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PARENT'S GUIDE

Parents have the responsibility to become familiar with this Parent's Guide, which contains the policies and details of our service regarding the care provided to enrolled children, the programs offered, and general operating procedures.

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INTRODUCTION

Welcome to **Garderie les petites mains** (hereinafter referred to as "Center" for simplicity in this guide). This guide for parents has been prepared to provide you with information about the programs, regulations, and operating policies of the Center. We ask that you respect the Center's rules and policies; please sign and return the agreement provided with this guide to the management. A copy of the guide will be emailed to parents for reference as needed.

Regular and open communication is crucial for the success of our program and the well-being of your child. Never hesitate to share your questions, ideas, or concerns about your child with the staff or the Center's management.

PHILOSOPHY

The Center believes that children acquire their learning through play and exploration of their environment, and they have the right to learning opportunities that encompass all aspects of development. While respecting the linguistic and cultural identities of each child, the Center strives to promote these in the French language. The Center offers activities that encourage positive interactions among children, parents, staff, the Center, and the community to promote active learning, multiculturalism, integration, creativity, autonomy, and parental involvement. The operating language of the Center is French.



The educational program that the Daycare will implement will be based on the principles and objectives of the Ministry's educational program.

Objectives:

Daycare Objectives
Plan and create positive learning environments and experiences conducive to the learning and development of each child.
Incorporate indoor and outdoor games, active play, rest, and quiet periods throughout the day, taking into account the individual needs of children receiving childcare services.
Provide experiences initiated by children and supported by adults.
Encourage exploration, play, and curiosity in children.
Promote parental involvement and ongoing dialogue about the program and their children.
Support positive and receptive interactions among children, parents, childcare providers, and staff.
Promote the health, safety, nutrition, and well-being of children.
Encourage children to interact and communicate positively and support their self-regulation skills.
Engage local community partners and enable them to support children, their families, and staff.
Support staff, family childcare providers, and other individuals interacting with children in a daycare center or family childcare setting through ongoing professional development.
Document and evaluate the impact of the strategies outlined above on children and their families.

The Daycare will be attentive to meeting the specific needs of each child and actively involve their parents in implementing this objective, while also facilitating the balance of their professional and personal responsibilities. In fact, the Daycare intends to provide support to each parent in easing their often numerous tasks.

Through various activities and the observation of each child by the educational staff, the Daycare will encourage children to effectively communicate their specific needs and express them. This will enable each child to socialize more easily and learn to communicate better in any other external context, particularly when transitioning to school.

The Daycare will tailor its activities to the specific needs of each child, as each individual is unique and requires personalized educational guidance. Furthermore, the Daycare will welcome children in a peaceful, warm, safe, and nurturing environment that respects their differences and needs.

The educational staff will accompany and guide each child in their group through the various activities conducted within the Daycare. The educational staff will promote democratic interaction, emphasizing that each child should express themselves correctly and fostering equality of opportunities.

Based on observations of children's needs and interests, the educational staff must initiate activities but also allow the child to initiate their own activities to promote their overall development (social, emotional, cognitive, motor, and linguistic). These activities may include crafts, dramatic play, reading, physical games, and cognitive games, and they can take place both indoors and outdoors. The focus is on the learning process rather than the final result. The educational staff should make the activity program available to parents (for example, displaying photos with explanations or posting children's work and programming).

The statement will be reviewed by the management team every February to ensure that it aligns with the Ministry of Education's principles and pedagogy statement.

1 / Planning and Creating Positive Learning Environments and Experiences for the Learning and Development of Each Child

Our Goal: We understand the importance of considering a child's development. The level of development is individual and unique to each child, considering developmental factors and family/environmental exposure.

Our Expectations: We expect to see programming and activities based on the developmental level of each child, which will vary for each child, especially for those with individualized plans. To achieve this, employees use the "How Do We Learn?" framework to prepare a daily activity program that aligns with this document.

Layout of the play area

The layout of the indoor play area creates an environment that piques children's curiosity and leads them to engage in a wide variety of activities, whether alone, with others, or in parallel. The space is spacious enough to allow children to move, create, and manipulate a diverse and stimulating range of materials. It also allows for a child who wishes to temporarily withdraw, rest, dream, or simply observe their peers playing in a corner. A clear central space for group activities or gross motor activities, surrounded by different activity zones, particularly meets these requirements.

Activity corners

Each corner is a unit that presents an attractive grouping of playful materials that encourage a particular type of play (e.g., symbolic play, construction games, mobile toys). *The child plays the central role in their own development.*

This type of layout allows the child to see all the activity corners, stimulating their interest, inviting movement, and facilitating circulation between different corners. By making the materials accessible, it ensures the child's free choice based on their interests and encourages autonomy. Additionally, it promotes the natural division of children into subgroups (two, three, four children) based on their preferences and stimulates interpersonal relationships.

The organization of the play space into activity corners also promotes personalized intervention by the educational staff with the children. While this layout may require more space than others, it facilitates management. Furthermore, by allowing both

individual and small group games simultaneously, it reduces noise in the room. Relaxation, reading, music, construction, symbolic play, and artistic expression are the most frequently used themes for activity corners. *Each child is unique.*

The number of activity corners that can be arranged depends on the need to provide children with sufficient space to play without hindrance. *Educational Intervention*

The grouping of compatible activity corners, their designation, and circulation

The choice of the location of one activity corner relative to another is based on their compatibility. For example, relaxation and reading activities are situated in quieter corners and are designated as such to ensure the tranquility of the children who go there. The corner for artistic expression or water play, for instance, is best kept in a fixed location near a sink.

The arrangement of furniture allows children to move easily from one corner to another according to their preferences, while enabling adults to quickly locate and observe them, regardless of their location.

The demarcation of activity corners reduces the scattering of play materials; however, it is still possible for children to transport items from one corner to another, as well as engage in "out-of-corner" play in the central space. For instance, the use of a costume may be necessary in a role-playing game that should take place in a "cubes corner," depending on the creativity of the children. Some toys are occasionally used in multiple corners, such as figurines or small cars found in the "construction corner." However, if children frequently transport materials from one corner to another located at the opposite end of the room, it may be necessary to reconsider their placement to avoid excessive movement.

Flexibility in Space Arrangement

The organization of the space remains flexible, as the arrangement of corners or activity centers will evolve as children progress and become more competent and ready for new challenges. Unused spaces, equipment, and materials are regularly reassessed.

Furniture on wheels, which is not noisy, facilitates the movement of equipment and materials, as needed. For example, this can be useful for expanding the space for gross motor activities, for contextual activities (such as organizing a party) that require the addition of workstations (easels, tables, etc.), or for relaxation activities that require laying out mats on the floor, or simply for meal preparations.

Play Materials

The selection of materials in various areas is done with a perspective on the child's overall development, aiming to encourage exploration and creativity.

Materials must first and foremost be safe and in good condition (no missing pieces in toys, puzzle pieces intact, book pages undamaged, etc.). Hazardous structural materials (e.g., sharp, cutting, toxic objects) are rejected. Consideration is given to fragility and the risk of swallowing small parts based on the age or developmental stage of the children, especially for materials accessible to children during their free play. (Since infants often put toys in their mouths, it is important to inspect and wash them frequently.)

All toys are disinfected daily during naptime.

The materials are diverse, stimulating, and versatile.

In order to meet the diverse needs and preferences of children and allow them to engage in activities of their choice, the presented play materials are varied, versatile, and attractive. They stimulate all of their senses and offer multiple opportunities for manipulation and exploration, enabling them to exercise their skills and acquire new knowledge.

Reflecting the diversity of realities (sexual, familial, cultural, special needs), this material motivates the child to engage in activities and projects in which they make decisions and solve problems at their own level, alone or with others. It stimulates each dimension of their development.

Various classifications of games and toys are found, which relate to the three major domains of the human mind: intelligence, emotion, and sociability. *Children learn through play.*

Favoring sensorimotor exploration, play materials with experimental value include all construction games (stacking materials, assembly materials, crafts using various materials, and experiments with natural elements) and those that stimulate artistic, linguistic, musical, and gestural expression (sound objects, computers, climbing equipment, drawing materials, etc.).

Materials with personality structuring value promote symbolic play (dolls, costumes, mirrors, etc.), while materials with relational value allow the child to interact with peers (pretend play, board games, learning instructions, etc.), thereby stimulating their emotional, social, moral, and linguistic development.

Some games or toys combine multiple values. For example, a board with figures

representing children would combine the values of experimentation and relationship, thus stimulating motor, cognitive, social, and emotional development. *Child development is a holistic and integrated process.*

Although play materials can stimulate multiple dimensions of a child's development, a good way to check if the content of activity centers promotes overall development is to take inventory, considering each area of development. This exercise helps identify whether it would be appropriate to supplement existing materials with new objects that would encourage less stimulated aspects of development.

Materials that offer multiple possibilities for manipulation and exploration will particularly stimulate a child's creativity. From this material, they invent their own games or materials. Such versatile material is often non-commercial. Thus, items like plastic containers, cardboard boxes, fabric scraps, elements from nature (water, sand, leaves, rocks, seeds, etc.), everyday real-life objects (brushes, cushions, coffee makers, telephones), as well as "universal" toys (dolls, cubes, balloons) enable multiple manipulations, various motor games, and role-playing by children of different ages.

Parents can be involved by asking them to provide recycled materials, create materials, and suggest materials that evoke, for example, certain family or cultural customs. *Collaboration between educational staff and parents is essential for the harmonious development of the child.*

The materials are accessible and in sufficient quantity

To allow children to organize themselves independently, adults place the materials at their level so they can see them, easily take them, use them autonomously, and put them away. The child is the primary agent of their own development.

The presentation of materials influences and facilitates children's choices. A disorganized presentation is less appealing. Additionally, children may have difficulty finding specific materials and organizing a game.

Play materials are arranged on low, open shelves or in containers accessible to children. They are organized to suggest games (e.g., stacked blocks, stuffed animals on a chair, etc.) to stimulate their interest.

Children often stimulate each other and imitate their peers. Sometimes, it's enough for one child to start building something for other children, seeing it, to want to do the same. To cater to the interests of all children, allow them to make as many choices as possible, and enable several children to play the same games, there is enough material and toys, especially when they are popular.

Materials are renewed

Materials are regularly refreshed to accommodate the changing preferences of children, who evolve with their development. By observing children's play to discover their areas of interest and abilities, educational staff will be able to introduce and use new accessories. Rotating materials among different groups of children can contribute to the diversity of toys and games.

2 / Incorporating indoor and outdoor games, active play, rest, and quiet periods throughout the day, while considering the individual needs of children receiving childcare services.

Our goal: We understand that the daily schedule for children must meet the needs of all children in the program. The schedule should consider the health and well-being, as well as the time and developmental level of the children.

Our expectations: We expect to see children participating in physical activities both indoors and outdoors. Educators serve as examples and promote physical activity and various movement activities. Educators are flexible and incorporate quiet times when they notice a decrease in children's energy levels. Educators are mindful of transitions and provide a schedule that supports exploration and play, as well as the developmental level of the children.

According to the law, children should spend a minimum of 2 hours per day outdoors for a program of six hours or more and a minimum of 30 minutes for a before and after-school program, depending on weather conditions.

The positive influence of physical activity on children's health is recognized. Good growth, better posture, improved balance, and higher self-esteem are some of the benefits attributed to physical activity by pediatricians. Daily outdoor activities are even more important in childcare settings where children spend the majority of their day in a relatively confined space with many other children.

Physical activity, even if it can and should be done indoors in case of bad weather, is more easily achievable in the outdoor playground, primarily because of the available equipment and space that allow multiple children to engage in various gross motor activities simultaneously. Whether climbing on modular play structures, running, jumping, or riding tricycles, outdoor play is the ideal activity for children to develop their motor skills and take on numerous challenges.

Just like indoor activities, the educator first plans the outdoor activities to be offered to the children, provides them with enriching and diversified materials that align with their interests, and actively engages in the activity's execution. The educator also remains

available to observe the children and provide support as needed during the activity.

3 / Providing experiences initiated by children and supported by adults.

Through play and spontaneous activity, children express themselves, experiment, build their knowledge, structure their thinking, and develop their worldview. They learn to be themselves, interact with others, and solve problems. They also develop their imagination and creativity. Spontaneous activity and play are the means that children prefer to appropriate reality; therefore, it is justified that these activities have a prominent place in childcare, and that space and time are organized accordingly.

The educator should:

- Assess children's play and recognize the ongoing learning.
- Pause during play, observe the play, and use it as a tool to get to know the children and evaluate and plan the program.
- Examine their own attitude toward play.
- Reflect on their contribution to children's play.
- Devise ways to enrich children's play in their daily activities.
- Prepare arguments to convince parents, administrators, or even skeptical colleagues about the educational value of play and its relevance in classrooms and at home.

4 / Fostering exploration, play, and children's curiosity.

Children learn through play.

Play should be considered the primary tool through which a child expresses themselves, learns, and develops.

In a child's life, play serves several functions. Firstly, it allows them to make numerous sensory discoveries and refine their motor skills. Later, it enables them to act on their environment by manipulating it as they please and also experiment with new social roles. Play then helps children learn to make choices, which leads to the development of their autonomy, creativity, and self-esteem. It also helps them confront their fears and conquer the monsters that fill their imagination. Finally, it serves as an outlet through which children can release their tensions and frustrations.

Free Play in Workshops

Free play in workshops allows children to have access to materials grouped by theme based on their use (e.g., reading, construction, imitation and role-playing, arts and crafts, etc.). Each grouping occupies a distinct space. The child chooses their activity or materials at their own pace and in a way that suits them. They also decide with whom to

carry out their project.

These periods allow them to practice solving unforeseen difficulties and interacting with their peers, with or without the assistance of the educator. They also enable them to have many experiences and thus deepen or consolidate their knowledge, understand their limits, and exercise their skills.

The role of the educational staff is not to simply let the children choose the activity or materials they want to play with and then do something else on their own. They observe each child in the group to better understand their areas of interest and encourage them in their initiatives. They engage in play with the children (play with them), promote interactions among them, and remain available to offer support in the realization of their projects as needed.

5/6 Fostering parent participation and ongoing dialogue about the program and their children and Supporting positive and receptive interactions among children, parents, childcare providers, and staff.

Our goal: We recognize that each child is unique and brings their own qualities, abilities, and interests to the program. Every child deserves an environment that allows them to try new things, explore new ideas, and develop their creativity with the encouragement of educators. The environment and interactions present challenges and provide spaces that invite exploration, imagination, reflection, creation, and problem-solving.

Our Expectations: We expect to see the individual expression of each child demonstrated in the rooms and the involvement of children with their ideas in program design.

Our Goal: We understand that the parent is essential in the child's life. We encourage parent participation and a partnership atmosphere between educators and parents. Parents are seen as co-learners and are invited to participate in our programs.

Our Expectations: We expect educators to communicate with parents daily. Educators take the time to welcome them and ask questions about their children's habits and preferences. Educators show empathy towards parents and invite them into the room to participate in activities with their children. Educators also communicate with parents in writing every day through HiMama. Documentation of meals and rests, as well as daily documentation, is sent to parents.

Parent engagement is important for the success of students. Parental involvement contributes to academic achievement, student well-being, and the vitality of the community. Parent opinions are important tools for our decision-making. Surveys are a

preferred method to help staff understand the needs of parents.

Each child evolves in a unique family in terms of social, cultural, and linguistic aspects and must be able to make a significant and unique contribution to their environment. Each child is seen as an individual capable of success, and we offer programs that highlight the strengths and abilities of each child. Inclusion of families with their diverse perspectives strengthens the sense of belonging.

The Parent Satisfaction Survey can be used to gather information that can help guide improvement efforts and understand parental opinions. A menu of questions can fuel our local Parent Satisfaction Survey.

Parent Satisfaction Surveys

Parent Satisfaction Surveys are used to improve programs and services.

Use Parent Satisfaction Survey to:

- Measure parents' satisfaction with the services provided.
- Gauge parents' attitudes toward daycare.
- Assess the sense of belonging to daycare.
- Measure current and desired participation.
- Gather parents' requests for support and services.
- Identify community concerns.
- Evaluate parents' perceptions of daycare's efforts to encourage parental participation as a means of improving services, as well as student performance and well-being.
- Measure how daycare promotes parental participation – daycare's efforts to work in partnership with parents.
- Assess parents' needs and interests to ensure effective planning for future programs and initiatives.
- Understand parents' opinions about the daycare's climate.

Following any survey, a report provided to families detailing the responses will help strengthen parental engagement. This report will then allow the results to be linked to priorities and improvement efforts.

Sample Question Menu for Parent Satisfaction Surveys

- This daycare is good
- I feel welcome at the daycare
- The teachers at this daycare care about my child
- I have been invited to visit my child's classroom

- I am satisfied with discipline at the daycare
- I am satisfied with the security at the daycare
- I have received information about the activities my child does at the daycare
- It is easy for me to communicate with the teacher when an issue arises
- The daycare provides me with useful information about well-being (e.g., nutrition, accidents, ...)
- I am satisfied with the information I receive about my child's progress
- I am satisfied with how the daycare responds to my questions and concerns
- I am satisfied that important information is provided to me every day
- The daycare invites me to participate in school events
- The daycare communicates with me when my child does not behave as expected

I believe that my concerns and opinions would be considered by the daycare

I need to be informed about policies

I know the process for becoming a member of the Parent Council or Committee of Parent Participation

What is the Parent Toolkit Board?

The Parent Toolkit Board is a panel where parents can find activities and suggestions that can be used to:

- Ne pas produire des enfants robotisés
- Renforcer les liens familiaux
- Permet aux parents d'être une influence pour leurs enfants
- Stimulation de l'apprentissage
- Utilisation d'une méthode d'apprentissage variée
- Transmission plus simple des valeurs des parents à leurs enfants
- Profiter de la nature, de la température et de son environnement
- Possibilité d'élaborer sur les sujets et répondre aux « pourquoi »
- Adapter la situation avec la carrière professionnelle des parents
- Répondre aux besoins d'un enfant surdoué

How: At the beginning of each month, display on the Parent Toolkit Board the themes developed for the month and activity ideas that parents can do with their children, and ask them to share their experiences.

Communication

How to communicate with parents

There are multiple ways to communicate with parents. Each of the following means serves to convey our message, but it is important to remember the importance of communicating frequently and in a varied manner in order to reach all parents.

- In-person
- Student agenda
- Telephone - automated calls, teacher to parent, parent to parent, and fax
- Email
- Newsletter
- Daycare website (in progress)
- Posters at the daycare
- Facebook

Regardless of the communication method used, please note the following tips when communicating with parents:

- Provide a suitable time and means of communication.
- Share positive feedback in addition to negative feedback.
- Be approachable and eager to build a relationship.
- Keep parents informed about classroom and daycare events.
- Communicate without judgment.
- Respect the opinions of others, even if they differ from your own.

7 / Promote the health, safety, nutrition, and well-being of children

Our goal: To ensure the well-being, health, and safety of children by first complying with the safety standards mandated by the Early Childhood Educational Childcare Act. The possibility of developing an individual plan for a child with special needs, medical requirements, or severe allergies.

Our expectations: Foster the healthy and safe development of children and help them build a sense of identity. The environment plays an important role in developing a child's sense of identity, autonomy, and skills. A safe environment, accompanied by gradual support for independence, allows the child to face challenges and persevere. Healthy habits in terms of nutrition, physical activity, and sleep have a positive impact on the child's health and well-being.

We also provide children with an environment conducive to the development of healthy lifestyles, eating habits, and the adoption of behaviors that positively influence their

health and well-being. For example, we aim to raise awareness among children about the importance of eating healthy foods and the joy of moving, running, jumping, and playing outdoors. We are concerned not only with their physical health but also with their mental well-being.

Meals and Snacks

Food is an extraordinary source of pleasure and learning for toddlers. Meals and snacks, for example, provide particularly good opportunities for sensory exploration. The educational staff encourages children to observe the shapes and colors of foods, to smell them, touch them, and taste them.

Meals and snacks are also conducive moments for fostering the independence and sense of competence of infants and children, who can learn to feed themselves, use utensils, unwrap or peel food items on their own. It is also an opportunity for them to express their food preferences and specific dietary needs (e.g., allergies), which adults should respect.

Meals and snacks are also ideal occasions for the educational staff to promote the development of healthy eating habits in children.

Lastly, placing children in small groups during meals and snacks allows them to converse with each other and with the adult while eating, creating a warm atmosphere and promoting the development of their social skills (taking turns, helping each other, etc.).

Naptime

Sleep plays a crucial role in the development of a child. It is during sleep that the child's brain matures, and certain growth-related hormones are secreted. Naptime in childcare contributes to the child's cognitive development. Daytime rest periods are also essential for the development of young children.

A child who lacks sleep can become irritable, less inclined to interact with others, or participate in activities. Around 6 months of age, an infant may take three to four naps a day, and around 12 months, they transition to two naps, which typically continues until around 18 months. The morning nap typically disappears afterward, while the afternoon nap tends to lengthen.

During naptime, adults also take care to reduce sensory stimulation. Dim lighting (turned off or dimmed), appropriate music, or a soothing song can facilitate falling asleep. A personal blanket or an object belonging to the child can also help them relax.

The staff should:

- Increase physical activity for children.
- Respect the rhythms of each child, their need for vigorous play, rest, and calm.
- Encourage self-care and autonomy according to each child's ability.
- Create safe and stimulating outdoor spaces.
- Promote reasonable risk-taking to enhance the child's sense of competence.
- Implement age and developmentally appropriate interventions, including:
 - Discussing with the child to identify desired behaviors.
 - Redirecting the child's energy toward another activity.
 - Providing positive reminders related to inappropriate behavior.
 - Ignoring inappropriate behavior if it does not endanger anyone's health and safety.
 - Reorienting the child toward closely supervised activities.
 - Offering positive reinforcement for desired behavior, both verbally and non-verbally.

Staff should commit to not using the following prohibited practices:

- Inflicting physical punishment on a child (hitting, squeezing excessively, pushing, forcing to eat, etc.).
- Physically restraining a child, including immobilizing them in a high chair, car seat, stroller, or another device for disciplinary purposes or to replace supervision, except when physical restraint is necessary to prevent the child from harming themselves or others and is used as a last resort and only until the imminent risk of injury ceases.
- Locking the exits of the childcare center to confine a child, or confining a child to an area or room without adult supervision unless this measure is taken in an emergency situation and is provided for in the center's emergency management policies and procedures.
- Using severe or degrading measures, threats, or disrespectful language likely to humiliate the child, make them afraid, or undermine their dignity or self-esteem.

8 / Encouraging Positive Interaction, Communication, and Self-Regulation

Facilitating communication, curiosity, and expression in all forms through exploration and play. Documenting and evaluating the impact of strategies within our programs. The child develops their ability to communicate with their body and words. Exploring materials promotes creativity and problem-solving. A rich environment and special attention from educators to children's questions play a crucial role in the development of communication, which is the basis of literacy. Staff will facilitate communication, curiosity, and expression by:

1. Being attentive to various signals from the child and responding to them.
2. Ensuring effective communication with the child.

3. Offering activities that promote listening and expression among children.
4. Encouraging expression by providing materials that take into account the child's interests and abilities.
5. Using materials such as books and stories to promote expression.

1. The Educator's Role

To accompany the child in their development and promote learning opportunities in a warm and inclusive environment. They listen to and observe the child to better understand how they make sense of the world around them in order to guide them in their learning. They document their observations and discuss with families to understand the child as an individual. In order to promote parental engagement and ongoing communication about the program and their children, educators must make the activity program available to parents. Their observations enable them to create a rich environment that promotes the child's learning, development, health, and well-being.

2. The Child, a Member of Their Family and Community

The child is an integral and vital member of their family and community. We recognize that the family plays a fundamental and determining role in the child's development due to its uniqueness in terms of social, cultural, and linguistic aspects.

9 / Engaging Local Community Partners and Allowing Them to Support Children, Their Families, and Staff

Our goal is to acknowledge the importance of the community in a child's identity development. The daycare recognizes the importance of including the child's cultures and community in the program.

Our expectations include open communication between parents and educators regarding activities outside the daycare, such as special events or cultural activities unique to each family.

Every activity offered as part of the programs supports positive interactions between children, parents, staff, and the community, encouraging self-regulation. Parental involvement and ongoing dialogue between agency staff and parents are an integral part of the approach advocated by all programs (e.g., daily communication, meetings as needed, development of a support plan). The center will engage its community partners (e.g., early childhood professionals, public library, emergency services, health department, local businesses, etc.) to support the learning of children who attend their programs.

Partners:

- Subsidy (519) 255-5303 helps children from birth to 12 years old access licensed childcare services.
- Children First (519) 250-1850 is an organization that provides services to families with children aged 6 or younger who are at risk of or have mental health issues or developmental disorders.
- EarlyON centres are places where parents and caregivers:
 - Can participate in a wide range of programs and activities with children.
 - Can get answers to their questions.
 - Can obtain information about programs and services for young children and their families.
 - Can engage with early childhood professionals, as well as with other parents and caregivers in the community.

10 / Supporting Staff, Home Child Care Providers, and Other Individuals Interacting with Children in a Child Care Center or Home Child Care Setting in Ongoing Professional Development

Our Goal: The training and professional development of employees are seen as a shared responsibility. The daycare encourages a culture of learning within its centers, based on the needs identified each year in the strategic plan and best practices. Educators are in constant reflection, examining their practice to modify or change it as needed.

Our Expectations: We believe that all staff members contribute to the development of children, whether they are educators, substitutes, cooks, or other individuals in contact with them. Our center is an organization that believes in ongoing training and, in this regard, we encourage and provide employees with the opportunity to pursue both professional and personal development by taking courses, attending training sessions, workshops, conferences, participating in meetings, serving on committees, and more. An employee who grows professionally and personally is a happy employee!

11 / Documenting and Evaluating the Impact of the Strategies Outlined in the Paragraphs on Children and Their Families

Our Goal: Our documentation and evaluation methods are constantly evolving. We are always reflecting on improving the service offered to children, parents, and the community.

Our Expectations: The role of the educator is to accompany the child in their

development and promote learning opportunities in a warm and inclusive environment. They listen and observe the child to understand how they make sense of the world around them in order to better guide them in their learning. They document their observations and engage in discussions with families to understand the child as an individual. The child's work and programming will be displayed.

The program statement is developed as a team with all staff members, including educators, cooks, learners, and others. Once a year, the team will review the program statement to ensure that the strategies are effective, and any necessary modifications will be made and approved with or without changes. The program statement can be modified throughout the year. Finally, the permit holder ensures that new staff members, students, and volunteers become familiar with the program statement before interacting with the children and whenever the statement is modified. To ensure that the strategies are applied daily by all staff members, observations will be made over time, and a form will be completed by the supervisor, who will then provide feedback to the employee on successful practices and areas that require improvement. We believe in the potential of each individual, and in this vision, the Center's team collaborates to the best of their knowledge for the well-being and development of your child.

OUR MISSION

The center is a non-profit French-speaking organization whose employees are committed to providing quality care to children aged from 0 months to 12 years. Educators will ensure that a living environment is provided where children will be safe, and their physical and psychological well-being will be respected.

In la Garderie Les Petites Mains, we consider the child to be the central element of our educational project. They are beings we respect and recognize with specific needs according to their age and personal development. They are individuals to whom we grant the right to be different and to develop their individuality while respecting others. Through play experiences and various activities, guided by specialized staff, children will encounter situations that stimulate:

Their curiosity, initiative, and autonomy;

- The development of their fine motor skills;
- Physical activity for the development of gross motor skills;
- Interaction with others and respect for them;
- Self-esteem and decision-making abilities;
- Communication skills.

The Center aims to be the instrument that fosters the linguistic and cultural development of children, thereby facilitating future academic success in a multicultural context. To achieve this goal, the daycare staff, a professional, dynamic, and dedicated team, is



committed to respecting the pace of each child to ensure that their physiological and psychological needs are met.

The Center has chosen to implement the educational program (think, feel, act) because it aligns with our values, incorporating various values including autonomy, respect, trust, and unconditional acceptance. Our mission is to provide high-quality service to children and parents. Communication between daycare staff and parents is essential to ensure concerted educational actions aimed at the well-being and development of the child.

OUR CORE VALUES:

- Respect,
- Physical and emotional safety,
- Fun and fulfillment,
- Autonomy,
- Creativity,
- Communication.

OUR CENTER:

- The Center stands out with:
- Courteous service, both with children and parents,
- A well-secured facility with a surveillance system,
- Secure access to the daycare,
- Regular outdoor outings,
- Spacious and secure premises with a large fenced outdoor play area,
- An age-appropriate educational program for children,
- A pre-kindergarten program for 3 to 4-year-olds, preparing for a smooth transition from daycare to school,
- Various play materials,
- A personalized report is provided to parents,
- A well-balanced food service based on the Canadian Food Guide.



OUR SERVICES AND HOURS OF OPERATIONS

Garderie les petites mains (Windsor) Inc.
1799 Ottawa St

Infant	0 – 18 months
Toddler	18– 30 months
Preschool	30 months – 6 years
School-Age	68 months – 13 years

Garderie les petites mains LC
2520 Cabana Rd W

Toddler	18 mois – 30 mois
Preschool	30 mois – 6 ans
Kindergarten	44 mois – 7 ans
School-Age	68 mois – 13 ans

Full-Time / Part-Time

The full-time program includes a hot meal and two snacks. The program also includes a rest period of 1 to 2 hours each afternoon.

The part-time program includes one snack. The hours are 7:30 AM – 12:00 PM or 1:00 PM – 6:00 PM. After 12:00 PM, parents will be charged for a full day.

Before and After School

We also offer a before and after-school childcare program for school-age children. The program includes an afternoon snack.

Professional Development Days, Camps, and Holidays

The Center plans a program for school-age children during school closures, e.g., professional development days, Christmas holidays, March break, and summer. We provide two snacks.

OPENING HOURS

The Center is open from Monday to Friday from 7:30 AM to 6:00 PM, 5 days a week, except on holidays.

Holidays and Closures

The Center is closed for the following holidays:

January 1st
Canada Day
Family Day

Labor Day
Good Friday
Thanksgiving

Christmas Day
Victoria Day
Boxing Day

The daycare is required to close if the school board makes the decision or if we are unable to ensure the health and safety of the children. In such cases, the day will not be paid.

Parents will be billed for the named holidays. *If the holiday falls on a Saturday or Sunday, the Center will be closed on the preceding or following business day.*

Closure of the Center Due to Storm or Other Reasons

The Center cannot make the decision to close during a storm. This decision is at the discretion of the Viamonde School Board. If the decision is made not to open the Center's doors in the morning during a storm, it will be posted on Facebook, and parents will not be billed.

When the Center is open during a storm, and you decide to keep your child at home, please call as soon as possible at (519) 258 - 4528 and leave a message.

The Center may close its doors during opening hours due to a storm, a power outage lasting more than one hour*, or other unforeseen reasons. In this case, the staff will call parents to ask them to pick up their children as soon as possible.

*For health and safety reasons.

THE EDUCATIONAL PROGRAM

In our daycare, we implement an educational program aimed at promoting the educational quality of the childcare service by guiding the interventions of the educational staff. Our program stimulates the child's personal qualities while respecting their learning pace to grow in harmony while promoting their emotional, intellectual, moral, social, and physical development.

The educational program is based on 5 principles that will be privileged and applied by our staff to provide personalized service to each child:

The 5 principles are:

1. **Each child is a unique individual:** Every child has unique characteristics, needs, and interests.

2. **Child development is a comprehensive and integrated process:** Understanding the holistic development of the child in all dimensions: social, moral, emotional, physical, motor, cognitive, and linguistic.

3. **The child is the primary agent of their development:** The child is the mastermind of their development. The educator should guide and support the child in developing their autonomy and creativity.

4. **Children learn through play:** Play allows the child to make sensory discoveries and refine their motor skills.

5. **Collaboration between educational staff and parents:** Collaboration between parents and educational staff is essential and prioritized for the harmonious development of the child.

THE ACTIVITY PROGRAM

Children have within them the necessary abilities to develop. The Center uses various activities consisting of free play, themed activities, directed games, and special activities to allow the child to explore the many facets of their personality while providing them with a stable, harmonious, and secure living environment.

- **Physical and motor activities:** Walking, dancing, running, following a path, climbing, strolling, etc.

- **Intellectual activities:** Sorting and matching, comparing, ordering objects, associating, filling, emptying, assembling, disassembling, experimenting, anticipating, etc.

- **Language activities:** Interacting with other children, singing, reciting nursery rhymes, listening to and creating stories, reading symbols, etc.

- **Socio-affective and moral activities:** Making choices, planning, deciding, recognizing and solving problems, expressing and understanding feelings, developing autonomy, etc.

Activities outside the facility/Outings

Summer Day Camp

- For any outing requiring transportation, parents must sign a permission slip.
- Advance commitment for the desired weeks is required.
- Children enrolled in the before or after-school program do not need to pay a registration fee for the day camp.
- If a child cannot participate in an outing, alternative care arrangements must be made.

- Young children sometimes go for walks; if you do not wish your child to participate, please communicate with the management.

THE LEARNING ENVIRONMENT

An educational program for young children inevitably emphasizes play. For children, play is the ultimate instrument for exploring, understanding, and mastering their world. It should be considered the essential tool for expression, understanding, and integration. Each classroom is divided into play areas with various educational and engaging materials for children. The materials are easy to handle and at the child's height, promoting their autonomy and sense of belonging.

OUTDOOR PLAYTIMES

Each child receiving childcare services for six hours or more per day spends at least 2 hours per day outdoors, weather permitting. This period allows children to play together without space constraints, invent their own rules, and become familiar with the outdoor environment.

Precaution to be taken: -5°C to 15°C. The director approves whether children can go outside and for how long.

Staff responsibilities:

- 1/ Ensure that all children are dressed appropriately for outdoor conditions.
- 2/ Dress appropriately as staff members to ensure individual health.
- 3/ Check on the children during the outdoor period if they are cold or uncomfortable to shorten the playtime.

As with indoor activities, the educator plans outdoor activities that will be offered to the children, provides them with enriching and diversified materials that align with their interests, and actively engages in the activity.

YOUR CHILD'S NEEDS

The Center aims to encourage and facilitate active learning and child development through exploration and play. Therefore:

- Children should wear clothes that are not too expensive and in which they feel comfortable so that they can participate in all program activities.
- The clothing worn by your child should have a label clearly indicating your child's name or initials.
- Your child will need indoor shoes (sneakers) and spare clothing (underwear, socks, pants, sweater, etc.).

- Your child's belongings will be placed in their locker. Please check your child's locker regularly in case notices, drawings, dirty clothes, etc., have been placed there.
- We ask that you do not bring toys, books, or food unless explicitly requested by the Center. This helps us avoid potential issues related to sharing such items with other children and any potential loss or damage.
- Your child has the right to bring a small, non-noisy, soft, and safe toy for quiet time (teddy bear, doll, favorite blanket, etc.).
- For children with specific dietary needs, it is your responsibility to provide the Center with food and any other necessities that the Center may require for your child.
- Please ensure that your child wears appropriate outdoor clothing depending on the weather. We try to go outside twice a day to the playground. This can be done in all kinds of weather. Here is a list of clothing your child will need for outdoor play according to the season:

SUMMER

Sun hat
Sunscreen
Shorts
Sandals or flip-flops
Swimsuit/towel
Warm sweater

WINTER

Winter hat
Winter coat and pants
Snow pants
Winter boots
2 pairs of mittens
Light sweater
Indoor shoes

SPRING/FALL

Spring/Fall hat
Rubber boots
Sneakers
Spring coat
Light sweater

YOUR CHILD'S FIRST DAY

The first day of your child at the Centre is very important. Children who are introduced to the Centre with the help of a parent tend to transition better between home and the Centre. This initial introduction to the Centre also helps open lines of communication between you and the staff, especially for sharing information about your child. Additionally, it allows you and your child to slowly become accustomed to the new environment, staff, Centre routines, and activities.

To facilitate the transition between home and the Centre, we suggest:

- You visit with your child during two or three short visits (approximately 15 minutes each) before their first day.
- Your child's first day (without you) be for a half-day if possible.
- You communicate with the educators to share your concerns or needs.

ARRIVAL AND DEPARTURE OF CHILDREN

This policy and its associated procedures aim to ensure the safe arrival and departure of children in our programs.

The policy outlines the roles and responsibilities of educators, with a particular emphasis on compliance with Ontario Regulation 137/15 regarding safe arrival and departure. It also includes communication guidelines, emergency situations, pickup delays, and procedures for leaving the daycare.

Notification of Absence or Delay

Parents must provide their workplace address and location during the day on the registration form, including at least one alternative contact person with a phone number. We kindly request that you notify us by 9:00 AM if your child will not be attending our program for the day. This notification should also include any anticipated delays in arrival. If your child will be arriving late, please provide us with the expected arrival time. It's crucial to note that if we haven't received communication from you by 10:30 AM, or if we're unable to reach you by phone, your child will be marked as absent for the day, and we will not be able to accept them into the program.

Furthermore, drop-off times will remain between 7:30 AM and 12:00 PM. Regrettably, we cannot accept children for drop-off between 12:00 PM and 3:00 PM due to lunch and nap time, as it can disturb the children's rest.

Departure

A child can only leave the childcare center in either of the following cases:

- (i) Individuals designated by a parent of the child come to pick them up.
- (ii) Even if the person is specified in the pickup section of the registration form, they must provide identification upon arrival.
- (iii) In accordance with the written permission given by a parent for the child to leave the program at a specific time without supervision.

Any changes to regular pickup arrangements must be communicated to the staff.

Parents are informed during registration that the daycare closes at 6:00 PM, and educators leave the classroom at 6:00 PM for cleaning. It is preferable for parents to arrive by 5:50 PM.

Child not Picked Up by 6:00 PM

1. The staff offers the child a snack such as fruit, cookies, crackers, etc.
2. The staff begins calling parents and authorized persons.
3. If all attempts to contact fail, **Child Protective Services** will be contacted at 6:45 PM.

4. The staff stays with the child and follows Child Protective Services' directives.
5. When a parent arrives, the child will be released, and Child Protective Services will be informed.
6. Document the incident in the communication log.
7. Do not follow this procedure if a parent has provided a reasonable explanation for their delay.

Important Notes:

The center does not have the authority to deny access to a custodial parent to their child(ren) without a court order. To deny access, the center must have an up-to-date copy of the court order.

If a staff member has reason to believe that the designated adult picking up the child from the daycare is under the influence of alcohol or drugs, the child will not be entrusted to their care. If an intoxicated adult insists on taking the child out of the daycare, the staff is obligated to call Child Protective Services and the police first.

We also request and recommend that all children be picked up by a person aged 18 or older. Parents must complete and sign an "Accompanying Authorization" form for anyone under 18 who will pick up their child from the daycare.

Late Fee Policy

- The daycare closes precisely at 6:00 PM.
- A fee of \$5 will be charged for every 5 minutes of delay. After 15 minutes, an additional \$1.50 will be charged for each extra minute, payable to the educator.
- A late fee receipt will be completed by the service staff and signed by the parent or the person picking up the child.
- If you have delegated the pickup of your child to another person, the parent/guardian remains responsible for any late payment.
- Please respect our staff's personal lives and arrive on time.
- In the case of consistent parental delays, the child may be removed from the program.
- We never allow your child to leave the center with a person under the age of twelve (18) without parental authorization.

Our centre is registered with the Early Learning and Child Care System (ELCC).



FEES

Base Fees

The registration fee is \$15 per family.

Eligible children are those under six (6) years old or who will reach the age of six (6) before June 30, 2022.

Program	Base Fee	Discount April 1, 2022	New Fees	Discount December 31, 2022	New Fees
Infant / Full Day	\$45.00	25%	\$33.75	37%	\$21.27
Infant / Half Day	\$25.00	25%	\$18.75	37%	\$11.81
Toddler / Full Day	\$36.00	25%	\$27.00	37%	\$17.01
Toddler / Half Day	\$20.00	25%	\$15.00	37%	\$10.00
Preschool / Full Day	\$33.00	25%	\$24.75	37%	\$15.60
Preschool / Half Day	\$18.00	25%	\$13.50	37%	\$10.00
Before and After School	\$18.00	25%	\$13.50	37%	\$12.00
School Age / Full Day	\$28.00	25%	\$21.00	37%	\$13.50
School Age / Half Day	\$18.00	25%	\$13.50	37%	\$10.00

The following are the fees for non-eligible children

Before School	After School	School Age / Full Day	School Age / Half Day
\$8.00	\$10.00	\$28.00	\$18.00

Various Fees

Parents will be charged \$5 for every 15 minutes, payable to the teacher, and \$1.50 for each additional minute.

Billing and Payment of Childcare Fees



Payment should be made in advance and calculated based on the days your child is enrolled in the Center. Additionally, with at least 2 weeks' notice, you will not be billed for planned absences (i.e., vacations) for a maximum period of 2 weeks (10 days) **for children enrolled full-time**. After this time, you must pay childcare fees to reserve your spot, or you may risk losing it. The center requires a 2-week notice when you withdraw your children, or you will be charged for the 2 weeks. In the case of teachers, they can withdraw their children for the summer months (July and August) without penalty and without losing their spot, provided they pay in advance for the first week of September.

Invoices are placed in your child's cubby.

Payments can be made in cash or by check. Checks should be made payable to:

La garderie les petites mains

Late Payment

An overdue account with a balance outstanding for more than 10 days will have a notice attached to the invoice informing you of the full amount due on your account and a date by which this amount must be paid. Additionally, if the account is not settled promptly, we reserve the right to refuse childcare services at the Center.

These measures may seem strict, but they are essential for the financial sustainability of the Center.

Admission Policy Waiting List Management

Our daycare welcomes children aged 0 months to 12 years from various social backgrounds and ethnic groups. We serve the community by giving priority admission to residents, students, and workers in our neighborhood.

The waiting list operates on a first-come, first-served basis, with priority given to siblings of children already attending the daycare and to the children of daycare and school employees located in the same building. Children are placed on a waiting list when there is no available space. When a spot becomes available, the daycare will extend an offer of admission to the first eligible child on the waiting list.

To respect the privacy and confidentiality of children, parents can either send an email or call to inquire about their child's position on the waiting list. The management has 24 hours to respond to their request. A maximum of 2 attempts will be made to reach the parent waiting for service. If a message is left and an email is sent, the parent has 48 hours to contact us.

Admission will only be confirmed when parents/guardians submit completed registration forms and pay the fees (\$15), which are non-refundable if the parent changes their

mind. The registration fees (basic fees) will only be paid if a spot is available, and the child's first day is scheduled.

OPEN COMMUNICATION POLICY

The Center supports an open communication policy, which includes the following steps:

- You may request to see the program's operation at any time.
- The daily program operation is in French.
- Center staff is required to maintain the confidentiality of private information regarding children, parents, staff, the Center, etc. We ask that you also respect this confidentiality.
- Staff encourages you to share your comments, concerns, worries, or questions about your child and/or the programs. Please notify us in advance if you wish to discuss with a specific educator so that the Center can make arrangements to free them up. This will ensure that the educator can give you their full attention and maintain the confidentiality of your conversation. The only person who can assist you is the educator responsible for your child.
- Telephone communication is encouraged. This allows you to communicate with the staff at a more convenient time for you.
- Staff regularly communicates with you about your child's progress, program activities, concerns, or questions they may have regarding your child.
- You can expect to receive an individual profile in January and June, demonstrating your child's development. This gives you two timely opportunities to discuss your child's development with the responsible educators.
- If you are concerned about your child's care or certain incidents that have occurred on the daycare premises, please contact your child's educator or the Center's management.

HEALTH AND SAFETY POLICY

The health and well-being of children and Center staff are important aspects of the service we provide to children and their families.

To renew our license, the Center's premises, equipment and materials, as well as the records of children, staff, and administration, are inspected annually by the Ministry of Education and the Ministry of Health.

Staff must comply with the regulations of the Department of Public Health and the Ministry of Education.

The Center is committed to taking the necessary measures to ensure the safety of students, staff, and visitors, as well as to prevent, to the extent possible, emergencies that may occur during the day.

Definition: An emergency consists of a situation that may immediately endanger a person's life, health, physical or psychological integrity. An emergency situation requires a rapid, immediate, and structured response.

The daycare has policies and procedures for managing emergency situations in collaboration with the school. If it becomes necessary to evacuate the childcare center, **the designated gathering place for everyone** is: Lamothe-Cadillac Secondary School (1775 Totten Street, Windsor ON, N9B 1X4). If required to leave the area, transportation will be provided by the school bus.

If the alert is "NOT lifted," you should proceed to the evacuation location as follows:

- For L'Envolée School, go to St. Anne School, 1140 Manmouth Rd (519) 256-1911.
- For Louise-Charron School, go to Southwood Elementary School, 1355 Cabana West (519) 969-3470.

Parents will be contacted to pick up their child. If possible, a message will be posted on the daycare's Facebook page and on Himama.

If you wish to have more details about our policy, a complete copy will be available at the office.

Universal Precautions

Infections spread rapidly in a center. Prevention measures are in place at all times, and Center staff always adhere to recommended policies and methods.

Disinfection plays a crucial role in the fight against infection in a childcare setting. Therefore, disinfection and housekeeping are essential measures for protecting the health of children and staff.

Children wash their hands before eating and after preparing each snack or meal, after using the toilet, after blowing their nose, after being exposed to bodily fluids, and at various other times during the day.

Staff wash their hands before eating and/or preparing each snack or meal, after using the toilet or assisting a child with the toilet or changing a diaper, after wiping a child's nose, before administering medication or applying cream, after providing first aid, after being exposed to bodily fluids, after caring for a sick child, and at various other times throughout the day.

Toys, dishes, and all surfaces in the kitchen are disinfected daily. Floors, toilets, and playrooms are cleaned daily.

Other universal precautions used at the Center include:

- All cuts are covered with sterile bandages until the cut is completely healed.
- Staff wears gloves when changing a diaper, cleaning bodily fluids, or treating an open wound.
- Surfaces with blood, vomit, and feces are disinfected with a stronger cleaner.
- Blood-stained or otherwise fluid-stained laundry is washed separately in hot soapy water, and non-washable items stained with blood or other bodily fluids are placed in a sealed plastic bag and inside a lined and sealed plastic container.

Emergency Information

At your child's enrollment, we collected important information about your address, employment, email, phone numbers, and a list of authorized persons to pick up your child. We ask that you inform the staff of any changes to this information.

Illness

We ask that you do not send your child to the Center if you believe they are not feeling well. We do not have the equipment or resources to care for a sick child. The educator who is at the Center in the morning must perform a "health check" for each child. If the educator believes that the child exhibits symptoms of a contagious illness, the child must be taken home by the parent.

You should not send your child to the Center if they:

1. Cannot participate in all program activities (for example, if your child is not well enough to play outside, they cannot participate in Center activities and must stay home).
2. Exhibit symptoms of contagious or communicable illnesses (for example, fever, diarrhea, vomiting, infection, persistent cough, swollen glands, unidentified rashes, pain, or discomfort).

If your child is absent due to illness or any other reason, you must call the Center to inform us.

If your child becomes ill while at the Center, we will ask you to pick up your child within a reasonable period of time.

We ask that you inform the Center if your child has a contagious condition diagnosed by a doctor.

Once your child has been diagnosed with a contagious condition, they can only return to the Center with a doctor's note stating that your child no longer exhibits signs of contagious illness and can participate in Center activities.

If your child has lice, they must receive treatment, and they cannot return to the Center without written or verbal advice from the Department of Public Health or a doctor indicating that they no longer have lice and nits.

Prescription and Over-the-Counter Medications

Center staff can only administer prescription or over-the-counter medication to a child with the authorization of a doctor or parent.

All prescription medication must be in its original container and properly labeled with the child's name, dosage, the medication's name, and the prescribing doctor's name.

All over-the-counter medication must be in its original container and properly labeled with the child's name.

You must sign an authorization form (indicating the child's name, date, instructions to follow, and dosage) before staff can administer prescription or over-the-counter medication.

We ask that you send a measuring spoon used for administering the medication with the medication.

For safety reasons, all medication must be given directly to an educator and cannot be left in the child's locker.

Parents can come in person to administer medication to their child. In this case, they do not need to fill out the form.

Nutrition

The Center prepares and offers food based on the Canadian Food Guide.

The menu is added at the beginning of each month on Himama and displayed on the parent bulletin board in each classroom.

Children are offered what is indicated on the weekly menu or a similar alternative.

Meals and snacks are prepared by our cook.

If a child has dietary needs due to a specific medical condition or for any other reason, parents, with the approval of the management, can provide their child's food to the Center. This food should meet the recommendations outlined in the food guide published by Health Canada. The container should be labeled and placed in the kitchen refrigerator if parents have not provided an ice pack in the lunch bag.

Additional Safety Measures

During special occasions, parents will not be allowed to offer sweets to their child's group. If they wish, they can contact management for recommendations.

The center welcomes breastfeeding mothers and provides a supportive environment for them and their babies.

Food Allergies

We are aware of food allergies and believe it is important to have certain measures in place to ensure the safety of students. Since some food allergies can be life-threatening for individuals, they must be taken seriously by all students, parents, and staff at the Center. That being said, it is prohibited for students and staff to bring nuts or peanuts in any form (raw or derived products like butter, sauces, or oils). If you still wish for your child to share with their peers during their celebration, we invite you to do so with non-food items. You can consult with the management for approval or suggestions.

We ask you to follow the following protocol to reduce the chances of a child having a severe allergic reaction at the Center:

- Ensure that your child's mouth, hands, and arms are thoroughly washed, and additionally, ensure that your child's clothing does not have traces of peanut butter.
- Do not bring food to the Center without the director's authorization.

It is very important that you inform us if your child has a food allergy or develops a food allergy that was not indicated on the registration form so that the Center can make the necessary arrangements with the cook.

If your child has a food allergy but does not require an EpiPen, we may ask you to send food from home for your child* to avoid a reaction at the Center.

**with the director's authorization*

If your child has a food allergy and requires an EpiPen for that allergy, we will ask you to send food from home for your child* to minimize the risk of a severe reaction at the Center.

**with the director's authorization*

Quiet Time (Nap Time)

Children who are at the Center after lunch have quiet time from 12:30 PM to 2:30 PM. During this time, children take a nap.

- All children must have the opportunity to sleep, rest, or engage in quiet activities as needed.
- Children under 12 months are entitled to a sleep period based on their individual schedules and will be assigned to a crib/toddler bed. Children aged 12 to 18 months who receive childcare services for six hours or more will be assigned to a crib/toddler bed or a cot based on written instructions from a parent.
- Only light blankets can be offered to children.
- A cot will be provided to children aged 24 months or older but under five years in an authorized family grouping group who receive childcare services for six hours or more, unless otherwise approved by a director.

- Children aged 18 months or older but under 30 months who receive childcare services for six hours or more will be assigned to a cot and are entitled to a maximum of two hours of sleep per day.
- In cases where children sleep in separate rooms, their photos must be hung up so that the staff can immediately identify the children present in the room.
- An agreement between the center and the parent will be added to the registration file confirming that a cot will be assigned to their child.

Incident/Accident Report

Staff must complete an incident/accident report for any injury or accident that requires first aid.

This report is signed by the educator who administered first aid and then by the director, and finally by you when you arrive. This incident report will be placed in your child's file, and a copy will be provided to you.

You will be informed of an accident at an appropriate time (depending on the severity of the injury) while respecting the confidentiality of all individuals involved.

If your child is injured outside of the Center, you must inform the Center staff as soon as possible so that the staff can better assess an injury during an incident at the Center.

Emergency Medical Treatment

Educators, substitutes, and the Center's management hold valid certificates in first aid and CPR.

The Center's staff has the responsibility to provide first aid in accordance with the training received.

Observation System (Camera)

The camera system is used for the safety of our employees, students, and in case of an incident, emergency services may have access to it.

To avoid any legal issues related to the Charter of Rights and Freedoms, parents cannot access the camera.

The company states that these recordings allow a member "in exceptional situations related to the safety of property or people on site (e.g., a parent's complaint about an educator's behavior, theft, vandalism)" to "scroll back to view a specific date on an event that may have occurred." It could also be useful to emergency services "if an incident occurs."

BEHAVIOR GUIDANCE POLICY

Our approaches to discipline do not simply involve getting children to do what the educator desires. Our goal is to develop self-control in the child by valuing their individuality.

The Center recognizes that offering a well-planned program with interesting and developmentally appropriate activities encourages appropriate behavior and helps to avoid many behavior problems.

Educators provide children with opportunities to make choices to develop their decision-making skills.

Educators reward appropriate behaviors in various ways.

Approaches and strategies are used to prevent crisis situations requiring disciplinary measures as much as possible and to know how to react when crisis situations arise.

If, despite all strategies, a child continues to exhibit unacceptable behavior, we will gradually help the child gain better self-control by implementing the following recommendations:

1. Give the child a warning.
2. Remove the child from the activity to keep them by the educator's side.
3. Acknowledge the feelings that the crisis situation produces in all individuals involved.
4. Wait for the child to decide on their own to resume the activity.
5. Assist the child in returning to the activity with more success.
6. Monitor the child's behavior and, if necessary, resort to privilege withdrawal.

Prohibited Practices

The following discipline methods will not be used:

- Subjecting the child to corporal punishment.
- Physically restraining the child, including immobilizing them in a high chair, car seat, stroller, or other device for disciplinary purposes or to replace supervision unless physical restraint is aimed at preventing the child from harming themselves or others and is used only as a last resort and only until all risk of injury ceases to be imminent.
- Locking exits of the childcare center or family childcare premises to confine the child, or confining the child to an area or room under adult supervision, unless such confinement follows an emergency situation and is required under the emergency management policies and procedures of the permit holder.
- Taking severe or degrading measures against the child, using threats or offensive language toward the child or in their presence, which could humiliate the child, make them afraid, or undermine their dignity or self-esteem.

- Depriving the child of the satisfaction of their basic needs, including food, drink, shelter, sleep, the use of toilet facilities, clothing, or bedding.
- Inflicting bodily harm on the child, such as making them eat or drink against their will.

Policy and Procedures Regarding Parent Concerns and Issues

Name of Childcare Center: La Garderie les petites mains (Windsor) Inc.

Policy and Procedures Establishment Date: 06/21/2017

Policy and Procedures Update Date: 09/01/2017

Objective

This policy aims to provide a transparent process that license holders and staff can follow to address parents' and guardians' questions and concerns.

Definitions

A complaint is an expression of dissatisfaction with a service provided. It can be made verbally, in writing, or via email.

Complaints may pertain to:

- An obligation imposed by the law or daycare regulations.
- A situation that threatens the health, safety, and/or well-being of children in the facility.
- Actions that fail to meet an obligation or duty imposed on a daycare staff member.

General Information

We encourage parents and guardians to play an active role in childcare center activities and regularly discuss their child's experience in the program. As stated in our program statement, we support positive and attentive interactions among children, parents, guardians, childcare service providers, and staff, and we promote parent and guardian engagement and ongoing communication about the program and their children. Our staff is ready to engage with parents and guardians and facilitate positive exchanges.

All questions and concerns raised by parents and guardians are taken seriously by the management, and every effort is made to address them to the satisfaction of all parties and as promptly as possible.

Questions and concerns can be expressed orally or in writing. The response is provided orally or in writing if requested. The level of detail in the response respects the confidentiality of all parties involved.

Parents or guardians receive an initial response within 5 working day(s). The complaint resolution process should not exceed a period of 3 days. The person who raised the question or concern is kept informed throughout the resolution process.

The examination of questions and concerns is conducted fairly, impartially, and respectfully of all parties involved.

Confidentiality

Each question and concern is treated confidentially, and every effort is made to protect the privacy of parents, guardians, children, students, and volunteers unless information needs to be disclosed for legal reasons (e.g., to the Ministry of Education, the College of Early Childhood Educators, law enforcement authorities, or a children's aid society).

Conduct

Our center maintains strict standards for interacting and communicating positively with children and setting an example for them. No form of harassment or discrimination will be tolerated from any party.

If, at any time, a parent, guardian, provider, or staff member feels intimidated, threatened, undermined, or disparaged, they may terminate the conversation immediately and report the issue to their supervisor.

Suspected Child Abuse or Neglect

Anyone, whether a member of the public or a professional working with children, is legally obligated to report suspicions of child abuse or neglect.

If parents or guardians suspect that a child is a victim of abuse or neglect, they must directly contact [the local children's aid society \(CAS\)](#).

Procédures

Subject of Question or Concern	Steps for Parents or Guardians	Steps for Staff or License Holder
<p>Program Area</p> <p>(e.g., schedule, sleep arrangements, potty training, indoor or outdoor activities, dietary arrangements, etc.)</p>	<p>Address the question or concern:</p> <ul style="list-style-type: none"> - Directly with the teaching staff. <p>Or</p> <ul style="list-style-type: none"> - With the supervisor 	<ul style="list-style-type: none"> - - Address the question or concern as soon as it is raised. <p>or</p> <ul style="list-style-type: none"> - - Request to meet with the parent, guardian, or tutor within 5 working days. <p>Record the question or concern in detail, including:</p> <ul style="list-style-type: none"> - - The date and time it was received; - - The name of the person who received it; - - The name of the person who raised it; - - The subject of the question or concern; - - If applicable, the steps taken to address it and the information communicated to the parent, guardian, or tutor about the follow-up.
<p>General Matters, Center, or Operations</p> <p>(e.g., childcare fees, opening hours, staff recruitment, waiting lists, menus, etc.)</p>	<p>Address the question or concern:</p> <ul style="list-style-type: none"> - With the supervisor 	<p>(This cell continues the list of steps from the previous row, which are not explicitly repeated in the image but are implied by the structure of the table and the content of the previous row's 'Steps for Staff or License Holder' column.)</p>
<p>Personnel, parent in service, supervisor, or permit holder</p>	<p>Address the question or concern:</p> <ul style="list-style-type: none"> - directly with the person; <p>or</p> <ul style="list-style-type: none"> - with the supervisor or permit holder. <p>-</p> <p>If the parent, guardian, or tutor has a question or concern about the conduct of a staff member, a parent in service, etc., which jeopardizes the health, safety, or well-being of a child, he or she must immediately report it to the supervisor.</p>	<p>Direct the parent, guardian, or tutor to the appropriate person if the initial contact is unable to address their question or concern.</p> <p>Ensure that the appropriate person begins investigating the question or concern within 3 working days or as soon as possible. In case of a delay, provide written explanations for the reasons.</p>

Subject of Question or Concern	Steps for Parents or Guardians	Steps for Staff or License Holder
Student or Volunteer	Address the question or concern: <ul style="list-style-type: none"> - with the staff responsible for supervising the volunteer or student; Or <ul style="list-style-type: none"> - with the supervisor If the parent or guardian has a question or concern about the conduct of a student or volunteer that endangers the health, safety or well-being of a child, he or she she must immediately report this to the supervisor.	Communicate the results of the investigation to the parent, guardian, or tutor who raised the question or concern.

Transfer of Questions or Concerns: If parents or guardians are not satisfied with the response they received, they can address the board verbally or in writing. Where appropriate, questions and concerns may also be directed to the appropriate regulatory agencies (Public Health Department, Police Department, Ministry of Environment and Climate Change, Ministry of Labor, Fire Department, College of Early Childhood Educators, College of Teachers of Ontario, College of Social Workers and Social Service Workers of Ontario, etc.).

Contact Details :

Daycare : (519) 258 – 4528

Supervisor : Bassima Zein (519) 971 – 6246

Program Advisor : (519) 854-5624

Children’s Aid Society : (519) 252 - 1171

Ministry of Education, Licensed Child Care Helpline: 1 877 510-5333 ou childcare_ontario@ontario.ca



La Garderie les petites mains is a proactive organization that aims to understand the needs and expectations of its clients and partners in order to minimize the risk of conflicts. Therefore, we strive to provide clear and precise communication so that everyone understands what they can expect from us. Unfortunately, we may sometimes find ourselves in a conflict situation, and it is important that we resolve these conflicts quickly, with sensitivity, understanding, and taking into account the perspective of the other person.

ADMINISTRATIVE STRUCTURE

The Center is managed by a board of directors consisting of parents with children enrolled in the Center as well as community members who are passionate about quality childcare. The board of directors meets approximately 7 times a year to discuss the smooth operation of the Center. If you have concerns or questions that you would like to bring up during a board meeting, you can contact the management or the board president.

PARENT MEETINGS

The Center offers you the opportunity to meet at least twice a year (January and June) with the teacher and/or the Center's director to discuss the programs offered, equipment and materials used by the children, and measures to maximize health and safety at the Center.

Your suggestions, comments, and/or questions are always appreciated during these meetings.

STAFF

In accordance with the regulations of the Child Care and Early Years Act, at least one educator in each class has a diploma in early childhood education or its equivalent, and the Center's director must have specialized knowledge and adequate experience in the care and development of young children, be in good health, and possess a personality suitable for the position. The educator-to-child ratios required by these regulations are always enforced.

The Center hires substitutes to replace educators in case of absence. All staff members working directly with children, as well as volunteers and interns, must sign the daycare policy each year and undergo a criminal record check, including a vulnerable sector



check, which must be renewed every five years. A declaration must be provided each year. Educators, substitutes, and the director receive ongoing training through workshops or professional meetings, including child development, programming, and they hold valid first aid and CPR certificates.

Staff Evaluation

The Center's staff participates in an annual self-evaluation/performance review based on job descriptions.

Student Interns

The Center accepts students enrolled in the "Early Childhood Education" program to complete their internship training. Student interns are not allowed to be left alone with children at the Center and do not count towards educator-to-child ratios.

Volunteers

Volunteers are always welcome at the Center to assist educators in the playroom. Volunteers help under the approval of the director and with guidance from educators. Volunteers are not allowed to be left alone with children at the Center and do not count towards educator-to-child ratios.

CONCLUSION

La Garderie les petites mains is committed to ensuring the safety and well-being of the children entrusted to us. The quality of the service offered to the child and their family is largely based on a love for children and the professionalism of educators. We have also added an educational program that allows us to build a consensus around our vision of education and guide our interventions. Reviewing this educational program makes us aware that each of us has a responsibility to improve our quality of life and that of the children we have the pleasure of interacting with every day.



La Garderie les petites mains
Windsor, ON
(519) 258-4528

AGREEMENT BETWEEN PARENTS
AND
La Garderie les petites mains

I, _____,
parent of _____,
agree with the contents of the *Parent's Guide* and
I agree to abide by the regulations and policies
of La Garderie les petites mains.

Parent's Signature

Director's Signature

Date