

Mr. Cake's Day Care and Mr. Cake's Out of School Care



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Mission Statement

To provide an atmosphere of love and respect where a child feels comfortable and free to learn and grow...

To create a positive learning environment that stimulates a child's social, physical, intellectual, creative, mental, spiritual and emotional being...

To meet a child's unique needs, guide them to take on challenges successfully and build up their sense of belonging to a larger community...

We believe that when a child's needs are met in a responsive environment, they develop into a well-adjusted, competent, compassionate, self-assured, and healthy individual.

Our Motto: "Growing Together"



Mr. Cake's Childcare Philosophy

We know that each child at our program is unique with their own sense of identity. We believe their lives will somehow be changed and moulded by their experiences in our program and in the manner, we respond to them. To foster a sense of well-being, children need to feel valued, respected, and have their needs met to feel safe and to develop a sense of belonging to a larger community. These all help to build up a child's sense of self-worth and esteem which in turn create a state of mental well-being where a child feels they can succeed, take on challenges successfully and become valuable members of society.

Our program strives to provide children with experiences that will satisfy their social, emotional, physical, mental, spiritual and intellectual needs. We believe children need the freedom to explore and play. By encouraging play, our educators are able to nourish every aspect of a child's development that enables them to learn and grow.

We have based our childcare philosophy off the "*Play, Participation, and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta*". We chose this framework because our early childhood educators can expand upon and interpret everyday experiences of children and turn them into meaningful experiences that help shape the whole child.

Once children feel nurtured and secure in a new environment, they begin to explore and make sense of the world around them. Children are encouraged to participate and explore their environment through a wide variety of centers and learning activities, both educator-directed and child directed. Our educators understand that children need choices and multiple materials to help facilitate and build upon their play. It is important for our educators to participate and observe children at play in order to extend children's learning and gain valuable insight into their way of thinking and interests.

Our programs motto is "Growing Together." We find this statement to compliment our philosophy as we feel that the children and families we serve in our community are our best resources in implementing a high-quality, inclusive and positive child care environment.

Hours and Days of Operation

The program operates twelve months of the year, Monday to Friday from 6:30 a.m. to 6:00 p.m with the exception of the following holidays:

New Year's Eve/Day	December	Civic Holiday	August
Family Day	February	Labour Day	September
Good Friday		Thanksgiving Day	October
Easter Monday		Remembrance Day	November
Victoria Day	May	Christmas Eve/Day	December
Canada Day	July	Boxing Day	December

Our Educators

We have many educators that have worked here for several years, and we pride ourselves on being a daycare family. You can read all our current staff bios on our website by visiting the link below

[Mr. Cake's Educators](#)

All educators have passed a mandatory police record check and references are called to ensure they are the right fit for our program.

All of our educators are also certified in childcare first aid and participate in early childcare workshops throughout the year to continue learning and enhancing their childcare knowledge.

Our caregivers are selected based on their experience, enthusiasm, and their interest in the well-being of children.

Child Guidance Policy and Intervention Strategies

At Mr. Cake's Daycare, our child guidance philosophy is focused on encouraging self-control, building up self-esteem, fostering their social-emotional development and showing respect for all children. These core principles and guidance strategies help children become more emotionally healthy and happy adults who can manage and adapt to an array of potential stressors later in life.

Our educators take everyday discipline issues and turn them into teachable moments that convey the importance of problem solving, impulse control, anger management, and conflict resolution. This form of guidance gives children the tools to understand that their emotions are not only important and deserving of attention, but they are also controllable and the power to control them lies within the child.

Our main focus is on keeping the children free from physical and emotional harm and guiding them to respect self, others and property while at play. We strive to teach children how to progress from physical or verbal aggression to calm self-regulation, how to make better choices with cooperation and compassion, and the importance of respecting and empathizing with others.

We believe that a busy, active child who feels secure, valued and loved will generally be happy and cooperative and be able to benefit from their out of home childcare experiences. We stress the use of positive reinforcement, flexible routines, leading by example, planning for cooperative activities, reasonable expectations, positive child and staff interactions and an age appropriate, stimulating environment with lots of toys and a variety of materials. We believe all these factors work together to help prevent discipline issues and ensure a positive daycare experience for all the children in our care.

Physical aggression that compromises the safety of the children and educators will be dealt with promptly and in a calm and respectful manner. If the aggression is persistent, the child will be put on an "ABC" chart to track and monitor the behavior and the intervention strategies used.

Discussions between the manager and the parents will be open, and a team effort to ensure that the child has the same consistent support strategies at daycare and home. If necessary, early child intervention services will be recommended for the behavior.

This policy has been designed so all educators will know how our program expects them to respond when redirection and child guidance is needed. In the staff orientation packets, staff receive child guidance policy that is kept in their staff files once signed. This policy is also stated in our parent registration packet so that parents are aware of the method of child guidance used in our program. We find that this also helps create a unified effort between parents and staff to help positively guide children.

In situations where child redirection and further guidance is needed among the children, the childcare educators will respond in the following manner:

1. Educators will respond in a calm manner. They will ask open ended questions (questions that cannot be answered with a yes or no) to figure out and help problem solve with the child or children involved. "What happened to make you upset?"

2. Educators will use positive guidance statements and offer choices to help children make thoughtful decisions and build up the child's self-control rather than focusing on a change in behavior. "Please walk inside, running feet are for outside where it is safe to run."

3. Educators in the infants and toddler rooms know that young children may not have the verbal skills to express their emotions or cognitive abilities to understand the process of sharing and cause and effect just yet. The infant and toddler room educators use redirection, and they may suggest another activity/toy or provide a similar alternate toy so the children may parallel play with their peers.

4. Preschool and school age children on the other hand, have developed language skills and understand the concepts of sharing, taking turns and have a basic idea of positive interactions with each other. Educators still offer choices and alternate activities to help guide positive interactions. The Out of School children are encouraged to rationalize their actions and talk about what they could do differently next time.

5. In all cases, it is important to explain and offer guidance so that the children become increasingly more aware of pro-social behaviour. There should be simple homeroom rules, a daily routine that still allows for flexibility and reasonable expectations depending on the age of the child in place.

6. In more serious situations such as biting or aggressive behaviour where there is damage or harm done to self/others or property, the educators will document the incident or accident on our forms and the parent will be notified when they pick their child up at the end of the day. The parent will also be required to sign the form and it will then be placed on file. The affected child is offered comfort and support and first aid as required. The affected child's parents are also made aware of the incident or accident by the same form.

7. Aggressive or serious incidents may require the attention of the program manager who may need help guide and assist the child away from the group. The program's office has a "safe place" where children who are upset can come to lay down, do a puzzle, read a book or engage in other calming activities with the program manager. This is used only as a last resort in order to maintain a positive and safe daycare space for all.

8. Educators and parents must all work together consistently, to assist the children who may need further guidance and support. Daily communication and sharing of observations, strategies and outcome are key to support the children we care for.

9. In extreme cases, repeated and continuous aggressive behaviour may result in termination from the daycare or out of school care program. This action will be the decision of the owner if it is determined that the other children and/or educators are at risk of injury.

Goals of Our Program

At Mr. Cake's Day Care and Out of School Care, we strive to provide a warm, positive, and stimulating environment where children gain experiences that satisfy their social, emotional, physical, spiritual, mental and intellectual needs, all through play. By meeting these key developmental needs, children feel nurtured and secure in their new environment, allowing them to explore and make sense of the world around them.

Children are encouraged to participate and explore their environment through a wide variety of centers and learning activities, both educator-directed and child directed. Our educators understand that children need choices, a changing environment and multiple materials to help facilitate and build upon their play and learning. It is important for educators to actively participate and observe children at play in order to extend children's learning and gain valuable insight into their way of thinking and interests.

In order to meet the unique needs of children in our care, we have based our goals and childcare philosophy off of the "Play, Participation, and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta." We chose this framework because our early childhood educators can expand upon and interpret everyday experiences of children and turn them into meaningful experiences that help shape the whole child.

Our programs motto is "Grow Together." We find this statement to compliment this framework as we feel that the children and families we serve in our community are our best resources in implementing a high-quality, inclusive and positive child care environment.

Physical Needs:

The physical needs of children are met in a variety of ways. First and foremost, they are met by providing a clean and welcoming program. We have washroom facilities available in each of the three younger rooms while the three older rooms have their washrooms in the hallways close by. The three younger rooms have a daily diaper changing/potty training checklist for each of the children in their care who are in diapers to ensure routine diaper changes and potty training is completed. Staff members have daily checklists that must be completed to ensure the washrooms are cleaned twice daily and necessary supplies are replenished. Each room also has a daily cleaning schedule in place to ensure the health and safety of all the children.

Our program provides morning snack, hot lunch and an afternoon snack for all of the children in our daycare program. The Out of School Care children receive only afternoon snack on school days and morning snack, hot lunch and afternoon snack on non-school days. The snacks contain two food groups and the lunches contain four food groups. We offer a six-week menu plan in order for the children to experience a wide variety of foods, flavors and textures. We encourage children to try the foods served and try to expose them to many cultural and ethnic dishes in order to give them a new sensory learning experience.

We believe there are invaluable health benefits for the children when they are allowed the opportunity for a variety of activities in fresh air. It is, therefore, essential that parents provide the necessary outdoor clothing that is appropriate for the season so that children can engage in meaningful play in all types of weather. The children in our care go outside to explore and move their bodies twice a day. Scheduled outdoor play experiences are built into our daily schedule and the daily schedule is posted in each of the rooms. If the weather does not allow for outdoor play, as outlined in our weather policy, we

have a wide variety of indoor playground structures and gross motor equipment that educators can use with children.

Our playground is divided into three sections allowing all age groups to go outside safely and use developmentally appropriate equipment and toys. The children have access to a wide variety of surfaces for different types of play such as grass, sand, a garden and cement pads for driving and creating on. There is also a space for shaded play where children can participate in tabletop activities or create in the mud kitchen. Each child and each of the three play yards allow the children a safe space to explore, climb, jump, slide, run, participate in cooperative games or sports, balance, build strength and important physical skills. Children will also walk to nearby parks and play in new environments to help keep their excitement and engagement in physical activity. When there is no school our older children will utilize the school playgrounds promoting physical activity in their community.

Outdoor play is a regular part of our daily routine in the daycare program. Weather permitting the children go outside in the morning and the afternoon. Therefore, it is essential that parents provide their child/children with the appropriate outerwear for the weather. We believe in planning for on-site physical field trips as well. We have a monthly yoga program through Glow Yoga Kids, a monthly Zumba class through Zambini Kids and have had Sportball and karate lessons before. Toys and equipment are checked on a regular and ongoing basis to ensure safety and they are repaired or replaced as needed.

Room supervisors have a daily checklist for indoors and outdoors that they complete to ensure the environment is safe for the children.

Medication and health care are administered only on the written consent of the parent. Medications are stored safely in the kitchen in locked boxes away from the children. Our Drug Administration Policy states in detail the procedure for drug administration. All staff are certified in first aid upon hiring or within 8 weeks of employment at our program.

We have a sickness policy and procedure in place which clearly states when children and staff may and may not attend our program due to illness.

Social Needs:

The children are grouped in home rooms according to their age: Infant, Little Rascals, Yakety Yaks, Mini Pops, Smarties, and Pirates. This ensures that children are interreacting with other children their age which is important as they learn through role play and observing others around them. The children are encouraged to participate in group activities on a daily basis and to interact with others at their developmental level.

The children also have the same educators each day allowing their environment to become predictable and familiar. The educators caring for the same group of children each day truly come to know and understand them as they spend quite a great deal of time with them. In addition, they complete observations, progress reports and developmental screenings on the children in their care. Educators who are familiar with the children in their rooms come to learn their backgrounds, needs and are able to respond to them in way best suited to their developmental age.

All educators at our program are familiar with our Child and Staff Interaction policy and help the children resolve their differences in a positive and constructive manner. The children are encouraged to interact in a friendly and courteous manner. We are always striving to develop ways of incorporating

diversity into all areas of our program. This includes the concept of diversity beyond that of cultural diversity and including diversity as ability, gender (stereotyping), and family types. This allows for children to develop an acceptance and tolerance for everyone regardless of differences.

Intellectual Needs:

Children's intellectual needs are met through our weekly themes which provide a variety of cognitive learning experiences that come from observations of the children, sparking their interest. The children have lots of books, puzzles, games, and toys available to stimulate their intellectual abilities as well. Our program has several theme boxes available to support the weekly themes and provide a variety of learning experiences for the children. The weekly themes serve as a guide and spontaneity is also encouraged. Educators are encouraged to make sure their activities have a learning purpose, and some objective is met such as counting or colors are reinforced.

We utilize the library's outreach program where they will bring interesting and age-appropriate stories and activities to our program once a month. To further build upon the children's interests and learning at our daycare, our program director/manager will take out story-time kits, books, C. D's and other library materials to enhance the educators program planning every week.

Parents are provided with a monthly newsletter and activity calendar which keeps them informed on the upcoming activities. They are often educational in nature such as science experiments, making homemade noodle, learning about butterfly's life cycles or learning about penguins through real life visits. Weekly themes are posted near the entrance of each home room, so our parents are kept up to date with the daily activities.

Mental Needs:

To encourage a caring, nurturing and positive environment, our early childhood educators know that each child at our program is unique with their own sense of identity. In order to foster this sense of mental well-being, children need to feel valued, respected, and have their needs met in order to feel safe and develop a sense of belonging to a larger community. These all help to build up a child's sense of self-worth and esteem which in turn create a state of mental well-being where a child feels they can succeed, take on challenges successfully and become valuable members of society.

At our program, children (where age appropriate) are encouraged to share their ideas for weekly program planning on what interests them or what they are wanting to know more about. Educators will note children's names on any ideas and input shared on the planning sheets and use the core principles of emergent curriculum to guide their planning process. Educators plan activities based on observations and interests of the children at play, abilities of the children and what the child shares about their home environment. Having children as active participants in the planning process ensures the educators are planning for the interests of each child rather than a whole group or select few number of children. Planning for meaningful, purposeful activities based on child observations makes it more likely that children will gain from it and take away more value.

Educators display pictures of the children at play, their artwork, photos of their families and know that when they enter our program, this is their home away from home. In the registration handbook, families are encouraged to share their family traditions, languages spoken, traditional meals (with recipes to add to our menu plan) and cultural backgrounds. We also ask for personal information such as their child's fears, comforts, and forms of self-expression so our program can incorporate this information and help connect to the child's home environment.

While at play, our educators encourage children and build upon their play by asking open ended questions, providing various types of play, and act as guide as children make sense of the world around them through play. Children will naturally experience conflict or experience strong emotions throughout their play. Our educators are there to model pro-social/emotional skills such as encouraging self-expression or anger in a healthy, safe way, playing cooperative games, taking care of someone who's hurt, using their words to come up with a solution, making them an active participant in the problem-solving solution etc.

Creative Needs:

Plenty of materials for free art expression are provided for the children. We feel that children learn through their play, and they are encouraged to express themselves creatively through role playing, music, art, drama etc. The children have a wide variety of things from recyclable materials to educational toys available to encourage their creativity through play. Our goal is to continue to purchase and provide additional resources for our prop boxes to facilitate and guide children's explorations and discovery. They are also given an ample time to explore and create throughout their day with a minimal amount of interference to allow the children to respond naturally to the situations they create. The educators encourage the children's creativity both inside and outside by providing them with a wide variety of materials and supplies.

Emotional Needs:

Children communicate with us right from birth and our educators know that a strong emotional bond is crucial in a child's future development. Our job as educators is to provide an atmosphere of love and respect where children feel safe to freely express themselves and know that no matter what, we are going to be there for them. To help promote their independence and self-growth, we want them be pushed out of their comfort zones and know this a safe place to try and hone new skills, master challenges even if it takes a few tries and know that it is okay to have set backs and try again. Educators model caring behavior with other colleagues, the families in our program and in turn, children learn to care for themselves, others and materials.

Educators in our program acknowledge children's feelings and this is built into our child guidance policy. We allow children to express how they are feeling in a safe space and let them know that when they are ready to talk or need affection it will be available to them. Our educators also know that positive words and encouragement are crucial for the children in our care. Our adult/child interaction policy was developed because the single most important factor in quality childcare is the interaction that takes place between a child and a responsive, consistent caregiver.

Our program's policies on helping to facilitate and guide children's behaviors ensures all educators are providing a nurturing environment where the children feel valued and secure. Only then will children feel like they are free to grow and learn, develop self-regulation, and benefit from the learning experiences provided.

We like to involve our families in our program, so the children have a sense of unity between our program and the family. We do this through open communication, discussion about family with the children, monthly events board, show and tell at circle time, birthday celebrations, special events etc. Communication with the parent is also essential in order to ensure that each child's personal needs and concerns are being met.

We attempt to impact the children's self-esteem in a positive way by offering affection, recognition for achievements, positive reinforcement, daily age-appropriate responsibilities and acknowledgment of birthdays and other special events. Given the consistent contact the children have with the home room staff, they are able to develop a close relationship which enables our staff to nurture each child.

Spiritual Needs:

We like to involve our families in our program, so the children have a sense of unity between our program and their family. Our program has a code of ethics policy which governs our interactions and beliefs with each of the families that we serve. Our ethics policy acknowledges that every child, family and staff will be celebrated for their uniqueness and be treated with respect and dignity regardless of color, race, culture, religion or ethnic origin.

In our program, parents are recognized as the primary caregiver and our role is to support families in rearing their children and helping them to reach their full individual potential. Parents are supported by open communication, discussions about family with the children, monthly events board, show and tell at circle time, birthday celebrations, special events etc. Communication with the parent is also essential in order to ensure that each child's personal needs and concerns are being met. Upon registration, parents will complete a small cultural background survey if they wish to share more about their home-life, traditions and beliefs. Their responses are then integrated into our program through text material, our daycare menu and program planning. Our program has a monthly theme board for parents and children to represent and acknowledge all holidays and celebrations around the world. Our educators will also plan activities and crafts to include holidays and expose the children to different traditions and celebrations.

We attempt to impact the children's self-esteem in a positive way by offering affection, recognition for achievements both that are accomplished at home and at our program, positive guidance, daily age appropriate responsibilities and leadership tasks and acknowledgment of birthdays and other special events. Our educators recognize that children need to be nurtured uniquely and feel loved and valued in order to connect and form an emotional bond with the educators taking care of them.

Our program acknowledges that the families we serve are diverse with their own set of beliefs and family values and this is known to all through our Valuing Diversity and Promoting Equality policy. We know it is not our place to teach one specific faith or base our program on religious beliefs that are then passed onto the children. In order to still meet the spiritual needs of the children and support their inner growth in a neutral way, our program recognizes that through our program planning we can teach children that we are all connected despite our differences, choosing kindness is always the right decision and that when we work together, great things can happen. Our educators model these values through cooperative games/activities among the children, planning for diversity and inclusion of other cultures, we host a variety of charitable events and donation drives throughout the year to give back to those in our community and by teaching the children to respond with kindness and love to one another when differences arise.

Complaints Policy

It is our goal to strive for quality and excellence in the care of your child. Our program greatly appreciates positive comments or improvement suggestions from our families to ensure that the

children in our care are receiving the best possible care. We always welcome your input and feedback towards the program and we believe in an open door policy where families can call, speak or sit down with the program manger whenever issues arise.

Complaints regarding the day-to-day care of their child:

- First speak with your child's educator at an appropriate time
- If you feel your complaint is not addressed effectively, please speak with the manager.
- If you still feel your complaint is not being addressed effectively, please contact the owner Natalie by email willnat@me.com for a response.

Complaints regarding Staff, the facility, Daycare policies or procedures:

- If your concern is about a Staff, speak first with the Staff personally.
- If you feel your concern/complaint is not being addressed, speak with the manager at an appropriate time, or send an email to mrcakes@telus.net
- If your concerns are about the facility or daycare policies or procedures, speak with the manager at an appropriate time, or send an email to mrcakes@telus.net
- If you feel your complaint is not being addressed effectively, please contact the owner by email willnat@me.com for a response.

Complaints regarding the manager or the governance of the daycare

- If your complaint is about the manager, speak first with the manager personally.
- If your complaint is not being addressed, please contact the owner by email willnat@me.com for a response.

Confidentiality Process

Parents entrust their children to our educators. Our program in turn respects the privacy of the family and any family or personal information stays at the program.

Staff members are informed of the personal information of each of the children which is obtained on the registration forms. This is necessary for the staff to understand the individual needs of each child. Staff also have access to the portable papers of each child in our program. One is placed in the homeroom backpack which is used for all off premises excursions and emergencies and the other is placed in a master file in the program closet in the Little Rascal Room.

The personal information for each child is not in public view. Their personal files are kept in a filing cabinet in the office. Children's first names only are used on the diapering checklists, birthday boards and in the newsletters.

Parents indicate the emergency contact people on their child's registration form. Only on the parent's request do we release the children to any other individuals and identification will need to be provided.

Restraining orders are always adhered to by the program. Staff members are instructed to always greet and treat all parents with utmost respect regardless of the family circumstances.

Parent and staff concerns are forwarded to the program manager and are handled in a discrete and effective manner.

Staff and children's files are secure in the filing cabinet in the office. Financial information, fee payments and subsidy information are all stored on the computer with access by only the owner and program manager.

Phone numbers of our families are not provided to anyone unless it has been requested by the parent. Staff phones are for our program's use only and are not to be given out to the parents or guardians.

Staff members are not to discuss children, parents or any incidents or events that take place at the daycare. Regardless if they are still employed with the program or not.

Our program recognizes the importance of privacy and confidentiality and makes every effort to respect the information of the families that we service. Any situations or events that occur at the daycare are not to be posted on social media sites or talked about outside of the daycare.

Social Media Policy

Our program has Facebook page and a private Instagram page that is used to post relevant information about our program, articles from the childcare field and connect our daycare families. Some families at the program have chosen to restrict photograph permissions of their child(ren) and we will respect this in our postings. Pictures that are posted on Facebook will not contain faces of the children and will include bodies only. Pictures posted on Instagram will contain the faces of the children who we were given permission to post. Parents sign these permission forms when they go through the registration packet. We also have a website that will also be used for promotional reasons and will contain pictures of children playing but again, will not contain any of their faces.

Every employee has the responsibility to maintain and enhance the programs public image and to use the internet in a responsible manner. Employees must maintain professionalism at all times in all communications (in-person, written, or online) with our daycare community. Employees may be held responsible for any online behaviour or content that connects them to the program or implicates the program in that behaviour. Employees may also be held responsible for any statements, posts, communications, or other online behaviour or content that is not consistent with the program's mission and philosophy. The publication of photos, images or children at the program, whether online or otherwise, is prohibited.

The posting of confidential and/or identifying information about the children, parents, or staff at the program on social media (including but not limited to Facebook, Twitter, Instagram, and so forth) is strictly prohibited.

Parents entrust their children's information to our program and we in turn respect the privacy of the family. Each staff member signs a confidentiality agreement which states that the information concerning the children and the program, remain at the program.

Electronics Policy

Numerous studies have indicated that screen time should be eliminated and/or restricted in the daily routine of children two years and under as it is clearly linked to developmental delays, sedentary behaviour and obesity in children. As children play, development is happening rapidly as they explore their environment, observe the adults and children in their lives and then imitate them. We believe that children have meaningful learning experiences through their daily interactions with our educators and other children and open play experiences and for this reason, have adopted the following policy which limits the use electronics in our program.

Our program does not use electronics as part of our daily routine. Movie days at the program are limited to twice a year, once at Christmas and once during the summer. We do have an iPad that may be used with the three older rooms for instructional purposes such as storytelling, educational videos, songs, and puzzles. It is not used for games.

The Pirates do not have computers in their daily program but do use DVDs on special occasions. The Out of School children may also use their personal electronics on non-school days only, but with limited access. We will not be responsible for loss or damage of personal electronics.

Health, Nutrition and Safety Policy, Procedure and Protocol

We make every effort to ensure the safety of the children in our care and the first priority of the educators is to provide a safe and welcoming environment for all the children in their care. Each of the six rooms at our program provides age-appropriate toys in an environment that is suited to each age grouping of children ensuring they have a safe place to learn in and explore. We have developed the following Health and Safety policy which covers many aspects and ensures all the fundamental needs of children are met.

Health:

The children are divided into their respective age groupings and all the toys and materials within their environment are age appropriate. The toys are checked regularly, and any broken toys are discarded, repaired or replaced. The educators in each room have a regular cleaning schedule, checklists and daily chores to ensure our program's environment is kept clean and tidy.

It is sometimes necessary to exclude children from our program for health reasons. Because the nature of our business is caring for children while their parents work, we are very sensitive to this issue and try to call only when necessary.

We believe children **may attend** our program under the following circumstances:

1. When the child is able to participate in the daily routine for their age group.
2. When a physician has stated in a note that a child may attend.
3. When a child is receiving prescription or non-prescription medications (for at least 24 hours prior to returning/attending) unless the doctor has informed our program otherwise.
4. When the parent/guardian, with the consent of the program manager, feels that a child is well enough to attend, and the illness does not require the child to be excluded from the program.
5. When a child has a slight fever due to teething.

We believe children **may not attend** our program under the following circumstances:

1. When a child is suffering with a communicable disease listed in schedule 1 of the Communicable Disease Regulations (Pink Eye, Scabies, Hand, Foot & Mouth, Head Lice, Impetigo). They must remain out of our program until appropriate treatment has been given or a doctor's note states that they don't pose a health risk to others.
2. When a child is not able to participate comfortably in program activities.
3. When the illness results in a need that is greater than the staff can provide without compromising the health and safety of the other children.
4. When a child has a fever not due to teething. Educators will use their discretion and look for symptoms of teething such as sucking on fingers/red cheeks and not their happy selves.

Parents/Guardians will be notified and requested to pick their child up immediately if any of the following health concerns should arise during the course of their child's day at our program:

1. A child is beginning to show symptoms of a disease listed in Schedule 1 of the Communicable Diseases Regulations (Pink Eye, Scabies, Hand, Foot & Mouth, Head Lice, Impetigo) and poses a health risk to persons on the program.
2. When a child has two or more diarrhea or vomiting incidents.
3. When a child has a fever (38.0 degrees C or higher) that is not due to teething.
4. When Health Link advises our program that a particular child must be sent home.

The child will be able to return to the program when the child no longer poses a health risk to the program (has been symptom free for 24 hours), has a written note from a physician indicating the child does not pose a health risk to the persons attending the program, or has been on medication for 24 hours while at home and is able to participate comfortably in our daycare program.

Parents/Guardians will be notified and suggested to get medical attention if any of the following medical condition should arise during the course of their child's day at our program:

1. Lethargy
2. Difficult breathing
3. New or unexplained rash
4. Persistent abdominal pain
5. Stools that contain blood or mucus

6. Other manifestations of possible severe illness

7. Mouth sores associated with drooling

When determining if a child is ill, our program manager or acting program manager will take their temperature, look for any signs or symptoms listed above, look/listen for laboured breathing, etc. If further medical information is needed for an illness or incident, the program manager or acting program manager will call Health Link. The health information or advice will be documented on the incident reports and verbally relayed to all educators caring for the sick child. Children who become sick while in our care are kept as far away as practicable from the other children until the parents/guardians arrive while still being directly supervised by a childhood educator. When possible, the child will be moved to the office and be given a resting mat and a blanket while they await pick-up. If the parent or guardian fails to arrange for the immediate removal of a child, the emergency contact listed on the child's registration form will be contacted. When the child has left, the educators will disinfect the child's mat and bedding and any other supplies used by the sick child. The primary staff will record the sickness on an incident/accident /sickness form and the parent will be required to read and sign it upon arrival to pick up their child. The form will indicate the child who is ill, the time the parent was initially contacted, name of the staff person who contacted the parent, time the child was removed from the program, and the date the child returned to the program. The form will then be filed.

Parents/Guardians will be notified if a disease listed in Schedule 1 of the Communicable Diseases Regulations (Pink Eye, Scabies, Hand, Foot & Mouth, Head Lice, Impetigo) has been confirmed at the program to ensure they are aware and can watch their child for similar symptoms.

Immunizations:

Immunizations are one of the best ways to prevent infections such as influenza from spreading. Children's immunization records are asked upon registration at our program, and it is the responsibility of the parent to inform the program and provide up-to-date information on a child's immunizations. Being immunized is not a requirement to attend our program but educators and children are encouraged to get an annual influenza shot and other important vaccines.

Accidents or Illness:

Should a child become seriously ill or involved in an accident during their day at our program, the program manager or acting program manager in charge will contact the parent or guardian immediately. If we cannot get a hold of either parent immediately, the emergency contact listed on file will be called. If the illness/accident is serious, the program manager or acting program manager will call an ambulance first and another staff member on-site at the program will call the parent immediately. The cost involved for the medical service will be the responsibility of the parent. The child with a serious injury or illness will be taken to the nearest available hospital by ambulance. The other educators in ratio will supervise the other children at the program to ensure their safety and well-being.

Medication:

When a child requires medication during their time at our program, we must have the written consent of the parent or guardian to administer the medication and they must sign the appropriate medication form. In addition to a signed medication form, medications must meet the following requirements.

All medications must be in their original container with the child's name on the container and will be administered according to the labelled directions. Once an educator with childcare first aid has administered medication to a child, he/she will record the name of the medication, the time it was administered, the date it was given, the amount that was administered and will sign their name as an indicator that the administration is complete. The staff will observe the children for allergic reactions after receiving medication or herbal remedies. All medications must be stored in the lock boxes either in the fridge or in the cupboard in the kitchen and will be sent home with the parent daily. Emergency medications are stored in the emergency bags in the child's home room. This is to allow for easy access in the event of an emergency by the educators and the child who requires the medication.

Smoking:

To also ensure a healthy environment for the children, no person is permitted to smoke or vape on the program premises. In addition, no staff member is allowed to smoke at any time or place where childcare is being provided.

Allergies:

Please be aware, that our program will still serve known food allergies including common food allergens among children such as eggs, milk, fish, soy, nuts etc. A list of food allergens (or suspected allergens) and medical conditions are posted in each of the respective rooms ensuring all educators are aware. A master allergy and medical sheet is posted in the kitchen as well as well as noted on room attendance sheets.

If a child has dietary or religious restriction to a certain food, we will provide an alternate food choice. This does not apply to milk alternatives, and this will need to be provided by the parents or guardians.

If a child has medication for a severe allergy, it is taken with them on walks and into the outdoor play space ensuring there is quick access to the medication in the event of an emergency. All educators have childcare first aid training, and that covers how to inject an EpiPen safely and properly. Upon registration, parents/ guardians are responsible to fill out known allergies/ medical conditions on their child's registration forms. They are also responsible to inform our program if an allergy had been outgrown, changed or there is a change in their child's medical history.

Head Lice:

We know head lice can be common among children at daycares and at schools as they play close together and may share certain items allowing lice to easily spread from child to child.

If a case of head lice has been confirmed in our program, all of the parents and educators are notified immediately an information sheet on the signs, symptoms, procedure and treatment is emailed out. The privacy of the child and family is protected.

The parents of the affected child are called immediately and encouraged to pick up their child/children as soon as possible. The child must be treated with the appropriate solution before he/she is allowed to return to our program and no new eggs must be present.

The affected room is cleaned and sanitized immediately upon the departure of the affected child. The daycare program will monitor the situation closely for signs and symptoms of additional cases and reoccurrences and report any additional cases to the families. All of our rooms use a Barbicide disinfectant to store the combs and brushes for grooming the children's hair which is changed monthly.

Nutrition:

Well balanced meals are essential to the growth and health of the children in our care. We provide morning and afternoon snacks and a hot lunch for all the children in our care. The out of school children receive morning and afternoon snacks and a hot lunch on non-school days and on school days, they receive afternoon snack. Our snacks include at least two food groups, and our lunch includes at least four food groups. We have a 4-week menu plan, ensuring the children receive a wide variety of food choices. We follow Canada's Food Guide to Healthy Eating, the resource "My Health- Healthy Eating for Children" and also review our menu twice a year to meet new nutritional guidelines of research. When reviewing and changing our menu to add new items, we also use a "Menu Assessment Checklist" developed for childcare facilities. This checklist has helpful guidelines and recommendations specifically for daycare programs. This self-assessment tool helps ensure that our program is meeting the important dietary needs of children such as having fish on our menu at least once a week, protein alternatives are served twice a week or foods are served in a variety of temperatures and textures (smooth, chewy, raw).

Children who arrive early in the morning and have not had time to eat breakfast at home may bring their breakfast along with them to our program and we will supervise their eating of it and supply any utensils or milk if needed. We encourage parents to follow the recommendations of Canada's Food Guide when providing food for their child's breakfast. If the parent-supplied breakfast does not meet Canada's Food Guide, we offer a supplemental option to the child.

Our menu for the current week is posted on the communication board by the entry door to the daycare as well as by the door of the out of school care. Week one of our menu is also posted on our website for parents to view and if they request it, an emailed copy will be sent to them. If a child has dietary or religious restrictions, we will provide an alternate food choice. This does not apply to milk alternatives and this will need to be provided by the parents or guardians.

Our morning snack is served at 9:00 a.m., lunch is served between 11:00 a.m.- 12:00 a.m. (depending on the room) and afternoon snack is served between 2:30p.m.- 3:00p.m. On school days, the out of school children receive their afternoon snack as they return from school. We use reusable eating utensils, plates, bowls and cups. These are washed and sanitized by our cook using a three-sink cleaning method. We use liquid hand soap and paper towels that are discarded after each use.

Safety:

We make every effort to ensure the safety of the children in our care by providing age-appropriate toys in an environment that is suited to each age grouping of children. The first priority of the staff is to ensure the safety of the children in their care by planning for safe learning experiences and effectively supervising the children at all times. All of our full-time educators have their first aid in childcare, renewed every three years to keep up with best practice of first aid standards and policies regarding children. Each of the rooms at our program has a first aid kit that is taken with them outside and off-site should a child require first aid.

All injuries, accidents and illnesses are recorded on our incident/accident/sickness form by the educators who witnessed the incident or who attended to the child/children involved in the incident. The incident report is emailed to the families and the parent can then read and reply indicating that they acknowledge the incident/accident or sickness. If the incident, accident, or illness is serious in nature, the parent will receive a copy of the incident report at pick-up to sign and it will be kept in the child's file.

Our incident/accident/sickness form is an effective way to track and analyze accidents in order to identify trends and/or issues. All serious illnesses, accidents or incidents occurring at our program would also immediately be reported to our regional childcare office using the prescribed critical incident report by the program manager or acting program manager

All serious incidents involving a child would also be reflected upon and discussed at the next staff meeting to ensure our program is continually striving to be the best it can be and having an open discussion between educators on how to prevent future incidents from happening.

Other:

Soiled diapers and garbage are stored in a closed container and are washed out weekly. It is important that parents supply a change of clothes in case of accidents or spills. The daycare does have spare clothes on-site should the parent forget to supply their child with a change of clothes.

For napping and resting, each child has their own labelled mat. The bedding is provided by the daycare and are washed weekly or as needed. Children may bring their own nap essentials, but it must be labelled and taken home on Fridays for laundering. All water bottles, baby bottles, sipping cups and soothers from home are labelled with the child's name. These are cleaned by the educators nightly and left to air dry overnight.

Emergency Evacuation Procedure

1. In case of fire, the fire bell is heard throughout our program and the program manager will call 911. Staff members will ready the children for evacuation, take their daily attendance and room backpacks.

2. The Munchkins will proceed to the right-hand emergency exit located to the right of the infant room entrance on the south side of our program and immediately proceed to the main parking lot where roll call will be taken. The cook will bring a stroller and assist with the infant evacuation.

3. The Little Rascals room will proceed to the left emergency exit located to the left of Little Rascal entrance on the south side of our program. They will then proceed directly to the main parking lot where roll call will be taken.

4. The Yakety Yaks will proceed directly up the stairs and out the main door of our program which is located on the west side of the building. They will then proceed to the main parking lot where roll call will be taken.

5. The Mini Pops and Smarties rooms will use the north exit of their respective rooms and proceed through the north door of the auditorium. They will proceed up the main stairs and out the door to the main parking lot where they will do a roll call of their respective rooms.

6. The Pirates room will proceed through the west hallway and down the stairs from the upper level using the main door located on the west side of the building. They will proceed to the main parking lot where roll call will be taken.

7. The staff member who is doing the breaks will remain in the room where he/she is currently doing the break at the time of the evacuation and will assist with the evacuation of that room.

8. In each group, a staff member must stand at the front of the exit until the group has evacuated the building. He/she will count the number of children evacuating and then join the group upon evacuation.

9. The program manager or acting program manager will quickly do a room check in each of the rooms and washrooms checking for children who might be hiding, closing windows and doors and turning off the lights. The program manager or acting program manager will also take the master copy of the children's portable papers located in the Little Rascal room closet.

10. Children and staff will wait outside until it is safe to reenter the program. If relocation is necessary, staff will escort all children to Clover Bar Pioneer Court at 6 Mission St, Sherwood Park, 780-467-8206 and parents will be called to come and pick up their children.

11. In the event that children are outside using our outdoor place space, children and staff will exit their respective playgrounds, take their daily attendance and room backpacks. They will exit the play space using the outside gate and proceed up to the parking lot where roll call will be taken.

Field Trip Policy and Procedure

Our program believes in giving children real-world experiences by taking them off-site of our program. Taking children out into the community or having people from the community come to our program contributes to their understanding of the world around them and lets them make meaningful connections between the daycare and the real-world.

To ensure the safety of the children as they travel away from our program for these field trip experiences, we have developed the following field trip policy which applies to all parties involved in the field trip (children, educators, parents and volunteers)

When we are participating in any off-site field trips not part of our regular programming, the parents are notified prior to each field trip and written permission is required for each field trip, whether the children are transported by bus or walking.

The field trip form is listed on their child's room door and includes the following information:

Location, Date, Time (that we leave and return to the program), Cost (if applicable), Educators Attending, Transportation Mode, Communication Number, Lunch that will be Provided. The field trip form also lists anything their child may need to bring that is not usually part of their daily daycare supplies. Parent's are informed that without their signed consent, children will not be able to attend the field trip. We also ask if parents want to volunteer their time on the trip.

Children travel with a partner on field trips. When on field trips, we attempt to have twice the required educators and have the children divided into small groups. Each educator is given a list of the children in his/her care. Educators are instructed to count their small groups every few minutes. They are also required to record the number of children in their group every hour on the field trip forms and hand the form into administration when back at the program. The program manager does the overall count before leaving our program, upon boarding the bus and also on the return from the field trip.

Prior to taking the children to an unfamiliar facility, we visit the facility to confirm suitability for the children if it is a new place. (i.e. age appropriate, hazards, washroom facilities, security, rest areas, accessibility)

We use Bailey's Bussing who are insured to transport children for all our field trips that are not within walking distance of our program. When on the bus, we follow the safety rules that comply with Transport Canada Guidelines. (Always staying seated, facing forward, talking in quiet voices etc.)

Prior to the field trip, the staff will discuss the field trip plans with the children and volunteers. (Where they'll be going, what to expect, safety rules, whom they will be seeing, who they need to listen to etc.) The educators and parent volunteers also receive written instructions/procedures indicating their responsibilities on the field trip.

The children have a sticker on their back with the name, address and phone number of our program on it. The children also wear blue shirts to help identify our program in busy areas.

Parents are informed of upcoming field trips in the monthly newsletter which is distributed at the beginning of each month. In the summer months, calendars are posted outside each of the rooms for July and August. Approximately two weeks prior to the field trip, parents are asked to give their written permission for their child/children to participate in the field trip. Parents will also be asked for payment of any costs that may be involved for the trip. The cost of field trips for the out of school care children during the months of July and August is included in their monthly fee. If the out of school children go on a field trip during the school year, the parents will be asked to provide payment of any costs involved.

If our field trip is outdoors and the weather does not allow us to go, we will cancel the field trip. Parents will be notified accordingly, and the trip may or may not be rescheduled. In either event, the parents are kept informed as soon as a decision is made.

Prior to the field trip, the staff members discuss the expectations and safety rules for the trip and prepare the children for the upcoming event. The staff members also review the rules for the children if they become separated from the group:

1. Stay Put
2. Talk to “Safe Adults” (i.e. security, police, or employee)
3. Don’t go anywhere with someone you don’t know.

On every field trip, the person in charge, either the program manager or acting program manager is responsible for counting the children upon boarding the bus, as well as, boarding the bus upon the return to our program. Educators are instructed to count their small groups every few minutes and complete their attendance check forms every half an hour. The program manager or acting program manager carries the daycare cell phone. There are always educators present who have their first aid certificate as it is a job requirement to be certified when employed at our program. The person in charge will also ensure that the group is aware of the designated meeting place.

The home room educators bring their emergency backpack which includes first aid supplies, tissues, sanitary wipes, sunscreen, emergency medication, diapers/change of clothes as needed. The emergency records of the children are available on our TimeSavr app which are accessible on all our educators phones for both on-site and off-site access.

The program manager is always aware of the route the bus will be taking. The bus driver also has constant contact with his dispatcher during the field trip. In most cases, reservations are required for facilities. Our expected time of arrival is confirmed and the facility has our contact information prior to going on the field trip.

At our destination, the children travel in small groups and are supervised constantly. Educators accompany the children to the public washrooms. When possible, they go in small groups to maximize the supervision of all the other children.

In the event of a lost child, one educator will conduct a search of the immediate area, notify all the educators to be alert and solicit the help of the nearest employee. The program manager or acting program manager in charge would then contact police, parents, our licensing officer and our program.

Field trips are evaluated by watching and listening to the children while on the field trip. This enables our program to plan accordingly for future field trips that are based on the interests and abilities of the children. We will also distribute “Field Trip Reflections” at the end of a new field trip to get feedback from the educators that attended them.

Field Trip Safety Reminders

1. Have you discussed the field trip plans with the children? (where you’re going, what to expect and safety rules on the bus and while on-site?)
2. Do you have your rooms backpack with the children’s portable cards, any emergency medication, first aid kit, change of clothes, water, sunscreen etc.?

3. Do you have an accurate count of the children in your group and a pen to complete your head count sheet? (before, during and upon return)

4. Do you know who is in charge in the event of an emergency?

5. Do you have a cell phone?

6. Have you picked a designated meeting spot in the event that someone gets separated from the group?

7. Have you made the children aware that if they get lost they should:

a.) Stay Put

b.) Talk only to "SAFE" adults (i.e. employees, security guards, police).

c.) Don't go anywhere with anyone they don't know.

8. Do all of the children have our blue shirts on with our program's address and phone number label on their back?

* If a child becomes separated from their group, educators will respond in the following manner:

- The educator in charge shall immediately instruct all other educators to bring the groups of children together and ask when the child was last seen.
- The educator that is responsible for that child will conduct a search of the immediate area.
- Educators not engaged in the search, will ensure that the children remain calm and engaged in activities while the search continues.
- Within two minutes, the search of the area will be expanded, and the educators will get as many people involved in the search as possible.
- Should the educators fail to find the missing child within ten minutes, the police will be contacted immediately by the educator in charge and pertinent information will be given from the emergency record of the child.
- Parents/Guardians shall also be contacted and informed of the actions taking place and will be phoned back every few minutes with updates on what is going on.
- When the child has been found, the educator in charge shall inform everyone involved, and make sure the child is comforted and safe.

Mealtimes and Menu Policy

Well balanced meals and nutrition is essential to the growth and healthy development of the children in our care. Educators will sit with the children at mealtimes often eating themselves and have conversations with the children to promote a "family dinner" environment.

We serve morning snack at 9:00, afternoon snack at 2:30 and lunch is served between 11:00-11:30 depending on the room. The out of school children receive morning and afternoon snacks and a hot

lunch on non-school days and on school days, they receive afternoon snack. Although we have set mealtimes, our program believes that children should be allowed to eat at their own pace, and we will always save lunch or offer a snack to a child who arrives late. Our program also knows sometimes children may not be hungry, and they are not forced to join the table and may resume their play.

Our snacks include at least two food groups, and our lunch includes at least four food groups. We have a four-week menu plan, so the children receive a wide variety of food choices. We follow Canada's Food Guide to Healthy Eating, My Health- Healthy Eating for Children and also review our menu twice a year to meet new nutritional guidelines of research. When reviewing and changing our menu, we use a "Menu Assessment Checklist" developed for childcare facilities. This checklist has helpful guidelines and recommendations specifically for daycare programs. This self-assessment tool helps ensure that our program is meeting the important dietary needs of children such as having fish on our menu at least once a week, protein alternatives are served twice a week or foods are served in a variety of temperatures and textures (smooth, chewy, raw).

Our menu for the current week is posted on the communication board by the entry door to the daycare as well as by the door of the out of school care. Week one of our menu is also posted on our website for parents to view and if they request it, an emailed copy will be sent to them.

Children are fed and assisted appropriately to their age and level of development. Infants use highchairs, may require a bottle or pureed foods. The older infants may use booster chairs at a small table to enable them to be ready for the Little Rascal room. In the Little Rascal room, the younger toddlers sit at small tables using booster chairs while the older toddlers are seated on small chairs. As the children progress through the rooms, the tables and chairs are proportioned for the children's size. The Infants and Little Rascals are assisted with the serving of food while the preschool and school age children are self-help. Children are given lots of time to eat in a relaxed manner at their own speed for all meals. The children are offered their beverage during the meal and no beverages are provided to the children while they are napping. If the infants get a bottle due to parent's request, they are given it in the highchair.

The children are encouraged to be involved during mealtimes by assisting with setting the table or helping to clean up if they wish.

The following are guidelines in the serving of food:

1. Tables are disinfected prior to meals.
2. Hands are washed before eating.
3. When food is in the Danger Zone (4 to 60 degrees C.) the wait time should be minimized.
4. Serving utensils must not contact the individual dishes.
5. Food must be cut into appropriate size pieces to avoid choking incidents.
6. Dishes are washed using a three-sink cleaning method.
7. Hands are washed after eating.
8. Tables and serving area are to be cleaned and disinfected after the meal.

Nature and Scope of Parental Involvement

Our program acknowledges that the parent is the primary caregiver of the child and we are here to support them in rearing their child and helping them to reach their full potential. Whereby it is our responsibility to provide a safe, healthy, nurturing and stimulating environment, it is also our responsibility to acknowledge the wishes of the parent in the rearing of their child in this environment.

We make it a priority to involve the families we serve in our program, so the children have a sense of unity between our program and their home life. Parents are kept informed and involved through daily, open communication with the educators. Our educators will also talk with the children daily to understand and develop a sense of the whole child in order to meet their needs appropriately. Our parents are encouraged to talk directly to the educators and in so doing there will be a direct exchange of information on a daily basis for each individual child.

In addition to daily communication, parents are kept involved in their child's program by monthly newsletters and activity calendars, monthly progress portfolios, emails and text message/picture updates, social media posts, monthly events held at the program that they may attend, birthday celebrations, field trip volunteer opportunities, and special events etc. Communication with the parent is also essential in order to ensure that each child's personal needs and concerns are being met. Upon registration, parents will complete a small cultural background survey if they wish to share more about their home-life, traditions and beliefs. Their responses are then integrated into our program through text material, our daycare menu and program planning.

Our program has a code of ethics policy which governs our programs interactions and beliefs with each of the families that we serve. Our ethics policy acknowledges that every child, family and educator will be celebrated for their uniqueness and be treated with respect and dignity regardless of color, race, culture, religion or ethnic origin.

It is our goal to make our program their child's home away from home. We attempt to create a supportive relationship with our families which in turn creates an atmosphere where the parent feels comfortable leaving their child in our care. We encourage both positive and negative feedback from our families as it enables us to "grow together" and provide the highest quality childcare for each and every child.

Safe Arrival and Departure of the Children Policy

The safety of the children in our care is our primary concern. Whenever there is an exchange of care and responsibility between the parent/guardian and the educators it is extremely important that both parties are aware of the policies and procedure governing that exchange so that no child goes unsupervised, unprotected or missing.

We ask that parents/guardians escort their child/children to their respective room and ensure they have been received by an educator. We cannot be responsible for the children unless they have been received by our educators. Our educators will then sign the child in on their daily attendance sheets which allows us to keep accurate records and to know at any given time how many children are in our care. Parents/Guardians are required to sign their child/children in and out each day on the hallway iPad. Our educators will sign the children

We also ask that if a child will not attend our program on any given day that the parent/guardian notify us so that we are not in anticipation of their arrival. This is particularly true of children who attend kindergarten or are school aged so there is no confusion as to whether the child/children are returning from school on the bus.

Our program does not provide bussing for children attending any of the public, catholic or separate schools. Parents/Guardians must contact either the Elk Island Catholic Student Transportation or the Elk Island Public Student Transportation to arrange bussing for their child/children. Our program will be responsible for escorting the children safely to the bus and ensuring they board the bus. Our program will also be responsible for meeting the busses, supervising the children's exit from the busses and escorting the children safely into the program.

It is the parent/guardian's responsibility to notify our program and the bus transportation if their child/children will not be on the bus either in the morning, afternoon or not at all. Our program will be responsible for notifying the parent, school and bus transportation if a child (who should be on the bus) does not arrive back at our program. Our program is not responsible for what takes place on the bus, missed busses, what happens at school or in the school yard. For our out of school care families, if the school buses are not running but the schools are still open and your child is staying the day at daycare program, there will be a charge of \$85.00.

Our educators will sign the children out on their daily attendance sheets when the parent/guardian comes to pick up their child/children. We will not permit any child to leave the program with anyone not stated as an "authorized person" unless the parent/guardian notifies one of our educators. Picture i.d. will be asked of all individuals, including the parent/guardian, if they are unknown to the educators when the individual is picking up the child/children.

Once parents/guardians have received their child/children from our educators, the children are then the responsibility of the parent/guardian. Please do not leave your child/children unattended and unsupervised in any areas of our program at drop off or pick up. Similarly, parents/guardians should not allow their children to leave the building unsupervised as we have a very busy parking lot and small children are not easily seen between parked cars.

Valuing Diversity and Promoting Inclusion

Mr. Cake's ensures that our program celebrates our differences and is fully inclusive in meeting the needs of all children to ensure every child feels successful. We recognise that children and their families come from diverse backgrounds and their values and needs will need to be met in a variety of ways.

In order to promote inclusion of diverse needs in our program, we offer a wide range of materials, equipment and toys to ensure our program represents all abilities and levels. We work closely with our families to support their children to ensure their child is being supported best suited to their unique needs. To foster a sense of belonging, inclusion and community support, we include community awareness events into our monthly programming such as "Rock Your Socks" for World Down Syndrome day, wear blue for World Autism Day or teaching all of our children sign language.

Our program's motto is "Growing Together" which to our program means that we all have something of value and each and every one of us has a special contribution to make that we can learn and grow from.

In order to grow together, it is important to have open communication with the parents in our program. We accomplish this by asking our parents if their child is on any on-going behavioral medication at home, if they use any special equipment at home or if they have had any experience with early intervention specialists in our parent registration packets. These questions help ensure that our program and educators can successfully meet the needs of children with diverse needs.

Supporting the families we serve and representing their cultural backgrounds is embedded into our program and helps to connect the child's family and daycare environments. We support the diverse needs of families through the cultural background questions upon registration, daycare family cookbook, menu planning with their family recipes or offering food alternatives due to religious beliefs, displaying family photos in their room, and inviting them to come on and off-site with their children.

To promote inclusion and diversity in our program, we offer a wide range of materials, print materials, dress up clothes and toys to ensure our program represents a variety of ethnicities, family structures and cultural backgrounds. Our monthly parent board always includes a multicultural theme and information sheets/facts to help families teach their children a new tradition or celebrate a new holiday.

In our programs code of ethics policy, it details how all cultures, races and backgrounds are not only recognized in our program but also celebrated because it is important to expose the children in our care to different backgrounds which in turn helps to enrich our program and offer new learning experiences for the children and educators. This helps show the children that although we are all unique, we are also all connected and have overlapping similarities as well. This gives children a great sense of pride when they see their cultures or traditions being represented at daycare and creates that important connection to daycare and their home life.

When children are exposed to a variety of cultural experiences it helps them to build positive identifies about themselves and their own family traditions. Children interacting and learning with children of differing abilities or exceptional needs will teach them to respect and acknowledge that there are differences between us, but they do not divide us. When we promote inclusion and value diversity, we teach the children that everyone has something valuable to contribute to our growing global community.

Yearly Review of Policies and Procedures

In order for our program to grow and improve, we must always be assessing and evaluating our procedures and policies. We also feel it is important to stay current with research and emerging best practices to ensure our program exceeds health and safety practices.

In order to remain current and up to date on childcare practices the program conducts yearly reviews of our policies and procedures. To ensure families and staff are considered during the review, it coincides with the yearly surveys that are provided at the end of the calendar year to both families and staff. This allows for the thoughts, suggestions and concerns to be looked at and may result in making changes to our manual. Once the results have been compiled the results are shared with the staff and families.

We have an open-door policy which allows our parents and staff to express their opinions and suggestions at any time. This may be done in confidence through the suggestions box or through discussion with management.

We also discuss our roles and responsibilities at staff meetings and input is welcome to ensure policies and procedures are effective when being put into practice. The staff members are provided with the support and tools necessary to provide high quality programming. The staff members have an annual staff appraisal which allows each staff member the opportunity to reflect on his/her performance during the past year and bring to light their strengths and areas in which they may want to focus on and improve.

We understand that in order to meet the needs of our families we must be willing to change and evolve with the times. It is our programs hope to continue to meet the best practices that are set forth by educational associations and facilities. Through the process of review, we hope this allows the daycare to continually take steps forward in becoming the best it can be.