

Good Beginnings

Child Care Parent/Guardian Handbook



Caring



Teaching



Developing

CHILD CARE CENTRE LOCATIONS

Algonquin Child Care Centre

59 Algonquin Road, Woodstock, ON N4T 1R8

Contact: **Dana Cooper-Green**, Child Care Supervisor
Tel: 519- 421-9997 Fax: 519- 421-9998
Email: dana@goodbeginningsday.com

Hours of Operation: 6:30 a.m. – 6:00 p.m.
Toddlers (18 months – 2.5 years) 15 spaces
Preschool (2.5 years to 5 years) 16 spaces

Community Complex Child Care Centre

375 Finkle Street, Woodstock, ON N4V 1A3

Contact: **Sherri Doyle**, Child Care Supervisor
Tel: 519- 421-0687 x123 Fax: 519- 421-2463
Email: sherri@goodbeginningsday.com

Hours of Operation: 6:00 a.m. – 6:00 p.m.
Infants (Birth – 17 months) 10 spaces
Toddlers(18 months – 2.5 years) 30 spaces
Preschool (2.5 years to 5 years) 48 spaces

Oxford Gardens Child Care Centre

423 Devonshire Avenue, Woodstock, ON N4S 5P5

Contact : **Wendy Porter**, Child Care Supervisor
Tel: 519-537-7850 x23 Fax: 519-537-7662
Email: wendy@goodbeginningsday.com

Hours of Operation: 6:00 a.m. – 6:00 p.m.
Infants (Birth-17 months) 10 spaces
Toddlers (18 months – 2.5 years) 15 spaces
Preschool (2.5 years to 5 years) 48 spaces

Parkside Child Care Centre

30 Caffyn St. Ingersoll, ON N5C 3T9

Contact: **Dana Cooper-Green**, Child Care Supervisor
Tel: 519-425-0593 or 519-421-9997
Email: dana@goodbeginningsday.com

Hours of Operation: 6:30 a.m. – 6:00 p.m.
Preschool (30 months up to 6 years) 24 spaces

**If you would like more information about any of our programs and services,
please contact a Child Care Supervisor.**

You can also find more information on our website: www.goodbeginningsday.com



is Good Beginnings' innovative way to keep our parents informed about what is happening at their child(ren)'s centre. Watch for it in your email!

OTHER CONTACTS



A Child First

A special needs resource program that provides services to families in Oxford County and the Tillsonburg Tri-County community.

Child Care Centres in Woodstock

Contact: **Tracey Thompson**, Program Supervisor

Tel: 519-421-0687 x122

Fax: 519-421-2463

Email: traceyt@goodbeginningsday.com

Parkside Child Care Centre

Contact: **Paula Hathaway**, Manager of Children's Support Teams

Tel: 519-842-9000 x 254

Fax: 519-842-7625

Email: phathaway@communitylivingtillsonburg.ca



School Age Program

School Age Program

- Before and After School Care
- Extended Day Programs
- Summer Day Camps
- PA Day Programs
- Winter/March Break Programs

Contact: **Kelly Walker**

School Age Supervisor

Tel: 519-421-0687 x125

Email Address:

kelly@goodbeginningsday.com

Contact: **Dana Cooper-Green**

Child Care Supervisor

Tel: 519-421-9997 or 519-425-0593

Email Address:

dana@goodbeginningsday.com

Administration

Mary Ann Hogan

Executive Director

Tel: 519-421-0687 x126

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maryann@goodbeginningsday.com

Christine Junker

Business Administrator

Tel: 519-421-0687 x127

Email Address:

christine@goodbeginningsday.com

Debbie Solta

Administrative Assistant-Finance

Tel: 519-421-0687 x121

Email Address:

debbie@goodbeginningsday.com

Edina Usanovic

HR & Communications Assistant

Tel: 519-421-0687 x133

Email Address:

edina@goodbeginningsday.com

Your Child Care Centre

Child Care Centre:

Address:

Phone Number:

Room:

Child Care Supervisor:

Assistant Child Care Supervisor:

Educators:

Program Assistant:

Emergency Evacuation Site:

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Welcome

Welcome to Good Beginnings Day Nursery, Woodstock, Inc. We look forward to working with you and providing your child with the best possible care and early learning experience. This parent handbook will give you an overview of our policies and procedures.

We have been a non-profit corporation since November 1, 1986. In September 1987, we merged with the developmental centre from Woodstock and District Developmental Services to form a special needs resource program in child care centres. In September 1989, we launched our first before and after school programs, and that number has grown to thirteen. In 1991 we opened a centre at the new Woodstock District Community Complex. In 1994 we opened the first school-based centre in Oxford County at Algonquin School. In 1998, A Child First was formed and inclusive programs were made available to all children in Oxford County. In 2008 we moved our original location to a newly renovated space at Oxford Gardens, retirement living community. In 2016 we merged with Parkside Child Care Centre, which has been operating since 2004.

Mission and Program Statements

Mission Statement

To be a leader in the provision of quality child care programs, which are affordable and accessible to families in Woodstock and the surrounding communities, delivered by professional and caring Educators.

Program Statement

Every parent wants a “Good Beginning” for their child. We understand each child develops to their greatest potential of becoming lifelong learners by feeling a sense of belonging, health and well-being, while being supported by caring, responsive families, Educators and communities.

We believe children are curious learners who deserve the highest quality of care to be provided by caring and nurturing Educators. Every child is seen as a unique individual with unique ideas, plans and goals. They are valued and seen as a partner in building curriculum.

Together, caring Educators work in partnership with families to build relationships through the ongoing conversations that, in essence, emerge from families sharing their knowledge and expertise about their child. We aspire to have open communication and strong relationships, where family members feel welcome to participate in our programs.

Our programming and pedagogy are guided by current practices in early learning philosophy and programming such as; “How Does Learning Happen? Ontario’s Pedagogy for the Early Years”, “Think, Feel, Act”, and “Early Learning for Every Child Today” (ELECT) documents from the Ministry of Education. We believe that in order to flourish in the early years and throughout their lives, every child’s future potential depends on the following ways of being;

BELONGING

We believe authentic caring relationships among children, adults, Educators and communities contribute to the healthy growth and development of children. As Educators we know parents are a child's first teacher, Educators are the second, and the learning environment is the third teacher. Families are instrumental in assisting with their child's learning. We embrace the opportunity to discover together alongside a child and their family by establishing a means of communication that reflects each family's diversity. We are committed to ensuring these relationships have time for growth through creative opportunities for families to share their culture, being involved in community events and by participating in board-level decisions. The quality of this connection is reflective in the responsive relationship Educators have with families by inviting them to contribute their knowledge in setting goals for their child/(ren).

Communication occurs on a daily basis in a variety of ways, such as; discussing their child's learning and development, daily observations, documentation and learning stories, Dokmail, Facebook, phone calls, newsletters, parent nights, surveys, and an interpreter as needed for families where English is a second language.

Through the relationships with their friends children gain a sense of belonging. We encourage our Educators to build meaningful relationships with the children, so that the children feel a sense of security with the Educators.

Good Beginnings embraces the opportunity to learn and grow by encouraging Educators to seek instructional and informal learning opportunities. Good Beginnings provides professional learning opportunities for all employees to attend workshops, training sessions, networking opportunities and conferences. Our organization partners with Early Learning programs throughout the County of Oxford to submit capacity funding proposals to ensure ongoing professional learning regarding reflective practices and collaborative inquiries. The College of Early Childhood Educators regulates professional standards for our Educators.

ENGAGEMENT

Every child has a right to be acknowledged as a respected citizen who is capable of developing his/her own ideas. We believe that quality care means children need unhurried time to explore the world through play and interactions with the people around them. We accomplish this by creating opportunities to help develop social awareness through interactions with other children and supporting adults. Play has positive effects on early learning and development. Research shows strong links between creative play, language, physical, cognitive and social development. Play is a healthy essential part of childhood.

Educators, as researchers, co-plan with children by involving them in the decision making process to have shared input over the direction of their learning. We encourage the children to pursue their personal interests. Activities are planned based on listening to the children's voices to ensure that their views are heard and valued, and by asking the children questions to have a better understanding of what their intentions are while maintaining an active, mutual participation in the activity (Reggio Emilia inspired).

As co-learners, Educators actively engage in learning with children while supporting them to explore their world with their body, mind and senses. As Educators ask children questions, they learn how to further enhance children's interests and curiosities by expanding and scaffolding their ideas and creative learning. Educators are encouraged to engage in reflective practice through daily documentation, observations,

reflections, anecdotal notes, planning at team meetings, and through having a curriculum committee with representation from each of the Good Beginnings' programs.

Good Beginnings strives to have a responsive relationship with families. We believe parents are experts in their children's learning and feel it is important to be respectful and welcome information shared with the Educators. Initial contact with a family begins with a discussion about their hopes for their child, as they begin their journey with Good Beginnings.

EXPRESSION

We acknowledge the uniqueness of each child. Educators guide children to explore their own theories through play, and to expand children's thinking through purposeful play and caring interactions. Play is essential to children's learning and development. Play helps children to; develop pre-literacy skills, problem solving skills and concentration, generates social learning experiences, and to express their thoughts and feelings. Children are encouraged to communicate and express themselves in various ways. They have the ability to express themselves through their body, words and use of materials such as; loose parts, sensory, dramatic play, storytelling, song, dance, Seeds of Empathy, pedagogical documentation, iPad, and See What I See – photography.

Children are supported in actively engaging in learning while exploring the world with their body, mind and senses. The indoor/outdoor environments are co-constructive by the adult and children to create a diverse space that invites open ended materials for periods of uninterrupted play. By creating a home like atmosphere enriched in diversity, we are building an environment that is a natural third teacher. These experiences assist with fostering the children's exploration, play and inquiry.

As co-learners in a play based environment, Educators invite children to join in small/large group time, and provocations based on their interests, to increase opportunities for children to enjoy achievement based on their own interests, knowledge, and ideas through investigation and research.

We aim to continuously review and reflect the strategies implemented in our program statement, ensuring it meets Good Beginnings' best practices and the requirements of the Minister of Education's Policy Statement on Programming and Pedagogy. Survey input provided by families, colleagues, and community partners is taken into consideration regarding the direction of future strategic planning that occurs at any decision making level (i.e...Board of Directors, leadership meetings, team meetings, various Good Beginnings' committees).

WELL-BEING

As researchers, Educators co-plan with children to create opportunities to ensure that the children are developing a sense of self, health, safety, nutrition and well-being. Educators also create a physical environment that supports participation to create capable, competent and curious children, rich in potential. Our daily routine provides an environment that is reliable and emotionally safe. Children's schedules are based around the child's individual needs. Educators follow the guidelines set out by the Ministry of Education, Oxford County Public Health, Canada's Food Guide and the Healthy Indicator Tool. Educators perform daily child health and safety checks, safe supervision of children, Program Quality Assessment, School Age Care Environmental Rating Scale, Rosie Observation Scale for Inspiring Environments, playground inspections, sanitation and disinfection procedures, and emergency procedures. Every employee has a Criminal Reference Check, including a Vulnerable Sector Check and is trained in Standard First Aid, including Infant and Child CPR.

Research currently identifies an increase in the level of anxiety being observed by children of various ages. Quite often the energy being burned by the child may occur with or without the child or Educator knowing (Resource: Dr. Stuart Shanker). Educators help children to learn what it feels like to be calm, and help children to develop strategies that help them get back to calm when they feel themselves becoming agitated. Educators encourage children to problem solve independently. The Educators use their knowledge of child development, and research to distinguish between “misbehaviour” and a “stress behaviour” pertaining to a child.

Educators are encouraged to ask the question “why” when seeing a change in a child’s interactions, and to use the “Five Core Steps to Self-Regulation,” as outlined by Dr. Stuart Shanker, as a guide.

Five Core Steps to Self-Regulation by Dr. Stuart Shanker:

1. Read the signs and reframe the behaviour (Resource: the six steps to Conflict Resolution, HighScope).
2. Identify the stressors (i.e. visual clutter, tone of voice, and look on face).
3. Reduce the stressors (Resource: Circle of Security – who is the child’s “safe haven”?).
4. Become aware of when you’re overstressed (Resource: Second Step).
5. Figure out what helps you calm, rest, and recover (Resource: Resiliency – Reaching In, Reaching Out).

Educators implement “The Six Steps to Conflict Resolution”, to guide them in assisting children with problem solving.

Step 1: Approach calmly, stopping any hurtful actions.

Step 2: Acknowledge children’s feelings.

Step 3: Gather information. Find out what happened.

Step 4: Restate the problem.

Step 5: Ask for ideas for solutions and choose one together.

Step 6: Give follow up support as needed. Make sure everyone is happy with the solution.

To best support the child’s individual needs, we aim to develop an intentional program plan and daily routine that supports learning, by implementing indoor/outdoor play, active play, rest and quiet time to best support the child’s individual needs. As pedagogical leaders, we provide the children with time and space for playing and learning to happen. From the start, play based educational activities are planned based on the children’s interests and individual needs to foster the children’s exploration, play and inquiry. Continuous learning naturally flows between the indoor/outdoor environments. Transitions and interruptions are limited to provide a loving and warm atmosphere.

Our teaching approach is an emergent curriculum based on HighScope and Reggio Emilia. Good Beginnings uses the HighScope curriculum, a high quality researched approach which encourages children to become strong independent learners. This curriculum aligns with, “How Does Learning Happen? Ontario’s Pedagogy for the Early Years”. Research shows that children learn best when they are actively involved with meaningful activities with people and things, centred on their own personal interests. The HighScope curriculum calls this approach “active participatory learning”. Educators are given planning time daily to reflect and review their observations on the children and their interests. This enables them to be able to plan for the next day, to further enhance children’s interests and curiosities by expanding and scaffolding their ideas and creative learning. Based on the children’s interests, Educators introduce new materials, equipment, and toys, as they are placed into the learning environment.

We are driven to create an environment that invites community partners to actively participate within the child's environment, and invite their support and sharing of resources.

Two of our Child Care Centres and thirteen of our School Age Programs are located within schools, one within a community centre, and one within a retirement facility. Partnerships and relationships with school personnel and facility employees are very important for our professional success and community partnerships.

Community outreach ensures that we are using evidence-based approaches in meeting the needs of children (i.e. Ministry of Education's, "How Does Learning Happen? Ontario's Pedagogy for the Early Years", "Think, Feel, Act: Lessons from Research of Young Children").

Educators and families are kept informed through partnerships with; local school boards, the County of Oxford Public Health and Emergencies Services, The United Way, Oxford Early Learning Associations, Quality Child Care Committee, Ontario Early Years, and the Oxford Mentor Network.

Specialized agencies support the inclusion practice of children through A Child First, Applied Behaviour Analysis, Canadian National Institute for the Blind, Child and Parent Resource Institute, Children's Aid Society, Fanshawe College Woodstock/Oxford Reginal Campus, Oxford Elgin Child and Youth Centre, Thames Valley Children's Centre, tyke TALK and Woodstock District and Developmental Services.

Good Beginnings provides mentoring opportunities through student placements and volunteers (ie. High School, College, University, Family Literacy Day, Relay for Life).

Good Beginnings recognizes the value of investing in children, families and Educators, to provide diverse experiences each and every day to "ensure opportunities for optimal learning and healthy development", ("How Does Learning Happen? Ontario's Pedagogy for the Early Years").

We continue to do our best to be a part of a resource of people working together, sharing knowledge, learning from others to achieve intentional relationships of mutual respect with children, families, Educators, and the community.

Websites of reference we encourage you to view for further information:

Minister of Education's Policy Statement on Programming and Pedagogy

<http://www.edu.gov.on.ca/childcare/programCCEYA.pdf>

"How Does Learning Happen? Ontario's Pedagogy for the Early Years" HDLH

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

"Early Learning for Every Child Today" ELECT

<http://www.edu.gov.on.ca/childcare/oelf/>

"Think, Feel, Act: Lessons from Research of Young Children"

<http://www.ontario.ca/edu>

HighScope Curriculum

www.HighScope.org

Ontario Reggio Association

www.ontarioreggioassociation.ca

Glossary of Terms

Anecdotal Notes-recording information about a particular event or experience after it happens, details of an observed event

Collaborative Interests (Inquiries)-building and integrating new knowledge and understanding

Pedagogy-the practice of teaching/learning

Pedagogical Documentation-documentation that has learning as its focus, and to determine what a person is capable of without predetermined expectations

Provocations-means of provoking further action, something that arrives by surprise and sparks interest

Reflective Practice-a process by which you stop and think about your practice, analyze your decision, and draw a theory

Scaffolding-a concept that is built upon a previous learning structure, thereby ensuring its stable integration into the child's knowledge or skill base

Seeds of Empathy-a program designed for Early Childhood settings to foster social and emotional competence and early literacy skills and attitudes in children three to five years old while providing professional development for their Educators

Self-Regulation-the ability to adapt one's emotions, behaviours, and attention to the demands of the situation

HighScope Active Participatory Learning – a program where children; choose to pursue their own interests (well-being); are able to explore their environment freely choosing to manipulate many open-ended materials (engagement); children are encouraged to think and talk about what they learn (expression); Educators interact with the children, they help to expand the learning process by guiding children in problem solving. Educators act as partners with the children in the learning process (belonging).

1. Materials
2. Manipulation
3. Choice
4. Child Language and Thought
5. Adult Scaffolding

Educator: Child Ratios/ Reduced Ratios

As a licensed child care organization, Good Beginnings follows the Educator: Child Ratios as set out by the government:

Name of Age Category	Age range	Ratio of employees to children	Max # of children in group
Infant	Younger than 18 months	3:10	10
Toddler	18 months or older but younger than 30 months	1:5	15
Preschool	30 months or older but younger than 6 years	1:8	24

Children arrive and depart at different times and attendance may fluctuate greatly during these time periods. Reduced ratio allows for flexibility in staffing requirements during arrival and departure. As children are not active during rest period, a reduced staff-child ratio can also be scheduled for staff to have a meal break while children are adequately supervised. The rest period is not to exceed two hours in length. To operate using reduced ratios this must be a period where the children are not engaged in active play (e.g., sleeping or engaged in quiet, inactive play).

In the case of children under 18 months, physical safety considerations in the event of an emergency prohibit any reduction in ratios (e.g., emergency evacuation, lockdown, etc.). The reduced ratio shall not apply during outdoor play periods.

Early Learning Centres' Reduced Ratios		
Name of age category	Number of Children in Room	Number of Staff Required
Toddler	1-8	1
	9-15	2
Preschool	1-12	1
	13-24	2

Wait List Policy

Good Beginnings strives to meet the individual child care needs for families within Oxford County. Children registered for full time care attend 5 days a week. Part time care is anything less than 5 days a week. As a result of limited infant spaces, we accept infants on a full time basis only.

Although we would like to accommodate all families who require child care, due to limited space, a wait list has been implemented to ensure that we are taking all measures to serve as many families as possible. If a particular centre/program is full, or if a family is planning or requiring care in the near future families will be directed to register an account online through the One list, an online database where parents may place their name on any Child Care Organization's Wait List in one convenient place. To complete an application and register an account with One list please visit: <https://onehsn.com/oxford>

When a child care space becomes available within a specific age grouping, Supervisors will refer to the One list and contact families, inquiring if they still are needing care. Supervisors will provide a specified time for families to respond and express interest in an available space. If a response is not received within the specified time your name will be removed from the wait list. Children of Good Beginnings' staff will take priority over the current wait list. Additionally siblings are also a priority to help ensure that they can be cared for in one location and to better support our families. Any current Good

Beginnings' families who require a transfer to another centre or program take priority over the present wait list.

Families attending Before and After School Programs will receive a re-registration package for the new school year. Families currently enrolled in the program and any siblings that would be starting have priority, as well as families transferring to a different location, then new families registered on the One list will be contacted as spaces are available. Our School Age Professional Activity Days, Winter Camp, March Break Camp and Summer Camp enrollment is available for families currently enrolled in a Good Beginnings' School Age program. After the initial registration process, the programs will be open to families who have registered on the One list.

Supervisors responding to any wait list status inquiries will only be able to provide an approximate timeline. Families may inquire about their position on the waitlist at any time. All information on the wait list are confidential, therefore no other families' names, position or personal information will be shared with anyone else to ensure their privacy. There are no guarantees that a space may be available at the exact time a family requires care. Families will be contacted when a space becomes available. Your name will remain on the wait list as long as the following criteria are met: your child is of age for the program. We have not received a request from you to remove your name from the wait list. Once a space is available for a family, the Supervisor will arrange a registration/orientation appointment to tour the centre/program and receive/complete the required documentation and review the parent/guardian handbook.

Exceptions may apply to this policy on a case by case situation at the discretion of the Executive Director and/or the Board of Directors.

Licensing Requirements

- Good Beginnings is governed by the Child Care and Early Years Act 2014
- Provincial government standards are established to ensure that all programs provide a safe, healthy and stimulating environment with quality care for children
- Good Beginnings' centres and programs are inspected annually by the Ministry of Education
- Our child care centre also operates in compliance with all health regulations through Oxford County Board of Health
- All fire regulations are followed by the Fire Department and Emergency Response procedures

How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)

- In 2014, the Ontario Ministry of Education published the document, "How Does Learning Happen? Ontario's Pedagogy for the Early Years", as a resource for Educators which outlines goals for children in early years settings as well as expectations for programs.
- The resource is intended to create a common language and understanding among Educators as well as providing questions for reflection to encourage engagement in thoughtful discussion about best practices.
- "How Does Learning Happen? Ontario's Pedagogy for the Early Years" is built on four foundations; Belonging, Well-Being, Engagement, and Expression.
- These foundations are imperative to children's ability to grow and flourish in early years

programs and as lifelong learners. “How Does Learning Happen? Ontario’s Pedagogy for the Early Years” brings an engaging focus to the context of relationships children have with their Educators, families, and their environment. As well as, how to move forward, building programs that support learning and development for every child.

- Good Beginnings has embraced the philosophies outlined in “How Does Learning Happen? Ontario’s Pedagogy for the Early Years” agency-wide and is continually striving to engage our Educators as pedagogical leaders in our programs and community.

HighScope Curriculum

The HighScope Foundation bases its educational approach on four guiding principles:

- From birth through adulthood, the individual develops awareness and understanding through active involvement with people, materials, events, and ideas
- Learning is most effective when the individual plans, carries out, and reflects on intentional activities
- A variety of developmentally appropriate active learning experiences contributes to the individual’s intellectual, social, emotional, and physical development
- Consistent support and respect for personal decision-making strengthen the individual’s confidence, self-control, and sense of personal effectiveness and responsibility
- You will receive twice a year, a Family Report on your child’s progress, based on the observations of staff. Your response to the reports is encouraged and appreciated

The High/Scope “Wheel”



For more information please visit www.highscope.org

Educators/Staff

- Each staff member is carefully interviewed and screened
- Educators are registered Early Childhood Educators with the College of Early Childhood Educators or they are otherwise approved by the Ministry of Education
- Other members of our organization are Child Care Supervisors, Cooks, Resource Consultants and Program Assistants
- At the Community Complex location, you will find our Executive Director, Business Administrator, Administrative Assistant- Finance, Human Resources and Communications Assistant, School Age Supervisor and Assistant School Age Supervisor
- All staff are provided opportunities to attend professional development sessions, such as

workshops, conferences and seminars, both in service with Good Beginnings, or through community agencies

- Have access resource materials and information on child development, child care techniques and family support services in the community
- Are certified in standard First Aid including infant and child CPR
- Have a Criminal Reference Check, including a Vulnerable Sector Check

Supervision of Students and Volunteers

- Good Beginnings is very supportive of the development of students at our educational institutions
- Several times throughout the year the centre works with the College to provide placements for students
- The placements vary in length and are a great learning opportunity for the children, students and Educators
- In addition volunteers may occasionally participate in the various programs Good Beginnings offers
- Students and volunteers provide enriching opportunities for children in our programs
- Students are interviewed, screened & provide a criminal reference check including a vulnerable sector check as well as a health assessment completed by a physician
- Students work under the direction of qualified Educators and do not work alone with children
- A policy has been developed to help support the safety & well-being of children in our programs by ensuring appropriate orientation and supervision of placement students

Before You Start- Enrolment and Registration

Before your child's first day at the centre, the Child Care Supervisor will arrange a time for you to visit, complete the Registration Forms and answer any of your questions. You and your child may tour the centre, meet the teachers, and see how a day at our centre unfolds. All registration forms including immunization records must be completed before your child's first day. The registration fee is payable at this time.

Orientation

In order to ensure a positive experience for your child's entry into the child care program, an orientation procedure will be observed. Good Beginnings has developed a procedure to orientate new children into our programs. This procedure is in place to ensure an environment in which you and your child feel welcomed, to ease the separation from the family, and to make your child's initial experience with our program a positive one.

After the registration procedures and initial tour: we ask you as the parent(s)/guardian(s) to schedule an appointment with the Child Care Supervisor to visit the centre with your child. The Child Care Supervisor will take you and your child for a visit to your child's classroom. If your child feels comfortable during this visit, you may leave the classroom for a short period of time, but we ask that you remain in the building. Subsequent visits are encouraged and may be arranged with the Child Care Supervisor.

Payment of Child Care Fees

In your package you will find a Financial Agreement which must be signed and returned along with your registration payment. Please refer to our Financial Agreement for any questions regarding Good Beginnings' child care payment fees and our policies. Fees are payable in advance, by either pre-authorized payment, or a series of post-dated cheques, dated the first of each month whether or not your child is present. Please make cheques payable to Good Beginnings. Email transfer is also available. Please contact christine@goodbeginningsday.com for further instructions. If alternate payment arrangements are needed, please contact the Executive Director or Business Administrator to assist you with this matter. As child care fees are a key component in our ability to provide high quality child care programs, we ask that you make fee payments in a timely manner.

CHILD CARE FEE SCHEDULE

FEES ARE PAYABLE IN ADVANCE ON A MONTHLY BASIS - DUE THE FIRST OF EACH MONTH

Schedule	INFANT - One Child Monthly Rate		TODDLER - One Child Monthly Rate		PRESCHOOL - One Child Monthly Rate	
	Maximum 9 hrs/day	Max 10 Hour/day	Maximum 9 hrs/day	Max 10 Hour/day	Maximum 9 hrs/day	Max 10 Hour/day
Full time - Full Day	\$1,083.75	\$1,204.17	\$975.42	\$1,083.80	\$845.42	\$934.36
Full time - Half Day	\$780.21	N/A	\$715.21	N/A	\$628.54	N/A
2 Full days per week	\$442.17	\$491.30	\$398.83	\$443.15	\$346.83	\$385.37
3 Full days per week	\$663.25	\$736.94	\$598.25	\$664.72	\$520.25	\$578.06
4 Full days per week	\$884.33	\$982.59	\$797.67	\$886.30	\$693.67	\$770.74

Good Beginnings offers a 15% discount when you have a second child enrolled with us.

Please see your Child Care Supervisor for further details.

The above fee schedule has been in effect since July 1, 2015. Rates are subject to review July 1st of each year. We continue to strive to provide the highest quality of early learning and childcare programs and experiences for your children at Good Beginnings, in the most cost effective manner possible.

Financial Assistance

- Financial Assistance from the County of Oxford may be available for eligible families: for more information, please contact Oxford County Social Services at 519-539-9800 or visit their website at www.oxfordcounty.ca
- You may also contact your Child Care Supervisor, who will refer you to the appropriate contact at the county office subject to availability of a child care space

Income Tax Receipts

- Good Beginnings issues income tax receipts by February 28 of the year following the taxation year
- Please indicate at the time of registration to which name(s)/address(es), the receipt should be issued

Statutory Holidays/Days of Operation

Our centres will observe the following holidays during which the centres will be closed. As per the Financial Agreement these holidays will be a part of the regular monthly payments.

1. New Year's Day
2. Family Day
3. Good Friday
4. Victoria Day
5. Canada Day
6. Civic Holiday
7. Labour Day
8. Thanksgiving Day
9. Christmas Day
10. Boxing Day

- Parkside Child Care Centre will be closed on Easter Monday and the two weeks during the Christmas Break, as per the lease agreement with the London District Catholic School Board.
- You will have the option to place your children in any of our other child care locations.

Withdrawal/ Service Terminations

When your child leaves the program, you must provide two weeks written notice of termination, or two weeks fees will be required in lieu of notice. Giving notice provides your child, the staff and other children in the room time to prepare for saying good-bye. If you wish to withdraw temporarily from the program, we will be unable to hold a space for you, as there may be others on our waiting list. We can, however, place your child on the waiting list. **Once notice is received, any outstanding fees are payable immediately.**

Health Policy and Immunization

- Good Beginnings is committed to providing safe and healthy environments, and to avoid spreading communicable diseases
- The Child Care and Early Years Act, stipulates that prior to admission each child's immunization must be up to date, according to the local Medical Officer of Health
- Families who choose not to have their child immunized must submit written documentation utilizing one of the forms approved by the Minister of Education, The Statement of Conscience or Religious Belief Form or The Statement of Medical Exemption Form
- Immunization records are submitted to the Board of Health as required
- Medical and health information of your child is part of the registration documentation
- Children are building up their immunities and a child who is unwell is prone to other infections
- To ensure the health and safety of all children, and in order to control the spread of communicable diseases or illnesses, we ask that you do not bring your child to the centre if they show any combination of the following symptoms:
 - a) An elevated fever of 101degrees F/38 degrees C or higher
 - b) Vomiting within a 24 hour period
 - c) Diarrhea consisting of 2 consecutive loose bowel movements within a 24 hour period
 - d) Visible rashes that have not been diagnosed by a physician
 - e) Any contagious diseases (chicken pox, lice, pink eyes, strep throat, severe coughing and congestion, etc.)
- Specific details about communicable diseases, treatment, isolation period and exclusion for these

illnesses can be obtained from your Child Care Supervisor

- They may not attend until they are **symptom free for 24 hours**
- A doctor's note **may** be required before your child can return to the child care centre to ensure that your child is no longer communicable
- If your child becomes ill during the day we will contact you to let you know about the illness, and ask you to pick up your child if the following symptoms are observed; vomiting, fever, diarrhea, rash of unknown origin
- If your child is diagnosed with a communicable disease, please let us know so that we may notify other parents (in confidence)
- We are required to report particular communicable diseases to the Oxford County Board of Health, a list of reportable communicable diseases is available from your Program Child Care Supervisor
- We work very closely with the staff from the Oxford County Board of Health, to ensure a safe and healthy environment, and refer to "Well Beings", published by the Canadian Pediatric Society
- We strongly recommend that you arrange an on call alternative caregiver in the event that your child is ill and unable to attend the program

Confidentiality

- Information that is disclosed to the centre regarding children and families is considered confidential
- Good Beginnings will not share personal information about you or your child with anyone outside the organization unless we have your permission on a *Signed Release of Information Form*
- The only exception to this is if we are required by law to share information, as with the Children's Aid Society of Oxford
- Our staff is required to sign a *Confidentiality Agreement* at the time of hiring as well as annually

Accidents

- All children's information must be kept up to date at the centre in case of an emergency
- Should an emergency occur, we will contact you right away
- If immediate treatment is necessary, we will call 911 emergency services, administer first aid until assistance arrives, and contact you or if you are not available your emergency contact
- An Educator will accompany your child to the hospital and will remain with your child until you arrive
- A child's emergency information will accompany the child to ensure prompt treatment by medical personnel
- Any cost incurred for the emergency treatment, including ambulance fees, will be the responsibility of the parents
- Parents are required to provide emergency contacts that have consent to act on their behalf, in the event that the parent cannot be reached

Accident Reports

- From time to time, accidents do occur, minor bumps and cuts will be treated with tender loving care, first aid, and will be reported to you when you pick up your child
- An Accident Form will be completed and reviewed with you
- We will ask for your signature and a copy will be provided to you as well

- If your child has had an accident at home, please notify us of any special care that may be required

Availability of Parents in Emergency

- Please inform the staff of any changes in address, telephone numbers, employment, emergency contacts, people picking up etc.
- It is vital that the staff is able to contact you in case of an emergency

Administration of Medications

- A Good Beginnings Child Care Supervisor or designate, will administer prescription medication only, to your child in accordance with the Child Care and Early Years Act
- Over the counter medications **will not** be administered
- You must provide: written instructions on our *Medication Authorization Form*, including the dosage and times any medication is to be administered
- Prescription medication will be administered and recorded on the *Medication Administration Form*
- Prescription medication must: be in the original container supplied by the pharmacist, have a current date, clearly labeled with your child's name, name of medication, dosage, instruction for administration, expiry date, time of administration and the doctor's name and proper storage
- Please ensure all medication is given directly to a staff member

Nutrition/Food Safety

- Good Beginnings is committed to providing the children with excellent food while they are in our care
- We serve nutritious mid-day meals as well as morning and afternoon snacks which are prepared fresh daily
- All meals and snacks are prepared in accordance with the Health Canada documents, "Eating Well with Canada's Food Guide" and Public Health safety standards
- Staff and the Oxford County Board of Health review our menus and food premises
- Menus are posted on the parent information board as well, for parents to review
- Meals and snacks are served family style, where staff and children set up, serve, eat and tidy up together
- Children are encouraged to try new foods and to feed themselves
- Please let us know if your child has any food restrictions or allergies, so that we may take the necessary steps to meet your child's needs
- Children's special dietary needs, food restrictions and any allergies will be posted in every cooking and serving area, play area and any other area children may be present
- We are a peanut/nut safe centre
- Outside food or drinks are **not allowed** to be brought into the centre, consideration is given to children who may have special dietary requirements

Allergy Alert

- Please let us know if your child has any allergies
- A *Medication Administration Form* is required, should your child require any prescribed medication to be administered while in care

Severe Allergy and Anaphylaxis Policy

- Anaphylaxis is a severe, potentially life-threatening allergic reaction that requires immediate medical attention
- Good Beginnings has a comprehensive policy regarding children with severe allergies and anaphylaxis
- If a child has been diagnosed with an anaphylactic allergy, an individual emergency plan for a child at risk of an anaphylactic reaction will be completed by a parent
- Both a *Medication Authorization Form* as well as the *Administration of Medication Form*, will be completed providing staff with permission to administer prescribed medications
- The emergency plan will be reviewed by all staff members
- All anaphylaxis and asthma individualized emergency plans will be reviewed by parents every six months
- We make every effort to not use foods or materials containing significant allergens such as nuts or nut products
- As part of this policy we ask your co-operation in not bringing food into the child care centre

Children with Medical Needs

A child with medical needs is defined as a child who has one or more chronic or acute medical conditions and he or she requires additional supports or accommodations. For example, a child with diabetes, asthma, anaphylaxis allergies, seizures etc..

If a child has been diagnosed with a medical need an individualized medical plan will be developed in consultation with the child's parent(s)/guardian(s) and any regulated health professional involved in the child's health care and who, in the parent's opinion, should be included in the consultation. Parent(s)/guardian(s) will review their child's individualized medical plan every six months.

Each child with medical needs has an individualized medical plan which shall include,

- steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency;
- a description of any medical devices used by the child and any instructions related to its use;
- a description of the procedures to be followed in the event of an allergic reaction or other medical emergency;
- a description of the supports that will be made available to the child in the early learning setting any additional procedures to be followed when a child with a medical condition is part of an evacuation or participating in an off-site field trip.

Confidentiality of a child's medical history including diagnosis will be kept at all times. Sensitive or confidential medical information and detailed reports from medical professionals should not be included in the plan unless consent, in writing, has been given by the parent

A School Age child may carry and administer their inhaler and/or epi-pen, if there is a signed consent form from their parents/guardians. The School Age Designate Educator will observe the child when they administer the medication and record the information on an Administration of Medication form.

Guiding Children's Behaviour

- Children need to feel accepted and by guiding their behaviour in a manner which is positive, constructive, caring- yet firm, children learn to solve their own problems and attain self-control
- Adults facilitate the development of self-esteem by expressing respect, acceptance and comfort regardless of the child's behaviour
- Good Beginnings utilizes child guidance techniques to create a climate of trust which will nurture this concept by enabling your child to help identify their feelings, and solve their own problems
- Below are the *Steps in Conflict Resolution* which we use from the HighScope approach

Six Steps to Conflict Resolution

Step 1: Approach calmly, stopping any hurtful actions.

Step 2: Acknowledge children's feelings.

Step 3: Gather information. Find out what happened.

Step 4: Restate the problem.

Step 5: Ask for ideas for solutions and choose one together.

Step 6: Give follow up support as needed. Make sure everyone is happy with the solution.

The Child Care and Early Years Act., 2014 states that the following methods of child mentoring are not acceptable.

Prohibited Practice Methods not used include:

- A. Corporal Punishment of a 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

Support for Children with Special Needs

A Child First- Is a Program of Good Beginnings

- Good Beginnings supports inclusion in all of our programs, through the efforts of Resource Consultants and Program Assistants with A Child First
- Children with special needs are able to participate fully in a program of their choice
- The vision of A Child First, a partnership with Good Beginnings Day Nursery Woodstock Inc. and Community Living Tillsonburg is as follows:
- We will promote a community, in which inclusion is embraced; where all children belong and families are supported in their choices
- We believe supported child care is a shared responsibility between parents, child care professionals, Resource Consultants and the community
- We will strengthen our partnerships with our colleagues in education, health and social services, as we support children and their families in Oxford County
- If you have questions or concerns regarding your child's development, and feel your child might benefit from the support of A Child First, please speak with your Child Care Supervisor

Absenteeism

- If your child is going to be absent or late please notify the program in the morning, particularly in the event of illness, so that we know not to expect your child
- If your child has an appointment, and will be returning, please let us know when we can expect them to return to the centre
- Monthly fees are due regardless of absenteeism due to illness or vacation
- Vacation days have already been calculated in your monthly fee

Lateness

- The centre closes at 6:00 p.m.
- Please be reminded that there is a maximum 9 hour stay, unless you are registered for a 10 hour extension
- We ask that you arrive in time to gather your child's belongings
- In an emergency, if you are going to be late, and unable to make other arrangements, please call the centre before 6:00 p.m, this allows the staff member to prepare your child to stay late, and to notify their own family
- If you do not arrive to pick up your child by 6:00 p.m., staff will contact you
- If we cannot reach you, we will phone your emergency contacts to arrange pickup

Arrival, Departures and Release of Children from the Program

- Young children depend on regular routines for their own security, therefore, drop off and pick up practices are very important
- It is recommended that you establish fixed hours to pick up and drop off your child to protect your child's safety and help make a smooth transition between home and child care
- Please call the centre in the morning, if your child will not be attending that day
- Please ensure Educators are aware of your child's arrival and departure
- If you are delayed, please notify the Educators by telephone
- Please bring your child into the classroom and sign your child in and out on the "sign in and out sheet" daily
- Educators will complete a daily health check on each child as they arrive
- Only authorized names that appear on the registration form will be permitted to pick up your child, unless prior authorization has been provided
- Educators will ask for photo identification from any new individual picking up your child
- Parents involved in custody/access conflicts will be asked to supply the office with necessary legal documents regarding the child's release
- An individual must be 16 years of age or older to pick up a child and must have proof of age with written notice by the child's parent
- Please remember to park in the designated areas and turn off your car engine, as the City of Woodstock has an idling by-law
- The staff will not release your child to any person who has not been authorized by you to pick them up
- If another person is picking up your child, please notify the staff in the morning, otherwise your child will not be released
- If your child is having a difficult time separating, please hand your child to the staff
- A hug and a kiss good bye is reassuring to your child that you believe the experience is going to be a pleasant one
- Tears are usually short lived as your child becomes involved
- Do not hesitate to call the centre at any time to check on your child's adjustment

Impaired Policy

- Educators will not allow a child to leave in a vehicle with a parent/adult who is impaired
- Educators will call an alternate person to drive the child home
- If the parent/guardian insists on taking the child in the vehicle, the Educators will phone the police and inform them
- An Incident Report will be completed
- The parent will be asked to leave the program at this time
- Your cooperation is appreciated by not placing a Child Care Supervisor, Educator, staff or your child in this situation

Parent Communication and Participation

- You are the most important influence in your child's life
- At Good Beginnings we encourage open communication and strong relationships, where family members feel welcome to participate in the programs as interests and schedules permit
- Your input is encouraged; we feel it is important that you share information with staff about your child
- The staff will share the events of your child's day, their interests and what's new in the program
- The infant and toddler Educators write a report every day about your child, which informs you on when they slept, what they ate and anything else eventful during the day
- You are more than welcome to participate in our outings, visit the classroom and to help with our fundraising events
- We are pleased to have you attend our special activity days
- You will be required to provide a criminal reference check including a vulnerable sector check to volunteer in the program or participate on outings, request forms are available from your Child Care Supervisor, to take to your police department
- A parent information board is located within the Child Care Centre
- Good Beginnings' website, newsletters, Dokmail and Facebook are ways we communicate to our families
- Feedback through questionnaires and daily communication with staff, are valuable methods of contributing to the quality of care
- You are also encouraged to volunteer on our Board of Directors
- Please contact your Educator and/or Child Care Supervisor if you have any questions or concerns

Process for Expressing Issues and Concerns

This policy is to provide Good Beginnings and our parents/guardians with a clear and transparent procedure to follow when a parent/guardian has brought forward an issue or concern they wish to have addressed by a member or members of Good Beginnings.

Parents/guardians are encouraged to take an active role in their child(ren)'s early learning care, and regularly discuss what their child(ren) are experiencing within Good Beginnings' early learning centres. As supported by our program statement, we support positive and responsive interactions amongst the children, parents/guardians, child care providers and Educators. We foster the engagement of ongoing communication with parents/guardians about the program and their children. Our Educators are available to engage parents/guardians in conversations, and support a positive experience during every interaction. Initial communication by a parent/guardian regarding their child(ren) will be documented in the Daily Written Record and Communication Log. Official issues or concerns regarding the same matter will be escalated to the Supervisor and/or Executive Director. The concern will no longer be documented in the Daily Written Record or Communication Log but rather on the ***Parent Issues and Concerns Form***.

All issues and concerns raised by parents/guardians are taken seriously by our Educators, Employees, Supervisors, Executive Director, and our Board of Directors. All issues and concerns will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

An initial response to an issue or concern will be provided to parents/guardians within 1 business day, either verbally or in writing. The person who raised the issue or concern will be kept informed throughout the resolution process. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

Investigations of issues and concerns will be fair, impartial, and respectful to all parties involved.

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, Educators, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Confidentiality will be observed at all times and all Good Beginnings' members (i.e. Supervisor, Educator, Employee etc.) will remain professional throughout the duration of the process.

As per the Confidentiality Policy, the Good Beginnings' Supervisor, Educator, Employee or Executive Director will only communicate to the involved parties, and in a private setting.

Confidential Documentation will:

- Be logged on the Parent Issues and Concerns Form which will remain in password protected files on our organization's server that only the Supervisor has access to
- Not be found on desks, as desks will be cleared of confidential information

Good Beginnings maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider, Employee, or Educator feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to their Supervisor, Executive Director and/or the Board of Directors.

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childremsaid/reportingabuse/index.aspx>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue or Concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom Educators directly or - the Supervisor
General, Centre or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the Supervisor
Staff, Educator, Supervisor and/or Good Beginnings-Related	Raise the issue or concern to - the individual directly or - the Supervisor, Executive Director or the Board of Directors. All issues or concerns about the conduct of Employees/Educators, etc. that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.
Student / Volunteer-Related	Raise the issue or concern to - the Educator responsible for supervising the volunteer or student or - the Supervisor All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.

Steps for Educators/Employees/Supervisors in responding to issues and concerns:

- Address the issue or concern at the time it is raised,
- An initial response to an issue or concern will be provided to parents/guardians within 1 business day verbally or in writing,
- If a meeting is requested by any party, it will be arranged within 1-2 business days.
- Complete the **Parent Issues and Concerns Form** within 1 business day after the initial concern is raised. Continue documentation throughout the process until the issue has been resolved.

Document the issues or concerns in detail.

Documentation on the Parent Issues and Concerns Form should include:

- the date and time the issue/concern was received;
- the name of the person who received the issue/concern;
- the name of the person reporting the issue/concern

- the details of the issue/concern; and
- any steps taken to resolve the issue/concern and/or information given to the parents/guardians regarding next steps or referral

The electronic document will remain in the password protected folder on the company server.

Provide contact information for the appropriate person if the person being notified is unable to address the matter.

Ensure the investigation of the issue or concern is initiated by the appropriate party within 1 business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.

Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue or concern.

Further Steps for Resolution: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may take further steps to resolve their concern verbally or in writing to the **Executive Director** by sending an email to maryann@goodbeginningsday.com or by telephone **519-421-0687 Ext.126**.

Issues or concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15, should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.

Issues or concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Good Beginnings and A Child First Contacts	
<p>Algonquin Child Care Centre 59 Algonquin Road, Woodstock, ON N4T 1R8 Contact: Dana Cooper Green, Child Care Supervisor & School Age Supervisor Tel: 519- 421-9997 Fax: 519- 421-9998 Email: dana@goodbeginningsday.com</p>	<p>School Age and Summer Camp Program Office 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Kelly Walker, School Age Supervisor, School Age & Summer Camp Tel: 519-421-0687 Ext.125 Email: kelly@goodbeginningsday.com</p>
<p>Community Complex Child Care Centre 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Sherri Doyle, Child Care Supervisor Tel: 519- 421-0687 Ext.123 Fax: 519- 421-2463 Email: sherri@goodbeginningsday.com</p>	<p>A Child First- Child Care Centres and School Age Programs in Woodstock 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Tracey Thompson, Program Supervisor Tel: 519-421-0687 Ext. 122 Email: traceyt@goodbeginningsday.com</p>
<p>Oxford Gardens Child Care Centre 423 Devonshire Ave, Woodstock, ON N4S 5P5 Contact: Wendy Porter, Child Care Supervisor Tel: 519-537-7850 Ext.23 Fax: 519-537-7662 Email: wendy@goodbeginningsday.com</p>	<p>A Child First- Parkside Child Care Centre and St. Jude’s School Age Program Contact: Paula Hathaway, Manager of Children’s Support Teams Tel: 519-842-9000 Ext. 254 Fax: 519-842-7625 Email: phathaway@communitylivingtillsonburg.ca</p>

Parkside Child Care Centre 30 Caffyn St. Ingersoll, ON N5C 3T9 Contact: Dana Cooper-Green, Child Care Supervisor & School Age Supervisor Tel: 519-425-0593 or 519-421-9997 Email: dana@goodbeginningsday.com	Executive Director, Good Beginnings 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Mary Ann Hogan, Executive Director Tel: 519-421-0687 Ext.126 Email: maryann@goodbeginningsday.com
Ministry and other Agency/Organization Contacts	
College of Early Childhood Educators Address: Suite 1900, 438 University Ave, Toronto, ON M5G 2K8 Phone: (416) 961-8558	Ministry of Education, Licensed Child Care Help Desk Tel: 1-877-510-5333 Email: childcare_ontario@ontario.ca
Children's Aid Society Telephone: (519) 539-6176 or 1(800) 250-7010 Facsimile: (519) 421-0123	Board of Health, Oxford County Address: 410 Buller St, Woodstock, ON N4S 6G9 Phone: 1 800-755-0394
Woodstock Police Service Emergencies 911 Main Communications Centre: 519-537-2323 Administration Department: 519-421-2800 Administration Fax: 519-421-2818 Crime Stoppers: 519-421-8477 (TIPS)	Tavistock Contact Numbers Emergencies 911 Township of East Zorra-Tavistock Municipal Township Office Administration Department Tel: 519-462-2697 Poison Control Centre: 519-667-6565
Ingersoll Contact Numbers Emergencies 911 Ontario Provincial Police: 519-485-6554 Fire Department Administration: 519-485-3910 Hospital: 519-485-1700 Ambulance: 519-485-4300 Poison Control Centre: 519-667-6565	

Diapering

- Good Beginnings follows the guidelines of the Canadian Pediatric Society for diapering routines
- After each child is changed, sanitation of the changing area is completed as well as observance of proper hand-washing techniques for both the staff and child
- Please provide diapers/pull-ups and wipes for your child

Toileting

- Good Beginnings recognizes that each child develops at their own pace
- You know your child best
- When you feel that your child is ready to begin toileting please discuss this with us so that we can support each other's efforts
- However, until your child has made a successful adjustment in his/her new surroundings, we will not attempt toileting
- Please provide your child with an adequate supply of disposable diapers and extra changes of clothes each day
- It is essential in this in between stage that your child has lots of extra clothes for us when the inevitable "accidents" happen

- If your child’s clothing becomes wet or soiled during the day, it will be rinsed and put in a plastic bag in his/her cubby

Sleep/Rest Policy

Infants

- Parents of children younger than 12 months will be advised of Good Beginnings’ policies and obligations under the Child Care and Early Years Act
- Each child who is younger than 12 months will be placed to sleep in a manner consistent with the recommendations set out in the “Joint Statement on Safe Sleep”
- Child Care Supervisors will share with parents who have a child less than 12 months of age, of our obligation to place children on their backs for sleep, in accordance with the Joint Statement on Safe Sleep
- Educators are required to perform a direct visual check of each sleeping child every 15 minutes, by physically going over to each child while they are sleeping
- They are to look for indicators of distress or unusual behaviours
- Infants do not have set sleep/rest schedules and will need to sleep/rest based on the child’s individual needs
- The requirement for an infant sleep position may only be waived if a medical doctor/physician recommends differently in writing
- Educators will document these visual checks on the sleep observation log sheet
- Each child will have their own labeled crib or cot (as they are preparing for transition to the toddler room)
- If there is a change in a crib or cot the Educators will rename the crib or cot and inform the parents of the change
- Educators are to communicate any significant changes to a child’s sleeping pattern or behaviour during sleep
- Changes will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep

Toddlers/Preschool Children

- Toddler and preschool children are permitted to sleep, rest or engage in quiet activities based on the child’s needs
- We work in partnership with parents to ensure that the duration of each child’s rest, while participating in our Program, does not disturb normal sleep patterns at home
- We provide the sheets and blankets, which are laundered weekly or as required
- Educators will perform periodical visual checks for toddler and preschool aged children and log in their daily written record

Child’s Toys/Personal Items

- Our centres provide a variety of toys for your child to enjoy
- We ask that personal toys remain at home to avoid loss or damage
- A comfort toy that a child may need for nap time or for security is permitted and will be left in their cubby

- Each child is assigned a cubby in which he/she may keep all their belongings

Children's Clothing and Personal Belongings

- Although we have some spare clothing for emergencies, each child should have at least one spare set of clothing at the centre
- Please label all clothing with your child's name
- Please check spare clothing periodically to make sure that it still fits comfortably and is suitable for the weather
- For the winter season recommended clothing includes: snow suits, winter boots, hat, mittens (two pairs), extra socks, neck warmer etc. and for the summer season we recommend: sun hat with wide brim, extra clothes for water play, outdoor shoes, sunglasses and sunscreen
- We ask that you apply sunscreen to your child in the morning at home, and we will reapply sunscreen in the afternoon, with your permission
- Children should have appropriate footwear for inside throughout the year
- We suggest running shoes or other soft soled shoes, as the children seem to play more safely when running and climbing
- Clothes should be simple, comfortable, and washable as the children often get dirty when playing

Special Activities

- Throughout the year, special activities are planned
- These vary from a Grandparent's lunch, muffin mornings, parent barbecues, a fun fair, and more!
- A notice will be sent home in advance informing you of our special events we encourage parents to participate as often as possible
- We will give you written information for any planned off site activities- where we are going, the date, the time we are leaving and when we will return, as well as means of transportation
- These trips are based on children's interests and safety and security is always a priority
- We will ask for written permission to take your child on any trip
- Parents are always welcome!
- *(Please note: Criminal Reference Checks with a Vulnerable Sector Checks are required.)*

Severe Weather and Smog Alerts

- The Child Care and Early Years Act, requires that preschool children be outside for two hours per day, year round, weather permitting
- During extreme weather we adjust our outdoor time accordingly
- During winter, children will play outside unless a cold weather alert is issued under the following conditions: a temperature of -15 degrees C or lower, without a wind-chill, or extreme weather conditions, such as a blizzard or ice storm
- During a heat or smog alert: we will ensure children wear a hat and sunscreen, avoid being in full sun where possible, provide plenty of drinking water, plan outdoor activities for early in the morning when it is cooler, choose less vigorous activities, and monitor children's comfort regularly for signs of difficult breathing, coughing etc.

Sunscreen

- Good Beginnings provides sunscreen for children throughout the year
- If the sunscreen provided is not suitable for your child, you may bring your own
- A cream administration form is required to be completed

Children's Transitions From One Group to Another

- When your child is ready to move up to the next room, your child's Primary Caregiver will discuss the transition with you
- We encourage a minimum of two weeks of orientation time to the new classroom depending on your child
- Visiting will help your child adjust to the routine in their new classroom

Water Testing/Flushing

- As per the Child Care and Early Years Act, Good Beginnings follows government guidelines to reduce potential lead levels in drinking water
- Each centre is registered with the Ministry of the Environment and Climate Change and has a registration number. (Safe Drinking Water Act; 2002)
- Child care centres are required to comply with the rules for lead testing in O. Reg. 243/07 under the Safe Drinking Water Act, 2002
- Prior to opening, either the first day of the week, if the building was built after 1990, or every day if the building was built prior to 1990, the water in our pipes and taps are turned on and flushed for a period of time
- If required, once each year, a water sample is sent to a laboratory for testing and the results are submitted to the Ministry of Education
- If the test is higher than the acceptable standard, the laboratory notifies the Ministry of the Environment who will notify us of what corrective action must be taken

Smoke Free Environment

- Good Beginnings fosters an environment which protects children and staff from the hazards of second hand smoke and reinforces the healthy notion of being a smoke free society
- Smoking is not permitted on the premises of any of Good Beginnings programs
- "No smoking" signs are posted
- Smoking is not permitted at any time even when children are not present
- Anyone who does not follow these rules will be asked to leave the premises

Posting of Serious Occurrences

- The safety and wellbeing of children in the programs of Good Beginnings are our highest priorities
- We work diligently to provide a safe, creative nurturing environment for each child, but in spite of our best precautions, serious occurrences such as a serious injury to a child, fire or other

disaster, or a complaint about service standard, can sometimes take place

- We are presently required to report serious occurrences to the Ministry of Education and are required to post a *Serious Occurrence Notification Form* for 10 days at the centre or program

Fire Safety

- In accordance with the Child Care and Early Years Act, every child care centre must have an emergency fire evacuation plan
- Fire drills are practiced once a month by the entire centre
- Emergency procedures are posted in each room
- All child care facilities are routinely inspected by the Fire Department
- In the case of an emergency, each child care centre will evacuate to a designated emergency site
- Parents will be notified by phone to pick up their child/ren, if required

Emergency Management Procedures

Good Beginnings has an emergency management policy to ensure clear direction for all staff to follow and respond to emergency situations. Such as;

Fire

Lockdown-when a threat is on or very near an early learning setting

Hold and Secure- when a threat is in the general vicinity of an early learning setting

Bomb Threat-

Disaster Requiring Evacuation

Tornado/Tornado Warning

Earthquake

Gas Leak

Educators will follow three phases

1. Immediate Emergency Response
2. Next Steps during an Emergency
3. Recovery

During the recovery phase Supervisors/School Age Designate Educators will inform the parents/guardians of the emergency situation by either: Dokmail, email or telephone. Supports will be provided to the children and Educators who experienced distress.

Each early learning setting will have a designated meeting point when they conduct their fire drills. As well, each early learning setting has a designated emergency evacuation site if full evacuation is required. Please refer to the front of this handbook for your early learning settings' evacuation site.

Recording and Reporting Suspected Child Abuse

- We are required by law under the Ontario Child and Family Services Act to report promptly to the Children's Aid Society if we suspect that a child needs protection
- Good Beginnings recognizes the right and responsibility of any of our staff members to report promptly any concerns about abuse or neglect of a child in any of our programs
- If it is necessary to make such a report, we will keep it confidential to protect families' privacy as much as possible, and offer as much support as we can

School Age Programs

- The Good Beginnings Before/After School Age Programs and Extended Day Programs are licensed under the Child Care and Early Years Act
- Provincial government standards are established in order to ensure that all programs provide a safe, healthy and stimulating environment with quality care for the children enrolled in our program
- Please see the School Age Parent Handbook for additional information regarding School Age Policies and Procedures

Locations:

Algonquin Public School

Eastdale Public School

Oliver Stephens Public School

Springbank Public School

St. Jude's Catholic School- Ingersoll

St. Patrick's Catholic School

Winchester Street Public School

Central Public School

Northdale Public School

Roch Carrier Public School

Holy Family Catholic School

St. Michael's Catholic School

Tavistock Public School

Child Care Supervisor: Dana Cooper-Green (Algonquin and St. Jude's)

Tel: 519-421-9977

Email: dana@goodbeginningsday.com

School Age Supervisor: Kelly Walker (All other School Age Programs)

Tel: 519-421-0687 x125

Email: kelly@goodbeginningsday.com

Thank you

Thank you for trusting our organization to provide the highest quality of care to your children; children deserve Good Beginnings!

This handbook was last updated February 2018.