

COBBLESTONE CHILD CARE CENTRE

1084 Rest Acres Road
Paris, ON N3L 0B5

Tel: 519-442-0444

PARENT HANDBOOK

Centre Hours: 7:00 am - 5:30 pm

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The Parent Handbook outlines important information that will provide you with what you need to know while your child is in our care. We look forward to getting to know you and your child and to embarking on a partnership that supports you to be informed, consulted, and involved in your child's life at Cobblestone Child Care Centre.

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1. An Understanding of Children, Families, and Educator

Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way.

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work.

◉ The Four Foundations of How Does Learning Happen?

Belonging, **Well-Being, Engagement**, and **Expression** are the four foundational conditions that are important for children to grow and flourish.

These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. They are conditions that children naturally seek for themselves.

These four foundations apply regardless of age, ability, culture, language, geography, or setting.
A focus on these foundations throughout all aspects of early years programs ensures optimal learning and healthy development.

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression or **communication** (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children can develop capacities for increasingly complex communications. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language rich environments support growing communication skills which are foundational for literacy.

Every child has a sense of belonging when he or she is connected to others and contributes to their world.

Every child is developing a sense of self, health, and well-being

Every child is an active and engaged learner who explores the world with body, mind, and senses.

Every child is a capable communicator who expresses himself or herself in many ways.

To plan for and create positive learning environments and experience's in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans.

In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry.

And it is through play and inquiry that young children practise ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.

2. ABOUT OUR CENTRE

a. Our Philosophy

★ **Establish positive, responsive interactive relationship among children, parents and educators and offer a warm and caring environment,** which allows children to learn through purposeful play. Experts recognize that play and academic work are not distinct categories for young children: creating, doing, and learning are inextricably linked.

★ **Provide inclusive learning environments and experiences that encourage exploration, inquiry, and investigate their theories, and interact with others in play;** when children are engaged in purposeful play, they are discovering, creating, improvising, and expanding their learning.

★ **Value children as individuals and as active and competent contributors with their own interests and points of view;** viewing children as active participants in their own development and learning allows educators to move beyond preconceived expectations about what children should be learning, and focus on what they are learning.

★ **Recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically.**

★ **Engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked;** children learn best in an environment that focuses on relationships and healthy development cannot happen without good relationships and there is perhaps no relationship that holds greater responsibility or reward than the relationships we develop with children and their families.

★ **Be reflective and intentional about building and achieving effective parent-provider relationships through good communication.** As educators, as family members, as policy makers, or as administrators, we all know that the stronger our partnerships and the deeper and more valuable our connections, the greater the benefit. **As child care professionals, when we become true collaborators in children's care and learning, children benefit exponentially.**

As Dr. Jack Shonkoff states,
"Young children experience their world as an environment of relationships, and these relationships affect virtually every aspect of their development" (National Scientific Council on the Developing Child, 2004). Relationships are the active ingredient in healthy development, especially brain development.

3. OUR APPROACHES TO MEET OUR PROGRAM STATEMENT

★ **Promote the health, safety, nutrition and well-being of the children.**

Health and Safety Well being
We observe regular hygiene and sanitary practices, such as regular and intermittent hand washing and bathroom routines to ensure the health and safety wellbeing of all of the children in child care. We follow daily practices and procedure of health check upon children's arrival into the centre, as a quick way for the educator to ensure a child's well-being. In the presence of any concern, the educator documents the concern in the classroom's daily journal for monitoring purposes and for the acknowledgement of other educator's in the child's classroom.

If a child shows any symptoms of ill health, or displays worsening health conditions then parents are called to fetch the child. Until the parent picks up the child, he or she is separated to a comfortable cot or couch under the care of another educator to prevent the spread of any communicable disease or sickness. While in seclusion, the child's health will be constantly monitored and the parents will be updated on child's illness at pick up. A child showing any symptoms of communicable sickness such as, diarrhea and vomiting, seasonal influenza, conjunctivitis, and/or other communicable sickness are to be kept home for at least 24-48 hours or until such time as the child is deemed symptom free from the family doctor's office.

Nutrition
Our meals and snacks are planned and prepared onsite keeping in mind the food preferences of our children and their nutritional requirements concurrent with the Canada Food Guide. We also cater to the food sensitivities of the children based on the children's health, food allergies and their family's cultural/religious needs. Seasonal produces and whole foods are selected whenever possible. Guidelines are followed from Public Health and the health and safety requirements from the Ministry of Education around sanitizing the food prep area and the kitchen in general.

Daily Supervision
All children upon arrival or departure must be signed in/out in our daily attendance sheet by educator indicating the time of arrival and departure. Any observed changes in the care giver/ parent doing the drop off and pick up will be documented. Educator's will ask for ID's of any adult picking up the child and parents will be contacted to ensure that the child is released to a responsible caregiver as per their instructions.

When beginning a shift, staff must confirm verbally with supervising staff on duty the number of children on attendance and check this against the attendance clipboard. The same procedure must be completed when leaving or returning from breaks and lunches. Staff must provide written verification of attendance after each staff change and group attendance. Head counts of the children are to be completed on a frequent basis throughout the day. Head counts are to be checked against the attendance and sign in/out sheets. Head counts must be completed before and after a transition with a group of children from one activity area to another (example: playroom to playground). All completed attendance sheets are be kept on file in the office. Daily, monthly and annual playground checks are completed to ensure that playgrounds are safe.

★ **Fostering exploration, play & inquiry:**
Learning environments are carefully planned to support active exploration while maintaining safety. Teachers will strive to plan and create a positive child-initiated and adult-supported learning environments by fostering children to engage in an active, creative, and meaningful play, exploration, and inquiry to support children's learning and development.

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.

Cobblestone Child Care Centre 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. 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.

★ **Incorporating indoor, outdoor, active, rest & quiet activities:**
Cobblestone Child Care Centre educators design a daily schedule that meets the individual needs of the children receiving child care 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.

★ **Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.**
At Cobblestone Child Care Centre we understand that young children flourish in all areas of development when they are in positive and responsive relationships with adults. Cobblestone Child Care Centre educators build a foundation of trust with children by being available, sensitive, responsive, and caring. Our 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 each child's care, growth and development the Cobblestone Child Care Centre educators interact and communicate with parents on a daily basis sharing observations, documentations, and reflections.

★ **Establish and support positive and responsive interactive relationship among the children, parents, and staff to foster the engagement of and ongoing communication with parents about the program and their children.**
We believe that children are best supported in an environment where Educators participate in children's play at their level, following the lead of the child. Majority of the program activities are child lead activities. Teachers view each child as competent and capable. Relationships formed between all staff, families and children ensure that programs are centered on the child and the family. Learning and development are anchored through long-term, trusting and supportive relationships with Educators. Children are encouraged to learn new things and to expand their learning in a diverse and inclusive setting where they are supported by qualified Early Childhood Educators and Early Childhood Educators Assistants.

★ **Encourage children to interact and communicate in a positive way and support their ability to self-regulate by providing learning environments and experiences to engage them in active, creative, and meaningful play, exploration, and inquiry.**
By observing and responding to children's individual needs, and cues, the staff provides learning environments where stressful situations are minimized. Positive, trusting relationships between Educators and children are nurtured so that children are able to express their emotions in acceptable ways, to solve problems and conflict. Positive encouragement is one way that

Educators can recognize the efforts of children. When children's emotions are calm and focused they are best able to modulate their emotions, inhibit impulses and understand the consequences of their actions.

★ **Involve local community partners to identify and provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.**
Parenting and community resources are shared through newsletters and parent display boards. Students from colleges and other training institutions work along with qualified staff in the classroom. Educators collaborate with outside agencies to support the child and family such as Lansdowne Children's Centre, EarlyON Centre of Brant, Family & Children's Services and local boards of Education. Where additional resources are needed, parents can provide consent for outside community agencies to become involved to further assess the child and to develop an individual learning plan that will support and foster the growth of the child.

★ **Support staff interactions with the children incorporating Continuous Professional Learning (CPL) and participating in ongoing reflective practice and collaborative inquiry with others.**
Educators are supported and encouraged to participate in ongoing professional development. As members of the College of Early Childhood Educators, Educators are aware of the need to enhance their own learning in order to support both children and families and are continually reflecting on their practices, collaborating with other educators and attending training to enhance their skills and knowledge. Teachers have access to the EarlyON Centre in Brantford; staff can attend workshops and other learning opportunities. All staff participates in a yearly performance review where strengths and goals are discussed.

★ **Using pedagogical documentation as a means to value, discuss, review and make learning visible.**
The program gathers information from many sources to provide a learning environment that is responsive to the interests and developmental needs of all children. Children are allowed to be independent, where they can make choices, solve problems, and play with others in a supported, safe and nurturing environment. By working together, families and educators provide a positive learning environment where all children are respected and valued as competent, capable and rich in potential. Program assessment tools, and parent daily input provides valuable information to be used for future planning and program development. Families are valuable contributors to their child's learning and we encourage them to become involved at the centre.

MONITORING

The following procedures will be actively pursued to determine the adaptability and practicality of the policy and to monitor and ensure adherence to the Centre's policy.

An open forum discussion to reflect on the Centre's program statement will be carried out during monthly staff meeting . Staff will be encouraged to provide feedback to modify and/or improve adaptability of our policy and program statement that can be documented and then implemented by the management team.

Quarterly staff reviews are done for all staff at Cobblestone Child Care Centre, where staff members are evaluated based on their compliance to the Centre's program statement and other policies are discussed. Feedback is provided by the supervisor to enhance staff performance and adaptability to our program statement.

The cook will follow Canada's Food Guide, the Healthy Food Indicator, Public Health guidelines to support all areas of food preparation, menu planning and cleanliness.

Teachers participate in ongoing professional development and in the Continuous Professional Learning plan as outlined by the College of Early Childhood Educators. All teachers are registered members in good standing with the College of Early Childhood Educators and abide by the Code of Ethics and Standards of Practice.

- **TEACHERS AND STAFF**
  Our Early Childhood Educators come with a background of education and experience. Our staff must go through rigorous screening process that include demonstrating their values and skills, providing a police reference check that is renewed every 5 years, an offence declaration ever year and holding a valid Standard First Aid and Infant and Child CPR certification. Once selected, new staff members are provided training and orientation program on centre policies and procedure, and Ministry of Education regulations.

Our Early Childhood Educators are trained to:

- ✦ Communicate regularly to families about their child's progress
- ✦ Plan classroom activities based on their knowledge of early childhood development
- ✦ Observe and document the progress of each individual child
- ✦ Practice Cobblestone Child Care Centre's high standards of child safety and protection

At Cobblestone Child Care Centre, we recognize the importance of continued professional learning and have developed extensive series of learning modules through CCEYA licensing resources and community living Brant-early years centre learning resources to gain a deeper understanding of child development, play, play partnership, program planning, extension of play and scaffolding of learning, effective communication, and providing positive learning environments.

College of Early Childhood Educators
"The College of Early Childhood Educators" is the professional self regulatory body for registered early childhood educators (RECEs) in Ontario. The College's role is to protect the public interest by setting requirements for registration to practise as an RECE, setting ethical and professional standards and holding RECEs accountable for their practice. RECEs are trained in child development and the planning and delivery of play-based learning and care programs. Cobblestone Child Care Centre staff with an early childhood education diploma or equivalent qualifications degree are current members of the College in good standing. RECEs renews their membership with the College on an annual basis.

Our Volunteers and Students on Educational Placements
Cobblestone Child Care Centre programs are enhanced by the involvement of volunteers and placement students. Volunteers and placement students are always under the supervision of a our senior staff member and never left alone with children. All volunteers and placement students must provide a police reference check before interacting with children and are required to adhere to all the centre policies and procedures and Ministry of Education regulations.

Self-regulation and Positive Behaviour
The Cobblestone Child Care Centre believes that it is the role of the adult in a child's life to support them to learn how to interact successfully with the world around them including other children, adults and the environment. Self-regulation is a skill children develop over time and involves learning how to respond efficiently and effectively to one's bodily functions, impulses, emotions, and to maintain focus or attention so they can learn. Calm, caring, and consistent Early Childhood Educators and a child's family provide external supports that serve as the basis for a child developing self-regulation.

Cobblestone Child Care Centre's Early Childhood Educators set the stage for positive behaviour by implementing the following approaches:

- Building dependable, positive and nurturing relationships with children and their families
- Fostering healthy social connections with other children
- Responding to each child's individual developmental needs through observation and reaction to cues
- Providing small group experiences which allow for more individualized adult attention
- Role modelling inclusive, respectful and collaborative interactions with children and other adults
- Ensuring the learning environment is flexible and materials are plentiful and available to children at all times
- Providing children with the freedom to make choices
- Engaging as a play partner with children , to demonstrate pro-social skills including promoting discussion, problem solving when conflict arises and understanding how our actions affect others Attending trainings that address developing self-regulation and resilience in children

Prohibited Practices

A prohibited practice is any behaviour by a staff, volunteer or placement student that puts children at risk or that can inhibit a child's growth, self-esteem or healthy development. All CCCC staff, volunteers and placement students are aware that the following practices are unacceptable at the Cobblestone Child Care Centre.

A. corporal punishment of the child;
B. physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
C. locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
D. use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
E. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
F. inflicting any bodily harm on children including making children eat or drink against their will.
G. Any acts of sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the Early Childhood Educators Act, 2007.

Our families and Children

At Cobblestone Child Care Centre, we understand that the most important people in a child's life are their family. Our Early Childhood Educators play a supporting role while parents go to work or school. Involving, consulting with, and informing family members about the Centre's program helps a child feel a greater sense of belonging.

Diversity and Social Inclusion

Cobblestone Child Care Centre is committed to creating and sustaining an environment that celebrates diversity and appreciates the dignity and worth of all members of the community. We are committed to pursuing equality and to creating an environment free from discrimination, harassment and barriers to equal opportunity. Our programs are designed to develop children in spirit, mind and body. We believe every child is a unique individual and adds value to our programs. Our staff strive to ensure the environment and programs are adapted to meet the needs of all children and will seek our community partners to enhance our ability to support children.

Resolving Concerns and Issues
Cobblestone Child Care Centre staff are committed to connecting, partnering and engaging parents to provide the best possible care for each child. Daily conversations benefit the child, family, and the staff. They help provide consistency for the child, support staff to understand the child and therefore plan for their success, and give families the opportunity to be part of their child's day. In situations where issues and concerns arise, our educators and supervisors together with the family and our Director will work as a team to reach a resolution in a timely, confidential, fair and consistent manner. It is expected that concerns and issues will be resolved in a respectful manner in keeping with the Cobblestone Child Care Centre Values (Caring, Health, Honesty, Inclusiveness, Respect and Responsibility). A complete copy of our Parent Issues and Concerns Policy and Procedures is attached in the supplementary document section of this package.

Child Protection
Everyone, including members of the public and professionals who work closely with children share a responsibility to protect children and vulnerable persons from harm. Cobblestone Child Care Centre recognizes its responsibility to promote safe environments and practices to protect children and vulnerable persons. Our educators are trained to recognize the indicators of neglect and abuse and are legally required to report any suspicions that a child may require protection. The role of the child protection agency is to investigate and determine if there is any proof of abuse or neglect and implement supports for the child and their family. It is important that our educators ensure all reports are kept confidential, including only discussing with the family that a report has been made if the child protection agency authorizes them to do so.

8. OUR CHILDCARE PROGRAM

Hours of Operation
At Cobblestone Child Care Centre, our standard hours of operation are 7:00 a.m. to 5:30 p.m. Monday to Friday. Program operates year round excluding Statutory/Public/Civic Holidays.

Early Closures: The centre closes early at 12:00pm on Christmas Eve and New Year's Eve.

Our Curriculum
Cobblestone Child Care Centre curriculum is based on the philosophy that young children learn best through play. Throughout the preschool years your child will explore and discover their natural surroundings through small group and individual play experiences that will prepare him/her for school. Our Educators are engaged in children's learning through observing, planning and seeking opportunities to become a play partner and extend the play experiences. The goals and approaches of our centre's Playing to Learn align in philosophy, standards and recommendations with the provincial frameworks; Minister of Education's Policy Statement on Programming and Pedagogy, "How Does learning Happen?" Ontario's Pedagogy for the Early Years and Early Learning for Every Child Today (ELECT)

Communication with Families
At Cobblestone Child Care Centre, we know how important it is to you as a parent to have all the details of your child's day at the centre. Our Educators keep a daily record of your child's nap times, feedings, diaper changes, and any changes in health observed. All individual children's activities are recorded in their centre's daily journal so that our educators and parents can see each child's progress.

Additional communication tools our staff provide for families about the program and their child's development are;

- ✦ Daily face to face communication with families upon arrival and departure times.
- ✦ Significant play experiences are written daily in each child's daily journal booklet

- Weekly program documentation highlighting learning that occurred during a play experience
- Twice a year families are provided the opportunity to have a one-one meeting with their child's teacher to discuss their child's development.

What you can bring to the centre?
By packing a few essential items for your child and providing any specific details about your child's health, rest, feeding, and activity, you help our staff to provide individualized care for your child.

Infant (0 - 18 months) Ratio of Adults to Children - 1:3
What to bring for your infant:
(Please ensure all of your child's belongings are clearly labelled with their name)
- Diapers, wipes and any creams or lotions labelled with your infant's name and written instructions for application
- Bottles/sip cups
- Formula (labelled with your infants' full name, in original container) or expressed milk labelled with your infant's full name, the mother's full name, date milk expressed) and written instructions for feeding
- Changes of clothing
- Seasonal outdoor clothing

Toddler (18 months - 30 months) Ratio of Adults to Children - 1:5
What to bring for your toddler: (Please ensure all of your child's belongings are clearly labelled with their name)
- Diapers, wipes and any creams or lotions labelled with your infant's name and written instructions for application
- Bottles/sip cups
- Formula (labelled with your infants' full name, the date prepared) or expressed milk labelled with your infant's full name, the mother's full name, date milk expressed) and written instructions for feeding
- Changes of clothing
- Seasonal outdoor clothing
- Blanket and/or sleep toy for rest time.

Preschool (2 1/2 years – 5 years) Ratio of Adults to Child - 1:8
What to bring for your preschooler:
(Please ensure all of your child's belongings are clearly labelled with their name)
- Pull ups or training pants (for toilet training)
- Change of clothing • Seasonal outdoor clothing
- Blanket and/or sleep toy for rest time

Clothing and Possessions
Due to the changing season, please ensure that your child is dressed in proper weather appropriate clothing for indoor and outdoor play

Please label all articles of your child's clothing. It is more likely for lost items to be returned back to the centre when the belongings are properly labelled. Please be aware that Cobblestone Child Care Centre will not be responsible for lost items. For all seasons, an extra set of clothes should be kept in child's cubby.

Please return all "day care clothing" (emergency clothing we use for the children in the event that they do not have extra clothing) as soon as possible.

Please be aware that aprons and smocks will be provided during messy art and sensory times however despite the precaution, clothing may still get soiled. Ensure that you send your child to the Centre in clothing which they are permitted to ‘play’ in.

For Toddlers in diapers, this means supplying a stack of diapers either at the beginning of the week (preferably) or enough for each day. Staff will let you know when your supply is low and will expect to have these replenished immediately.

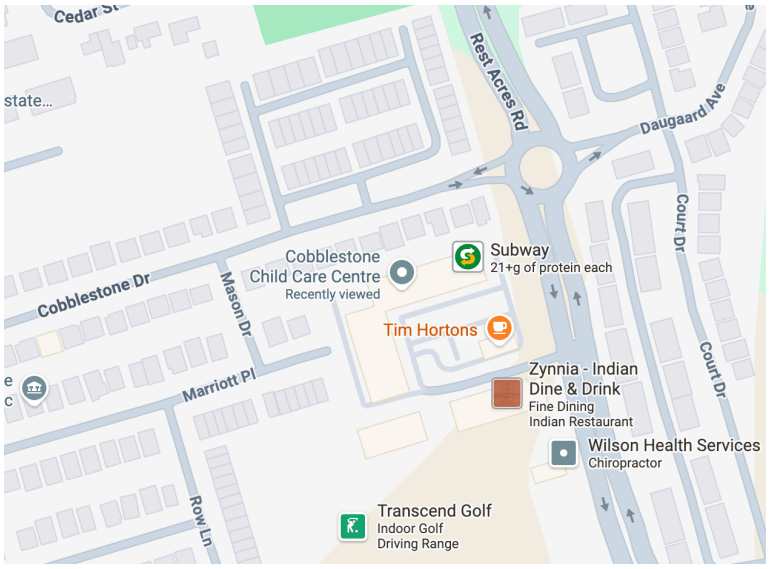
License

The centre is a licensed childcare centre through the Ministry of Education for 103 children from under 18 months 5 years of age and ages 6 to 12 for School aged Children

Class	Age	Licensed Spot	Staff to Child Ratio
Infant	Under 18 months	10	1:3
Toddler	18 months - 30 months	30	1:5
Preschool	30 month to 5 yrs	48	1:8
School Age	Jk/Sk to school age	15	1:15

Location

We are located at 1084 Rest Acres Road, Paris Ontario at the intersection of Rest Acres Road and Cobblestone Drive in Paris, Ontario



Our Staffing Ratio

Class	Age	Staff to Child Ratio	Staff Requirement
Infant	Under 18 months	1:3	1 RECE
Toddler	18 months - 30 months	1:5	at least 1 RECE
Preschool	30 month to 5 yrs	1:8	at least 1 RECE
School Age	Jk/Sk to school age	1:15	at least 1 RECE

Daily Routine
Routine is important for young children and helps develop feelings of security and order.
Each classroom has a general schedule that includes time for indoor and outdoor play, lunch and snacks, hygiene and structured activities. This schedule is posted daily for both adults and children. A rest period of 1 hour (minimum) to 2 hours (maximum) takes place after the children's lunch is finished. Each child has their own cot and sheet, and the sleeping area is under constant supervision by staff. For those children who are unable to sleep during this time, they may read a book borrowed from the Centre's library, at their cot.

Cot sheets are washed every week and cots disinfected and cleaned regularly. Parents are asked to take your child's blankets home for laundering on Fridays.

We ask parents to provide us with a written request explaining why her/his child should be prevented from sleeping during nap schedule.

Program and Activities
Various programs are incorporated into the Centre's daily curriculum, using Activity Centres, Creative Arts, Blocks, Manipulative, Dramatic Play, Books, Puzzles, Music and Rhythm, Science, and Reading Readiness.

Each month we provide families with a newsletter and a calendar outlining activities the children will be involved in for the coming month. This calendar will also be clearly posted near each classroom. A planned development program is designed for the following week based on observation and cues documented during interaction with children. Areas covered include creative/art, science, dramatic play, cognitive, gross motor, sensory, music, drama and social emotional. The program is based on age appropriate goals to aid in development of communication skills, social skills, organization, the ability to problem solve, as well as fine and gross motor skills. Parents/guardians are always encouraged to discuss their child's development with the teachers.

Goals and Expectations
Studies have shown that the most important stage of life for learning and development is from birth to 6 years. It is here that the groundwork for future learning is established. When children are playing, they are 'working' to learn all about the world around them. The staff at Cobblestone Child Care Centre are dedicated to caring and encouraging your child(ren). Activities are carefully planned and the environment structured for development and learning. We aim to promote the individual child's self-esteem and independence, while fostering the child's identity as part of a group and community.

Sanitary Practices
Cleanliness and good personal hygiene are constantly practiced in the Centre, in order to minimize the potential spread of germs, Children's toys are washed on a regular basis with a bleach and water solution. The Centre washes cot sheets on a weekly basis, and we ask that you take your Child's sleep blanket home to wash.

Washroom routines include supervising the children in washing their hands with dispenser soap after toileting. For children who wear diapers, the change table is disinfected before and after diaper change is done. The Staff Member washes their hands before and after the change, and all waste is discarded.

Diapering and Toilet Training
Parents are expected to supply their Child(ren)'s own supply of DISPOSABLE diapers and containers of most towelettes.

The Centre will assist your child in their toilet training when Staff and Parents have mutually agreed that the child is physically and emotionally ready to learn the task. Several changes of clothing including training pants (marked with child's name) will be expected each day.

If your child is in the process of toilet training, we encourage parents/guardians to provide a knapsack with lots of changes of clothing (shirts, pants, underwear and socks) and shoes because accidents are common before five years of age. Our staff will inform parents/guardians when supplies are running low. Please replenish supplies before they run out. We have a small supply of extra clothes excluding underwear. In the event that your child does not have extra underwear and has a toileting accident, parents/guardians will be contacted to pick up their child. We may not be able to accept children that do not have the appropriate supplies.

9. PROGRAM PROCEDURES:

Sleep Supervision and Position Requirements
Cobblestone Child Care Centre staff are required to follow the guidelines set out in the Joint Statement on Safe Sleep from the Public Health Agency of Canada which states that infants under 12 months of age are to be placed on their backs to sleep until such time that they can independently flip over onto their stomachs. Your physician may recommend otherwise in writing. The Joint Statement also sets out that infants under 12 months should not have blankets or toys in the crib. Families will be consulted respecting their child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's/ guardian's request. Cobblestone Child Care Centre staff routinely perform direct visual checks of sleeping children that are documented on a chart. Direct visual checks of infants are performed every 15 minutes and every 30 minutes for toddlers and preschoolers. Anytime a staff observes a significant change in a child's sleeping patterns or health during sleep it will be communicated to parents/ guardians.

Nutrition
Cobblestone Child Care Centre full day child care programs for children 0-4 years of age, offer a variety of nutritious morning snacks, lunches and afternoon snacks prepared by an on-site cook. To ensure your child receives a well-balanced meal, our menus follow Eating Well with Canada's Food Guide. The current and following week's menus are posted for your information. Infants are fed according to their individual needs.

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 Care programs will be provided with a snack from at least 2 of the 4 food groups.

Parents are to notify the centre administration in writing with regards to any Allergies or Food Intolerances.

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

Any child requiring special dietary arrangements must be provided by parents labeled with the child's name including containers for individual storage of food. All written instructions provided by the parent will be implemented. Parents are asked to follow the following guidelines provided when sending food/snack.

- 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/snacks, do not include foods with low nutritional value and/or high in sugar content such as; Potato Chips, Chocolate Bars, Soda Pops and Candy.
- Food/snacks will be refrigerated when possible. Please send an ice pack with your child's lunch for when a refrigerator is not available.

Parents will be notified if they forget to send food/snack or when concerns arise regarding the nutritional adequacy and/or presence of any nuts, tree nuts or allergens in snacks and meals. The centre will seek consent from parents to supplement food/snacks such apples, crackers and rice cakes to children.

Life-Threatening Allergies (Anaphylaxis)

The Cobblestone Child Care Centre strives to protect the children in our care who have life-threatening allergies by reducing as much as possible exposure to their known allergens. A list of allergens to be avoided in the program is posted for all families near the entrance to the program. Families are advised to check frequently as the notice is updated monthly. Any parent/guardian of a child with a life-threatening injury is responsible for providing the Cobblestone Child Care Centre with detailed information about their child's known allergens, signs and symptoms of an allergic response and the steps to take in an emergency prior to their child starting care. It is also very important that parent's/guardian's inform Cobblestone Child Care Centre staff anytime there is a change to a child's allergies.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care centre.

- Do not serve foods where its ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- Ask the cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
- In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)

- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.
- Food/snacks will be refrigerated when possible. Please send an ice pack with your child's lunch for when a refrigerator is not available.

"Outside /snack" Policy

It is the policy of Cobblestone Child Care to ensure that there is a written food/snack rules and regulation that is consistent with the Ministry guidelines regarding nutrition.

Nutrition
Adequate and appropriate nutrition is vital to to children's health, growth, development and well-being. The centre uses Canada's Food Guide to make informed decisions when creating our weekly menus.

Any child requiring special dietary arrangements must be provided by parents labeled with the child's name including containers for individual storage of food. All written instructions provided by the parent will be implemented. Parents are asked to follow the following guidelines provided when sending food/ snack.

- 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/snacks, do not include foods with low nutritional value and/or high in sugar content such as; Potato Chips, Chocolate Bars, Soda Pops and Candy.
- Food/snacks will be refrigerated when possible. Please send an ice pack with your child's lunch for when a refrigerator is not available.

Parents will be notified if they forget to send food/snack or when concerns arise regarding the nutritional adequacy and/or presence of any nuts, tree nuts or allergens in snacks and meals. The centre will seek consent from parents to supplement food/snacks such as apples, crackers and rice cakes to children.

Health and Illness

Young children do not have a fully developed immune system, therefore your child experiencing some illness while in child care should be expected. The local Public Health unit sets out and monitors a comprehensive cleaning and sanitation routine and personal health care practices including frequent hand washing for Cobblestone Child Care Centre staff to follow. These routine practices are designed to minimize the spread of illness. You can help the Cobblestone Child Care Centre prevent the spread of illness by keeping your child home from the program anytime they have the following signs and symptoms of communicable illness until symptoms have stopped for at least 24 hours (48 hours for

vomiting and diarrhea) or a doctor has determined your child is or is not experience a communicable illness.

A temperature above 38 degrees Celsius (100.4 degrees Fahrenheit)
- Difficult or rapid breathing or a severe cough
- Vomiting in the last 24 hours
- Unexplained (i.e. not due to diet, or medication) diarrhea more than twice in the last 24 hours
- Sore throat especially if accompanied by a fever
- Undiagnosed skin rash
- Persistent scratching of body or head
- Eyes are red or yellow, bowel movement is grey or white, or urine is dark or tea coloured

If your child experiences any of the signs and symptoms of communicable illness listed above while at the child care program, Cobblestone Child Care Centre staff will contact you or one of your authorized pickup persons to arrange for your child to be taken home. Parents/guardians or their designate are expected to arrive within two (2) hours of being notified.

While your child is waiting to be picked up, they will be separated from the other children and supervised by staff, as appropriate, until it is determined that they do not have a communicable illness.

Medication
Whenever possible, parents/guardians should administer drugs and medication to their children at home, if this can be done without affecting the treatment schedule. When a child is ill, it is in their best interest to remain at home where they are comfortable and able to rest and get better. The Cobblestone Child Care Centre is required to administer only drugs and medications either prescribed by a doctor, nurse practitioner or other licensed health provider, with a prescription label on the original container on the medication or accompanied by a doctor's note that outlines the following:
- Date note was written.
- Time to be administered or detailed reason for administering including signs and symptoms (e.g. fever above 38°C, wheezing or coughing, itchy and watery eyes, sneezing, etc.).
- Expiry date of the note (i.e. is it for a specific time period? or on going until further notice?)
- Child's legal first and last name.
- Name of drug or medication.
- Dosage to be administered.

Anytime you bring prescription drugs or medications to be administered to your child at the child care centre the Cobblestone Child Care Centre staff will provide you with a Medication Administration Authorization form to complete that details the dosage, times of administration and permission for the Cobblestone Child Care Centre to give your child the drug or medication.

Advil, Tylenol, Motrin (Pain Relievers, Fever Reducers, and Anti-inflammatory Medications) It is not the Cobblestone Child Care Centre's practice to administer medications such as Advil, Tylenol, or Motrin to control cold or flu symptoms. It is in the best interest of the child experiencing these symptoms to remain home, to rest, and get better.

Incident/Accident Reporting
Children are active and curious. It is not uncommon for young children to experience cuts, scrapes, and bruises while running, jumping, and playing. All Cobblestone Child Care Centre staff hold valid certification in Standard First Aid and Infant and Child CPR and have been trained in emergency procedures.

Anytime your child has an accident, Cobblestone Child Care Centre staff will record the details on our Accident/Incident Notification for Parent form and provide you with a copy.

In the event a more serious incident involving your child occurs, Cobblestone Child Care Centre staff have been trained to respond based on the severity of the injury. Cobblestone Child Care Centre staff will either call emergency support services (911), parent/guardian or your designated emergency contacts to take your child for medical evaluation.

Serious Occurrence incidents are reportable by the Cobblestone Child Care Centre to the Ministry of Education Child Care Quality, Assurance and Licensing Unit within 24 hours of the supervisor becoming aware of the incident. Details regarding the serious occurrence will be posted near the entrance of the program for 10 days. A serious occurrence incident is defined as; a life-threatening injury or illness of a child, an allegation of abuse by a staff, student, or placement volunteer, a missing or unsupervised child, a disaster on premises, or the death of a child.

Emergency Management Procedures
Cobblestone Child Care Centre has emergency management procedures and policies in place. It is essential that all staff at Cobblestone Child Care Centre are aware of their responsibilities and know how to respond appropriately during an emergency situation.
Staff will follow these three steps when responding to an emergency:

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

Staff are to ensure that children are kept safe, supervised and accounted for at all times during an emergency situation. Meeting place if centre needs to be evacuated: far end of playground 2, outside of the fenced in area. Evacuation site if centre deemed “unsafe to return” is Tim Hortons. All emergency situations will be documented in the daily log book by the supervisor. Regular drills will be conducted monthly by the centre. So children as well as staff are aware of all the emergency procedure protocols.

Emergency Response
The Cobblestone Child Care Centre is committed to being prepared and to keep all staff, volunteers and families safe in the event of an emergency or natural disaster. We understand that Cobblestone Child Care Centre families, staff, volunteers and students on placements are never counted in ratios and rely on our ability to deliver uninterrupted programs and services in safe environments. The Cobblestone Child Care Centre trains all staff, volunteers, and students on placement before interacting with children and annually on emergency procedures including how to respond to personal injuries and medical emergencies, building emergencies (power failure, flood), fire drills and evacuation, inclement weather, threats from criminal activity (lockdown) and natural disasters.

In the event your child is involved in an emergency you will be contacted directly by the Cobblestone Child Care Centre. If the Cobblestone Child Care Centre is unable to reach you directly they will call the emergency contacts you have identified in your child’s registration package. The Cobblestone Child Care Centre will also endeavour to post information on our website, and social media accounts. Depending on the nature of the emergency, the Cobblestone Child Care Centre staff and children may have to re-locate to an evacuation site until you can pick up your child. The Cobblestone Child Care Centre evacuation site address will be posted in the entrance way of the program.

Smoke Free
Cobblestone Child Care Centre Child Care programs are required to be smoke free environments under the Smoke Free Ontario Act 2005. Smoking or handling a cigarette or tobacco on the premises where a Cobblestone Child Care Centre child care program is located, including all in-door and outdoor areas is prohibited. This includes playgrounds, school property and surrounding areas. Failure to comply could result in a penalty of up to $5,000.00.

Outdoor Play
All children in full day child care centres are required to play outdoors for a minimum of two hours each day, weather permitting. During inclement weather, alternate active play must be provided indoors. Weather can change quickly. A rainy cool morning can rapidly become a humid, sunny afternoon. We ask that you always prepare your child for any type of weather so that your child can participate comfortably outdoors.

Field Trips and Community Walks
Field trips and community walks provide valuable experiences for children and allow staff the opportunity to extend program activities outside of the classroom. When these opportunities arise, parents/guardians will be required to complete a permission form giving consent for their child to participate in the activity. Community walks may be part of the regular program and as such do not require a permission form.

Extreme Weather
During extreme weather conditions, advisories or alerts, (heat, smog or wind chill) the Cobblestone Child Care Centre follows the guidelines of the local health department. Our first priority is to keep children safe from serious adverse health effects such as frostbite and sunburn. Cobblestone Child Care Centre Educators will adjust the amount of time spent outdoors or provide an alternative indoor plan.

10. PROGRAM INFORMATION:

Programs Offered

Daily Programs -	Infant care	Other Programs -	P.A. Day Camp
	Toddler Care		Winter Break Camp
	Preschool		March/ Spring Camp
	Before & After School		Summer Camp

Part Time Programs
Part time programs are available for toddler and preschool classrooms. Families can choose from 2 day (Tuesday & Thursday) or 3 day (Monday, Wednesday and Friday) options. You will be asked to sign a part time program agreement form.

Arrival and Departure
The safety and well-being of all children participating in Cobblestone Child Care Centre child care programs is of utmost importance to us. Parents/guardians or their designate are required to personally escort their child into the program and to pick up their child at the end of the day. Please ensure the Cobblestone Child Care Centre staff is aware you have arrived or that you are departing with your child. Arrival and Departure times are recorded by a Cobblestone Child Care Centre Educator prior to parents/guardians leaving the centre.

Authorized Drop off/Pick up and Emergency Contacts
At the time of enrolment you will be asked to provide the names and contact information including telephone numbers and addresses of any adults 16 years of age or older that you authorize to drop off/pick up your child or come to the centre in the event that you cannot be contacted when your child is ill or has been involved in an emergency. The Cobblestone Child Care Centre does not permit children 15 years of age or younger to escort younger children home. If you require an alternate person to pick up your child who is not on the list please provide this information in writing (email) to the Cobblestone Child Care Centre staff. Any new visitors to the Cobblestone Child Care Centre who come to pick up a child will be asked to provide photo identification.

Late Pick up

Cobblestone Child Care Centre Early Childhood Educators are counting on you to be on time to pick up your child at the end of the day so that they can meet their personal and family obligations. We do understand that that weather and traffic accidents happen, however we appreciate you calling the program to let us know you will be late or making arrangements for an alternate adult to pick up your child. Child care arrangements may be withdrawn by the Cobblestone Child Care Centre for parents/ guardians who frequently pick up their child late. Cobblestone Child Care Centre has a late pick up fee of $5.00/minute (Non-based fee).

For a child left past 5:30 pm without notification from parents, all attempts will be made to contact the parents and emergency contacts for immediate pick-up. If no contact can be made by 5:45, Family and Children's Services will be notified.

Space Limitations
The Cobblestone Child Care Centre has the right to manage enrolment which may result in the centre not being able to accommodate your child care needs for the subsequent school year. Priority will be given to children of families registered with the centre for the prior school year and for children graduating from the centre attending the school being serviced by the centre. In situations where capacity is limited and expansion of space is unavailable, the Cobblestone Child Care Centre will provide families with written notice.

Program Closures
Cobblestone Child Care Centre Child Care Programs are closed on all statutory holidays during the year. When a statutory holiday falls on a weekend, Cobblestone Child Care Centre will recognize the closure on the following business day. Fee payment is required for all statutory holiday closures.

The centre is closed on the following statutory holidays:

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

In addition to statutory holidays, Cobblestone Child Care Centre may schedule 1–2 centre professional development closure days per calendar year. These days allow staff to participate in mandatory training and professional development to support high-quality care and programming.

Professional development closure days will be treated similarly to statutory holidays:

- The centre will be closed to children

- Regular childcare fees will apply
- Families will receive a minimum of 30 days' written notice prior to any scheduled professional development closure

Whenever possible, professional development closure dates will be communicated well in advance to support family planning.

Inclement Weather Program Closures
Severe weather conditions can result in school boards closing schools. In this case all Cobblestone Child Care Centre child care programs will also be closed. Please listen to local radio/television stations or check local school board websites for information. The Cobblestone Child Care Centre will make every effort to inform families of centre closures due to inclement weather through Brightwheel and our social media. Refunds will not be offered for these closures.

Gradual Entry Program
Children who begin in our Infant, Toddler, and Preschool programs require a gradual entry period of a few days. Gradual Entry, is an important process that assists your child in making a smooth transition into our childcare facility. Teacher(s) will work with each family to meet each child's needs in this regard.

The period of transition may be shorter or longer, depending on the child's ability to cope within the program. If you child is over 18 months, taking your child to your work place for a visit helps them 'see' where their loved one will be while they are at Day Care.

Help prepare your child by telling her/him that you will be going to work and that she/he will go to Child Care. Prepare your child and share as much information about the Child Care arrangement as you can with your child.

Drop Off Transition:
Keeping a morning routine at home and not rushing your child to get ready can make all the difference in how your child will react to being dropped off. A cheery confident good-bye with the assurance of return on time will facilitate this important transition time. Tell your child when you will return: a few minutes, an hour, after lunch, before supper or whatever you expect, be accurate, if you will not be back for hours do not say you will be back soon. By having a positive attitude in the morning when you are dropping off your child will help them with their adjustment.

Pick Up Transition:
When picking up your child, let them know how glad you are to see them and that you want to hear about their day. Your child may be excited to see you, cry, be mad at you or not even acknowledge your presence. Each reaction is normal and you should not take any negative reaction personally. Your child may be tired from a fun filled busy day so please try to not plan any new activities for your child during their first week or two. They may get overstimulated and need a bit of extra wind-down time at home and more hugging time with you.

Daily Transition:
As mentioned before, the first month of enrolment is not a good time to start anything new. That includes potty training, weaning or removing any comfort items such as soothers, blankets, stuffies, etc. If possible start at least a month before your child's first day and at least 2-3 months after their successful transition into the daycare. By then they should be okay at drop off, adjusting well to our routine and if applicable; napping well.

On occasion some children may take longer to adjust, especially if they have only been with one main caregiver. Be prepared for what may be the end of their world in their eyes. The goal is to make sure you are both happy, by taking it slow and not rushing in to drop off your child. No matter how late for work you are, say goodbye slowly. If not it might make the next time worse. Give yourself lots of time in the morning just in case traffic is bad.

Suggested Transitioning Your Child into the Centre

To allow transition to be effective and smooth, a child needs time to adjust to a new environment. We have listed below our suggested transition schedule (5 Days).

- DAY 1- Child visits for 2 hours in the morning
- DAY 2- Child visits and remains for lunch
- DAY 3- Child visits and remains for afternoon nap
- DAY 4- Child visits and remains until free play in the afternoon
- DAY 5- Child visits and remains for the whole day
- Each child's transition time will be modified to meet their individual needs.

11. REGISTRATION INFORMATION:

Waitlist
The Cobblestone Child Care Centre strives to accommodate all registration requests, however there may be times when space is unavailable in our programs and you may be offered to place your child on a waitlist. Please note there is no fee to place your child on a waiting list.

a. Application Procedure for Waiting List
There is absolutely no fee to place your child's name on the wait list. Cobblestone Child Care Centre aims to develop a waitlist policy and practices that are transparent, fair and consistent. If you wish your child to be placed on the waiting list, you must register your child on Brant One List. https://brantford.onehsn.com/ux_2_0.

b. Waitlist Management
To ensure that families gain access to Cobblestone Child Care Centre programs in the shortest time possible, the following practices are put in place:

- The date of registration on the waitlist will reflect the date the registration form was received by the Administration Office (online);
- A family who refuses a space the first time it is offered or fails to return a first call within three days will retain its priority on the wait list;
- A family who refuses a space when offered a second time will be placed at the end of the waitlist. A family that fails to return a second call within three days will be withdrawn from Cobblestone Child Care Centre's waitlist. Once withdrawn from the waitlist, a family must complete a new registration form on Brant one list to be placed on the waitlist.
- A family who refuses a third offer for a space will be withdrawn from Cobblestone Child Care Centre's waitlist. Once withdrawn from the waitlist, a family must complete a new registration form on Brant one list to be placed on the waitlist.
- It is the parent's responsibility to call or e-mail Cobblestone Child Care Centre to bring changes to their contact information.
- When a space becomes available, the family at the top of the waitlist will be contacted, irregardless of whether the space is full-time or part-time. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a part-time to a full-time space.

School Age (Daily)	Before School	After	Before and After	PD Days & School Closure
Base Fee	$14.00	$14.00	$22.00	$52.50
Reduced Fees for Children Under 6 Years Old	$12.00	$12.00	$12.00	$22.00
Fees for Children 6 & Older	$14.00	$14.00	$22.00	$52.50
Non-Base fees	**Late Fees**- $5.00/min. **NSF Fees**- $45.00, **Field Trip Charge-** $25.00 per field trip			

- Waiting list are maintained as per the needs identified and discussed by parents however, vacant spots are provided to families needing immediate care not for a family needing care at a future date.

The order of priority in which children are enrolled is:

- children graduating from within the centre or requiring change of program
- siblings of the children currently attending a program in our Centres
- children of parents working in Centre
- subsidized families- based on when your One List application was submitted. Centre must prioritize 20% of full day spots for children in receipt of Childcare Fee Subsidy.
- children as per the waitlist

Admission

Once a place for your child has been confirmed, you will be required to complete a registration package for your child, including a medical form with a record of immunization, and an emergency contact form along with the deposit of two weeks fees, which will cover the first two weeks of childcare. All registration forms including immunization forms and other consent forms must be completed and returned to the centre before the child begins.

Cobblestone Child Care Centre will accept new children when there are vacancies, as per the order of priority stated above. No family will be discriminated against on the basis of race, language, culture, gender or sexual orientation or special need.

We strive to ensure:

- That other organizations in the community have information about the Centre, including pamphlets and posters.
- That a waiting list is maintained for each age group.
- That we keep the waiting list current by contacting families on it every three months to see whether they are still interested in the program.
- That we offer only the highest quality childcare.
- That we advocate for all children.
- That we offer a tour of the facility, and a gradual transition procedure to all families and children coming into the centre.

Canada-Wide Early Learning and Child Care System (CWELCC)

Cobblestone Childcare Centre is enrolled in the CWELCC system. Effective January 1, 2025 CWELCC implemented a fee cap of $22.00 per day.

Fee Schedule

Childcare Base Fee	Base Fee Daily	Daily Reduced Fees	F/T	M/W/F	T/TH
Infant Care	$63.00	$22.00	$110.00	N/A	N/A
Toddler Care	$50.75	$22.00	$110.00	$66.00	$44.00
Preschool	$47.40	$22.00	$110.00	$66.00	$44.00

Child care payments
Child care payments are processed on a bi-weekly basis by pre-authorized payment/debit authorization.

Declined Fees
Any fees that do not clear the designated bank account will be charged a $45.00 (Non-base fee) handling fee. Should child care fees continue to be in arrears child care services will be terminated.

Fee Increase
Parents will receive one month notice of any upcoming rate increases

Tax Receipts - Tax receipts are issued at the end of February each year

Credits/Refunds
As part of our participation in the Canada-Wide Early Learning and Child Care (CWELCC) system, our centre is committed to transparency regarding fees and refund practices.

Generally, all childcare fees are non-refundable. However, under certain circumstances, a refund may be issued in accordance with municipal fee subsidy guidelines.

For example, if a family applies for a child care fee subsidy after their registration has been confirmed —and the child has already started attending the centre—and their application is later approved by the municipal Children's Services office, any portion of the previously paid fees that is retroactively covered by the subsidy, as outlined in the fee subsidy approval letter, will be refunded. Refunds will be issued by cheque, payable directly to the parent(s)/guardian(s) listed on the registration.

Refunds will only be processed once official subsidy approval and retroactive coverage details have been received.

Deposit
Infant, Toddler, and Preschool:
Upon enrolment, the Parent agrees to submit the payment equivalent to two week's fees (which covers the first two weeks of care), along with the required registration forms and immunization record. This may be paid by cash, cheque or pre authorized debit (depending on the date of processing). Cheques are made payable to the Cobblestone Child Care Centre. Subsequent fees are paid by pre authorized debit. A debit calendar will be provided to parents at the time of enrolment.

Before & After School Care:
Upon enrolment, the Parent agrees to submit the payment equivalent to one month fees (which covers the first month of care), along with the required registration forms and immunization record. This may

be paid by cash, cheque or pre authorized debit (depending on the date of processing). Cheques are made payable to the Cobblestone Child Care Centre. Subsequent fees are paid by pre authorized debit. Fee Increase: Parents will receive one month notice of any upcoming rate increases.

Absence from Centre
Please note that parents are responsible for regular fees during statutory holidays, sick days, vacations, snow closures, emergency closures and on days when the centre is closed for professional development.

Non payment, late payment and repeated dishonoured cheques will, at the absolute discretion of the management, be deemed to be a breach of this agreement by the Parent, giving rise to the termination of services and withdrawal of the Child from the Centre.

Program Request Changes
Registration changes include: family/child contact information, emergency contact information, and changes to program type (part time to full time). Registration changes and updates can take up to 10 days to be completed.

Request by any families requiring changes to their child's current program has to be in writing. You can drop the request letter to the Centre Supervisor. Although the centre cannot guarantee such changes, every possible arrangement will be made to accommodate the proposed changes. A minimum of 2 weeks notice is required to analyze if the centre can facilitate such changes.

Payment Changes
Any changes to the cheques or accounts status must be made in writing to the Program Supervisor. This information will be forwarded to our processing. Please allow 10 business days.

Withdrawal Policy
The Centre requires that parents/guardians provide 30 days written notice should a client wish to withdraw a child from the program.

Withdrawal of Cobblestone Child Care Centre Services
The Cobblestone Child Care Centre strives to meet the individual needs of all children and families enrolled in our Cobblestone Child Care Centre child care programs. However, situations do arise from time to time where it may be necessary for the Cobblestone Child Care Centre of Greater to withdraw child care services for a child and/or their family. The Cobblestone Child Care Centre does not take these decisions lightly and takes reasonable care to ensure a thorough assessment of the child's needs, community supports available, and the Cobblestone Child Care Centre programs ability to support the child have been undertaken before withdrawing services.
Examples leading to withdrawal of services may include:

- Non-payment of program fees
- Frequent late pick up
- Parents/guardians or children who exhibit violent or harassing behaviour towards staff, volunteers, students on placement, other children or families
- Community resources for children with special needs are unavailable or have been exhausted
- Refusal by parent/guardian to meet with Cobblestone Child Care Centre staff and/or consent to the use of support services for children.

Privacy of Information
All Cobblestone Child Care Centre staff, volunteers and placement students understand the importance of keeping all personal information in the strictest of confidence. The Cobblestone Child Care Centre will not share any personal information with outside agencies including school boards, and resource consultants for children with special needs without written parental consent.

3. COMPLIANCE WITH POLICIES OF THE CENTRE

The above Policies and Procedures are put in place to make sure that your child's day in our Centre runs smoothly, securely, and safely and is filled with appropriate learning experiences.

All individuals with interactions within the Cobblestone Child Care Centre Centre are expected to be familiar with and adhere (at all times) to the Centres policies and procedures. Failure to do so may result in discipline or withdrawal of the child.

Parent Issues and Concerns Policy and Procedures

Cobblestone Child Care strives to achieve a harmonious and holistic development in the socio-emotional well-being and cognitive development of the children through positive, responsive relationships with **children and their families.**

Cobblestone recognizes the primary influence that families have in their children's lives hence, family engagement is valued, respected and supported to enhance children's experiences in the centre.

Effective relationships between educators and families are fundamental for a shared understanding of children's interests, strengths, and abilities to meet their varied needs. Healthy and positive relation between staff at the centre and family is essential to achieve constructive strategies for ongoing two way communication in a respectful environment.

This Communications Policy is designed to keep clear and transparent means of communication, with defined expectations for parents and staff.

Cobblestone will provide regular information through monthly newsletters and calendars about, on-going schedules and activities. Parents wishing to visit the centre to observe their child while in class or at play are encouraged to do so and no prior consent or notification is required for this purpose.

Parents/Guardians willing to take more active part in the care of their child in classrooms or to chaperone on field trips are more than welcome to do so provided that they fulfill the childcare licensing requirement of providing the centre with criminal record vulnerable sector check.

Cobblestone respects and encourages parents to express any issues/concerns about their child and the centre to the classroom teacher or to the supervisor, either verbally or in written form. Issues and concerns brought forward will be received in a warm and positive manner and will be dealt with in a timely order. A response will be provided to parents within 2 business days of the issue/concern being raised. The individual who raised the issue/concern will be kept informed until a resolution is acquired. All issues/concerns will be treated equally, fairly, impartially, and respectfully.

Staff will familiarize themselves with methods of communicating with families from non-English speaking backgrounds and use outside resource people where necessary.

Confidentiality

At Cobblestone Child Care confidentiality is protected in regards to:

- All Parents
- All the children
- All the staff
- And any information relating to the corporation on Cobblestone Childcare past or present
- Any personal information will not be released to anyone, at any time, unless cleared by the Director or Supervisor.

Conduct

Our centre maintains a high standard to quality, positive interactions and communication with parents/children. Physical attacks and threatening behaviour, abusive or insulting languages- verbal or written, to staff, parents, and children and other users of the childcare premises will not be tolerated and may result in dismissal without refund. If at any point, a parent/guardian, or a staff feels uncomfortable , threatened or abused, they may immediately end the conversation and report it to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone is required by law to report suspected cases of child abuse or neglect. This includes members of the public and professionals who work closely with children.

If a parent/guardian brings forward the concern of a child being abused or neglected, the parent/guardian will be advised to contact the local Children's Aid Society directly.

Any person who is informed of the concern of abuse must also report to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

Procedures

Nature of issue or Concern	Steps for Parent and/or Guardian to Report Issue/ Concern	Steps for Staff and/or Licensee in responding to issue/concern
Program Room Related: Schedule, sleep, toilet training etc.	Issue/concern should be raised with: - the classroom teacher directly Or - the supervisor	- Issue/concern to be addressed at the time it is brought to the individual's attention Or - A meeting can be arranged to meet with the parents at a later date within 5 business days.
General, Centre-or-Operations-Related: Fees, Hours, Staffing etc.	Issue/concern should be raised with: - the supervisor or Owner	

Volunteer, Staff, Duty Parent,Supervisor, and/or Owner related	Issue/concern should be raised with: - the individual directly Or - the supervisor Any concerns about the conduct of staff, duty parents etc. that puts a child's safety or health at risk should be reported to supervisor immediately.	Document the issue/concern in detail. Documentation should include: - the date and time the issue/ concern was received; - the name of the person that received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/ concern - any steps taken to resolve the issue/concern, - any information given to the parents regrading next steps. Provided contact information for the appropriate person if they are unavailable to address the matter. Ensure that the matter is taken care of by the appropriate party within 2 business days or as soon as reasonably possibly. Document reasons for delay in documentation. Provide a resolution for the parent/guardian that raised the issue/concern.
Student-/Volunteer-Related	Issue/concern should be raised with: - the staff responsible for supervising the volunteer or student Or - the supervisor Any concerns about the conduct of volunteers and students that puts a child's safety or health at risk should be reported to supervisor immediately.	

Safe Arrival and Dismissal Policy and Procedures

Ontario Regulation 137/15

50. Every licensee shall ensure that each childcare centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the child care centre or home child care premises,

(iv)to individuals by a child's parent, or
(v) in accordance with written permission from a child's parent to release the child from the program at a specific time without supervision; and

(b) sets out the steps that must be taken if,
(i) a child does not arrive as expected at the centre or home child care premises, or
(ii) a child is not picked up as expected from the centre or home childcare premises.

PURPOSE

This policy, along with its associated procedures, is designed to facilitate the secure arrival and dismissal of children under our care.

It aims to provide clear guidance to staff, students, and volunteers regarding their respective roles and responsibilities in ensuring the safe arrival and departure of children in our care.

The policy outlines specific steps to be taken in the event that a child does not arrive as expected and establishes protocols for the secure dismissal of children. Moreover, this policy is crafted to meet the requirements stipulated in Ontario regulations 137/15 concerning policies and procedures related to the safe arrival and dismissal of children from childcare centres.

POLICY

Cobblestone Childcare Centre will ensure that any child receiving child care at the child care centre is only released to the child's parents/guardian or an individual authorized by the parents/guardian to pick up. These authorized individuals are noted on the child's registration form.

Cobblestone Childcare Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedure set out below.

RELEASE POLICY

Cobblestone Childcare Centre is committed to ensuring the secure release of any child under its care exclusively to the child's parents/guardian or individuals duly authorized by the parents/guardian for pickup, as indicated on the child's registration form.

Children enrolled at Cobblestone Childcare Centre will only be dismissed under the supervision of their parent/guardian or an authorized individual. The centre strictly adheres to the practice of not releasing children from care without proper supervision.

In instances where a child fails to arrive as scheduled or is not picked up as anticipated, staff members are obligated to adhere to the safe arrival and dismissal procedures outlined below.

PROCEDURES

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
    - greet the parents/guardian and child.
    - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e, someone other than the parent/guardian picking up) Where the parent/guardian has indicated that someone other than the child's parent/guardian will be picking up, the staff must confirm that the person is listed as an emergency contact on there registration form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g note or email).
    - Document the change in pick-up procedure in the written record.
    - Sign the child in on the classroom attendance record.

<u>Where a child has not arrived in care as expected</u>

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g left a voice message or advised the closing staff at pick up), the staff in the classroom must:
    A. First staff will message families at 9:30am through our Brightwheel communication app.
    B. If no response on Brightwheel within 30 minutes, staff will inform supervisor and supervisor will start to call parents/guardians starting at 10:00am. If no answer leave a voicemail asking the parent to call back as soon as possible.
    C. If no contact is received by the parent/guardian by 12:00am, we will contact the child's emergency contacts.
    D. If centre is unable to speak with someone, we will continue to call parent/guardians, until absence is confirmed.
    E. If a parent/guardian or emergency contact can not be reached by the end of the day the same day (5:30pm) and we have still not heard anything by 12:00pm the following day, the centre will reach out to the non-emergency police line. 519-756-7050. If this occurs on a Friday we will reach out to the non-emergency line as of 5:30pm the same day, as we are closed on the weekend.

For Before/After Care

    F. For Before Care children, staff must notify the Supervisor by 8:10am if a child has not arrived. For After Care, staff must notify the Supervisor if a child has not been released from school 10 minutes past the school dismissal bell. The Supervisor will call the parents directly if child has not arrived.
    G. If centre is unable to speak with someone, Supervisor will call the school secretary to confirm if the child was present or absent from school that day.
    H. If child was confirmed at school, Supervisor will continue to reach out to parent/guardians until absence is confirmed.
    I. If a parent/guardian or emergency contact can not be reached by the end of the day the same day (5:30pm) and we have still not heard anything by 12:00pm the following day, the centre will reach out to the non-emergency police line 519-756-7050. If this occurs on a Friday we will reach out to the non-emergency line as of 5:30pm the same day, as we are closed on the weekend.

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Note: If a child's drop of time is consistently later than 9:30am, parent/guardians can provide the centre with an email indicating the child's consistent drop of time. This will be placed with your child's registration form and the centre will start the contact process above after the indicated time.

Releasing a child from care

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or an individual authorized by the parents/guardian to pick up. These authorized individuals are noted on the child's registration form. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- Confirm with another staff member that the individual picking up is the child's parent/guardian/ authorized individual.
- Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individuals information against the parent/guardian/authorized individuals name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up by 5:30pm, staff shall proceed with contacting parent/guardian. Staff will call the parent/guardian and advise that the child is still in care and has not been picked up.
   - Where the staff is unable to reach the parents/guardian, staff must continue to call and leave messages. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian instructions or leave a voice message to contact the centre.
   - Where the staff have not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall continue to reach out to parent/guardian/authorized person until the program closes and then we will refer to procedure under "where a child has not been picked up and program is closed.

Where a child has not been picked up and centre is closed

1. Where a parent/guardian/authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent to inform them the authorized pick up has not arrived.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall continue to call until 6:00pm.

4. If the staff is unable to reach the parent/guardian or any other authorized individuals listed on the child's file (e.g the emergency contacts) by 6:00pm, the staff shall proceed with contacting local Children's Aid Society (CAS) direction with respect to next steps.

Dismissing a child from care without supervision procedure

1. Staff will only release children from care to the parent/guardian or authorized adult. Under no circumstances will children be released from care to walk home alone.

Please detach this page and return with completed application for enrolment.

Parent Acknowledgement

As the undersigned parent/guardian, I acknowledge receipt of Cobblestone Child Care Centre Centre's hand book of Parent Policies & Procedures.

By signing below, I hereby confirm that I have read the contents of this handbook and agree to abide by the Centre's policies.

Name of Enrolling Child

Parent/Guardian Name (Print Please)

Parent/Guardian Signature

Date