



Licensed Child Care Parent Handbook

Toddler
Preschool
Extended Day Kindergarten
School Age

Revised – March 2017



YMCA of Central East Ontario

Belleville Branch ♦ 433 Victoria Ave ♦ Belleville, ON ♦ K8N 2G1 ♦ (P)613-966-9622 ♦ (F)613-962-9247
City of Quinte West Branch ♦ 50 Monogram Place ♦ Trenton, ON ♦ K8V 5P8 ♦ (P)613-394-9622 ♦ (F)613-394-8223
Balsillie Family Branch ♦ 123 Aylmer St S ♦ Peterborough, ON ♦ K9J 3H9 ♦ (P)705-748-9622 ♦ (F)705-741-3719



TABLE of CONTENTS

PAGE

1. YMCA Program Statement	3
2. Our View of the Child	3
3. YMCA Curriculum	4
4. Our Statement of Play	5
5. YMCA Curriculum Goals & Approaches	6
a. Promoting health, safety, nutrition & well-being	6
b. Supporting relationships	6
c. Encouraging children to interact, communicate, & self-regulate	7
d. Fostering exploration, play & inquiry	8
e. Providing child-initiated & adult-supported experiences	9
f. Planning learning environments to support every child's learning	10
g. Incorporating indoor, outdoor, active, rest & quiet activities	11
h. Fostering engagement & communication with parents	12
i. Involving community partners	12
j. Supporting educators' continuous professional learning	13
k. Documentation	13
6. Ages of Children	14
7. Licensed Capacity at the YMCA	14
8. Days and Hours of Operation	14
a. Toddler and Preschool	14
b. School Age and Kindergarten Kids Club	14
9. Admission and Discharge Policy	14
10. Enrollment Waiting List Procedures	15
11. Arrival and Pick-up	15
12. Activities off Premises	16
13. Supervision of Volunteers and Students	16
14. Nutrition	16
15. Bag Lunches	16
16. Guidelines for the Content of Bagged Lunches	17
17. Allergy Awareness Procedures	17
18. Health and Administration of Medications	17
19. Head Lice Policy	18
20. Clothing and Possessions	18
21. Prohibited Practices	18
22. Added Value	19
23. Holidays	19



YMCA of Central East Ontario Program Statement

Welcome to YMCA licensed child care. Our program statement describes how our programs support and foster early learning. It will outline our view of the child, our philosophy and pedagogy as well as the goals and approaches used to ensure healthy child development.

It will also outline how we evaluate our programs to maintain quality and how we support the professionals who work with the children.

The YMCA Program Statement is reviewed annually to ensure it is aligned with the Minister of Education's Policy Statement.

Our View of the Child

Every child is special in the eyes of their parents and those who love them. The children are also special to us. As educators of young children we know that each child is an individual of great human worth and potential. Every child is different in their looks, their growth patterns, their genetic make-up, their previous experience, the way they think and in every aspect of what makes them human beings. We appreciate each child's uniqueness and view the child's growth and development occurring in a holistic manner.

At the YMCA we understand that children learn through play. Play by definition is enjoyable, spontaneous, active, and undertaken without external goals and sanctions. This means children are self-learners and do not require an adult to choose what or how they should learn. When the child's natural activity of play is supported by caring and responsive professionals in positive, developmentally appropriate learning environments, we believe, a child will flourish. The child's innate competence, capacity, curiosity and potential will be maximized.

"[YMCA Playing to Learn] is a wonderful, academically sound, and highly accessible document. At the heart is a view of children, teachers and parents as capable and competent. This is one document that will be highly valued in the field, not just sitting on a shelf."

**Jean M. Clinton, BMus MD FRCP(C), Associate Clinical Professor,
Department of Psychiatry and Behavioural Neurosciences, McMaster
University**

PHILOSOPHY

The study of the theoretical basis of a particular branch of knowledge.

PEDAGOGY

The method and practice of teaching.

GOAL

An aim of desired result.

APPROACH

A means of attaining a goal.

HOLISTIC DEVELOPMENT

The philosophy or view of human development that recognizes the necessity to include all aspects or domains of development in order to understand the whole person.

SANCTION

For a recognized authority to give approval of something.

INNATE

Existing from birth (i.e. born with).



YMCA Curriculum

The YMCA of Central East Ontario has a well-established, research based approach to early learning. Our curriculum YMCA Playing to Learn has been successfully implemented in all programs for children 0-6 since 2008. All YMCAs across Canada implement this curriculum.

YMCA Playing to Learn 2nd Edition was published in 2015. This edition incorporates new research, best practices, knowledge and experience. There is more information on infants and toddlers and it has a greater focus on the social and emotional development of the young child.

YMCA school age curriculum, A Place to Connect focuses on the development of children 5-12. The national roll-out of this curriculum will begin in January 2016.

The YMCA has been involved in shaping the development of the provincial early learning framework by sharing YMCA Playing to Learn and our training materials to support educators in implementing a play-based approach. The goals and approaches of the YMCA curricula align in philosophy, standards, and recommendations with the provincial frameworks below. It is gratifying to see Ministry of Education embrace play and adopt a very similar approach.

- ✓ **Minister of Education's Policy Statement on Programming and Pedagogy**
<https://www.edu.gov.on.ca/childcare/programCCEYA.pdf>
- ✓ **"How Does Learning Happen?" Ontario's Pedagogy for the Early Years**
<http://www.edu.gov.on.ca/childcare/pedagogy.html>
- ✓ **Early Learning for Every Child Today (ELECT)**
<http://www.edu.gov.on.ca/childcare/oelf/>

CURRICULUM

The deliberately organized part of the child's experience and the experience that occurs through everyday aspects of life. Playing to Learn is a curriculum based on play development.

SOCIAL LEARNING

The process of acquiring knowledge about individuals and groups by observing, imitating and interacting with others.

EMOTIONAL DEVELOPMENT

The complex changes within the individual over time that involves the self and feelings and regulating behavior.



Our Statement on Play

Each child can reach his or her full human potential through play. Our intention is to provide the best possible environment that allows the best possible play for all children in our care. We endeavour to meet the play needs of all children and must do whatever possible to support the natural urge to play.

Play helps the child to be both engaged with everyday realities and to be absorbed in an ecstatic self-forgetfulness. It ensures involvement, enjoyment, and various forms of success. Play can be powerful or profound, but it is always purposeful.

Play is a vehicle that propels learning and development. Play and development are intertwined; neither precedes the other. All domains of development are supported by play, and play has the additional benefit of being self-initiated and therefore a joy rather than a chore. Play makes discovery pleasurable, but it also propels the child into the vast realm of learning. Play provides a way for children to be healthy in body, mind and spirit.

Play fosters **skill** development. It offers opportunities for gaining new skills as well as refining existing ones.

Play is directly linked to the child's learning. His or her **cognitive** development and academic success are enhanced by the play experience.

Play is **physical** and increases activity levels, fitness, balance, gross motor skills and fine motor actions. A wide range of scientific, mathematical, perspective-taking and other cognitive processes in discovery and other types of play.

Play is **social** and aids in **language** learning while supporting social skills development. Self-concepts and emotions are better understood through play, as is the building of **emotional** intelligence. Important **self-regulatory** skills may be acquired and reinforced through play.

Play builds **resilience** and can help children **manage stress**. There are often therapeutic benefits to play. Typically children direct their play in ways that address their own socio-emotional issues.

LEARNING

The process of changing existing understanding to accommodate new ideas; acquiring new knowledge, skills, and/or dispositions; discovering through play.

BODY

The physical self.

MIND

The individual's place of thinking; human consciousness emanating from the brain.

SPIRIT

The part of the self that transcends the physical self or thought processes.

DEVELOPMENTAL DOMAINS

The categories that academics and practitioners use to manage the vast amount of information about human development.

SKILL

A learned behaviour.

COGNITIVE

Related to thinking or reasoning.



"The YMCA's Playing to Learn is a curriculum guide built on the importance and value of play for young children. The document makes, and backs up, arguments of why and how children's play is essential to the healthy social, physical and cognitive development of all children."

Martha Friendly, Executive Director of the Childcare Resources and Research Unit

YMCA Curriculum Goals & Approaches

1) Promoting health, safety, nutrition & well-being:

Keeping children healthy and safe is a priority at the YMCA and we understand that the well-being of their child is a parent's # 1 concern. Therefore we have developed comprehensive, research-based procedures to support children.

Some of the procedures in place at the YMCA include:

- ✓ Safe supervision of children
- ✓ Child Protection procedures and training
- ✓ Sanitation and disinfection procedures
- ✓ Menu Planning following the Canada Food Guide
- ✓ Communicable disease prevention
- ✓ Emergency procedures
- ✓ Standard First Aid and CPR training

2) Supporting relationships:

At the YMCA we understand that young children flourish in all areas of development when they are in positive and responsive relationships with adults. YMCA educators build a foundation of trust with children by being available, sensitive, responsive, and caring.

YMCA educators create an inclusive and respectful environment to foster positive, equitable, and collaborative relationships. When children feel safe, secure, valued and a contributing member of their world they are able to explore, discover, try new things, grow, learn and develop.

To support your child's care, growth and development YMCA educators interact and communicate with parents on a daily basis sharing observations, documentations, and reflections.

GROSS MOTOR SKILLS

Learned actions involving the large muscles of the body. (E.g. kicking a ball)

FINE MOTOR SKILLS

Learned actions involving the small muscles of the body, including the hands, mouth and feet. (E.g. cutting with scissors)

SELF-REGULATION

The child's conscious or unconscious control of her body, relationships and other aspects of him or herself.

RESILIENCE

The ability to recover quickly from difficulties.

WELL BEING

The state of being comfortable, healthy or happy.

RESPONSIVE CAREGIVING

The process of offering consistent, reliable care via careful observation of cues.



3) Encouraging children to interact, communicate, & self-regulate:

The YMCA believes that it is the role of the adult in a child's life to support them to learn how to interact effectively with the world around them including other children, adults, and the environment.

Generally self-regulation involves gaining a degree of control over one's bodily functions and impulses, managing one's emotions, changing one's behaviours and focusing attention on something or someone.

"The better a child can stay calmly focused and alert, the better he integrates the diverse information coming from his different senses, assimilates it and sequences his thoughts and actions."
(Shanker 2012)

"Caring consistent relationships with adults, provide external supports that serve as the basis for developing self-regulation."
(Gillespie & Seibel 2006)

Some of the approaches implemented by YMCA educators to set the stage for positive interactions among children include:

- ✓ Educators provide small group experiences that allow for more individualized adult attention
- ✓ Educators role model inclusive, respectful, and collaborative interactions with children and other adults
- ✓ Educators ensure the learning environment is flexible so they can respond in the moment and build on or scaffold the children's interests
- ✓ Educators ensure toys, equipment, and materials are plentiful and available to children at all times
- ✓ Children are given freedom to make choices
- ✓ By engaging as a play partner with children, educators are able to demonstrate pro-social skills including promoting discussion, problem solving when conflict arises, and understanding how their actions effect others
- ✓ Educators attend trainings that address self-regulation and resilience

DISCOVER

To find something unexpectedly.

OBSERVATION

The informal or formal perception of an individual or group of people, or the perceptions gained from looking at an environment of object.

DOCUMENTATION

The process of observation, data collection, careful analysis and reflection resulting in display that is an integral part of a play curriculum.

REFLECTIVE PRACTICE

The capacity to reflect on action so as to engage in a process of continuous learning,

STRATEGY

A plan or method of achieving a goal.



4) Fostering exploration, play & inquiry:

Children are born with a natural sense of curiosity and wonder. They play naturally.

As parents and educators, we watch children explore their world through their senses, repetition of tasks, imitation, asking questions, pretending. But what are children really doing? Children are putting together all the pieces of how the world works through exploration, play and inquiry.

YMCA Educators understand the importance of play. They foster, expand and scaffold this natural talent called play by being:

- ✓ active participants
- ✓ architects of the play scape
- ✓ keen observers
- ✓ planners
- ✓ reporters
- ✓ collaborators
- ✓ reflective practitioners

Observing a day-in -the-life of a YMCA child care program, you will note that the majority of activities are directed by the children. Children decide where, when, what and how they wish to play. Their decisions are based on their interests and curiosity. The educator responds by adapting the environment by adding new toys, materials and equipment, posing questions, and being a play partner. This sets the stage for further play, inquiry, discovery and learning. The educator's role is to support play so that learning and development flourishes.

ROLE-MODELLING

Demonstrating appropriate behaviour that can be seen by the children so that they can observe and internalize what they see; showing how a particular role is conducted.

SCAFFOLD

The role of the adult (or more mature child) in providing a mental bridge to support a child's learning.

PRO-SOCIAL SKILLS

Learned behaviour that demonstrates empathy, esteem, honour and consideration to another person.

CURIOSITY

Mental interest that leads to behaviours of discovery and learning.

INQUIRY

The act of asking questions in order to gather information.



5) Providing child-initiated & adult-supported experiences:

Children and parents are warmly greeted upon arrival and after a brief check-in to share news from the evening before, the children get down to the serious business of playing.

The room is set up with a variety of activities that support the observed interests of the children. The children might join some friends at the creative art table to work collaboratively on a collage, or they might work on a Lego structure they safely stored on the counter to complete the next day.

There are no expectations imposed by the educator or curriculum on where children play, or whom they play with, or how long they play at one activity. That is for the child to choose based on their interests.

You may overhear a small group of children in the dramatic play centre dressed in costumes acting out a scene of being “mama, papa, and baby at the doctor”. The educator has been assigned the role of “doctor” by the children and takes this opportunity to ask the children questions that expand their understanding of what happens at a check-up.

Tomorrow the educator supports the children’s interest by adding books about doctors and hospitals to the dramatic play centre hoping to build on the children’s interest and spark more questions and play – resulting in more learning.

CHILD DIRECTED PLAY

Spontaneous activity initiated by the child that is allowed to take the course decided upon by the child; may involve careful adult planning.

PLAY PARTNER (SHIP)

One or more individuals playing together with a shared interest; in the case of adult-child play partnership, the adult allows the child to take the lead.

DRAMATIC PLAY

Sustained pretend play in which the child acts out a role using movement and props.

CHILD CENTRED EDUCATION

A philosophy of childcare and education that emphasizes the importance of the child’s need to direct his own activity, to make play choices spontaneously, and to learn at a self-determined level.



6) Planning learning environments to support every child's learning:

YMCA Child Care programs are located in a variety of facilities including schools, community centres, and YMCA owned buildings.

At the YMCA we understand that the parent is the child's first teacher, the YMCA educator is the second teacher and the learning environment is the child's third teacher.

The YMCA's unique approach to planning and creating learning environments supports children's play so that early learning and healthy development is maximized.

YMCA learning centres are designed to be flexible and responsive to the needs of the children.

We have created home like environments that include calm colours, soft furnishings, items from nature like plants and pets, family photographs, and accessories that are intended to make children feel comfortable and safe.

YMCA educators understand that children learn holistically not in one area of development at a time. We understand that riding a tricycle involves gross motor and fine motor skills but the play children engage in while riding a tricycle involves many more - communication skills, social skills, etc.

Therefore you may find books, paper and crayons in the block area because children are using these items to figure out how to build a bridge from one shelf to another. Or you may find play dough in the dramatic play area where children are making pizza. And on a beautiful day you may see indoor furniture move outdoors to take advantage of the weather.

PLANNING

The act of preparing and designing experiences and activities (in this instance in accordance with YMCA curriculum).

ENVIRONMENT

Aspects of the immediate surroundings including the delineation of space, the presence or absence of objects, furniture, light, colour, toys and play things and the inclusion/exclusion of indoor and outdoor space.

LEARNING CENTRES

Specially prepared places where materials are provided to respond to children's interests or trigger new ones; spaces for learning in content specific areas; discovery or inquiry based spaces designed by educators for small groups of children.

PLAY MATERIALS

Any found items or purpose-made manufactured items that are used for props, for creative enterprises or construction.

WHOLE CHILD

A concept of the child that sees all developmental domains as interacting, the child being more than the sum of domains.



7) Incorporating indoor, outdoor, active, rest & quiet activities:

YMCA educators design a daily schedule that meets the needs of the children and provides for a balance of activities throughout the day.

Consideration for the care requirements, age, developmental level, energy level, and interests of the children are included.

Generous blocks of time for children to explore, play, and inquire are included both indoors and outdoors.

The daily schedule is not rigid but operating in small groups is mandated. One small group of children may be on a walk in the community, while the other small group may prefer to stay indoors and bake cookies.

Periods of active and quiet play are interwoven throughout the day both indoors and outdoors.

At the YMCA we don't let the weather stop us from having fun in nature. The children love to bundle up in warm dry clothes and head out to jump in puddles or make snowballs. In very poor weather active play takes place indoors so that children get the physical activity their bodies require.

YMCA educators are trained to keep transitions from activity to activity to a minimum so children get to play more.

However, young children thrive on regular schedules and feel secure when they can predict what will occur throughout the day therefore snacks and meal times are consistent as is the rest period in the afternoon for young children.

TRANSITIONS

Aspects of the planned and unplanned day that create changes from one type of activity or event to another.

FAMILY

A number of people who decide to live together or who are bonded by birth-ties, who share a home and who share common values and similar life-styles; adults taking on a parental role, and one or more children living and functioning as a unit.

ENGAGEMENT

Time spent paying attention to something or someone.

COMMUNICATION

The two way process of sending and receiving information to reach a shared understanding.



8) Fostering engagement & communication with parents:

At the YMCA we understand that a parent is the most important person in a child's life. YMCA educators play a supporting role while parents go to work and school.

YMCA educators and parents communicate on a daily basis about children's activities and health. YMCA educators record toddler, and preschool age play experiences featuring individual learning and development available for parents daily review.

Getting to know family members is critical as an educator and including family members in program helps a child to feel a greater sense of belonging.

Other strategies to engage parents and gain input include:

- ✓ Documentations that describe play and its connection to learning
- ✓ Parent/Educator interviews
- ✓ Celebrations & community events
- ✓ Parent surveys
- ✓ Displays of children's artwork, sculptures, and creations
- ✓ Photographs of children at play
- ✓ Posting planning documents that include observations of children's interests and activities introduced by YMCA educators

9) Involving community partners:

While our range of community partners is broad, the largest and most important is the education system. Many of our centres are located in schools, so relationships with principals, faculty and staff are critical.

The YMCA works closely with local community agencies and partners in order to support the children and families in our programs. We view the community as a valuable resource and our staff plan learning opportunities to engage the community in our programs.

The YMCA actively seeks out opportunities to share our knowledge and to learn from others in the community through networking opportunities, community planning tables and conferences.



10) Supporting educators' continuous professional learning:

The YMCA is committed to the ongoing professional development of all our educators.

After all, what the educator learns informs practice and the benefit is passed onto the children.

YMCA educators attend a series of YMCA curriculum training sessions throughout their career with the YMCA. Additionally the YMCA provides opportunities for educators to attend external learning events and conferences and keep legislated training requirements like Standard First Aid & Infant and Child CPR up to date.

On a day-to-day basis the child care centre supervisor is responsible for the leadership, mentorship, coaching and development of educators. Based on the learning needs of the educators the supervisor may meet with staff to suggest strategies, conduct learning huddles to focus on a particular area of YMCA curriculum with the entire team, conduct regular staff meetings to reflect and plan, invite speakers from other YMCA departments or community agencies to attend the centre, or provide materials including links, articles, and various readings to supplement educator's professional learning.

11) Documentation:

YMCA educators participate in a continuous cycle of observation;

- ✓ Documenting play and its significance
- ✓ Determining the children's interests
- ✓ Planning activities that support the interests and continuum of development
- ✓ Discussions with team members
- ✓ Reflection that informs the planning of activities and the learning environment.

Links are made between theory, research, YMCA curriculum, the YMCA Program Statement, government pedagogy, and children's interests to inform the planning decisions YMCA educators make.

You will see this cycle reflected in the toys, materials, and equipment provided in the play areas, the furniture arrangement, the creative work of children, the activities children are engaging in, on the planning documents posted weekly for parents to read and discuss with the educators, in individual children's' Continuum of Development booklets, and in photographs and written descriptions of activities.

This process of continuous program assessment is called reflective practice. Daily educators are observing and engaging with children and evaluating the effectiveness of the learning environment to build on children's interests. Weekly they are reviewing planning and discussing with their team and supervisor to ensure they are supporting children's learning and development and monthly they are meeting as a team to look back on what did and didn't work and then plan for the future.



Ages of Children

Toddlers	12-30 months (limited space for 12-18 mths) ratio 1:5
Preschool	2.5-5 years (limited space for 2 year olds) ratio 1:8
Kindergarten	44-68 months Ratio 1:13
School age	6-12 years (limited space for 3.8 year olds) ratio 1:15

Licensed Capacity at the YMCA

Belleville Child Care

24 preschoolers ages 2.5- 5 years
15 toddlers ages 15 – 30 months

Peterborough Child Care

39 Preschoolers ages 2.5-5 years
15 Toddlers ages 15 - 30 months

Lakefield Child Care

19 Preschoolers ages 2.5-5 years
8 Toddlers ages 15 - 30 months

Days and Hours of Operation

Toddler and Preschool

Full time care is offered between 7:00am & 6:00pm in Belleville and Lakefield and Peterborough is offered between 7:30am & 6:00pm
Part time care is offered if space is available at a minimum of 2 days per week.

School Age and Kindergarten Kids Club

Starting times for Kids Club Programs is 7:30am in the Quinte Region an 7:00am in Lakefield.
After school hours are from the end of the school day until 6:00pm.

Admission and Discharge Policy

A tour is encouraged to be arranged to familiarize you and your children with the YMCA's environment and an introduction to our YMCA Playing to Learn curriculum. Registration forms and a copy of your child's up to date immunizations are required prior to admission.

A registration fee of \$35.00 is required. You are welcome to stay on the first day until you and your child feel comfortable enough for you to leave. Families on schedules must provide those schedules in writing, to the program Supervisor two weeks in advance. Program Supervisors must also be informed in writing of any vacations, planned absences or withdrawals from the program two weeks in advance. Parents requiring full time care will receive first consideration, those needing part time schedules may be put on a waiting list. Two days per week is the minimum requirement for families requiring part time care. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child from the program. The YMCA reserves the option to terminate services if policies are not followed or fees are not paid.



Enrollment Waiting List Procedures

The **YMCA of Central East Ontario** maintains a fair and transparent wait-list so that prospective families can determine when a child care space will become available. The YMCA of Central East Ontario does not charge a fee or deposit for placement of a child on a wait-list.

The following criteria are to be taken into consideration when determining the placement of a child on a wait-list.

- v Full Time Schedule takes precedence over Part Time Schedule
 - v Currently enrolled in YMCA Child Care space
 - v Siblings of children already attending a YMCA Licensed Child Care Program
 - v Date registration form has been submitted
 - v Start Date
 - v General Public
1. Toddler and Preschool Spaces are rolling registration.
 2. School Age Program Spaces are secure provided a new Registration form has been completed before that last day of School.
 3. Manager of Children Youth and Family, Child Care Supervisor, and Kids Club Coordinators confirm Child Care Spaces.
 4. All families will be contacted within 2 days of receiving a registration.
 5. Families will be contacted if a space suitable for the age of their child becomes available to confirm.
 6. Families have 24 hours to respond when a space is offered. If a space is declined, or there is no reply, we will offer the space to the next child on the list. A family may fail to respond, or decline a space, twice and retain their spot on the wait-list. A 3rd offer with no response, or the decline of a space, will result in the child being removed from the wait-list.
 7. It is the family's responsibility to ensure their contact information remains current.
 8. If the YMCA is unable to provide a space the family registration fee will be refunded.
 9. The child may be added to the wait-list, once a space becomes available the registration fee if applicable will be requested to confirm start date.
 10. Once a child is placed on a wait-list the Guidelines above will be considered. A family may request to know specifics of wait-list will be provided to the family while maintaining confidentiality of all parties.

Arrival and Pick-up

Young children depend on regular routines for their own sense of security. We recommend that you establish regular arrival and pick up hours so that your child becomes familiar with the routine. Parents picking up their child will walk into the program area and inform staff of your presence. Children will not be permitted to leave the area without being accompanied by an adult. Photo I.D. is required by anyone picking up your child. Only those designated on



the registration form as being permitted to pick up your child will be allowed to remove the child from the centre. The only exception is when written or verbal notification has been provided to the YMCA Child Care department from a parent/guardian.

Activities off the Premises

Occasionally trips are made to special places of interest . Notice will be provided in advance of the excursion informing you of the destination , time and date. A permission form may be required to be signed and returned. A current Police Vulnerable Sector Check will be required for anyone wishing to volunteer.

Supervision of Volunteers and Students

The YMCA of Central East Ontario adheres to the guidelines set out by the Ministry of Education regulations on Volunteers and Students. These provisions are in place to support the safety and well-being of children attending our center.

1. No child is supervised by a person less than 18 years of age
2. In licenced programs, only employees will have direct unsupervised access to children.
3. Volunteers and students may not be counted in the staffing ratios for licenced Child Care.

Nutrition

We strive to ensure the nutritional needs of the children while our care are met. Adequate and appropriate nutrition is vital to children's health, growth, development and well-being. Canada's Food Guide is used to make informed decisions when creating the menus provided by the YMCA of Central East Ontario. Children attending full day care will be provided with a morning and afternoon snack as well as a midday meal prepared on site by our cook.

Children in our After School Kids Club programs will be provided with a snack from at least 2 of the 4 food groups.

Special dietary needs and allergies will be posted in the food preparation, play rooms, and consumption to ensure that children receive the correct food.

Any child requiring special dietary arrangements must be provided as written instructions from the parent.

Kids Club Camp operates with Director Approval to use a Bagged Lunch Policy. Parents are asked to follow the guidelines provided;

Bag Lunch Guidelines

The YMCA of Central East Ontario strives to ensure the nutritional needs of the children while in our care are met. Adequate and appropriate nutrition is vital to children's health, growth, development and well-being.



Guidelines for the Content of Bagged Lunches

Lunches and a minimum of 2 snacks should include a variety of foods from each of the 4 food groups. Referencing Canada's Food Guide.

Fruit	Whole Grain Bread				
Cheese	Vegetables	Fruit Salad	Pasta	Yogurt	Salad

Please ensure that lunches **do not include** foods with low nutritional value and/or high in sugar content such as;

Potato Chips	Chocolate Bars	Soda Pop	Candy
--------------	----------------	----------	-------

Allergy Awareness Procedures

- ✓ Staff will be monitoring the contents of lunches to ensure food does not contain Peanut/Tree Nuts or have come into contact with Peanuts or Tree Nuts.
- ✓ Parents will be notified when concerns arise regarding the nutritional adequacy and/or presence of allergens in snacks and meals.
- ✓ Food Allergy Lists are posted in the program space where lunch takes place.
- ✓ Parents are to notify YMCA staff in writing with regards to any Allergies or Food Intolerances.
- ✓ Lunches must be labeled with the child's name including containers for individual storage of food.
- ✓ Lunches will be refrigerated when possible. Please send an ice pack with your child's lunch for when a refrigerator is not available.
- ✓ When lunches do not meet the bag lunch guidelines for nutritional value or allergens are present, the YMCA will have on hand extra snacks to supplement.
 - Examples; Apples, Crackers or Rice Cakes.

Health and Administration of Medications

The Child Care and Early Years Act stipulates that prior to admission; each child must be immunized as recommended by the local medical officer of health. Regulations also require that if a child is in attendance for more than 6 hours, a minimum two hours of outdoor play will be included in the daily schedule. If your child becomes ill during the day, you will be contacted, and asked to take your child home, until they are no longer contagious and/or are fever free. If your child has been suffering from diarrhea they must have been well for 24 hours before re-admittance to the child care . We will administer both prescription and non-prescription medication under the following guidelines;

- ✓ Written authorization, including the dosage and times of day any medication is to be given.
- ✓ Medication with the original PHARMACY LABEL clearly labeled with the child's name, name of the medication, the date of purchase and instructions for storage and how the medication is to be administered.
- ✓ For non-prescription medications we require a doctor's note with the above information included.



Medication is not to be left in the cloak room area. Kindly give it directly to a program staff member, who will assist in filling out the medication forms required.

Head Lice Policy

We do regular head checks to help control the spread of head lice. It is our policy that if a child is found to have head lice, they will be permitted to return to the program only when they are nit free. Information sheets are available should you require additional information on dealing with head lice.

Clothing and Possessions

Your child should be dressed in clothing that is appropriate for physical activity, the weather, and the season. Because strings are considered choking hazards, children's clothing should be free of strings on hats, mittens, and coats. The children should have zippers that work properly and neck warmers instead of scarves. Ensure that children are equipped with proper indoor running shoes (no slippers) and outdoor footwear. Children should be provided with a set of labeled clothing that can be kept in the child's back pack in case a change is needed. Please note that we are not responsible for lost or broken toys that the children bring to the centre.

Prohibited Practices

The YMCA Program Statement sets out approaches that support positive interactions between children, families, staff and the community.

The following prohibited practices are not permitted;

- ✓ Corporal punishment of the child ;
- ✓ Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- ✓ Locking the exits of the child care center premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- ✓ Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- ✓ Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- ✓ Inflicting any bodily harm on children including making children eat or drink against their will.

The YMCA of Central East Ontario prides ourselves on our Child Protection measures used as everyday practice



Added Value

All children registered in Licenced Child Care, Toddler, Preschool and Kids Club Programs are eligible to receive a FREE Membership while registered in the program. This membership can be upgraded to a Family Membership at a reduced rate. **See Membership Services for more information.

Holidays

The YMCA recognizes the following holidays:

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

Boxing Day

Fees are required for all statutory holidays. There are no refunds for additional days missed. Written notice of absence is required at least 2 weeks in advance.

Thank you for choosing the YMCA of Central East Ontario for your child care needs.