



YMCA Child Care **Information Guide**

Toddler and Preschool

**For everyone who
loves**

a child in our care



Welcome

to the YMCA of Owen Sound Grey Bruce Child Care Programs

The YMCA of Owen Sound Grey Bruce is a non-profit charitable association comprised of volunteers and professionals. The Association operates under the auspices of a Volunteer Board of Directors and of staff. Our association has been providing child care since 1955. Since that time, we have continued to respond to the community needs by developing centres and programs throughout our region. We now provide programs in various locations throughout Grey and Bruce for children from 18 months to 12 years of age. Our 5 full day child cares and 16 school age programs are licensed by the Province of Ontario and adhere to all regulations and standards set down by the Child Care and Early Years Act. All programs also have subsidy agreements with the counties of Grey and Bruce that are available through their child care departments.

YMCA Program Statement

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

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

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

Did you know?
Our YMCA is the largest
provider of Child Care in Grey-
Bruce!

Our View of the Child

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

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

environments, we believe, a child will flourish. The child's innate competence, capacity, curiosity and potential will be maximized.

YMCA Curriculum

The YMCA of Owen Sound Grey Bruce has a well-established, research-based approach to early learning. Our curriculum YMCA Playing to Learn has been successfully implemented in all programs for children 0-6 since 2000. In 2006, all YMCAs across Canada adopted this curriculum.

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

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

Minister of Education's Policy Statement on Programming and Pedagogy

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

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

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

Early Learning for Every Child Today (ELECT)

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

Our Statement on Play

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

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

Play and development are intertwined; neither precedes the other. All domains of development are supported by play, and play has the additional benefit of being self-initiated and therefore a joy rather than a chore. Play makes discovery pleasurable, but it also propels the child into the vast realm of learning. Play provides a way for children to be healthy in body, mind and spirit. Play fosters skill development. It offers opportunities for gaining new skills as well as refining existing ones. Play is directly linked to the child's learning.



Their cognitive development and academic success are enhanced by the play experience. Play is physical and increases activity levels, fitness, balance, gross motor skills and fine motor actions. A wide range of scientific, mathematical, perspective-taking and other cognitive processes in discovery and other types of play. Play is social and aids in language learning while supporting social skills development. Self-concepts and emotions are better understood through play, as is the building of emotional intelligence. Important self-regulatory skills may be acquired and reinforced through play. Play builds resilience and can help children manage stress. There are often therapeutic benefits to play. Typically, children direct their play in ways that address their own socio-emotional issues.

YMCA Curriculum Goals & Approaches

Promoting health, safety, nutrition & well-being:

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

Some of the procedures in place at the YMCA include:

- Safe supervision of children
- Child Protection procedures and training
- Sanitation and disinfection procedures
- Menu Planning following the Canada Food Guide
- Communicable disease prevention
- Emergency procedures
- Standard First Aid and CPR training
- WHMIS Training
- Health and Safety training
- Accessibility for Ontarians with Disabilities Act training (AODA)

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

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

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

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

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

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

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

Fostering exploration, play & inquiry:

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



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

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

- active participants
- architects of the playscape
- keen observers
- planners
- reporters
- collaborators
- reflective practitioners

Did you know?

From April 2018 - March 2019, 467 families in Grey-Bruce trusted their children to YMCA Early Learning and Child Care. 1096 families were served by YMCA Before & After School Care programs

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

Providing child initiated & adult supported experiences:

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

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

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

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



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

Planning learning environments to support every child's learning:

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

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

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

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

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

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

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

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

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

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

Generous blocks of time for children to explore, play, and inquire are included both indoors and outdoors. The daily schedule is not rigid but operating in small groups is mandated. One small group of children may be on a walk in the community, while the other small group may prefer to stay indoors and bake cookies.

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

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

Many times, throughout the year staff and children seek out opportunities to enhance the learning by visiting and exploring the community. This can include bus trips or walking to visit retirement homes, libraries, grocery stores or just walking about the community and observing various aspects and interests within the community.

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

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

Fostering engagement & communication with parents:

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

YMCA educators and parents communicate daily about children's activities and health. YMCA educators keep a record of each infant, toddler, and preschool age child's learning and development in their Continuum of Development booklet available to parents to read each day.

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

Other strategies to engage parents and gain input include:

- Documentations that describe play and its connection to learning
- YMCA WeeMarkable App
- Parent/Educator interviews
- Celebrations & events
- Parent surveys
- Displays of children's artwork, sculptures, and creations
- Photographs of children at play

Did you know?

Our YMCA's Child Care programming began in 1955 with a Nursery School in Owen Sound. We've been growing ever since!

- Posting planning documents that include observations of children's interests and activities introduced by YMCA educators

Involving community partners:

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

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

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



Supporting educators' continuous professional learning:

The YMCA is committed to the ongoing professional development of all our educators. After all, what the educator learns informs practice and the benefit is passed onto the children.

YMCA educators attend a series of YMCA curriculum training sessions throughout their career with the YMCA. Additionally, the YMCA provides opportunities for educators to attend external learning events, conferences and keep legislated training requirements (i.e. Standard First Aid & Infant and Child CPR) up to date. Also part of being a part of College of Early Childhood Educators, ongoing learning is compulsory.

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

Documentation:

YMCA educators participate in a continuous cycle of observation:

- Documenting play and its significance
- Determining the children's interests
- Planning activities that support the interests

- Discussion with team members
- Reflection that informs the planning of activities and the learning environment.

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

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

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

Did you know?

Our YMCA child care has the YMCA WeeMarkable App. Stay connected with

Program Information

When child care is required for either Centre Based Care or for Before and After School Care, caregivers will be directed to the Provincial Data Base "Onelist" for programs in Bruce County and those who reside in Grey County are directed to contact the centre directly to be put on the waitlist.

Space accommodation is based on a variety of factors. When placing children on a waitlist the Supervisor will consider the following factors and priority may be given to the following:

- a) YMCA staff
- b) Siblings of children already attending
- c) Full time children of parents who are either in school or are working
- d) Children of parents who have a set schedule
- e) Children needing specialized support (if funding and staff availability for 1:1 care)
- f) Space availability based on required days and age of the child

Using these determining factors the supervisor will be able to determine where the child will be placed on the wait list. The supervisor may also be able to predict when the request for care could be granted. The supervisor would then follow up with the family to give them this information. The family then will be able to determine if they wish to remain on the wait list or to seek alternate care. If the family chooses to remain on the wait list the supervisor will then let them know of the follow up procedures. When a space becomes available the Supervisor will notify the parent to see if they are still interested in the space and if so, they will be given a date to start. The parents are also encouraged to contact the supervisor periodically to see where they are on the wait list.

Registration: Once a spot is available, parents are requested to arrange for an appointment for an initial visit at the centre. This will allow our staff to understand your child's needs and circumstances and plan for a smooth entry into the program. Payment for the first month's care is due **prior** to starting.

Forms: Please complete all forms and return them to the Centre Supervisor **PRIOR** to beginning. All information must be completed, including immunization, Health Card number and an emergency contact person to ensure the safety and security of your child.

Fees: Monthly fees are scheduled approximately the 20th of each month, for that month. Any adjustments from previous invoices would occur at this time. Credit card and preauthorized payments are the methods of payment. Please see our Fee Schedule for further information. Parents are required to pay full fees for their child's scheduled days of care regardless of days missed due to illness, inclement weather, (unless program closure) change in work schedules or extra vacation days. If a parent has an outstanding account for two consecutive months their child's space may be permanently terminated. For more information, please see last page.

Monthly Schedules:

SET: Requested schedule changes to SET schedules cannot be accepted within the same month of the proposed change. Application of this change request must be submitted **one month in advance** in writing to the Child Care Registrar childcare.admin@osgb.ymca.ca. A request for a reduction to a SET schedule could result in the loss of their child care space altogether due to previously stated priority standings and extensive wait lists.

Subsidy: The YMCA has a Purchase of Service Agreement with both Grey and Bruce counties. Further information is available from the Program Supervisor.

N.S.F: There will be a \$20.00 service charge on all N.S.F payments.

Income Tax Receipts: A final set of receipts will be issued each March for the prior calendar year. There will be a \$15.00 administration fee for any additional copies requested by parents.

Late Fees: A late fee will be required from all parents picking up their children after our closing time (by the centre's clocks). A late fee payment of \$1.00 every minute per child will be added to your bill. If there is an emergency and you are going to be late, we ask that you call the centre and notify us.

Bus trip fees: Throughout the year your child may have the opportunity to go on a field trip involving a bus. A bus fee will be added to your bill to cover the cost of this. Please see your centre supervisor for details.

Sunscreen fees: At the beginning of each spring, parents are asked to pay a nominal fee per child or per family to cover the cost of sunscreen that the child care provides for the application of sunscreen throughout the year. Our sunscreen has an SPF of 60. Please see your supervisor for more information

on the product. This will be reflective in your child care account and therefore be included in your child care income tax receipt.

Registration fees: If the Child Care supervisor has provided you with a start date, you may be required to pay a \$75.00 holding fee per child. This will be applied to your first month's child care bill. If you choose not use the program, it is non-refundable.

There is a \$250 dollar **holding fee** if you are withdrawing your child for up to two months of time during the summer and wish to maintain a child care spot; this however is non-refundable and is not applied to your child care bill when you return.

School Age Registration: This program operates September to June, for children in JK-Grade 6. The programs are held in various schools throughout Grey and Bruce. Parents currently using the program have priority in establishing their child's spot for the following September by re-registering each spring.



For more information, please see our YMCA Child Care Parent Handbook for Ages 4-12.

Vacation Time: Children registered in the Child Care centres will receive up to 2 weeks' vacation per calendar year, after **6 months**. Vacation time is based on your child's normal weekly schedule. Vacation time is provided to full time and set scheduled children (same days every week). Fees will be charged for vacation time used beyond these times. **Please note:** Parents must give 2 weeks' notice to use vacation days, and at the supervisor's discretion vacation time can be used for extended illness, not for individual sick days.

Withdrawal: One month written notice for permanent withdrawal from the centre is required. Full fees will be levied if enough notice is not given. Parents must also pay any outstanding balances for care up to and including their child's last day of care at time they give notice of withdrawal.

Hours and Days of Operation: The centres will be closed for approximately one week between Christmas and New Year's. Exact dates will be posted. The centre is closed for all statutory holidays. When the Child Care programs are closed at the discretion of the Administration (i.e. Easter Monday, 2 orientation days prior to Labour Day weekend, snow days etc.), parents will not be billed.

School / Program Closure: In the event of a school closure due to weather or other circumstances where the Y operates a full day Child Care or a Before and After school program. The Y will comply with the school board's decision to close. If the program does not operate, parents will not be billed. If the program does open, but must close early, parents will be billed.

Statutory Holidays: The child care programs will be closed the following statutory days: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, and Thanksgiving.

Inclement weather: In the case of inclement weather we ask parents to plan to pick up their children as quickly as possible. This will help to ensure the safety of the children. This will also assist the

program staff who must travel in trying to leave early during daylight hours. It is imperative that parents provide the program with a few authorized people and telephone numbers who can pick up your children. If your children are not picked up at the designated closing time staff will begin to call these numbers to have the child picked up. If there is no one to pick up the child, staff are directed to call Bruce Grey Children and Family Services. Staff are not authorized to take the child to their home.

Emergency Management: Sometimes situations happen within our child care programs that may result in evacuating the site. This may include fire / flooding / or a possible threat of danger. In the event of such a crisis, caregivers will be notified by an email blast, phone call, WeeMarkable App, social media and by radio. Each of our locations has a comprehensive Emergency Management Policy that is reviewed upon hiring as well as signed off annually. If you would like to review this policy, please contact your program supervisor.

Head Lice: Head lice is not a communicable disease, but it is an annoyance, for many families. Within the child care and Before and After programs, if lice or nits have been found we will call the parents to inform them of this and to plan to pick up the child. Staff can give them information on Head Lice and the treatments available. We will inform them that they can return after a treatment and rescreening has been done by a staff person and are nit free.

YMCA Staff

All YMCA staff must adhere to several policies and procedures as well as Ministry, health and fire regulations. Annual review of these policies and procedures ensures our staff are knowledgeable and prepared to handle a variety of situations.

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 in setting requirements for registration to practice as an RECE, setting ethical and professional standards and holding RECEs accountable to the practice. RECEs are trained in child development and the planning and delivery of child-based learning and care programs. YMCA staff with an early childhood education diploma or equivalent degree must be current members of the college in good standing. RECEs must renew their membership with the college on an annual basis. Find out more about the college by visiting www.college-ece.ca. In addition, all YMCA staff must complete a Police Records Check and Vulnerable sector check prior to employment and renew every three years. Annually, an offense declaration must also be signed.

Did you know?

Working with children, and the YMCA, is very rewarding!
We are happy to accept resumes at any of our Child

Serious Occurrence Reporting

YMCA child care staff have the responsibility to report serious occurrences incidents to the Ministry of Education-Child Care Quality and Assurance and Licensing within 24 hours; and post within the child care/before and after school program information regarding the incident on the Serious Occurrence notification form for 10 days. A Serious Occurrence incident can include incidents that may require third-party medical attention, disasters on premises, and concerns over operations of the program and others.

For the full definitions and procedures please visit: <https://www.edu.gov.on.ca/childcare/offices>

Minor Accident Reporting

Minor accidents and illnesses are common occurrences with children. YMCA child care staff have been trained in standard first aid and infant child CPR to enable them to handle minor and more serious injuries that may occur. YMCA child care staff have the responsibility to report minor incidents and share the YMCA accident report with families by the end of the day that the occurrence happens.



Volunteers and students

YMCA programs are enhanced by the involvement of volunteers and placement students. Volunteers and students in our child care programs must adhere to a number of policies and procedures as well as Ministry, fire and health regulations. Volunteers and students are not responsible for and are never left alone with children and always under the supervision of a paid YMCA staff member.

Duty to report

The YMCA of Owen Sound Grey Bruce has a legal obligation to report any suspicions of child abuse to the Bruce Grey Child and Family Services.

Role of the Family

Parents/ guardians are encouraged to participate in the program whenever possible. Parental involvement is a key element to the success of the child's experience in the YMCA child care. Participation can include verbal or written feedback, sharing information about the child's development, attending meetings, workshops, fundraising events or volunteering on field trips or in the classroom.

Inclusion

YMCA of Owen Sound Grey-Bruce in keeping with our mission and vision, believes in the development of healthy, confident children. We are committed to treating children with respect and dignity and helping them grow and develop to the full potential in a safe nurturing and learning environment.

Central to our work at the YMCA is diversity and social inclusion. We believe that all children and families should have an inclusive and respectful and positive experience in our program.

- YMCA programs are designed to develop children in spirit mind and body, every child is a unique individual and adds value to our program.
- Parents and families are involved, consulted and informed partners with the YMCA staff and volunteers (where appropriate).
- YMCA staff and volunteers (where appropriate) strive to ensure the environment and the programs are adapted to meet the needs of all children.
- YMCA staff and volunteers (where appropriate) seek out community partners to enhance our ability to support children with special needs through training and consultation.

We will strive to be able to support families and children with our available resources. If we are unable to support the children and families, we will work collaboratively, to find a solution for their child to have success.

Our Child Guidance

Our YMCA is committed to helping children grow to their fullest potential in a safe, caring and nurturing environment however, it is necessary at times to set limits and standards of appropriate behavior. YMCA staff are guided by the YMCA Child Guidance Procedure which they are always required to adhere to when interacting with children in a YMCA program. Staff are required to review this procedure on an annual basis and behavior management review is completed at least quarterly by the program supervisor.

Prohibited practices:

A prohibited practice is any behavior that puts children at risk or inhibits the growth, self-esteem and healthy development of a child. The following practices are unacceptable and may result in disciplinary action including termination of employment.

- Corporal punishment
- Physical restraint of a child e.g. high chair
- Any form of abuse whether it be physical, emotional, sexual or neglect depriving the child of basic needs including food, shelter, clothing, bedding or participation in activities
- Leaving children unsupervised
- Deliberately using harsh or degrading measures on a child that would humiliate the child or undermine his or her self-respect
- Locking exits of a child care center for the purpose of confining a child
- Inflicting any bodily harm on children including making them eat or drink against their will
- Using a locked or lockable room or structure to confine a child when separating them from other children

Did you know?

Results and comments gathered from our annual surveys help us to effectively evaluate our programs and make them even

- Interacting or relating to children or vulnerable persons outside of the YMCA program activity (e.g. weekend home visit, babysitting or online chatting, etc.)

** A complete copy of the YMCA Child Guidance Procedure can be attained from your program supervisor*

Daily Logs

Each day our staff in our child care centres, post information about your child's day into the YMCA WeeMarkable App and send it to you. If you are unable to access this App please let us know and we can fill out a communication sheet and daily log of your child's day, letting you know what has happened in their day. Please take the time to read this information about your child's day.

Program Evaluation

Parents will be requested to fill out a Parent Satisfaction Survey periodically. Comments are welcome anytime.

Newsletters / Calendars

Calendars and newsletters will be distributed each month, via email or hard copies within our child care centres. These newsletters will help to keep you informed as to what your child has been learning and experiencing for the past month and what the group is looking forward to in the coming month.

Arrival / Departure

You are invited and encouraged to arrange for your children to visit during the week prior to their first day. This gives them a good opportunity to become familiar with the centre, our staff and to meet the other children in the program. During the initial period of adjustment, tears are a very natural occurrence. Our staff have specialized skills to help your child over this difficult time. We suggest that you settle your child into an activity, say good-bye and then leave. Our staff will assist you both as you say good-bye.

Our responsibility begins when your child is signed in. Parents should dress and undress their child upon arrival and departure.

Our daily routine includes active and quiet times, time with friends and time to play alone. Many opportunities are given for your child to interact individually or as part of a group. These schedules are posted within each classroom space.

Drop Off and Pick Up Procedure: The safety and well-being of all children participating in YMCA Programs is of utmost importance, therefore, we expect all parents to drop off and pick up their children from their child's teacher daily.

When Someone Else Picks up Your Child: You are required to notify centre staff if someone other than the main contact person will be picking up your child. If this person is unknown to the staff, they will be required to show identification. The alternative pickup person must be older than 12 years of age.

Clothing

Children's clothing should be comfortable, washable and easy for the child to fasten. All items should be labelled, and a full change of clothing should be left at the centre. Time is spent outdoors each day, all seasons, weather permitting. Please ensure that your child is dressed appropriately for the days' weather and that indoor shoes are available each day. We also ask if possible, to send a set of extra clothes as well as extra hats and mitts. During the summer time, we ask you to provide a wide brimmed hat for your child.

Meals / Snack Nutrition

YMCA Child Care centers provide morning and afternoon snacks and a nutritious lunch. Our child care cooks are certified in the Safe Food Handlers course and they plan their menus and portions based on Canada's Food Guide. We encourage each child to try each type of food. If there are severe allergies in your child's centre, restrictions in food will apply. Menus are posted to assist you in planning your meals at home. If you wish a copy, please ask the centre Supervisor.



Food Being Brought into Child Care Programs (revised March '21)

During full day programming where children bring their own lunches foods or special occasion snacks, staff will have a handout available for parents at registration giving them some nutritional suggestions for snacks as well as some possible suggestions for their child's lunch. To help encourage proper nutrition, parents may be given a list of nutritious lunch food items to support a balanced diet. If programs have questions or concerns, we will follow the direction of the local public health authorities regarding both lunch / snack options as well as any information on food storage and preparation practices.

- 1) Parents should bring their child's foods in small cooler if applicable and give directly to child care staff. They will take all foods will be stored appropriately.
- 2) If this is a school age program, we will try to ensure that microwave will be available for a staff to re-heat foods for children.
- 3) Lunches should try to include at least 3 out of the 4 food groups (Milk group, meat group, fruit/vegetable group, grain group) and limit fast foods and sweets. Upon discretion, the staff may replace a food item of higher nutritional content, if they feel the child's nutritional needs are not met.
- 4) COLA DRINKS, CHIPS, FOODS CONTAINING NUTS WILL NOT BE SERVED
- 5) For more information, see our Anaphylactic policy.

Idle Free Zone

Parents are asked to please be cognizant that all of the parking areas for our programs are idle free. This means that all vehicles must be turned off while stopped and/ or parked at our programs.

Toys

Children are asked **not** to bring toys to the programs, except those used for rest and sleep time.

Information Changes

It is most important to let the centre Supervisor or program staff know of any changes in your child's life which would affect his or her situation in the centre or program. Be sure to inform them about any significant or permanent changes to drop off and pick up times, immunizations, allergies, addresses and phone numbers and authorized persons, etc.

Medication / Over the Counter Products

Our child care staff will only administer prescription medication or patent medication prescribed in writing by a physician. Parents are required to sign a medication authorization form outlining dosages and times to be given. For safety reasons, medication must be in the original container which has original prescription label attached, must be clearly labelled with the child's name, date, and name of the drug, instructions for storage and administration of the drug. Please give medication to a program staff member. **Never** leave it in your child's bag or cubbie.

The YMCA child care programs administer over-the-counter- products to children with a single "blanket" authorization without documentation of administration except if it is a drug as defined by the Drug and Pharmacies Regulation Act). The permitted products include sunscreen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream. These products will not be administered unless authorized by the parent and they will be labelled with the child's name and stored in accordance with the instructions for storage on the label as well as administered in accordance with the instructions on the label.

Health

Health Care is of great importance. Our child care programs follow the guidelines set out by our local Public Health concerning communicable diseases. Although some illness are inevitable in groups, we try to minimize this by practicing good hygiene, disinfecting toys regularly, making daily health checks. If a child's illness prevents them from participating or being comfortable in normal program activities, the child will be considered too ill to attend child care. Should your child become ill during the day, you will be contacted to pick up your child. If you notice symptoms such as diarrhea, fever or vomiting before you bring your child, please keep them at home. Your child may return to the centre after they have been free of these symptoms for 24 hours.

Did you know?

Our YMCA offers more than exceptional Child Care: Day Camp, swimming lessons, Overnight Camp, recreational activities, Youth Awareness programs and more are all opportunities for your family to grow and develop with us.

If your child experiences a fever of 100 degrees or more while in our care, we will contact you to pick up your child. Also, if your child experiences two loose bowel movements, we will once again contact you to plan to pick up your child. Any changes to this policy will be at the direction of Public Health and parents will be notified at pick up.

Anaphylaxis

The YMCA Child Care programs are committed to taking a pro-active position regarding the prevention of anaphylaxis. The purpose of the policy is to provide a process for dealing with anaphylaxis in the centre.

Strategy to Reduce Risk of Exposure

- Children with extreme allergies that the centre cannot accommodate will be asked to bring their own food from home.
- Foods with "May Contain" nut warnings will not be served
- All labels will be read by a staff member prior to serving
- Staff purchasing foods on behalf of the centre must read food ingredient labels every time they purchase a product
- Any persons supplying food to the child care will be notified of all life threatening allergies in the centre. List of allergies will be revised as necessary
- All children and staff will wash hands before and after handling food
- Children/staff/volunteers will be instructed to not share food
- All surfaces will be cleaned with an approved cleaning solution, prior to and after preparing and serving foods
- All cleaning supplies, medicines etc, that may be of danger or could produce allergic reactions will be stored away
- Garbage bins will be removed from room and emptied at the end of each day
- Special supervision of anaphylactic children during eating (ie. sitting opposite /next to staff)
- During field trips children with anaphylaxis will sit within view of staff member
- Playground areas will be checked and monitored for insects such as wasps. Staff will be notified immediately and children will be forbidden to play in this area
- On off-site trips, parents will be notified
- Staff will take cell phone on all excursions
- Consent is required for any child carrying their own Epi-Pen

Communication Plan for the Dissemination of Information

- Parents will be informed by newsletter/handout/ parent portal of all life threatening allergies in the centre
- A list of all allergies and suggestions for healthy snacks will be handed out at Program Orientation

- List of allergies will be posted in each room / outside or have electronic version operated by the child care
- Parents with children with anaphylaxis will provide an individual plan for their child prior to enrolment

Individual Plan and Emergency Procedures

Prior to enrolment, the parent/guardian will meet with the Program Supervisor to provide input for the child's individual plan and emergency procedures. This plan will include but is not limited to:

- Description of the child's allergy
- Monitoring and avoidance strategies
- Signs and symptoms of an anaphylactic reaction
- Child care staff roles and responsibilities
- Parent/guardian consent for administering allergy medication, sharing information and posting Emergency Plan
- Emergency contact information
- Location of EpiPen and back-up EpiPen
- Parent permission note to carry own Epi-Pen

Parents are requested to advise the Program Supervisor if their child develops an allergy, requires medication and/or of any change to the child's individual plan or treatment. Individual Plans will be revised yearly and as directed by the parent or physician.

Social Media

Our programs must respect the right to privacy for all of our families, staff, volunteers etc. therefore no parent, staff member or any other community member will be permitted to post pictures of any individuals or groups involved in our programs onto any social media site e.g. Facebook, web sites etc. without the prior written approval of every individual involved.

Withdrawal of Service

Should you choose to withdraw your child from the program, please give one month written notice of withdrawal to the on-site supervisor. This will allow the supervisor to inform parents on the wait list of a potential start date. Payments will be adjusted upon receipt of the withdrawal letter. Should a child be withdrawn without notice your account will be charged for two weeks.

The YMCA is an inclusive organization that strives to meet the needs of children and families. In situations where the program is having difficulty supporting the child's needs it may be deemed in the interest of the family and/or the YMCA to terminate care.

In the situation where it may be necessary for the YMCA of Owen Sound Grey Bruce to withdraw its services, it will make these considerations:

- Reasonable care has been given in assessing the child's needs, including the program's ability to support those needs.
- Special needs resources and another outside agency supports are unavailable or have been exhausted.
- Two-week written notice of withdrawal will be given and documentation of meetings and discussions with special needs support staff (if applicable) will be shared with parents. In extreme circumstances termination of care may be immediate.

The following additional situations may be considered cause for terminating care.

- Nonpayment of program fees
- Chronic late pick up
- Situations that require specialized services at the YMCA is unable to provide
- Parents or children who exhibit abusive behavior toward staff, volunteers, other children and families
- Children who are unable to manage in group care settings
- Refusal by parent or guardian to meet with the YMCA staff and/or consent to use of support services for children

Complaint Policy

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child is experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by staff and management of the YMCA of Owen Sound Grey Bruce and 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.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, 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).

Conduct

Our centre 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 or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

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/childrensaidd/reportingabuse/index.aspx>

For a complete YMCA Complaint Policy – Please see “Complaints Policy and Procedure”

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:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within Click here to enter text. business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received;

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:
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - 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 parent/guardian regarding next steps or referral.
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly or - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, 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.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. <p>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.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Manager of Child Care. If the complainant is not satisfied with the findings or the corrective action, he/she may submit a written appeal to the CEO within 10 days of receipt of the communications. The decision made at this level is considered final

Issues/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/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.

Contacts: Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Cyndy Jefferson: Manager, Child Care Services: cyndy.jefferson@osgb.ymca.ca

Hanover Child Care: hanoverearlylearning@osgb.ymca.ca

Kincardine Child Care: kincardineearlylearning@osgb.ymca.ca

Ripley Child Care: ripleyearlylearning@osgb.ymca.ca

Port Elgin Child Care: portelginearlylearning@osgb.ymca.ca

Owen Sound Child Care: owensoundearlylearning@osgb.ymca.ca

College of ECE 1-888-961-8558 or complaints/discipline inquiries – discipline@college-ece.ca

Privacy of information

All staff and volunteers understand that they may have access to confidential information about children and families. As such they have agreed in writing to keep this information in strictest of confidence. Before sharing information about a child with outside agencies or schools, staff will obtain parental consent. All documentation of consent to share will be kept on site in the child's file (if applicable).

Centre: _____

Hours of Operation: _____

Phone # and Extension: _____

Contact Person: _____

For Billing Information: _____

Phone: _____

Notes: