

Angel's *24 hour Childcare Home*

455 Pritchard Avenue, Winnipeg, MB, R2W 2J8
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PROGRAM DESCRIPTION

Angel's is run by Angel Peterson, a certified ECE II, who has experience with all ages as well as with children with varying degrees of physical and mental challenges. *Angel's* is here to provide early childhood education and nurturing care in a home environment. As such, there will be provision for all age groups, with evening and overnight care available as needed. *Angel's* prides itself in being a family like environment. *Angel's* believes that keeping the numbers of children low, allows for a more natural family environment and provides the children with more attentive caregivers. Children will have access to a variety of learning experiences, through **art, nature, field trips, books, puzzles and free play** both indoors and out. The children will have free access to several rooms in the house, as well as the large, fenced in yard. There will be a mix of direct and indirect supervision while in the home. Field trips out of the home will have direct supervision at all times. The program will be primarily run by Angel Peterson, with the option of having qualified substitutes or volunteers when necessary. *Angel's* is proud to exceed child daycare licensing requirements by keeping numbers low in order to provide a higher standard of care and individual attention for each child. Occasional and part time children are welcome. **Fees are charged only for days that the child is present (with advance notice).**

PROGRAM PHILOSOPHY

Angel's philosophy is to encourage the growth of each child as an individual and as a member of a family, a peer group and a community. This growth is encouraged in a home-like environment that is safe, nurturing and respectful of individual needs.

Qualified and professional caregivers provide a well-planned program designed to meet the needs of the children. The daily program includes a combination of planned and free play activities designed to meet the physical, social, emotional and intellectual needs of the children.

VISION STATEMENT

Angel has a vision in which people of all ages and abilities are recognized as having equal worth; a vision where ones' contributions, opinions and individuality are valued.

I believe in the family model of child care, where all ages find their place together, learning from each other and where each child's unique needs are provided for.

OUR GOALS

Children have the right to:

- Receive respect as a human being
- Have their interests, needs and abilities taken into account in order to fulfill their potential
- Receive guidance to learn how to have trust in themselves and others
- Learn to recognize and have respect for their feelings and the feelings of others
- Experience quality play-based programming in all developmental domains: social, emotional, cognitive, physical and creative.

Parent/Guardian will:

- Be welcomed and acknowledged as the primary caregiver in their child's life
- Be recognized as an important member of a team together with the caregiver; working hand-in-hand in the best interest of the child
- Be informed of the policies and schedule changes as it effects their role in the centre
- Receive open and ongoing communication with the caregivers in relation to their child's development
- Recognize staff as qualified, professional early childhood educators and assistants
- Realize that everything we do is demonstrating behavior that children will copy, and for this reason will watch their language and behavior in and around the childcare ex: no smoking, swearing, or name calling

Staff will:

- Be recognized as qualified, professional early childhood educators and assistants
- Recognize and understand the responsibility of his/her professional standing and work to uphold that standing
- Strive in all ways to develop an understanding of the children's needs and interests
- Create a learning environment that is nurturing, loving and supportive
- Demonstrate an ability to promote open communication with the parents, children and other staff members, if applicable.
- Create an environment that enhances the child's creativity and curiosity, as well as provide an opportunity to flourish

Inclusion Policy:

Children of all abilities are not only welcome, but valued as children who have much to teach others in respect to individuality. All children will be an essential member of our group. Where they have skills and talents, they will be utilized. Where they have weakness, they will be encouraged to grow. If the child needs particular care and attention, the other children will develop a caring and empathic nature as they are encouraged to help one another. Children learn much from peers and the adults around them. The adults at Angel's will model respectful, caring behavior at all times.

Safety Policy

Children will be closely supervised at all times. School age children may occasionally be allowed to do activities in another room, as the caregiver tends to younger children. Children in overnight care will not necessarily be in sight of the caregiver while sleeping, but will be in close proximity to.

Fire Drills

Frequent fire drills will be implemented with the children to help them become aware of safety procedures. They will take place approximately monthly. Fire drills will take place more often in warm weather, less often in winter.

Accidents

Each incident is recorded by the staff and then brought to the parent's attention. After your review and authorization the report is signed by the director and placed in your child's file.

All staff members are required to maintain their Emergency First-Aid and Infant and Child CPR. In case of an injury that requires emergency care a staff will contact the parent or parent designate as indicated on the registration form.

Our Daily Program

Daily Routine

A sense of knowing what is going to happen each day will make the child feel comfortable and help them to actively participate in the experiences. Our program for the children is a combination of both planned and free play activities which revolve around a daily routine. As different children arrive and go at different times depending on who is registered, the program will be tailored to fit and adjusted as necessary. An approximation of snack and meal times etc will be posted.

Traveling to and from school:

Nursery or Kindergarten children will be escorted directly to their classroom. They will be picked up from their classroom and escorted back to the centre.

School age children will be taken to the school and dropped off in the playground between 8:45 a.m. to 8:55 a.m., at which time the school will be responsible for them. School age children will be picked up at 3:30 at a pre-determined location within the school/grounds and escorted back. Early dismissal will be treated the same.

Outings and Field Trips:

Angel's Childcare Home tries to expose children to experiences outside of the centre as frequently as we are able to afford. We do our utmost to choose those that cost little or nothing to parents. On occasion, we may ask for donations to offset the cost. Field trips are optional and parents may keep their child at home. Permission slips for trips involving transportation must be signed the day before the trip. Transportation will likely be with the Director's personal vehicle.

As well, we go on spontaneous walks or trips to nearby parks etc. A blanket permission slip for walks and outings not requiring transportation is included in the agreement form.

Lunches and Snacks

Meals and snacks are provided for the children, except in the case of infant food and formula. Children will be encouraged, but not forced, to try a variety of food. Every effort will be made to accommodate the children's tastes while at the same time providing nutritious meals and snacks that follow the Canada Food Guide.

Parents are responsible for letting us know of any known allergies, and we will make accommodations.

All children are required to sit while eating and drinking.

Menus are posted and changes noted. Parents may request a copy of the menu.

Toilet Learning

Please let us know when you are ready to consider toilet learning your child. If we notice signs that he/she may be ready, we may contact you first. Either way, we'll work together so he/she can master this important skill.

We need to work together on this because your child will be learning to use the toilet both at your home and at child care. Children can't succeed if the expectations and practices change from place to place and adult to adult.

Nap time/Quiet time

We believe that rest/sleep is important in the growth and development of young children. Therefore, all infants and preschool-age children are given the opportunity to rest when needed. Toddlers and preschool children will be encouraged to have a nap after lunch

We realize that rest periods are as individual as the children themselves. Please discuss your child's resting/napping habits with a staff member.

Items from Home

Parents are asked to discourage their child from bringing personal toys or any other items from home. Not only can these toys cause sad feelings if they are not shared adequately, pieces of and whole toys have been known to disappear.

Parents are asked to provide the following labeled items for their child's participation in the program:

- Diapers/wet wipes (if applicable)
- Change of clothes (preferably two)
- Sun hat or cap
- Swim wear in the summer

We will supply sunscreen and child strength insect repellent. Please ask to see the product label if there are concerns about allergies, etc. A permission slip is required for us to apply sun screen and mosquito repellent.

Illness

We trust that the parent should be able to determine if the child is ill and needs to stay home. Below are some guidelines to follow:

Diarrhea

If your child has diarrhea, not relating to teething, please do not bring him/her into the centre. If your child has two incidents of watery stools while at the centre you will be contacted and asked to pick your child up. Exclusion is helpful in preventing the spread of this illness to others in the daycare.

Ear Infection

Ear infections are not usually contagious, but can cause the child a great amount of discomfort, fever and pain. For this reason we ask that the child not attend the child care until these symptoms have subsided.

Pink Eye (Conjunctivitis)

Children with the condition must be excluded from the centre for at least twenty-four hours after beginning prescribed treatment. Your family physician may recommend an even longer period of exclusion depending on the cause of the infection. Please follow his/her advice.

Skin Rash

Diagnosis by a physician is required. Proper treatment must be started and your physician's advice regarding exclusion must be followed.

Vomiting Please do not bring your child into the centre if he/she has vomited during the night or upon waking in the morning. If your child has a vomiting episode at the centre you will be contacted to pick him/her up.

Strep Throat

Children with this illness must be excluded from contact with other children in the centre until he/she has been on antibiotics for at least twenty-four hours as this disease is very contagious and can lead to serious complications. Prompt medical attention is recommended if you suspect your child has strep throat.

In the case of a communicable disease we need to be notified so that we can make other parents aware of symptoms to watch for in their own children. If a child becomes ill during the day, or if their illness is such that they display lethargic or erratic behavior, we may feel that it is in the child's best interest for the parent to be contacted so that alternate arrangements can be made for the care of their child.

Please let us know if you have noticed any behavior that may be a sign of impending sickness. If the child has diarrhea, vomiting, or a fever of more than 38.5 C (101F) please keep them at home.

Administration of Medication/Medicine

Please ensure that any and all medicine/medication is handed directly to a staff member. This ensures that the containers are safely locked in the fridge or drawer.

There will be consent forms to sign to enable staff to administer medication.

Clothing

Please send children dressed so they can concentrate on having fun and not worry about staying clean. Remember, paint, glue, sand, mud, grass, snow and rain are a part of each of our days in one way or another. Children should be dressed for the weather as they usually go outside for a portion of every day, weather permitting. It is important to encourage the children's self-help skills and to develop their sense of independence therefore we suggest that clothing be comfortable and easily handled by little fingers.

We ask that you provide one, preferably two, changes of clothes, as it is very easy for children to get wet and dirty when playing or eating. Please ensure that all of your child's clothing is clearly labeled. This will ease all frustrations due to mix ups.

Please take care to notice seasonal changes in weather. Children should be dressed accordingly. During the warm months please provide loose fitting cool clothing that can be sprayed with insect repellent so that we do not have to apply this product to the child's skin. This is helpful also for avoiding direct contact with the sun's rays.

In the summer if your child would like to participate in summer water fun he/she must have a swimsuit and if not toilet trained must have "swim" diapers.

In rain season the children must have waterproof outerwear and rubber boots. Things to remember in the winter are snow pants, hats, mitts, neck warmer and warm boots. Keep your child safe in all sorts of weather! Extra mitts and socks are recommended.

Daily Fees

Infant up to walking	\$30 for full time days (6-9 hours)
	\$15 for half time days (3-5 hours)
	\$30 for overnight (12 hours)
Age 1-2	\$25 for full time days
	\$ 5 per hour for up to 5 hours
	\$25 for overnight (12 hours)
Age 3-12	\$20 for full time days
	\$ 5 per hour for less than 4 hours
	\$20 per overnight (12 hours)

Casual care is \$5 per hour for any age.

Casual care fees are due the day of care. Regular childcare fees will be required one week in advance.

If a cheque is returned for any reason the parent will be responsible for submitting fees in the form of cash, money order or certified cheque only from that point on. NSF cheques will be subject to an additional \$30.⁰⁰ fee to cover bookkeeping and banking costs.

Attendance:

Please call if your child will not attending on a regularly scheduled day. Please give as much notice as possible as to the hours and days of care needed. Should you be later than expected please take a moment to notify us of the situation.

Please provide two weeks notice if care will no longer be needed.

Child Access

As part of the registration process all parents/guardians will be asked about any and all custody arrangements for their children that are being enrolled in our program.

For the safety of all involved please share any information regarding non-custodial parents/guardians with the director. For legal purposes non-custodial parents and non-custodial legal guardians cannot be denied access to their child(ren) if we do not have current copies of custody &/or restraining orders on file in the centre.

Confidentiality

All information pertaining to your child(ren) will be kept confidential. Parents may have access to their child(ren)'s file upon request. Child information will only be disclosed once written consent from the child's parent/guardian has been received except in the case of suspected abuse, whereby information will be released to the appropriate child welfare agencies and/or the police.

Suspected Child Abuse

The Child and Family Services Act (1989) states that anyone who has information that leads that person reasonably to believe that a child is being or has been abused, or is in need of protection, must report this suspicion.

Therefore, in the event that I suspect the abuse of a child I will:

1. Keep accurate and detailed records of that child - noting any change in mood, behaviour and/or appearance.
2. If possible, discuss openly with the child these changes.
3. If necessary a report will be made to the proper authorities.

Behaviour Management Policy

DISCIPLINE: a definition

The word "discipline" is derived from the word disciple. It describes the teaching / learning process by which children develop socially acceptable and appropriate behaviour as they grow to maturity. Discipline is something that adults do *with* and *for* children, rather than something done *to* children to stop them from behaving in undesirable ways. Its intention is to help children become self-disciplined as they learn appropriate and acceptable behaviour patterns. Discipline involves a *continuous* process of guiding behaviour and is offered while acceptable behaviour is occurring, as well as before, during and after unacceptable behavior may be displayed.

We use a number of positive guiding techniques with the children. The key to behaviour management is effective communication; between the child and his/her peers and between the child and his/her caregivers. We will be clear in our expectations of the children and we encourage children to attempt to express themselves verbally. We also encourage children to solve their own problems.

Violent &/or aggressive behaviour (physical or verbal) from children or adults is not allowed.

Physical punishment, such as striking or hitting, is never used. Children are never denied necessities, shamed or ridiculed.

These guidelines will be adapted for use with children in a variety of ages and stages.

The Children will learn to:

I. Respect themselves, other children and elders.

We help children respect themselves and others by respecting them.

Consequences for not respecting oneself and others will depend on the type and intensity of the disrespect shown. There is no tolerance for violent and aggressive behaviour here. Violence and/or aggression will be dealt with firmly using the following techniques:

1. The children will be separated for a cooling down period.
2. The children will discuss the situation with the caregiver.
3. A solution will be sought and this solution will be given a chance to work.
4. If the solution does not work steps 1 to 3 will be followed again. (See Mediation document)
5. If it is seen that the children cannot get along, alternate activities will be provided
6. Reoccurring incidents will be document in case further action is required

The consequences for not respecting oneself or others in a non-violent or aggressive manner will be dealt with by talking to the child(ren) and if necessary using mediation techniques. Children will be guided in learning more positive forms of communication.

II. Respect toys, equipment and supplies.

Taking care of equipment ensures that it is available for use by all of the children.

Consequences for not respecting toys, equipment and supplies will be:

1. The child will be talked to about the incident.
2. The child may have to put away the item in question.
3. If necessary the privilege of using the item will be suspended for a specified period of time.

III. Respect people's personal belongings.

If it is not yours, ask. If the answer is no, leave it alone.

Consequences for not respecting other's belongings will be:

1. The child will be talked to.
2. If necessary (i.e. something is broken or actions are repeated) the situation will be discussed with the parents.

IV. Be Responsible for their own behaviour - both negative and positive.

An open line of communication between our children and ourselves is imperative.

We can teach children to be responsible for their own behaviour by:

- setting realistic and clear limits and rules.
- encouraging them to seek out help when there is a problem.
- showing them ways to find solutions to their problems themselves.
- allowing them to experience *some* natural and logical consequences for their behaviour.
- handling problems calmly ourselves.
- concentrating on the positive aspects of their behaviour - celebrate successes.

Consequence for not being responsible for their own behaviour will be:

1. Depending on the incident, a child may be allowed to experience the natural or logical consequence for this behaviour. The child's safety will first be taken into consideration.
2. The child will be talked to about the incident and alternative solutions will be sought; mediation may be used.
3. A loss of some privileges for a specified period of time. During this time the child may be requested to do some childcare related chores, i.e. sort toys and/or books, wash toys, organize papers, sort the recycle bin, etc. Parents will be notified if problems persist.

V. Be Responsible for their own behaviour during field trips and outings.

Children will stay with the group and their partner. Everyone will follow the rules set down by the owners/operators of the places that are visited.

Consequences for not being responsible for one's behaviour during a field trip will be:

1. The child may be required to miss the next field trip or outing. This may mean that alternate care arrangements will have to be made for the day of the missed field trip or outing. Parents will be notified.
2. In extreme cases the parent will be called to pick up the child from the field trip location.

VI. Be Responsible for cleaning up their own mess.

We can teach children to do this by working along side them and not criticizing a job not done perfectly.

Consequences for not being responsible for cleaning up their own mess will be:

1. The child will not be allowed to take out and use that piece of equipment or the supplies for a specified period of time.
2. They may be expected to clean up after another child to show what it feels like to have to pick up after someone else.

MEDIATION PROCESS

A. GROUND RULES

YOU NEED TO AGREE TO SOME RULES BEFORE WE BEGIN:

- *NO INTERRUPTING
- *NO NAME CALLING OR PUT DOWNS
- *TO WORK TO SOLVE THE PROBLEM

B. DEFINING THE PROBLEM

1. Decide who will talk first
2. Ask person # 1: WHAT HAPPENED? - Restate
HOW DO YOU FEEL ABOUT WHAT HAPPENED? - Restate
3. Ask person # 2: WHAT HAPPENED? - Restate
HOW DO YOU FEEL ABOUT WHAT HAPPENED? - Restate
4. Ask questions that will help you to understand the problem.
(how long; how often; when; what do you mean; etc.)

C. FINDING SOLUTIONS

1. Ask person # 1: WHAT CAN YOU DO TO SOLVE THIS PROBLEM? - Restate
Ask person # 2: DO YOU AGREE WITH THIS SOLUTION?
2. Ask person # 2: WHAT CAN YOU DO TO SOLVE THIS PROBLEM? - Restate
Ask person # 1: DO YOU AGREE WITH THIS SOLUTION?
3. Ask: ARE THERE ANY OTHER PROBLEMS BETWEEN THE TWO OF YOU?
If the answer is "yes" go through steps "B" and "C" again.

After the disputants have agreed upon solutions, ask each disputant:

- *IS THE PROBLEM SOLVED?
- *WHAT COULD YOU DO DIFFERENTLY IF THIS PROBLEM HAPPENS AGAIN?
- *THANK YOU FOR WORKING HARD TO SOLVE YOUR CONFLICT.