recently move to a new classroom in the school?
- Is the child in a very negative phase?

If the child is resisting adults in many other areas, he / she is likely to resist potty training too.

Our Position Regarding the Use of Pull Ups

Some people approach the issue of disposable diapers from an environmental point of view and urge parents not to use them. We would like to approach the issue of disposable diapers during potty training from the perspective presented earlier in our policy.

We see potty training as a process that helps children master toileting as a self-help skill. When children are in the process of potty training, one of the skills they must master is, knowing when they have to urinate or have a bowel movement. If they don't figure this out, then adults must always take them to the potty, and toileting won't be a self-help skill.

How will children know this? Let's take a look at how adults know. We feel that our bladders or bowels are full and then we know that we are going to have to go to the toilet to empty them. We use our body's built-in indicator to figure this out, and this indicator works pretty

POLICIES AND PROCEDURES

well. Toddlers are learning about this built-in indicator and how to use it to know when they should go the potty.

There are a couple of steps here. First, they have to realize when they have urinated or have had a bowel movement. Adults often point this out to toddlers. The adults might feel the sudden warmth of urine while they are holding children or see children straining to move their bowels or smell that a child has just had a bowel movement. When adults say, "Oh I think you're peeing right now!" or "You just had a big BM," they are giving very useful feedback to toddlers because it helps the toddlers put words with actions. This can help them during the potty training process and they will become familiar with the language of toileting. This will help them understand and talk about what is going on while they are learning to use the toilet.

Eventually, however, what we want is for children to be able to feel for themselves that they are wet or have had a bowel movement rather than relying on outside feedback. Once they can tell that they are wet or soiled by the feeling, they will begin to figure out what it feels like right before they wet or have a bowel movement. They will have figured out the body's built-in indicator. And this is a huge step in having toileting become a self-help skill. Most of us who potty train toddlers have experienced that "Aha!" moment when a child realizes for the first time that he feels like he has to urinate before he actually does. There is often an expression of surprise as the child jumps up and announces, "Potty, potty!"

Disposable diapers are now designed for such comfort that children may not be able to feel wetness. And if they can't feel the wetness, they won't be able to tell that they have wet and, in turn, will have a difficult time with the body's internal indicator.

There are some disposable diapers that turn color when they are wet, and some people feel that this is a wonderful way for children to figure out that they have wet. But if we think about this a little more, we might get a different picture. None of us as adults walk around asking ourselves, "I wonder if I already peed? Let me look at the band of my underwear and see if it has turned color."

The disposable diapers that pull up are marketed as underwear that will help children during potty training. But they are really diapers (Think about it. If they're just like underwear, why not just use underwear? We use them for the very same reason that we use other diapers.). Using these diapers that pull up during potty training sends a message to children, and that message is, "We say we want you to learn to use the toilet, but we're going to put diapers on you anyway."

Based on the research and bibliography consulted, we have decided not to allow the use of pull ups at the school. Once the decision is made regarding beginning the potty training process, the children will be required to come to school in underwear.

At this time, all children in our program who are currently in pull ups won't be required to go back to diapers, neither rush to underwear if they are not ready. They will be allowed to continue to come in pull ups and the staff will work with each family on the plan for that specific child.

POLICIES AND PROCEDURES

A Note about Hand Washing

It is very important that hand washing becomes a self-help skill for children involved in the potty training process. Children will need a great deal of guidance and instruction from you when it comes to hand washing. You'll probably have to spend some time with children washing their hands, talking about hand washing, and gradually helping them do it all by themselves. Children must be able to reach and use all the supplies and equipment to wash their hands in order for hand washing to become a self-help skill.

A Note about Flushing

Some children like to flush the toilet and some are wary of flushing. Make sure you respect the concerns of those children who may be wary. After all, if you really think about it, there is quite a lot to worry about. First, it's noisy. Then, there is a whole lot of water swirling around very suddenly in a bowl that is bigger around than you are, and, finally, whatever is in that toilet is sucked away and is gone forever to who knows where. From this perspective, it's a little easier to consider that children who are wary of flushing are being quite thoughtful and really quite reasonable. This understanding will help you be more effective with them. You should allow children who like flushing to flush, but don't demand it from children who are afraid of flushing. You can help children who are wary of flushing by letting them observe flushing from a distance they feel is safe for them. Some children might want to practice flushing something other than their own bodily secretions. Let them flush pieces of toilet paper if they would like to try flushing.

And Finally, Some Questions for You, About Yourself

- *Do you know what you will have to do to help your child learn to use the potty?*
You need to know what to expect during the potty training process so you can help your child and make sure that he is successful at potty training.
- *Are you willing and able to devote the time and attention to helping your child learn to use the potty?* You are going to have to make some changes in your routines, some sacrifices, and some time adjustments in order for the potty training process to go smoothly for your child. There will be many times when you will want to say, "Oh, just put her in a diaper for now because..." going back and forth between being expected to use the potty and being put into diapers – cloth, disposable, or the pull-up type – is very confusing to your child. You'll have to consider potty training when you are making plans for activities. This is inconvenient, but it does not last long! Keep in mind that the child needs to exhibit readiness at both locations for the process to be successful.

Readiness Questions for Adults

- **Is your child at least eighteen months old?**
Children develop the muscles and bladder capacity to begin the potty training process between the ages of eighteen and twenty-four months. It is at least useless and possibly harmful to expect any child to do something that she is physically unable to do.
 - **Are your child's diapers dry for at least two hours at a time?**
Dry diapers indicate that your child's bladder is large enough and mature enough for potty training to be successful.
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POLICIES AND PROCEDURES

- **Does your child know – and let you know – when he is wet or has a bowel movement?**
Your child will not be able to successfully learn to use the toilet if he is not even aware of being wet or having had a bowel movement.
 - **Does your child tell you or indicate that she is uncomfortable in wet or soiled diapers?**
If your child feels quite comfortable with wet or soiled diapers, it will be hard to convince her to urinate and have bowel movements in the potty. A child who is ready to begin the potty training process will pull or tug at wet or soiled diapers or may indicate in another way that she is uncomfortable and wants to be changed.
 - **Can your child sit upright for five minutes?**
If your child is not able to sit anywhere for five minutes, he won't be able to sit on the potty long enough to urinate and have bowel movements – especially at first.
 - **Can your child undress enough to sit on the potty?**
Your child needs to be able to do as much of the process independently as possible. She needs to be able to pull down her own pants so that toileting can become a self-help skill. It will be very hard for your child to get to the potty in time if she always has to wait for help with clothing from an adult.
 - **Is your child able to get himself to the potty?**
For toileting to be a self-help skill, the child needs to be able to take himself to the potty without help from an adult. If your child is already walking, he needs to be able to walk without assistance from adults and without holding onto furniture or the walls.
 - **Does your child follow simple directions?**
Your child will need to be able to follow directions and cooperate with you during this process. She needs to be able and willing (most of the time) to follow simple, one-step directions.
 - **Does your child answer simple yes and no questions?**
You want your child to be able to communicate with you and his caregivers during this process, to be able to answer when adults ask if he is wet, ready to use the toilet, etc.
 - **Does your child imitate others – parents, caregivers, or other children?**
If your child imitates others (for example, pretending to drink coffee like you do), she will likely imitate others when it comes to potty training too. This is a good thing!
 - **Does your child trust the adults who care for him and feel comfortable with them?**
Your child will have a difficult time learning this new skill if he doesn't trust the adults who are caring for him.
 - **Does your child show pride, joy, or excitement when she learns new skills?**
If your child shows pride, joy, or excitement in learning other new skills, that's the new way she will approach potty training too. A child who does not seem interested in accomplishing new tasks and mastering new skills may have trouble with potty training.
-

POLICIES AND PROCEDURES

Potty Training Books for Children

- *Caillou: Potty Time* – by Joceline Sanschagrin.
- *My Big Girl Potty* and *My Big Boy Potty* – by Joanna Cole.
- *My Potty and I: A Friend in Need* (Berenstain Bears Baby Board Books) – by Stan and Jan Berenstain.
- *My Potty Book for Boys* and *My Potty Book for Girls* – New York: Dorling Kindersely Publishing, Inc.
- *Once Upon a Potty* – by Alana Frankel.
- *The Potty Book for Girls* and *The Potty Book for Boys* – by Alyssa Satin Capucilli.
- *Uh Oh! Gotta Go! Potty Tales from Toddlers* – by Bob McGrath.
- *What to Expect When You Use the Potty* – by Heidi Murkhoff.

20. Wading Pool Policy

Wading pools will not be used at *BabeCare* daycare due to the risk of disease transmission as well as other health risks associated with swimming pools.

21. Storms / Closures Policy

It is very rare that we close and we realize that most parents must attend work and will be relying on the centre to be open. As your chosen daycare centre we honour your dedication to your career and to your child(ren), we also recognize the trust you bestowed on us with your child(ren) therefore we will always make an effort to be here for you.

The purpose of this storm / closure policy is to protect the centre's educators, children and families when roads, weather conditions, or other factors may endanger them. It is the aim of *BabeCare Early Learning Centre* to remain open to provide a service to our families; however there are times when that may not be possible.

Some factors for closing the centre include but are not limited to:

- Sufficient number of employees to safely operate (The daycare is required to meet provincially regulated child-to-staff ratios as stipulated by Alberta licensing regulations).
- Weather forecasts, current weather and road conditions.
- Power / water outages.
- Public transit ceases to operate.
- Snowplows cease to operate.
- Contagious disease / illness.

If you are unable to get to the daycare to pick up your child, please arrange for your emergency contact to do so.

POLICIES AND PROCEDURES

Closures Due to Weather

In the event of a snow storm in our area, please listen to radio station for information as to whether the schools will be open or closed. The rule to follow is that if the schools in the area are closed, the daycare is closed. No refund will be given for cancellation due to weather.

However the centre will continue to monitor the situation throughout the day, if the weather improves and / or buses resume their schedule then:

- Before 1:00pm, the daycare may decide to open.
- After 1:00pm, the daycare will remain closed and will reopen the next business day.

Please remember your safety and your child(ren)'s safety is our priority. **Please stay safe.**

The centre may open and assess the situation throughout the day, however if you decide to keep your child home, please call the centre as soon as possible to notify us.

In the event that the daycare has to close during opening hours, educators at the centre will call families to notify them of the closure and ask that you have your child(ren) picked up **within the hour**.

It is essential that the daycare have **up-to-date** records of each parent's place of employment and all contact telephone numbers.

Please make sure you have a valid phone number for that day to ensure you can be contacted. In the event parents cannot be reached those listed as emergency contacts will be contacted.

Please Remember

Your safety, your child(ren)'s safety and our educators safety is always our priority!

22. Audiovisual Material and Computer Use Policy

The use of films and DVDs, as well as computer games, is not part of *BabeCare* daycare's daily routine. Suitable educational films, DVDs and computer games are occasionally shown. An adult previews this material and is always present during viewing by the children.

Children's computer use is limited to half an hour per session.

GRIEVANCE PROCEDURES

If a parent has a complaint or issue that he / she wishes addressed, the parent should first speak to the daycare staff member who is aware of the issue. If the parent does not receive a satisfactory response, the parent may speak to the Daycare Director.

If a satisfactory response is still not received, the parent should speak to the Executive Director of the Calgary JCC. If the parent wants to pursue a complaint further, information on contacting Alberta Family and Social Services is outlined below.

Calgary and Area – Child and Family Services Authority

Regional Authority Office

#300, 1240 Kensington Road NW, Calgary, AB T2N 3P7

Telephone: 310-0000 then 403-297-6100

Calgary and Area Child and Family Services Authority - InformAlberta.ca

<http://www.informalberta.ca/public/organization/orgProfileStyled.do?organizationQueryId=345>

If there is a complaint, the parent(s) should discuss the problem as outlined in the Grievance Procedure section above. If parents feel that the daycare does not comply with the Social Care Facilities Licensing Act and Daycare Regulations, they can contact Alberta Family and Social Services in writing or by calling the number listed above.

Please note the following:

- The identity of the complainant will not be divulged to the daycare.
 - All complaints are investigated.
 - Written complaints submitted to the Regional Licensing Office will be responded to in writing.
 - Complaints are anonymous.
 - Inspection reports are available in the daycare for viewing by parents.
-

INFORMATION RESOURCES AVAILABLE TO PARENTS

- *Choosing a Daycare: A Guide for Parents*
<http://humanservices.alberta.ca/documents/choosing-child-care.pdf>
 - *A Guideline on Children's Play Spaces and Equipment*
C.S.A. Standard Can/CSA-2614-M90
http://lin.ca/sites/default/files/attachments/C__DOCUME~1_SROUNT~1_LOCALS~1_Temp_plugtmp_vm08.pdf
 - *The Canada Food Guide*
<http://www.has.uwo.ca/hospitality/nutrition/pdf/foodguide.pdf>
 - *Healthy Child Care Healthy Child*
<http://humanservices.alberta.ca/documents/healthy-child-care-brochure.pdf>
 - Subsidy Alberta Human Services
<http://humanservices.alberta.ca/financial-support/15104.html>
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NOTES

HANDBOOK SIGN-OFF FORM

For all *BabeCare* parents: Please complete below indicating that you have read this handbook.
Return this page to the daycare director.

Print Name: _____

Signature: _____ Date: _____

FEE SCHEDULE

Available exclusively to members of the Calgary JCC.

Please note: Full fees, regardless of absences, are payable for the ten (10) month period from September 1 through June 30 of the following year. During the period July 1 through August 31, fees are paid for on a weekly basis.

For current fees, go to calgaryjcc.com/babecare-daycare or [click here](#).



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