

# **SUGAR-N-SPICE KIDDIE HAVEN INC.**

EST 1981

## **GENERAL PARENT POLICY MANUAL**

Revised July 2017

Located at

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Welcome to Sugar-N-Spice Kiddie Haven Inc. It is important that you read the following manual that outlines our policies and procedures. Please be sure to clarify any questions that you may have with the Director.

## **About the Program**

Sugar-N-Spice Kiddie Haven Inc.(Sugar-N-Spice) was born February 16, 1981. The daycare idea was conceived by a father/daughter team who took the idea, of creating a “home away from home” and providing a place where parents could leave their children while they went to work. The dream became a reality when the doors opened February 16th with three children in attendance. By September of '81, the centre was full. At that point, Sugar-N-Spice became a non-profit government funded program. A school age program was added at that time.

Since 1981, Sugar-N-Spice has maintained full capacity. Our best advertisement has been “word of mouth”. Hundreds of children have passed through our doors.

The centre operated at 2400 Main Street from February '81 until July 1997. At that time Sugar-N-Spice moved into a brand new facility attached onto the east side of Riverbend Community School. Although attached, we are a separate entity, governed by an elected volunteer 12-member Board of Directors with parent involvement, and not part of the school system.

In April 2008, Sugar-N-Spice opened its second location at 101 Ridgecrest Ave – located within West Kildonan Collegiate. This move added 70 spaces to our program and allowed Sugar-N-Spice to add infant care to its repertoire. This decision also allowed us to increase our school age spaces to 66 in total.

In 2011, Sugar-N-Spice was pleased to expand our school age program by 21 spaces and the infant program by 2 spaces. **We now have a total of 221 spaces across both locations: 14 infant, 113 preschool, and 107 school age.** In 2016, Sugar-N-Spice was pleased to expand our infant program by 12 spaces, our pre-school program by 54 spaces and our school age program by 60 spaces. **We now have a total of 360spaces across all three locations: 26 infant, 177 pre-school and 167 school age.**

In 2016, Sugar-N-Spice opened its third location at 55 Swinford Way- located within École Rivière Rouge.

Sugar-N-Spice Kiddie Haven Inc. is a not for profit, charitable organization licensed by the Province of Manitoba Early Learning and Child Care Branch. We are also an organizational member of the Manitoba Child Care Association (MCCA).

If you would like further information, please do not hesitate to contact our Executive Director at our West Kildonan location (204 334-6357), our Assistant Director at our Riverbend location (204 339-4992) and our Director at our École Rivière Rouge location (204-339-4345).

## **Board of Directors**

Sugar-N-Spice is governed by a Board of Directors consisting of up to 12 parent's / community members. Should you wish to get involved on the Board of Directors, please express your desire to the Director. Becoming a Board Member requires a minimum commitment of one meeting per month, as well as some extra duties during daycare special events. You may also choose to volunteer your time on one of the Board's standing committees. Speak to either of the Directors or any Board Member for more information regarding this rewarding experience.

## **Annual General Meeting (AGM)**

Once you have a child enrolled in the centre, you become a member of the Sugar-N-Spice Kiddie Haven Inc. organization. As a member, you are encouraged to attend our ANNUAL GENERAL MEETING. This meeting takes place once a year, typically early April. All parents are strongly urged to participate in matters affecting their child's daily care.

## **Our Philosophy**

Our childcare facility aims to provide a warm, loving, safe environment that is a balance between home and school.

We strive to create an atmosphere that would be conducive to each child's **S**ocial, **P**hysical, **I**ntellectual, **C**reative and **E**motional development.

While there are some structured learning times throughout the day, we also believe that the children learn as a result of their interactions with each other during free play within the childcare setting.

Our staff will provide an environment with many activity centers where children can play and learn. There is a mixture of quiet and active play areas, as well as areas which promote individual and group interaction. There are activities that stimulate the mind as well as activities that help to develop small and large muscle skills.

We choose to see your child in terms of natural growth and development. The staff considers each child a unique individual and believes that mutual respect and trust is the base line for a healthy staff/child relationship. Our staff interacts with the children, supervising, guiding, helping, laughing, listening and talking. We seek to facilitate the natural desires that the children have and allow them to explore their interests while in our care. By providing a positive and stimulating environment, we will continue to strive in developing each and every child to his/her fullest potential.

## **Goals and Objectives**

- ❖ Bridge the gap between home and school by providing a place where parents feel confident leaving their children;
- ❖ Provide a safe, stimulating and consistent learning environment;
- ❖ Ensure each child is treated like a unique individual;
- ❖ Develop the children socially, physically, emotionally, and intellectually;
- ❖ Encourage parental participation by practicing daily open communication.
- ❖ Develop appropriate problem solving skills that are based upon respect for each other as well as each other's property;
- ❖ Provide this care to all children age 3months - 12 years, regardless of nationality, social or physical status;
- ❖ Provide this service daily, from 7:00 a.m. and 6:00 p.m., Monday to Friday, twelve months of the year.

## **Our Staff**

Every facet of our program hinges on our staff. Staff are selected on the basis of their qualifications and experience with children.

It is a regulation, set by the Manitoba Early Learning and Child Care, that a minimum two thirds of our staff be classified at an ECE II or ECE III level. (Diploma in Early Childhood Education or equivalent).

All staff must have a valid standing in First Aid and CPR as well as fill out an INVESTIGATION AUTHORIZATION form. The IA form is first submitted to Manitoba Family Services & Labour and then to the Winnipeg Police Service for a Criminal Record Check and Child Abuse Registry Check.

All employees are required to participate in 12 hours of professional development throughout the year. This will ensure that the experiences that they are providing your child will grow and change with your child.

## **Students and Volunteers**

On occasion, our centre provides a work experience setting for high school, university or college students. In such cases, general observations may be done. Students are approved by their teachers and an interview process is done prior to their involvement in the centre. At no time would the student be part of the staff: child ratio.

In the case of volunteers, an interview will take place prior to any time spent with the children. At no time will volunteers be left alone with the children. All volunteers and students who are over the age of 18 are subject to a criminal background check and a child abuse registry check.

## **Hours of Operation**

For children in the Infant and Preschool programs, the centre is open from 7:00 a.m. to 6:00 p.m. Monday through Friday. In order for your child to derive all the benefits of the program it is advisable that your child be in the program prior to 9:00 am.

For children in the School Age program, the centre is open from 7:00 a.m. to 8:30 a.m. and 3:00 p.m. to 6:00 p.m. Monday through Friday. On in-service days, and during school breaks, the centre operates on a full day schedule opening at 7:00 a.m. and closing at 6:00 p.m.

Please note: If staff arrive early, it is for the preparation of daily activities. Please wait until the doors are opened at 7:00 a.m.

## **Centre Closures**

The centre is open twelve months of the year, with the exception of the following holidays:

New Year's Day

Louis Riel Day

Good Friday

Victoria Day

Canada Day

August Civic holiday

Labor Day

Thanksgiving Day

Remembrance Day

Christmas Day

Boxing Day

Easter Monday: Manitoba Early Learning and Childcare gives the centre the option to close on Easter Monday. If the centre chooses to remain open, another day within the year can be selected to close in lieu of this day. (For instance, centre closes for a staff-training day.) This is at the discretion of the Board of Directors, and would be posted one billing period in advance.

## **Reduced Hours**

When Christmas Eve (December 24<sup>th</sup>) and New Year's Eve (Dec. 31<sup>st</sup>) falls on a weekday, the centre will operate on reduced hours, opening at 7:00a.m. and closing at 1:00 p.m.

## **Weather Conditions**

In the event of a storm, storm warning, or other weather conditions, which may affect the closure of the centre please listen to your local radio station to see if the daycare will be closed on the day in question. You may also check the centre's answering machine for an updated message.

If the Seven Oaks School Division is closed, the daycare will be closed also.

If the closure occurs during the course of the day, parents will be contacted by phone to come and pick up their child or make arrangements for their child to be picked up by an alternate as soon as possible.

## Code of Conduct

At Sugar-N- Spice Kiddie Haven, we strive to provide a safe, caring, learning environment for children, staff and families. We believe in equality and respect diversity. The daycare's Code of Conduct guiding principles for appropriate behavior include be respectful, be supportive of relationships, be ethical and act with integrity, be supportive of learning, be safe, and maintain confidentiality.

Our Board of Directors, management and staff, children, parents/guardians of children enrolled and all others involved with the centre are expected to behave in a respectful manner and comply with this code of conduct. For a copy of the code of conduct, please contact the Director.

All parents/guardians of children enrolled at the daycare are required to agree to the terms of the Code of Conduct upon registering their children. Staff are also required to agree to the terms of the Code of Conduct upon commencement of employment.

## Arrival and Departure

### **Security Fobs**

Upon registration, parents/guardians will receive a security fob/pass to permit entry into the daycare to drop off and pick up their child(ren). A deposit of \$10 is required for the security fob/pass.

Parents/guardians are asked to use their fob/pass to enter the centre. For security reasons, please do not open the door for strangers or other parents who do not have a fob/pass. If someone asks you to open the door for them, please contact a staff member and ask them to greet the individual. All visitors and alternate pickup people are required to ring the doorbell located between the doors so that a staff member may greet them upon entry and check for identification.

### **Arrival**

Children must be accompanied into the program by an adult or a person designated by the child's parent / guardian. Sugar-N-Spice is not responsible for any child until the child has entered a supervised area and the parent / guardian has gained the attention of a staff member.

Please remember to allow yourself enough time to take care of your child's needs and to make their transition as pleasant as possible. This will make a big difference in both your and your child's day.

### **Departure**

Only a person designated by the parent / guardian will be able to pick up a child. Once the pickup person has entered the centre, the child becomes their responsibility.

**Please note:** Any person picking up your child must be a minimum of 12 years old and be able to provide the staff with photo ID.

If an emergency arises, and someone else is picking up your child please notify us by phone. We will not allow your child to go home with someone else unless you have previously informed us. Any new pick-up person, or people on the pick-up list but not previously known to daycare staff, will be asked to present a photo ID.

Children will not be released to any person who appears to be under the influence of drugs or alcohol. It is the responsibility of the staff on duty will make this decision. An alternate pick-up person will be contacted from the parent's approved list in this event.



**After 6 PM:**

In the case of a child who is still in attendance at 6 p.m., and no word has been received by the parent, the following procedure will be followed:

- At 6 p.m. an effort will be made to contact the parent/guardian at home and/or at work
- If unsuccessful, the emergency /alternate person on the child's list will be called;
- If unsuccessful, the staff shall contact the Director who will (in contact with the staff) then proceed with the following;
- In the event that no word is received, and child is not picked up by 7:00 p.m. Child and Family Services will be called. The Staff or Director will remain with the child until the social worker arrives.

**Legal Orders / Guardianship**

Sugar-N-Spice requires copies of any legal forms (e.g. custody orders, restraining orders) in the event that parents do not reside together.

**Please note:** Unless we have the aforementioned papers on file, we are unable to refuse a non-custodial parent access to his/her child.

## Fees

### Registration Fee

A fee equal to one week's payment per child is required upon registration. For subsidized families, the full subsidized rate for one billing period will be charged. Upon your child's withdrawal from the centre this fee will be refunded to you assuming that your fees are paid to date and you have provided the centre with the required two weeks' notice. If your account has an outstanding balance, the registration fee shall be applied towards said balance.

**Please note:** If statutory or civic holidays fall on a day when your child normally attends, you will be charged accordingly for that day. Regular fees will be charged for any absences – including vacation or illnesses.

The centre follows the fee payment schedule as outlined by the Child Day Care Office.

The billing is done in a 4-week block. Invoices will be distributed electronically approximately one week prior to the first day of the billing period, with fees being due the first day of the billing period. Fees may be paid by cash, cheque (post dates are acceptable), or money order payable to Sugar-N-Spice Kiddie Haven Inc.

Cash payments are to be given in person to the Director only and a receipt will be provided. Cheques or money orders can be placed in the lock box beside the office door. All money is recorded and deposited as per accounting guidelines.

**Please note:** Any variation from paying fees on the aforementioned due date must be made in writing to the Director.

### Program Fees

The program fee schedules as of January 1, 2016, are as follows:

Infants	\$30.00/ day for up to 10 hours \$44.00/day if greater than 10 hours
Pre School	\$20.80/day/child up to 10 hours \$30.20/day/child if greater than 10 hours
School Age	
Before and After School	\$8.60/day/child
In-services and Breaks	\$20.80/day/child up to 10 hours \$30.20/day/child if greater than 10 hours
Hot lunch program	\$3.25/day

The Hot Lunch fee applies to families whose children are eating table foods as well as to subsidized and non-subsidized families.

Please note: our program currently does not offer part time care.

## Late Payment Fees

The payment due date will be posted at the time that bills are distributed in a prominent location of each centre so that parents are fully aware of payment dates. It is the responsibility of the parent/guardian to ensure that all fees are paid in full by the due date.

A grace period of 10 days will be provided to parents to allow some flexibility in the event that their payroll date does not coincide with the centre's payment due date. On the 11<sup>th</sup> day past the due date, a \$20 late fee may be imposed and a letter will be sent to the parent /guardian requesting payment in the next 10 days (including late fee). If the account is not paid after 21 days, a letter will be sent to the parent/guardian advising the space will be terminated on the 30 day overdue. At that time, the account will be brought to the attention of the Finance Chair of the Board of Directors. If amounts owing are not paid after termination, the account will be sent to a collection agency.

## NSF Cheques

All **NSF cheques** will be subject to a \$20.00 charge which is payable immediately along with replacement of the amount of the NSF cheque. Upon the receipt of the 3<sup>rd</sup> NSF cheque, the privilege of payment by cheque may be revoked.

## Late Pickup Fee

Parents/Guardians or those picking up your child are expected to arrive in enough time to speak to staff, dress your child, gather their belongings and leave the centre by 6:00p.m.

If a parent/guardian arrives prior to 6:00 p.m. but has not left the centre by 6:00 p.m., Sugar-N-Spice reserves the right to charge a late fee for every minute stayed after 6 p.m. This charge is currently \$1.00 per minute, per child. (For example: If you have arrived at 5:50 p.m., and you have spoken to staff, dressed your child, gathered their belongings and left the centre it is 6:13, you would be charged \$13.00.)

If a parent/guardian arrives after 6:00 p.m., Sugar-N-Spice reserves the right to charge a late pickup fee. This charge is currently \$20 per child if the parent/guardian arrives after 6:00 p.m. but before 6:30 p.m. and \$40 per child if the parent/guardian arrives between 6:30 p.m. and 7:00 p.m.

In the event that child is not picked up by 7:00 p.m. Child and Family Services will be called. The Staff or Director will remain with the child until the social worker arrives.

All late pickup fees are at the discretion of the Director.

## Subsidy Program

An application for government subsidy is available from either Sugar-N-Spice or the Child Day Care Office(s). You may also apply online at [www.gov.mb.ca/childcare](http://www.gov.mb.ca/childcare). It is the responsibility of the parent/guardian to complete and forward the application immediately to the Child Day Care Office. Please keep in mind that it may take 4 – 6 weeks for your application to be processed. All information requested in the package must be sent in, in order for the application to be processed.

When your subsidy is ready to expire, Child Day Care will send out a reminder notice. It is the responsibility of the parent/guardian, to renew their subsidy application by the due date. This will help to ensure the continuation of subsidy benefits.

Parents under the subsidy program must pay their parent portion plus an additional \$2.00 per day when the centre is open for full days. Payment is required regardless of illness, absenteeism or vacation. Subsidized parents are responsible for full fees for any absences taken over and above the absences allotted by Child Day Care.

## Fundraising

Many fundraisers take place at the daycare throughout the year. We ask that parents take part in these events. You may however, choose to become an inactive fundraiser – information regarding this option is included in your enrollment package. All fundraising money is put back into the program by means of special activities, new toys, and equipment for the children's program. All fundraising suggestions are more than welcome, and are always greatly appreciated.

Please note that the Board of Directors has a functioning Fundraising Committee. If you would like to be a part of their efforts, please let the Director know.

Starting January 1, 2017, the vacation credit will no longer be offered at Sugar-N-Spice.

## Income Tax Receipts

Sugar-N-Spice will issue annual receipts for income tax purposes no later than February 28<sup>th</sup> of the following calendar year. For families that have left the center prior to income tax receipts being issued, receipts are available to be picked up at the center.

## Wait List

To be put on the wait list, families should place their names on the Online Childcare Registry. When a space becomes available you will be contacted by the Executive Director or Director. Your contact information must be kept up to date in the OCR. If after 2 attempts to contact you to confirm a space and we have not received a response we will move on to the next family on the list. NOTE: Placement on the waiting list is not a guarantee of a space in the center.

Please Note:

- 1) If a space from the wait list is offered and declined, parents will be given the option to either have their child's name removed or remain on the list.
- 2) Priority will be given to families meeting criteria in this order:
  - Employees of Sugar N Spice Kiddie Haven Inc
  - Siblings of children currently enrolled in one of our programs
  - Transfer families from one location to another
  - Staff members of Seven Oaks School Division

## Family Leaves

Sugar-N-Spice works hard to balance the needs of our families with the needs of running a successful non-profit business. To that end, we offer the following leaves to families who use our services.

**All unpaid leaves must be requested within 4 weeks of the event identified for the leave.**

Birth / Adoption of Child – maximum 1-year maternity and/or parental leave. A minimum leave will be accommodated for a period of no less than 3 consecutive months.

Permanent Loss of Job – up to 6 months. Temporary layoffs are not included, unless the temporary layoff results in permanent loss of job. A request for this particular leave must be accompanied by proof of job loss. Once the designated leave has ended, the child who had been removed from care will be eligible to return to the centre in the first available space.

Sugar-N-Spice recognizes that, from time to time, exceptions may need to be made that may be in contrary to the policies outlined above. The Director will review special requests on a case by case basis. Any decisions made

are the discretion of Sugar-N-Spice and do not set precedent for any future decisions. At any point the Executive/Assistant Director may seek guidance/ approval from the Board of Directors.

### **Withdrawal of a Child**

Parents must provide the Director with written notice two weeks prior to the withdrawal of their child. Parents are responsible for those two weeks of fees, plus all expenses incurred before the last day the child attends the centre.

If insufficient notice is given, the parent/guardian will be responsible to pay the fees for a two-week period beginning at the date of notice.

Exception to this policy will only be given in the case where a parent / guardian has been laid off. Proof must be forwarded to the Director in the form of a letter from the former employer.

In the best interest of each child, the centre reserves the right to request that the parent make alternate childcare arrangements for their child if it becomes apparent that a child is not adjusting to the child care environment. Such a request shall be preceded by discussions with the director, parent / guardian, staff, representative from the Board of Directors as well as the Child Care Coordinator. Each child's situation shall be reviewed and appropriate notice for withdrawal will be given.

### **Confidentiality / Privacy Policy**

All information pertaining to your child will be kept confidential. Parents may have access to their child's file upon request. Child information will only be disclosed once written consent from the child's parent/guardian has been received.

Sugar-N-Spice has a comprehensive privacy policy to ensure that any information that is provided by you to our facility is used for intended purposes only. The policy has been developed in accordance with the Personal Information Protection and Electronic Documents Act (PIPEDA) and can be viewed in its entirety by contacting the Director.

### **Programs and Activities**

Sugar-N-Spice operates 3 programs: the Infant Program at West Kildonan Collegiate and École Riviere Rouge; Preschool Programs at Riverbend, West Kildonan and École Riviere Rouge locations; and the School Age Program at Riverbend and École Riviere Rouge. Please consult the policy for the program in which your child participates for more specific information about each program.

### **Clothing & Lockers**

Please ensure that your child wears clothing that is daycare friendly!! In other words, let him/her wear clothing that you will not be upset over if they accidentally get paint or spaghetti sauce stains on them. The shoes they wear should be slip-proof, comfortable, and good to run in!

**Please Note:** Since the staff cannot be responsible for all lost or misplaced articles of clothing please label everything so that if a missing item turns up down the road we will know who to return it to!

It is your responsibility to keep your child's locker neat and tidy. Check it daily, for wet or dirty clothing. Please remember to take your child's artwork home weekly, as Staff typically cleans out the lockers on Friday p.m.

## Toys and Personal Belongings

Please do not permit your child to bring personal belongings e.g. special gifts / toys, from home unless requested by the staff for special occasions. Unfortunately, many items are not able to withstand the use of so many children and may become lost or broken. If a toy finds its way into the centre - it will be placed in the office or servery for safekeeping until the child goes home.

## Bike Helmets

Parents are required to provide a CSA approved helmet for their child to wear if their child wishes to ride a bike, trike, and/or a scooter at the centre. Please ensure to label the helmet with your child's name. Helmets may be left in your child's locker for the summer. Children without helmets will not be permitted to ride a bike/trike/scooter. Sharing of helmets is not permitted.

## Lost and Found

Any lost and found items will be taken and placed within the daycare's/school's lost and found. Once again, we stress the importance of labeling all of your child's clothing.

## Outdoor Play

It is a Child Day Care Regulation that children must have the opportunity to participate in outdoor play (weather permitting) on a daily basis.

We will remain indoors if the temperature is colder than -25C (with the wind-chill) or hotter than +25 (with the humidex). Special consideration will be taken in regards to rain.

## Field Trips

We believe that it is important to expose the children to their local and surrounding communities. With this in mind, we will plan to go on a variety of developmentally appropriate field trips throughout the year. When the opportunity arises we will also bring in speakers/special visitors to share with the children.

**Please note:** Fieldtrips/speakers will occur throughout the year however they will be mainly concentrated throughout the summer months. On an ongoing basis, the Board of Directors will approve all planned outings.

Parents will be asked to sign a permission form for all outings (with the exception of neighborhood walks). Parents may also be asked to provide a "donation" to help cover the admission costs incurred by the field trips. Any parent wishing to volunteer to help will be welcomed.

Depending on the location of the field trip,

Your School age child may:

- walk;
- ride in a transit bus;
- ride in a bus, owned and operated by an outside company (rented);

Your pre-school child may:

- walk
- ride in a transit bus;
- ride in a bus owned and operated by an outside company (rented)

Your infant child may:

- Experience visits to community places within walking distance
- Enjoy visitors brought into the center

Should there be a field trip that you would rather your child not attend, please inform the centre. The centre will try to accommodate your child. If this is not possible, the parent/guardian will be responsible for making alternate arrangements for care until there is a staff back at the centre to care for your child.

**Walking Field Trips:** In most cases, parents will not be notified in advance of any walking field trips. Such trips are usually taken around the Riverbend community (i.e. trips to the mailbox, nature walks, etc.). During these walking trips, the required child: staff ratio is maintained and the children will usually walk in partners.

**Field Trips by Transit or Rented Bus:** School-age children may be transported to field trips by Transit or rented bus. For field trips to Kildonan Park and West Kildonan Library, children 3 years and up may be transported by Transit bus. Otherwise, all field trips for pre-school children will be by rented bus only. The children travel with the same child: staff ratio in effect. While en-route, they are required to remain in their seats. It is important to know that these forms of transportation do not provide seatbelts for the children. Staff will sit intermingled with the children to ensure their safety.

**Riding in Staff Vehicles:** Although this is not a common practice, staff cars may be used in an emergency situation. An example would be in the event that we needed to take a child to a hospital, and an ambulance was not necessary; or in the event that a child needed to be transported to an outside school and they missed their bus, or in the case where a child needed to be transported back from a field trip ahead of time.

**Infant Lab Visits:** Groups of children will occasionally visit the Infant Lab in West Kildonan Collegiate, which is located in the school adjacent to the centre. Staff will maintain constant supervision and ratios during these visits.

The School Age children will walk to École Rivière Rouge in the morning and return back to Riverbend Community School in the afternoon with required staff ratios. A Teacher Assistant from both schools will join in the walk. Note: This is a temporary procedure effective September 8, 2016 until École Rivière Rouge opens a Before and After Program in 2017. Staff will have First aid bags and Child emergency information with them during the walk. The maximum amount of children will be 40. There will 2 staff from Sugar-n-Spice, one of which will be an ECE 11 or 111. There will also be a T.A. from Riverbend Community School join in the walk in the morning.

The children and staff will leave Riverbend School at 8:15 a.m. and arrive at École Rivière Rouge at approximately 8:24. a.m.

The staff will meet the children in the front designated Library room at École Rivière Rouge. The children will walk to this area when the bell rings. Staff will have attendance sheets and account for all children before leaving the school. The children are considered signed in and the responsibility of Sugar-n-Spice once they are accounted for and signed in at École Rivière Rouge. There is an assigned T.A. along with the 2 Sugar-n-Spice walking the children back to Riverbend School. In the case of a child not reporting to the library, the staff will work together with the school to locate the child or to find out whether the child went home during the day or parent picked them up from school.

Parents will sign a permission form acknowledging that they are aware and permit their child to walk with the group daily.

## Photographs and Videos

From time to time, we may take video or photographs of the children for in-house use. (i.e. to show at our AGM, or just for fun, to show the children).

## Surveys

Notification of any surveys that are done, will be posted either through the newsletter, or on the parent board. These surveys usually do not require a name to be written down, and are strictly optional. From time to time, we may conduct an in-house survey, to help us improve the program. In this case, we would place the survey in your mailbox and provide you with a date by which we would like it to be returned.

# **Infant Program Policy**

## **About the Program**

We accept children between the ages of 3 months - 2 years for our infant / toddler program. Staff maintain a maximum 1:4 ratios (staff to children) at all times. **We are licensed for 14 spaces at our West Kildonan location and 12 at our École Riviere Rouge location, and maintain a waiting list.**

## **Primary Caregiver**

For most families the choice to put their child in a childcare setting can be overwhelming. To help make this adjustment as smooth as possible Sugar-N-Spice supports the Primary Caregiver System.

Each child will be assigned a caregiver who will “primarily” responsible for the majority of your child’s daily routine care (feeding, diapering, and napping). This caregiver will also be the contact staff for parents and will ensure that information about your child’s day is communicated daily.

## **Communication**

Daily communication is a vital piece of your child’s well-being. Sharing information is encouraged in a variety of ways.

“Daily Reports” – When you drop off your child we ask that you complete the report to tell us about your child’s night and/or morning as well as relay any messages for the upcoming day. Staff will also use the “report” to inform you about your child’s day and will include notes on things such as nap times, supplies needed, eating patterns as well as a brief description of the day’s happenings.

## **Personal Belongings and Lockers**

Each infant will be provided with a locker to store their personal belongings.

Please label everything that is brought in for your child.

- Bibs
- 3 Changes of clothing
- Footwear for indoors and out
- Suitable outdoor clothing
- Bag of diapers
- Wipes
- Cream or powder (if required)
- Blanket and comfort toy (if needed) for rest times
- Plastic bottles (and liners if needed)
- Boxed Cereal or toddler foods (if needed)
- Soothers and clips (if needed)
- Tylenol or Tempera in its original container (labeled) – give directly to staff for storage

## **Daily Nutrition and Bottles**



For infants / toddlers not eating solid food yet, parents will be responsible for providing their child with a morning and afternoon snack and a lunch. You can send pre-cooked food if you like as the infant room has a microwave available for re-heating purposes.

Please make sure that all food is pre-cut into bite size pieces and all fruit is peeled; this will allow the staff the time to sit with your child and make meal time an enjoyable, relaxing experience.

Parents are asked to supply any beverage (breast milk, prepared formula) that their child drinks from a bottle. All bottles should be unbreakable and labeled. Please note: It is important to leave information about how much your child typically will drink as bottles will only be heated once and discarded within an hour of doing so.

Jarred foods can be brought in weekly and stored in the cupboard. Please ensure that it is labeled with your child's name and instructions are left for the caregiver. All opened jarred food will be stored in the fridge after opening and unused portions will be discarded after 3 days or sent home for the weekend.

If your child is breast fed and it is convenient for this to continue during your work hours, we will certainly work with you to accommodate your schedule.

Toddlers will be encouraged to be seated in the kitchen. This will help prevent choking as well as contamination of the bottle or cup which could easily be left of the floor or picked up by another child.

All containers, cups or bottles must be labeled with the child's name

As the children are able, we will provide them with a snack in the morning and the afternoon as well as start introducing the foods offered in our hot lunch program.

## **Rest Times**

Each infant/ toddler under 18 months of age will be provided with a crib for resting. When your toddler begins the transition to the toddler/preschool program we will discuss with you their readiness to rest on cots. Sugar-N-Spice will provide sheets for all cots and cribs, which we will launder weekly. Parents are responsible for supplying and laundering their child's bedding weekly.

**Please note:** For safety reasons, caregivers will not put infants/toddlers in their crib or on their cot with a bottle. (This is to prevent choking and other health concerns such as tooth decay)

Your infant's sleep schedule will be respected by the centre. As your child gets older we will work with you towards one daily nap.

**Please note:** A staff member is in the nap room at all times when there is a child sleeping.

## **Soothers**

We understand that some children who enter daycare are still attached to soothers. Soothers (provided by parents) will be given to the child, if necessary, at naptime only.

## **Diapering and Toilet Training**

Diaper checks / changes are done frequently throughout the day and are recorded for your information. Once a child is ready for toilet training, we will work with you to make it a positive experience for your child.

We ask that parents check their child prior to leaving them at the centre. This ensures a dry, comfortable start to their day. Please follow the posted diapering procedure. Any questions please let us know.

Parents are asked to supply all items your child requires for diapering. This includes diapers, wipes, creams, powders, etc.

## **Illness and Medications**

The most common illnesses in children are respiratory infections (colds, croup, and strep throat) as well as ear infections. Because they haven't yet developed immunity to most infections that they are exposed to, younger children are at a greater risk of becoming ill. To make things worse, infants and young children frequently put toys in their mouth, which only increases the spread of germs from one child to another.

Please see the Illness and Injury and Medication sections (page 23 & 24) for more detailed information about illnesses and administering medications.

In the case of infants (a child under 2 years of age) the staff will administer Tempera or Tylenol if the infant's temperature rises above 101.0 degrees F- taken by ear thermometer **AND** the centre has on file the parent's signature authorizing this. We will always try to contact the parent for authorization prior to administering any medication. This is to ensure that the infant's temperature does not rise to a dangerously high level while the staff is trying to contact the parent. As infant fevers can mask a multitude of issues parents will be expected to pick up their child in an expedient manner.

Parents are expected to supply the Tempera or Tylenol for their child to be kept at the centre.

## **Moving Up**

We are pleased to offer a gradual transition to the preschool program for your child via our toddler - young two room. This room cares for children ages 18-30 months and provides an opportunity for your child to gain some independence in a developmentally appropriate setting.

Your child will move into the toddler – young two room as soon as space becomes available. Until such time they are welcome to stay in our infant program and the staff will adapt the program to ensure their needs are being met.

As their move up date approaches, your child will have the opportunity to visit for short periods of time so that the environment, staff and other children are familiar to them. Your child's primary caregiver will communicate with you throughout this process.

We hope that you and your child have a wonderful experience at Sugar-N-Spice. Feel free to talk to any of the staff if you have any questions.

## **Preschool Program Policy**

### **About the Program**

We accept children between the ages of 2-5 years for our preschool program. Staff maintain a maximum 1:8 ratio (staff to children) at all times. **We are licensed for 53 spaces at our Riverbend Community School location and 60 at our West Kildonan Collegiate location, 54 spaces at our École Riviere Rouge location and maintain a waiting list.**

### **Ratio Flexibility**

The ratio of staff to children may be reduced if a staff member is required to pick up children from the school bus. The only other time that this reduction may occur is if a group of children are out on the school grounds and a child(ren) needed to return into the centre for bathroom or necessary first aid attention.

At all times our first consideration will be given to finding ways that staff / child ratios will be maintained. E.g. taking a larger group of children inside or having “helpers” aid the staff.

**Please note:** At no time will any preschool child be left unattended.

### **Daily Nutrition**

A mid-morning and mid-afternoon snack, as well as a hot lunch will be provided for your preschool child. On a weekly basis, the menu will be posted on the parent bulletin board in the preschool program. To ensure variety, the menus are based on a 4-week rotation. As per Child Day Care Regulations, snacks will include 2 food groups, while lunch will include 4 food groups.

Children are encouraged to try new foods unless allergies or religious practices prohibit this.

**Please note:** Grace is said or sung before lunch times in the Forest Room at Riverbend Community School.

### **Clothing**

Ensure that you have at least one complete change of labeled clothes in your child's locker. (This must include a shirt, pants, socks and underclothes).

### **Rest Period / Nap Time**

A rest period/naptime is part of our daily schedule. Children who are resting or taking a nap will be provided with a cot/mattress for their own use, as well as a sheet, which is washed weekly. Parents are asked to provide a blanket (and a small pillow if your child needs one.) All blankets must be taken home weekly to be washed and returned on Monday. If your child needs a cuddly toy to snuggle with at naptime, feel free to send this as well.

After half an hour should a child not be sleeping, he/she will be given an alternate activity to do.

## Toilet Training

Sugar N Spice does accept children who are not toilet trained. Bathroom times are scheduled throughout the day to encourage training. Needless to say, we will work along with the parents to help their child accomplish this feat!

If your child is in diapers, you must ensure that you keep an adequate supply of disposable diapers, wet wipes, powder / creams and at least one complete change of clothes at the centre.

## Teething

In the case of toddlers (a child 18 months – 2 ½ years) the staff will administer Tempra or Tylenol if the toddler is displaying obvious signs of teething, appears to be in discomfort **AND** the centre has on file the parent's signature authorizing this. This is to ensure that the toddler can be at ease and enjoy the remainder of their day. If the child's discomfort persists, the parent may be expected to pick up their child.

Parents are expected to supply the Tempra or Tylenol for their child to be kept at the centre.

## Kindergarten Children

Children attending the Riverbend Community School and École Riviere Rouge Community School kindergarten program are walked to and from their classroom by a Sugar-N-Spice staff member. Children who are transported by a bus to other schools will be taken to and picked up from their bus by a staff member.

**Please note:** Transportation by bus arrangements must be made by the parent in partnership with the Seven Oaks School Division. For more information, please call 338-7051.

Kindergarten children wishing to get into the Sugar-N-Spice School Age Program will be placed in the program dependent upon the availability of spots.

**Space is not guaranteed in the school-age program.**

Priority will be given to children attending Sugar-N-Spice based on the family's original enrollment date within Sugar N Spice. Withdrawing your child from the program at any point and time forfeits your child's original enrollment date. (With the exception of approved leaves outlined in the Family Leaves section)

A child's original enrollment date will remain in effect until the child is ready to enter grade one and space in the School Age program is available. If you decline a spot that is offered to you within the school age program, you may lose your status on the wait list.

# School Age Program Policy

## **About the Program**

We accept children between the ages of 6-12 years attending grades 1-6 in our school age program. Upon completion of grade 6, children may remain in the program during the summer following the end of their grade 6 school year up to and including the last Friday prior to the start of their grade 7 school year. Any exceptions to this policy must be approved by the Board of Directors.

Staff maintains a maximum 1:15 ratio (staff to children) at all times. **We are licensed for 107 spaces at our Riverbend location and 60 at our École Rivière Rouge location, and maintain a waiting list.**

## **Arrival**

A school age child who is being dismissed from school (either within Riverbend Community School, École Rivière Rouge or by school bus from another location) is responsible for coming into the childcare program on their own. Once they arrive a staff will mark the child as present.

On the occasion that a child does not arrive and the staff has not been notified, the staff will speak to the school secretary to see if the child was absent, or contact the parent / alternate contacts to discover the whereabouts of the child.

## **Intermittent Supervision**

On occasion, children who demonstrate responsibility within the centre will be allowed times of "intermittent staff supervision". This still ensures that staff know the whereabouts of all children at all times but allows children to: go to the washroom by themselves, have time away from the group when they ask (i.e. getting a drink of water, take messages to the preschool program, etc.).

## **Ratio Flexibility**

The ratio of staff to children may be reduced if a staff member is required to drop off or pick up children from the school bus. The only other time that this reduction may occur is if a group of children are out on the school grounds and a child needs to return into the centre for bathroom or necessary first aid attention.

At all times our first consideration will be given to finding ways that staff / child ratios will be maintained. E.g. taking a larger group of children inside or having "helpers" aid the staff.

## **Daily Nutrition**

A before school and after school snack will be provided for your school age child. On a weekly basis, the menu will be posted on the parent bulletin board in the school age program. To ensure variety, the menus are rotated on a weekly basis. As per Child Day Care Regulations, snacks will include 2 food groups.

Children are encouraged to try new foods unless prohibited by allergies or religious practices.

## **Inclusion Policy**

### **Inclusion Statement**

At Sugar-N-Spice we accept and welcome children of all abilities. We believe that each child deserves an environment and experiences that promote growth in all areas of his or her development. With that in mind, our daily schedules, along with our indoor and outdoor environments are regularly assessed to ensure that full participation in the program is achieved by each and every child.

### **Access to Services**

All families are placed on our waitlist based on the date that they contact the program. When a family informs us that their child requires additional supports this is noted on the wait list for information purposes.

When a family who is being enrolled into the program has a child requiring additional support needs, the following steps will be taken to ensure a smooth transition for all.

1. The child and family will be introduced to centre staff and tour the facility.
2. The parents/ guardian and the centre contact will discuss the child's needs.
3. Supports and contacts that are already in place will be identified and noted.
4. An application to the Inclusion Support Program will be made for funding (if applicable).
5. If required, the centre will access the services provided by URIS to ensure that all staff are fully educated and comfortable with any medical needs the child may have.
6. Centre supports (environmental accommodations or staffing) will be identified and the necessary steps will be taken to put them in place.
7. An intake meeting to establish an Individual Program Plan (IPP) will be set and held annually thereafter. Note: IPPs will be completed with the input of all stakeholders including parents, centre staff, early intervention professionals, and school personnel.

In their day to day workings with any of the children enrolled at Sugar-N-Spice, staff may identify concerns regarding particular behaviors and/or a delay in a child's development. In this circumstance, the following steps will be taken:

1. The staff will engage in meaningful discussions with the family to ensure that the balance between home and the centre is maintained.
2. The staff will complete sufficient, objective observations paying particular attention to precipitating factors as well as any environmental factors that may be playing a contributing part.
3. Interim staffing may be put in place to support the child and the program.
4. If outside supports are needed, the centre will contact either the specialist employed with the Manitoba Child Care Program or a representative from the Family Centre. Families may also be requested to follow up with their child's physician.
5. The centre will then precede as per #4, 5, 6 and 7 noted above.

### **Transitioning into School**

A carefully planned transition provides parents with an opportunity to participate as equal partners in the transition process and facilitates the child's entry into school.

The staff of Sugar-N-Spice will...

- Initiate the planning process one year before school entry is expected.
- Collaborate with parent/guardians, as required to complete the Early Years Transition Planning Inventory. (This will be forwarded to the receiving school once permission is attained from the family.)

- With parental permission, serve as a liaison between the family and the receiving program.
- Attend intake meetings as required.
- Assist the family and the receiving program with development of and the implementation of transition plan which best suits the child's needs.

## Communication

### **Mailboxes**

We will speak to you personally as often as we can, however there are times when it may be necessary to hand out information such as memos, book orders, fundraising brochures, etc. These will be put into your child's mailbox. Please empty it daily, making sure that the mail you take is your own. Your child's first name is on your mailbox

### **Newsletters**

We believe that a newsletter provides a great update on the happenings around the centre as well as what could be happening in the future. From time to time, the newsletter may contain contests for your child or yourself to take part in. Usually, the newsletter is released at the beginning of each new month (September to June). Newsletters are sent electronically if you provide an email address. We welcome any comments you may have regarding our newsletter.

### **Comments or Concerns**

Comments and concerns regarding your child's day should be brought to the attention of the staff available. If you feel more comfortable speaking with the Program Supervisor, please feel free to do so.

While we like to maintain an "OPEN DOOR POLICY" here at the centre – schedules (parents and staff) or the contents of some conversations may dictate that a meeting time be set to properly address any issues. This may require some preplanning on everyone's behalf. Should you wish to set up a specific appointment time, please call the Executive Director at 204-334-6357, the R.B. Director at 204-339-4992 and our E.R.R. Director at 204 339-4345.

The welfare of your child is of great concern to us and we will work toward a solution to any problem you may have.

**Please note:** concerns regarding policies or fee payment should be brought to the attention of the Director.

## Illness and Injury

All children in attendance at Sugar-N-Spice are required to participate fully in the program (in all three programs: infant, pre-school and school age). This includes indoor and outdoor time. If your child is presenting with symptoms that describe him/her as being sick, they should not be in the centre.

If your child will not be attending the centre due to illness, please take a moment to contact us and let us know. This allows us to keep a watchful eye for other children who may be exhibiting "like" symptoms. It also allows us to promote a healthy environment by posting required notices for the benefit of all families.

Should a child arrive at the centre with an injury or illness, the staff may request the child be seen by a doctor or seek medical advice.

If a child becomes ill while at the centre, measures will be taken to make the child as comfortable as possible. The parent/guardian will be contacted via telephone and/or email and informed of the child's condition. If the parent cannot be reached, the emergency/alternate contact will be called. If a parent is unable to leave work, they must find an alternate person to pick up their child and advise the centre. For the well-being of the child as well as the health of the other children in the centre, it is advised that the ill child be picked up immediately and within the hour the call is made (to account for travel time).

If one or more of the following symptoms is present, a child is considered ill.

- Running a temperature of 101 degrees Fahrenheit or higher
- After the second bout of diarrhea
- After vomiting twice
- If coughing continuously (and especially if the cough accompanies a fever)
- If the child is not able to stay awake or is continuously lying down
- Has a rash suspected of being contagious
- Has a rash or spots that is unidentifiable
- If the child had colored discharge coming from one or both eyes
- Has a communicable disease that requires the child to be away from an identifiable time.

**Please note:** If your child has a communicable disease, you will be asked to follow the Public Health rules regarding incubation and /or isolation. A doctor's certificate may be required upon re-entry into daycare.

## Medication

If your child is well enough to attend daycare but is required to receive medication, the medicine will be administered providing the following criteria are met:

- Medicine must come in the original container;
- Medicine must be labeled with the child's full name, expiry date, dosage, time and method of administration;
- The parent/guardian must complete a medication authorization form prior to the medicine being administered at the centre;
- Should the medication not be a prescription, it must still come in the original container, and a parent must sign the medication authorization form. (i.e. cough drops, Tylenol, children's aspirin)

In addition, the following precautions are taken to be by the centre when handling medication:

### \* MEDICATION MUST NEVER BE LEFT IN A CHILD'S LOCKER

- All medication must be given directly to the staff on duty;
- Medication will be stored by staff in a place that is out of the reach of children;
- One staff person on duty will be designated to administer the medication;
- A written record will be kept including the type of medication, time and dose, along with the administering staff's signature.
- It is the parent/guardian's responsibility to remember to take the medicine home at the end of the day. Staff are not responsible for returning after hours for forgotten medication.

## Accidents / Emergencies

We make every effort to reduce the possibility of accidents and injuries at Sugar-N-Spice. However, understanding that accidents do happen, all staff are trained in First Aid as well as Infant/Child CPR.

An ECE will administer First Aid or CPR as required in the event of an accident. If necessary, the parent/guardian or emergency /alternate will be contacted.



The following incidents will result in an immediate call to a parent/guardian and a written incident report will be left in the child's mailbox:

- Any bite that breaks the skin.
- Any break of the skin that may result in scarring.
- Any fall or incident that results in a blow to the head (which may or may not result in a visible injury)
- Any injury that results in a nose bleed.
- Any incident that results in bruising.
- Any injury in close proximity to the child's eyes
- Any injury that the staff deem may require medical attention or follow up.

All incidents will be recorded in an incident report form. The forms will then be signed by a senior staff and copied, with one copy being kept in the child's file and the original being given to the parent.

If an injury requires minor medical treatment, the parent/guardian or emergency /alternate person will be notified to come pick up the child and ensure that they receive the necessary medical attention. If no one can be reached, a designated staff will escort the child to the hospital for the necessary care.

If your child should require emergency medical care, an ambulance will be called and a designated staff will escort your child to the hospital. The parent/guardian will be notified immediately. The staff will remain with the child until the parent/guardian has arrived. The parent/guardian is responsible for the cost of the ambulance.

Staff will record all accidents on an "incident form". In the situation where the child requires medical attention, an "accident report form" will be completed with a copy being forwarded to the Child Day Care Office. The forms will then be signed by a senior staff and copied (1 copy to be kept in child's file), with the original being given to the parent. All serious accidents that result in medical attention will have a "serious accident report" filed with Child Day Care as well as with the Board of Directors.

SINCE WE NEED TO KNOW WHERE YOU CAN BE REACHED AT ALL TIMES WHEN YOUR CHILD IS IN OUR CARE, IT IS VITAL THAT WE ARE KEPT INFORMED OF ANY CHANGES IN YOUR HOME/WORK PHONE NUMBER(S) OR YOUR EMERGENCY ALTERNATE'S PHONE NUMBER(S)

## **Allergy/Anaphylactic Allergy Policy**

Please notify the staff of any allergies that your child has. If you have a child susceptible to allergies, it is beneficial to make it a part of your routine to review the menus as this will alert you to potential allergy situations.

Sugar-N-Spice has a comprehensive anaphylactic allergy policy which outlines the necessary procedures that the centre; in co-operation with the family and public health will take to ensure the safety of their child while attending Sugar-N-Spice. The full policy is available for view upon request from the Director.

**Sugar-N-Spice is peanut free.** Should your child wish to bring a snack from home to eat first thing in the morning, or to share with the whole centre on special occasions, please make sure it does not contain any peanuts. On occasion, rooms within the daycare may have restrictions on other allergens (i.e. eggs, fish, etc.). Parents can request a list of allergens to avoid at any time.

As you may be aware, contact with even a small amount of allergen could cause a severe reaction leading to death. Unfortunately, contact with these allergens may occur even with staff, parents and the child taking responsibility for avoidance. To reduce the risk of a tragedy occurring, we are asking that you support the aforementioned policy.

## Child Abuse

Regulation: Every child care professional who in the course of their professional or official duties, has reason to suspect that a child has suffered or is suffering from abuse that may have been caused or permitted by a person who has or has had charge of the child, the suspected abuse shall be reported to Child and Family Services.

## AIDS/HIV and Hepatitis

Parents and daycare providers have become increasingly concerned about a possible spread of AIDS/HIV and Hepatitis in childcare facilities.

According to the Manitoba Human Rights Commission, people have the right to keep information about his/her health confidential. However, if your child is infected it is our hope that you would inform the Director upon enrollment. All information would be kept confidential. Staff is aware of the precautions to use for handling blood and/or bodily fluids.

## Head Lice Policy

Upon identifying head lice/nits on a child, the parent/guardian will be called to pick up their child immediately. Information will be provided by the centre to assist you in identifying lice and how to completely remove them from your child's hair.

The child may return to Sugar-N-Spice when they have been treated and all lice/nits have been removed. The Director or supervisor will be required to check the child's hair to ensure the child is free from lice/nits prior to them being able to stay.

## Fire Drills and Evacuation Plan

In case of fire, the alarm will be activated and the following evacuation procedure will be followed:

All staff will immediately act in their designated areas of responsibility. i.e. taking out the first aid kit, the emergency cards, blankets and coats, or checking small rooms and escorting the children out of the centre, etc.

Number one priority is getting all the children out safely and quickly!

- the children will be escorted out of the building through the nearest exit;
- should the children be on their cots, the staff should take the child's blanket to wrap them in;
- in the winter, staff are responsible for grabbing "the emergency evacuation bags" - which contain hats, blankets and mitts. Staff will not stop to gather up jackets.
- bathrooms, utility room, kitchen, office and lockers will be checked for children;
- once outside, everyone will move to the designated safe area the supervisor / senior staff is responsible for taking out the daily attendance book, and will perform a roll call and a head count to ensure that all of the children are accounted for.

**In the case of an actual evacuation, Riverbend site children will evacuate to École Rivière Rouge, West Kildonan site children will evacuate to the River Ridge Retirement Residence and École Rivière Rouge site children will evacuate to Riverbend. Parents will be notified by staff from there.**

As part of the licensing requirements, a Fire Inspector from Fire Prevention Branch inspects the centre sites on an annual basis. Fire extinguishers are accessible, and maintained by the Seven Oaks School Division. The centre is equipped with smoke detectors as well as a sprinkler system.

FIRE DRILLS -- will take place monthly, and are recorded in the centre's files.

### **Enhanced Safety Plan**

Sugar-N-Spice has a more comprehensive Enhanced Safety Plan covering topics such as facility safety, inspections and maintenance. The plan is reviewed and updated annually by staff and the Board. A copy of the Enhanced Safety Plan is available at each centre and available for parents to view at any time upon request.

### **Behavior Management Policy**

Sugar-N-Spice Kiddie Haven Inc. is committed to helping children develop to their fullest potential; every individual who enters our door is required to treat all others and their property in a positive and respectful manner. We believe that all decisions relating to how situations are handled will be made "based on the developmental capabilities of the individual child"

### **Regulation 9(1)**

Sugar-N-Spice Kiddie Haven Inc. shall not permit, practice, or inflict any form of physical punishment verbal or emotional abuse, or denial of physical necessities for any child in attendance.

### **Guidelines for Regulation 9(1)**

Physical punishment includes striking a child, either directly or with an object, shaking, shoving or spanking the child. It also includes forcing a child to repeat physical movements, or any other action carried out which results in physical injury to the child.

Verbal or emotional abuse includes any harsh, belittling, or degrading response by an adult in the centre, which would humiliate or undermine a child's self-respect.

The denial of physical necessities includes normal comforts such as shelter, clothing, food, bedding or toileting.

In the situation where it has been determined that discipline is required, the following steps will be take.

1. The child will be approached on a one to one basis by the nearest staff member. The staff will get down to the child's level, make eye contact and speak in a calm and non-threatening manner, directly to him/her.
2. Staff will actively listen to all parties involved.
3. Staff will encourage and assist the child with solving the problem as well as coming up with a workable solution for all.
4. The staff will explain (if necessary) and ensure that the child understands what is expected of him/her, and why his/her actions were in question.
5. The staff will redirect the child by offering choices.
6. Should the behavior persist, the staff will give a warning to the child. The warning will be direct and with a natural consequence. E.g. "Keep the craft supplies at the craft table or you will have to leave the craft table."
7. Should the behavior persist, put another child or staff in an unsafe situation or infringe on the rights of others, the child will be removed from the group. The time removed will be based on the child's development level. After a brief time the staff and child will discuss the incident together. He/she will then be directed back into the program.

8. Should the unacceptable behavior continue throughout the day, and if it is of an aggressive nature, Sugar-N-Spice's "Aggressive Behavior Policy" will be implemented.

**Please note:** parents will be informed of incidents that inflict injury upon another person, or that are recurring in nature. In the case of recurring behaviors, it may be necessary to invite the parents/ guardians to meet with the director to discuss the situation and to develop a plan of action that can result in success for the child.

### **Aggressive Behavior Policy**

As Early Childhood Educators, it is our responsibility to ensure the physical safety and total well-being of all children within our care. The centre has adopted the following policy regarding aggression:

Aggression means, "any physical, emotional or verbal act which may result in placing him/herself, other children and/or staff members within the centre in an emotional, physical, harmful, hurtful or unsafe situation."

In dealing with aggressive behavior, the following procedures will be followed:

1. The child will be removed from the group and the centre's BEHAVIOR MANAGEMENT POLICY will be implemented by staff, to redirect the child and to stop the aggressive behavior.
2. If the aggressive behavior continues throughout any part of the day, the parent/guardian or alternate pick up person (in that order) will be contacted to immediately pick up the child. Documented report(s) of the incidents will be given to the child's parent. A copy will also be made to keep in child's file.
3. Once the parent has been called on occasions relating to aggressive behavior, the Director will consult with a member of the Board of Directors. Following the consult with the Board member, the parent will be informed of any impending decisions.

The Board has the right to a) impose a suspension of daycare privileges; b) consult a Behavior Management Specialist; c) limit the child's hours of attendance or; d) terminate the space. In case of termination, the two-week notice period would be waived.

**Please note:** Any aggressive, violent or intentional aggressive behavior that endangers the child, other children, staff, equipment, or building cannot be tolerated. In these extreme cases, the child will be automatically suspended for three days or have their spot permanently revoked without prior warning.

Once again, we state that the number one priority is the welfare, safety, and security of all children and staff within our program.

### **Third Party Programming Policy**

Sugar-N-Spice Kiddie Haven Inc. reserves the right to decide whether external programming offered by third parties are allowed within the day care facility.

### **Summary**

These are the existing policies of Sugar-N-Spice Kiddie Haven Inc. They are in place to meet and satisfy the needs of the children within our care, as well as to promote and sustain the effective and efficient running of our centre. Please feel free to offer any suggestions you might have.

Please note that any changes to this policy manual will be voted upon by the Board of Directors and posted in the Board meeting minutes. The parent manual will be reviewed annually.

Thank you for the time spent reading this policy manual, and for entrusting your child into our care.

**GENERAL PARENT POLICY COMPLIANCE**

Please read, sign, and return this page to the Director as soon as possible. All parents/guardians are required to sign and comply with the policies outlined with the General Parent Manual or care will be denied.

I \_\_\_\_\_ have read, understand and agree to comply and adhere with the policies of SUGAR-N-SPICE KIDDIE HAVEN INC. I understand that failure to comply with these policies may result in discontinuation of daycare services.

DATE: \_\_\_\_\_

Child(ren)'s Name (please print): \_\_\_\_\_

Parent(s)/Guardian(s) Name (please print) \_\_\_\_\_

Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Questions: this is your space to jot down any questions or comments you may have about the policies within this manual.

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## **Infant Curriculum Statement West Kildonan Location**

We believe that all children develop and grow through a variety of experiences. Early Childhood Educators (ECEs) and Child Care Assistants (CCAs) provide a nurturing and stimulating environment by encouraging and supporting children to learn through play, sensory exploration and hands on experiences. Here at Sugar-N-Spice Kiddie Haven Inc., we use emergent curriculum where we observe the children and can provide a learning environment where activities and experiences are based on children's interests.

Staff organize interactions and build relationships that promote learning and development by providing primary care giving. Primary care giving is a method done in the infant/ toddler program where one staff is responsible for a small group of children. Children under 2 years of age are in a ratio of 1-4 where as children two years of age are in a ratio of 1-6. The role of the primary caregiver is to build a special bond with that child that result in a trusting relationship where that child can feel safe and secure. The primary caregiver tries to be there for the children, especially during transition times (feeding, sleeping, and diapering). This can help a child feel comfortable with getting to know one staff.

Staff at Sugar-N-Spice build special bonds and relationships with families by daily reports that are both filled out by staff and parents. We strive to build strong connections with our families by open communication which helps to convey information about their children's learning and development on a verbal basis. We also provide the families with a monthly newsletter informing all parents/guardians what their children have been up to in their rooms in the past month.

We value the need of each infant's schedule to remain consistent with their schedule at home and try our best to accommodate this need. We follow the individual schedules of each child for sleeping and eating, although snacks and lunches are incorporated into our flexible daily schedule so that babies have the opportunity to socialize with one another. We believe infants learn at their own pace by touching, tasting, vocalizing and through play by themselves and with other infants. Another way to show parents about their child's day and development is by documenting our emergent curriculum. Posting action photos, little write ups and creative artwork, so parents can see what their child is interested in.

Staff observe the children playing and through these observations we provide activities and materials for the children to explore and learn from. The observations are kept in the rooms which will be put into the children's portfolios or are posted just outside of the door for families to see what their children are interested in. Staff organize the space and materials to promote learning and development by providing a warm, safe inviting, and challenging space for the various ages of infants/ toddlers, and we continue to modify the space as each child grows. We hang objects for visual stimulation, such as ribbons from the ceiling and mobiles. We place different textures and colors throughout the room, such as felt pieces, tissue paper, etc. We have small manipulative toys that even the youngest of infants can grasp and mouth such as rattles, shaker bottles, blocks etc. As the children become mobile and are able to crawl and pull themselves up we provide climbing structures, tunnels to crawl through, mirrors to look in and pictures at eye level. An example would be an infant learning to walk we will then provide push toys to encourage and help them to walk. Peer relationships are supported by the involvement of staff by singing group action songs, encouraging children to use their words, and helping the play along where needed.

In the toddler room children are offered play dough, crayons, and sensory table/water tables. This helps the children develop their fine motor skills. In the toddler room we encourage independence by promoting self-help skills. This can be done by encouraging the children to feed themselves, dressing to go outside, and using the toilet.

We provide materials and toys that stimulate the development of the whole child by giving them what they need at the stage of where they are at. We go outside weather permitting every day; we have a nature playground, small parks in the area and take the strollers out in the neighborhood for walks, and explore the community. Once in the community the children get to explore what is all around them. When children are outside they are seeing people who live here and different sizes of houses and buildings. They get a chance to sit in the grass and explore different textures such as bark, sand, soil, and rocks.

Children are given a verbal warning of when a transition is coming up so they have time to end their play. We sing songs, do finger plays before the next activity. We keep our routines consistent and predictable which can help ease children throughout transitions.

Each of our families is unique and special to us in their own way. Visuals are also provided representing different cultures. Posters, pictures, dolls and books show similarities and differences in race, ages, abilities and life styles. Some of which may be the same as the child's. We incorporate family photos to help bring a piece of home into our environment. It can also bring comfort to the child to see family photos. As children are learning to speak we communicate with the parents to get key words that are familiar to the child and having it relate to their culture. Children in the program with food allergies are accommodated into our hot lunch program. For example, if a child is allergic to eggs, eggs will be removed from the menu and baking will be done without this ingredient.

## **Preschool Curriculum Statement West Kildonan Location**

We believe that all children develop and grow through a variety of experiences. Early Childhood Educators (ECEs) and Child Care Assistants (CCAs) provide a nurturing and stimulating environment by encouraging and supporting children to learn through play, sensory exploration and hands on experiences. We believe that all children are unique and learn at their own pace. We support all children by offering a wide variety of toys and activities that help support and meet all of their needs. Staff often take clues from children to modify activities so all children can participate. Staff share written information and verbally communicate with parents, as well as other ECEs/CCAs to ensure consistency in meeting the goals suggested by a team of professionals to support children with additional support needs.

Play is important as it allows children to explore and discover, repeat new skills and gain an understanding of the world around them. This happens all throughout the day during blocks of free play time, transitions and routines as well as activities offered. Based on their interests and curiosity, children have the chance to develop their own thoughts and ideas, leading to opportunities to choose and create their play. We recognize the value of both solitary play as well as interactions with their peers and caregivers. The children imitate, they ask questions to understand and they practice new concepts and skills both on their own and with the people in their surroundings. As the children interests emerge, so does the curriculum. We believe that learning and development occurs when play is meaningful.

The role of the ECEs/CCAs is to be responsive to all individual children within the group setting. Each room has a daily schedule that acts as a guideline for the flow of the day. This helps the children to feel secure and safe as they know what to expect yet offers flexibility as the ECEs/CCAs adapt it during the day depending on the children's play and interests. For instance, if the children are really involved in play, we may let them continue their play before transitioning to circle or another activity. Also, if it is time to go outside, we can take half the group out and let the other children finish their play before coming outside to join us. Through spending time observing children in play, asking open ended questions and engaging in conversations with them, ECEs/CCAs gain an understanding of the children's emerging interests. We then further enhance their play by offering more props and materials, as well as planned activities. We recognize that children learn both in different ways and different styles. To foster this, ECEs/CCAs provide ongoing activities and a stimulating environment.

The ECEs/CCAs in each room are responsible for providing activities based on their observations of children's play and interests. They work collaboratively by keeping observations in a binder for each other to review and utilize in planning activities. Some of these observations, as well as samples or photographs of the activities that ensued are posted outside the rooms on bulletin boards for parents and visitors to see. As well, staff may put the photos or other materials into a child's portfolio. As new developments within the child care field are always arising, Sugar n Spice Kiddie Haven supports staff furthering their education and professional development by encouraging them to attend workshops and advance their understanding of children within a group care setting.

The ECEs/CCAs use space, materials and routines for constructing an interesting and enjoyable environment that encourages exploration and learning. The areas that we provide are:

1. **Dramatic play:** In this area the children can practice their social, emotional and verbal skills while role playing. We support this by adding different objects, such as dress up clothes, play food, kitchens, dolls of different ethnicity, props like doctor kits, clipboards, phones, shopping carts, large boxes, pets and kennels etc.
2. **Sensory play:** We provide a variety of textures and colors so they can make discoveries by touching, looking, listening, smelling. This also helps them to develop their logical and cognitive skills, as well as fostering social and emotional growth. Some examples are, water, sand, cornstarch magic, leaves, and bubbles etc. This leads to creative thinking and new discoveries. Our sensory tables are large tables that are low to the floor and left open throughout the day for the children to come and explore as they please. Another sensory experience that we offer is baking/cooking with the children this allows them to smell, touch and even taste. They visually see foods come together. There are also math and science elements with our sensory play; measuring, mixing, comparing, all while creating hands on experiences. Creating with play dough or using gak offers sensory play for the children.
3. **Science and technology play:** In this area we offer a chance for children to explore technology, develop computer skills, and understand cause and effect. We have computers, magnifying glasses for closer examination of objects, magnets, color paddles. We provide a variety of objects for the children to



examine, sort, count, and touch. We bring objects in from nature such as caterpillars/butterflies, logs, mud and snow to let them explore in their own environment. We have stick bugs, fish tanks and plants throughout the center. Pursuing their curiosity and reasoning is developed as children use concepts and logical thinking.

4. Outdoor play: We have a natural play space, with lots of trees, shrubs, rocks, sand, grass and woodchips. There are opportunities for large muscle development; running up hills, climbing on rocks, and tires. Fine motor skills are developed by playing with the sand, running their fingers through the grass and collecting smaller objects. Outdoor play also encourages locomotion, coordination and using their imagination. We bring out bikes, trucks, balls and sand toys to help enhance the growth and play environment. Outside time also allows for children to play active games together and active role playing as they use their imaginations to act out scenarios. It also allows for peacefulness and quiet time as they may spread out and can have some alone time or read books on blankets.
5. Block area: A variety of blocks are accessible that are different sizes, textures and shapes. The children can use these to construct ramps, towers, houses and castles all by using their imagination and fine motor skills. We provide a variety of accessories such as people, vehicles, dinosaurs, and little people play sets. The children can work cooperatively with others to build, or can use this time to master their own fine motor and logical skills as they construct independently if they choose.
6. Art area: This area is a space to get messy, be creative and expressive and not need to have an end product. Art can provide choices through a variety of textures and materials that are used. Repetition can also be common with art. When a child has a large interest they may have a tendency to make the same end product while using different materials each time. The art area is a place where children can have a quiet time to themselves, using markers, crayons, paint, glue and scrap paper. There are also opportunities for large group experiences such as making murals, large thank you cards, cutting and pasting pictures and painting with their hands and feet. Art can help children interact with one another, express their feelings, create, explore and use fine and large motor skills.
7. Quiet Thinking area: Each room provides a comfortable and quiet spot for the child to curl up and look at a book with a friend or by themselves. We also provide a wide variety of books that are rotated from time to time. There is a variety of puzzles available for the children to choose from. They range in box puzzles, board, textured or wooden, and may have many pieces or just a few. This area promotes literacy as well as small motor skills. It also offers children a chance to relax with comfortable pillows, stuffed animals or on a couch and have some alone time if they so choose.
8. Music & movement: Each room has an assortment of musical instruments for the children to use throughout the day to use spontaneously and express themselves. When we are having group time, songs, finger plays and action games are often incorporated. This supports literacy as they develop language skills, as well social interaction and emotional expressions.

We feel that the environment where children spend their time at SNS needs to be stimulating and interesting, as well as orderly and safe. ECEs/CCAs will either enhance an area by adding more to it, switching around or eliminate items as they see the children's interest indicates. Toys and other items are evaluated for suitability, rotated, and cleaned regularly. The layout of the room in relation to other areas is considered as to how it will impact their play. ECEs/CCAs are able to be aware of and monitor play as they recognize that the environment is an element of learning. To foster their play, we provide different play experiences through having an environment that is reflective of the children in our care.

In addition to our regular days, we also provide children with the opportunity to have special event days. This includes in-house visitors, excursions to neighborhood parks and field trips beyond our community. At times, some of the groups will have spirit week or theme days for extra enhancement. Since we are currently located in a high school, our centre is also fortunate to have many chances to interact and be involved with some of the high school children as we visit their program and they visit ours. This is beneficial to the children as it promotes a better understanding and awareness of others.

We feel the consistency of staff adds to the program. Parents will typically see the same caregivers in the morning when they drop off their child(ren), and when they pick their child up at the end of the day. This enables mutual relationships to develop as they exchange information about the children regularly. Keeping staff in the same room and on the same shifts allows the staff to get to know the children and allows for a better curriculum

We strive to build strong connections with our families by keeping them informed about the occurrences at SNS via daily verbal communication, general written reminders as needed, weekly postings of photographs and brief write ups, and monthly newsletters. There is a bulletin board to share important information with parents. We

encourage and invite family members to volunteer for outings. At times, we have special theme days where parents may be invited to join us for a tea party or to visit while making crafts within their children's rooms. We have welcomed parents, grandparents, aunts and uncles to our Christmas concert, as well as inviting them to a graduation for the children who are going to kindergarten. We have had parents such as firefighters or police officers come in and give a presentation to the children on their profession. Every June we have a community bbq where the staff volunteer and families are invited to participate in activities and have the chance to socialize. Our centre is run by a volunteer board of directors which consists of parents that meet monthly to represent and maintain that the needs of our families are met.

The interests and abilities of the children will guide the ECEs/CCAs to provide an environment with a variety of play based activities for the children to choose from. We believe that the variety and quality of play experiences the children have at SNS along with the relationships they form with their peers and the ECEs/CCAs will lead to them become happy, healthy individuals. As their play emerges and they develop, the curriculum evolves and changes. Through the variety of play experiences and interactions with others, we believe that children develop and grow. We recognize the value of play as it is central to providing us with strategies to support and enhance children's daily activities while at Sugar N Spice to learn through play, sensory exploration and hands on experiences.

## **Preschool Curriculum Statement Riverbend Location**

At Sugar N Spice Riverbend location we believe that children learn through play and meaningful interactions with adults and children. We see each child as a unique individual, developing at their own pace and eager to learn. We support each child to develop to their fullest potential by meeting individual needs.

Through our interactions with the children we develop trusting relationships. Getting down to their level, asking open ended questions and taking part in their play allows us to get to know each child, their developmental needs and interests. Peer relationships are supported and encouraged by offering experiences that allow children to share, turn taking and co-operate. This teaches the children to have respect in their social interactions.

When we are planning activities and setting up the environment, we consider all aspects of the children's development (physical, social, emotional and intellectual) as well as individual interest. By observing and documenting the children's play we are able to provide planned activities based on their interests and individual/group needs. These observations are done by staff observing the children, filling out observation sheets in the binder and discussing the observations with the staff. Along with planned activities, we also respond to spontaneous moments by adding props and materials as the children show interest.

We provide a nurturing and supportive environment by setting up various learning centres to promote individual and group play, by "bringing the outdoors in" and providing natural and recycled play materials. Toys and materials are rotated based on the children's ever changing interests. Play experiences are designed through the learning environment which consists of areas such as:

1. Daily Living Centre which offers dress up clothes, dishes, multi-cultural dolls, etc. Where children can use their imagination to role play and learn about the world around them.
2. Block Area with a variety of blocks, tools, cars, where children can use their imagination and creative thinking to plan, build and create different types of structures and learn concepts such as sorting, math, balance, etc.
3. Art Area which offers all types of paper, crayons, markers, stencils, scissors, glue, etc. This is where the children are encouraged to create using their own imagination and creativity.
4. Sand and Water Tables which offers scoops, mini shovels, funnels, containers, where children learn concepts such as floating, empty/full, shallow/deep, etc.
5. Science Table with items such as magnets, magnifying glasses, nature items, where children are able to explore and discover the world of science.

To support the learning and development of all children our daily schedule is flexible, with long periods of free play to allow children to develop their ideas and give them the opportunity to finish their play. To promote smooth transitions, children are given notice of transitions ("Five minutes until...") and are guided from one activity to the next in small groups. We view transitions as learning opportunities to promote developmental growth. Depending on the weather conditions, the children have opportunities to play outdoors, where they can explore the community and develop their physical abilities. During summer months we plan a program for the children that include: field trips to the zoo, farms, museums, etc. in-house guests such as Guitar Gary, yoga instructors, clowns, dentists, etc.

We encourage open communication with parents through daily interactions by discussing their child's day, letting parents know about their child's accomplishments and bring up any concerns that may arise. Monthly newsletters are distributed with center information regarding up-coming events, news from each of our rooms, fundraisers, center closures, etc. Display boards are posted with information of interest relevant to the families at our center such as outdoor play safety, nutritious snacks, etc. Portfolios are created for each child and are given to the parents and the end of June displaying their child's growth.

Our centre reflects a wide range of cultures and we welcome all families to share their culture or special interests with us. Our program reflects similarities and differences in the children by posting photos, art work for others to see. Families are encouraged to volunteer by joining in on field trips, visiting, and sharing family trips by bringing in photos, souvenirs, etc. We invite members of the community to come and visit and talk to the children about their jobs such as Dentist, Police Officer, Member of Parliament, etc.

## **Infant Curriculum Statement École Rivière Rouge Location**

We believe that all children develop and grow through a variety of experiences. Early Childhood Educators (ECEs) and Child Care Assistants (CCAs) provide a nurturing and stimulating environment by encouraging and supporting children to learn through play, sensory exploration and hands on experiences. Here at Sugar-N-Spice Kiddie Haven Inc., we use emergent curriculum where we observe the children and can provide a learning environment where activities and experiences are based on children's interests.

Staff organize interactions and build relationships that promote learning and development by providing primary care giving. Primary care giving is a method done in the infant/ toddler program where one staff is responsible for a small group of children. Children under 2 years of age are in a ratio of 1-4 where as children two years of age are in a ratio of 1-6. The role of the primary caregiver is to build a special bond with that child that result in a trusting relationship where that child can feel safe and secure. The primary caregiver tries to be there for the children, especially during transition times (feeding, sleeping, and diapering). This can help a child feel comfortable with getting to know one staff.

Staff at Sugar-N-Spice build special bonds and relationships with families by daily reports that are both filled out by staff and parents. We strive to build strong connections with our families by open communication which helps to convey information about their children's learning and development on a verbal basis. We also provide the families with a monthly newsletter informing all parents/guardians what their children have been up to in their rooms in the past month.

We value the need of each infant's schedule to remain consistent with their schedule at home and try our best to accommodate this need. We follow the individual schedules of each child for sleeping and eating, although snacks and lunches are incorporated into our flexible daily schedule so that babies have the opportunity to socialize with one another. We believe infants learn at their own pace by touching, tasting, vocalizing and through play by themselves and with other infants. Another way to show parents about their child's day and development is by documenting our emergent curriculum. Posting action photos, little write ups and creative artwork, so parents can see what their child is interested in.

Staff observe the children playing and through these observations we provide activities and materials for the children to explore and learn from. The observations are kept in the rooms which will be put into the children's portfolios or are posted just outside of the door for families to see what their children are interested in. Staff organize the space and materials to promote learning and development by providing a warm, safe inviting, and challenging space for the various ages of infants/ toddlers, and we continue to modify the space as each child grows. We hang objects for visual stimulation, such as ribbons from the ceiling and mobiles. We place different textures and colors throughout the room, such as felt pieces, tissue paper, etc. We have small manipulative toys that even the youngest of infants can grasp and mouth such as rattles, shaker bottles, blocks etc. As the children become mobile and are able to crawl and pull themselves up we provide climbing structures, tunnels to crawl through, mirrors to look in and pictures at eye level. An example would be an infant learning to walk we will then provide push toys to encourage and help them to walk. Peer relationships are supported by the involvement of staff by singing group action songs, encouraging children to use their words, and helping the play along where needed.

In the toddler room children are offered play dough, crayons, and sensory table/water tables. This helps the children develop their fine motor skills. In the toddler room we encourage independence by promoting self-help skills. This can be done by encouraging the children to feed themselves, dressing to go outside, and using the toilet.

We provide materials and toys that stimulate the development of the whole child by giving them what they need at the stage of where they are at. We go outside weather permitting every day; we have a nature playground, small parks in the area and take the strollers out in the neighborhood for walks, and explore the community. Once in the community the children get to explore what is all around them. When children are outside they are seeing people who live here and different sizes of houses and buildings. They get a chance to sit in the grass and explore different textures such as bark, sand, soil, and rocks.

Children are given a verbal warning of when a transition is coming up so they have time to end their play. We sing songs, do finger plays before the next activity. We keep our routines consistent and predictable which can help ease children throughout transitions.

Each of our families is unique and special to us in their own way. Visuals are also provided representing different cultures. Posters, pictures, dolls and books show similarities and differences in race, ages, abilities and life styles. Some of which may be the same as the child's. We incorporate family photos to help bring a piece of home into our environment. It can also bring comfort to the child to see family photos. As children are learning to speak we communicate with the parents to get key words that are familiar to the child and having it relate to their culture. Children in the program with food allergies are accommodated into our hot lunch program. For example, if a child is allergic to eggs, eggs will be removed from the menu and baking will be done without this ingredient.

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Play is important as it allows children to explore and discover, repeat new skills and gain an understanding of the world around them. This happens all throughout the day during blocks of free play time, transitions and routines as well as activities offered. Based on their interests and curiosity, children have the chance to develop their own thoughts and ideas, leading to opportunities to choose and create their play. We recognize the value of both solitary play as well as interactions with their peers and caregivers. The children imitate, they ask questions to understand and they practice new concepts and skills both on their own and with the people in their surroundings. As the children interests emerge, so does the curriculum. We believe that learning and development occurs when play is meaningful.

The role of the ECEs/CCAs is to be responsive to all individual children within the group setting. Each room has a daily schedule that acts as a guideline for the flow of the day. This helps the children to feel secure and safe as they know what to expect yet offers flexibility as the ECEs/CCAs adapt it during the day depending on the children's play and interests. For instance, if the children are really involved in play, we may let them continue their play before transitioning to circle or another activity. Also, if it is time to go outside, we can take half the group out and let the other children finish their play before coming outside to join us. Through spending time observing children in play, asking open ended questions and engaging in conversations with them, ECEs/CCAs gain an understanding of the children's emerging interests. We then further enhance their play by offering more props and materials, as well as planned activities. We recognize that children learn both in different ways and different styles. To foster this, ECEs/CCAs provide ongoing activities and a stimulating environment.

The ECEs/CCAs in each room are responsible for providing activities based on their observations of children's play and interests. They work collaboratively by keeping observations in a binder for each other to review and utilize in planning activities. Some of these observations, as well as samples or photographs of the activities that ensued are posted outside the rooms on bulletin boards for parents and visitors to see. As well, staff may put the photos or other materials into a child's portfolio. As new developments within the child care field are always arising, Sugar n Spice Kiddie Haven supports staff furthering their education and professional development by encouraging them to attend workshops and advance their understanding of children within a group care setting.

The ECEs/CCAs use space, materials and routines for constructing an interesting and enjoyable environment that encourages exploration and learning. The areas that we provide are:

6. **Dramatic play:** In this area the children can practice their social, emotional and verbal skills while role playing. We support this by adding different objects, such as dress up clothes, play food, kitchens, dolls of different ethnicity, props like doctor kits, clipboards, phones, shopping carts, large boxes, pets and kennels etc.
7. **Sensory play:** We provide a variety of textures and colors so they can make discoveries by touching, looking, listening, smelling. This also helps them to develop their logical and cognitive skills, as well as fostering social and emotional growth. Some examples are, water, sand, cornstarch magic, leaves, and bubbles etc. This leads to creative thinking and new discoveries. Our sensory tables are large tables that are low to the floor and left open throughout the day for the children to come and explore as they please. Another sensory experience that we offer is baking/cooking with the children this allows them to smell, touch and even taste. They visually see foods come together. There are also math and science elements with our sensory play; measuring, mixing, comparing, all while creating hands on experiences. Creating with play dough or using gak offers sensory play for the children.
8. **Science and technology play:** In this area we offer a chance for children to explore technology, develop computer skills, and understand cause and effect. We have computers, magnifying glasses for closer examination of objects, magnets, color paddles. We provide a variety of objects for the children to

examine, sort, count, and touch. We bring objects in from nature such as caterpillars/butterflies, logs, mud and snow to let them explore in their own environment. We have stick bugs, fish tanks and plants throughout the center. Pursuing their curiosity and reasoning is developed as children use concepts and logical thinking.

9. Outdoor play: We have a natural play space, with lots of trees, shrubs, rocks, sand, grass and woodchips. There are opportunities for large muscle development; running up hills, climbing on rocks, and tires. Fine motor skills are developed by playing with the sand, running their fingers through the grass and collecting smaller objects. Outdoor play also encourages locomotion, coordination and using their imagination. We bring out bikes, trucks, balls and sand toys to help enhance the growth and play environment. Outside time also allows for children to play active games together and active role playing as they use their imaginations to act out scenarios. It also allows for peacefulness and quiet time as they may spread out and can have some alone time or read books on blankets.
10. Block area: A variety of blocks are accessible that are different sizes, textures and shapes. The children can use these to construct ramps, towers, houses and castles all by using their imagination and fine motor skills. We provide a variety of accessories such as people, vehicles, dinosaurs, and little people play sets. The children can work cooperatively with others to build, or can use this time to master their own fine motor and logical skills as they construct independently if they choose.
11. Art area: This area is a space to get messy, be creative and expressive and not need to have an end product. Art can provide choices through a variety of textures and materials that are used. Repetition can also be common with art. When a child has a large interest they may have a tendency to make the same end product while using different materials each time. The art area is a place where children can have a quiet time to themselves, using markers, crayons, paint, glue and scrap paper. There are also opportunities for large group experiences such as making murals, large thank you cards, cutting and pasting pictures and painting with their hands and feet. Art can help children interact with one another, express their feelings, create, explore and use fine and large motor skills.
12. Quiet Thinking area: Each room provides a comfortable and quiet spot for the child to curl up and look at a book with a friend or by themselves. We also provide a wide variety of books that are rotated from time to time. There is a variety of puzzles available for the children to choose from. They range in box puzzles, board, textured or wooden, and may have many pieces or just a few. This area promotes literacy as well as small motor skills. It also offers children a chance to relax with comfortable pillows, stuffed animals or on a couch and have some alone time if they so choose.
13. Music & movement: Each room has an assortment of musical instruments for the children to use throughout the day to use spontaneously and express themselves. When we are having group time, songs, finger plays and action games are often incorporated. This supports literacy as they develop language skills, as well social interaction and emotional expressions.

We feel that the environment where children spend their time at SNS needs to be stimulating and interesting, as well as orderly and safe. ECEs/CCAs will either enhance an area by adding more to it, switching around or eliminate items as they see the children's interest indicates. Toys and other items are evaluated for suitability, rotated, and cleaned regularly. The layout of the room in relation to other areas is considered as to how it will impact their play. ECEs/CCAs are able to be aware of and monitor play as they recognize that the environment is an element of learning. To foster their play, we provide different play experiences through having an environment that is reflective of the children in our care.

In addition to our regular days, we also provide children with the opportunity to have special event days. This includes in-house visitors, excursions to neighborhood parks and field trips beyond our community. At times, some of the groups will have spirit week or theme days for extra enhancement. Since we are currently located in a high school, our centre is also fortunate to have many chances to interact and be involved with some of the high school children as we visit their program and they visit ours. This is beneficial to the children as it promotes a better understanding and awareness of others.

We feel the consistency of staff adds to the program. Parents will typically see the same caregivers in the morning when they drop off their child(ren), and when they pick their child up at the end of the day. This enables mutual relationships to develop as they exchange information about the children regularly. Keeping staff in the same room and on the same shifts allows the staff to get to know the children and allows for a better curriculum

We strive to build strong connections with our families by keeping them informed about the occurrences at SNS via daily verbal communication, general written reminders as needed, weekly postings of photographs and brief write ups, and monthly newsletters. There is a bulletin board to share important information with parents. We

encourage and invite family members to volunteer for outings. At times, we have special theme days where parents may be invited to join us for a tea party or to visit while making crafts within their children's rooms. We have welcomed parents, grandparents, aunts and uncles to our Christmas concert, as well as inviting them to a graduation for the children who are going to kindergarten. We have had parents such as firefighters or police officers come in and give a presentation to the children on their profession. Every June we have a community bbq where the staff volunteer and families are invited to participate in activities and have the chance to socialize. Our centre is run by a volunteer board of directors which consists of parents that meet monthly to represent and maintain that the needs of our families are met.

The interests and abilities of the children will guide the ECEs/CCAs to provide an environment with a variety of play based activities for the children to choose from. We believe that the variety and quality of play experiences the children have at SNS along with the relationships they form with their peers and the ECEs/CCAs will lead to them become happy, healthy individuals. As their play emerges and they develop, the curriculum evolves and changes. Through the variety of play experiences and interactions with others, we believe that children develop and grow. We recognize the value of play as it is central to providing us with strategies to support and enhance children's daily activities while at Sugar N Spice to learn through play, sensory exploration and hands on experiences.