

# **Child Care Policy and Standards Manual**

## PREFACE

The Government of Newfoundland and Labrador is focused on providing regulated child care services throughout the province that are built on three key pillars outlined in our 10 year child care strategy *Caring For Our Future*: Quality, Sufficiency and Affordability. The creation of a new department in 2014 which included an Early Learning and Child Development division within the Department of Education recognizes that the best education systems integrate early learning activities and the formal education system.

Government recognizes the benefits and the necessity of a well-developed system of quality, sufficient and affordable child care. A strong system of regulated child care supports economic stability on both a community and a provincial level. It contributes to gender equity, enables parents of young children to participate in the labour market, assists in poverty reduction and helps to build a skilled future workforce. In addition to these benefits, research indicates that there are improved developmental outcomes for children who take part in early learning opportunities, such as those provided in regulated child care, especially for the children who are most vulnerable in our society.

Government also recognizes that focusing on integrated services and enhanced quality early learning opportunities in a child's formative years, when children's brain development is most open to learning and growing, will build a stronger foundation for children's lifelong learning. Quality programming in both child care centres and family homes is fundamental to an effective, high quality system of regulated child care.

The intention of legislation, policy and standards for regulated child care services is to promote healthy child development during the early years and ensure a safe, nurturing and inclusive learning environment for the children who participate.

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## Record of Updates

Version	Date	Update(s)
1.0	July 31, 2017	Initial Launch
1.1	May 23, 2018	<a href="#">Revised ELCD-2017-K13 – Number 11</a>
1.2	November 1, 2020	<a href="#">Added ELCD-2017-I9 – Casual Caregiver Pilot Program</a>
1.2.1	November 3, 2021	<a href="#">Revised ELCD-2017-I9 – Casual Caregiver Pilot Program</a>
1.3	November 25, 2021	<a href="#">Added ELCD-2017-I10 – Primary Teacher Pilot Program</a>
1.4	March 28, 2022	<a href="#">Revised ELCD-2017-O3 – Number 2</a>
2.0	September 1, 2022	<p>Revised Glossary of Terms – Added definitions for <a href="#">not-for profit</a>, <a href="#">pre-kindergarten age range</a>, <a href="#">pre-kindergarten program</a>, <a href="#">provincial early learning framework</a> and <a href="#">school age range</a>. Removed younger and older school age range.</p> <p>Revised <a href="#">ELCD-2017-C1</a></p> <p>Revised <a href="#">ELCD-2017-D1</a></p> <p>Revised <a href="#">ELCD-2017-D2</a></p> <p>Revised <a href="#">ELCD-2017-E2</a></p> <p>Revised <a href="#">ELCD-2017-H1</a></p> <p>Revised <a href="#">ELCD-2017-H2</a></p> <p>Revised <a href="#">ELCD-2017-H3</a></p> <p>Revised <a href="#">ELCD-2017-I1</a></p> <p>Revised <a href="#">ELCD-2017-I3</a></p> <p>Revised <a href="#">ELCD-2017-I6</a></p> <p>Revised <a href="#">ELCD-2017-J1</a></p> <p>Revised <a href="#">ELCD-2017-J2</a></p> <p>Revised <a href="#">ELCD-2017-J4</a></p> <p>Added <a href="#">ELCD-2017-J5</a></p> <p>Revised <a href="#">ELCD-2017-K1</a></p> <p>Revised <a href="#">ELCD-2017-K2</a></p> <p>Revised <a href="#">ELCD-2017-K5</a></p> <p>Revised <a href="#">ELCD-2017-K7</a></p> <p>Revised <a href="#">ELCD-2017-K10</a></p> <p>Revised <a href="#">ELCD-2017-K11</a></p> <p>Revised <a href="#">ELCD-2017-K12</a></p> <p>Revised <a href="#">ELCD-2017-K13</a></p> <p>Revised <a href="#">ELCD-2017-L1</a></p>

		Revised <a href="#">ELCD-2017-L3</a> Revised <a href="#">ELCD-2017-M1</a> Revised <a href="#">ELCD-2017-M2</a> Revised <a href="#">ELCD-2017-N2</a> Revised <a href="#">ELCD-2017-N3</a> Revised <a href="#">ELCD-2017-N4</a> Revised <a href="#">ELCD-2017-O3</a> Revised <a href="#">ELCD-2017-P1</a> Revised <a href="#">ELCD-2017-P2</a> Revised <a href="#">ELCD-2017-Q1</a> Revised Appendix <a href="#">A</a> , <a href="#">B</a> , <a href="#">D</a> and <a href="#">E</a> Updated Reference Documents Gender Neutral Language Updates
3.0	February 3, 2023	Revised numbering <a href="#">ELCD-2017-J1</a> Revised to include Manager and Regional Inspector <a href="#">ELCD-2017-K5</a> Revised to include two signature columns <a href="#">Sign In/Out Sheet</a> Revised Casual Caregiver Pilot Program to indicate first aid is a requirement; corrective actions relating to risk of harm to children new/additional applications will not be approved for a minimum of 6 months unless approved by Regional Manager; and licensing conditions combined <a href="#">ELCD-2017-I9</a>
3.1	May 9, 2023	Revised to remove the word exclusively to preference in <a href="#">ELCD-2017-J5 – Number 1.f</a>
3.2	November 24, 2023	Revised <a href="#">ELCD-2017-N4 – Number 10</a>
3.3	December 1, 2023	Revised <a href="#">ELCD-2017-K6</a>
3.4	December 8, 2023	Revised <a href="#">ELCD-2017-K11</a>
3.5	December 22, 2023	Revised second staff consent under Casual Caregiver approval from 3 months to 6 months <a href="#">ELCD-2017-I9</a>
3.5.1	February 16, 2024	Pages 238, 245 and 248 revised to include King in the insurance pieces.
3.5.2	August 8, 2024	Revised <a href="#">ELCD-2017-D4</a> added number 1(vii)(b).
3.5.3	November 8, 2024	Updated <a href="#">ELCD-2017-D1</a> to include hours and days of operation on the licence.
3.6	November 4, 2025	Updated <a href="#">ELCD-2017-P2</a> to clarify the alternate plan requirements for Family Child Care

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## Glossary of Terms

The following terms are used throughout the *Child Care Act* and the associated *Child Care Regulations* and Policy and Standards Manual. The definition of a term may also be found in the document where it is first used. This glossary is provided as an alphabetical listing of all defined terms in the legislation and of terms used in the Policy and Standards Manual that may require definition; the source of each term is noted in the second column.

### Source Key:

**CCA** = *Child Care Act* **CCR** = *Child Care Regulations* **POL** = Policy and Standards Manual

Term	Source	Definition
<b>Act</b>	CCR	Refers to the <i>Child Care Act</i>
<b>activity area</b>	POL	A defined play space located either indoors or outdoors where appropriate furnishings, equipment and play materials are grouped and organized by type for an intended purpose
<b>Administrator</b>	CCR	<p>(i) In relation to a child care centre, an Administrator refers to the person designated under section 55 of the <i>Child Care Regulations</i> with specific qualifications and duties. The requirements of an Administrator are outlined in section <a href="#">ELCD-2017-M2</a> of the Policy and Standards Manual. This person was referred to as the Operator in previous legislation.</p> <p>(ii) In relation to a family home, an Administrator refers to the person designated under section 69 of the <i>Child Care Regulations</i> who is the child care service provider in a licensed or approved family home.</p>
<b>adult-initiated activity</b>	POL	An activity planned by a Caregiver for a group of children
<b>Affiliated Child Care Service Provider</b>	CCA	A person who is a child care service provider and operates a child care service in a family home and who holds an Approval Certificate issued by an Agency (This person was referred to as a Provider in previous legislation)
<b>Agency</b>	CCA	An Agency referred to in subsection 9(2) of the <i>Act</i> and is an organization that holds an Agency Licence to issue Approval Certificates to Affiliated Child Care Service Providers
<b>Agent</b>	CCA	A person who or organization that operates an Agency
<b>Approval Certificate</b>	CCA	A document referred to in subsection 9(3) and is issued by a licensed Agency to a family home requiring it to operate in accordance with the <i>Child Care Act</i> and Regulations



Term	Source	Definition
<b>Caregiver</b>	CCR	A person who provides care, supervision or both to children while they are participating in a child care service (A Caregiver is considered part of the Caregiver to child ratio, however Caregiver does not include a student or volunteer)
<b>Caregiver-child interactions</b>	POL	The interactions between children and their Caregivers that are demonstrated in a supportive climate in which the Caregiver and child are partners throughout the day
<b>Caregiver designed interactive activities</b>	POL	Activities designed by a Caregiver to provide hands-on opportunities for children to work with materials intended for specific learning outcomes (Resources for Caregiver designed interactive activities are located in the reference documents section of <a href="#">ELCD-2017-J2</a> of the Policy and Standards Manual)
<b>Caregiver to child ratio</b>	CCR	The applicable ratio under sections 54 or 69 of the <i>Child Care Regulations</i> pertaining to the number of Caregivers to the number of children participating in a child care service (This number is dependent on legislated group size and the age or ages of the children participating in the service. The Caregiver to child ratio is outlined in sections <a href="#">ELCD-2017-M1</a> , <a href="#">ELCD-2017-P2</a> and <a href="#">Appendix A</a> of the Policy and Standards Manual)
<b>centre</b>	CCR	A facility in which a child care service is operated (This does not include a child care service operated in a licensed or approved family home)
<b>certification</b>	CCR	The certification granted under Part II of the <i>Child Care Regulations</i> (Certification requirements are outlined in sections <a href="#">ELCD-2017-H1</a> to <a href="#">H3</a> of the Policy and Standards Manual)
<b>child</b>	CCA	A person younger than 13 years old
<b>child care service</b>	CCA	An activity or other arrangement that provides temporary care or supervision of a child (Activities and arrangements that are not considered to be a child care service are outlined in section <a href="#">ELCD-2017-D3</a> of the Policy and Standards Manual)
<b>child care service provider</b>	CCA	A person who or an organization that operates a child care service, including an Affiliated Child Care Service Provider (Persons and organizations that are not considered to be child care service providers are outlined in section <a href="#">ELCD-2017-D3</a> of the Policy and Standards Manual)

Term	Source	Definition
<b>child development</b>	POL	Considers children's individual needs, chronological age, and stage of cognitive, physical, emotional and social development (A resource on child development is located in the reference documents of section <a href="#">ELCD-2017-J2</a> of the Policy and Standards Manual)
<b>child-initiated activity</b>	POL	An activity chosen freely by a child from available resources
<b>chronological age</b>	POL	Age of a person measured in years, months from the date the person was born
<b>Department</b>	POL	The Department responsible for enforcing the <i>Child Care Act</i> and Regulations
<b>developmentally appropriate</b>	POL	Appropriate for a child as determined by knowledge of child development which considers children's individual needs, chronological age, and stage of cognitive, physical, emotional and social development (Resources for developmentally appropriate practices are located in the reference documents section of <a href="#">ELCD-2017-J1</a> of the Policy and Standards Manual)
<b>diploma</b>	CCR	A document awarded by an educational institution certifying successful completion of an educational course of study. (Diploma also includes a certificate and the type of diploma or certificate is described where appropriate)
<b>dwelling house</b>	CCA	A house where a person lives and is also referred to as a unit under the National Building Code of Canada
<b>employee</b>	CCA	A person who is employed including a person whose services are under contract, an Administrator and a Caregiver
<b>extreme weather</b>	POL	Unusual or unseasonal weather which has the potential to cause environmental damage, serious social disruption or injury to people
<b>facility</b>	CCA	<p>(i) In relation to a child care service, a centre, family home or dwelling house consisting of one or more buildings, houses and indoor or outdoor areas where the child care service is operated. It does not include a location that is generally open to the public.</p> <p>(ii) In relation to an Agency, one or more buildings or houses where the Agency is operated.</p>
<b>family home</b>	CCR	A facility in which a child care service provider lives and operates a child care service

Term	Source	Definition
<b>full-time child care service</b>	CCR	A child care service that is operated either in a single facility for more than four hours total a day or by a child care service provider for more than four hours total a day
<b>full-time school attendance</b>	POL	Full-time school attendance means children of school-age who attend school full-day, more than four hours daily
<b>homeroom</b>	CCR	A homeroom referred to in section 53 of the <i>Child Care Regulations</i> and is a room in a child care centre which is designated for specific children and Caregivers where the majority of the daily program is implemented (Requirements of homerooms are outlined in sections <a href="#">ELCD-2017-N1</a> and <a href="#">N2</a> of the Policy and Standards Manual)
<b>infant age range</b>	CCR	An age range from birth up to age two years (A chart of all age ranges, Caregiver to child ratios, maximum group sizes and Caregiver certification requirements is located in <a href="#">Appendix A</a> )
<b>Inspector</b>	CCA	A person appointed under the <i>Child Care Act</i> who has the qualifications and experience set out in the Regulations (Inspectors shall exercise the powers and perform the duties and functions conferred or imposed on them by the <i>Child Care Act</i> and Regulations)
<b>learning style</b>	POL	The preferential way in which a person absorbs, processes, comprehends, and retains information
<b>Licence</b>	CCA	A child care service or Agency Licence issued under the <i>Child Care Act</i>
<b>licensed space</b>	POL	Any space required by the <i>Child Care Act</i> and Regulations and identified on the approved building plans including the outdoor play area
<b>Licensee</b>	CCA	A child care service provider or Agent who holds a Licence under the <i>Child Care Act</i>
<b>main programming hours</b>	POL	The hours of operation of a child care service: <ul style="list-style-type: none"> <li>(i) Where the majority of children who are registered are normally in attendance.</li> <li>(ii) That exclude the first and last hour of the day.</li> </ul>

Term	Source	Definition
<b>Manager</b>	CCA	A person appointed under subsection 5(1) of the <i>Child Care Act</i> to exercise the powers and perform the duties and functions that are conferred under the legislation
<b>medication</b>	CCR	A substance used for medical treatment which does not include sunscreen, insect repellent or topical cream used to prevent or treat diaper rash unless it is prescribed by a person authorized to do so by legislation
<b>Minister</b>	CCA	Minister of the Department appointed under the <i>Executive Council Act</i> to administer the <i>Child Care Act</i>
<b>Monitor</b>	CCA	A person appointed by an Agency under the <i>Child Care Act</i> to monitor and support Affiliated Child Care Service Providers adherence to legislative requirements as outlined in sections <a href="#">ELCD-2017-Q1</a> to <a href="#">Q2</a> of the Policy and Standards Manual
<b>new Licence</b>	POL	The very first Licence of a child care service
<b>not-for-profit</b>	CCR	A corporation incorporated under the <i>Corporations Act</i> without share capital that operates exclusively to provide child care services for the benefit of the community without financial gain to the members of the corporation and a co-operative incorporated under the <i>Co-operatives Act</i> whose primary purpose is to provide child care services for the benefit of the community
<b>non-compliance</b>	POL	Not meeting the requirements of the <i>Child Care Act</i> or Regulations
<b>orientation course</b>	CCR	A course approved by the Minister that is required for child care services certification purposes (The content of the orientation courses is specific to the age ranges of a child care centre or family home)
<b>parent</b>	CCA	The following persons in relation to a child; a mother, father, spouse or co-habiting partner of a mother or father, foster parent as defined by the <i>Child and Youth Care and Protection Act</i> , and a guardian
<b>part-time child care service</b>	POL	A child care service offered for four hours or less per day in a single facility or by a single child care service provider
<b>peace officer</b>	CCA	A member of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police and includes a person as defined by provincial or federal legislation to perform the duties of a peace officer

Term	Source	Definition
<b>portable gross motor equipment</b>	POL	Play area equipment used to develop gross motor skills that can to be moved and used in a variety of locations
<b>pre-kindergarten age range</b>	CCR	An age range from three years and eight months old up to five years and nine months old and attending a pre-kindergarten program (A chart of all age ranges, Caregiver to child ratios, maximum group sizes and Caregiver certification requirements is located in <a href="#">Appendix A</a> )
<b>pre-kindergarten program</b>	CCR	A child care service that is: <ul style="list-style-type: none"> <li>(i) operated by a not-for-profit corporation solely for children in the pre-kindergarten age range before school entry, and</li> <li>(ii) provided in a centre, located in a school under the <i>Schools Act, 1997</i> or where there is no space available in a school, a facility approved by the Minister</li> </ul>
<b>preschool age range</b>	CCR	An age range from two years and nine months old up to five years and nine months old and not attending school (A chart of all age ranges, Caregiver to child ratios, maximum group sizes and Caregiver certification requirements is located in <a href="#">Appendix A</a> )
<b>program</b>	POL	The detailed framework of service to be offered and implemented by the child care service (Program requirements are outlined in sections <a href="#">ELCD-2017-J1</a> to <a href="#">J2</a> of the Policy and Standards Manual. These include, but are not limited to, the philosophy and policies of child care service, daily planning, and the activities, materials, furniture and equipment provided.)
<b>protective surfacing</b>	POL	Surfacing materials found in the outdoor play area that are shock absorbent and lessen the impact of falls
<b>Provincial Director</b>	CCA	The person with specific responsibilities who is appointed under the <i>Child Care Act</i> as the Provincial Director of child care
<b>provincial early learning framework</b>	CCR	A framework established by the province that is designed to provide support and guidance in the provision of child care services to ensure an optimal learning environment to build a strong foundation for the growth, development and well-being of children
<b>regulated centre</b>	POL	A child care service which has been issued a valid child care Licence and is operated in a centre

Term	Source	Definition
<b>regulated family home child care</b>	POL	A child care service operated in a family home where a child care provider holds a valid child care Licence for that home or where an Affiliated Child Care Service Provider holds an Approval Certificate for that home which has been issued by an Agency holding a valid Licence
<b>relative</b>	CCA	A parent, sibling, niece or nephew of a parent; a sibling, niece or nephew of a child
<b>renewed Licence</b>	POL	A Licence which is issued upon expiry of a previous Licence
<b>sanitary</b>	POL	A practice or activity that ensures cleanliness in order to maintain health and prevent contamination and disease
<b>school age range</b>	CCR	An age range from four years and eight months old up to thirteen years old and attending school (A chart of all age ranges, Caregiver to child ratios, maximum group sizes and Caregiver certification requirements is located in <a href="#">Appendix A</a> )
<b>serious incident</b>	CCR	An injury to a child that requires emergency medical attention or the death of a child while the child is participating in the child care service (It also includes a fire or other disaster at the facility; an operational or safety practice in the physical environment that poses a risk to the health and safety of children registered in the child care service; or abuse or neglect or allegation of abuse or neglect of a child by a Licensee, employee, student or volunteer assisting or providing services in the operation of the child care service while the child is participating in that service.)
<b>toddler age range</b>	CCR	An age range from one year and six months old up to three years old (A chart of all age ranges, caregiver to child ratios, maximum group sizes and caregiver certification requirements is located in <a href="#">Appendix A</a> )
<b>transitions</b>	POL	Times in the day when children move or change from one activity or area to another (A resource on transitions is located in the reference documents section of <a href="#">ELCD-2017-J1</a> of the Policy and Standards Manual)
<b>travel</b>	CCR	Includes all modes of travel or transportation that are considered part of the program offered including by foot, bicycle or vehicle

Term	Source	Definition
<b>volunteer</b>	POL	A person who freely assists and provides regular services in the operation of a child care service and is not consider a caregiver in the caregiver to child ratio (A one-time or occasional visitor who does not provide a service in the operation of a child care service is not considered a volunteer)
<b>warrant</b>	CCA	A warrant or tele-warrant issued under the <i>Child Care Act</i> that is issued by a legal or government official authorizing action in relation to the administration of the <i>Child Care Act</i>

## SERVICE

**Policy No.:** ELCD-2017-B1

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCA: s. [32](#)

### PURPOSE:

To outline the provision of service as required by the *Child Care Act*.

### POLICY AND STANDARDS:

1. Where the *Child Care Act* and Regulations requires personal service it must be made in person or by registered mail at the last known address of the person.
2. Where the person is a corporation, service must be made in person or by registered mail to last known address of the director or chief executive officer of the corporation.
3. Personal service of a person may be proved by statement under oath either orally or in writing by the person who served the document. This proof is to be kept at the regional office where service was required, unless required to be filed with a court or other body, in which case a copy shall be retained in the child care service file at the regional office with a notation that the original was sent to the court or other body. The notation should include the time date and who delivered the original document.
4. Where service has been provided by registered mail:
  - i. Service is considered to be complete on the fifth day after the document was mailed; unless the person who was being served establishes in good faith that they did not receive the document or did not receive it until a later date; or
  - ii. Where available, verification of delivery status from Canada Post must be printed and retained in the child care service file at the regional office where the service was required. Information on Canada Post's delivery status is located in the reference documents of this section of the Policy and Standards Manual.



5. Documents requiring service include but are not limited to, **Warning Letters, Violation Orders, Notice of Suspension, Notice of Revocation** and legal correspondence.
6. Documents requiring written proof of service under oath include, but are not limited to, **Violation Orders, Notice of Suspension** and **Notice of Revocation**.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Canada Post\_  
[www.canadapost.ca/web/en/home.page](http://www.canadapost.ca/web/en/home.page)

## ADMINISTRATION: PROVINCIAL DIRECTOR, MANAGER AND INSPECTOR

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<b>Policy No.:</b>	ELCD-2017-C1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-E1</a>
<b>Legislative References:</b>	CCA: s. <a href="#">4</a> ; s. <a href="#">5</a> ; s. <a href="#">6</a> ; s. <a href="#">7</a> CCR: s. <a href="#">81</a>

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### PURPOSE:

To outline the administrative positions associated with the *Child Care Act* and Regulations.

### POLICY AND STANDARDS:

1. Administrative positions have a responsibility to establish, review, evaluate, inspect and monitor child care services under the *Child Care Act* and Regulations.
2. Individuals in an administrative position must be employees of the Government of Newfoundland and Labrador who meet specific qualifications and experience. They may have other responsibilities, in addition to legislative responsibilities, associated with their employment.
3. The administrative positions referred to in the *Child Care Act* are the Provincial Director of Child Care, Managers and Inspectors.
4. The Provincial Director of Child Care is appointed by the Minister and is responsible for:
  - i. Establishing province-wide policy and standards for child care services (including licensing and facilities) and for persons involved in operating a child care service;
  - ii. Reviewing, evaluating and monitoring adherence to the established policy and standards; and
  - iii. Advising and reporting to the Minister on matters with respect to the *Child Care Act* and Regulations.

5. Managers are appointed by the Minister and exercise the powers and perform the duties and functions conferred and specified for them by the *Child Care Act* and Regulations. The appointment will be in writing and include any terms and conditions the Minister considers advisable.
6. Managers will direct and supervise Inspectors to insure they perform the duties and functions conferred and specified for them by the *Child Care Act* and Regulations. Managers will track certification/registration dates for all Inspectors reporting to them and keep a copy of the Inspectors current and valid Level IV Child Care Services Certification or valid Social Work registration.
7. The Manager will report to the Provincial Director on matters with respect to the *Child Care Act* and Regulations as well as perform any other duties and functions required by the Minister.
8. A Manager will not be appointed as an Inspector under the *Child Care Act*.
9. Inspectors are appointed by the Minister and exercise the powers and perform the duties and functions conferred and specified for them by the *Child Care Act* and Regulations. Inspectors will be provided with a written designation which is to be kept in their personnel file. Where a Licensee questions the authority of an Inspector a copy of the letter of designation can be provided.
10. Inspectors will enforce and monitor child care services adherence to the *Child Care Act* and Regulations as well as perform any other duties and functions required by the Minister. Inspection powers are outlined in section [ELCD-2017-E1](#) of the Policy and Standards Manual.
11. Inspectors may be accompanied by one or more persons when exercising the powers or performing the duties and functions conferred and specified by the *Child Care Act* and Regulations. Those persons will have the same rights and powers as the Inspector they are accompanying.
12. Nothing in this Policy and Standards Manual binds, limits or affects the ability of Inspectors appointed under legislation other than the *Child Care Act* to carry out their duties and functions conferred upon them by their governing legislation.
13. Inspectors appointed by the Minister must have the qualifications and experience set out in the *Child Care Regulations* which is at least one of the following requirements:
  - i. Holds at least a level IV child care services certification and has experience in a child care service operated under a valid child care service licence;
  - ii. Is a registered social worker; or
  - iii. Is an employee of the *Department of Health and Community Services* or the *Department of Digital Government and Service Newfoundland and Labrador*.
14. A Provincial Director, Manager, Inspector or other person is not personally liable for anything done or omitted in good faith in exercising or intending to exercise the powers, duties or functions conferred or specified to them by the *Child Care Act* and Regulations. They are also not personally liable if they are performing a power, duty or function on behalf of or under the direction of a person who has powers, duties and functions conferred and specified by the *Child Care Act* and Regulations.

15. A Provincial Director, Manager, Inspector or other person is not personally liable for the costs connected with an action or proceeding.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## LICENCES: GENERAL

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<b>Policy No.:</b>	ELCD-2017-D1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D3</a> ; <a href="#">ELCD-2017-F2</a> ; <a href="#">ELCD-2017-I7</a> ; <a href="#">ELCD-2017-L1</a> to <a href="#">L5</a> ; <a href="#">ELCD-2017-Q3</a> ; <a href="#">ELCD 2017-Q5</a>
<b>Legislative References:</b>	CCA: s. <a href="#">10</a> ; s. <a href="#">11</a> ; s. <a href="#">14</a> ; s. <a href="#">15</a> ; s. <a href="#">36</a>

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### PURPOSE:

To outline the general requirements of obtaining a Licence or Approval Certificate and the documentation to be submitted.

### POLICY AND STANDARDS:

1. A person or organization may be exempt from the requirement to apply for a Licence under the *Child Care Act* and Regulations as outlined in section [ELCD-2017-D3](#) of the Policy and Standards Manual.
2. An applicant must apply in writing to a Manager for a new Licence under the *Child Care Act* in a form prescribed by the Minister.
3. A Licensee must apply in writing to a Manager to renew or vary a Licence under the *Child Care Act* in a manner prescribed by the Minister before the Licence expires.
4. Required documentation for an application for a new or to renew or vary a Licence must be submitted in full before a Licence is issued.
5. Where an application to renew a Licence is submitted at least 60 days before the Licence expires, including required documentation, the existing Licence is considered to be valid until the decision of a Manager is made on the application for renewal.
6. Where the application including documentation is not received at least 60 days before the Licence expires, a Licence can be considered no longer valid by the Manager monitoring the service.

7. Licensees and Agents can only operate the child care service specified in the Licence. They also can only operate in the facility specified and in accordance with any terms or conditions attached to the Licence.
8. Where more than one child care service is operated in a building or dwelling house, each child care service must meet the requirements of the *Child Care Regulations* as though it were operated from the building or dwelling house alone.
9. A Licensee or Agent holding a valid Licence must:
  - i. Maintain insurance coverage in accordance with the child care legislation as outlined in sections [ELCD-2017-I7](#) and [ELCD-2017-Q5](#) of the Policy and Standards Manual;
  - ii. Prepare, maintain and keep books and records in accordance with the *Child Care Act* and Regulations as outlined in sections [ELCD-2017-L1](#) to [L5](#) and [ELCD-2017-Q3](#) of the Policy and Standards Manual;
  - iii. Operate a child care service or Agency in accordance with the *Child Care Act*, Regulations and the terms and conditions of the Licence;
  - iv. Where the Licensee is a child care service provider, obtain written approval from a Manager before either:
    - a. Renovating a facility that modifies the configuration of the space including the outdoor play area and structures;
    - b. Making a material change to its program. A material change means a significant change that directly impacts the on-going delivery of the program from that which was provided in the application for a new Licence or a Licence renewal (This may include but is not limited to changes in philosophy or behaviour guidance policies); and
  - v. Comply with the *Child Care Act*, Regulations and any terms, conditions and requirements that may be set by the Minister.
10. Licences issued by a Manager must set out:
  - i. The name of the Licensee;
  - ii. The name of the child care service or Agency permitted to operate under the Licence;
  - iii. The type of Licence;
  - iv. The hours and days of operation, and these must be the actual hours and days of operation.
  - v. The commencement and expiry dates of the Licence This includes the commencement date of a variance where applicable; and
  - vi. The street address of the facility where the child care service or Agency will operate.

11. Where the Licence is a child care service Licence it must set out:

- i. The age ranges and maximum number of children who may participate in the child care service at any one time;
- ii. The number of homerooms permitted, the maximum number of children, the range age and any regulated restrictions that may be assigned to those homerooms;
- iii. Any terms and conditions to be applied and attached to the Licence; and
- iv. A designated area for the Manager to sign it.

12. A Licence is valid for a maximum of three years and is not transferable or assignable.

13. A Licence must be posted as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual.

14. Where an application for a child care Licence is submitted under the *Child Care Services Act* and *Child Care Services Regulations* and it has not been processed on the coming into force of the *Child Care Act* and Regulations; the application will be considered to be an application under the *Child Care Act*.

15. A valid Licence under the *Child Care Services Act* on the coming into force of the *Child Care Act* will continue to be valid as though it was issued under the *Child Care Act* until whichever of the following occurs first:

- i. The Licence expires; or
- ii. One year after the coming into force of the *Child Care Act*.

16. A Licence suspended under the *Child Care Services Act* on the coming into force of the *Child Care Act* will continue to be suspended as though it was suspended under the *Child Care Act*.

17. A valid Licence or approval under the Child Care Act on the coming into force of Child Care Regulation amendments 2022 where the age range of children who may participate in the child care service that is stated on a child care service provider's Licence or approval issued by a licensed agency can continue to apply until the Licence or approval expires or is renewed, varied, suspended or revoked.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## LICENCES: APPLICATION

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<b>Policy No.:</b>	ELCD-2017-D2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D3</a> ; <a href="#">ELCD-2017-D4</a> ; <a href="#">ELCD-2017-I1</a> ; <a href="#">ELCD-2017-I7</a> ; <a href="#">ELCD-2017-J1</a> to <a href="#">J4</a> ; <a href="#">ELCD-2017-K13</a> ; <a href="#">ELCD-2017-K11</a> ; <a href="#">ELCD-2017-N1</a> to <a href="#">N4</a> ; <a href="#">ELCD-2017-O1</a> ; <a href="#">ELCD-2017-P1</a> ; <a href="#">ELCD-2017-Q1</a> ; <a href="#">ELCD 2017-Q5</a>
<b>Legislative References:</b>	CCA: s. <a href="#">8</a> ; s. <a href="#">9</a> ; s. <a href="#">11</a> ; s. <a href="#">12</a> ; s. <a href="#">15</a> CCR: s. <a href="#">4</a> ; s. <a href="#">5</a> ; s. <a href="#">6</a> ; s. <a href="#">7</a> ; s. <a href="#">8</a>

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### PURPOSE:

To outline how a person or an organization may apply for a Licence under the *Child Care Act* and Regulations.

### POLICY AND STANDARDS:

1. A child care services provider cannot operate a child care service unless the child care service provider:
  - i. Holds a valid child care service Licence prior to the operation of the child care service;
  - ii. Is approved by an Agency and that Agency holds a valid Agency Licence; or
  - iii. Is exempted from the requirement to hold a Licence. Exemptions are outlined in section [ELCD-2017-D3](#) of the Policy and Standards Manual.
2. An Agent cannot operate an Agency unless the Agent holds a valid Agency Licence. Additional requirements for Agency licensing and Affiliated Child Care Service Provider approvals are outlined in section [ELCD-2017-Q1](#) of the Policy and Standards Manual.
3. Affiliated Child Care Service Providers are required to hold a valid Approval Certificate prior to the operation of the child care service. The Approval Certificate must be issued by an Agency that holds a valid Agency Licence.



## New or Renewal of Licence:

An applicant must apply in writing to a Manager for a new, or to renew, a Licence by completing a **Child Care Licence Application** (see [Appendix D](#)) and submitting it to the regional office where the service will be monitored. Regional office contact information is located in the reference documents of this section of the Policy and Standards Manual.

## **Child Care Centre and Family Home Application**

1. The following documentation must be provided to a Manager as part of an application for a new, or to renew, a child care centre or family home Licence:
  - i. A description of the program of the child care service by completing a **Child Care Child Care Program Proposal** form. (see [Appendix D](#)) The **Child Care Program Proposal** must:
    - a. Be developed as outlined in sections [ELCD-2017-J1](#) to [J4](#) of the Policy and Standards Manual;
    - b. Be prepared by the proposed Administrator or a person who has the qualifications to be an Administrator and signed by both the person who prepared the **Child Care Program Proposal** and the applicant or Licensee;
    - c. Include daily schedules and a detailed list of activity areas, resources, play materials, furniture and equipment; and
    - d. Be assessed and approved by a Manager prior to the issuance of a Licence.

Any issues identified with the **Child Care Program Proposal** will be addressed with the applicant or the person who prepared the **Child Care Program Proposal** prior to the program being approved.
  - ii. Documentation with respect to each Administrator of the child care service including:
    - a. Certification;
    - b. Most recent diploma in first aid;
    - c. Current record of immunization; and
    - d. Certified criminal records check or criminal records screening certificate and vulnerable sectors records check.

This documentation must be issued no more than 3 months before they are provided and is further outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual.
  - iii. Plans of the facility:
    - a. The facility plans of a family home must be drawn to scale and show all areas of the family home to be used for the child care service, including the outdoor play area and structures (The requirements for indoor and outdoor areas for family homes are

outlined in sections [ELCD-2017-K13](#) and [ELCD-2017-P1](#) of the Policy and Standards Manual);

- b. The facility plans (indoor and outdoor) of a child care centre are required to be professionally drawn to scale which includes:
  - i. Being drafted by a professional architect or engineer skilled person.
  - ii. An architectural or engineering stamp by a professional licensed to practice.
- c. The facility plans of a child care centre must show the areas of the centre which includes but is not limited to:
  - i. Location of homerooms, washrooms, food preparation and storage areas, administration area and general storage, mechanical, maintenance, and furnace rooms (The requirements for indoor areas of a child care centre are outlined in sections [ELCD-2017-N1](#) to [N4](#) of the Policy and Standards Manual);
  - ii. The outdoor play area and its location in relation to the facility, layout, its size, fencing details, types of protective surfacing and location of fixed equipment (The requirements for the outdoor play area and structures of a child care centre are outlined in sections [ELCD-2017-K13](#) and [ELCD-2017-O1](#) of the Policy and Standards Manual);
- d. The plans of the facility including the outdoor play area will be assessed to ensure the requirements of the *Child Care Act* and Regulations are met (Any identified issues will be addressed with the applicant prior to the plans being approved); and
- e. Digital Government and Service NL may have additional requirements with respect to plans of the facility (indoor and outdoor) and will assess compliance with the *Fire Protection Services Act* and Regulations as well as the *Food Premises Act* and Regulations. It is the responsibility of the applicant to contact Digital Government and Service NL to obtain and submit required applications and documentation as per Digital Government and Service NL requirements.
- iv. Proof of municipal and provincial approval to operate the child care service or a letter from the municipality stating that municipal approval is not required (This includes an occupancy permit from the municipality where the service is operated, where determined by a Manager to be necessary);
- v. Proof of insurance coverage or a letter showing intent to provide insurance coverage from an insurance provider as outlined in section [ELCD-2017-I7](#) of the Policy and Standards Manual;
- vi. Proof of incorporation and current record of good standing where the child care service provider is incorporated (This can be obtained from the *Government of Newfoundland and Labrador* e-services website listed in the reference documents of this section of the Policy and Standards Manual);

- vii. Other documentation required by the Manager which include, but are not limited to:
- a. A weekly sample menu which is developed as outlined in section [ELCD-2017-K11](#) of the Policy and Standards Manual (A sample template for menus is located in [Appendix E](#));
  - b. Where the child care service is a child care centre, detailed drawing of the floor plan for each homeroom indicating the activity areas available to the children while participating in the child care service as outlined in section [ELCD-2015-J2](#) of the Policy and Standards Manual (This must include but is not limited to shelves, tables, floor coverings, doors, windows, walls, and fixed equipment);
  - c. An **Attestation of Directors and Residents** (see [Appendix D](#)) which identifies the current directors of a child care service or the residents of a family home and the agreement to notify the Manager of any change with respect to a director or resident;
  - d. A **Transportation Agreement** (see [Appendix D](#)) which identifies the child care service's intentions with respect to providing transportation for children registered in the child care service;
  - e. A **No Contact/Access Agreement** (see [Appendix D](#)) which identifies the employees, students and volunteers who assists or provides services in a child care service that do not have access to children or their records;
  - f. A Digital Government and Service NL Fire/Life Safety inspection which indicates:
    - i. The total capacity of the child care service;
    - ii. The total capacity of each homeroom (where applicable);
    - iii. Total capacity of the outdoor play area;
    - iv. Items inspected;
    - v. Any exemptions provided;
    - vi. Items requiring inspection certificates;
    - vii. Critical/severe items and date for compliance;
    - viii. Non-critical items and date for compliance;
    - ix. Accessibility requirements are met or not met; and
    - x. Fire/Life Safety requirements are met or not met.
  - g. A Digital Government and Service NL Facilities Inspection Report (where applicable) which indicates:

- i. Items inspected;
  - ii. Any exemptions provided;
  - iii. Items requiring inspection certificates;
  - iv. Critical items and date for compliance;
  - v. Non-critical items and date for compliance;
  - vi. Environmental Health requirements are met or not met; and
- h. A contingency plan for replacement caregivers, where only one caregiver is at a facility.

It is the responsibility of the applicant or Licensee to obtain and submit applications and documentation as per Digital Government and Service NL requirements.

2. Where a child care service is operated in a family home, the applicant must be the Administrator of that family home and provide:
  - i. Proof that the applicant lives in the home where the child care service is operated (Proof of residency will be determined by the Manager); and
  - ii. Consent and the consent of all residents of the family home who are 16 years old or older to permit a Manager access to information from provincial government departments, agencies, boards and commissions regarding their suitability to care for or be in contact with children by completing a **Child Care Suitability for Family Homes Application** form (see [Appendix D](#)).
3. Where an application is for a new Licence, the documentation required to be provided as outlined above may be provided at any time during the licensing process for approval before the Licence is issued.
4. Prior to a child care service being issued a new Licence, an Inspector from the Department will complete a final pre-licensing on-site inspection of the facility where the child care service will operate to ensure the facility meets legislative on-site requirements. A copy of the report is to be provided to the child care service and the Manager prior to the child care service receiving a Licence.
5. Licensing Documentation Standards for Child Care Centres and Family Homes is located in [Appendix B](#).

### **Agency Application**

1. The following documentation must be provided to a Manager as part of an application for a new, or to renew, an Agency Licence:

- i. A detailed description of the Agency's policies and procedures by completing a **Child Care Agency Service Proposal** form. (see [Appendix D](#)) The **Child Care Agency Service Proposal** must:
  - a. Be prepared and signed by both the person who prepared the **Child Care Agency Service Proposal** (see [Appendix D](#)) and the applicant or Agent, where the application was not completed by the applicant or Agent;
  - b. Describe the services and professional resources to be provided;
  - c. Describe coordinator and Monitor duties and responsibilities;
  - d. Describe the orientation, monitoring and evaluation of Monitors;
  - e. Describe approval and refusal processes of Affiliated Child Care Service Providers;
  - f. Describe monitoring and evaluation process of Affiliated Child Care Service Providers;
  - g. Describe the Agency's policies with respect to complaints, investigations, corrective actions, supports available to Affiliated Child Care Service Providers and any other policy of the Agency in relation to provision and implementation of services;
  - h. Include copies of all related forms and evaluation documents pertaining to monitoring and provision of services;
  - i. Include copies of all information provided to Affiliated Child Care Service Providers;
  - j. Include a current list of approved Affiliated Child Care Service Providers where applicable; and
  - k. Be assessed by a Manager prior to the issuance of a Licence. Any issues identified with the **Child Care Agency Service Proposal** (see [Appendix D](#)) will be addressed with the applicant or the person who prepared the **Child Care Agency Service Proposal** (see [Appendix D](#)) prior to being approved.
- ii. Proof of municipal and provincial approval to operate an Agency or a letter from the municipality stating that municipal approval is not required;
- iii. Proof of insurance coverage or a letter showing intent to provide insurance coverage from an insurance provider as outlined in section [ELCD-2017-Q5](#) of the Policy and Standards Manual;
- iv. Proof of incorporation and current record of good standing where the Agency is incorporated (This can be obtained from the *Government of Newfoundland and Labrador* e-services website listed in the reference documents of this section of the Policy and Standards Manual); and

2. An Agency can identify the employees, students and volunteers who assist or provides services in the operation of the Agency that do not have access to children or their records by completing a **No Contact/Access Agreement** (see [Appendix D](#)).
3. Licensing Documentation Standards for Agencies is located in [Appendix B](#).
4. Where a **Child Care Licence Application** (see [Appendix D](#)) and all required documentation is submitted for renewal, and provided at least 60 days before the Licence expires, the existing Licence is considered valid until the decision of a Manager is made regarding the Licence renewal. Applications submitted less than 60 days before the Licence expires may be considered invalid and a disruption in service may occur.

### Variation of a Licence

1. A Licensee or Agent can request to vary their current Licence with respect to:
  - i. Program;
  - ii. Capacity;
  - iii. Age range;
  - iv. Change in operational details (i.e. hours, days and months);
  - v. Change in location or approved space (i.e. permanent or temporary); and
  - vi. Renovations to the facility, outdoor play or other area which impacts capacity, age range or operational details of the child care service.
2. Where a Licensee or Agent wishes to vary their Licence, the Licensee or Agent must complete a **Child Care Licence Application** (see [Appendix D](#)) and submit it to the regional office with any supporting documentation a Manager determines to be necessary.
3. Where an application has been submitted for a varied Licence due to renovations, written approval from the Manager is required prior to commencing the construction or implementing the change.
4. Where, upon the inquiry and investigation that a Manager considers necessary, a Manager is satisfied all the requirements prescribed in the *Child Care Act* and Regulations are met, the Manager may:
  - i. Issue a child care service Licence to a child care service provider;
  - ii. Issue an Agency Licence to an Agency;
  - iii. Renew a Licence; or
  - iv. Vary a Licence.
5. A Manager can issue, renew or vary a Licence with or without terms and conditions.

6. A Manager may refuse to issue, renew or vary a Licence. Circumstances of refusals are outlined in section [ELCD-2017-D4](#) of the Policy and Standards Manual.

## PROCEDURES:

1. A person or organization wishing to operate a licensed child care service or Agency under the *Child Care Act* or wishing to renew or vary a current Licence must complete a **Child Care Licence Application** (see [Appendix D](#)) and the associated **Child Care Program Proposal** or **Child Care Agency Service Proposal** form (see [Appendix D](#)) as outlined in this Policy and Standards.
2. The applications and required documentation are to be provided to the Manager in the applicant's regional office of the Department. Regional office contact information is located in the reference documents of this section of the Policy and Standards Manual.
3. Where the application is for the renewal of a Licence, documentation must be submitted at least 60 days before the expiry of the Licence to ensure there is no disruption in service.
4. Where a Licence is issued, it will be signed by the Manager and forwarded to the applicant by regular mail or by hand via an Inspector of the Department.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/departments/contact/](http://www.gov.nl.ca/education/departments/contact/)
- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Companies and Deeds Online  
<https://cado.eservices.gov.nl.ca/>
- Licensing Documentation Standards for Child Care Centres and Family Homes  
[Appendix B](#)
- Licensing Documentation Standards for Agencies  
[Appendix B](#)
- Forms  
[Appendix D](#)
- Sample Templates  
[Appendix E](#)

## LICENCES: EXEMPTIONS

**Policy No.:** ELCD-2017-D3

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCA: s. [2](#)  
CCR: s. [3](#)

### PURPOSE:

To outline whether a person or an organization may be exempt from the requirement to hold a Licence under the *Child Care Act* and Regulations.

### POLICY AND STANDARDS:

1. Exempted child care services and child care service providers include:
  - i. Transition to school activities provided to children before entry to Kindergarten that are developed and approved by the Department (e.g., Kinderstart);
  - ii. Activities or other arrangements of artistic instruction, tutoring or sports that are provided to children who are enrolled in school full-time (e.g., dance class, math tutoring, soccer);
  - iii. Day camps during normal school breaks that are provided to children who are enrolled in school full-time (e.g., summer camp);
  - iv. An occasional activity or other arrangement of more than 10 consecutive hours that either is:
    - a. A child care service exempted under another provision of the *Child Care Act* or the Regulations; or
    - b. Provided by a child care service provider exempted under another provision of the *Child Care Act* or the Regulations.
  - v. Those other activities or arrangements exempted under the *Child Care Act* or the Regulations;



- vi. Schools operating under the *Schools Act, 1997*;
- vii. Hospitals providing a child care service for in-patient children;
- viii. Parents and relatives when providing care or supervision to a child who is or children who are related to them;
- ix. A person paid by a parent or relative of the child or children to provide a child care service in the home of the child (e.g., a babysitter, nanny); and
- x. Those other persons or organizations exempted under the *Child Care Act* or Regulations, including where:
  - a. The child care service is operated by the child care service provider for less than 10 hours per week;
  - b. The child care service provider has three or fewer children participating in the child care service and all of the children are in the infant age range (The child care service providers own children under the age of 13 years are counted towards the total number of children permitted);
  - c. The child care service provider has four or fewer children participating in total in the child care service and no more than two of the children are in the infant age range (The child care service providers own children under the age of 13 years are counted toward the number of children permitted); or
  - d. The Minister exempts a child care service provider from the requirement to hold a child care service Licence.

## PROCEDURES:

1. Where an applicant requires assistance in determining whether or not an exemption applies, the applicant can contact a Manager in the area where the applicant resides. Contact information is located in the reference documents of this section of the Policy and Standards Manual.
2. Where it is determined by a Manager that an applicant does not meet the exemption requirements of the *Child Care Act* or Regulations, an applicant may submit to the Minister, a written request to be exempted from the requirement to hold a child care Licence. The request must include documentation of how the applicant meets the requirements of an exemption as outlined in this section of the Policy and Standards Manual.
3. The Minister will provide written notification of the decision to the applicant and the Manager in the region where the child care service operates.
4. The Minister's decision with respect to an exemption is final.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/department/contact/](http://www.gov.nl.ca/education/department/contact/)

## LICENCES: REFUSAL TO ISSUE A LICENCE

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**Policy No.:** [ELCD-2017-D4](#)

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCA: s. [13](#)

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### PURPOSE:

To outline when a Licence may be refused and the process of reviewing the decision.

### POLICY AND STANDARDS:

1. Upon reviewing an application for a Licence, a Manager may refuse to issue, renew or vary a child care service or Agency Licence where:
  - i. The applicant is younger than 19 years old;
  - ii. The applicant is applying for an Agency Licence and the applicant is not a not-for-profit corporation or a corporation without share capital;
  - iii. The applicant does not provide all documentation required by the *Child Care Act* and Regulations;
  - iv. The applicant, child care service or facility does not meet one or more of the requirements of the *Child Care Act* or Regulations;
  - v. The applicant previously held a child care service or Agency Licence that was revoked by a Manager;
  - vi. The Manager is satisfied that the applicant made one or more false or misleading statements in the application or information submitted as part of the application; and
  - vii. The Manager is satisfied that it would not be appropriate to issue, renew or vary a Licence which include, but are not limited to,
    - a. a child care service history of:
      - i. Non-compliance;

- ii. Violation Orders;
- iii. Incidents that imply future non-compliance; and
- b. Issuances, renewals, or variances that will displace children.

## PROCEDURES:

1. Where a Manager decides not to issue a Licence, written reasons must be provided to the applicant by regular mail.
2. A review of a Manager's decision not to issue a Licence may be requested in writing to the Minister within 30 days of receiving the written notification of the reasons for refusal. Contact information for the Department is located in the reference documents of this section of the Policy and Standards Manual.
3. A review of the decision will be performed within 60 days of the receipt of the written request for review.
4. A written decision including reasons will be sent by regular mail to the person requesting the review within 5 business days of the decision being made.
5. An appeal decision can be made by the Minister or with a judge of the Trial Division where necessary.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/departments/contact/](http://www.gov.nl.ca/education/departments/contact/)

## LICENCES: SUSPENSION OR REVOCATION OF A LICENCE

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<b>Policy No.:</b>	ELCD-2017-D5
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-D3</a>
<b>Legislative References:</b>	CCA: s. <a href="#">16</a> ; s. <a href="#">17</a> ; s. <a href="#">18</a> ; s. <a href="#">23</a>

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### PURPOSE:

To outline when a Licence may be suspended or revoked, and the process to review of the decision.

### POLICY AND STANDARDS:

1. A Licence suspension is a potential consequence of non-compliance where an Agency or child care service must cease to operate as a regulated Agency or service for a period of time to address the non-compliance as determined by the Manager. A Licence may not be suspended for longer than 30 days.
2. A Licence revocation is a potential consequence of non-compliance where an Agency or child care service must cease to operate as a regulated service indefinitely.
3. Where there is evidence of non-compliance with the *Child Care Act* or Regulations, a Manager may suspend or revoke a Licence.
4. A Manager may suspend or revoke a Licence where the Manager is satisfied that:
  - i. One or more of the following have violated the *Child Care Act*, Regulations or a term or condition of the Licence:
    - a. The Agent or Licensee;
    - b. A child care service or Agency the Licensee operates;
    - c. A child care service provider operating under a Licence or under an Approval Certificate issued by an Agency; or

- d. An employee, student or volunteer who assists or provides services in the operation of the child care service or Agency; and
  - ii. The applicant made one or more false or misleading statements in the application or to an Inspector.
5. Where a Licence is suspended and the terms and conditions set out in the **Notice of Suspension** are met within the time frame set by the Manager and to the satisfaction of the Manager, the Manager will reinstate the Licence with or without terms or conditions after the suspension time has been served.
6. Where terms and conditions set out in the **Notice of Suspension** are not met within the time frame set out by the Manager and to the satisfaction of the Manager, the Manager will revoke the Licence.
7. Where a Licence is suspended or revoked, the Manager will notify the Licensee, Agent, child care service provider or employee of the child care service, in writing, outlining the reasons for the suspension or revocation via a **Notice of Suspension** or **Notice of Revocation** within 24 hours of the decision being made.
8. When a Licence is suspended or revoked, the Licensee or Agent must provide written notice to a parent of each child registered in that service. It must include conditions of the suspension or revocation and must be given within 24 hours of receiving the notice.
9. Confirmation of notice to parents must be provided to the regional office of the Department within 2 business days of the suspension or revocation.

## PROCEDURES:

1. **Notice of Suspension** or **Notice of Revocation** and written reasons for the decision will be served to the Licensee, Agent, child care service provider or employee of the Licensee within 24 hours of the decision to suspend or revoke the Licence.
2. Where a Licence is suspended or revoked the child care service or Agency specified in the Licence must cease to operate.
3. Where a Licence is revoked the child care service or Agency must immediately return the Licence to the Manager where the child care service is being monitored.
4. Where an Agency Licence is revoked, a Manager may issue a temporary child care service Licence to one or more Affiliated Child Care Service Providers of that Agency for a maximum of six months where the Manager is satisfied that the Affiliated Child Care Service Provider is in compliance with the *Child Care Act* and Regulations.
5. Where a temporary child care service Licence expires, an Affiliated Child Care Service Provider must not operate a child care service unless they:
  - i. Hold their own valid child care service Licence;

- ii. Are under the supervision of and holds an Approval Certificate from an Agency that holds a valid Agency Licence; or
  - iii. Are exempt from the requirement to hold a Licence as outlined in section [ELCD-2017-D3](#) of the Policy and Standards Manual.
6. A Licensee or Agent may request a review of the Manager's decision to suspend or revoke the Licence, in writing, to the Minister of the Department within 30 days of the date the written reasons for the suspension or revocation was received. Contact information for the Department is located in the reference documents of this section of the Policy and Standards Manual.
7. A review will be performed within 60 days of receipt of the written request for review and a written decision including reasons will be sent to the Licensee requesting the review within five business days of the decision being made.
8. An appeal decision can be made by the Minister or with a judge of the Trial Division where necessary.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/departments/contact/](http://www.gov.nl.ca/education/departments/contact/)

## INSPECTION: POWERS AND DUTIES OF INSPECTORS

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Policy No.:	ELCD-2017-E1
Effective Date:	2017-07-31
Date Revised:	
Policy Cross References:	<a href="#">ELCD 2017-C1</a>
Legislative References:	CCA: s. <a href="#">6</a> ; s. <a href="#">19</a> ; s. <a href="#">20</a>

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### PURPOSE:

To outline the powers and duties of Inspectors as conferred to them by the *Child Care Act* and Regulations.

### POLICY AND STANDARDS:

1. Inspectors as outlined in section [ELCD-2017-C1](#) of the Policy and Standards Manual exercise the powers and perform the duties and functions conferred and imposed on them by the *Child Care Act* and Regulations. Inspectors will enforce and monitor adherence to the *Child Care Act* and Regulations as well as perform any other duties and functions required by the Minister.
2. An Inspector appointed under the *Child Care Act*, may at all reasonable times and without a warrant for a purpose related to the administration or enforcement of the *Child Care Act* or Regulations, inspect or examine the facilities, premises, processes, books and records of a child care service provider, child care service, Agency, Agent or a person the Inspector may consider relevant for the purpose of determining compliance with the *Child Care Act* or Regulations.
3. At all reasonable times and without a warrant, for a purpose related to the administration or enforcement of the *Child Care Act* or Regulations, an Inspector may do one or more of the following:
  - i. Enter a facility;
  - ii. Enter premises where property, books or records relating to the child care service or Agency are kept or maybe kept;
  - iii. Enter premises where anything is done or suspected of being done in connection with a requirement of the *Child Care Act* or Regulations;



- iv. Conduct tests and makes copies, extracts, photographs or videos the Inspector considers necessary;
  - v. Require a child care service provider, Agent, owner of a facility or premises or their employees, students and volunteers to give the Inspector all reasonable assistance, including the production of books and records as requested by the Inspector, and answer all questions relating to the administration or enforcement of the *Child Care Act* or Regulations (This includes requiring a person to attend the facility or premises with the Inspector); or
  - vi. Require a child care service provider, Agent, owner of a facility or premises or their employees, students and volunteers to make available the means to generate and manipulate books and records that are in machine readable or electronic form (e.g., computer program) and any other means or information necessary for the Inspector to assess the books and records.
4. Where an Inspector is denied entry to a facility or premises to carry out an inspection or believes on reasonable and probable grounds that there has been a contravention of the *Child Care Act* or Regulations, the Inspector may file an application with the Provincial Court for a **Warrant or Telewarrant to Search and Inspect**.
  5. Inspectors must complete a comprehensive inspection of each licensed child care service or licensed Agency and the facility in which it is operated at least once a year.
  6. Inspectors must complete an inspection which is the greatest of 10% or five of the affiliated child care services approved by each Agency and the facilities in which the services are operated at least once a year.
  7. An Inspector cannot enter a regulated or unregulated dwelling-house without the consent of the occupant except under the authority of a warrant.
  8. When an Inspector is exercising the powers or performing duties and functions under the *Child Care Act* and Regulations, a person shall not knowingly make false or misleading statements, either written or orally to an Inspector. Doing so will be treated as a contravention of the *Child Care Act*.
  9. Inspectors may be accompanied by one or more persons when exercising the powers or performing the duties and functions conferred and specified by the *Child Care Act* and Regulations. Those persons have the same rights and powers as the Inspector they are accompanying.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## INSPECTION: REPORTING

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**Policy No.:** ELCD-2017-E2

**Effective Date:** 2017-07-31

**Date Revised:** 2022-09-01

**Policy Cross References:**

**Legislative References:** CCA: s. [19](#); s. [22](#)  
CCR: s. [43](#)

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### PURPOSE:

To outline the inspections and reports required for a child care service.

### POLICY AND STANDARDS:

1. Regional Inspectors of the Early Learning and Childhood Division will complete reports each time an inspection is completed.
2. Monitoring inspections will be documented on a **Visit Summary Report**, signed by the Inspector and the Administrator (where possible) or other employee and provided to the child care service prior to the Inspector leaving the service.
3. Inspectors will complete a comprehensive annual inspection report of each licensed child care service or licensed Agency and the facility in which it is operated at least once a year. The report should be signed by an Administrator, Agent or coordinator where possible.
4. Written reports from each inspection will be prepared by the Inspector within 30 days of the inspection and be provided to a Manager and the following who were the subject of the inspection:
  - i. The child care service provider;
  - ii. Agent; and
  - iii. Affiliated Child Care Service Provider and the Agent of their supervising Agency.
5. A copy of inspection reports and certificates prepared in relation to the child care service or child care service provider and documents and records required by the *Child Care Act* and Regulations must be kept at the facility.

6. The child care service provider, Affiliated Child Care Service Provider or Agent will have an opportunity to comment on the reports in writing.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## INSPECTION: WARRANTS AND TELEWARRANTS

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**Policy No.:** ELCD-2017-E3

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCA: s. [20](#); s. [21](#)

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### PURPOSE:

To outline when and how a warrant may be obtained.

### POLICY AND STANDARDS:

1. Upon consultation with a Manager, an Inspector may file an application with the Provincial Court for a **Warrant or Telewarrant to Search and Inspect** or where an Inspector:
  - i. Is denied entry to a facility or premises to carry out an inspection; or
  - ii. Believes on reasonable grounds that there has been a contravention of the *Child Care Act* or Regulations and an inspection is necessary.
2. This application may be made by telephone (i.e. telewarrant) or other methods of telecommunication where it is not practical to appear in person before a Provincial Court Judge.
3. Where a Provincial Court Judge is satisfied on the basis of an Inspector's sworn information that there are reasonable grounds to believe that the Inspector was denied entry to a facility or premises to carry out an inspection or there has been a contravention of the *Child Care Act* and Regulations, the judge may issue a **Warrant or Telewarrant to Search and Inspect** authorizing the Inspector to:
  - i. Enter the facility or premises and carry out an inspection; or
  - ii. Seize or remove any books or records that may be required as evidence of contravention and retain these documents until they are required in a court proceeding.

4. The **Warrant to Search or Inspect** or facsimile of the **Telewarrant** will be provided to an employee or owner of the service, Agency or facility who is present at the time the **Warrant to Search or Inspect** or telewarrant is carried out.
5. A facsimile of the **Telewarrant** is a record produced by written record or electronic means from a telephone conversation made by both parties. The record is documented while the conversation is in progress and its accuracy is confirmed by each person reading their record of the conversation to one another at the end of the conversation.
6. A Provincial Court judge may receive and consider an application for a **Warrant or Telewarrant to Search and Inspect** (or an extension of a warrant) without notice to the child care service provider, Agent or owner.
7. Where a **Warrant or Telewarrant to Search and Inspect** is issued, it must be executed by the Inspector as prescribed by the judge or the Minister.
8. Child care service providers, Agents, owners of a facility or premises and their employees, students and volunteers shall not obstruct an Inspector while the Inspector is exercising the powers and performing the duties and functions authorized by the **Warrant or Telewarrant to Search and Inspect**.
9. A peace officer must assist in enforcing the **Warrant or Telewarrant to Search and Inspect** when requested by the Inspector.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## INSPECTION: CONSEQUENCES OF NON-COMPLIANCE

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**Policy No.:** ELCD-2017-E4

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-D5](#); [ELCD 2017-E5](#)

**Legislative References:** CCA: s. [15](#); s. [36](#)

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### PURPOSE:

To outline the details and processes with respect to the consequences of non-compliance with the *Child Care Act* and Regulations for a regulated child care service.

### POLICY AND STANDARDS:

1. Licensees holding a valid Licence must operate the child care service or Agency in compliance with the *Child Care Act*, Regulations and the terms and conditions of the Licence.
2. It is the responsibility of the Licensee or Agent to be knowledgeable of the *Child Care Act*, Regulations and associated Policy and Standards Manual and ensure that all employees, students, volunteers and any others who assist or provide services in the operation of the child care service or Agency adhere to the legislation.
3. Where non-compliance of the *Child Care Act* and Regulations is identified, an Inspector will initiate corrective actions. Corrective actions can include:
  - i. Verbal notification;
  - ii. Informal written notification;
  - iii. **Warning Letter;**
  - iv. **Violation Order;**
  - v. Licence suspension; or
  - vi. Licence revocation.

4. A verbal or informal written notification can be issued to the Agent or Licensee where an Inspector observes or confirms a child care service or Agency being non-compliant and the non-compliance is primarily administrative in nature with no risk of harm to children. Informal written notifications will be provided on a Visit Summary Report.
5. A **Warning Letter** can be issued to the Agent or Licensee where an Inspector observes or confirms a child care service or Agency being non-compliant and the non-compliance was previously observed or confirmed and is primarily administrative in nature or poses a potential risk of harm to children.
6. A **Violation Order** can be issued to the Agent or Licensee where an Inspector observes or confirms a child care service or Agency being non-compliant and the non-compliance was previously observed or confirmed or poses a potential or immediate risk of harm to children. **Violation Orders** are outlined in section [ELCD-2017-E5](#) of the Policy and Standards Manual. Any outstanding **Violation Order** issued under the *Child Care Services Act* before the coming into force of the *Child Care Act* will be considered an outstanding **Violation Order** under the *Child Care Act*.
7. A Licence suspension and Licence revocation are outlined in section [ELCD-2017-D5](#) of the Policy and Standards Manual.
8. As a consequence of non-compliance, an Inspector can recommend, at the time of renewal, a Limited Licence Renewal which is a shortened time frame for which the Licence is renewed as a result of the Agency's or child care service's history of **Warning Letters**, **Violation Orders** and other non-compliances. The Manager can issue a limited Licence renewal with or without terms or conditions.
9. As a consequence of non-compliance an Inspector can also recommend, at the time of renewal or upon the issuance of a Licence suspension, the Licence of the Agency or child care service be varied as a result of the Agency's or child care service's history of **Warning Letters**, **Violation Orders**, limited Licence renewal and other non-compliances. The Manager can issue a Licence Variance with or without terms or conditions.
10. Where the terms and conditions of a Licence variance are met within the time frame set by the Manager, the Manager can reinstate the Licence with or without terms or conditions after the Licence Variance has expired.
11. Where terms and conditions of a Licence variance are not met within the time frame set out by the Manager, the Manager can continue with a Licence variance or suspend or revoke the Licence.
12. Only Department Inspectors will initiate and or implement corrective actions. Other inspectors appointed under the *Child Care Act* may make recommendations for corrective actions to the regional office where the child care service is being monitored.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## INSPECTION: VIOLATION ORDERS

**Policy No.:** ELCD-2017-E5

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-B1](#); [ELCD 2017-F2](#)

**Legislative References:** CCA: s. [23](#); s. [24](#); s. [25](#); s. [28](#); s. [30](#); s. [32](#); s. [36](#)

### PURPOSE:

To outline the requirements and processes with respect to **Violation Orders**.

### POLICY AND STANDARDS:

1. A **Violation Order** is a consequence of non-compliance with the *Child Care Act* and Regulations.
2. Where there is evidence of non-compliance with the *Child Care Act* or Regulations, a Manager may issue a written **Violation Order** against the Licensee or Agent requiring the Licensee or Agent to bring one or more of the child care service, Agency or facility into compliance.
3. Where it is determined that a **Violation Order** will be issued it must:
  - i. Be issued against a Licensee or Agent with respect to a specific child care service or Agency;
  - ii. Set out the name of the service or Agency, the street address, province and postal code where the service or Agency is operated;
  - iii. Include the Licence number and expiry date;
  - iv. Include the date and time of inspection;
  - v. Include a description of the non-compliance including the:
    - a. Legislative reference;
    - b. Compliance deadline;
    - c. Compliance met date;



- d. Description of the violation; and
    - e. Action required for compliance.
  - vi. Include the date of issue; and
  - vii. Include the signature of the Inspector recommending the violation and of the Manager who issued it.
4. Where a **Violation Order** has been issued it must be:
- i. Served upon the Agent or Licensee. Service is outlined in section [ELCD-2017-B1](#) of the Policy and Standards Manual;
  - ii. Provided in person where possible and proof of service is to be a written statement under oath by the person who served the document;
  - iii. Kept on site and posted for 30 consecutive days from the date it was issued at the facility for which the **Violation Order** pertains or until the Manager is satisfied that the child care service, or Agency is in compliance, whichever is longer;
  - iv. Posted as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual, in a place that is prominent, visible and near the main entrance of the child care facility for which the **Violation Order** pertains; and
  - v. Copied, delivered and posted in an Affiliated Child Care Service Provider home within one business day when issued to the Agency which monitors the home.
5. Where a **Violation Order** is delivered by hand, the Inspector who delivers it will document the delivery on a Visit Summary Report and include the date, time and person who received the **Violation Order**. A copy of the Visit Summary Report will be provided to the Agency or child care service prior to leaving the facility.
6. Separate **Violation Orders** will be issued for each legislative section found to be in non-compliance. Where there is more than one instance of non-compliance under a single section of the legislation, a single **Violation Order** will be issued noting the multiple instances.
7. Parents of a child registered in a child care service and persons authorized in writing by a parent is entitled to a copy of the **Violation Order** made against the child care service provider with respect to that child care service.
8. An Agent or Licensee may request a review of a **Violation Order** in writing to the Minister within 30 days from the date the **Violation Order** was received.
9. **Violation Orders** must be posted while a review is taking place and may only be removed where the 30 days has passed or the decision of the review is to rescind the order. The Agent or Licensee may post the request for a review beside the **Violation Order**, without obstructing the **Violation Order**.

10. Where a review of a **Violation Order** is submitted to the Minister, a review will take place within 60 days of receipt of the written request and a decision, including reasons, will be sent by regular mail to the Agent, Licensee or child care service provider within five business days of the decision being made. An appeal decision can be made by the Minister or with a judge of the Trial Division where necessary.
11. A **Violation Order** issued under the *Child Care Services Act* on the coming into force of the *Child Care Act* will continue to be valid as though it was issued under the *Child Care Act*.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## INFORMATION AND ACCESS: CONFIDENTIALITY

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**Policy No.:** ELCD-2017-F1

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCA: s. [2](#); s. [26](#); s. [27](#)  
CCR: s. [46](#); s. [47](#); s. [78](#)

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### PURPOSE:

To outline confidentiality as it applies to child care services and Agencies.

### POLICY AND STANDARDS:

1. All information gathered by a child care service provider or Agent with respect to a child, their parents or relative is to be kept confidential.
2. A parent includes the following persons in relation to a child:
  - i. A mother and her spouse or cohabiting partner;
  - ii. A father and his spouse or a cohabiting partner;
  - iii. A foster parent as defined in the *Children and Youth Care and Protection Act*; and
  - iv. A guardian.
3. Child care service providers, Agents and Agencies must keep confidential all information pertaining to:
  - i. Children who are currently or have been previously registered in their service or their affiliated child care provider's service;
  - ii. Children who apply to become registered in their service or their affiliated child care provider's service; and

- iii. Parents and relatives of children who are currently, previously, or apply to be registered in their service.
4. Information with respect to children, their parents and relatives may be disclosed without consent:
- i. By an Affiliated Child Care Service Provider to a monitor or employee of the Agency that issued the approval of that Affiliated Child Care Service Provider while the monitor or employee is exercising powers and carrying out duties or functions under the *Child Care Act* or Regulations;
  - ii. To an Inspector while they are acting exercising powers and carrying out duties or functions under the *Child Care Act* or Regulations;
  - iii. For the purpose of complying with a subpoena, warrant or court order;
  - iv. Where required by the *Child Care Act* and Regulations or another Act or Regulations; and
  - v. Where required to ensure the health or safety of a child registered in a child care service.
5. Individual children records and personnel records of a child care service must be kept in a locked enclosure.
6. Files of an Agency must be kept in a locked enclosure.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## INFORMATION AND ACCESS: ACCESS TO INFORMATION, ENTRY TO FACILITY AND POSTING OF DOCUMENTS

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**Policy No.:** ELCD-2017-F2

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCA: s. [2](#); s. [28](#); s. [29](#); s. [30](#)  
CCR: s. [20](#); s. [30](#); s. [34](#); s. [35](#)

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### PURPOSE:

To outline access to information, entry to the facility and posting of documents kept by child care service providers, Affiliated Child Care Service Providers; Agents and Agencies that operate a regulated child care service.

### POLICY AND STANDARDS:

#### Access to Information

1. One or more parents (and persons authorized in advance in writing by one of those parents) of a child registered in a child care service are entitled to a copy of the following upon request:
  - i. The documents and records of the child care service provider or the child care service that are relevant to that child;
  - ii. **Violation Orders** made against the child care service or Agency;
  - iii. The child care service Licence or Agency Licence of the supervising Agency;
  - iv. The Approval Certificate of an Affiliated Child Care Service Provider; and
  - v. Other documents and records with respect to their child identified in the *Child Care Regulations*.
2. A parent includes the following persons in relation to a child:

- i. A mother and her spouse or cohabiting partner;
- ii. A father and his spouse or a cohabiting partner;
- iii. A foster parent as defined in the *Children and Youth Care and Protection Act*; and
- iv. A guardian.

### **Entry to Facility**

1. One or more parents (and persons authorized in advance in writing by one of those parents) of a child registered in a child care service may enter the facility of the child care service at any time during its hours of operation. This includes a child care service operated in a family home.

### **Posting of Documents**

1. All documents required to be posted by the *Child Care Act* or Regulations are to be posted together in a prominent location, which is visible and near the main entrance of the facility or home in which the child care service operates. The documents must not be obscured in anyway.
2. A Licensee holding a child care service or Agency Licence must post the current Licence and any outstanding **Violation Orders** issued by a Manager with respect to that child care service or Agency in a prominent location, which is visible and near the main entrance of the facility or home in which the child care service operates.
3. An Affiliated Child Care Service Provider must post the current Approval Certificate issued by the monitoring Agency and any outstanding **Violation Orders** with respect to that Agency or the child care service. The documents are to be posted together in a prominent location, which is visible and near the main entrance of the home in which the child care service operates.
4. Terms and conditions of a Licence must be posted in the same place as the Licence.
5. Behaviour guidance policies must be posted in the same place as the child care service Licence or Approval Certificate.
6. Children with one or more allergies must have the information about the allergies, including the cause, symptoms and treatment, posted in the same place as the Licence or Approval Certificate, in the food preparation area and in every homeroom where the service is in a centre.
7. The emergency procedures of the child care service must be posted in the same place as the child care service Licence or Approval Certificate.
8. Children with one or more special dietary or feeding requirements must be posted in a prominent and visible place in the food preparation and serving areas.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## OFFENCES

**Policy No.:** ELCD-2017-G1

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD 2017-E4](#)

**Legislative References:** CCA: s. [31](#)

### PURPOSE:

To outline potential legal consequences of contraventions of the *Child Care Act*.

### POLICY AND STANDARDS:

1. A person who contravenes the *Child Care Act* or Regulations or makes a false statement in an application, return form, or record required under the *Child Care Act* or Regulations is guilty of an offence and liable on summary conviction:
  - i. For a first offence, a fine of not less than \$500 and not more than \$2000 or imprisonment for not more than 60 days or both a fine and imprisonment; or
  - ii. For a subsequent offence, a fine of not less than \$2000 and not more than \$5000 or imprisonment for not more than 90 days or both a fine and imprisonment.
2. Each contravention of the *Child Care Act* and Regulations will constitute a new and separate offence.
3. Where an offence is committed or continued under the *Child Care Act* or Regulations on more than one day, the person who committed the offence can be convicted for a separate offence for each day the offence was committed or continued.
4. Where a person is convicted of an offence under the *Child Care Act* or Regulations, in addition to another punishment that may be imposed under the *Child Care Act*, the court can make an order requiring the offender to comply with conditions that the court considers appropriate to secure good conduct and to prevent the offender from repeating the same offence or committing other offences.



## PROCEDURES:

1. Where a potential contravention has been identified, a Manager will be consulted and give consideration to pursuing charges under the offence provisions.
2. Where a potential contravention could also be a potential non-compliance with the *Child Care Act* or Regulations, a Manager will assess and apply appropriate consequences of non-compliance as outlined in section [ELCD-2017-E4](#) of the Policy and Standards Manual.
3. The details of the contravention will to be provided in writing, at the request of the Provincial Director, and outline the nature of the contravention.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## CERTIFICATION: GENERAL

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<b>Policy No.:</b>	ELCD-2017-H1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-H2</a> ; <a href="#">ELCD 2017-J5</a>
<b>Legislative References:</b>	CCR: s. <a href="#">9</a> ; s. <a href="#">10</a> ; s. <a href="#">12</a> ; s. <a href="#">82</a>

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### PURPOSE:

To outline general parameters and application of certification for people who are working as an Administrator, Caregiver or Monitor in a child care service or Agency.

### POLICY AND STANDARDS:

#### General

1. Certification is an assessment of academic qualifications relating to early childhood education programs. Certification is required for a person working as an Administrator, Caregiver or Monitor in a regulated child care service or Agency.
2. Certification issued under the *Child Care Services Act* before the coming into force of the *Child Care Regulations* will continue to be valid until it expires.
3. Child care services certification under the *Child Care Regulations* is approved by the Department and issued in conjunction with the Association of Early Childhood Educators Newfoundland and Labrador (AECENL).
4. Applicants must apply for certification in writing to the Minister in a manner prescribed by the Minister.
5. Applications for certification are referred to AECENL for preliminary assessment and review. Information on AECENL is located on their website. The website is listed in the reference documents of this section of the Policy and Standards Manual.
6. A certification document will indicate the:

- i. Type of facility in which a person is certified to be a Caregiver (Facility types are identified as a child care centre or a family home);
  - ii. Level(s) as outlined in section [ELCD-2017-H2](#) of the Policy and Standards Manual. Certification levels are identified as trainee, I, II, III or IV; and
  - iii. Age ranges of the children to whom the person is certified to be a Caregiver. Age ranges are assessed and determined based on the educational components of the early childhood education program completed.
7. Where certification identifies a facility to be a child care centre, the certification certificate will identify one or more of the following age range classifications of the children for which the Caregiver is certified to work:
  - i. Infant;
  - ii. Preschool (This includes the toddler age range);
  - iii. School; and
  - iv. Pre-kindergarten. Further information on this classification can be found in section [ELCD-2017-J5](#) of the Policy and Standards Manual.
8. Where certification identifies a facility to be a family home, the certificate will state infant classification or a mixed age range of birth up to 13years.
9. A certification document will also indicate an expiry date. The expiry date is determined based on the information and documentation received through the initial application or renewal process. Level I through IV certification can be valid for up to three years. Trainee certification is valid for a maximum of one year.

## **Orientation**

1. All applicants must be orientated to the type of facility, certification level and age range classification applicable to the facility they wish to pursue employment and the children with whom they will work, where it is determined that the early childhood education program completed by the applicant did not cover the required material to designate a specific facility type, certification level, or age range classification necessary for employment.
2. Where it has been determined that the early childhood education program covered the required material to designate a specific facility type, level or age range classification, applicants will not require orientation.
3. The Infant orientation course is not available to trainee level applicants. It can only be completed by a person who has completed, at minimum, a one year program in Early Childhood Education which was completed at an approved post-secondary institution. The course is designed for a person who did not receive sufficient infant training during their approved educational program.

4. Orientation courses are offered through AECENL on a semester basis and are available in both correspondence and an online format.

### **Out of Province/Country Certification**

1. A person who holds certification or registration in another province or territory must apply to have their application assessed and approved for certification in this province. Certification will be issued based on the scope of practice for the certification in the other Province/Country and processed under the *Agreement on Internal Trade (Chapter seven)*. The level(s) and classification(s) are assigned based on the valid certification/registrations submitted.
2. Where an applicant has completed an early childhood education diploma in another Province/Country a copy of the transcripts/certificates/diplomas/degrees supporting the post-secondary work must be submitted with the application. Official course descriptions (including number of hours and course objectives) may be required where equivalency to a level or classification of certification is being sought.
3. Where the applicant has received a diploma or completed post-secondary coursework outside of Canada, an evaluation from an approved accreditation service is required. As with Canadian credentials, official course descriptions (including number of hours and course objectives) may be required where equivalency to a level or classification of certification is being sought. Course descriptions in a language other than English must be officially translated.
4. A list of approved accreditation services may be obtained from AECENL.
5. An Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet is located in [Appendix A](#).

## **PROCEDURES:**

1. To attain certification, an applicant must obtain and submit an initial application to AECENL for preliminary assessment and review.
2. Documentation to be provided as part of an application for certification includes:
  - i. A copy of all diplomas and transcripts; and/or
  - ii. Proof of certification/registration from another Province/Country; and/or
  - iii. An evaluation from an accreditation service, where applicable.

Originals or notarized photocopies of documents may also be required upon request.

3. Once the preliminary assessment and review is complete, the certification is then approved by the Minister or a person designated by the Minister.
4. When certification has been received by the applicant, a copy is to be provided to the employer prior to commencing work at a child care service or Agency.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Association of Early Childhood Educators Newfoundland and Labrador  
<http://www.aecenl.ca>
- Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet  
[Appendix A](#)

## CERTIFICATION: LEVELS

**Policy No.:** ELCD-2017-H2

**Effective Date:** 2017-07-31

**Date Revised:** 2022-09-01

**Policy Cross References:**

**Legislative References:** CCR: s. [11](#); s. [82](#)

### PURPOSE:

To outline the levels of certification.

### POLICY AND STANDARDS:

1. There are five levels of certification:

i. **Trainee Level**

An applicant may be granted trainee level certification to be a Caregiver in a child care centre where the applicant has successfully completed an orientation course and provides proof of registration at a post-secondary institution in early childhood education approved by the Minister.

Trainee certification to be a Caregiver in a family child care service may be granted where the applicant has successfully completed the associated orientation course.

Entry level certification issued under the *Child Care Services Act* will be considered to be trainee certification on the coming into force of the *Child Care Regulations*.

ii. **Level I**

Level I certification may be granted where an applicant holds a diploma from a post-secondary institution in a one year program in early childhood education approved by the Minister and, where assessed to be required, successfully completed the applicable orientation course(s).

iii. **Level II**

Level II certification may be granted where an applicant holds a diploma from a post-secondary institution in a two year program in early childhood education approved by the

Minister and, where assessed to be required, successfully completed the applicable orientation course(s).

**iv. Level III**

Level III certification may be granted where an applicant holds a diploma from a post-secondary institution in a three year program in early childhood education approved by the Minister and, where assessed to be required, successfully completed an orientation course.

Level III certification may also be granted where an applicant holds a diploma from a post-secondary institution in a two year program in early childhood education approved by the Minister and a one year post-diploma specialization. The applicant may also be required to complete an orientation course where assessed to be required.

Level III certification may also be granted where an applicant holds a degree from a university approved by the Minister and:

- a. A diploma from a post-secondary institution in a one year program in early childhood education approved by the Minister. The applicant may also be required to complete an orientation course where assessed to be required.
- b. The degree is in primary/elementary Education and an applicant has successfully completed the applicable orientation course(s). This level will be limited to the school and pre-kindergarten classifications only.

**v. Level IV**

Level IV certification may be granted where an applicant holds a degree in early childhood education from a university approved by the Minister.

Level IV certification may also be granted where an applicant holds a degree from a university approved by the Minister and a diploma from a post-secondary institution in a two year program in early childhood education approved by the Minister.

2. Equivalent education or training may be assessed and approved by the Minister, subject to the education, training and orientation course(s) completed by the applicant.
3. An Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet is located in [Appendix A](#).

## PROCEDURES:

1. Where equivalent education or training is requested to be assessed, written notification must be submitted to the Minister and include:
  - i. Rationale for the request;
  - ii. Proof of completed education or training equivalency; and
  - iii. Documentation describing the content of the educational program or training completed.

2. The Minister's decision with respect to equivalent education and training is final.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet [Appendix A](#)



## CERTIFICATION: RENEWAL

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**Policy No.:** ELCD-2017-H3

**Effective Date:** 2017-07-31

**Date Revised:** 2022-09-01

**Policy Cross References:**

**Legislative References:** CCR: s. [13](#)

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### PURPOSE:

To outline the certification renewal process.

### POLICY AND STANDARDS:

1. Child care services certification is renewed by the Department and issued in conjunction with the Association of Early Childhood Educators Newfoundland and Labrador (AECENL).
2. Applicants who seek to renew certification must apply in writing to the Minister in a manner prescribed by the Minister.
3. Applications for certification renewal are referred to AECENL for preliminary assessment and review. Information on AECENL is located on their website. The website is listed in the reference documents of this section of the Policy and Standards Manual.
4. The Minister may renew certification for each level identified where:

- i. **Trainee Level (prior entry level certification):**

A person who seeks a trainee level renewal under the *Child Care Regulations*, and held an entry level certification under the *Child Care Services Act* for at least ten years immediately before the coming into force of the *Child Care Regulations*, can receive certification renewal annually by providing proof of at least ten hours of professional learning approved by the Minister.

### Child Care Centre

An applicant working in a child care centre provides proof of completion of at least two early childhood education courses, approved by the Minister, from a post-secondary institution during the one-year certification period or all of the following:

- a. Proof of registration in an early childhood education program approved by the Minister at a post-secondary institution;
- b. Proof that courses required for the early childhood education program referred to in (a) are not available; and
- c. Proof of at least 10 hours of professional learning approved by the Minister.

Trainee level certification may be renewed up to a maximum of four times or a maximum of six times where two of those times included renewals where courses required for the early childhood education program were not available.

### Family Child Care

An applicant working in a family home provides proof of ten hours of professional learning approved by the Minister.

## **ii. Levels I – IV:**

An applicant provides proof of completion of at least one hour of professional learning, approved by the Minister, for every month that has passed since the date the certification was granted prior to the expiry of their current certification. Applicants are not required to complete more than 30 hours of professional learning in this circumstance.

Applicants who seek certification renewal after their certification has expired must provide proof of completion of:

- a. At least one hour of approved professional learning approved by the Minister for every month between the date the certification was granted and the date it expired; and
- b. At least one hour of approved professional learning approved by the Minister for every month that has passed since the date the certification expired.

Applicants are not required to complete more than 60 hours of professional learning in this circumstance.

## **PROCEDURES:**

1. To attain certification renewal, an applicant must obtain and submit an application to AECENL for preliminary assessment and review.
2. Documentation must be provided with the application as outlined in this section of the Policy and Standards Manual.
3. Once the preliminary assessment and review is complete, the certification renewal is then approved by the Minister or a person designated by the Minister.
4. When the certification renewal has been received by the applicant, a copy is to be provided to the employer of the child care service or Agency.

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Association of Early Childhood Educators Newfoundland and Labrador  
<http://www.aecenl.ca>

## REQUIREMENTS: GENERAL EMPLOYEES, STUDENTS AND VOLUNTEERS

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<b>Policy No.:</b>	ELCD-2017-I1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D2</a> ; <a href="#">ELCD-2017-H1</a> to <a href="#">H3</a> ; <a href="#">ELCD-2017-I2</a> ; <a href="#">ELCD-2017-L5</a> ; <a href="#">ELCD 2017-M2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">5</a> ; s. <a href="#">16</a> ; s. <a href="#">54</a> ; s. <a href="#">69</a>

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### PURPOSE:

To outline the requirements and qualifications for employees, students, volunteers and others who assist or provide services in the operation of a child care service.

### POLICY AND STANDARDS:

1. A person who is an employee, student or volunteer of a child care service provider or who assists or provides services in the operation of a child care service and has access to the records of children who participate in the child care service must have, as part of their personnel record, a:

Certified Criminal Records Check or Criminal Records Screening Certificate and Vulnerable Sector Records Check:

These documents must be no more than 3 years old and obtained from the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police in the jurisdiction where the person resides. Web-sites for these organizations are listed in the reference documents of this section of the Policy and Standards Manual.

The Certified Criminal Records Check or Criminal Records Screening Check and Vulnerable Sector Records Check must be satisfactory to the:

- i. Licensee who is operating the child care service under a child care service Licence; or
- ii. Administrator of the child care service where the service is operated under an Approval Certificate.

2. In addition to number 1 above, a person who is an employee, student or volunteer of a child care service provider or who assists or provides services in the operation of a child care service and has contact with children who participate in the child care service must have, as part of their personnel record, a copy of a:
  - i. First Aid Certificate; and

A diploma in first aid must not be more than three years old and be from an organization approved by the Minister. A list of approved first aid training providers is located on the Workplace NL website. This link is located in the reference documents of this section of the Policy and Standards Manual.

A first aid diploma must include first aid and CPR for children. Administrators must have a standard (two day) first aid course. Other employees, students or volunteers must have at least an emergency (one day) first aid course.

Where a first aid certificate has expired and the person is awaiting renewal, the person is not permitted to be a single Caregiver in the Caregiver to child ratio and must renew the certificate within 30 days in order to remain a Caregiver in the Caregiver to child ratio.

Volunteers completing an educational placement who are under the supervision of a caregiver and are not part of the caregiver to child ratio will not be required to hold a diploma in first aid.

- ii. Current Record of Immunization.

A record of immunization can be obtained from a local Public Health provider in the area where the person resides. The record can consist of a photocopy of the immunization card and must have dates of the immunization and the signature of the nurse or physician. Records of Immunization that show no updates in immunization in the past 10 years are not considered up-to-date and it is strongly recommended that persons in child care services update their immunizations as recommended by the *Public Health Agency of Canada*.

A person who does not have an up-to-date immunization, is unable to locate their immunization record, or is not immunized, must provide a written statement indicating as such. The statement must also indicate they are aware that they may be asked to leave the child care service at the request of a public health official in the event of a communicable disease outbreak and maybe unable to return for the duration of that outbreak. A sample template for a statement of immunization is located in [Appendix E](#).

3. In addition to number 1 and 2 above, a person who is a Caregiver cannot be considered a Caregiver in the Caregiver to child ratio unless:

- i. The person is 18 years old or older;
- ii. The person holds certification as outlined in sections [ELCD-2017-H1](#) to [H3](#) of the Policy and Standards Manual:
  - a. For the type of facility in which the child care service is operated. These services include a:
    - i. Child care centre; or

- ii. Family home.
- b. At the level required by the *Child Care Act* and Regulations:
  - i. Where a child care service is in a centre, at least one Caregiver with at least level I certification must be assigned to every homeroom of children in the infant, toddler, preschool and school age range and that Caregiver must also have the applicable classification for the age range of the children participating in the homeroom.
  - ii. Where the child care service is in a family home, the Administrator of that service must hold at least trainee level in child care provided in a family home, unless all of the children who participate are in the infant age range, in which case the Administrator must hold at least level I certification in child care provided in a family home in the infant age range.
- c. In the age range of the children to whom the person is assigned to be a Caregiver. This includes:
  - i. Infant classification (level I) where:
    - a. A Caregiver in a child care centre is assigned to children in an infant age range;
    - b. A Caregiver in a child care centre is assigned to children in a mixed age range and one or more children are less than 2 years old; or
    - c. An Administrator of a family home provides a service to children who are all in the infant age range.
  - ii. Preschool classification where a Caregiver is assigned to children in a:
    - a. Mixed infant and toddler age range;
    - b. Toddler age range;
    - c. Mixed toddler and preschool age range;
    - d. Preschool age range; or
    - e. Mixed preschool and school age range.
  - iii. Pre-kindergarten classification where a Caregiver is assigned to children in a pre-kindergarten age range;
  - iv. School classification where a Caregiver is assigned to children in a:
    - a. A mixed preschool and school age range;

- b. A school age range; and
  - v. A copy of the person's certification is part of their personnel record.
4. In addition to number 1, 2 and 3 above, where a child care service is operated in a family home, the Administrator of that family home is required to provide:
  - i. Proof that the applicant lives in the home where the child care service is operated; and
  - ii. Consent and the consent of all residents of the family home who are 16 years old or older to permit a Manager access to information from provincial government departments, agencies, boards and commissions regarding their suitability to care for or be in contact with children.
5. Certification waivers are outlined in section [ELCD-2017-I2](#) of the Policy and Standards Manual.
6. A person who is a Caregiver under the inclusion program is considered to be a second or subsequent Caregiver and must meet the requirements as outlined in the *Child Care Regulations*.
7. The requirements of Administrators in child care centres are outlined in section [ELCD-2017-M2](#) of the Policy and Standards Manual.
8. The requirements of personnel records are outlined in section [ELCD-2017-L5](#) of the Policy and Standards Manual.
9. Employees, students, volunteers who assists or provides services in a child care service and do not have access to children or their records, must complete a **No Contact/Access Agreement** (see [Appendix D](#)) as outlined in section [ELCD-2017-D2](#) of the Policy and Standards Manual prior to commencing work at the service.
10. Licensing Documentation Standards for Child Care Centres and Family Homes and Licensing Documentation Standards for Agencies are located in [Appendix B](#).

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Royal Newfoundland Constabulary  
<https://www.rnc.gov.nl.ca/services/certificate-of-conduct/>
- Royal Canadian Mounted Police  
<http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks>
- Association of Early Childhood Educators Newfoundland and Labrador  
<http://www.aecenl.ca>

- Licensing Documentation Standards for Child Care Centres and Family Homes  
[Appendix B](#)
- Licensing Documentation Standards for Agencies  
[Appendix B](#)
- Workplace NL Approved First Aid Training Providers  
<https://ctr.bluedrop.io/#/first-aid-offerings>
- Forms  
[Appendix D](#)
- Sample Templates  
[Appendix E](#)



## REQUIREMENTS: GENERAL WAIVERS

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<b>Policy No.:</b>	ELCD-2017-I2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-H1</a> ; <a href="#">ELCD 2017-H2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">17</a> ; s. <a href="#">55</a>

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### PURPOSE:

To outline the process to waive a person who does not meet the legislative requirements in relation to a specific child care service.

### POLICY AND STANDARDS:

1. A Manager may waive the certification requirements for a Caregiver in relation to a specific child care service to hold certification in or for one or more of the following:
  - i. A level;
  - ii. A type of facility; or
  - iii. An age range of the children with whom the Caregiver works.
2. Waivers will be considered for certification requirements of a Caregiver where:
  - i. The child care service has a current Licence;
  - ii. The child care service provider demonstrates there is no current employee or qualified applicant available to meet the legislative requirements;
  - iii. The person provides proof of registration for the applicable educational requirements as outlined in sections [ELCD-2017-H1](#) and [H2](#) of the Policy and Standards Manual;
  - iv. The person completes the **Child Care Services Certification – Employee Certification Agreement** (see [Appendix D](#));

- v. The Licensee completes the **Child Care Services Certification Waiver Application - Employer Declaration** (see [Appendix D](#)); and
    - vi. At the discretion of the Manager, where it is deemed appropriate.
  3. A Manager may waive only **ONE** of the following requirements for an Administrator who works in a child care centre in relation to a specific child care service:
    - i. Level II certification in child care provided in a centre which is in the age ranges of the children registered in the child care service; or
    - ii. At least two years of experience in a child care service operated in a centre under a valid child care service Licence that permits at least 8 children to participate in the child care service at one time.
  4. Waivers must be granted prior to persons commencing work in the position being waived at child care service.
  5. Waivers will only be renewed where the Licensee provides proof that:
    - i. The Caregiver who is currently waived is continuing to upgrade at an approved educational institution;
    - ii. Current public job advertising is ongoing; and
    - iii. No qualified employee or applicant is available to meet the legislated requirements.
  6. Waivers are valid for a maximum of one year and may be renewed a maximum of four times.
  7. All waiver documents and records of upgrading are required to be kept in employee's personnel record and be available for inspection upon request.

## PROCEDURES:

1. Licensees wishing to apply for a waiver must apply in writing to the Manager by completing the **Child Care Services Certification Waiver Application - Employer Declaration** (see [Appendix D](#)) and the person being waived must complete the **Child Care Services Certification – Employee Certification Agreement** (see [Appendix D](#)).
2. Documentation outlined in this section of the Policy and Standards Manual must be attached to the waiver application.
3. Complete applications are to be submitted to the Manager where the service is being monitored. Regional office contact information is located in the reference documents of this section of the Policy and Standards Manual.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
<http://www.gov.nl.ca/education/department/contact>
- Forms\_  
[Appendix D](#) -

## REQUIREMENTS: GENERAL REGISTRATION OF CHILDREN

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<b>Policy No.:</b>	ELCD-2017-I3
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-L4</a>
<b>Legislative References:</b>	CCR: s. <a href="#">18</a> ; s. <a href="#">46</a>

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### PURPOSE:

To outline requirements for the registration of children who participate in a child care service.

### POLICY AND STANDARDS:

1. A child must be registered in a child care service before the child participates in that child care service.
2. Registration documents are considered to be part of the child's personal record. The records are to be kept in a locked enclosure and available for inspection upon request of an Inspector.
3. Registration documents are to be confidential and must only be shared with Caregivers who are part of the child to Caregiver ratio in the homeroom where the child participates. It may also be shared with other Caregivers of the child care service who require it to provide appropriate care to the child.
4. Individual children's records are further outlined in section [ELCD-2017-L4](#) of the Policy and Standards Manual.

### PROCEDURES:

N/A

### REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: GENERAL NOTIFICATION TO PARENTS

**Policy No.:** ELCD-2017-I4

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-F2](#); [ELCD-2017-I8](#); [ELCD 2017-Q4](#)

**Legislative References:** CCA: s. [15](#)  
CCR: s. [37](#); s. [38](#); s. [48](#); s. [49](#)

### PURPOSE:

To outline the circumstances which require a child care service to provide notification to parents of children who are registered in that child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must provide written notification to a parent of every child registered in that child care service when:
  - i. The child care service will not operate during its regular hours of operation including holidays and a permanent closure or shut down. In the situation of a permanent closure, the parents are to be notified at least 2 weeks before the closure. In situations where permanent closure or shut down is unexpected, verbal notification must be given to the parents immediately upon permanent closure and written notification is to be provided within 24 hours of the permanent closure.
  - ii. Renovations to the facility of the child care service are anticipated. In this circumstance, parents are to be notified 2 weeks before the renovation commences. In situations where a renovation is unexpected, verbal notification must be given to the parents immediately upon discovery of the required renovation and written notification must be provided within 24 hours of the discovery of the required renovation. A Manager's approval is required before renovating a facility in a way that modifies the configuration of the space.
  - iii. The child care service Licence or Approval Certificate, under which the service is operated, is renewed or varied, including the details of the renewal or variation. This notice can be considered to be provided when it is posted in a prominent area for parents to view where determined by a Manager to be appropriate.

- iv. The child care service Licence or Approval Certificate under which the service is operated is suspended, revoked or expires. It must include the details, including conditions of the suspension, revocation or expiration. The notification must be given within 24 hours of the suspension, revocation or expiration.
  - v. The program of the child care service changes or it is anticipated that the program will change. Notification must be provided at least 14 days before the program change takes effect. A Manager's approval is required before making a material change to the program.
  - vi. A **Violation Order** is issued against the Licensee who holds the Licence under which the child care service is operated. This notice can be considered to be provided when it is posted in a prominent area for parents to view as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual.
  - vii. An animal stays or is regularly at the facility. Requirements for animals in child care services are outlined in section [ELCD-2017-I8](#) of the Policy and Standards Manual; and
  - viii. A child travels outside the facility while participating in a child care service. A parent must be provided details of the travel in writing by the Administrator at least 2 weeks before the child travels.
2. Where a child care service is operated in a centre, unless directed otherwise by the investigating authority, an Administrator must provide written notification to the Minister and a parent of every child registered in the child care service when an investigation is started by the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police into a matter involving both:
    - i. A child registered in the child care service; and
    - ii. A child care service provider, employee, student, volunteer or other person who assists or provides services in the operation of the child care service.
  3. Where a child care service is operated in a family home, unless directed otherwise by the investigating authority, an Administrator must provide written notification to the Minister and a parent of every child registered in the child care service when an investigation is started under the *Children and Youth Care and Protection Act* or the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police into a matter involving both:
    - i. A child registered in the child care service; and
    - ii. A child care service provider, employee, student, volunteer or other person who assists or provides services in the operation of the child care service or a resident of the family home.
  4. Where written notification is required to be given to parents, confirmation of the notice must be kept at the facility and available for inspection, unless required by a Manager at the regional office where the service is being monitored.
  5. Requirements for when an Agency is to provide notice to parents and Managers are outlined in section [ELCD-2017-Q4](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: GENERAL HOURS OF OPERATION

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**Policy No.:** ELCD-2017-I5

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCR: s. [50](#)

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### PURPOSE:

To outline the requirements pertaining to the hours of operation for a child care service.

### POLICY AND STANDARDS:

1. A child care service is permitted to operate between the hours of 6:30 a.m. and 8:30p.m.
2. The Minister may approve hours other than those referred to in the *Child Care Regulations* where the applicant applies in writing. The application must include, but is not limited to, the following:
  - i. A demonstrated need for the hours of operation to be outside the legislated requirements;
  - ii. An outline the hours being requested;
  - iii. Policy developed by the applicant with respect to capacity, child to Caregiver ratios, child groupings, staffing, evening schedules, sleeping, bathing, personal belongings, storage of equipment, nutrition, security systems and emergency procedures;
  - iv. Building plans indicating the sleep area and the arrangement of equipment; and
  - v. An evening program which includes a schedule where children are not in attendance for more than 14 consecutive hours in a 24 hour period with a list of available equipment.
3. Prior to the approval of extended hours, the following must also be submitted:



- i. Inspection and approval from Digital Government and Service NL, where applicable (Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual);
  - ii. Municipal approval which states that the proposed extended hours of service complies with local by-laws;
  - iii. Proof of insurance which covers the extended hours; and
  - iv. Other documentation as required by the Minister.
4. The extended hours of operation will be indicated on the Licence or Approval Certificate.

## PROCEDURES:

1. An applicant may request an extension of hours in writing to the Minister and provide the information as described in this section of the Policy and Standards Manual.
2. The Minister will provide written notification of the decision to the applicant and the Manager in the region where the child care service operates.
3. The Minister's decision with respect to extension of hours is final.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
<http://www.gov.nl.ca/education/departement/contact>
- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>

## REQUIREMENTS: GENERAL TELEPHONE

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**Policy No.:** ELCD-2017-I6

**Effective Date:** 2017-07-31

**Date Revised:** 2022-09-01

**Policy Cross References:**

**Legislative References:** CCR: s. [19](#); s. [23](#); s. [26](#)

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### PURPOSE:

To outline the requirements with respect to telephones in a child care service.

### POLICY AND STANDARDS:

1. A child care service is required to have a telephone at the facility while children are participating in that child care service.
2. The telephone is to be in good working order while the children are participating in the child care service.
3. Where the telephone is mobile, it must be charged sufficiently to be functioning during the operating hours of the child care service or there must be access to an electrical outlet for charging the device.
4. Where more than one child care service is located in a building, each child care service is required to have its own telephone.
5. Where children in the infant age range are assigned to a homeroom in a child care centre, the homeroom must have its own telephone in addition to the one for the child care service or its own extension number from the main line.
6. Children registered in a child care service must be supervised at all times and the use of personal mobile telephones by Caregivers during the operation of a program in a child care service must not interfere with providing supervision of the children or delivering the program.

7. An Administrator must ensure that audio and video recordings and photos are not taken or published of a child without the written consent of the child's parent. This includes monitoring personal mobile telephones of employees, students, volunteers or anyone who assists or provides services in the operation of a child care service that may be used for that purpose.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: GENERAL INSURANCE COVERAGE

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<b>Policy No.:</b>	ELCD-2017-I7
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-Q5</a>
<b>Legislative References:</b>	CCR: s. <a href="#">4</a> ; s. <a href="#">51</a>

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### PURPOSE:

To outline the insurance requirements for a child care service.

### POLICY AND STANDARDS:

1. At least \$2 million in commercial general liability insurance coverage must be carried with respect to the operation of a child care service.
2. Where a child care service is operated in a child care centre or a family home, proof of insurance coverage from an insurance company or a letter from an insurance company showing its intent to provide insurance coverage must be provided to the Manager as part of an application for a new Licence or to renew a Licence.
3. Where a letter of intent is provided, the insurance certificate must be provided to the Manager within 30 days of the child care service obtaining a Licence.
4. Proof from the insurance company of insurance renewal must be provided to the Manager upon expiry. Where proof consists of a letter from the insurance company, the insurance certificate must be provided to a Manager with 30 days of being renewed.
5. The child care service's insurance policy must indicate the name of the child care service, address, amount of insurance coverage and expiry date.
6. The insurance certificate should indicate (as per the wording below) that the King be additionally insured:

***“In the event of any endorsements, renewal and/or cancellation, notification must be given to the Provincial Director of Early Learning and Child Development, P.O. Box 8700, St. John’s, NL. A1B 4J6. His Majesty the King in right of Newfoundland and Labrador as Represented by the Minister of the Department of Education must be additionally insured with respect to the operation of (name of child care service).”***

7. Where an insurance policy is endorsed, renewed or cancelled, notification must be provided to the Provincial Director as noted above.
8. Where a child care service has a change in insurance providers, notification of the change must be provided to the Provincial Director from an insurance company upon the date it was changed. The new insurance certificate must be provided no later than 30 days after the date the insurance coverage commenced.
9. Where a child care service does not have insurance or allows the insurance policy to lapse, the child care service must cease to operate immediately until proof of insurance can be provided to the Manager.
10. Where a child care service consists of a board, the child care service may consider obtaining board insurance in addition to the insurance of the child care service.
11. Insurance requirements with respect to Agencies are outlined in section [ELCD-2017-Q5](#) of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: GENERAL ANIMALS

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**Policy No.:** ELCD-2017-I8

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCR: s. [26](#); s. [37](#)

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### PURPOSE:

To outline the requirements of animals in a child care service.

### POLICY AND STANDARDS:

1. Where an animal stays at the facility of a child care service or is regularly at the facility while the children are participating in that service, an Administrator must ensure that a parent is provided written notification of the animal before the child is registered in the child care service.
2. An Administrator must provide written notification to a parent of every child registered in that child care service at least 30 days before an animal starts to stay or is regularly at the facility while the children are participating in the child care service.
3. Proof of parental notification must be kept at the facility and be available for inspection upon request.
4. An Administrator must ensure that an animal that stays, or is regularly at, a facility while children are participating in a child care service is healthy which includes:
  - i. Animals being fed and kept in a secure and appropriate living environment based on the type of animal; and
  - ii. Ensuring animals at a facility are vaccinated, where vaccinations are applicable, and up-to-date records are available for inspection upon request.
5. An Administrator of a child care service must ensure that the facility and the child care service provide a healthy, safe and developmentally appropriate environment. This includes:

- i. Not permitting animals in a child care service that pose a health or safety risk to the children or adults who participate;
- ii. The development of written animal policies which include infection prevention and control, cleaning and disinfecting procedures, animal health documentation, animal care and integration into the program, personnel responsibilities and education with respect to care of the animal and program integration;
- iii. Documentation with respect to the number of animals, type, breed, cleaning routine and the children's access to the animals being available to an Inspector upon request;
- iv. Food and food dishes being safely stored out of children's reach, and animal excretions being inaccessible to the children;
- v. The animal only be removed from and returned to its living environment by the Caregiver;
- vi. Children being closely supervised when handling an animal, never being left unattended in the presence of an animal and never being permitted to sleep with an animal;
- vii. Caregivers and children washing their hands immediately after handling an animal, their food or their habitats;
- viii. Tanks, feeders, water containers and other equipment not being cleaned in sinks or areas where food is prepared, served or eaten;
- ix. Identification of specific areas for the children's interaction with an animal which includes cleaning and disinfection of all areas where the animal has been; and
- x. Where an animal becomes sick or dies, the cleaning and disinfection of all areas and equipment where the animal has been or used.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Centres for Disease Control and Prevention  
<http://www.cdc.gov/features/animalsinschools/>

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## REQUIREMENTS: GENERAL CASUAL CAREGIVER PILOT PROGRAM

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<b>Policy No.:</b>	ELCD-2017-I9
<b>Effective Date:</b>	2020-11-01
<b>Date Revised:</b>	2023-12-22
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-I1</a>
<b>Legislative References:</b>	CCR: s. <a href="#">16</a> ; s. <a href="#">54</a>

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### PURPOSE:

The purpose of the **Casual Caregiver Pilot Program** is to address concerns identified by child care service providers with obtaining qualified caregivers to work casually at their child care centre due to a lack of qualified caregivers residing in a region and due to unique geographical and market related challenges. The following outlines the general parameters, requirements and application process for a child care centre to obtain approval to utilize a Casual Caregiver at their child care centre under this program. This policy will be implemented as a pilot program and is subject to change.

### POLICY AND STANDARDS:

#### General

1. A Casual Caregiver is a temporary employee hired for a limited duration and reports to work at a child care centre to fill short-term vacancies and replace caregivers who are absent. Short-term vacancies/absences can include, but are not limited to, unexpected appointments, school closures, illness or emergency situations (e.g., the period of time a licensee is attempting to fill a permanent position) and no other qualified caregiver is available.
2. A Casual Caregiver may be used as part of the caregiver to child ratio for covering short-term vacancies/absences and may also be used to cover breaks and lunches.
3. A Casual Caregiver:
  - i. Must meet all requirements of a caregiver, except certification as outlined in section [ELCD-2017-I1](#) of the Child Care Policy and Standards Manual;
  - ii. Must complete the on-line Casual Caregiver Module via the Association of Early Childhood Educators Newfoundland and Labrador ([AECENL](#)) and submit proof of completion to the



Regional Manager in the region where the child care centre is being monitored within **one (1) month** of being employed and annually thereafter;

- iii. Must work under the strict supervision of a qualified caregiver;
- iv. Must not be assigned to a homeroom in the child care centre with children in the Infant age range (except to cover breaks and lunches);
- v. Must not be assigned as a single caregiver in a homeroom of the child care centre (except to cover breaks and lunches);
- vi. Can only be assigned as a second staff in a home room where:
  - a. No other qualified staff is available in the child care service;
  - b. Recruitment efforts for qualified staff have been unsuccessful;
  - c. The intent of the Casual Caregiver to be a second staff in a home room is identified at the time the application is submitted; and
  - d. Details outlining the supports/mentoring to be provided to the Casual Caregiver is submitted with the application.
    - Where a Casual Caregiver is approved as a second staff, the approval must not exceed six months. To continue employment after the six month period, the Casual Caregiver must apply for certification as outlined in section [ELCD-2017-12](#) of this Policy and Standards Manual. Once a certification waiver is approved, the Casual Caregiver approval will expire.
- vii. Cannot exceed:
  - a. **Five (5) consecutive working days** at a time at the child care centre (unless amended); and
  - b. **Sixty (60) working days** in one year at the child care centre (unless amended).

A working day is defined as 8 hours.

#### 4. **Casual Caregiver Pilot Program** approval (per licence):

- i. Can be granted for up to a maximum of **two (2) casual caregiver employees** (each employee requires a separate **Casual Caregiver Pilot Program Application**);
  - Where a child care centre has more than 5 homerooms, an additional (third) Casual Caregiver may be approved.
- ii. Is only applicable for the child care centre to which the application applies;
- iii. Is valid for one year from the date of issuance; and

- iv. Can be amended to increase the number of consecutive working days and/or number of working days in one year a Casual Caregiver can work at a child care centre based on demonstrated hardship.
5. Where a **Casual Caregiver Pilot Program** approval expires, a new **Casual Caregiver Pilot Program Application** must be submitted as outlined in the procedures section of this policy.

### **Eligibility**

1. A child care centre is eligible to submit an application to utilize a Casual Caregiver under the **Casual Caregiver Pilot Program** at their child care centre where:
  - i. There is a demonstrated hardship in obtaining qualified caregivers;
  - ii. There has been **one (1) or more occasion** within a calendar year where:
    - a. a homeroom in the child care centre was closed and children could not attend due to lack of available qualified caregivers; and/or
    - b. extraordinary measures were taken to avoid a homeroom closure (e.g., staff working a longer day); and/or
    - c. a previous **Casual Caregiver Pilot Program** approval was granted; and
2. Where corrective actions in relation to risk of harm to children have been issued to the child care centre within the last calendar year, new/additional Casual Caregiver Pilot Program Applications cannot be approved for a minimum of 6 months unless the Application is recommended by a Regional Manager for approval.

### **Requirements**

1. Where **Casual Caregiver Pilot Program** approval is granted:
  - i. The child care centre Licence will be varied with the following conditions:
    - a. As an active participant in the **Casual Caregiver Pilot Program**, [child care centre name] must adhere to the **Casual Caregiver Pilot Program** policy at all times; and approval is in effect from [start date] to [end date].
    - b. Where [child care centre name] is found to be in contravention of the **Casual Caregiver Pilot Program** policy, the **Casual Caregiver Pilot Program** approval will be revoked and a consequence of non-compliance will be implemented;
  - ii. The **Casual Caregiver Pilot Program** and the Casual Caregiver will be regularly monitored by Early Learning and Child Development Inspectors to ensure compliance is met and maintained;

- iii. The Licensee/Administrator must:
  - a. Actively monitor the Casual Caregiver and their hours/days of work to ensure all identified requirements are met;
  - b. Maintain an active Employee Work Schedule which:
    - i. Identifies the Casual Caregiver's name;
    - ii. Identifies the date and daily hours worked on that day;
    - iii. Has each day worked by the Casual Caregiver initialed by the licensee/administrator and the Casual Caregiver verifying the information to be correct and true;
    - iv. Will be available for inspection upon request of an Inspector;
  - c. Notify the Regional Manager within two **(2) business days** of any change in relation to a **Casual Caregiver Pilot Program** approval;
  - d. Continue to actively advertise for qualified caregivers.

## PROCEDURES:

1. To obtain approval to utilize a Casual Caregiver, a child care centre must submit a **Casual Caregiver Pilot Program Application** to the Region where the child care centre is being monitored.
2. Documentation to be provided as part of the application includes:
  - i. Proof of long standing advertisement for qualified caregivers and demonstration of the limited pool of qualified applicants. Proof can include but is not limited to:
    - a. Qualification of current staff;
    - b. Copies of current and past public job advertisements; and
    - c. The certification of applicants who have applied;

- ii. Proof of homeroom closure or extraordinary measures to avoid homeroom closures;
- iii. Attestation of Employment;
- iv. Employee Work Schedule (where a caregiver has been previously granted approval to work as a Casual Caregiver at the child care centre); and
- v. Proof of completion of the on-line Casual Caregiver Module via the Association of Early Childhood Educators Newfoundland and Labrador ([AECENL](http://www.aecenl.ca)) and annually thereafter.

Original or notarized photocopies of documents may also be required upon request.

- 3. In order to ensure no disruption in service, a **Casual Caregiver Pilot Program Application** must be submitted no later than **sixty (60) days** prior to a previous **Casual Caregiver Pilot Program** approval end date.
- 4. Where a child care service would like to request an amendment to increase the number of consecutive working days and/or number of working days in one year a Casual Caregiver can work at a child care centre:
  - i. A written request must be sent to the regional office in the region where the child care service is located; and
  - ii. The written request must include the rationale for the amendment and demonstrate hardship in obtaining qualified caregivers to meet legislative requirements.
- 5. When the assessment is completed by the regional Inspector a recommendation will be forwarded to the Regional Manager accompanied by the application with supporting documentation or written amendment request for a decision.
- 6. When a decision is made, the child care centre will be notified, including the rationale for the decision, via in person or regular mail/email within **one (1) business day** of the decision. Where provided via email, attached documents must be password protected.

## REFERENCE DOCUMENTS:

- Association of Early Childhood Educators Newfoundland and Labrador\_  
<http://www.aecenl.ca>



## REQUIREMENTS: GENERAL PRIMARY TEACHER PILOT PROGRAM

**Policy No.:** ELCD-2017-I10

**Effective Date:** 2021-11-25

**Date Revised:**

**Policy Cross References:** [ELCD 2017-I1](#)

**Legislative References:** CCR: s. [16](#); s. [54](#)

### PURPOSE:

The purpose of the **Primary Teacher Pilot Program** is to address concerns identified by child care service providers with obtaining qualified caregivers to work at their child care centre due to the long term employment and workforce impacts of COVID-19. The following outlines the general parameters, requirements and application process for a Primary Teacher to be utilized as a caregiver in a child care service under this program. This policy will be implemented as a pilot program for one year from the effective date with an opportunity to extend should the impacts of COVID-19 still be prevalent. This policy is subject to change.

### POLICY AND STANDARDS:

#### General

1. For the purpose of this program, a Primary Teacher is defined as an individual who holds a valid Newfoundland and Labrador teaching certificate with a professional study designation of primary/elementary or primary/elementary/secondary.
2. A child care centre may utilize a Primary Teacher as a caregiver where the following conditions have been met:
  - i. All requirements of a caregiver, except certification as outlined in section [ELCD-2017-I1](#) of the Child Care Policy and Standards Manual;
  - ii. Completion and submission of proof to the Regional Office where the child care centre is being monitored, the following Association of Early Childhood Educators Newfoundland and Labrador ([AECENL](#)) on-line professional learning certificates:
    - a. Casual Caregiver Module (where a Primary Teacher has previously completed the AECENL Preschool Orientation Course, this requirement may be waived with

submission of proof of completion); and

b. Early Childhood Learning Framework Orientation Workshop Series.

iii. The Primary Teacher must not be assigned to a homeroom in the child care centre with:

a. children in the Infant age range; and/or

b. an individual approved under the Casual Caregiver Pilot Program.

### 3. **Primary Teacher Pilot Program** approval (per licence):

i. Can be granted for up to a maximum of **two (2) Primary Teachers**;

a. Where a child care centre has more than 5 homerooms, an additional Primary Teacher may be approved.

ii. Is only applicable for the child care centre to which the application applies; and

iii. Is valid for up to one year from the date of issuance.

### 4. Where a **Primary Teacher Pilot Program** approval expires, a new **Primary Teacher Pilot Program Application** must be submitted as outlined in the procedures section of this policy.

## **Eligibility**

### 1. A child care centre is eligible to submit an application to utilize a Primary Teacher under the **Primary Teacher Pilot Program** at their child care centre where:

i. There is a demonstrated hardship in obtaining qualified caregivers;

ii. There has been **one (1) or more occasion** within a calendar year where:

a. a homeroom in the child care centre was closed and children could not attend due to lack of available qualified caregivers; and/or

b. extraordinary measures were taken to avoid a homeroom closure (e.g., staff working a longer day); and/or

c. a previous **Primary Teacher Pilot Program** approval was granted; and

iii. No corrective actions in relation to risk of harm to children have been issued to the child care centre within the last calendar year.

## **Requirements**

1. Where **Primary Teacher Pilot Program** approval is granted:
  - i. The child care centre Licence will be varied with the following conditions:
    - a. [child care centre name] is an active participant in the **Primary Teacher Pilot Program**;
    - b. A **Primary Teacher Pilot Program** approval has been granted for [primary teacher name] at [child care centre] until [approval expiry date];
    - c. [child care centre name] must adhere to the **Primary Teacher Pilot Program** policy at all times; and
    - d. Where [child care centre name] is found to be in contravention of the **Primary Teacher Pilot Program** policy, the **Primary Teacher Pilot Program** approval will be revoked and a consequence of non-compliance will be implemented;
  - ii. The **Primary Teacher Pilot Program** and the Primary Teacher will be regularly monitored by Early Learning and Child Development Inspectors to ensure compliance is met and maintained;
  - iii. The Licensee/Administrator must:
    - a. Ensure all identified requirements are met as per this policy;
    - b. Ensure all documents are available for inspection upon request of an Inspector;
    - c. Notify the Regional Manager within two **(2) business days** of any change in relation to a **Primary Teacher Pilot Program** approval; and
    - d. Continue to actively advertise for qualified caregivers.

## **PROCEDURES:**

1. To obtain approval to utilize a Primary Teacher, a child care centre must submit a **Primary Teacher Pilot Program Application** to the Region where the child care centre is being monitored.
2. Documentation to be provided as part of the application includes:
  - i. Proof of long standing advertisement for qualified caregivers and demonstration of the limited pool of qualified applicants. Proof can include but is not limited to:
    - a. Qualification of current staff;
    - b. Copies of current and past public job advertisements; and



- c. The certification of applicants who have applied;
- ii. Proof of homeroom closure or extraordinary measures to avoid homeroom closures;
- iii. Proof of completion of the on-line Casual Caregiver Module and the Early Childhood Learning Framework Orientation Workshop Series via the Association of Early Childhood Educators Newfoundland and Labrador ([AECENL](http://www.aecenl.ca)) prior to or within **one (1) month** of being employed; and
- iv. Proof of at least 10 hours of professional learning related to early learning and child care where the Primary Teacher Pilot Program is extended beyond one year from the effective date (for renewals only).

Original or notarized photocopies of documents may also be required upon request.

3. Where the Primary Teacher Pilot Program is extended beyond one year from the effective date, a renewal of the Primary Teacher Pilot Program approval is required.
4. In order to ensure no disruption in service, a **Primary Teacher Pilot Program Application** must be submitted no later than **sixty (60) days** prior to a previous **Primary Teacher Pilot Program** approval end date.
5. When the application has been received and assessed by the regional Inspector, a recommendation will be forwarded to the Regional Manager accompanied by the application with supporting documentation for a decision.
6. When a decision is made, the child care centre will be notified, including the rationale for the decision, via in person or regular mail/email within **one (1) business day** of the decision. Where provided via email, attached documents must be password protected.

## REFERENCE DOCUMENTS:

- Association of Early Childhood Educators Newfoundland and Labrador  
<http://www.aecenl.ca>

## REQUIREMENTS: PROGRAM GENERAL

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<b>Policy No.:</b>	ELCD-2017-J1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-12-02
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D2</a> ; <a href="#">ELCD-2017-J3</a> ; <a href="#">ELCD-2017-J4</a> ; <a href="#">ELCD-2017-K1</a> to <a href="#">K12</a> ;
<b>Legislative References:</b>	CCA: s. <a href="#">15</a> CCR: s. <a href="#">21</a>

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### PURPOSE:

To outline the general programming requirements of a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service that is operated under a child care service Licence must follow the program approved by a Manager as part of the Licence application process. An Administrator must obtain written approval from the Manager prior to making a material change to its program.
2. An Administrator of an Affiliated Child Care Service Provider that is operated under an Approval Certificate must follow the program approved by an Agency as part of the approval process.
3. The program of a child care service must be comprehensive, coordinated and consist of daily opportunities both for indoor and outdoor activities. These activities must:
  - i. Be identified in a written plan (A sample template for program planning is located in [Appendix E](#) of the Policy and Standards Manual);
  - ii. Be prepared in advance;
  - iii. Be available for inspection upon request; and
  - iv. Include, but is not limited to, a daily opportunity to experience the following:
    - a. Language, Literacy, and Communication

Opportunities for language, literacy, and communication activities can include, but are not limited to:

- i. Comprehension;
- ii. Speaking;
- iii. Developing communication skills;
- iv. Vocabulary development;
- v. Phonology use and development;
- vi. Alphabet use and development;
- vii. Print understanding and development;
- viii. Book exposure and etiquette;
- ix. Reading;
- x. Writing; and
- xi. Using one's own language, including sign language.

Language, literacy, and communication activities must not include:

- i. Rote workbooks and writing worksheets;
- ii. Adult directed verbal rote activities; and
- iii. Any other activity that does not support individualized exploration of language, literacy and communication as determined by the knowledge of child development (A resource on child development is listed in the reference documents of this section of the Policy and Standards Manual).

b. Art

Opportunities for art activities must include:

- i. process-based activities that place emphasis on the process and act of artistic creation rather than the actual finished work that comes out of it (A resource on processed-based art is listed in the reference documents of this section of the Policy and Standards Manual); and
- ii. Support individualized exploration of creative materials as determined by knowledge of child development.

Art activities must not include:

- i. Rote workbooks;
- ii. Rote art worksheets; or
- iii. Any other activity that does not support individualized exploration of creative materials as determined by the knowledge of child development.

c. Music and Movement

Opportunities for music and movement activities can include, but are not limited to:

- i. Dancing to music, rhythms or chants;
- ii. Listening to music, rhythms or chants;
- iii. Producing music, rhythms or chants;
- iv. Marching or exercising to music, rhythms or chants; and
- v. Acting out content of songs, rhythms, or chants using large muscle body actions.

Music and movement activities must not include:

- i. Rote workbooks;
- ii. Rote music worksheets; or

- iii. Any other activity that does not support individualized exploration of music and movement as determined by knowledge of child development.

d. Sensory

A minimum of three daily sensory activities must be available. Opportunities for sensory activities can include:

- i. Touch;
- ii. Smell;
- iii. Taste;
- iv. Sight; and
- v. Hearing.

For children in the toddler, preschool and pre-kindergarten age range, two of the daily sensory activities must be sand and water play.

e. Dramatic Play

Opportunities for dramatic play activities can include, but are not limited to:

- i. Role-playing;
- ii. Pretend play;
- iii. Using props;
- iv. Developing social skills; and
- v. Developing communication skills.

A resource on dramatic play experiences is listed in the reference documents of this section of the Policy and Standards Manual.

f. Nature/Science

Opportunities for nature/science activities can include, but are not limited to:

- i. Predicting;
- ii. Hypothesizing;
- iii. Observing;
- iv. Measuring;
- v. Communicating;
- vi. Experimenting;
- vii. Exploring;
- viii. Creating;
- ix. Gathering;
- x. Organizing and recording data;
- xi. Discovering new things; and
- xii. Using graphs.

Nature/Science activities must not include:

- i. Rote workbooks;
- ii. Rote science worksheets; or
- iii. Any other activity that does not support individualized exploration of science material and concepts as determined by the knowledge of child development.

g. Math

Opportunities for math activities can include, but are not limited to:

- i. Sorting;
- ii. Seriation;
- iii. Shapes;
- iv. Patterns;
- v. Number word and symbols;
- vi. Unit;
- vii. Counting;
- viii. Matching;
- ix. Measuring; and
- x. Data analysis.

Math activities must not include:

- i. Rote workbooks;
- ii. Rote math worksheets; or
- iii. Any other activity that does not support individualized exploration of materials that support numeracy as determined by the knowledge of child development.

h. Physical Activity

Physical activities can include opportunities for children to demonstrate:

- i. Hand-eye coordination;
- ii. Strength;
- iii. Flexibility;
- iv. Balance;
- v. Timing; and
- vi. Knowledge about their bodies and how to navigate them in space.

Physical activities must not include adult imposed competition. Resources on physical activity are located in the reference documents of this section of the Policy and Standards Manual.

4. The program of a child care service must be comprehensive, coordinated and consist of daily opportunities both for indoor and outdoor activities. These activities can include caregiver designed Interactive activities (Resources on a variety of caregiver designed interactive activities are listed in the reference documents of this section of the Policy and Standards Manual).
5. The program of a child care service must be child centred by:
  - i. Being based on the daily observation, interpretation, incorporation, and documentation of children's interests, ideas, preferences, and learning styles (A resource on observation, documentation and wall displays is listed in the reference documents of this section of the Policy and Standards Manual);
  - ii. Ensuring adult-directed activities such as concerts, plays, performances and memorization of materials or movements remain child centered and do not impose unrealistic expectations for children to perform;

- iii. Being flexible to meet the changing interests, ideas, preferences, and learning styles of the children; and
  - iv. Being based on children's free exploration and discovery in a well-planned learning environment (A resource on learning through play is listed in the reference documents of this section of the Policy and Standards Manual).
6. The program of a child care service must create an environment that is:
  - i. Developmentally appropriate;
  - ii. Culturally reflective of a variety of cultures and ethnicities, including the children themselves, their family structure, their language, and their culture; and
  - iii. Nurturing to children, by showing respect, acceptance, and comfort, regardless of gender, socio-economic status, race, ethnicity, ability, religion, or family background.
7. The program of a child care service must promote full participation of all children registered in the child care service by ensuring Caregivers are responsive to and adapt the program for all children regardless of gender, socio-economic status, race, ethnicity, ability, religion, or family background.
8. The program of a child care service must foster and enhance cognitive, creative, physical, emotional, social and language development.
9. The program of a child care service must address the individual and group needs of the children registered in the child care service by having Caregivers that are responsive to and adapt the program to meet the changing needs of each child and the children as a group.
10. The program of a child care service must follow the provincial early learning framework. The provincial early learning framework can be found at: [www.gov.nl.ca/education/files/Early-Learning-Framework.pdf](http://www.gov.nl.ca/education/files/Early-Learning-Framework.pdf).
11. The program of the child care service must set out the child care philosophy on which the program is based. The philosophy of a child care service must outline the child care services beliefs pertaining, but not limited to:
  - i. How children learn and develop;
  - ii. The importance of meeting the needs of individual children;
  - iii. The role of a child's family and culture; and
  - iv. The role of high quality child care in the lives of children, families and the community.
12. The program of the child care service must set out the play materials, furniture, and equipment available to the children while they are participating in that service as outlined in section [ELCD-2017-J2](#) of the Policy and Standards Manual.
13. The program of the child care service must set out the daily schedule followed by the children while they are participating in that service which:

- i. Is an up-to-date written sequence of daily events that children are familiar with and expect;
- ii. Is flexible to meet the needs of the group or special circumstances of any given day that include but are not limited to interests of the children, weather, and special activities or events;
- iii. Is posted in each homeroom or family home and is clearly visible and accessible to Caregivers, volunteers, students, and parents;
- iv. Is based on developmentally appropriate timeframes;
- v. Is comprised of smooth, consistent transitions with minimal disruption (A resource on transitions is listed in the reference documents of this section of the Policy and Standards Manual);
- vi. Includes daily uninterrupted indoor free play periods for child-initiated activities. Indoor free play periods should be scheduled in the morning and afternoon. A minimum of 60 minutes for each time period is recommended for both a full-time and a part-time child care service;
- vii. Includes uninterrupted opportunities for adult-initiated activities. Each of these types of activities must be offered daily in full-time and part-time child care services, with a weekly variety being offered. The activities must include:
  - a. Small group time experiences developed in advance by a Caregiver where children are encouraged to participate in an activity originating from interests, developmental learning needs, new materials, or community events (A resource on small group time and clubs for school-aged children is listed in the reference documents of this section of the Policy and Standards Manual); and
  - b. Large group time experiences developed in advance by a Caregiver where children are encouraged to participate in an activity based on movement and music activities, familiar and interactive story-telling, cooperative games and other shared experiences.
- viii. Includes daily physical activities for indoor and outdoor play areas as outlined in this section of the Policy and Standards Manual;
- ix. Includes daily uninterrupted outdoor free play periods for child-initiated activities except where extreme weather conditions exist as outlined in section [ELCD-2017-K1](#) of the Policy and Standards Manual. Outdoor free play periods must be:
  - a. Scheduled in the morning and afternoon for minimally 45 minutes for a full-time child care service; and
  - b. Scheduled for minimally 45 minutes per day for a part-time child care service (Resources on outdoor play are listed in the reference documents of this section of the Policy and Standards Manual).
- x. Includes a daily period of rest and quiet time for children in the infant, toddler, preschool age and pre-kindergarten age ranges who participate in a full-time child care service that:

- a. Considers the sleep and rest patterns of the age groups registered;
  - b. Considers the individual needs of each child;
  - c. Provides quiet activities for non-sleeping children; and
  - d. Demonstrates consideration for children who are sleeping.
- xi. Includes a time for snacks and meals that:
  - a. Considers the developmental and individual needs of each child (A resource on free flow snack is listed in the reference documents of this section of the Policy and Standards Manual);
  - b. Promotes the involvement of children in the planning, preparation and serving;
  - c. Promotes social interactions and acceptable behaviour (A resource on mealtime atmosphere is listed in the reference documents of this section of the Policy and Standards Manual);
  - d. Meets the nutritional requirements as outlined in section [ELCD-2017-K11](#) of the Policy and Standards Manual; and
  - e. Meets the requirements for handling and preparation as outlined in section [ELCD-2017-K10](#) of the Policy and Standards Manual.
14. Sample templates of daily schedules are located in [Appendix E](#) of the Policy and Standards Manual.
15. The program of the child care service must set out, where a child care service is operated in a centre, the activity areas available to the children while they are participating in that service as outlined in section [ELCD-2017-J2](#) of the Policy and Standards Manual.
16. The program of the child care service must set out policies on:
  - i. Health and safety and meet the requirements as outlined in sections [ELCD-2017-K1](#) to [K12](#) of the Policy and Standards Manual;
  - ii. Emergency procedures and meet the requirements as outlined in sections [ELCD-2017-K3](#) and [K4](#) of the Policy and Standards Manual;
  - iii. Supervision and meets the requirements as outlined in section [ELCD-2017-J4](#) of the Policy and Standards Manual;
  - iv. Behaviour guidance and meet the requirements as outlined in section [ELCD-2017-J3](#) of the Policy and Standards Manual;
  - v. How the program meets the developmental needs of the children registered in that service which include, but is not limited to, a policy on the inclusion of children with exceptional needs and a policy on the use of electronics (A resource on developmentally appropriate



practice is listed in the reference documents of this section of the Policy and Standards Manual);

- vi. How the children registered are oriented to that service. The orientation must:
    - a. Be appropriate for the developmental and individual needs of the child and family; and
    - b. Include parental input and adequate visits to support a successful transition to the child care service.
  - vii. Travel outside the facility as outlined in section [ELCD-2017-K12](#) of the Policy and Standards Manual;
  - viii. Parental involvement which include:
    - a. The encouragement of parental involvement (A resource on building partnerships with families and parental involvement is listed in the reference documents of this section of the Policy and Standards Manual);
    - b. An outline consisting of a variety of opportunities for parental involvement and on-going communication; and
    - c. An outline consisting of a variety of methods for parental communication.
  - ix. How community resources are used by:
    - a. Providing opportunities for children to visit community facilities;
    - b. Ensuring community resources are available to children and their families;
    - c. Providing opportunities for children to participate in community service projects; and
    - d. Encouraging members of the community to share their resources, talents, skills, knowledge and areas of expertise with the children; and
  - x. The process for ongoing evaluation and improvement of the program. The evaluation process must:
    - a. Encourage employee, volunteer, student, and parental involvement; and
    - b. Outline a variety of methods for ongoing evaluation and improvement.
17. The policies of a child care service must be:
- i. Developed and implemented in accordance with the *Child Care Regulations*;

- ii. Provided to employees, students, and volunteers and who assist or provide services in the operation of the child care service prior to commencing their employment or volunteer work;
- iii. Reviewed at least once a year with employees, students and volunteers who assist or provide services in the operation of the child care service (Written documentation must be kept in the personnel record to verify a review has been completed);
- iv. Provided to parents of children upon registering the child in the child care service; and
- v. Available for inspection upon the request of an Inspector.

18. Program resources to assist with development and implementation of a child care service program are located in [Appendix F](#) of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Sample Templates  
[Appendix E](#)
- Program Resources  
[Appendix F](#)
- Caregiver Designed Interactive Activities – Language, Literacy and Communication\_  
<http://theimaginationtree.com/wp-content/uploads/2013/09/Fishing-for-the-alphabet-game.jpg>  
<http://inspirationlaboratories.com/goodnight-moon-storytelling-basket/>
- Caregiver Designed Interactive Activities - Math  
<http://laughingkidslearn.com/wp-content/uploads/2015/05/counting-numbers-.jpg>  
<http://jdaniel4smom.com/2015/02/lego-fraction-games-kids.html>  
<http://www.howweelearn.com/wp-content/uploads/2014/10/patterning.jpg>
- Caregiver Designed Interactive Activities – Music and Movement\_  
<https://s-media-cache-ak0.pinimg.com/originals/ef/a6/92/efa69284024766079f398e3b397612eb.jpg>  
<https://s-media-cache-ak0.pinimg.com/originals/4b/a1/f1/4ba1f1968edf21ba0fc1351224177796.jpg>  
<https://s-media-cache-ak0.pinimg.com/originals/48/78/05/487805d5ff2bf984e3a43861517c9f86.jpg>

<http://childhood101.com/wp-content/uploads/2013/06/Childhood-101-Baby-Play-Ideas-Exploring-Sound-Treasure-Basket.jpg>

- Caregiver Designed Interactive Activities – Nature / Science\_
  - <http://pagingfunmums.com/2014/05/25/leak-proof-bag-kids-science-experiment/>
  - <http://happyhooligans.ca/baking-soda-vinegar-experiment-for-preschoolers/>
  - <http://www.littlegiraffes.com/weather1.gif>
  - <http://growingfamily.co.uk/little-green-fingers/nature-craft-journey-stick/>
  - [http://www.mamashappyhive.com/wp-content/uploads/2014/10/Sniffing-Scent-Jars-www.mamashappyhive.com\\_.jpg.jpg](http://www.mamashappyhive.com/wp-content/uploads/2014/10/Sniffing-Scent-Jars-www.mamashappyhive.com_.jpg.jpg)
- Caregiver Designed Interactive Activities -\_Non-Mobile Infants\_
  - <http://teachingmama.org/wp-content/uploads/2015/05/box-with-ribbons.jpg>
  - <http://www.pinkoatmeal.com/baby-water-play/>
  - <https://timelessadventures.wordpress.com/2013/02/18/bubble-wrap-mat-sensory-activity-for-baby/>
- Caregiver Designed Interactive Activities – Physical Activity\_
  - <http://www.learning4kids.net/wp-content/uploads/2015/11/Fine-motor-fun-threading-pool-noodles.jpg>
  - <http://blisscocotte.fr/wp-content/uploads/2015/03/YMfilalinge.jpg>
  - [http://2.bp.blogspot.com/-rcB5m\\_JZgB8/UPThtg-bOI/AAAAAAAAANR8/aK8Z79cQ7OA/s1600/Shape+Hop+and+Toss+-+Indoor+gross+motor+fun+\(7\).jpg](http://2.bp.blogspot.com/-rcB5m_JZgB8/UPThtg-bOI/AAAAAAAAANR8/aK8Z79cQ7OA/s1600/Shape+Hop+and+Toss+-+Indoor+gross+motor+fun+(7).jpg)
  - <http://www.aboutamom.com/wp-content/uploads/2015/06/Summer-Fun-Series-DIY-Bowling-Game.jpg>
- Caregiver Designed Interactive Activities – Sensory\_
  - <http://frogsandsnailsandpuppydogtail.com/wp-content/uploads/2014/08/DIYSandandRockBoxforkids.jpg>
  - <http://www.danyabanya.com/diy-light-table/>
  - <http://www.howweelearn.com/wp-content/uploads/2014/03/Tracing-Shadows.jpg>
  - <https://motherhoodandotheradventures.files.wordpress.com/2014/06/20140625-131012.jpg>
- Calendar Time\_
  - <https://www.naeyc.org/files/tyc/file/CalendarTime.pdf>
- Clubs for School-Age Children\_
  - <http://www.kidactivities.net/post/Clubs-for-School-Age-Kids.aspx>
- Building Relationships with Families\_
  - <http://resourcesforearlylearning.org/educators/module/20/13/61/>
  - [https://3c3uo993kq32frgqdtj53hhl-wpengine.netdna-ssl.com/wp-content/uploads/2020/05/RS\\_86-e.pdf](https://3c3uo993kq32frgqdtj53hhl-wpengine.netdna-ssl.com/wp-content/uploads/2020/05/RS_86-e.pdf)

[https://www.startingblocks.gov.au/media/1105/kmec\\_c4\\_201205\\_03\\_building-partnerships.pdf](https://www.startingblocks.gov.au/media/1105/kmec_c4_201205_03_building-partnerships.pdf)  
[http://www.eccpct.com/Customer-Content/www/CMS/files/Tips\\_for\\_Tots\\_3/3-1\\_ECCP\\_Tips\\_for\\_Tots\\_Caregiver\\_Creating\\_Partnerships\\_with\\_Families.pdf](http://www.eccpct.com/Customer-Content/www/CMS/files/Tips_for_Tots_3/3-1_ECCP_Tips_for_Tots_Caregiver_Creating_Partnerships_with_Families.pdf)

- Developmentally Appropriate Practice  
<http://www.naeyc.org/DAP>
- Documentation  
<https://www.naeyc.org/files/tyc/file/Seitz.pdf>
- Dramatic Play Experiences  
<https://www.pre-kpages.com/dramatic-play-ideas/>  
<https://www.naeyc.org/resources/pubs/tyc/dec2019/childrens-dramatic-play>  
<https://extension.psu.edu/programs/betterkidcare/knowledge-areas/environment-curriculum/activities/all-activities/dramatic-play-beyond-housekeeping-corner>  
<https://childcare.extension.org/the-dramatic-play-center-in-child-care/>  
<https://childcare.extension.org/planning-a-successful-dramatic-play-center-in-child-care/>
- Free Flow Snack  
[http://www.richmond.gov.uk/tt9\\_ten\\_tips\\_for\\_a\\_rolling\\_snack\\_bar.pdf](http://www.richmond.gov.uk/tt9_ten_tips_for_a_rolling_snack_bar.pdf)
- Exploring Developmentally Appropriate Practice  
[Exploring Developmentally Appropriate Practice \(DAP\) \(psu.edu\)](#)
- Learning through Play  
<https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>  
<https://www.gov.nl.ca/education/earlychildhood/power/>  
<https://www.child-encyclopedia.com/pdf/complet/play-based-learning>  
[DOE-00326-Play Booklet for Launch.indd \(gov.nl.ca\)](#)  
[Play-based learning \(earlychildhood.qld.gov.au\)](#)  
[https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning\\_statement\\_EN.pdf](https://www.cmec.ca/Publications/Lists/Publications/Attachments/282/play-based-learning_statement_EN.pdf)  
[The Power of Play: 6 Benefits for Child Development | Edmonton Public Library \(epl.ca\)](#)  
[Play in Early Childhood: The Role of Play in Any Setting \(harvard.edu\)](#)
- Mealtime Atmosphere  
[https://ndchildcare.org/file\\_download/6c39deff-ac18-4c87-87c7-dc3fade617cb](https://ndchildcare.org/file_download/6c39deff-ac18-4c87-87c7-dc3fade617cb)  
<https://childcare.extension.org/make-mealtimes-in-child-care-pleasant-easy-and-appealing/>
- Observations  
<https://www.childcareexchange.com/library/5011250.pdf>
- Outdoor Play  
[http://www.childcarequarterly.com/pdf/summer98\\_classoutdoors.pdf](http://www.childcarequarterly.com/pdf/summer98_classoutdoors.pdf)

- Physical Activity for Children and Youth\_  
[https://caringforkids.cps.ca/handouts/healthy-living/physical\\_activity](https://caringforkids.cps.ca/handouts/healthy-living/physical_activity)
- Canadian 24-Hour Movement Guidelines for the Early Years (0-4 years)  
<https://csepguidelines.ca/guidelines/early-years/>  
[https://csepguidelines.ca/wp-content/uploads/2020/11/24HRGuidelines\\_EarlyYears\\_2017.pdf](https://csepguidelines.ca/wp-content/uploads/2020/11/24HRGuidelines_EarlyYears_2017.pdf)
- Canadian 24-Hour Movement Guidelines for Children and Youth (aged 5-17)\_  
<https://www.participaction.com/en-ca/benefits-and-guidelines/children-and-youth-age-5-to-17>  
[Children & Youth 5-17 Years – 24-Hour Movement Guidelines\(csepguidelines.ca\)](https://www.csepguidelines.ca/Children%20&%20Youth%205-17%20Years%20%E2%80%93%2024-Hour%20Movement%20Guidelines)
- Early Years Physical Literacy\_  
<https://www.earlyyearsphysicalliteracy.com/early-years-physical-literacy-plann>  
<https://www.participaction.com/en-ca/resources/physical-literacy>
- Parent Involvement\_  
[www.naeyc.org/resources/topics/family-engagement](http://www.naeyc.org/resources/topics/family-engagement)
- Encouraging Different Types of Play (Sport For Life)  
<http://sportforlife.ca/wp-content/uploads/2016/12/encouraging-different-types-of-play-active-start.pdf?x96000>
- Helping Children Play – The Adult Role (Sport For Life)  
<http://sportforlife.ca/wp-content/uploads/2016/12/helping-children-play-the-adult-role-active-start.pdf?x96000>
- Activity Milestones for the First 3 years (Sport For Life)  
<http://sportforlife.ca/wp-content/uploads/2016/12/activity-milestone-the-first-three-years-active-start.pdf?x96000>
- Activity Benchmarks for 4-6 year olds (Sport For Life)  
<http://sportforlife.ca/wp-content/uploads/2016/12/activity-benchmarks-for-4-to-6-year-olds-active-start.pdf?x96000>
- Play Activities age 3-6 (Sport For Life)  
<http://sportforlife.ca/wp-content/uploads/2016/12/play-activities-ages-three-to-six-active-start.pdf?x96000>
- Why Active Play is So Important (Sport For Life)  
<http://sportforlife.ca/wp-content/uploads/2016/12/Why-Active-Play-is-so-Important-Active-Start.pdf?x96000>
- Parental Involvement\_  
<http://www.naeyc.org/familyengagement>

- Process Based Activities
  - [140 Process Art Activities ideas | art activities, art for kids, creative art activities \(pinterest.ca\)](#)
  - [Ooey Gooey, Inc.](#)
  - [50 Process Art Activities for Kids - Meri Cherry](#)
  - [50 Fun & Engaging Process Art Projects for Kids | Projects with Kids](#)
  - [Painting with Flowers | There's Just One Mommy \(theresjustonemommy.com\)](#)
  - [Crepe Paper Bleeding Art – Frogs and Fairies \(frogs-and-fairies.com\)](#)
  - [Art Activities for Preschoolers - Early Learning Ideas](#)
- Processed Based Art
  - [Embracing Process Art in Preschool \(communityplaythings.com\)](#)
  - [What is Process Art for kids? | TinkerLab](#)
  - [How Process-Focused Art Experiences Support Preschoolers | NAEYC](#)
  - [Microsoft Word - art workshop 2019 handout.doc \(ooeygooey.com\)](#)
  - [www.prekandksharing.blogspot.com](#)
  - [Teacher Tom: "What Is It?" \(teachertombsblog.blogspot.com\)](#)
  - [Process art vs. product art: What is the difference? - Gift of Curiosity](#)
  - <https://www.u-gro.com/blog/2018/08/process-art-vs-product-art-in-early-childhood-education/>
- Small Group Time
  - <https://highscope.org/membership-resource/introduction-to-small-group-time/>
  - <https://www.naeyc.org/resources/pubs/tyc/apr2020/circle-time-small-groups>
  - [PSFO - Tip Sheet - Small Groups.pdf \(wyndham.vic.gov.au\)](#)
- Transitions
  - <https://www.suchalittlewhile.com/managing-routines-and-transitions-in-early-childhood/>
  - <https://sickkidscmh.ca/wp-content/uploads/2021/06/Transitions-Feb-2021-FINAL-2.pdf>
  - [The Whole Child - For Early Care Providers - It's the Little Things \(pbs.org\)](#)
  - [Six strategies to help children transition through their day | CareforKids.com.au](#)
- Wall Displays
  - [https://www.teachearlyyears.com/learning-and-development/view/creating-child-led-wall-displaysconsider the walls.pdf \(umb.edu\)](https://www.teachearlyyears.com/learning-and-development/view/creating-child-led-wall-displaysconsider the walls.pdf (umb.edu))

## REQUIREMENTS: PROGRAM PLAY MATERIALS, FURNITURE AND EQUIPMENT

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<b>Policy No.:</b>	ELCD-2017-J2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-J1</a> ; <a href="#">ELCD-2017-J4</a> ; <a href="#">ELCD 2017-K2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">21</a> ; s. <a href="#">41</a>

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### PURPOSE:

To outline the requirements for the provision of play materials, furniture, and equipment in a child care service.

### POLICY AND STANDARDS:

1. The program of the child care service must set out play materials, furniture and equipment available to the children while they are participating in that service. The play materials, furniture and equipment must:
  - i. Be safe and meet the health and safety requirements as outlined in section [ELCD-2017-K2](#) of the Policy and Standards Manual;
  - ii. Meet the program requirements as outlined in section [ELCD-2017-J1](#) of the Policy and Standards Manual;
  - iii. Be arranged to meet the supervision requirements as outlined in section [ELCD-2017-J4](#) of the Policy and Standards Manual;
  - iv. Be sufficient for the number of children participating in a child care service;
  - v. Be developmentally appropriate;
  - vi. Be culturally reflective of a variety of cultures and ethnicities, including the children themselves, their family structure, their language and their culture;
  - vii. Be arranged in a well-defined play space that provides plenty of natural light;

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- viii. Include natural materials that are incorporated throughout the room and be reflective of the children and their environment;
  - ix. Be arranged to:
    - a. Minimize clutter and promote an organized environment;
    - b. Provide plenty of space and clear pathways for children and adults to move about freely;
    - c. Allow opportunities for children to engage in long-term projects;
    - d. Allow specialized equipment or support items required by individual children to be accommodated; and
    - e. Ensure activities do not interfere or interrupt with one another.
  - x. Be clearly displayed, organized, and accessible by children for independent selection, use, and care for the environment;
  - xi. Engage and challenge the children, based on the children's skills, abilities, needs and interests;
  - xii. Encourage a specific type of activity or play experience including but not limited to: quiet, active, individual, small, and whole group;
  - xiii. Be inviting, cozy and comfortable for both children and adults. This must include child and adult-sized washable seating;
  - xiv. Be rotated to:
    - a. Ensure children are provided with new types of experiences, find new interests, practice different skills, and use play materials in new ways; and
    - b. Relate and extend certain projects or topics of interest.
  - xv. Be appropriately stored when not in use;
  - xvi. Include sufficient outdoor play materials, furniture and equipment that are accessible to the children participating in the child care service. The Administrator must ensure that the outdoor play materials, furniture and equipment:
    - a. Are safe and developmentally appropriate for the children that use them;
    - b. Are appropriate for the size of the outdoor area;
    - c. Provide experiences from a minimum of three indoor activity areas;



- d. Includes two or more pieces of natural play space equipment made from natural components, where space permits (e.g., logs to practice balance, hills to slide down or a garden created and maintained by children. A resource on natural play spaces and gardening with young children is listed in the reference documents of this section of the Policy and Standards Manual);
  - e. Includes five or more play materials that promote gross motor activities (e.g., balls, hula hoops; vehicles; shovels and jumping ropes); and
  - f. Includes equipment or natural surroundings that provide shelter from high winds/hot sun.
- xvii. Include, but is not limited to, the following daily play materials, furniture and equipment for non-mobile infants:
- a. Rattles of different shapes and textures;
  - b. Materials for reaching;
  - c. Materials for grasping;
  - d. Materials for pulling;
  - e. Materials for kicking;
  - f. Equipment to promote crawling;
  - g. Sensory materials of various textures, sizes, sounds, weights, and colours which may include sand and water where appropriate;
  - h. Manipulatives (Materials that children work hands-on with using fine motor skills to explore math concepts and design. e.g., stacking materials and nesting materials);
  - i. Quality books of various shapes, sizes and textures;
  - j. Dolls of various sizes, representing the children in attendance and their families;
  - k. A floor mat designed for physical activity;
  - l. Equipment to encourage infants to pull themselves to a standing position; and
  - m. A “soft” cozy area that is protected from the more mobile children when “tummy babies” are in attendance; and
- xviii. Include, but is not limited to, the following daily play materials, furniture and equipment for mobile infants:
- a. Materials for language, literacy, and communication which include, but are not limited to:
    - i. Quality books of various shapes, sizes and textures;
    - ii. Soft toys;
    - iii. Child-sized washable seating;
    - iv. Adult-sized washable seating;
    - v. A mat designed for lying down or sitting down; and
    - vi. A book shelf that allows the covers of books to be visible to children.
  - b. Materials for music and movement which include, but are not limited to:
    - i. Music of various sounds, songs, rhymes, and types;
    - ii. A variety of musical instruments;
    - iii. A system for listening to music; and
    - iv. Creative movement and dance materials.

- c. Materials for sensory play which include, but are not limited to:
      - i. Items of various textures, sizes, sounds, weights and colours; and
      - ii. Sand and water where appropriate.
    - d. Materials for dramatic play which include, but are not limited to:
      - i. Open-ended props (e.g., Animals, telephone, scarves, or blankets);
      - ii. Accessories (e.g., hats, mittens, shoes);
      - iii. Housekeeping and cooking; and
      - iv. Baby care.
    - e. Materials for math which include, but are not limited to:
      - i. Blocks, nesting and sorting materials;
      - ii. Materials to promote fine motor skills; and
      - iii. Puzzles with large knobs and pieces.
    - f. Materials and equipment for physical activity which include, but are not limited to:
      - i. Balls;
      - ii. Push/pull toys; and
2. The program of a child care service operated in a centre must set out the activity areas available to children who are participating in that service. The activity areas for children in the toddler, preschool, pre-kindergarten and school age range must include, but are not limited to:
  - i. Language, literacy and communication area;
  - ii. Art area;
  - iii. Sensory play area;
  - iv. Dramatic play area; and
  - v. Math area.
3. The activity areas for each homeroom must include, but is not limited to, daily play materials, furniture and equipment as outlined below:
  - i. Language, literacy, and communication activity area
    - a. Quality books that illustrate:
      - i. Predictability;
      - ii. Fantasy;
      - iii. Fairytale;
      - iv. Folktales;
      - v. Music;
      - vi. Poetry;
      - vii. Factual Information;
      - viii. Concept information;
      - ix. Nature and science;
      - x. Math;
      - xi. Different races, cultures and family types; and

- xii. Different abilities.
  - b. A book shelf that allows the covers of books to be visible to children;
  - c. Storytelling materials which include, but is not limited to:
    - i. Puppets; and
    - ii. Flannel board and flannel board stories.
  - d. A cozy and enclosed space containing:
    - i. Child-sized washable seating;
    - ii. Adult-sized washable seating; and
    - iii. A mat designed for sitting and lying down.
  - e. Materials that encourage the exploration of writing which include, but are not limited to:
    - i. Variety of paper;
    - ii. Variety of writing material;
    - iii. Alphabet in standard print posted at the children's eye level. Standard print requires the use of proper spelling; letters formed using the standard alphabetic model, appropriate capitalization and use of lower-case letters unless it is the first letter of a name or the beginning of a sentence; and
    - iv. A word box or word wall containing common words that children may recognize and can add to. A word wall is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface that children can utilize during writing and reading.
  - f. A table and chairs for 2-4 children to explore writing.
- ii. Art activity area
- a. Paper of various types, shapes, and sizes;
  - b. Drawing materials include, but are not limited to:
    - i. Crayons;
    - ii. Markers;
    - iii. Pencils;
    - iv. Colouring leads; and
    - v. Chalk.
  - c. Paint Materials that can include, but are not limited to:
    - i. Variety of paints; and
    - ii. Paint brushes of various types, shapes and sizes.
  - d. Three-dimensional materials that can include, but are not limited to:
    - i. Materials to create height, depth and width;
    - ii. Modelling compounds;
    - iii. Modelling tools; and
    - iv. Modelling accessories.
  - e. Collage materials that include, but are not limited to:

- i. A minimum of five different materials;
    - ii. Glue; and
    - iii. Glue spreaders.
  - f. Art tools that can include, but are not limited to:
    - i. Scissors;
    - ii. Staplers;
    - iii. Hole punchers; and
    - iv. Tape.
  - g. Washable art surfaces which include, but are not limited to:
    - i. An art easel; and
    - ii. A table with four to six chairs.
  - h. Drying surfaces for wet products;
  - i. Smocks to protect children's clothing; and
  - j. A location where children's artwork is displayed at the children's eye level.
- iii. Sensory play activity area
  - a. A sensory table for a minimum of 4 children;
  - b. Tools for sensory play;
  - c. Smocks to protect children's clothing;
  - d. Supplies to clean-up spilled materials which include but are not limited to:
    - i. Child-sized broom and dust-pan; and
    - ii. Child-sized mop.
- iv. Dramatic play activity area
  - a. Open-ended materials;
  - b. A variety of dress-up clothes laundered weekly or more often where needed;
  - c. A variety of dress-up accessories; and
  - d. A variety of prop boxes which must include, but are not limited to the following topics:
    - i. Housekeeping props and materials that allow children to take on roles carried out at home (e.g., cooking and eating equipment, play foods, baby care items);
    - ii. Different kinds of work props and materials that allow children to act out what they know about occupations or jobs that they have observed in their lives, that they have seen in books, or that their parents might talk about (e.g., office play, restaurant, doctor's office, construction site); and

- iii. Leisure props and materials that allow children to act out activities that are done during leisure times (e.g., camping, picnicking, birthday parties, going on vacations to different places).

Only one prop box is required to be accessible at a time; and

v. Math activity area

- a. Two different types of blocks, one of which must be wooden unit blocks of various types for 2-3 children (Resources on unit blocks are listed in the reference documents of this section of the Policy and Standards Manual);
- b. Collections, containers and tools for sorting activities;
- c. Seriation materials;
- d. Counting materials;
- e. Measuring materials;
- f. Small building materials;
- g. Puzzles;
- h. Developmentally appropriate board games;
- i. Loose parts (Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. Loose parts can be used alone or combined with other materials. There are no specific directions for children's use of materials that are considered loose parts. A resource on loose parts is listed in the reference documents of this section of the Policy and Standards Manual.);
- j. A table and chairs for 2-4 children; and
- k. A mat designed for floor activities.

- 4. Where a child care centre has following the activity areas in a homeroom, each activity area must include, but is not limited to, daily play materials, furniture and equipment as outlined below:

i. Music and movement activity area

- a. Music of various sounds, songs, rhymes and types;
- b. A variety of musical instruments;
- c. A system for listening to music; and
- d. Creative movement and dance materials.

- ii. Nature/science activity area
  - a. Single focus and natural materials;
  - b. Tools applicable to the singular focused experience; and
  - c. A table and chairs for 2-4 children for the exploration or experiment.
5. Where a service operated in a child care centre, each indoor activity area and play materials of must be appropriately labelled for the developmental age range of the children who use them. The methods used to label must:
  - i. Make sense to the children registered in the homeroom;
  - ii. Contain words written in standard print; and
  - iii. Include, but is not limited to, drawings, photos, tracings, or actual examples of objects from the activity area.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Early Child Development  
<https://cps.ca/en/strategic-priorities/early-child-development>
- Gardening with Young Children  
<https://www.montessorinature.com/importance-benefits-gardening-children-toddlers-preschoolers/>  
[A Beginners Guide to Gardening with Kids \(messymotherhood.com\)](#)  
[Gardening with young children helps their development - MSU Extension](#)  
[7 Tips for Vegetable Gardening With Your Toddler | NAEYC](#)  
[Gardening for children - Better Health Channel](#)
- Loose Parts  
<https://www.communityplaythings.com/resources/articles/2015/Loose-Parts>  
<https://fairydustteaching.com/2016/10/loose-parts/>
- Natural Play Spaces  
<https://childrenshouse-montessori.com/2019/08/13/five-key-elements-to-creating-a-natural-play-space-for-children/>  
<https://www.bienenstockplaygrounds.com/>  
<https://www.nwf.org/Kids-and-Family/Connecting-Kids-and-Nature/Nature-Play-Spaces>

[https://www.nwf.org/-/media/PDFs/Be-Out-There/NPatHome\\_Guidelines20120823.ashx?la=en&hash=29825E325AD8DEFE90093F629D5FA51EF44D5098](https://www.nwf.org/-/media/PDFs/Be-Out-There/NPatHome_Guidelines20120823.ashx?la=en&hash=29825E325AD8DEFE90093F629D5FA51EF44D5098)

- The Things Children Learn from Block Play\_  
<https://www.naeyc.org/resources/pubs/yc/mar2015/ten-things-children-learn-block-play>

## REQUIREMENTS: PROGRAM BEHAVIOUR GUIDANCE

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**Policy No.:** ELCD-2017-J3

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCR: s. [20](#)

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### PURPOSE:

To outline the requirements of behaviour guidance for children who participate in a child care service.

### POLICY AND STANDARDS:

1. Behaviour guidance policies must be established and implemented by an Administrator of a child care service.
2. Behaviour guidance policies of a child care service must:
  - i. Recognize the developmental abilities of children and set appropriate expectations which reflect the values, attitudes and current recommended strategies that promote positive play behaviours and patterns;
  - ii. Acknowledge diversity and its influence on children's behaviour; and
  - iii. Promote realistic play and behaviour limits that guide the safety and security of children participating in the child care services instead of curbing their play experiences, curiosity and creativity.
3. Behaviour guidance policies of a child care service must prohibit:
  - i. The use of corporal punishment, such as striking either directly, or with a physical object, shaking, shoving, spanking and any other forms of aggressive physical contact or actions/inactions that may cause physical harm or undue distress, against children while they are participating in a child care service;



- ii. The use of harsh, humiliating, belittling or degrading treatment of children which includes, but is not limited to yelling, shouting, mocking, embarrassing, teasing, bullying, using sarcasm or threatening to refuse involvement in an activity while they are participating in a child care service;
- iii. The confinement, restraint or isolation of children while they are participating in a child care service. This includes, but is but not limited to:
  - a. The use of an inappropriate behavioural guidance which involves the removal of a child from a play space to a specific location for a period of time as determined by the caregiver (This is commonly referred to as time-out);
  - b. The use of an inappropriate behavioural guidance strategy in which a child must stop an undesirable behaviour before a caregiver counts to a predetermined number (This is commonly known as counting to consequences).
- iv. Children from being deprived of basic needs, including food, shelter, clothing, sleep, bedding, disability related supports, attention/comfort and washroom facilities while they are participating in a child care service; and
- v. Behaviour guidance that requires or forces children to repeat physical movements to reinforce a desired behaviour while they are participating in a child care service (e.g., forcing a child to walk back and forth a hallway several times to reinforce walking and not running in this area).

4. An Administrator of a child care service must ensure:

- i. Behaviour guidance policies are developed and implemented in accordance with the *Child Care Regulations*;
- ii. Behaviour guidance policies are provided to employees, students, and volunteers and who assist or provide services in the operation of the child care service prior to commencing their employment or volunteer work (Written documentation must be kept in each personnel record to verify the above);
- iii. Employees, students and volunteers who assist or provide services in the operation of the child care service are trained in behaviour guidance policies prior to commencing their employment or volunteer work (Written documentation must be kept in each personnel record to verify the above);
- iv. Behaviour guidance policies are reviewed at least once a year with employees, students and volunteers who assist or provide services in the operation of the child care service (Written documentation must be kept in the personnel record to verify a review has been completed);
- v. Employees, students and volunteers who assist or provide services in the operation of the child care service comply with the behaviour guidance policies and use reasonable behaviour guidance; and

- vi. Behaviour guidance policies are provided to parents of children upon registering the child in the child care service.
5. Behaviour guidance policies must be posted in the same place as the child care service Licence or Approval Certificate and be prominent and visible.
6. Resources on behaviour guidance are located in the Child Care Program Resource Sheets of [Appendix F](#) as well as the reference documents of this section of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Biting  
<https://www.uni.edu/cdc/sites/default/files/biting.pdf>
- Bullying  
<https://www.naeyc.org/resources/blog/bullying-early-childhood>
- Children and Divorce  
[https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-to-Talk-to-Your-Children-about-Divorce.aspx?gclid=Cj0KCQjwl7qSBhD-ARIsACvV1X1NOaJEqDsylHki\\_Um2xzwSjF5ce5dEw847wptpmSiChVWwvsxrV7MaAtJkEALw\\_wcB](https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-to-Talk-to-Your-Children-about-Divorce.aspx?gclid=Cj0KCQjwl7qSBhD-ARIsACvV1X1NOaJEqDsylHki_Um2xzwSjF5ce5dEw847wptpmSiChVWwvsxrV7MaAtJkEALw_wcB)  
[http://www.yoursocialworker.com/s-articles/children\\_and\\_divorce\\_ece.htm](http://www.yoursocialworker.com/s-articles/children_and_divorce_ece.htm)
- Developing Rules  
<https://www.himama.com/blog/creating-classroom-rules-for-preschool-students-and-teachers/>
- Forced Apologies  
[http://msue.anr.msu.edu/news/im\\_sorry\\_not](http://msue.anr.msu.edu/news/im_sorry_not)
- Guiding Children's Behaviour – Preschool and School-age Children  
<http://www.cdrcp.com/stsresources/>  
<https://childcare.extension.org/basic-tips-child-care-providers-can-use-to-guide-childrens-behavior/>
- Helping Children Understand Death  
[https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-Children-Understand-Death-What-You-Should-Say.aspx?gclid=Cj0KCQjwl7qSBhD-ARIsACvV1X0rBINFmeY0knjgOOU36-34\\_p5KZm-M2qoheZUoMHUwbFRTYkJ4nUIaAicDEALw\\_wcB](https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/How-Children-Understand-Death-What-You-Should-Say.aspx?gclid=Cj0KCQjwl7qSBhD-ARIsACvV1X0rBINFmeY0knjgOOU36-34_p5KZm-M2qoheZUoMHUwbFRTYkJ4nUIaAicDEALw_wcB)
- Separation Anxiety  
[www.cccf-fcsge.ca/wp-content/uploads/RS\\_41-e.pdf](http://www.cccf-fcsge.ca/wp-content/uploads/RS_41-e.pdf)

- Setting Limits  
<https://childmind.org/article/teaching-kids-boundaries-empathy/>
- Superhero Play  
<https://heydeeho.com.au/benefits-of-superhero-play/>  
[Is Superhero Play Good For Kids? | First Five Years](#)  
<https://www.naeyc.org/resources/pubs/tyc/feb2015/science-superheroes>  
<https://www.naeyc.org/resources/pubs/tyc/dec2019/childrens-dramatic-play>
- Talking to Parents about Challenging Behaviours  
<https://childcare.extension.org/how-can-i-approach-parents-when-i-have-concerns-about-their-childs-aggressive-behavior/>
- Child Care Program Resource Sheets  
[Appendix F](#)

## REQUIREMENTS: PROGRAM SUPERVISION OF CHILDREN

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<b>Policy No.:</b>	ELCD-2017-J4
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-L2</a> ; <a href="#">ELCD-2017-M1</a> ; <a href="#">ELCD-2017-N4</a> ; <a href="#">ELCD-2017-P2</a> ; <a href="#">ELCD-2017-K2</a> ; <a href="#">ELCD-2017-K5</a> ; <a href="#">ELCD 2017-K12</a>
<b>Legislative References:</b>	CCR: s. <a href="#">19</a>

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### PURPOSE:

To outline the requirements of supervision for children who participate in a child care service.

### POLICY AND STANDARDS:

1. Children registered in a child care service must be supervised at all times in a manner that is developmentally appropriate while participating in that child care service. This includes, but is not limited to:
  - i. Participation at the facility;
  - ii. Travel to and from the facility; and
  - iii. Participation in program activities away from the facility.
2. Supervision must be maintained at all times as per the Caregiver to child ratio outlined in sections [ELCD-2017-M1](#) and [ELCD-2017-P2](#) of the Policy and Standards Manual.
3. Supervision of children includes:
  - i. Maintaining the daily register as outlined in section [ELCD-2017-L2](#) of the Policy and Standards Manual;
  - ii. Counting the number of children frequently throughout the day, in particular during transition times, outdoor play, and during program activities away from the facility;

- iii. Observing the whole group, even when Caregivers attend to the needs of an individual child or small groups of children;
- iv. Arranging the physical environment to ensure all children are visible at all times;
- v. Caregivers positioning themselves whereby the children are always in view;
- vi. Caregivers not being assigned other duties that would impact the ability to provide supervision of children.
- vii. Ensuring adequate lighting is available where children are sleeping or resting;
- viii. Regularly performing visual checks of the children in the infant age range who are sleeping or resting and the use of a baby monitor (The requirements of baby monitors are outlined in section [ELCD-2017-K2](#) of the Policy and Standards Manual);
- ix. Providing additional supervision during times of increased risk such as play materials that require adult supervision; cooking activities; carpentry; travel away from the facility; outside play; gross motor play and drop off and pick up times;
- x. Ensuring substitute Caregivers are available when:
  - a. A Caregiver needs to leave the homeroom in a child care centre;
  - b. An Administrator of a family home has an appointment;
  - c. An emergency arises;
  - d. A situation arises that requires a replacement/additional Caregiver; and
- xi. Developing and implementing supervision policies which are:
  - a. Provided to employees, students, and volunteers who assist or provide services in the operation of the child care service prior to commencing their employment or volunteer work;
  - b. Used to train employees, students and volunteers who assist or provide services in the operation of a child care service prior to commencing their employment or volunteer work;
  - c. Followed by employees, students, and volunteers who assist or provide services in the operation of the child care service;
  - d. Reviewed at least once a year with employees, students and volunteers who assist or provide services in the operation of the child care service. Written documentation must be kept in the personnel record to verify a review has been completed;
  - e. Provided to parents of children upon registering the child in the child care service; and

- f. Available for inspection upon the request of an Inspector.
- 4. Supervision of children during travel is outlined in section [ELCD-2017-K12](#) of the Policy and Standards Manual.
- 5. Supervision of children during toileting is outlined in section [ELCD-2017-N4](#) of the Policy and Standards Manual.
- 6. Supervision of children when they become ill in the child care service is outlined in section [ELCD-2017-K5](#) of the Policy and Standards Manual.
- 7. Developmentally appropriate supervision for school aged children who are engaged in independent quiet activities inside the facility include:
  - i. Being able to be heard by the Caregiver at all times except during a washroom routine which is outlined in section [ELCD-2017-N4](#) of the Policy and Standards Manual;
  - ii. Making regular visual observations of the children by a Caregiver; and
  - iii. Ensuring the physical location of the children is known by a Caregiver at all times.

This does not apply to supervising children who are participating in the outdoor play area or in activities that require direct adult supervision.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: PROGRAM PRE-KINDERGARTEN PROGRAM

**Policy No.:** ELCD-2017-J5

**Effective Date:** 2022-09-01

**Date Revised:**

**Policy Cross References:** [ELCD 2017-H2](#)

**Legislative References:** CCR: s. [2\(o.1\)](#); [2\(o.2\)](#); s. [35\(1.1\)](#); s. [54\(4\)](#); s. [54\(6.1\)](#); s. [54\(6.2\)](#);  
s. [55\(3.1\)](#); s. [66.1](#)

### PURPOSE:

To outline the pre-kindergarten program requirements of a child care service.

### POLICY AND STANDARDS:

1. A pre-kindergarten program must be:
  - a. Operated by a not-for-profit corporation;
  - b. Provided in a centre, located in a school under the *Schools Act, 1997* or where there is no space available in a school, in a facility approved by the Minister;
  - c. offered under a child care licence;
  - d. Operated year-round including school closures and not less than 10 hours per day where the need exists;
  - e. Specific to the pre-kindergarten age range;
  - f. Give preference to children who will be attending kindergarten the year following enrollment into a pre-kindergarten program; and
  - g. Operated by a child care service that is participating in the Operating Grant, Child Care Capacity Initiative and Early Learning and Child Care Quality Enhancement Programs.

2. Where a child care service solely operates a pre-kindergarten program, a Manager may waive the requirement under regulation 59(1) (administrative area); and 59(2) (children's records to be kept in the administrative area) where:
  - a. An alternate plan for the administrative area and the keeping of records of children is submitted; and
  - b. The alternate plan is approved by a manager.
3. Where a child care service solely operates a pre-kindergarten program, a Manager may waive the requirement under regulation 60(1)(b) (one toilet for every 10 children); 60(5) (washrooms for the exclusive use of employees, students and volunteers) and 60(6) (washrooms for the exclusive use of persons associated with the child care service) where:
  - a. An alternate plan for access to washrooms and toilets is submitted;
  - b. The alternate plan for access to washrooms and toilets ensures that the washroom for the child care service provider, employees, students and volunteers is different from the washroom for children; and
  - c. Is approved by a manager.
4. Where a child care service solely operates a pre-kindergarten program, a manager may waive the requirement under regulation 39(1)(d) (outdoor play area for the exclusive use of children participating in the child care service), 39(2) (where an outdoor play area has one or more hard surfaces), 39(3) (fence requirements), 62(2) (outdoor play area shall not be used for other purposes), 63(1) (outdoor play area must have two or more types of surfaces), where an alternate plan:
  - i. For access to and use of outdoor play materials and equipment including a schedule of use is submitted;
  - ii. For the use of existing outdoor play area structures and temporary enclosures which includes a clearly defined designated outdoor play area to be used by the pre-kindergarten program is submitted;
  - iii. For any necessary renovations required to be completed to ensure that the child care service complies with the requirements under sections 39(2), 39(3) and 63(1) in a time period determined by a Manager; and
  - iv. is approved by a Manager.
5. Where a child care service solely operates a pre-kindergarten program and the food preparation and storage area is not located inside the homeroom, the child care service provider must:
  - a. Ensure that the food to be used by the child care service is stored securely and is stored securely and is only accessible to employees, students or volunteers of the child care service; and



- b. Submit a plan regarding the storage, preparation and delivery of food to the homeroom to a Manager for approval.
6. Where a child care service operates a pre-kindergarten program:
- a. A maximum number of 20 children must be assigned to a homeroom of children in the pre-kindergarten age range and the Caregiver to child ratio for that homeroom must be one Caregiver to 10 children;
  - b. At least one Caregiver who has at least a level III child care services certification and a pre-kindergarten classification shall be assigned to every homeroom of children in the pre-kindergarten age range (priority should be given to level III Caregivers with early childhood education as outlined in section [ELCD-2017-H2](#));
  - c. The Administrator of that service, in addition to the requirements of 55(3)(a) must hold at least a level III certification with a pre-kindergarten classification; and
  - d. All Caregivers who are considered to be a part of the Caregiver to child ratio in a pre-kindergarten program must complete an orientation course regarding the provincial early learning framework.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: HEALTH AND SAFETY GENERAL

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<b>Policy No.:</b>	ELCD-2017-K1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-K5</a> ; <a href="#">ELCD-2017-K6</a> ; <a href="#">ELCD-2017-K7</a> ; <a href="#">ELCD-2017-K10</a> ; <a href="#">ELCD 2017-K11</a>
<b>Legislative References:</b>	CCR: s. <a href="#">24</a> ; s. <a href="#">26</a> ; s. <a href="#">42</a> ; s. <a href="#">58</a> ; s. <a href="#">71</a>

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### PURPOSE:

To outline the general health and safety requirements of a child care service.

### POLICY AND STANDARDS:

1. A facility where a child care service is operated must:
  - i. Be clean, disinfected, sanitary, in a state of good repair and well ventilated;
  - ii. Be reasonably comfortable for children while they are participating in the child care service; and
  - iii. Have one or more first aid kits available in every homeroom or family home. An Administrator must ensure that a first aid kit accompanies children when they leave the facility and when they use the outdoor play area. Provincial Standards with respect to the contents of first aid kits follow those of Digital Government and Service NL.
2. An Administrator of a child care service must ensure that the facility and the child care service provide a healthy, safe and developmentally appropriate environment which include, but is not limited to:
  - i. Providing appropriate materials for cleaning, sanitizing and disinfecting including implementation of a:
    - a. Cleaning routine;
    - b. Sanitizing and disinfecting routine; and

- c. Routine for cleaning bodily fluids.
- ii. Implementing Provincial standards which follow those of Digital Government and Service NL in relation, but not limited to:
  - a. Facility, design, construction, layout, indoor and surrounding environment;
  - b. Water, proper sewage and solid waste disposal;
  - c. Cleaning, sanitizing and disinfecting;
  - d. Communicable disease control; and
  - e. Food services.
- iii. Setting out policies on health and safety which are:
  - a. Developed and implemented in accordance with regulation;
  - b. Provided to employees, volunteers, and students prior to commencing their employment or volunteer work;
  - c. Read, understood and adhered to by all employees, volunteers, and students prior to commencing their employment or volunteer work (Written documentation must be kept in each personnel record to verify the above);
  - d. Reviewed with all employees, volunteers, and students on an annual basis or more often if needed (Written documentation must be kept in the personnel record to verify a review has been completed);
  - e. Available to parents of children registered in that child care service upon request; and
  - f. Available for inspection upon the request of an Inspector.
- iv. Being smoke free including the outdoor play area (This includes a dwelling-house at times when children are participating in the child care service and applies to people visiting the home);
- v. Ensuring windows that can be opened and accessed by children are raised no more than 4 inches and securely fastened when raised;
- vi. Ensuring pipes, radiators, fire places and wood stoves are inaccessible to children. Provincial standards with regards to the inaccessibility of these items follow those of Digital Government and Service NL;
- vii. Ensuring all cords, including electrical and extension cords are inaccessible to children who are in the infant, toddler, preschool and pre-kindergarten age range participating in a child care service;

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- viii. Ensuring areas of the child care service that are unsafe for children are inaccessible to the children;
  - ix. Ensuring daily registers reflect the number of children present at all times;
  - x. Taking pest control measures, where pests are found in a child care service (The Provincial standards with respect to pest control follow those of Digital Government and Service NL);
  - xi. Where weather conditions are not favourable:
    - a. The ages and developmental abilities of children should be considered when deciding whether or not to allow children to participate in outdoor play. Where a decision is made for children not to participate in outdoor play:
      - i. It should be noted on the outdoor play area daily inspection report and include the rationale for the decision; and
      - ii. Alternate gross motor play activity must be offered indoors.
    - b. It would be considered appropriate to limit the amount of time children participate in outdoor play activities based on:
      - i. The time of day (e.g., mid-day in summer, late-day in winter);
      - ii. The temperature;
      - iii. Sunshine and UV index;
      - iv. Wind gusts (Further information on wind chill and cold weather is located on the *Government of Canada's* website listed in the reference documents of this section of the Policy and Standards Manual);
      - v. The length of time the children have been outside; and
      - vi. How the children are coping.
    - c. Ensure, prior to children participating outdoors, children wear protective clothing and sunscreen where the UV index is 3 or more and insect repellant where deemed required by the Administrator. Prior to the application of sunscreen or insect repellant to a child, the Administrator must:
      - i. Have written parental consent;
      - ii. Label the product with the child's name;
      - iii. Only apply products contained in the original packaging;
      - iv. Only apply the product as directed on the packaging; and

- v. Only apply the product to the child it was intended for.

Further sun safety tips are located on the *Government of Canada's* website listed in the reference documents of this section of the Policy and Standards Manual.

- d. Not allow children to participate in outdoor play activities where extreme weather conditions exist, such as weather alerts or warnings identified by Environment Canada. Further information on seasonal weather hazards is located on the *Government of Canada's* website listed in the reference documents of this section of the Policy and Standards Manual.
- xii. Respond to needs of children with exceptionalities while they are participating in a child care service which includes the development of a written care plan in conjunction with the parents of the child that identifies:
  - a. The child's exceptionality where applicable;
  - b. Medications or treatments where applicable;
  - c. Specialized daily care needs;
  - d. Additional programming requirements;
  - e. Other professionals involved; and
  - f. Any other information that would assist the child care service in caring for the child.

A resource for the *Early Identification for Children with Special Needs* prepared by the Canadian Child Care Federation is located on-line. The link is listed in the reference documents of this section of the Policy and Standards Manual.

- 3. The following items are considered to pose a risk to the health and safety of children and must not be accessible to children while they are participating in a child care service:
  - i. Latex balloons;
  - ii. Styrofoam constructed materials;
  - iii. Plastic utensils;
  - iv. Poisonous plants; and
  - v. Candles with flames.
- 4. An Administrator of a child care service must ensure that food and a time of rest is offered to children while they are participating in the child care service in accordance with each child's stage of development and individual capability. Parents should also be consulted where children have special dietary needs. Food handling and preparation and nutrition requirements are outlined in sections [ELCD-2017-K10](#) and [ELCD-2017-K11](#) of the Policy and Standards Manual.

5. Where children sleep in a separate room of the facility while they are participating in a child care service, a baby monitor must be used while one or more of the children are sleeping in that room. The transmitting portion of the baby monitor must be in the room where the children are sleeping. The receiving portion of the baby monitor must be in the homeroom of the child, where the service is a child care centre or in the same room as the Administrator, where the child care service is in a family home.
6. An Administrator of a child care service must recognize and respond appropriately to symptoms of illness in children while they are participating in the child care service. Illness, communicable diseases, accidents and critical incidents; allergies and other health restrictions; and medication requirements are outlined sections [ELCD-2017-K5](#), [ELCD2017-K6](#) and [ELCD-2017-K7](#) of the Policy and Standards Manual.
7. An Administrator of a child care service must provide a daily written record of the sleeping, eating and toileting patterns of every child who is in the infant age range to the parents of that child. The record must include the time and length the infant slept, the time and specifics of what the infant ate and drank and the time and frequency of the infant's elimination patterns. An evening written record from the parents of their child's sleeping, eating and toileting patterns while they were not participating in the child care service is recommended to assist with care of the child while they are participating in the child care service. A sample template of this record is located in [Appendix E](#).
8. Where children in the infant, toddler, preschool or pre-kindergarten age range are registered in the child care service, an Administrator must ensure that electrical outlets are capped when not in use. Provincial standards with regards to appropriate caps follow those of Digital Government and Service NL.
9. Water accessible to children in a facility must not have a temperature higher than 43 degrees Celsius.
10. Foods and liquids with a temperature higher than 43 degrees Celsius are not permitted in areas of a facility where children are permitted. This includes the transportation of food and liquids through an area where children are present, regardless of what the food or liquid is contained in.
11. An Administrator of a child care service must ensure that photos, videos and audios:
  - i. Are not taken without the written consent of the child's parent of a child while the child is participating in the service; and
  - ii. Taken with the consent of a child's parent, are not published by the employees, students or volunteers who assists or provides services in the operation of the child care service without written consent of the child's parent.
12. An Administrator of a service that is operated in a child care centre must ensure that ammunition and firearms are not handled or stored at the facility.
13. An Administrator of a child care service that is operated in a family home must ensure that ammunition and firearms are:

- i. Handled and stored in areas where children who are participating in a child care service are not permitted; and
- ii. Stored separately in a locked enclosure inaccessible to children participating in the child care service.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Canadian Child Care Federation  
[http://www.cccf-fcsge.ca/wp-content/uploads/RS\\_56-e.pdf](http://www.cccf-fcsge.ca/wp-content/uploads/RS_56-e.pdf)
- Sample Templates  
[Appendix E](#)
- Government of Canada – Seasonal Weather Hazards  
[www.canada.ca/en/environment-climate-change/services/seasonal-weather-hazards.html](http://www.canada.ca/en/environment-climate-change/services/seasonal-weather-hazards.html)
- Government of Canada – Sun Safety Tips  
<http://www.healthycanadians.gc.ca/healthy-living-vie-saine/environment-environnement/sun-soleil/tips-parent-conseils-eng.php>
- Government of Canada – Wind Chill and Cold Weather  
[www.canada.ca/en/environment-climate-change/services/weather-health/wind-chill-cold-weather.html](http://www.canada.ca/en/environment-climate-change/services/weather-health/wind-chill-cold-weather.html)

## REQUIREMENTS: HEALTH AND SAFETY PLAY MATERIALS, FURNITURE AND EQUIPMENT

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<b>Policy No.:</b>	ELCD-2017-K2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-J1</a> ; <a href="#">ELCD 2017-J2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">22</a> ; s. <a href="#">25</a> ; s. <a href="#">26</a> ; s. <a href="#">57</a> ; s. <a href="#">72</a>

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### PURPOSE:

To outline the requirements for play materials, furniture and equipment in a child care service.

### POLICY AND STANDARDS:

1. A facility must have sufficient indoor play materials that are accessible to the children participating in the child care service and an Administrator must ensure the indoor play materials are:
  - i. Safe. The Provincial standards with regards to safety follow those of Digital Government and Service NL, CSA, and the Canadian Consumer Product Safety Act. Information on Digital Government and Service NL, CSA and *Canada Consumer Product Safety Act*, is located in the reference documents of this section of the Policy and Standards Manual.
  - ii. Developmentally appropriate as outlined in sections [ELCD-2017-J1](#) to [J2](#) of the Policy and Standards Manual;
  - iii. Where the indoor play materials are used by children in the infant age range or the toddler age range or both, they must be:
    - a. Inspected daily for hazards;
    - b. Cleaned and disinfected at least twice weekly or more often where necessary (The Provincial standard with respect to clean and disinfection follows those of Digital Government and Service NL); and
  - iv. Where indoor play materials are used by children in the preschool age range, pre-kindergarten age range, school age range or any two of these age ranges, they must be



cleaned and disinfected at least once weekly or more often where necessary. The Provincial standard with respect to clean and disinfection follows those of Digital Government and Service NL.

2. A facility must have sufficient furniture and equipment available for the number of children who are registered in the child care service and an Administrator must ensure the furniture and equipment at a facility are safe and do not pose a danger or imminent risk of injury to children while they are participating in that service. The Provincial standards with regards to safety follow those of Digital Government and Service NL, CSA, and the *Canadian Consumer Product Safety Act*. Information on Digital Government and Service NL, CSA and *Canada Consumer Product Safety Act* is located in the reference documents of this section of the Policy and Standards Manual.
3. A facility must be reasonably comfortable for children while they are participating in a child care service. This includes:
  - i. Providing appropriate furniture for sitting, eating and sleeping based on the developmental stage of the children; and
  - ii. Using appropriate bedding which ensures the children are not directly exposed to the surface of the sleeping pad or sleeping mat.
4. Highchairs cribs, cots, sleeping pads and sleeping mats used in child care service must be cleaned and disinfected before and after every use and where not in regular use, at least once a month. The Provincial standard with respect to cleaning and disinfection follows those of Digital Government and Service NL.
5. There must be at least 45 centimetres of space between cribs and cots and a child must be easily accessible to a Caregiver while the child is using a sleeping mat.
6. Playpens, baby walkers, jumping apparatus and wading pools are not permitted at a child care centre. A resource on the hazards of recreational jumping apparatus' is located in the reference documents section of this section of the Policy and Standards Manual.
7. Baby walkers, jumping apparatus and wading pools must not be used by children while they are participating in a child care service operated in a family home.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Canadian Standards Association  
<http://www.csagroup.org>

- *Canadian Consumer Product Safety Act*  
<http://laws-lois.justice.gc.ca/eng/acts/C-1.68/index.html>
- Canadian Paediatric Society  
[http://www.caringforkids.cps.ca/handouts/home\\_trampoline](http://www.caringforkids.cps.ca/handouts/home_trampoline)

## REQUIREMENTS: HEALTH AND SAFETY SECURE FACILITY AND EMERGENCY PROCEDURES

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<b>Policy No.:</b>	ELCD-2017-K3
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D2</a> ; <a href="#">ELCD 2017-I1</a>
<b>Legislative References:</b>	CCR: s. <a href="#">27</a> ; s. <a href="#">34</a> ; s. <a href="#">46</a>

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### PURPOSE:

To outline the requirements of security and emergency procedures in a child care service.

### POLICY AND STANDARDS:

1. Secure facility policies must be established and implemented by an Administrator of the child care service. The policies must be available for inspection upon the request of an Inspector and include, but is not limited to:
  - i. Circumstances under which a child can be removed from the facility; and
  - ii. People who may remove a child from the facility. This includes ensuring each individual child's record contains a list of persons authorized to regularly pick up the child from the facility and a sample signature of each of those people.
2. When developing secure facility policies, an Administrator of a child care service must consider the following recommendations:
  - i. Requiring photo identification when a person unknown to the child care service is picking up a child for the first time;
  - ii. Ensuring a printed copy of any electronic written consent is placed in the child's individual record where applicable;
  - iii. Implementing measures to prevent unauthorized persons from entering the child facility while the children are participating in the child care service. The measures can include, but are not limited to:

- a. Mechanical or electronic restricted access systems;
    - b. Locked doors;
    - c. A bell or alert device attached to an unlocked door;
    - d. Facility design that prevents direct entrance into a homeroom of a child care centre; and
    - e. A written plan to monitor persons entering the facility.
  - iv. Development of an emergency plan which outlines procedures to follow in the event of an emergency at the facility or in the environment outside. The emergencies could include but are not limited to medical incidents, fires, floods, power outages, intruders and severe weather.
  - v. Development of an emergency evacuation plan in the event that an emergency requires the evacuation of the facility. The plan should be provided to the parents upon registration to the child care service and include:
    - a. A floor plan of the facility which outlines all escape routes;
    - b. A list the duties and responsibilities of the Administrator and employees of the child care service;
    - c. The muster station where the children and employees, students and volunteers will gather;
    - d. The emergency transportation to be used;
    - e. The hospital to be used;
    - f. A specific procedure for infants and children with exceptional needs which includes equipment used to evacuate the children and specific Caregivers involved; and
    - g. An alternate location for the children, employees, students and volunteers to enter should re-entry to the facility not be permitted; including a time frame to implement the plan and procedures for contacting parents for the pick-up of children; and
  - vi. Submitting a floor plan to the local fire department.
3. The emergency evacuation plan and procedures are to be posted in the same place as the Licence or Approval Certificate. In a child care centre, emergency procedures that are specific to each homeroom or other area in the facility must also be posted in those areas.
  4. Where a service is operated in a child care centre, the Administrator must ensure that the employees, students and volunteers who assist and provide services in the operation of the child care service are trained in the emergency procedures of that service, including the use of fire extinguishers.

5. Each child participating in a child care service must take part in the emergency evacuation drills of that child care service, minimally once a month. The timing of the drill should be different each month to accommodate children who are part-time or school aged. During the drill the children should evacuate the facility and be mustered at a location previously identified for that purpose. Where the weather is sufficiently severe to preclude this, the children may be mustered inside the exit.
6. An Administrator must ensure a written record of every emergency evacuation drill is kept by the child care service provider, logged and includes the following:
  - i. Date of the drill;
  - ii. Time of the drill;
  - iii. Number of children present at the time of the drill;
  - iv. Age range of the children in attendance at the time of the drill;
  - v. Number of employees, students and volunteers present at the time of the drill; and
  - vi. Time taken to evacuate the premises.
7. The emergency evacuation drill must be kept on-site and be available for inspection upon request.
8. The Administrator of a child care service must ensure that the facility in which it operates is safe. This includes emergency numbers being listed and posted in a prominent place at the child care service and in each homeroom in a child care centre. The numbers to be listed include but are not limited to:
  - i. 911;
  - ii. Hospital;
  - iii. Police;
  - iv. Fire department;
  - v. Ambulance;
  - vi. Poison control;
  - vii. Taxi; and
  - viii. Any other emergency contact specific to a community.
9. Where only one Caregiver is at a facility which includes a family home, an Administrator must ensure that a person, 18 years or older, is quickly available to replace the Caregiver should the Caregiver be required to be absent for an emergency.

10. The person replacing the Caregiver must meet the requirements to be a Caregiver in the Caregiver to child ratio as outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual where the person replacing the Caregiver is expected to carry out the approved program of the child care service.
11. Where the person will be replacing the Caregiver for two or more consecutive days, that person must hold the level of certification required for the position or the same level of certification as the Caregiver the person is replacing.
12. A contingency plan for replacement Caregivers, where only one Caregiver is at a facility is required to be submitted with an application for a new or to renew a Licence as outlined in section [ELCD-2017-D2](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: HEALTH AND SAFETY POISONOUS, HAZARDOUS AND FLAMMABLE MATERIALS

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**Policy No.:** ELCD-2017-K4

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCR: s. [32](#)

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### PURPOSE:

To outline the requirements for storing poisonous, hazardous and flammable substances in a child care service.

### POLICY AND STANDARDS:

1. Where poisonous, hazardous or flammable substances are stored in the facility of a child care service, they must be stored:
  - i. In their original containers;
  - ii. In a place that is locked and inaccessible to the children while they are participating in the child care service; and
  - iii. According to the specifications of the manufacturer.
2. Provincial standards with respect to storage of poisonous, hazardous and flammable substances follow those of Digital Government and Service NL and provincial legislation with respect to Fire Protection Services.
3. Provincial standards with respect the storage of poisonous, hazardous and flammable substances in mechanical rooms, furnace rooms, storage rooms, janitorial closets and maintenance rooms follow those of Digital Government and Service NL and provincial legislation with respect to Fire Protection Services.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>



## REQUIREMENTS: HEALTH AND SAFETY ILLNESS, ACCIDENTS, COMMUNICABLE DISEASES AND INCIDENTS

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<b>Policy No.:</b>	ELCD-2017-K5
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-12-02
<b>Policy Cross References:</b>	<a href="#">ELCD-2105-K7</a> ; <a href="#">ELCD 2017-K10</a>
<b>Legislative References:</b>	CCR: s. <a href="#">21</a> ; s. <a href="#">26</a> ; s. <a href="#">33</a> ; s. <a href="#">46</a> ; s. <a href="#">56</a>

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### PURPOSE:

To outline the requirements of a child care service with respect to illnesses, communicable diseases, accidents and serious incidents.

### POLICY AND STANDARDS:

1. The program of a child care service must set out policies on health and safety. The policies must include but are not limited to:
  - i. Emergency plans to address accidents and serious incidents and illnesses;
  - ii. Documentation of immunization;
  - iii. Reporting of communicable diseases to the local health authority;
  - iv. Caring for an ill child in the child care service;
  - v. Possible exclusion of an ill child from the child care service when required;
  - vi. Medication storage and administration;
  - vii. Food handling and preparation;
  - viii. Sanitation and hygiene procedures; and

- ix. Symptoms or disclosures of child abuse and procedures to follow when an employee, volunteer or student has been suspected or alleged of perpetrating child abuse.
2. A child care service must have an emergency plan to address accidents and serious incidents and illnesses. An Administrator in a child care centre must ensure all employees, students and volunteers are aware and review the plan annually. The emergency plan must include but is not limited to:
    - i. Employee, student and volunteer responsibilities;
    - ii. Emergency transportation; and
    - iii. Emergency replacement personnel.
  3. An Administrator must ensure each child has a current health record which includes the child's provincial medical care plan number and expiry date, allergy information, information on chronic medical conditions and record of immunization. The health record is to be available for reference should an illness or communicable disease occur at the child care service. A sample template of this record and a statement of immunization is located in [Appendix E](#).
  4. An Administrator must develop a policy on the reporting of communicable diseases to the local public health office or community health agency as identified by the regional health authority. A resource on illness and infections is located in the reference documents of this section of the Policy and Standards Manual.
  5. An Administrator of a child care service must recognize and respond appropriately to symptoms of illness in children while they are participating in the child care service. This includes:
    - i. Ensuring Caregivers are knowledgeable and have access to resources about symptoms and signs of illnesses and communicable diseases in order to identify and properly care for a child who is ill and protect other children and persons in the child care service (A resource on illness and infections is located in the reference documents of this section of the Policy and Standards Manual); and
    - ii. Ensuring parents are informed when their child is presenting symptoms of illness. A sample template for notification of illness is located in [Appendix E](#).
  6. A child care service must provide a quiet and clean resting area for children who become ill while they are participating in the service. The area should be separate from the other children, where possible, and the child must be directly supervised at all times while the child is in that area.
  7. An Administrator of a child care service must ensure that a child's parent arranges for the immediate removal of the child from participating in the child care service where the Administrator is satisfied that one or more of the following apply:
    - i. The child is exhibiting more than one incident of vomiting or diarrhea, fever or a new or unexplained rash;

- ii. Due to the onset of illness, the child requires greater care or supervision than is able to be provided by the child care service without compromising the safety of other children participating in that service; or
  - iii. A child is displaying other symptoms which the Administrator is satisfied may indicate that the child cannot participate in the program or poses a health risk to other persons in the facility.
8. An Administrator of a child care service must ensure that a child removed from participating in the child care service due to the reasons listed above, does not return until the Administrator is satisfied that the child no longer poses a health risk to other persons in the facility.
9. An Administrator must ensure that medication policies of the child care service follow those outlined in section [ELCD-2017-K7](#) of the Policy and Standards Manual.
10. An Administrator must ensure that food handling and preparation policies of a child care service follow those outlined in section [ELCD-2017-K10](#) of the Policy and Standards Manual.
11. An Administrator must ensure that sanitation and hygiene policies of the child care service follow the Provincial standards. Provincial standards with respect to sanitation and hygiene follow those of Digital Government and Service NL. Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual.
12. Where an accident, communicable disease or incident occurs that affects or could affect the health and safety of a child while the child is participating in the child care service, an Administrator of that child care service must ensure that:
  - i. Necessary medical assistance is secured immediately;
  - ii. A parent of every child who is or could be affected is notified immediately. Where it involves more than one child, a written report must be completed for each child without providing identifying information of the children to persons who are not their parent (use initials). Where a communicable disease is identified, notice can be considered to be provided when the information is posted in a prominent area for parents to view.
  - iii. Where the child care service is operated under a Licence, the Licensee is notified; and
  - iv. A written report is completed as soon as possible after the incident occurs and provided to an Administrator. The written report is to be inserted into the individual record of every child that is or could be affected and be available to Inspectors upon request. A sample template is located in [Appendix E](#). The report must include but is not limited to:
    - a. Demographic information of the child care service;
    - b. Date and time of day the accident, communicable disease or incident occurred or was identified;
    - c. Summary of the accident, communicable disease or incident which includes where it happened, the Caregiver to child ratios at that time, names of the Caregivers

responsible for the care and supervision during that time, the names and dates of birth of the children involved, the child's behavior, any change in routine, the condition of the equipment or toys and the conditions of the physical environment;

- d. Detailed description of the actions taken, which includes first aid administered where applicable;
- e. The signature of the employees, students or volunteers involved; and
- f. The signature of a parent of every child that is affected or could be affected.

13. An Administrator of a child care service shall ensure that the facility and the child care service provide a healthy, safe and developmentally appropriate environment which includes notifying a Manager and Regional Inspector of a serious incident within 24 hours or less of it occurring.

14. Where a serious incident occurs, an Administrator must ensure that the Provincial Director, a Manager and Regional Inspector is notified of the serious incident within 24 hours of it occurring unless otherwise ordered by the Minister. A copy of the report is to be sent to the Provincial Director, a Manager and Regional Inspector no later than 7 days after the date of the serious incident.

15. Serious incident means:

- i. An injury or illness of a child that requires emergency medical attention while the child is participating in the child care service;
- ii. The death of a child while the child is participating in the child care service;
- iii. A fire or other disaster at the facility;
- iv. An operational practice or a safety practice within the physical environment that poses a risk to the health or safety of the children registered in that child care service; or
- v. Abuse or neglect or an allegation of abuse or neglect of a child by a Licensee, employee, student or volunteer assisting or providing services in the operation of the child care service while the child is participating in that service.

16. The disclosure of abuse or neglect from a child to a Licensee, employee, student or volunteer assisting or providing services during the operation of the child care service by a child must be reported to the local child protection services division of the *Department of Children, Seniors and Social Development*. Contact information is located in the reference documents of this section of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Sample Templates  
[Appendix E](#)
- Canadian Paediatric Society  
<http://www.caringforkids.cps.ca/handouts/health-conditions-and-treatments#illnesses-and-infections>
- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- *Department of Children, Seniors and Social Development*  
<http://www.cssd.gov.nl.ca/>

## REQUIREMENTS: HEALTH AND SAFETY ALLERGIES AND OTHER RESTRICTIONS

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<b>Policy No.:</b>	ELCD-2017-K6
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2023-12-01
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-K5</a>
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">30</a> ; s. <a href="#">46</a>

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### PURPOSE:

To outline requirements pertaining to allergies and other restrictions of children who participate in a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure an individual record for each child registered in that service contains the child's current health record which includes:
  - i. The child's provincial medical care plan number and expiry date; and
  - ii. Allergy information and information on chronic medical conditions which include but is not limited to:
    - a. Information on the management of the child's allergy or other restriction;
    - b. The type of allergy/restrictions;
    - c. Triggers;
    - d. Symptoms;
    - e. Child's reactions; and
    - f. A written prevention and emergency treatment plan. A sample template for this plan is located in [Appendix E](#).

2. Where a child is registered in a child care service and has one or more allergies, information about the child's allergies, including the cause, symptoms and treatment must be documented and posted:
  - i. In the same place as the Licence or Approval Certificate;
  - ii. In the food preparation area; and
  - iii. In every homeroom or area the child participates, where the service is a child care centre.
3. An Administrator of a child care service must ensure that all Caregivers, students and volunteers are informed of allergies or other restrictions of children who are registered in that child care service which includes information on the management of the child's allergy or other restriction as outlined in this section of the Policy and Standards Manual.
4. An Administrator of a child care service must ensure the facility and the child care service provide a healthy and safe environment which, when considering allergies and other restrictions include:
  - i. Preparing a written report of all allergic or health restriction reactions or suspected reactions as outlined in section [ELCD-2017-K5](#) of the Policy and Standards Manual and informing a parent of the reaction;
  - ii. Where a child has been prescribed an auto-injector by a physician, ensuring:
    - a. One or more are required to be kept at the child care service;
    - b. The auto-injector is kept in an unlocked enclosure;
    - c. The location of the auto-injector is visible to Caregivers but inaccessible to children;
    - d. The auto-injector is in the homeroom or area in which the child to whom it belongs is present;
    - e. The auto-injector is available to the child to whom it belongs when participating in the outdoor play area or traveling away from the child care service; and
    - f. School-aged children carry an auto-injector on their person at all times when determined appropriate by the parent; and
    - g. An Administrator and one employee or Caregiver receives training in anaphylaxis recognition and treatment and be prepared to administer the emergency medication in an emergency situation.
5. When developing policies with respect to allergies and other restrictions, an Administrator of a child care service must consider the following recommendations:
  - i. Advise all employees, Caregivers, students and volunteers, parents and children about foods or trigger items that are not permitted in the facility and provide resources where necessary;

- i. Make all attempts to avoid the triggers of the allergy or health restriction;
  - ii. Make all attempts to avoid cross contamination of foods;
  - iii. Read all food labels to ensure any food or items brought or served at the child care service are safe; and
  - iv. Prior to a child participating in the child care service, ensure a written prevention and emergency treatment plan is developed specific to each child who has an allergy or other restriction considered to be life threatening. The written prevention and emergency treatment plan must:
    - a. Be developed in conjunction with the parents;
    - b. Identify the type and quantity of medication to be located at the facility;
    - c. Identify where the medication is to be stored;
    - d. Identify when the medication is to be administered;
    - e. Identify when the child is to be transported to the hospital; and
    - f. Identify any other information that would assist the child care service in dealing with an emergency for that child.
6. Resource information on allergies is listed in the reference documents of this section of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Anaphylaxis in Schools and Other Settings  
[http://csaci.ca/wp-content/uploads/2017/11/Anaphylaxis-in-Schools-Other-Settings-3rd-Edition-Revised\\_a.pdf](http://csaci.ca/wp-content/uploads/2017/11/Anaphylaxis-in-Schools-Other-Settings-3rd-Edition-Revised_a.pdf)
- Canadian Society of Allergy and Clinical Immunology  
<http://csaci.ca/>
- Canadian Allergy, Asthma and Immunology Foundation  
<http://www.allergyfoundation.ca/>



- Food Allergy Canada  
<http://foodallergycanada.ca/>
- Allergy Asthma Information Association  
<http://www.asthma.ca/>
- Allergies Quebec  
<http://allergies-alimentaires.org/>
- Sample Templates  
[Appendix E](#)

## REQUIREMENTS: HEALTH AND SAFETY MEDICATION

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<b>Policy No.:</b>	ELCD-2017-K7
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">31</a> ; s. <a href="#">46</a>

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### PURPOSE:

To outline medication requirements of a child care service.

### POLICY AND STANDARDS:

1. In this section prescribed means prescribed by a person authorized to do so by an *Act* of this province.
2. Medication is defined as a substance used for medical treatment which does not include sunscreen, insect repellent or topical cream used to prevent or treat diaper rash, unless it is prescribed by a person authorized to do so by an *Act* of this province.
3. Medication that is required by children in an emergency must be stored in an area of the facility that is inaccessible to the children while they are participating in the child care service and quickly accessible to the Caregivers.
4. Medication that is not required by children in an emergency must be stored in the facility in a locked enclosure that is inaccessible to children while they are participating in the child care service.
5. Where a parent of a child consents to the administration of medication to the child while that child participates in a child care service, an Administrator must ensure the following:
  - i. An Administrator or Caregiver administers the medication and is:
    - a. A permanent employee (where possible);
    - b. Directly involved with the child and be someone the child trusts;

- c. Responsible for giving medication to all the children on that day or is responsible for giving medication to a particular child on that day; and
    - d. The administration of the medication follows the Guidelines for Medication Administration as outlined in [Appendix C](#).
  - ii. Written parental consent is received prior to the administration of medication. The consent must not be more than six months old and include:
    - a. The child's name and date of birth;
    - b. The name of the medication;
    - c. The date the medication was prescribed and time frame for completion;
    - d. The physician's name and phone number;
    - e. Reason for the medication;
    - f. The medication dosage and how it is to be administered;
    - g. The number of medication doses received at home;
    - h. Any potential reactions to the medication;
    - i. Any special considerations or requirements for administering the medication;
    - j. The parent's signature and date signed; and
    - k. A new written parental consent is provided each time a medication is prescribed or renewed by a person authorized to do so under an Act of this province.
  - iii. All consents and records of administering medications are kept in the individual child's record and are available to the Inspector upon request. A sample template of these records is located in [Appendix E](#).
  - iv. Where medication is prescribed:
    - a. It is only administered when provided by a parent in a container supplied by a pharmacist;
    - b. It is labelled with the name of the prescribing person, child's name, date prescribed, expiration date, required dosage and method of administration; and
    - c. It is administered according to the directions on the label or according to the written instructions of the person who prescribed the medication.
  - v. Where medication is not prescribed:
    - a. It is provided by a parent in the original container;

- b. It is labelled with the child's name, expiration date, required dosage and method of administration;
        - c. It is administered as directed on the label; and
      - vi. A record is completed in writing of every dose administered including the date and time it was administered, dosage amount, the child's name and the signature of the Administrator or Caregiver who administered it.
6. An Administrator of a child care service must ensure the facility and the child care service provide a healthy and safe environment which, when considering medications, includes:
  - i. An Administrator maintaining a master list of all children requiring the administration of medication;
  - ii. Medication only being administered at the child care service where it cannot be administered outside the hours of operation of the child care service;
  - iii. Ensuring the first dosage of the medication is administered by the parent 24 hours prior to the child attending the child care service;
  - iv. Medication never being left without adult supervision;
  - v. Medication only being administered to the child it was intended for;
  - vi. Medication not being administered when expired;
  - vii. Where the use of needles are required to administer medication to children, a sharps container is available and appropriate procedures for the disposal of needles as determined by the local health authority are followed;
  - viii. Where medical supplies are required by children in an emergency, they are stored in an area of the facility that is inaccessible to the children while they are participating in the child care service and are quickly accessible to the Caregivers;
  - ix. Where medical supplies are not required by children in an emergency, they are stored in the facility in a locked enclosure that is inaccessible to children while they are participating in the child care service;
  - x. Where the medication is Acetylsalicylic Acid (ASA or Aspirin), authorization of a person who can write a prescription under an Act of this province is provided;
  - xi. Unused and expired medication and medication containers are returned to the parent;
  - xii. Ensuring a child with a medical condition that is life threatening or detrimental to the child or others and require medication do not attend the child care service where medication is not provided; and

- xiii. Ensuring employees assist children in an emergency situation where failure to act before qualified medical help arrives may prove injurious or life threatening to the child or other children in their care. This includes accompanying the child to the hospital or clinic in the absence of a parent and providing all remaining emergency medication to the ambulance attendants or bringing them to the hospital or clinic.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Health Canada\_  
<http://www.hc-sc.gc.ca/> -
- Guidelines for Medication Administration  
[Appendix C](#)
- Sample Templates  
[Appendix E](#)

## REQUIREMENTS: HEALTH AND SAFETY CLOTHING, BEDDING AND GROOMING MATERIALS

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**Policy No.:** ELCD-2017-K8

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCR: s. [26](#); s. [28](#)

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### PURPOSE:

To outline the clothing, bedding and grooming requirements in a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure that children's clothing, bedding and grooming materials supplied by the child care service provider for the use of children while they are participating in that service are:
  - i. Used only by the child to which they are assigned;
  - ii. Stored in an area or enclosure assigned to that child only. Provincial standards with respect to storage of clothing, bedding and grooming materials follow those of Digital Government and Service NL. Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual.
  - iii. Stored in a manner that is sanitary. Provincial standards with respect to sanitization follow those of Digital Government and Service NL; and
  - iv. Washed at least once weekly or more often if necessary.
2. Where children's clothing, bedding and grooming materials are provided by the parent(s), the Administrator must ensure the items are:
  - i. Used only by the child to which they are assigned; and

- ii. Stored in an area or enclosure assigned to that child only. Provincial standards with respect to storage of clothing, bedding and grooming materials follow those of Digital Government and Service NL.
- 3. An Administrator of a child care service must ensure the facility and the child care service provide a healthy, safe and developmentally appropriate environment which, when considering clothing, bedding and grooming materials, includes ensuring:
  - i. Children have sufficient clothing, bedding and grooming materials;
  - ii. Children's clothing and other belongings are labeled with the child's name and accessible to the children who use them;
  - iii. Children's clothing, bedding or grooming materials of the child care service that are no longer in use are properly sanitized prior to being used by another child (Provincial standards for sanitization follow those of Digital Government and Service NL);
  - iv. Provincial standards with respect to oral hygiene are followed. Provincial standards follow those of the Canadian Dental Association (CDA). Information on the CDA is located in the reference documents of this section of the Policy and Standards Manual; and
  - v. Children have appropriate protective clothing, equipment and items for use during outdoor play activities which include, but are not limited to:
    - a. Indoor footwear to protect from slipping, injury and ensure safe evacuation in the event of an emergency;
    - b. Outerwear and items appropriate for the weather including Insect repellent, sunscreen and sunglasses; and
    - c. Helmets, elbow and knee pads when bicycles and scooters are used.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Canadian Dental Association  
[http://www.cda-adc.ca/en/oral\\_health/cfyt/dental\\_care\\_children/](http://www.cda-adc.ca/en/oral_health/cfyt/dental_care_children/)

## REQUIREMENTS: HEALTH AND SAFETY DIAPERING AND TOILETING

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<b>Policy No.:</b>	ELCD-2017-K9
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	
<b>Policy Cross References:</b>	
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">29</a> ; s. <a href="#">60</a>

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### PURPOSE:

To outline the diapering and toileting requirements of a child care service.

### POLICY AND STANDARDS:

1. A facility must have both a change table and individual changing pads for the use of the children participating in the child care service that require diapering. Individual changing pads in this reference does not mean an individual changing pad per child but is interpreted to mean:
  - i. A changing pad designed specifically for the change table; and
  - ii. A changing pad designed specifically for use other than on the change table when a change table is not appropriate (e.g., an older child with exceptionalities).
2. Where a facility held a valid Licence on the coming into force of the *Child Care Act* and space does not permit a change table to be located in the washroom, the change table may be located in an area which meets the standards of Digital Government and Service NL. Information on Digital Government and Service NL and is located on-line and is listed in the reference documents of this section of the Policy and Standards Manual.
3. Change tables and changing pads must be cleaned and disinfected before and after every use. Provincial standards with respect to clean and disinfection follow those of Digital Government and Service NL.
4. A person who diapers or toilets a child participating in a child care service must wash their hands and the hands of the child with soap and water before and after diapering or toileting the child. Provincial standards with respect to proper hand washing techniques follow those of Health Canada.



Information on Health Canada is located on-line and is listed in the reference documents of this section of the Policy and Standards Manual.

5. An Administrator of a child care service must ensure the facility and the child care service provide a healthy, safe and developmentally appropriate environment which, when considering diapering and toileting, includes ensuring:
  - i. Provincial standards with respect to change tables and changing pads are followed. Provincial standards follow those of Digital Government and Service NL and Health Canada.
  - ii. The diaper changing area:
    - a. Is separate from the play, sleep, eating and food preparation areas;
    - b. Has a specific waste container for used diapers with plastic liners and a foot or auto controlled lid;
    - c. Allows for supervision of the child being diapered and the children who are not being diapered;
    - d. Contains diapering materials which are easily accessible; and
    - e. Has diapering procedures posted and are visible to the Caregiver while diapering a child. Provincial standards with respect to diapering procedures follow the 10 steps for diaper changing as outlined by Canadian Paediatric Society. Information on the Canadian Paediatric Society is located on-line and is listed in the reference documents of this section of the Policy and Standards Manual.
  - iii. Toileting apparatus/aids used in child care services are approved prior to use and are cleaned and disinfected before and after every use (Portable potty seats with a catch basin for waste are not permitted for use in child care centres. Provincial standards with respect to toileting apparatus/aids and cleaning and disinfection follow those of Digital Government and Service NL);
  - iv. The solution used to disinfect the change tables and changing pads are located in an area that is easily accessible to the Caregiver during the process of changing a child but is inaccessible to the children;
  - v. Provincial standards with respect to cleaning and disinfection of body fluid or blood spills are followed (Provincial standards follow those of Digital Government and Service NL);
  - vi. Children are always diapered on a change table or changing pad and not on a bare or carpeted floor;
  - vii. Children are not diapered while they are in a standing position;
  - viii. Provincial standards with respect to toilet learning approaches are followed (Provincial Standards follow those of the Canadian Paediatric Society. A resource on toilet learning is listed in the reference documents of this section of the Policy and Standards Manual); and

- ix. A daily written record of the sleeping, eating and toileting patterns of every child who is in the infant age range is provided to a parent of that child. A sample template of this record is located in [Appendix E](#).

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Canadian Paediatric Society  
[http://caringforkids.cps.ca/handouts/behavior-and-development/toilet\\_learning](http://caringforkids.cps.ca/handouts/behavior-and-development/toilet_learning)  
<http://www.caringforkids.cps.ca/uploads/wellbeings/diaper.pdf>
- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Health Canada  
<http://www.hc-sc.gc.ca/>
- Sample Templates  
[Appendix E](#)
- Toilet Learning  
<http://www.zerotothree.org/child-development/early-development/all-about-potty-training.html>

## REQUIREMENTS: HEALTH AND SAFETY FOOD HANDLING AND PREPARATION

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<b>Policy No.:</b>	ELCD-2017-K10
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-O3</a>
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">35</a>

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### PURPOSE:

To outline the requirements for food handling and preparation in a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure that food and a time of rest is offered to children while they are participating in the child care service in accordance with each child's stage of development and individual capability.
2. A child care facility must have a sanitary food preparation and storage area.
3. Provincial standards for the food preparation and storage areas follow those of the *Food Premises Act*, Food Premises Regulations and Digital Government and Service NL.
4. It is the responsibility of the Licensee to apply to Digital Government and Service NL for a **Food Premises Licence** where applicable. Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual.
5. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations and does not have a food preparation area can request a waiver as per section [ELCD-2017-O3](#) of the Policy and Standards Manual.
6. Where a child care service solely operates a pre-kindergarten program and the food preparation and storage area is not located inside the homeroom, the child care service provider must:
  1. Ensure that the food to be used by the child care service is stored securely and is only accessible to employees, students or volunteers of the child care service; and

2. Submit a plan regarding the storage, preparation and delivery of food to the homeroom to a Manager for approval.
7. A person assisting or providing services in the operation of a child care service must wash their hands with soap and water before and after handling or preparing food or beverages for the children participating in the child care service. Provincial standards with respect to proper hand washing techniques follow those outlined by Health Canada.
8. An Administrator must ensure that adequate and safe procedures are followed in relation to cleaning items that are used for eating and drinking by children participating in the child care service.
9. A child must not be diapered in the food preparation area, on a surface that is used for food preparation or on an area where food or beverages are served.
10. Where a child is registered in a child care service and has one or more special dietary or feeding requirements, information about those dietary or feeding requirements must be posted in a prominent and visible place in the food preparation and serving areas.
11. An Administrator of a child care service shall provide a daily written record of the sleeping, eating and toileting patterns of every child who is in the infant age range to the parents of that child. A sample template of this record is located in [Appendix E](#).
12. An Administrator of a child care service must ensure the facility and the child care service provides a healthy and safe environment which, when considering food handling and preparation, includes ensuring:
  - i. The food preparation area:
    - a. Has a liquid soap dispenser and paper towels;
    - b. Is separate from the eating, play, toilet and diaper changing area;
    - c. Is not used for any other purpose than to handle and prepare food; and
    - d. Is not used as a passage while food is being prepared.
  - ii. Provincial standards for persons who handle and prepare food are followed. Provincial standards follow those of Digital Government and Service NL. Information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual.
  - iii. Persons who handle and prepare food in the operation of a child care service must:
    - a. Wear a hair net or cap;
    - b. Cover open sores and cuts with water resistant materials;
    - c. Where possible remove all hand and wrist jewelry before handling food;

- d. Use utensils to handle the food;
  - e. Never use chipped or cracked dishes to serve food to children;
  - f. Not allow children or Caregivers to share drinking cups or eating utensils;
  - g. Never handle food or beverages where the handler has symptoms of vomiting or diarrhea; and
  - h. Avoid cross-contamination of foods where allergies are present.
- iv. Children wash their hands with soap and water before eating;
- v. Food recalls and safety alerts are checked regularly and followed;
- vi. The solution used for sanitizing surfaces for eating and drinking by the children participating in a child care service is easily accessible to the Caregiver for sanitizing but inaccessible to the children;
- vii. Where a child is registered in a child care service and has one or more special dietary or feeding requirements, a plan is developed and implemented in conjunction with the child's parent (A copy of the plan is to be kept in the child's individual record at the facility);
- viii. Where food or beverages are provided by a parent for a child participating in a child care service, the food and beverages are:
  - a. Labelled with the name of the child they belong to, the date they were received, the expiration date and a description of their contents;
  - b. Refrigerated at 4 degrees Celsius or lower where refrigeration is required;
  - c. Used or discarded before the expiration date; and
  - d. Served to the child in the same manner as other children in the child care service at the time of eating.
- ix. Where breast milk or formula is provided by a parent for a child participating in a child care service, it is:
  - a. Labelled with the name of the child they belong to, the date they were received, the expiration date (where applicable) and a description of their contents;
  - b. Refrigerated at 4 degrees Celsius or lower where refrigeration is required;
  - c. Used or discarded before the expiration date;
  - e. Used with 24 hours if previously frozen;
  - f. Used within 48 hours if not frozen;

- g. Kept no longer than 2 weeks if frozen inside the freezer section of a refrigerator;
  - h. Kept no longer than 6 months, if frozen inside a deep freeze;
  - i. Thawed from frozen in the refrigerator;
  - j. Discarded if any remains after feeding; and
  - k. Not heated in a microwave; and
- x. Where children are bottle fed, parents provide prepared bottles of formula to the child care service each day. Where formula is not prepared by the parent, it must be:
- a. Labeled with the child's name;
  - b. Prepared according to its instructions;
  - c. Placed in a clean bottle which has been sterilized for each feeding (bottles must be sterilized until the child is four months old);
  - d. Refrigerated at 4 degrees Celsius or lower where refrigeration is required;
  - e. Used within 24 hours of being prepared and discarded before the expiration date;
  - f. Discarded if any remains after feeding; and
  - g. Not heated in a microwave.
13. Resources for safe food handling and preparations are located in the reference documents of this section of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Food Premises Act*  
<http://laws-lois.justice.gc.ca/eng/acts/F-27/page-1.html>
- Newfoundland and Labrador Food Premises Regulations\_  
<http://assembly.nl.ca/Legislation/sr/regulations/rc961022.htm>
- Health Canada\_  
<http://www.hc-sc.gc.ca/>

- Digital Government and Service NL\_  
[http://www.servicenl.gov.nl.ca/licenses/env\\_health/food/premises/index.html](http://www.servicenl.gov.nl.ca/licenses/env_health/food/premises/index.html)
- Sample Templates  
[Appendix E](#)
- *Department of Health and Community Services*  
[www.gov.nl.ca/hcs/publichealth/envhealth/foodsafetyinfo/](http://www.gov.nl.ca/hcs/publichealth/envhealth/foodsafetyinfo/)
- *Government of Canada – Food Safety*  
[www.canada.ca/en/health-canada/services/food-nutrition/food-safety.html](http://www.canada.ca/en/health-canada/services/food-nutrition/food-safety.html)
- *Government of Canada – Food Safety Information for Children ages 5 and Under*  
<http://healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/safety-salubrite/vulnerable-populations/children-under-5-moins-enfant-eng.php>
- *Government of Canada – Recalls, Advisories and Safety Alerts*  
<http://healthycanadians.gc.ca/recall-alert-rappel-avis/index-eng.php>
- Food Handlers Storage Guide  
[www.gov.nl.ca/hcs/files/publichealth-envhealth-food-storage-guide-2008.pdf](http://www.gov.nl.ca/hcs/files/publichealth-envhealth-food-storage-guide-2008.pdf)
- Food Safety Tips/Temperature Guide\_  
[www.gov.nl.ca/hcs/files/publichealth-envhealth-foodsafety.pdf](http://www.gov.nl.ca/hcs/files/publichealth-envhealth-foodsafety.pdf)
- Hand Washing Poster\_  
[http://www.health.gov.nl.ca/health/publications/think\\_clean\\_poster.pdf](http://www.health.gov.nl.ca/health/publications/think_clean_poster.pdf)
- Manual Dishwashing for Commercial Kitchens\_  
[www.gov.nl.ca/hcs/files/publichealth-envhealth-manual-dishwashing.pdf](http://www.gov.nl.ca/hcs/files/publichealth-envhealth-manual-dishwashing.pdf)
- Safe Food Handling for Children Ages 5 and Under\_  
[www.gov.nl.ca/hcs/files/publichealth-envhealth-food-safety-children.pdf](http://www.gov.nl.ca/hcs/files/publichealth-envhealth-food-safety-children.pdf)

## REQUIREMENTS: HEALTH AND SAFETY NUTRITION

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<b>Policy No.:</b>	ELCD-2017-K11
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2023-12-08
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-D2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">36</a>

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### PURPOSE:

To outline the nutritional requirements of a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure that food and a time to rest is offered to children while they are participating in the child care service in accordance with each child's stage of development and individual capability.
2. Children who are participating in a child care service must be offered food and a beverage at least every 3 hours.
3. Children must not be forced to eat or drink while they are participating in a child care service.
4. Food and beverages must not be used as a form of reward or punishment for children while they are participating in a child care service.
5. Safe drinking water must be accessible to children while they are participating in a child care service. This includes both the indoor and outdoor areas.
6. Children must be fed in a manner that is appropriate for their age and development. This includes but is not limited to the following:
  - i. Being provided with sufficient food for the child's age and stage of development;
  - ii. Considering foods with an increased choking risk such as:



- 
- a. Hard foods;
    - b. Foods that are hard to chew;
    - c. Foods that have a shape and size that can block the airway of a young child; and
    - d. Foods that are both smooth and sticky.
  - iii. Not offering the following foods to children under the age of four:
    - a. Popcorn, hard or gummy candies or fruit chews, marshmallows, peanut or other nuts, seeds, fish, meat and poultry with bones (can serve if bones removed), cough drops, gum, chewable vitamins.
  - iv. Modifying foods to reduce choking risk for children under the age of four:
    - a. Foods with a large round shape (e.g. grapes, grape/cherry tomatoes, whole completely cooked carrots, etc). These foods can be cut into quarters lengthwise and then cut into smaller pieces as needed.
    - b. Peanut butter and other nut butters are to be served thinly spread on crackers or toast. Do not offer peanut butter or nut butters spread thickly or alone in a lump or on a spoon.
  - v. Not serving foods on sticks, toothpicks or skewers to children who are in the infant to preschool age ranges.
7. While a child is participating in a child care service that child must:
- i. Not be permitted to eat or drink in a play pen or crib or while on a cot or sleeping mat;
  - ii. Not be provided with food or beverages while the child is resting;
  - iii. Be seated while eating or drinking; and
  - iv. Be held by an adult where the child feeds from a bottle and the child cannot hold the bottle.
8. Where food and beverages are provided to a child while participating in a child care service, it must meet the nutritional needs of the child. Provincial Menu Planning Guidelines with respect to nutritional needs of the children follow those of the Canada's Food Guide. Information on Canada's Food Guide is located in the reference documents of this section of the Policy and Standards Manual.
9. A child care service must meet the nutritional needs of the child by ensuring:
- i. Where a child is in attendance prior to 7:30 a.m., breakfast is provided, and where a child is in attendance after 6:30 p.m. dinner is provided;

- ii. A weekly menu of the child care service includes a daily breakfast, lunch and dinner, where applicable, in accordance with Canada's Food Guide (A sample Menu template is located in [Appendix E](#));
  - iii. A weekly menu for the child care service includes two daily snacks in accordance with Canada's Food Guide.
  - iv. Menus are developed in accordance with Canada's Food Guide and Provincial Menu Planning Guidelines;
  - v. Food substitutions are of equal nutritional value in the event a menu change is required;
  - vi. Processed and prepared foods and beverages low in nutritional value and high in sugar, salt and saturated fats not found in Canada's Food Guide are not offered in the child care service;
  - vii. Energy beverages, sport beverages, caffeinated beverages, carbonated beverages, vitamin/mineral beverages or artificial sweeteners are not provided; and
  - viii. Foods are not prepared in deep fat frying.
10. Menus provided with the application for a new licence or licence renewal as outlined in section [ELCD-2017-D2](#) must be:
  - i. Developed in accordance with Canada's Food Guide and the Provincial Menu Planning Guidelines;
  - ii. Prepared at least one week in advance;
  - iii. Posted in a prominent area for parental access; and
  - iv. Updated with any substitutions and parents are notified of the change.
11. The weekly menu which is required to be provided with the application for a new Licence or a Licence renewal as outlined in section [ELCD-2017-D2](#) must be:
  - i. Developed in accordance with Canada's Food Guide;
  - ii. Prepared at least one week in advance;
  - iii. Posted in a prominent area for parental access; and
  - iv. Updated with any substitutions and parents are notified of the change.

12. Resources for healthy eating are listed in the reference documents of this section of the Policy and Standards Manual.
13. Further information on healthy eating can be obtained by contacting the Regional Nutritionist with NL Health Services.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Canada's Food Guide\_  
<https://food-guide.canada.ca>
- Baby Friendly NL\_  
<http://www.babyfriendlynl.ca>
- Digital Government and Service NL\_  
[http://www.servicenl.gov.nl.ca/licenses/env\\_health/food/premises/index.html](http://www.servicenl.gov.nl.ca/licenses/env_health/food/premises/index.html)
- Sample Templates  
[Appendix E](#)

## REQUIREMENTS: HEALTH AND SAFETY TRAVEL

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<b>Policy No.:</b>	ELCD-2017-K-12
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D2</a> ; <a href="#">ELCD-2017-I1</a> ; <a href="#">ELCD-2017-J4</a> ; <a href="#">ELCD-2017-M1</a> ; <a href="#">ELCD-2017-P1</a> ; <a href="#">ELCD 2017-P2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">21</a> ; s. <a href="#">26</a> ; s. <a href="#">38</a>

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### PURPOSE:

To outline the travel requirements of a child care service.

### POLICY AND STANDARDS:

1. The program of a child care service must set out policies on travel outside the facility. The policies must be:
  - i. Developed and implemented in accordance with the *Child Care Act* and Regulations;
  - ii. Provided to employees, volunteers, and students prior to commencing their employment or volunteer work (Written documentation must be kept in each personnel record for verification);
  - iii. Read, understood and adhered to by all employees, volunteers, and students prior to commencing their employment or volunteer work (Written documentation must be kept in each personnel record for verification);
  - iv. Reviewed with all employees, volunteers, and students on an annual basis or more often where needed (Written documentation must be kept in the personnel record to verify a review has been completed);
  - v. Provided to parents of children registered in that child care service upon request; and
  - vi. Available for inspection upon the request.

2. Where children travel outside the facility while they are participating in a child care service, an Administrator of that child care service must ensure that before they travel:
  - i. It is reasonably safe;
  - ii. Written consent from a parent of every child specific to the circumstances of the travel has been received; and
  - iii. The applicable Caregiver to child ratios as outlined in Regulations 54 and 69 are maintained. Caregiver to child ratios are further outlined in sections [ELCD-2017-M1](#) and [ELCD-2017-P2](#) of the Policy and Standards Manual.
  
3. An Administrator of a child care service must ensure the facility and the child care service provide a healthy and safe environment which, when considering travel, includes ensuring:
  - i. The child care service's intentions with respect to providing transportation for children registered in the child care service are identify via a **Transportation Agreement** (see [Appendix D](#)) as outlined in section ELCD-2017-D2 of the Policy and Standards Manual;
  - ii. Supervision requirements as outlined in section [ELCD-2017-J4](#) of the Policy and Standards Manual are followed during the travel;
  - iii. The driver of a vehicle in which a child travels while the child is participating in a child care service must:
    - a. Be 19 years old or older;
    - b. Hold a valid driver's licence permitting the driver to operate that vehicle;
    - c. Meet the requirements of the employee, students and volunteer as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual;
    - d. Supervise the children, which includes but is not limited to:
      - i. Supervising children regardless of whether the engine is switched on or off or the vehicle is stopped or in motion;
      - ii. Ensuring no child is left unattended in a vehicle at any time; and
      - iii. Supervising the children until they are accepted by a designated adult.
    - e. Be knowledgeable of the *Highway Traffic Act*. This legislation is located on-line. Contact information is located in the reference documents of this section of the Policy and Standards Manual.
    - f. Be knowledge of appropriate use of vehicle child restraint systems and where possible have verification of a car seat installation course;
    - g. Be knowledgeable of any other information relevant to the safe transportation of children; and

- h. Not smoke in the presence of children during their participation in child care service.
- iv. The vehicle in which a child travels while participating in a child care service:
  - a. Has a first aid kit;
  - b. Meets the requirements of the *Highway Traffic Act*; and
  - c. Is smoke free.
- v. A person who is accompanying children travel in a vehicle while participating in a child care service must:
  - a. Meet the requirements of the employee, students and volunteer as outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual;
  - b. Supervise the children, which includes but is not limited to:
    - i. Supervising of the children regardless of whether the engine is switched on or off or the vehicle is stopped or in motion;
    - ii. Ensuring no child is left unattended in a vehicle at any time; and
    - iii. Supervising the children until they are accepted by a designated adult.
  - c. Have knowledge of the *Highway Traffic Act*;
  - d. Have knowledge of appropriate use of vehicle child restraint systems and, where possible, have verification of a car seat installation course;
  - e. Be knowledgeable of any other information relevant to the safe transportation of children; and
  - f. Not smoke in the presence of children during their participation in child care service.
- vi. Where children participate in an activity while being away from the facility and a mode of travel, other than that used to travel to and from the facility, is an element in the activity in which the children are engaged (e.g., sleigh ride, boating), is being used:
  - a. The mode of travel is reasonably safe;
  - b. All safety precautions and requirements associated with the mode of travel are met;
  - c. Written consent from a parent of every child specific to the circumstances of the travel has been received;
  - d. Supervision as outlined in section [ELCD-2017-J4](#) of the Policy and Standards Manual is maintained at all times; and

- e. The applicable Caregiver to child ratios as outlined in sections [ELCD-2017-M1](#) and [ELCD-2017-P2](#) of the Policy and Standards Manual are maintained at all times.
- vii. Where children in the infant age range are being walked, an appropriate mode of transportation, such as a stroller, is used. Provincial standards for strollers follow those of the Canadian Standards Association (CSA). Information on CSA is located in the reference documents of this section of the Policy and Standards Manual. Infant slings are not permitted.
- viii. Where children travel via sled or komatik:
  - a. A written request for permission to use a sled or komatik is submitted to the Manager and include:
    - i. The circumstances and reasons for requesting a sled or komatik for travel;
    - ii. The safety precautions and equipment to be used;
    - iii. Full details of the travel;
    - iv. Age ranges of the children who will use this mode of travel; and
    - v. Caregiver to child ratios during the travel.
  - b. The snowmobile used to pull the sled or komatik is driven at a speed that is reasonably safe in relation to the type of terrain and ages of the children being transported;
  - c. The sled or komatik has padded seating and a space for every child and Caregiver who is traveling to sit;
  - d. Caregivers are seated in the sled or komatik with the children and directly supervise the children at all times during travel;
  - e. Caregivers and all children are seated at all times during the travel;
  - f. Only children who are able to walk are transported via sled or komatik;
  - g. Toddlers are held securely by a Caregiver during travel;
  - h. Snowmobile helmets which met the child's physiological requirements are worn by each child; and
  - i. The number of Caregivers and children travelling in a sled or komatik at one time is reasonably safe, determined by the available seating space and meet the applicable Caregiver to child ratios as per legislation; and
- ix. Smoking by persons assisting or providing services in the operation of a child care service in the presence of children who are participating in activities away from the facility is not permitted.

4. A child must not be permitted to drive an all-terrain vehicle as defined in the *Motorized Snow Vehicles and All-Terrain Vehicles Act* while participating in a child care service. This legislation is located in the reference documents of this section of the Policy and Standards Manual.
5. A child must not be permitted to ride as a passenger on an all-terrain vehicle as defined in the *Motorized Snow Vehicles and All-Terrain Vehicles Act* while participating in a child care service unless it is permitted by a Manager as outlined in the procedures of this section of the Policy and Standards Manual.

## PROCEDURES:

1. Where a child care service wishes to request permission for a child to ride as a passenger on an all-terrain vehicle as defined in the *Motorized Snow Vehicles and All-Terrain Vehicles Act* while participating in a child care service, the request must be made in writing to the Manager where the service is being monitored and include:
  - i. The circumstances and reasons for the exemption;
  - ii. The safety precautions and equipment to be used;
  - iii. Full details of the travel;
  - iv. Age ranges of the children involved; and
  - v. Caregiver to child ratios during travel.
2. The Manager will provide written notification of the decision to the applicant.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Highway Traffic Act*  
<http://www.assembly.nl.ca/legislation/sr/statutes/h03.htm>
- Canadian Standards Association  
<http://www.csagroup.org>
- *Motorized Snow Vehicles and All-Terrain Vehicles Act*  
<http://www.assembly.nl.ca/legislation/sr/statutes/m20.htm>
- Forms  
[Appendix D](#) -



## REQUIREMENTS: HEALTH AND SAFETY OUTDOOR PLAY AREAS AND STRUCTURES

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<b>Policy No.:</b>	ELCD-2017-K13
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-J1</a> ; <a href="#">ELCD-2017-J2</a> ; <a href="#">ELCD-2017-J4</a> ; <a href="#">ELCD-2017-K1</a> ; <a href="#">ELCD 2017-L2</a>
<b>Legislative References:</b>	CCA: s. <a href="#">15</a> CCR: s. <a href="#">26</a> ; s. <a href="#">36</a> ; s. <a href="#">39</a> ; s. <a href="#">40</a> ; s. <a href="#">62</a> ; s. <a href="#">63</a> ; s. <a href="#">64</a> ; s. <a href="#">66.1</a> ; s. <a href="#">73</a>

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### PURPOSE:

To outline the requirements of outdoor play areas and structures in a child care service.

### POLICY AND STANDARDS:

1. A child care service must have an outdoor play area that is part of a facility and it must be:
  - i. Accessible to all the children registered in the child care service;
  - ii. Appropriate for the age range of children who use it;
  - iii. Safe. This includes repairing, removing or blocking anything that is unsafe to children. Provincial standards with respect to an outdoor area being safe follow those of Digital Government and Service NL. Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual.
  - iv. Well maintained (Provincial standards with respect to an outdoor area being well maintained follow those of Digital Government and Service NL); and
  - v. For the exclusive use of children participating in the child care service.
2. Consideration should be given to appropriate storage of outdoor play materials and portable equipment to help prevent environmental wear.
3. The outdoor play area of a child care service operated in a centre must have two or more types of surfaces. Provincial Standards with respect to appropriate surface types for outdoor play areas in

child care services follow those of Digital Government and Service NL. Further information on surface types is located in the Outdoor Protective Surfacing Materials Resource Sheet in [Appendix G](#).

4. Where the outdoor play area has one or more hard surfaces, a hard surface must not cover more than half of the outdoor play area. A hard surface can be wood, asphalt or a poured in place surface.
5. The outdoor play area must be enclosed by a fence that:
  - i. Is at least 1.2 meters high;
  - ii. Has, at a maximum, nine centimetres between every slat; and
  - iii. Has a gate that is kept safely closed when the gate is not in use.
6. A play structure for use in the outdoor play area must be:
  - i. Approved before its use by an Inspector appointed under the *Child Care Act*. This includes the completion of an inspection by a certified outdoor play area Inspector from Digital Government and Service NL. Approval procedures are further outlined in the procedures of this section of the Policy and Standards Manual.
  - ii. Appropriate for the size of the outdoor area (Provincial standards with respect to size of a play structure follow those of Digital Government and Service NL.);
  - iii. Appropriate for the age range of the children who use it; and
  - iv. Installed according to the specifications of the manufacturer.
7. A Manager may waive one or more of the requirements listed in number six above for a play structure where the:
  - i. Play structure was in use at a facility on the coming into force of the *Child Care Regulations*;
  - ii. Child care service at the facility was being operated under a valid Licence or Approval Certificate issued under the *Child Care Services Act* on the coming into force of the *Child Care Regulations*;
  - iii. Play structure is being operated in the same facility in which it was being operated on the coming into force of the *Child Care Regulations*; and
  - iv. Waiver is requested in writing. The request must include:
    - a. The circumstances and reasons for the exemption;
    - b. Where applicable, the safety precautions being taken;
    - c. A description of how the child care service plans to meet the requirements; and

- d. Anticipated time frame to meet the requirements.
8. A play structure waiver is valid for a maximum of one year and may be renewed a maximum of four times.
9. In addition to the previously listed requirements of a play structure for use in an outdoor play area, a play area structure for use in the outdoor play area of a centre must be designated by the manufacturer as designed for commercial use. Where a play structure is not designated by the manufacturer as designed for commercial use, it may be used in an outdoor play area of a centre where:
  - i. It has been approved by an inspector appointed under the *Child Care Act* as safe for use in a centre;
  - ii. The structure has been approved:
    - a. Within one year of the coming into force of the *Child Care Regulations* where the play structure was being used at a centre in which a child care service:
      - i. Was being operated under a valid Licence issued under the *Child Care Services Act* on the coming into force of the *Child Care Regulations*; and
      - ii. Is being operated in the same centre in which it was being operated on the coming into force of the *Child Care Regulations*; and
    - b. Before the play structure is used at the centre.
10. A play structure for use in the outdoor play area must have a protective surface under it where:
  - i. The critical fall height of the play structure is 1.2 metres or greater; or
  - ii. The play structure is fixed.
11. An outdoor play area structure is considered to be a multi or single-use piece of equipment to be used in the outdoor play area which is constructed, assembled or built and:
  - i. A child has to climb up into it (e.g., swing set or climbing apparatus);
  - ii. The structure is freestanding with one or more components anchored to the ground, or having natural stability, and not intended to be moved while the activity is taking place;
  - iii. The structure is intended for a child to perform any of the following activities: climbing, swinging, sliding, rocking, spinning, crawling, or creeping, or combination thereof; and
  - iv. Does not include re-purposed items that are no higher than three feet (e.g., old vehicle tires installed in ground). Protective surfacing for re-purposed items will be determined by Digital Government and Service NL.

12. A play structure for use in an outdoor play area that is not fixed must have a surface other than a hard surface under it where the critical fall height of the play structure is less than 1.2 metres.
13. Where a child care service solely operates a pre-kindergarten program, a manager may waive the requirement under regulation 39(1)(d) (outdoor play area for the exclusive use of children participating in the child care service), 39(2) (where an outdoor play area has one or more hard surfaces), 39(3) (fence requirements), 62(2) (outdoor play area shall not be used for other purposes), 63(1) (outdoor play area must have two or more types of surfaces), where an alternate plan:
  - i. For access to and use of outdoor play materials and equipment including a schedule of use is submitted;
  - ii. For the use of existing outdoor play area structures and temporary enclosures which includes a clearly defined designated outdoor play area to be used by the pre-kindergarten program is submitted;
  - iii. For any necessary renovations required to be completed to ensure that the child care service complies with the requirements under sections 39(2), 39(3) and 63(1) in a time period determined by a Manager; and
  - iv. is approved by a Manager.
14. A public area may be used as an outdoor play area where the child care service operates in:
  - i. A family home and:
    - a. The family home does not have an on-site outdoor play area; or
    - b. The child care service of the family home is currently operating under a Licence or Approval Certificate and alternations or changes are being completed to the outdoor play area which deems the area unsafe for children to use; or
  - ii. A centre that does not offer a full-time child care service.
15. A public area that is used as an outdoor play area by a family home or where a child care centre does not offer a full-time service must be:
  - i. Reasonably safe;
  - ii. Appropriate for the age ranges of the children who use it; and
  - iii. Within a reasonable distance from the facility of the child care service.
16. An Administrator must ensure that a public area used as an outdoor play area is inspected by an employee, student or volunteer before children participating in a child care service use it. The inspection must be recorded and include:
  - i. Date of the inspection;

- ii. Name of the person completing the inspection;
  - iii. The results of the inspection;
  - iv. Any remedial action required and taken;
  - v. Any reporting of damaged or defective equipment to the person responsible for maintaining the public outdoor play area; and
  - vi. Times when children do not participate in outdoor play and the reason why.
17. Supervision of children during outdoor play is outlined in section [ELCD-2017-J4](#) of the Policy and Standards Manual.
18. Daily registers and first aid kits are to be taken with the Caregivers and children when they travel outdoors together as outlined in sections [ELCD-2017-L2](#) and [ELCD-2017-K1](#) of the Policy and Standards Manual.
19. Safe drinking water must be accessible to children while they are participating in a child care service which includes the outdoor play area.
20. An Administrator of a child care service must ensure the facility and the child care service provide a healthy, safe and developmentally appropriate environment which, when considering outdoor play areas and structures, includes ensuring:
- i. Provincial standards are followed with respect to protective surfaces (Provincial standards follow those of *Digital Government and Service NL*);
  - ii. The outdoor play area is developed and designed to promote creative and constructive play while incorporating the developmental needs of the children, including detailed plan indicating an outdoor play area program and how it will be implemented (The program requirements of an outdoor play area is outlined in sections [ELCD-2017-J1](#) to [J2](#) of the Policy and Standards Manual);
  - iii. The child care service has a written policy regarding outdoor play area safety. The outdoor play area safety policy must include:
    - a. An outline of how Caregivers will effectively supervise children in the outdoor play area and how Caregivers will be made aware of the policy;
    - b. An outline of expectations for the children to follow with respect to the outdoor play area, especially play structures;
    - c. An outline of expectations and development of an outdoor play area safety log, including daily, monthly, seasonal and annual inspections as well as incident/injury reports that occurred in the outdoor play area and details of any repairs;
    - d. A designated person for completing the outdoor play area inspections and maintaining the outdoor play area safety log; and

- e. A plan for carrying out maintenance and repairs to the outdoor play area which identifies a designated person to carry out the maintenance.
- iv. Seasonal planning for the outdoor play area and equipment is completed to prepare the area to go from summer to winter use and winter to summer use;
- v. Accessibility to the outdoor play area during winter months;
- vi. Balconies and decks of a family home, where a child care service is operated, are only used to implement portions of the program and are not permitted as a stand-alone outdoor play area unless:
  - a. The balcony or deck was approved as an outdoor play area prior to July 31, 2017;
  - b. The child care service provider also utilizes a public outdoor play area in addition to the balcony or deck; and
  - c. The balcony or deck meets all other requirements of the outdoor play area.
- vii. Employees, students and volunteers who assist or provide services in the operation of a child care service are not permitted to smoke in the presence of children who are participating in the service in an outdoor area or during travel; and
- viii. Written approval is obtained from a Manager before a previously approved outdoor play area of the facility is altered or changed in a way that modifies the configuration of the space. Alterations or changes include, but is not limited to:
  - a. The addition of an outdoor play area to an already licensed facility;
  - b. A change to an all already approved outdoor play area structure or fence;
  - c. Installation of new outdoor play area structures;
  - d. A change in the layout of existing fixed outdoor play area structures; and
  - e. A change in the elevation of landscaping.

## PROCEDURES:

1. Where a child care service intends to alter or change the outdoor play area of the facility in a way that modifies the configuration of the space:
  - i. The manager must be notified in writing of the intent to alter or change the outdoor play area; and
  - ii. The outdoor play area alteration or change must be assessed and approved by Digital Government and Service NL prior to the issuance of a Manager's approval.

2. It is the responsibility of the child care service provider to contact Digital Government and Service NL to obtain the necessary information and forms required by Digital Government and Service NL with respect to an outdoor play area change or alteration
3. Where a form is submitted to Digital Government and Service NL with respect to an outdoor play area design alteration or change, a copy must be provided to the Manager.
4. Where a decision is made with respect to the outdoor play area design approval by Digital Government and Service NL, a copy must be provided to the Manager.
5. Where an outdoor play area design approval is provided by Digital Government and Service NL, the Manager will assess the request for an outdoor play area alteration or change approval.
6. Where a decision has been made with respect to the outdoor play area alteration or change approval by the Manager, written confirmation will be issued and forwarded to the child care service provider by regular mail.
7. Where an alteration or change approval is received by the child care service provider, alterations and changes of the outdoor play area may commence as approved.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Outdoor Protective Surfacing Materials Resource Sheet  
[Appendix G](#)

## REQUIREMENTS: RECORDS GENERAL

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<b>Policy No.:</b>	ELCD-2017-L1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-E1</a> ; <a href="#">ELCD 2017-F1</a>
<b>Legislative References:</b>	CCA: s. <a href="#">19</a> ; s. <a href="#">27</a> ; s. <a href="#">28</a> CCR: s. <a href="#">43</a>

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### PURPOSE:

To outline the general requirements for records of a child care service.

### POLICY AND STANDARDS:

1. The following documents must be kept at a facility:
  - i. All documents and records required by the *Child Care Act* and Regulations; and
  - ii. A copy of inspection reports and certificates prepared in relation to the child care service or child care service provider. These include but are not limited to:
    - a. Inspection reports completed by Digital Government and Service NL or other government department, Agency, board or commission; and
    - b. Inspection reports completed by inspectors in other programs of the Department.
2. All information gathered by a child care service provider or Agent with respect to a child, their parents or relative is to be kept confidential as outlined in section [ELCD-2017-F1](#) of the Policy and Standards Manual.
3. Information with respect to children, parents and relatives can be disclosed without consent to an Inspector where the person is exercising the powers or carrying out the duties or functions under the *Child Care Act* or Regulations.



4. Parents of a child registered in a child care service, and persons authorized in advance in writing by one or more of the parents, are entitled to a copy of the following, upon request:
  - i. The documents and records of the child care service provider and child care service with respect to that child;
  - ii. **Violation Orders** made against the child care service provider with respect to that child care service;
  - iii. Where applicable, the child care service Licence or Agency Licence of the supervising Agency;
  - iv. Where the child care service provider is an Affiliated Child Care Service Provider, the Approval Certificate issued by the person's supervising Agency; and
  - v. Other documents and records with respect to that child set out in the regulations.
5. Documents and records required by the *Child Care Act* and Regulations must be kept for at least 3 years unless otherwise specified.
6. All documents and records must be available to an Inspector upon request as outlined in section [ELCD-2017-E1](#) of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: RECORDS DAILY REGISTER – INDOORS AND OUTDOORS

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**Policy No.:** ELCD-2017-L2

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD 2017-M1](#)

**Legislative References:** CCR: s. [42](#); s. [45](#)

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### PURPOSE:

To outline the requirements for daily registers in a child care service, including indoor and outdoor requirements.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure that a daily register is prepared for the child care service which is:
  - i. Bound with numbered pages and not altered in any way; and
  - ii. Completed using a pen. Where a mistake is made, the person who made the mistake must correct it and initial the mistake and correction.
2. The daily register must include the following information for every child participating in the child care service that day:
  - i. Name;
  - ii. Date of birth;
  - iii. Information for an emergency contact person;
  - iv. The signature of the person who drops the child off at the facility and picks the child up from the facility. Where the person who drops the child off does not sign the daily register, the child care service may want to consider having the person responsible for ensuring the daily register is accurate, indicating in the daily register the time the child arrived/departed at the child care service and initial it. The child care service should request the parent to sign the

daily register the next time they visit the facility to confirm the child's attendance and time of arrival/departure on that day; and

- v. Date and time the child is dropped off and picked up.
3. Daily registers should be reviewed each time children enter or leave the homeroom to ensure it reflects the number of children present at all times.
  4. Where a child care service is operated in a centre, a daily register must be prepared for every homeroom and must be located near the entrance of the homeroom. Where a child care centre offers more than one part-time program in the same homeroom, a daily register should be prepared for each program/group of children.
  5. A daily register must be located near the entrance in a family home where possible.
  6. Where children are combined in one homeroom as outlined in section [ELCD-2017-M1](#) of the Policy and Standards Manual during the first and last hour of the day, the daily register for each homeroom must be present in the homeroom where the children are combined. During these time periods, the children must be signed in and signed out on the register that corresponds to them and their assigned homeroom. After the first hour of the day, when Caregivers and children move from the combined homeroom to their assigned homeroom, the daily register that corresponds to them and their homeroom must return with them.
  7. When a child leaves the homeroom to which they are assigned and visits another homeroom outside the first and last hour of the day, the child should be signed out of their original homeroom register and signed into the homeroom register where the child is visiting. When the child returns to the homeroom to which they were assigned, the child should then be signed back into that homeroom and signed out of the homeroom they visited. The Caregivers assigned to each homeroom are responsible for signing the children in and out of the homerooms.
  8. An Administrator must ensure that the daily register accompanies the following groups where the group travels together and leaves the facility and when they use the outdoor play area including when a fire drill is performed and during an emergency evacuation:
    - i. The majority or more of children assigned to one or more homerooms while they are participating in a child care service. A sign in/sign out sheet should be prepared by an Administrator and placed inside where the daily register was located and indicate which children are inside and outside. The sign in/sign out sheet must contain the children's names, dates of birth, time of arrival/departure and the signature of the Caregiver who remains inside with them. A sample template is located in [Appendix E](#).
    - ii. The majority or more of children while they are participating in a child care service that is operated in a family home.
  9. Daily registers are to be kept for at least seven years.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Sample Templates  
[Appendix E](#)

## REQUIREMENTS: RECORDS ENROLLMENT REGISTER

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<b>Policy No.:</b>	ELCD-2017-L3
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-F1</a> ; <a href="#">ELCD 2017-L2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">18</a> ; s. <a href="#">44</a>

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### PURPOSE:

To outline the requirements of an enrollment register in a child care service.

### POLICY AND STANDARDS:

1. A child must be registered in a child care service before the child participates in that child care service.
2. An Administrator of a child care service must ensure that a current enrollment register is maintained and every child who is participating or has participated in a child care service is listed in the enrollment register within 48 hours of being registered.
3. An enrollment register must include the following information for every child registered in the child care service:
  - i. Name;
  - ii. Date of birth;
  - iii. Date the child started participating in the child care service;
  - iv. Date the child stopped participating in the child care service; and
  - v. Whether the child participates in the child care service on a full-time or part-time basis.
4. An enrollment register must be kept in a locked enclosure and be kept confidential as outlined in section [ELCD-2017-F1](#) of the Policy and Standards Manual.

5. Where possible the enrollment register should be kept in the administrative area where a child care service is operated in a centre.
6. An enrollment register is a separate document from the daily register. Daily Registers are outlined in section [ELCD-2017-L2](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## REQUIREMENTS: RECORDS INDIVIDUAL CHILDREN'S RECORDS

**Policy No.:** ELCD-2017-L4

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-F1](#); [ELCD-2017-F2](#); [ELCD-2017-K1](#); [ELCD 2017-K5](#)  
[ELCD 2017-K7](#)

**Legislative References:** CCA: s. [27](#)  
CCR: s. [26](#); s. [33](#); s. [43](#); s. [46](#); s. [59](#)

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### PURPOSE:

To outline the record requirements of individual children who participate in a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure that an individual record for every child who is registered in that service is maintained prior to the child participating at the child care service. This includes children of Administrators who are considered to be part of the Caregiver to child ratio in a child care service operated in a family home.
2. The individual records must be kept at the facility in a locked enclosure and be kept confidential as outlined in section [ELCD-2017-F1](#) of the Policy and Standards Manual.
3. The individual record must include:
  - i. The name, address and date of birth of the child;
  - ii. The name, home address, work address, home telephone number, work telephone number, cellular telephone number and email address (where possible) for the child's parent and at least one emergency contact person;
  - iii. A list of persons authorized to regularly pick up the child, or documents and records pertaining to the child or both from the facility – a sample signature of each person is required;

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- iv. The date the child became registered and the date the child is no longer registered in the child care service;
  - v. The name, address and telephone number of the child's doctor;
  - vi. A current health record that includes the child's provincial medical care plan number and expiry date, allergy information and information on chronic medical conditions;
  - vii. A copy of the record of the child's sleeping, eating and toileting patterns who are in the infant age range (This record is also to be provided to the child's parent daily as outlined in section [ELCD-2016-K1](#) of the Policy and Standards Manual);
  - viii. A record of all medication administered to the child as outlined in section [ELCD-2017-K7](#) of the Policy and Standards Manual;
  - ix. A copy of records pertaining to illness, accidents, communicable diseases and incidents (This record is also to be provided to the child's parent as outlined in section [ELCD-2017-K5](#) of the Policy and Standards Manual);
  - x. The written consent of a child's parent which includes, but is not limited to:
    - a. The release of the child to an alternate Caregiver;
    - b. Outings away from the child care service property;
    - c. Consent for administering medications;
    - d. Consent for emergency and medical care;
    - e. Consent for emergency transportation;
    - f. Consent to take or release video/audio/pictures;
    - g. Consent forms signed by a designate of a government department, in situations where a child is in custody of a government department; and
    - h. Other consent provided by the child's parent.
4. An Administrator of a child care service must ensure that the facility and the child care service provide a healthy, safe and developmentally appropriate environment which includes ensuring:
- i. A copy of each child's record of immunization is included in their individual record; and
  - ii. Where a child is not immunized, does not have an up to date immunization, or the parent is unable to locate the child's record of immunization, the parent provides a written statement indicating the same. The statement must indicate the parent is aware the child may be asked to leave the child care service at the request of a public health official in the event of a communicable disease outbreak and may be unable to return for the duration of that outbreak. A sample template for a statement of immunization is located in [Appendix E](#).



5. The records of children registered in the child care service must be kept in the administrative area where the child care service is operated in a centre. This includes records of children previously and currently registered in the child care service.
6. Inspectors and parents of children registered in a child care service must be provided with access to the information in the individual child's file as outlined in sections [ELCD-2017-F1](#) and [F2](#) of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Sample Templates  
[Appendix E](#)

## REQUIREMENTS: RECORDS PERSONNEL RECORDS

**Policy No.:** ELCD-2017-L5

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-F1](#); [ELCS-2017-F2](#); [ELCD 2017-I1](#)

**Legislative References:** CCR: s. [16](#); s. [47](#)

### PURPOSE:

To outline the requirements of personnel records in a child care service.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must keep a personnel record for every person who assists or provides services in the operation of the child care service and has contact with the children registered in the child care service or with the records of those children.
2. A personnel record must be kept in a locked enclosure and be kept confidential as outlined in section [ELCD-2017-F1](#) of the Policy and Standards.
3. A personnel record is to be kept at the facility where the person assists or provides services in the operation of a child care service. Where the person assists or provides services at more than one facility operated by the same child care service provider, a copy of the personnel record is to be kept at each facility. Where possible the personnel record should be kept in the administrative area where a child care service is operated in a centre.
4. A personnel record must include information as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual as well as any other documents or records required by the *Child Care Act* or Regulations.
5. Inspectors and persons to whom the personnel record pertains must be provided with access to the information as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## CENTRES: GENERAL CAREGIVER TO CHILD RATIO

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<b>Policy No.:</b>	ELCD-2017-M1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-L2</a>
<b>Legislative References:</b>	CCA: s. <a href="#">36</a> CCR: s. <a href="#">53</a> ; s. <a href="#">54</a>

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### PURPOSE:

To outline the Caregiver to child ratios in a child care centre.

### POLICY AND STANDARDS:

1. Where children are in the infant age range (birth up to 2 years), a maximum of six children can be assigned to the homeroom and the ratio for that homeroom must be one Caregiver for every three children.
2. Where children are in the toddler age range (one year, six months up to three years), a maximum of 10 children can be assigned to the homeroom and the ratio for that homeroom must be one Caregiver for every five children.
3. Where children are in the preschool age range (two years, nine months up to five years, nine months and are not attending school), a maximum of 16 children can be assigned to a homeroom and the ratio for that homeroom must be one Caregiver for every eight children.
4. Where children are in the pre-kindergarten age range (three years, eight months up to five years nine months), a maximum of 20 children can be assigned to the homeroom and the ratio for that homeroom must be one Caregiver for every 10 children.
5. Where children are in the school age range (four years, eight months up to 13 years), a maximum of 30 children can be assigned to the homeroom and the ratio for that homeroom must be one Caregiver for every 15 children.

6. At least one Caregiver who has at least level I certification must be assigned to every homeroom of children in the infant age range, toddler age range, preschool age range and school age range and that caregiver must also have the applicable classification for the age range of the children participating in the homeroom.
7. Where more than one Caregiver is required to be assigned to a homeroom by the Caregiver to child ratio, the second and subsequent Caregivers must have at least trainee level certification (previously known as entry level).
8. At least one Caregiver who has at least level III certification and a pre-kindergarten classification must be assigned to every homeroom of children in the pre-kindergarten age range.
9. All Caregivers who are considered to be part of the Caregiver to child ratio in a pre-kindergarten program must complete an orientation course regarding the provincial early learning framework.
10. Where more than three children that are two years old or younger are assigned to the same homeroom, the second Caregiver assigned to that homeroom must hold at least level I certification. This also applies to replacement Caregivers who are substituting for Caregivers assigned to a homeroom due to illness, vacation or to avail of a lunch or other break period.
11. Where possible, Caregivers assigned to each homeroom should be consistent.
12. The children who are assigned to the same homeroom must be in the same age range, with the exception of:
  - i. Children of two age ranges can be assigned to the same homeroom where all children in the homeroom are in the:
    - a. Infant or toddler age range and none of the children are one year old or younger and not more than three children are two years old or younger. A maximum of six children can be assigned to the homeroom and the ratio for that homeroom must be one Caregiver for every three children.
    - b. Toddler or preschool age range and none of the children are two years old or younger and not more than five children are three years old or younger. A maximum of 14 children can be assigned to the homeroom and the ratio for that homeroom must be one Caregiver for every seven children.
    - c. Preschool or school age range and none of the children are 3 years old or younger and no children are seven years old or older. A maximum of 16 children can be assigned to a homeroom and the ratio for that homeroom must be one Caregiver for every eight children; and
  - ii. Children of three age ranges can be assigned to the same homeroom where a Manager has waived the requirement.
13. A Manager may waive the requirement of children who are assigned to the same homeroom having to be in the same age range and permit children in three age ranges to be assigned to the same homeroom where:

- i. The child care service or child care service provider held a valid Licence under the *Child Care Services Act* on the coming into force of the *Child Care Regulations* and that Licence permitted children in those three age ranges to be assigned to the same homeroom;
  - ii. The Manager is satisfied that the needs of the children assigned to that homeroom are met through the program of the child care service; and
  - iii. The request for a waiver is made in writing to the Manager as outlined in the procedures of this section of the Policy and Standards Manual.
14. Where a Manager approves a waiver to permit three age ranges to be assigned to a homeroom, it can be approved for a maximum of two years and maybe renewed at the discretion of the manager.
15. Where children of more than one age range are assigned to a homeroom, the Caregiver to child ratio of the homeroom and the maximum number of children assigned to the homeroom must be determined as though all the children assigned to that homeroom were in the age range of the youngest child with the exception of the following:
  - i. Children in a mixed toddler and preschool age range (The Caregiver to child ratio and maximum number of children assigned to that homeroom is outlined in number 12(i)(b) of this section); and
  - ii. Homerooms waived to permit children in three age ranges which will retain the ratio and group size as determined by the previous *Child Care Services Act*.
16. Children who are one year old or younger may be assigned to a homeroom with children in the infant and toddler age range where the:
  - i. Child care service is operated in a school under the *Schools Act, 1997*; and
  - ii. Parent is enrolled and attending the school.
17. During the first hour and last hour of the day, children of a mixed age group can be cared for in one homeroom where the following requirements are met:
  - i. None of the children are in the infant age range;
  - ii. The maximum number of children in attendance is eight;
  - iii. No more children are scheduled to attend;
  - iv. The Caregiver has a minimum of trainee level;
  - v. Materials and equipment appropriate to the ages of the children are provided;
  - vi. A second Caregiver is immediately available if needed;
  - vii. The Caregiver to child ratio is determined by the age of the youngest child; and

- viii. The daily register is maintained as outlined in section [ELCD-2017-L2](#) of the Policy and Standards Manual.

18. Where a child is visiting a homeroom from another homeroom in the child care centre, the Caregiver to child ratio and group size of that homeroom must be maintained at the level for which the homeroom is licensed.
19. An Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet is located in [Appendix A](#).

## PROCEDURES:

1. Where a Licensee wishes to receive a waiver to permit three age ranges to be assigned to the same homeroom, they must apply in writing to the Manager where the child care service is being monitored and include:
- i. The rationale for the exemption;
  - ii. A demonstrated need to have three age ranges assigned to the same homeroom; and
  - iii. Description of how the needs of the children that are assigned to the homeroom will be met through the program of the child care service.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet  
[Appendix A](#)

## CENTRES: GENERAL ADMINISTRATOR

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<b>Policy No.:</b>	ELCD-2017-M2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-I1</a> ; <a href="#">ELCD 2017-I2</a>
<b>Legislative References:</b>	CCR: s. <a href="#">2</a> , s. <a href="#">26</a> ; s. <a href="#">55</a>

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### PURPOSE:

To outline the requirements of an Administrator in a child care centre.

### POLICY AND STANDARDS:

1. In relation to a child care service that is operated in a centre, an Administrator refers to the person designated under section 55 of the *Child Care Regulations* with specific qualifications and duties which are written in various sections of the Regulations. This person was referred to as the Operator in previous legislation.
2. There must be at least one Administrator designated for every child care centre and an Administrator must be designated for every five homerooms.
3. A person is eligible to be designated as an Administrator where the person meets both of the following requirements:
  - i. The person holds at least level II certification in child care provided in a centre which is in the age ranges of the children registered in the child care service; and
  - ii. The person has at least 2 years' experience in a child care service operated in a centre under a valid child care service Licence that permits at least eight children to participate in the child care service at any one time. Where the experience is in a school aged program, the applicant must have worked for at least four hours or more a day.
4. Where a child care centre operates a pre-kindergarten program, the administrator, in addition to 55(3)(a) must hold at least a level III certification in child care provided in a centre with a pre-kindergarten classification.



5. A Manager may waive one of the requirements under 55(3) or 55(3.1) for an Administrator in relation to a specific child care service as outlined in section [ELCD-2017-I2](#) of the Policy and Standards Manual.
6. An Administrator must meet the employee requirements as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual.
7. An Administrator of a child care service must ensure that the facility and the child care service provide a healthy, safe and developmentally appropriate environment which includes an Administrator:
  - i. Being at the facility during the main programming hours each day to provide direct mentoring, professional support and direction to the employees, students and volunteers who assist or provide services in the centre. Where the Administrator is not at the facility during the main programming hours and:
    - a. More than one Administrator is available; the Administrators must be scheduled such that all the main programming hours are covered by one or more Administrators;
    - b. Only one Administrator is available:
      - i. The Administrator must be in attendance during all of the main programming hours at various times in a one week period;
      - ii. An employee from the child care centre, who meets the certification requirements, where possible, is appointed to perform the Administrator duties for the main programming hours the Administrator is absent; and
      - iii. Every employee, student and volunteer who assists or provides services in the child care centre is notified of the person appointed in the Administrator's absence.
    - c. Notification is provided a Manager in writing where an Administrator is expected to be absent for two weeks or more which includes identifying a qualified replacement;
    - d. Notification is provided a Manager in writing where an Administrator is expected to change and provide the:
      - i. Date an administrator will commence or cease in the role as Administrator;
      - ii. Documentation required with respect to an Administrator as outlined in section [ELCD-2017-I2](#) of the Policy and Standards Manual; and
  - ii. Acquiring sufficient time weekly, when considered to be a Caregiver in the Caregiver to child ratio, to carry out the duties required by the *Child Care Regulations*.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## CENTRES: INDOOR AREA GENERAL

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<b>Policy No.:</b>	ELCD-2017-N1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-O3</a>
<b>Legislative References:</b>	CCR: s. <a href="#">15</a> , s. <a href="#">56</a> ; s. <a href="#">61</a>

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### PURPOSE:

To outline the general indoor requirements of a child care centre.

### POLICY AND STANDARDS:

1. A child care centre must not be located more than one floor above the ground.
2. Where infants are assigned to a homeroom, that homeroom must be on the ground floor of the child care centre. A ground floor is consistent with floor level and is not more than 2 metres above grade.
3. The indoor area of a child care centre, or part of it, must not be used for a purpose other than the operation of the child care service during its hours of operation. This includes any one-on-one sessions or therapies and any extra-curricular activities, which are not part of the approved program.
4. The walls of the indoor area of a child care centre must extend from the floor to the ceiling and must be permanent.
5. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations that does not have walls in the indoor area that extend from the floor to the ceiling and are permanent can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.
6. The indoor area of a child care centre must include a quiet and clean resting area for children who are ill. The area should be separate from the other children in the homeroom, where possible, and the ill child must be supervised at all times.

7. Where more than one child care service is operated in a building or dwelling house, each child care service must meet the requirements of the *Child Care Regulations* as though it were operated from the building or dwelling house alone.
8. A centre within a dwelling house must have a separate entrance from the entrance used by the residents of the dwelling house and the centre must not be accessible from the part of the dwelling house that is not the centre.
9. Where a child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations is accessible from the part of the dwelling house that is not the centre can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## CENTRES: INDOOR AREA REQUIREMENTS OF HOMEROOMS

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<b>Policy No.:</b>	ELCD-2017-N2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-M1</a> ; <a href="#">ELCD 2017-O3</a>
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">28</a> ; s. <a href="#">42</a> ; s. <a href="#">53</a> ; s. <a href="#">55</a> ; s. <a href="#">56</a> ; s. <a href="#">58</a>

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### PURPOSE:

To outline the requirements of homerooms in a child care centre.

### POLICY AND STANDARDS:

1. An Administrator must be designated for every 5 homerooms.
2. The floor space of every homeroom must be a minimum of 3.3 square metres multiplied by the number of children assigned to that homeroom.
3. The calculation of the floor space of a homeroom does not include space occupied by fixed equipment, hallways, washrooms, administrative areas and food preparation areas.
4. A homeroom must not be smaller than 24 square metres.
5. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations that has a homeroom smaller than 24 square metres can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.
6. Every homeroom must provide natural light through one or more windows which are at a height that permits the children assigned to the homeroom to see outside. As windows may be installed at a height where children could reach or collide with an open window, consideration should be given to the installation of sliding windows or windows with recessed casements.
7. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations that does not have natural light through one or more windows, which are at a height that allows the children assigned to the homeroom to see outside, can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.

8. One or more first aid kits must be available in every homeroom. Provincial standards with respect to the contents of first aid kits follow those of Digital Government and ServiceNL.
9. Homerooms for children in the infant age range must be on the ground floor of the child care centre. The ground floor is considered to be floor level which is not more than 2 metres abovegrade.
10. Where children in the infant and toddler age range are assigned to a homeroom, that homeroom must have a washroom area within it that permits supervision of both the homeroom and the washroom area at the same time. The washroom area must contain:
  - i. Diapering station which includes appropriate storage of children’s diapering materials, posted diapering procedures and appropriate disposable containers for diapers; and
  - ii. Child sized sink.
11. Where children in the infant range are assigned to a homeroom, that homeroom must have a sleep room attached to it. The sleep room must:
  - i. Be separated from the homeroom by a door;
  - ii. Be directly accessible from the homeroom; and
  - iii. Permit supervision of both the homeroom and the sleep room at the sametime.
12. An Administrator of a child care service must ensure that children’s clothing, bedding and grooming materials supplied by the parents or child care service provider for the use of children, while they are participating in that service, are stored in an area or enclosure assigned to that child only. The storage area or enclosure should be in the homeroom to which the child is assigned in order to allow children access to their belongings.
13. Provincial standards with respect to the storage of children’s belongings follow those of Digital Government and Service NL. Contact information for Digital Government and Service NL is located on-line and is listed in the reference documents of this section of the Policy and Standards Manual.
14. A child registered in a child care service must be assigned to a homeroom and participate in the child care service with the other children assigned to that homeroom during the majority of time the child participates at the child care service. The majority of time in this case means the main programing hours.
15. A homeroom must be for the exclusive use of the children assigned to it.
16. The number of children assigned to each homeroom must not exceed the maximum number permitted under *Child Care Regulation* 54 which is further outlined in section [ELCD-2017-M1](#) of the Policy and Standards Manual.
17. The children who are assigned to the same homeroom must be in the same age range except as outlined in section [ELCD-2017-M1](#) of the Policy and Standards Manual.

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18. Children who are one year old or younger may be assigned to a homeroom with children in the infant and toddler age range where the:
- i. Child care service is operated in a school under the *Schools Act, 1997*; and
  - ii. Parent is enrolled and attending the school.
19. A child is not required to change homerooms between September 1 of a year and August 31 of the following year even though the child may have a birthday that moves the child into a different age range where on September 1:
- i. The children assigned to the child's homeroom are in the school age range; or
  - ii. The child is in the infant or toddler age range, participates in a child care service that is operated in a school under the *Schools Act, 1997* and is for children of persons who are enrolled in and attending the school. The *Schools Act, 1997* is located on-line and the web-link is listed in the reference documents of this section of the Policy and Standards Manual.
20. Where a child is permanently moved to a homeroom of children in a different age range, the approval of a Manager is required before that child may be returned to a homeroom of children in the original age range.
21. An Administrator of a child care service must ensure the facility and the child care service provides a healthy, safe and developmentally appropriate environment which, when considering homerooms, includes:
- i. Children not being moved from their original homeroom to another homeroom for the purpose of maintaining Caregiver to child ratios or to maximize enrolment in a child care centre;
  - ii. Where infants are assigned to a homeroom, adult sized seating is provided for the Caregivers; and
  - iii. Ensuring children who visit/participate in a homeroom other than the one they were originally assigned, because they are becoming of an age which places them in the age group of the new homeroom and a transition to the new homeroom is anticipated includes:
    - a. Gradual visits based on the developmental needs of the child are initiated at least two weeks prior to the transition is completed;
    - b. Written consent from the child's parent is obtained prior to transition visits starting;
    - c. The child has been in attendance at the child care centre for a minimum of three months;
    - d. The child's developmental stage indicates it is in the child's best interest to visit/transition;
    - e. The Caregiver to child ratio and group size of the homeroom being visited is maintained at the level for which the homeroom was licensed;

- f. The child is signed out of their original homeroom and signed into the visiting homeroom by the Caregivers assigned to each homeroom during each visit; and
  - g. The child's space in their original homeroom is available for them to return until such time as the transition is complete.
- 22. A child may continue to participate in a child care service until August 31 of the calendar year that follows the start of the school year in which the child becomes 13 years old.
- 23. Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet is located in [Appendix A](#).

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- *Schools Act, 1997*  
[www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm](http://www.assembly.nl.ca/legislation/sr/statutes/s12-2.htm)
- Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet  
[Appendix A](#)



## CENTRES: INDOOR AREA ADMINISTRATIVE AREA

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<b>Policy No.:</b>	ELCD-2017-N3
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-F1</a> ; <a href="#">ELCD 2017-O3</a>
<b>Legislative References:</b>	CCR: s. <a href="#">46</a> ; s. <a href="#">47</a> ; s. <a href="#">59</a> ; s. <a href="#">66.1</a>

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### PURPOSE:

To outline the requirements of an administrative area in a child care centre.

### POLICY AND STANDARDS:

1. A child care centre must have an administrative area for the use of the child care service provider and the employees, students and volunteers who assist and provide services in the operation of the child care service.
2. The records of the children registered in the child care service must be kept at the facility in the administrative area and in a locked enclosure.
3. The records of the children registered in the child care service must be kept confidential as outlined in section [ELCD-2017-F1](#) of the Policy and Standards Manual. This includes records of children previously and currently registered in the child care service.
4. The personnel records of a child care service must be at the facility in a locked enclosure. Where possible, the personnel records should be kept in the administrative area.
5. The door of the administrative area must be locked when the area is not in use.
6. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations that does not have an administrative area can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.

7. Where a child care service solely operates a pre-kindergarten program, a Manager may waive the requirement under regulation 59(1) (administrative area); and 59(2) (children's records to be kept in the administrative area) where:
- e. An alternate plan for the administrative area and the keeping of records of children is submitted; and
  - f. The alternate plan is approved by a manager.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## CENTRES: INDOOR AREA WASHROOM AREA

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<b>Policy No.:</b>	ELCD-2017-N4
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2023-11-24
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-J4</a> ; <a href="#">ELCD 2017-O3</a>
<b>Legislative References:</b>	CCR: s. <a href="#">26</a> ; s. <a href="#">60</a> ; s. <a href="#">58</a> ; s. <a href="#">66.1</a>

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### PURPOSE:

To outline the requirements of washrooms in a child care centre.

### POLICY AND STANDARDS:

1. A child care centre must have one or more washroom areas. Each washroom area should contain a liquid soap dispenser and disposable paper towels.
2. A child care centre must have one toilet and washbasin for every 10 children who participate in the child care service at one time.
3. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations and does not have one toilet and washbasin for every 10 children can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.
5. Where children in the infant and toddler age range are assigned to a homeroom, that homeroom must have a washroom area within it that permits supervision of both the homeroom and the washroom area at the same time. The washroom area must contain:
  - i. Diapering station, which includes appropriate storage of children's diapering materials, posted diapering procedures and appropriate disposable containers for diapers; and
  - ii. Child sized sink.
6. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations and does not meet the requirements of a washroom assigned to children in the infant and toddler age range can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.

7. Portable potty seats with a catch basin for waste are not permitted for use in child care centres.
8. A washroom area for the use of children while they are participating in a child care service must be:
  - i. Directly accessible from every homeroom and must be supervised. This includes the supervision of children who are in the washroom area and those who remain in the homeroom (Supervision requirements are further outlined in section [ELCD-2017-J4](#) of the Policy and Standards Manual); and
  - ii. Configured so that a child cannot see another child while toileting.
9. Directly accessible from every homeroom means accessible in terms of both the physical capabilities of the child as well as being developmentally appropriate for the child. In the case of children in the infant, toddler and preschool age range, this is interpreted to mean that children will not leave the homeroom, as it is inappropriate for such children to leave a room without adult accompaniment.
10. In the case of school aged children, directly accessible can include washrooms that are outside of the homeroom, where:
  - i. The washroom is not accessible to persons who are not participating in or providing services in the operation of the child care service; and
  - ii. An Administrator develops and implements a written plan as outlined in 14(iii)(b) of this section of the Policy and Standards Manual.
11. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations and is unable to meet the requirement of having a washroom area that is directly accessible from every homeroom or configured so that a child cannot see another child while toileting can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.
12. The washroom areas must be for the exclusive use of persons associated with the child care service during the hours of operation of the child care service.
13. A child care centre must have a washroom area for the exclusive use of the child care service provider and the employees, students and volunteers who assist and provide services in the operation of the child care service that is separate and apart from the washroom area used by the children participating in that service.
14. A child care centre that holds a valid Licence upon the coming into force of the *Child Care Act* and Regulations and is unable to meet the requirement of having a washroom area for the exclusive use of the child care service provider and employees, students and volunteers can request a waiver as outlined in section [ELCD-2017-O3](#) of the Policy and Standards Manual.
15. Where a child care service solely operates a pre-kindergarten program, a Manager may waive the requirement under regulation 60(1)(b) (one toilet and washbasin for every 10 children); 60(5)

(washrooms for the exclusive use of employees, students and volunteers) and 60(6) (washrooms for the exclusive use of persons associated with the child care service) where:

- i. An alternate plan for access to washrooms and toilets is submitted;
- ii. The alternate plan for access to washrooms and toilets ensures that the washroom for the child care service provider, employees, students and volunteers is different from the washroom for children; and
- iii. Is approved by a manager.

16. An Administrator of a child care service must ensure the facility and the child care service provide a healthy, safe and developmentally appropriate environment which, when considering washroom areas, includes:

- i. Following provincial standards with respect to being safe and sanitary (Provincial standards with respect to being safe and sanitary follow those of Digital Government and Service NL. Contact information for Digital Government and Service NL is located on-line and is listed in the reference documents of this section of the Policy and Standards Manual);
- ii. Having an area to store children's diapering materials and toiletries; and
- iii. Where a child care service has been waived and the washroom area is not directly accessible from a homeroom:
  - a. Children in the infant, toddler and preschool age range must be accompanied to the washroom by a Caregiver while maintaining the Caregiver to child ratios in the washroom and homeroom at all times; and
  - b. Children in the school age range can travel to and from a washroom area without the direct supervision of a Caregiver where the Administrator develops and implements a written plan which is shared with the children. The plan must include but is not limited to:
    - i. A limit on the number of children who can go to the washroom at one time;
    - ii. Visible sign in/out process for the children who are attending the washroom and then return;
    - iii. A buddy system; and
    - iv. An emergency protocol.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>

## CENTRES: OUTDOOR AREA GENERAL

**Policy No.:** ELCD-2017-O1

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD 2017-K13](#)

**Legislative References:** CCR: s. [39](#); s. [57](#); s. [62](#); s. [63](#); s. [64](#)

### PURPOSE:

To outline the requirements of an outdoor play area in a child care centre.

### POLICY AND STANDARDS:

1. A child care service must have an outdoor play area that is part of a facility. The requirements of outdoor play areas and structures in a child care service are outlined in section [ELCD-2017-K13](#) of the Policy and Standards Manual.
2. Where a full-time child care service is operated in a centre, the facility must have an outdoor play area that is at least seven square metres multiplied by the maximum number of children who can participate in the child care service at one time. This is inclusive of fixed equipment.
3. The outdoor play area of a centre, or part of it, must not be used for a purpose other than the operation of the child care service during the hours of operation of the child care service.
4. A child care service that is operated in a centre and does not offer a full-time child care service may use a public area as an outdoor play area.
5. The outdoor play area must have two or more surface types and is further outlined in section [ELCD-2017-K13](#) of the Policy and Standards Manual.
6. Where a centre has one or more homerooms to which children in the infant age range are assigned and one or more homerooms to which children in a different age range are assigned, the outdoor play area must have a separate enclosed area for the use of children in the infant age range that meets the requirements of Regulations 39(1) to (6), 41, 62(1), 63(1), 64 and 65(1)(a) and 65(1)(b) as though it were a separate outdoor play area.

7. In addition to the requirements of outdoor play structures a play structure for use in an outdoor play area of a centre must be designated by the manufacturer as designed for commercial use. This is further outlined in section [ELCD-2017-K13](#) of the Policy and Standards Manual,
8. Play pens, baby walkers, jumping apparatus and wading pools are not permitted at a child care centre.
9. Where an outdoor play area renovation or the addition of an outdoor play area to an already licensed facility is anticipated, it must be approved by a manager prior to the renovation or addition as outlined in section [ELCD-2017-K13](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).



## CENTRES: OUTDOOR AREA INSPECTIONS OF OUTDOOR PLAY AREAS

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**Policy No.:** ELCD-2017-O2

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:**

**Legislative References:** CCR: s. [26](#); s. [43](#); s. [65](#)

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### PURPOSE:

To outline the requirements of child care centre personnel when inspecting the outdoor play area.

### POLICY AND STANDARDS:

1. An Administrator of a child care service must ensure that:
  - i. Before children who participate in a child care service enter an outdoor play area that is part of the facility, it is inspected to determine whether it is free of hazardous materials and whether repairs to, or removal of, play materials or play structures is required; and
  - ii. All outdoor play areas that are part of the facility are inspected by an employee, student or volunteer at least once a month for the purpose of determining the maintenance required. Two of those monthly inspections must include a seasonal inspection, once in the fall and once in the spring, to ensure preparations for the seasonal change is completed.
2. A written record of every inspection must be prepared and it must include:
  - i. Date of the inspection;
  - ii. Name of the person completing the inspection;
  - iii. The results of the inspection; and
  - iv. Any remedial action taken including, but not limited to, details of any repairs, removals, blocking or installation of equipment including dates and companies involved.

3. An Administrator of a child care service must ensure the facility and the child care service provide a healthy, safe and developmentally appropriate environment which, when considering inspections of outdoor play areas, includes ensuring:
  - i. A person who assists or provides services in the operation of the child care service is designated to inspect the outdoor play area;
  - ii. Times when children do not participate in outdoor play and the reason why are documented;
  - iii. Remedial action is taken when it is determined that the outdoor play area is not free from hazardous materials or is unsafe;
  - iv. Where remedial action is unable to be completed immediately, a detailed written action plan ensuring the safety of children is developed and implemented; and
  - v. All outdoor play area inspections are kept with:
    - a. Copies of reported accidents or incidents that occurred in the outdoor play area;
    - b. Digital Government and Service NL's annual outdoor play area inspection report (Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual);
    - c. The detailed remedial action plan, where applicable; and
    - d. A copy of the child care centre's outdoor play area safety policy.
4. Documents and records required by the *Child Care Act* and Regulations, as well as a copy of inspection reports and certificates prepared in relation to the child care service or child care service provider must be kept at the facility for at least three years, unless otherwise specified.
5. Sample templates for daily, monthly and seasonal inspections are located in [Appendix E](#).

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Sample Templates  
[Appendix E](#)

## CENTRES: OUTDOOR AREA

### WAIVER OF BUILDING AND OUTDOOR PLAY AREA REQUIREMENTS

**Policy No.:** ELCD-2017-O3

**Effective Date:** 2017-07-31

**Date Revised:** 2022-09-01

**Policy Cross References:**

**Legislative References:** CCR: s. [66](#); s. [66.1](#)

### PURPOSE:

To outline the building and outdoor play area requirements of child care centres that may be waived and the waiving process.

### POLICY AND STANDARDS:

1. A Manager may waive one or more of the requirements under the Regulation 35(1) food preparation area; 39(1)(a) outdoor play area; 56(4) walls of indoor area; 58(3) homeroom square metres; 58(4) windows; 58(6) infant and toddler washrooms; 59(1) administration area; 60(1)(b) toilet and washbasin per child; 60(4) children's washroom; 60(5) employee's washroom; 61 dwelling house accessible to the service and 62(1) outdoor play area square metres for a facility in which a child care service is operated and that child care service:
  - i. Was being operated under a valid Licence issued under the *Child Care Services Act* on the coming into force of the *Child Care Regulations*;
  - ii. Is being operated in the same facility in which it was being operated upon the coming into force of the *Child Care Regulations*; and
  - iii. A person requests a waiver in writing.
2. In addition to number 1 above, a Manager may waive one or more of the requirements under Regulation 58(4) windows (where another form of egress is available); 59(1) administrative area; 59(2) children's records to be kept in the administrative area; 60(4)(a) children's washroom directly accessible; and 60(5) exclusive employee washroom (where the washroom is different from the one for the children) where the child care centre:
  - i. Operates in a school under the *Schools Act, 1997*, church or other community facility;

- ii. All of the children participating in the child care service are in the school age range; and
  - iii. An alternate plan of how the child care service intends to fulfil the intent of the regulation being waived is approved by a manager.
3. Where a child care service solely operates a pre-kindergarten program, a Manager may waive the requirement under regulation 59(1) (administrative area); and 59(2) (children's records to be kept in the administrative area) where:
  - i. An alternate plan for the administrative area and the keeping of records of children is submitted; and
  - ii. The alternate plan is approved by a manager.
4. Where a child care service solely operates a pre-kindergarten program, a Manager may waive the requirement under regulation 60(1)(b) (one toilet and washbasin for every 10 children); 60(5) (washrooms for the exclusive use of employees, students and volunteers) and 60(6) (washrooms for the exclusive use of persons associated with the child care service) where:
  - i. An alternate plan for access to washrooms and toilets is submitted;
  - ii. The alternate plan for access to washrooms and toilets ensures that the washroom for the child care service provider, employees, students and volunteers is different from the washroom for children; and
  - iii. Is approved by a manager.
5. Where a child care service solely operates a pre-kindergarten program, a manager may waive the requirement under regulation 39(1)(d) (outdoor play area for the exclusive use of children participating in the child care service), 39(2) (where an outdoor play area has one or more hard surfaces), 39(3) (fence requirements), 62(2) (outdoor play area shall not be used for other purposes), 63(1) (outdoor play area must have two or more types of surfaces), where an alternate plan:
  - i. For access to and use of outdoor play materials and equipment including a schedule of use is submitted;
  - ii. For the use of existing outdoor play area structures and temporary enclosures which includes a clearly defined designated outdoor play area to be used by the pre-kindergarten program is submitted;
  - iii. For any necessary renovations required to be completed to ensure that the child care service complies with the requirements under sections 39(2), 39(3) and 63(1) in a time period determined by a Manager; and
  - iv. is approved by a Manager.
6. A waiver will be valid until such time as:

- i. There is a break in service (e.g., to operate as something other than a child care service);
  - ii. The child care service renovates the part of the facility to which the waiver pertains;
  - iii. The child care service moves to a different facility; and
  - iv. The Manager has determined with respect to waivers relating to a pre-kindergarten program.
7. Where a child care centre with approved waivers has a change in Licensee and:
- i. The new Licensee intends to operate the child care service from the same facility and there is no break in service, the new Licensee can request to continue the waiver as outlined in this section of the Policy and Standards Manual; or
  - ii. The new Licensee intends to move the child care service to a different facility or there is a six month or more break in service, the new Licensee must meet the requirements of the *Child Care Act* and Regulations.

## PROCEDURES:

1. A child care centre requesting a waiver pertaining to the child care building or outdoor play area must request a waiver in writing to the Manager, where the child care service is being monitored, by completing **Child Care Building and Outdoor Play Area Waiver Application** form (see [Appendix D](#)) and include:
  - i. The child care service demographic information;
  - ii. The section of the *Child Care Regulation* to be waived;
  - iii. The rationale for the waiver; and
  - iv. Details of an alternate plan indicating how the child care service will fulfill the intent of the Regulation being waived.
2. A **Child Care Building and Outdoor Play Area Waiver** form (see [Appendix D](#)) must be completed for each Regulation being waived.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/departments/contact/](http://www.gov.nl.ca/education/departments/contact/)
- Forms  
[Appendix D](#)

## FAMILY HOMES: GENERAL

<b>Policy No.:</b>	ELCD-2017-P1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D2</a> ; <a href="#">ELCD-2017-D3</a> ; <a href="#">ELCD 2017-K13</a>
<b>Legislative References:</b>	CCA: s. <a href="#">8</a> CCR: s. <a href="#">2</a> ; s. <a href="#">5</a> ; s. <a href="#">15</a> ; s. <a href="#">26</a> ; s. <a href="#">42</a> ; s. <a href="#">67</a> ; s. <a href="#">68</a> ; s. <a href="#">69</a> ; s. <a href="#">71</a> ; s. <a href="#">72</a> ; s. <a href="#">73</a>

### PURPOSE:

To outline the general requirements for child care service providers who operate a child care service in a family home under a child care service Licence or Approval Certificate.

### POLICY AND STANDARDS:

1. A child care service provider cannot operate a child care service unless:
  - i. They are exempt from the requirement to hold a child care Licence as outlined in section [ELCD-2017-D3](#) of the Policy and Standards Manual;
  - ii. The child care service provider holds a valid child care service Licence for that child care service; or
  - iii. The Affiliated Child Care Service Provider holds an Approval Certificate issued by an Agency and the Agent of that Agency holds a valid Agency Licence.
2. In relation to a child care service that is operated in a family home, an Administrator refers to the person designated under section 69 of the *Child Care Regulations*.
3. The applicant for a child care service Licence or Approval Certificate to operate a child care service in a family home must be the Administrator of that child care service.
4. The Administrator of a child care service that is operated in a family home must:
  - i. Be a Caregiver to the children who participate in the child care service;

- ii. Live in the family home;
  - iii. Hold at least a trainee level certification in child care provided in a family home; and
  - iv. Where all the children that participate in a child care service are in the infant age range, the Administrator of that child care service must hold at least level 1 certification.
5. The floor space of the areas of a family home used for the child care service set out in the plans of the facility as required under regulation 4 and outlined in section [ELCD-2017-D2](#) of the Policy and Standards Manual must be at least 3.3 square metres multiplied by the maximum number of children who may participate in the child care service at any one time.
6. The space occupied by the washrooms and administrative areas must not be included in the calculation of the floor space indicated above.
7. One or more first aid kits must be available in a family home. The Administrator must ensure that a first aid kit accompanies children when they leave the facility and when they use the outdoor play area. Provincial standards with respect to the contents of first aid kits follow those of Digital Government and Service NL.
8. A family home may use a public area as an outdoor area. The requirements of outdoor play areas and structures are outlined in section [ELCD-2017-K13](#) of the Policy and Standards Manual.
9. Baby walkers, jumping apparatus and wading pools must not be used by children while they are participating in a child care service operated in a family home. This includes the administrators own infant, toddler and preschool children who are counted toward the number of children participating and the administrator's own school aged children who are not counted toward the number of children participating.
10. An Administrator of a child care service must ensure the facility and the child care service provide a healthy, safe and developmentally appropriate environment which includes ensuring:
  - i. Children have access to rooms within the family home that are required for play, eating, sleeping, and toileting (These rooms should have natural light and windows which allow the children to see outside);
  - ii. Areas are available for other residents of the family home away from the child care service activities;
  - iii. Where possible, washrooms must have an area for storage of children toiletries;
  - iv. Steps or platforms used to help children reach areas, which are not child size, follow Provincial standards (Provincial standards with respect to steps or platforms follow those of the Digital Government and Service NL. Contact information for Digital Government and Service NL is located in the reference documents of this section of the Policy and Standards Manual);
  - v. Children are not permitted to sleep in high chairs, car seats or strollers;

- vi. Where child safety gates are used, they follow Provincial standards (Provincial standards with respect to safety gates follow those of Digital Government and ServiceNL);
  - vii. The following items are inaccessible to children while participating in the outdoor play area of a family home:
    - a. Ponds;
    - b. Poisonous plants (A Poisonous Plant Resource Sheet is located in [Appendix G](#));
    - c. Garbage cans;
    - d. Barbeques and associated fluids and charcoal;
    - e. Mowers and snowthrowers;
    - f. Yard and construction tools;
    - g. Garages and sheds; and
    - h. Clothes Lines.
11. An Administrator of a child care service that is operated in a family home must ensure that ammunition and firearms are:
- i. Handled and stored in areas that children participating in a child care service are not permitted; and
  - ii. Stored separately in a locked enclosure inaccessible to children participating in the child care service.
12. Where one or more child care service is operated in a building or dwelling house, each child care service must meet the requirements of the *Child Care Regulations* as though it were operated from the building or dwelling house alone.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Digital Government and Service NL  
<http://www.servicenl.gov.nl.ca/>
- Poisonous Plant Resource Sheet  
[Appendix G](#)



## FAMILY HOMES: CAREGIVER TO CHILD RATIO

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<b>Policy No.:</b>	ELCD-2017-P2
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2025-11-04
<b>Policy Cross References:</b>	<a href="#">ELCD 2017-J1</a> to <a href="#">J4</a>
<b>Legislative References:</b>	CCR: s. <a href="#">68</a> ; s. <a href="#">69</a> ; s. <a href="#">70</a>

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### PURPOSE:

To outline the requirements of Caregiver to child ratios for child care service providers who operate in a family home under a child care service Licence and Affiliated Child Care Service Providers who operate in a family home under an Approval Certificate issued by an Agency.

### POLICY AND STANDARDS:

1. The number of children who participate in child care service in a family home at one time must be determined after reviewing:
  - i. The ages of the children;
  - ii. The needs of the children;
  - iii. The physical configuration of the family home;
  - iv. The program of the child care service; and
  - v. The number of and reason for any **Violation Orders** or non-compliance orders previously issued in relation to the Administrator, the child care service or the facility.
2. When considering the ages of the children:
  - i. Not more than three children can participate in a child care service operated in a family home at one time where all of those children are in the infant age range (birth up to two years);
  - ii. Not more than five children can participate in a child care service operated in a family home at one time where two of those children are in the infant age range (birth up to two years)

and three of those children are in the toddler age range (one year and six months up to three years);

- iii. Not more than six children can participate in a child care service operated in a family home at one time where two of those children are in the infant age range (birth up to two years) and two of those children are in the toddler age range (one year and six months up to three years);
- iv. Not more than seven children can participate in a child care service operated in a family home at one time where none of those children are in the infant age range (birth up to two years) and not more than two of those children are in the toddler age range (one year and six months up to three years);
- v. The child care service provider's own children or children living with the provider who are in the infant age range (birth up to two years), toddler age range (one year and six months up to three years) and preschool age range (two years and nine months up to five years and nine months and not attending school) must be counted toward the number (in ratio) of children participating in the child care service.
- vi. In extenuating circumstances, where the regional manager has pre-approved an alternate care plan, the child care service provider's own children or children living with the provider who are in the infant age range (birth up to two years), or toddler age range (one year and six months up to three years) may participate in a regulated child care service outside of the family home. The children are not required to be counted toward the number of children participating in the child care service where:
  - a. An alternate child care plan for the family child care service provider's child(ren) or child(ren) living with the provider is submitted for recommendation to the coordinator of the Family and Child Care Connections Agency. The coordinator reviews the plan and provides a written recommendation to the department's regional manager.
  - b. The regional manager reviews the plan and the coordinator's written recommendation. Approval is given by the regional manager.
  - c. The regional manager provides written notification to the coordinator as to whether the plan is approved or not. A copy of the written notification is given to the child care service provider to retain in the applicable child's file at the service.
- vii. Where the regional manager has pre-approved an alternate care plan, the child care service provider's own children or children living with the provider who are in the preschool age range (two years and nine months up to five years and nine months and not attending school) may participate in a regulated child care service outside of the family home. The children are not required to be counted toward the number of children participating in the child care service where:
  - a. An alternate child care plan for the family child care service provider's child(ren) or child(ren) living with the provider is submitted for recommendation to the coordinator of the Family and Child Care Connections Agency. The coordinator reviews the plan and provides a written recommendation to the department's regional manager.

- b. The regional manager reviews the plan and the coordinator's written recommendation. Approval is given by the regional manager.
  - c. The regional manager provides written notification to the coordinator as to whether the plan is approved or not. A copy of the written notification is given to the child care service provider to retain in the applicable child's file at the service.
3. An Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet is located in [Appendix A](#).
4. When considering the needs of the children:
  - ii. The Administrator/Caregiver's ability to effectively meet the individual developmental needs of the children enrolled in the child care service will be considered in determining the total number of children to be enrolled;
  - iii. The Administrator/Caregiver's skills, qualifications, and experience in child development and use of inclusive practices will be considered;
  - iv. Naturally occurring proportions of children with exceptionalities, full participation and attendance in the child care service will also be considered; and
5. When considering the physical configuration of the family home:
  - i. The floor space of the areas of the family home used for the child care service must be at least 3.3 square metres multiplied by the maximum number of children who may participate in the child care service at any one time;
  - ii. Space occupied by washrooms and administrative areas must not be included in the calculation of floor space; and
  - iii. The amount of furniture, layout of rooms, available play space, and the ages and developmental abilities of the children must be considered.
6. When considering the program being offered in a child care service operated in a family home, the Administrator's ability to follow and implement the programming requirements as outlined in sections [ELCD-2017-J1](#) to [J4](#) of the Policy and Standards Manual must be considered.
7. When considering the number of and reason for any **Violation Orders** or non-compliance orders previously issued in relation to the Administrator, the child care service or the facility, any potential or immediate risk of harm to children or future non-compliance with the *Child Care Act* or Regulations must be considered.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet  
[Appendix A](#)

## FAMILY HOMES: RECORDS OF RESIDENTS

**Policy No.:** ELCD-2017-P3

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-I1](#); [ELCD-2017-L1](#); [ELCD 2017-L4](#)

**Legislative References:** CRR: s. [74](#)

### PURPOSE:

To outline the record requirements for every person who lives in the family home of child care service providers who operate under a child care service Licence and Affiliated Child Care Service Providers who operate under an Agency Approval Certificate.

### POLICY AND STANDARDS:

1. The Administrator must keep the following for every person who is 18 years old or older and lives in the family home as their primary residence; a copy of a:
  - i. Certified Criminal Records Check or Criminal Records Screening Certificate as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual;
  - ii. Vulnerable Sector Records Check as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual;
  - iii. First aid certificate, where that person holds a diploma (certificate) in first aid as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual; and
  - iv. Record of immunization as outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual.
2. Records of the Administrator's own children who live in the home as a primary resident and participate in the child care service must meet the requirements of individual children's records as outlined in section [ELCD-2017-L4](#) of the Policy and Standards Manual.
3. A person's primary residence or main residence is the dwelling where they usually live, typically the address listed on the individual's identification such as a driver's licence. A person can only have one primary residence at any given time.

4. The resident records must be kept as outlined in section [ELCD-2017-L1](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## AGENCIES: GENERAL

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<b>Policy No.:</b>	ELCD-2017-Q1
<b>Effective Date:</b>	2017-07-31
<b>Date Revised:</b>	2022-09-01
<b>Policy Cross References:</b>	<a href="#">ELCD-2017-D2</a> ; <a href="#">ELCD 2017-Q2</a>
<b>Legislative References:</b>	CCA: s. <a href="#">8</a> ; s. <a href="#">9</a> ; s. <a href="#">10</a>

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### PURPOSE:

To outline the requirements for an Agency to obtain a Licence and to issue Approval Certificates to Affiliated Child Care Service Providers.

### POLICY AND STANDARDS:

1. An Agent is required to hold a valid Licence prior to operating the business of an Agency and issuing Approval Certificates for Affiliated Child Care Service Providers.
2. A child care service provider cannot operate a child care service unless:
  - ii. The child care service provider holds a valid child care service Licence for that child care service;
  - iii. They are exempt from the requirement to hold a child care Licence; or
  - iv. They are approved by an Agency and the Agent of that Agency holds a valid Agency Licence.
3. An Agency must:
  - ii. Approve Affiliated Child Care Service Providers in accordance with the *Child Care Act* and Regulations that apply to applications for a child care service Licence to operate a child care service in a family home;
  - iii. Supervise Affiliated Child Care Service Providers it approves and the child care services operated by those Affiliated Child Care Service Providers to ensure compliance with the provisions of the *Child Care Act* and Regulations that apply to Affiliated Child Care Service Providers and to Licensees that hold a Licence to operate a child care service in the person's home;

- iv. Provide supports to Affiliated Child Care Service Providers it approves; and
  - v. Appoint Monitors to exercise the powers and perform the duties and functions conferred or imposed upon them by the *Child Care Act* and Regulations as outlined in section [ELCD-2017-Q2](#) of the Policy and Standards Manual.
4. Where an Agency approves an Affiliated Child Care Service Provider, the Agency must issue an Approval Certificate to that Affiliated Child Care Service Provider. An Approval Certificate must include, but is not limited to:
- ii. The name of the Agency issuing the approval;
  - iii. The name of the Affiliated Child Care Service Provider;
  - iv. The name of the child care service permitted to operate under the Approval Certificate, where applicable;
  - v. The street address of the facility where the child care service will operate;
  - vi. The maximum number of children and their age ranges who may participate in the child care service at any one time;
  - vii. The commencement and expiry dates of the Approval Certificate; and
  - viii. Any conditions to be applied and attached to the approval.

## PROCEDURES:

1. An applicant wishing to operate an Agency must apply in writing to a Manager for an Agency Licence under the *Child Care Act* as outlined in section [ELCD-2017-D2](#) of the Policy and Standards Manual.
2. An applicant wishing to operate an affiliated child care service must complete and submit documentation as required by an Agency that holds a child care Licence.

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/departments/contact/](http://www.gov.nl.ca/education/departments/contact/)



## AGENCIES: MONITORS

**Policy No.:** ELCD-2017-Q2

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD 2017-H1](#) to [H3](#)

**Legislative References:** CCA: s. [9](#)  
CCR: s. [6](#); s. [75](#); s. [76](#)

### PURPOSE:

To outline the qualifications and requirements of an Agency Monitor.

### POLICY AND STANDARDS:

1. A Monitor is a person appointed by an Agency under the *Child Care Act* to exercise the powers and perform the duties and functions conferred or imposed upon them by the *Act*.
2. An Agency must ensure the duties, orientation, monitoring and evaluation of Monitors are included in the description of the Agency's policy and procedures, to be provided as part of the application for a new or to renew an Agency Licence.
3. A person cannot be a Monitor unless all of the following requirements are met:
  - i. The person holds at least level II certification (Certification requirements are outlined in sections [ELCD-2017-H1](#) to [H3](#) of the Policy and Standards Manual);
  - ii. The person has at least two years' experience in a child care service operated in a family home where either the person was a child care service provider who held a valid child care service Licence or a valid Approval Certificate;
  - iii. A Certified Criminal Records Check or Criminal Records Screening Certificate and a Vulnerable Sector Records Check for that person are no more than three years old and is satisfactory to the Agent (These documents must be obtained from the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police in the jurisdiction where the person resides. Web-sites for these organizations are listed in the reference documents of this section of the Policy and Standards Manual);

- iv. The person holds a diploma in first aid from an organization approved by the Minister that is not more than three years old;
  - v. A copy of the person's current record of immunization is provided; and
  - vi. The documents listed above are kept by an Agent in a file at the facility.
4. An Agency must ensure that a Monitor visits each Affiliated Child Care Service Provider and facility in which the child care service of that Affiliated Child Care Service Provider is operated at least once each month to ensure adherence to the *Child Care Act* and Regulations.
  5. Monitors must prepare a written report of every visit to an Affiliated Child Care Service Provider, a child care service operated by an Affiliated Child Care Service Provider and a family home.
  6. The report must be provided to the Affiliated Child Care Service Provider and the Agent.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Royal Newfoundland Constabulary\_  
<https://www.rnc.gov.nl.ca/services/certificate-of-conduct/>
- Royal Canadian Mounted Police  
<http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks>

## AGENCIES: RECORDS TO BE KEPT

**Policy No.:** ELCD-2017-Q3

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD-2017-F1](#); [ELCD-2017-I1](#); [ELCD-2017-L1](#); [ELCD 2017-Q2](#)

**Legislative References:** CCR: s. [75](#); s. [77](#); s. [78](#)

### PURPOSE:

To outline the records to be kept by an Agency.

### POLICY AND STANDARDS:

1. An Agent must keep a file at the facility for every Affiliated Child Care Service Provider, Monitor, employee, student and volunteer who assists or provides services in the operation of the Agency, or has contact with the children registered in a child care service approved by the Agency or with the records of those children. This includes Affiliated Child Care Service Provider files that hold information which would be contained in the records of those children.
2. The files under number one of this section of the Policy and Standards Manual must be kept in a locked enclosure and be confidential as outlined in section [ELCD-2017-F1](#) of the Policy and Standards Manual.
3. Documentation to be kept in the files of Monitors is outlined in section [ELCD-2017-Q2](#) of the Policy and Standards Manual.
4. An Agent must keep at the facility the following information and documentation in relation to every child care service operated by an Affiliated Child Care Service Provider:
  - i. Contact information for the Administrator;
  - ii. A copy of the Administrator's certification that is no more than three years old;
  - iii. A Certified Criminal Records Check or Criminal Records Screening Certificate and a Vulnerable Sector Records Check for the Administrator that is no more than three years old and is satisfactory to the Agent (Requirements for these documents are outlined in section [ELCD-2017-I1](#) of the Policy and Standards Manual);

- iv. A copy of the Administrator's diploma in first aid certificate that is no more than three years old (Requirements of diplomas in first aid are outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual);
  - v. A copy of the Administrator's current record of immunization (Requirements of records of immunization are outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual);
  - vi. Contact information for the parents of the children registered in the child care service;
  - vii. The Affiliated Child Care Service Provider's application for an Approval Certificate and any other materials provided during the application process;
  - viii. A copy of the Approval Certificate issued by the Agency;
  - ix. A copy of all inspection reports prepared in relation to the child care service, its facility or the child care service provider;
  - x. A copy of the provincial and municipal approvals required to operate the child care service;
  - xi. A copy of proof of commercial insurance coverage and where appropriate, automobile insurance coverage;
  - xii. Reports prepared by Monitors; and
  - xiii. A copy of non-compliance orders issued by the Agency against the child care service operated by the Affiliated Child Care Service Provider.
5. A person who is an employee, student or volunteer of an Agency or who assists or provides services in the operation of an Agency and has access to the records of children (including Affiliated Child Care Service Provider files that hold information which would be contained in the records of those children) who participate in the child care service operated by an Affiliated Child Care Service Provider of the Agency must have, as part of their Agency file, a:
- i. Certified Criminal Records Check or Criminal Records Screening Certificate for that person that is no more than three years old and are satisfactory to the Agent; and
  - ii. Vulnerable Sector Records Check for that person that is no more than three years old and are satisfactory to the Agent (Requirements for these documents are outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual).
6. In addition to number five above, a person who is an employee, student or volunteer of an Agency or who assists or provides services in the operation of an Agency and has contact with children who participate in a child care service operated by an Affiliated Child Care Service Provider of the Agency must have, as part of their Agency file, a copy of:
- i. The person's diploma in first aid that is no more than three years old. Requirements of diplomas in first aid are outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual; and

- ii. The person's current record of immunization. Requirements of records of immunization as outlined in section [ELCD-2017-11](#) of the Policy and Standards Manual.
- 7. An Agency can identify the employees, students and volunteers who assist or provides services in the operation of the Agency that do not have access to children or their records by completing a **No Contact/Access Agreement** (see [Appendix D](#)).
- 8. Records of an Agency must be kept as outlined in section [ELCD-2017-L1](#) of the Policy and Standards Manual.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- Forms\_ [Appendix D](#) -

## AGENCIES: NOTIFICATION TO PARENTS AND MANAGERS

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**Policy No.:** ELCD-2017-Q4

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD 2017-F2](#)

**Legislative References:** CCR: s. [79](#)

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### PURPOSE:

To outline when an Agency is to provide notice to parents or Managers.

### POLICY AND STANDARDS:

1. An Agent must notify its Affiliated Child Care Service Providers and a parent of every child registered in the child care service operated by the Agency's Affiliated Child Care Service Provider in writing where:
  - i. The Agency is closed or anticipates being closed during its regular hours of operation, including closures due to holidays and a shut down or permanent closure. In situations where the Agency is being closed during its regular hours of operation or holidays, notification can be provided to the parents by the Affiliated Child Care Service Providers. Parents are to be notified 2 weeks before the closure. In situations where closure or shut down is unexpected, notification is to be given to the Affiliated Child Care Service Provider and parents immediately upon closure via local media and web-sites where possible and written notification is to be provided within 24 hours of the closure.
  - ii. The Licence of the Agency is suspended, revoked or expires, including details of the suspension, revocation or expiration (The notification must be given within 24 hours of the suspension, revocation or expiration; and
  - iii. The Licence has been varied, renewed or a **Violation Order** has been issued against the Agency. This notice can be considered to be provided when the Licence or **Violation Order** is posted as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual.
2. An Agent must notify a parent of every child registered in a child care service operated by one of the Agency's Affiliated Child Care Service Providers in writing where:

- i. The Approval Certificate of that Affiliated Child Care Service Provider is revoked, suspended or expires including details of the revocation, suspension or expiration;
  - ii. The Approval Certificate is renewed or varied (Notice is considered to be provided when the Approval Certificate is posted as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual);
  - iii. A non-compliance order is issued by the Agency in relation to that Affiliated Child Care Service Provider or its child care service (The parent must also be notified of the requirement for the non-compliance orders to be posted in the family home. Notice is considered to be provided when the non-compliance order is posted as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual); and
  - iv. A **Violation Order** is issued against the Agency in relation to that Affiliated Child Care Service Provider or its child care service. Notice is considered to be provided when the **Violation Order** is posted as outlined in section [ELCD-2017-F2](#) of the Policy and Standards Manual.
3. An Agent must notify a Manager in writing when:
  - i. The Agency starts or stops monitoring an Affiliated Child Care Service Provider. This includes when an Approval Certificate is issued, renewed, suspended, revoked or expires. Notification must be reported monthly to the Manager in the regional office of the where the Agency is being monitored. Regional office contact information is located in the reference documents of this section of the Policy and Standards Manual.
  - ii. The Agency closes or anticipates closing permanently. Notice must be provided at least 90 days prior to the closure.

## PROCEDURES:

N/A

## REFERENCE DOCUMENTS:

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

- *Department of Education*  
[www.gov.nl.ca/education/departments/contact/](http://www.gov.nl.ca/education/departments/contact/)

## AGENCIES: INSURANCE COVERAGE

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**Policy No.:** ELCD-2017-Q5

**Effective Date:** 2017-07-31

**Date Revised:**

**Policy Cross References:** [ELCD 2017-I7](#)

**Legislative References:** CCR: s. [6](#); s. [80](#)

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### PURPOSE:

To outline the insurance requirements of an Agency.

### POLICY AND STANDARDS:

1. At least \$2 million in commercial general liability insurance coverage must be carried with respect to the operation of an Agency.
2. Proof of insurance coverage from an insurance company or a letter from an insurance company showing its intent to provide insurance coverage must be provided to a Manager as part of an application for a new Licence or to renew a Licence.
3. Where a letter of intent is provided, the insurance certificate must be provided to a Manager within 30 days of the Agency obtaining a Licence.
4. Proof from the insurance company of insurance renewal must be provided to a Manager upon expiry. Where proof consists of a letter from the insurance company, the insurance certificate must be provided to a Manager within 30 days of being renewed.
5. The Agency's insurance policy must indicate the name of the Agency, address, amount of insurance coverage and expiry date.
6. The insurance certificate should indicate (as per the wording below) that the King be additionally insured:

***"In the event of any endorsements, renewal and/or cancellation, notification must be given to the Provincial Director of Early Learning and Child Development, P.O. Box 8700, St. John's, NL. A1B 4J6. His Majesty the King in right of Newfoundland***



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***and Labrador as Represented by the Minister of the Department of Education must be additionally insured with respect to the operation of (name of Agency)."***

7. Where an insurance policy is endorsed, renewed or cancelled, notification must be provided to the Provincial Director as noted above.
8. Where an Agency has a change in insurance providers, notification of the change must be provided to the Provincial Director from an insurance company upon the date it was changed. The new insurance certificate must be provided no later than 30 days after the date the insurance coverage commenced.
9. Where an Agency has a change in insurance providers, notification of the change must be provided to the Manager from an insurance company upon the date it was changed. The new insurance certificate must be provided no later than 30 days after the date the insurance coverage commenced.
10. Where an Agency does not have insurance or allows the insurance policy to lapse, the Agency must cease to operate immediately until proof of insurance can be provided to the Manager.
11. The Agency may consider obtaining board of director insurance in addition to the insurance of the Agency.
12. An Agency must ensure that the Affiliated Child Care Service Providers it approves and supervises adheres to the insurance policy outlined in section [ELCD-2017-17](#) of the Policy and Standards Manual.

## **PROCEDURES:**

N/A

## **REFERENCE DOCUMENTS:**

(applicable websites, guidelines, relevant forms, etc. Sections of the legislation can also be referenced here if needed).

## **APPENDIX A**

### **Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet**

## Age Range, Caregiver to Child Ratio, Group Size and Caregiver Certification Fact Sheet

Age Range	Reg	Description
Infant	2(k)	Birth up to two years old
Toddler	2(q)	One year and six months old up to three years old
Preschool	2(p)	Two years and nine months old up to five years and nine months old and not attending school
Pre-kindergarten	2(o.1)	Three years and eight months old up to five years and nine months old and attending a pre-kindergarten program
School	2(p.2)	Four years and eight months old up to 13 years old and attending school

### Centre:

Homeroom Age Range	Caregiver to Child Ratio	Maximum Group Size	Notwithstanding	Minimum Caregiver Certification Required
Infant	1:3	6		<b>Level I – Infant Classification</b> <b>No Trainee Level Certification permitted for caregivers working with this age range.</b>
Infant and Toddler	1:3	6	*No children are 1 year or younger  Not more than three children are 2 years or younger	<b>Level I – Infant and Preschool Classification</b> Where one or more children in the homeroom are two years old or younger, one caregiver must hold Level I - Infant Classification in addition to Level I – Preschool Classification.  Where the group size exceeds three, the second caregiver may hold Trainee Level – Preschool Classification.
Toddler	1:5	10		<b>Level I – Preschool Classification</b> Where one or more children in the homeroom are two years old or younger, one caregiver must hold Level I - Infant Classification in addition to Level I – Preschool Classification. Where more than three children are two years or younger, the second caregiver must hold a level I certification.  The second caregiver may hold Trainee Level – Preschool where the group size exceeds five, and no more than three children are two years or younger.
Toddler and Preschool	1:7	14	No children are 2 years or younger  Not more than five children are 3 years or younger	<b>Level I – Preschool Classification</b> Where the group size exceeds seven, the second caregiver may hold Trainee Level – Preschool Classification.

<b>Preschool</b>	1:8	16		<b>Level I – Preschool Classification</b> Where the group size exceeds eight, the second caregiver may hold Trainee Level – Preschool Classification.
<b>Preschool and School</b>	1:8	16	No children are 3 years or younger No children are 7 years or older	<b>Level I – Preschool and School Classification</b> Where the group size exceeds eight, the second caregiver may hold Trainee Level – Preschool and School Classification.
<b>Pre-kindergarten</b>	1:10	20		<b>Level III – Pre-kindergarten Classification</b> Where the group size exceeds 10, the second caregiver may hold Trainee Level – <b>Preschool and Pre-kindergarten Classification.</b>
<b>School</b>	1:15	30		<b>Level I – School Classification</b> Where the group size exceeds 15, the second caregiver may hold Trainee Level – School Classification.

**\*This notwithstanding does not apply where the child care service is operated in a school under the *Schools Act, 1997*, for children of persons who are enrolled in and attend the school – Regulation [53\(9\)](#).**

#### Family Home:

Age Range	Maximum Group Size	Conditions	Other Requirements
<b>Infant</b>	3	All children are infants	<b>Level I – Infant for a Family Home Service</b> The child care service provider's own children in the infant, toddler and preschool age range count toward the number of children participating in the child care service unless the provider's own children participate in a child care service outside of the family home and an alternate child care plan is submitted and approved by a manager or agency.  Up to two of the child care service providers own children in the school age range shall not be counted toward the number of children participating in the child care service.
<b>Infant to School</b>	5	No more than two infants and no more than three toddlers	<b>Any level – For a Family Home Service</b> The child care service provider's own children in the infant, toddler and preschool age range count toward the number of children participating in the child care service unless the provider's own children participate in a child care service outside of the family home and an alternate child care plan is submitted and approved by a manager or agency.  Up to two of the child care service providers own children in the school age range shall not be counted toward the number of children participating in the child care service.
	6	No more than two infants and no more than two toddlers	
	7	No infants and no more than two toddlers	

**Regulatory References: Sections [16\(3\)\(a\)](#), [53](#), [54](#), [69](#)**

## **APPENDIX B**

[Licensing Documentation Standards for  
Child Care Centres and Family Homes  
Licensing Documentation Standards for Agencies](#)

## Licensing Documentation Standards for Child Care Centres and Family Homes

Sections [ELCD-2017-D1](#) and [D2](#) of the Child Care Policy and Standards Manual (CCPSM) outline the general requirements and the application process to obtain a child care Licence. Below is an outline of required documentation to be provided with an application for a child care service Licence.

### Program

- The program is the detailed framework of service offered and implemented by a child care service that include but is not limited to the philosophy and policies of the child care service, daily planning and the activities, materials, furniture and equipment provided.
- The requirements of the program are outlined in sections [ELCD-2017-J1](#) to [J2](#) of the (CCPSM).
- A description of the program must be completed on a **Child Care Program Proposal** form located in [Appendix D](#) of the CCPSM.
- The **Child Care Program Proposal** is to be prepared by the proposed Administrator or a person who has the qualifications to be an Administrator and signed by both the person who prepared the **Child Care Program Proposal** and the applicant or Licensee.
- Daily schedules and a detailed list of activity areas, resources, play materials, furniture and equipment must be provided.
- The proposed program will be assessed and approved by a Manager of the Department prior to the issuance of a Licence.
- Any issues identified with the **Child Care Program Proposal** will be addressed with the applicant or person who prepared the **Child Care Program Proposal** prior to the program being approved.

### Facility Plans

- Where the child care service is in a family home, the facility plans must be drawn to scale and show all areas of the family home to be used for the child care service, including the outdoor play area and structures. The requirements for indoor and outdoor areas for family homes are outlined sections [ELCD-2017-K13](#) and [ELCD-2017-P1](#) of the CCPSM.
- Where the child care service is in a child care centre, the facility plans are required to be professionally drawn to scale which includes:
  - Being drafted by a professional architect or engineer skilled person.
  - An architectural or engineering stamp by a professional licensed to practice.
- Where the child care service is in a child care centre, the facility plans must show the areas of the centre which includes but is not limited to:
  - Location of homerooms, washrooms, food preparation and storage areas, administration area and general storage, mechanical, maintenance, and furnace rooms. The requirements for indoor areas of a child care centre are outlined sections [ELCD-2017-N1](#) to [N4](#) of the CCPSM.
  - The outdoor play area and its location in relation to the facility, layout, its size, fencing details, types of protective surfacing and location of fixed equipment. The requirements for the outdoor play area and structures of a child care centre are outlined in sections [ELCD-2017-K13](#) and [ELCD-2017-O1](#) of the CCPSM.

- The plans of the facility including the outdoor play area will be assessed to ensure the requirements of the *Child Care Act* and Regulations are met. Any identified issues will be addressed with the applicant prior to the plans being approved.
- Digital Government and Service NL may have additional requirements with respect to plans of the facility (indoor and outdoor) and will assess compliance with the *Fire Protection Services Act* and Regulations as well as the *Food Premises Act* and Regulations. It is the responsibility of the applicant to contact Digital Government and Service NL to obtain and submit required applications and documentation as per Digital Government and Service NL requirements.

### **Municipal and Provincial Approval**

- Proof of municipal and provincial approval to operate a child care service or a letter from the municipality stating that municipal approval is not required must be provided prior to the issuance of a Licence.
- Municipal approval also includes an occupancy permit from the municipality where the service is operated, where determined by a Manager to be necessary.

### **Insurance Documentation**

- Proof of insurance must be provided prior to the issuance of a Licence as outlined in section [ELCD-2017-17](#) of the CCPSM.
- Each child care service must carry at least \$2 million of commercial general liability insurance coverage.
- Where a child care service is in the process of obtaining a new Licence and an insurance certificate is not available, a letter of intent to provide insurance from the insurance company is required prior to the issuance of a Licence.
- The insurance certificate should indicate (as per the wording below) that the King be additionally insured:

***“In the event of any endorsements, renewal and/or cancellation, notification must be given to the Provincial Director of Early Learning and Child Development, P.O. Box 8700, St. John’s, NL. A1B 4J6. His Majesty the King in right of Newfoundland and Labrador as Represented by the Minister of the Department of Education must be additionally insured with respect to the operation of (name of child care service).”***

### **Incorporation Documentation**

- Where a child care service is incorporated, proof of incorporation and current record of good standing is required. This information can be obtained from the *Government of Newfoundland and Labrador* eservices website at: <https://cado.eservices.gov.nl.ca/>

## Personnel Documentation

- Personnel documentation to be kept at the facility is outlined in section [ELCD-2017-I1](#) of the CCPSM.
- The personnel documentation to be submitted prior to the issuance of a Licence includes each Administrators:

### 1. Certification

- Certification is an assessment of academic qualifications relating to early childhood education programs. Certification is required for a person working as an Administrator or Caregiver in a regulated child care service.
- A person cannot be considered a Caregiver and cannot be considered a Caregiver in the Caregiver to child ratio unless the person is 18 years old or older and holds certification for the:
  - Type of facility in which the child care service is operated
  - Level required by the *Child Care Act* and Regulations
  - Age range of the children to whom the person is assigned as Caregiver and a copy of their certification is part of their personnel record.
- Certification requirements are outlined in sections [ELCD-2017-H1](#) to [H3](#) of the CCPSM.
- Additional information on certification and early childhood education is located on the Association of Early Childhood Educators Newfoundland and Labrador's website at: <http://www.aecenl.ca>

### 2. First Aid Certificate

- A diploma in first aid must be from an organization approved by the Minister. A list of approved first aid training providers is located on the Workplace NL website: <https://ctr.bluedrop.io/#/first-aid-offerings>
- A first aid diploma must include first aid and CPR for children. Administrators must have a standard (two day) first aid course. Other employees, students or volunteers must have at least an emergency (one day) first aid course.
- A first aid certificate must be not more than three years old.

### 3. Record of Immunization

- A current record of immunization can be obtained from a local Public Health provider in the area where the person resides or has resided.
- The record can consist of a photocopy of the immunization card and must have dates of the immunization and the signature of the nurse or physician.

### 4. Certified Criminal Records Check or Criminal Records Screening Certificate and Vulnerable Sector Records Check

- These documents must be obtained from the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police in the jurisdiction where the person resides.
- The Certified Criminal Records Check or Criminal Records Screening Check and Vulnerable Sector Records Check must be not more than 3 years old and be satisfactory to the Licensee who is operating the child care service.



- Information and documentation requirements pertaining to the Royal Newfoundland Constabulary and the Royal Canadian Mounted Police is located on-line at: <https://www.rnc.gov.nl.ca/services/certificate-of-conduct/> and <http://www.rcmp-grc.gc.ca/en/criminal-record-and-vulnerable-sector-checks>

### Other Required Documents

- A weekly sample menu which is developed as outlined in section [ELCD-2017-K11](#) of the CCPSM. A sample template of a menu is located in [Appendix E](#).
- Where the service is a child care centre, a detailed drawing of the floor plan for each homeroom indicating the activity areas available to the children while participating in the child care service as outlined in section [ELCD-2017-J2](#) of the CCPSM must be provided. This must include but is not limited to shelves, tables, floor covering, doors, windows, walls and fixed equipment.
- An **Attestation of Directors and Residents** located in [Appendix D](#) which identifies the current directors of a child care service or the residents of a family home and the agreement to notify the Manager of any change with respect to a director or resident.
- A **Transportation Agreement** located in [Appendix D](#) of the CCPSM which identifies the child care service's intentions with respect to providing transportation for children registered in the child care service.
- A **No Contact/Access Agreement** located in [Appendix D](#) of the CCPSM which identifies the employees, students and volunteers who assists or provides services in a child care service that do not have access to children or their records.
- **Digital Government and Service NL Inspections**
  - It is the responsibility of the applicant to contact the Digital Government and Service NL to obtain and submit required applications and documentation as per Digital Government and Service NL requirements.
  - Digital Government and Service NL inspectors determine the capacity of the service, the capacity of each homeroom where the service is a child care centre and the capacity of the outdoor play area.
  - Digital Government and Service NL inspectors complete a Fire/Life Safety inspection and a Facilities Inspection Report as outlined in section [ELCD-2017-D2](#) of the CCPSM.
  - Digital Government and Service NL information is located on line at: <http://www.servicenl.gov.nl.ca/>
- A contingency plan for replacement caregivers, where only one caregiver is at a facility.
- **Family Homes**

Where a child care service is operated in a family home, the applicant must be the Administrator of that family home and provide:

  - Proof that the applicant lives in the home where the child care service is operated.
  - Consent and the consent of all residents of the family home who are 16 years old or older to permit a Manager access to information from provincial government departments, agencies, boards and commissions regarding their suitability to care for or be in contact with children by completing a **Child Care Suitability for Family Homes Application** located in Appendix D.

## Licensing Documentation Standards for Agencies

Sections [ELCD-2017-D1](#) and [D2](#) and [ELCD-2017-Q1](#) of the Child Care Policy and Standards Manual (CCPSM) outline the general requirements and the application process to obtain an Agency Licence. Below is an outline of required documentation to be provided with an application for an Agency Licence.

### Agency Services

- A detailed description of the Agency's policies and procedures must be provided on a **Child Care Agency Service Proposal** form located in [Appendix D](#) of the CCPSM.
- The **Child Care Agency Service Proposal** must be prepared and signed by both the person who prepared it and the applicant or Agent, where it was not completed by the applicant or Agent.
- The proposed services will be assessed by a Manager of the Department prior to the issuance of a Licence.
- Any issues identified with the **Child Care Agency Service Proposal** will be addressed with the applicant or person who prepared the **Child Care Agency Service Proposal** prior to being approved.

### Municipal and Provincial Approval

- Proof of municipal and provincial approval to operate an Agency or a letter from the municipality stating that municipal approval is not required must be provided prior to the issuance of a Licence.

### Insurance Documentation

- Proof of insurance must be provided prior to the issuance of a Licence as outlined in section [ELCD-2017-Q5](#) of the CCPSM.
- Each Agency must carry at least \$2 million in commercial general liability insurance coverage.
- Proof of insurance coverage from an insurance company or a letter from an insurance company showing its intent to provide insurance coverage must be provided to a Manager prior to a Licence being issued.
- The insurance certificate should indicate (as per the wording below) that the King be additionally insured:

***“In the event of any endorsements, renewal and/or cancellation, notification must be given to the Provincial Director of Early Learning and Child Development, P.O. Box 8700, St. John's, NL. A1B 4J6. His Majesty the King in right of Newfoundland and Labrador as Represented by the Minister of the Department of Education must be additionally insured with respect to the operation of (name of Agency).”***

### Incorporation Documentation

- Where an Agency is incorporated, proof of incorporation and current record of good standing is required. This information can be obtained the *Government of Newfoundland and Labrador* eservices website at: <https://cado.eservices.gov.nl.ca/>

### Personnel Documentation

- Personnel documents to be kept at an Agency are outlined in section [ELCD-2017-Q3](#) of the CCPSM.
- An Agency can identify the employees, students and volunteers who assist or provides services in the operation of the Agency that do not have access to children or their records by completing a **No Contact/Access Agreement** located in [Appendix D](#) of the CCPSM.

# **APPENDIX C**

## **Guidelines for Medication Administration**

## **GUIDELINES FOR MEDICATION ADMINISTRATION**

Prior to administering medication, the Administrator or person administering the medication should be aware of the possible side effects of the medication. The following steps should be followed when administering medication to children participating in a child care service.

### **1. Prepare the child**

- i. Give a few minutes' notice;
- ii. Move the child to a quiet area separate from the other children if possible; and
- iii. Tell the child exactly what is about to happen.

### **2. Prepare the medication**

- i. Check for written medical consent;
- ii. Wash hands and prepare supplies (Provincial standards with respect to proper hand washing techniques follow those of Health Canada. Information on Health Canada can be found on-line and is listed in the reference documents of section [ELCD-2017-K9](#) of the Child Care Policy and Standards Manual);
- iii. Check all the information on the label three times: when removing it from storage, before measuring and after measuring the medication (This information includes the child's name, name of medication, amount required, time and method for administering the medication and any other instructions on the label or container);
- iv. Measure medication using the measuring device provided with the medication or a proper measuring tool;
- v. Where the medication is tablets or capsules, avoid touching the medication (Shake the required number into a cup and give the cup to the child to administer along with something to drink); and
- vi. Where the medication is a cream or ointment, squeeze the cream or ointment into a disposable towel or tissue and use it to apply the medication.

### **3. Administer the medication**

- i. Administer the measured medication to the child;
- ii. Where possible, allow the child to assist in administering the medication by holding the cup and encourage and praise the child for taking the medication;
- iii. Observe the child for possible side effects; and
- iv. If the child refuses the medication, try again in fifteen minutes. If the child refuses again, do not force the child, record that the medication was refused and inform a parent immediately.

4. Record the administration of the medication

- i. The child's name and date of birth;
- ii. The name of the medication;
- iii. The date and time the medication was administered;
- iv. The dosage amount;
- v. Any side effects observed and action taken;
- vi. Any refusals of the child to take the medication;
- vii. Any spillage of medications;
- viii. Any information pertinent to administering further doses;
- ix. The signature and initials of the Administrator or Caregiver who administered the medication;
- x. Where possible, a second Caregiver must confirm the administration of the medication; and
- xi. Where all the medication has been administered, indicate "completed" on the administration record and place it in the child's record.

5. Where an error is made

- i. Remain with the child and closely observe any side effects;
- ii. Contact an emergency medical service immediately to determine what action is required and implement as advised;
- iii. Contact the parent immediately;
- iv. Record the information as per the requirements outlined in section [ELCD-2017-K5](#) of the Child Care Policy and Standards Manual;
- v. Contact the regional office of the Department within one business day; and
- vi. Do not give further medication without the consent of the parent or the person with the authority to write a prescription under an Act of this province.

## APPENDIX D

### Forms Listing

[Child Care Licence Application](#)

[Child Care Agency Service Proposal](#)

[Child Care Program Proposal](#)

[Primary Teacher Pilot Program Application](#)

[Casual Caregiver Pilot Program Application](#)

[Casual Caregiver Pilot Program Attestation of Employment](#)

[Child Care Building and Outdoor Play Area Waiver Application](#)

[Child Care Services Certification – Employee Certification Agreement](#)

[Child Care Services Certification Waiver Application – Employer Declaration](#)

[Attestation of Directors and Residents](#)

[No Contact/Access Agreement](#)

[Transportation Agreement](#)

# APPENDIX E

## Sample Templates

[Child Registration and Health Questionnaire](#)

[Statement of Immunization](#)

[Consent for Emergency Care and Transportation](#)

[Medication Consent and Administration of Medication Record](#)

[Notification of Illness](#)

[Prevention and Emergency Treatment Plan](#)

[Infant/Toddler Daily Record](#)

[Incident/Injury Report](#)

[Child Care Centre Monthly Outdoor Play Area Inspection Checklist](#)

[Family Child Care Monthly Outdoor Play Area Inspection Checklist](#)

[Spring/Fall Maintenance and Repair Outdoor Play Area Checklist](#)

[Daily Outdoor Play Area Inspection Checklist](#)

[Menu](#)

[Sign In/Out Sheet](#)

[Daily Schedule](#)

[Experience Planning Form](#)

[School-Aged Experience Planning Form](#)

**\*NOTE: The following Sample Templates are provided to serve as a guide in assisting child care services to develop records as required by child care legislation. The use of the exact sample templates provided is not required.**

## Child Registration and Health Questionnaire (To be completed by parents)

Name of Child: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ (yyyy/mm/dd)      MCP: \_\_\_\_\_      Expiry: \_\_\_\_\_ (yyyy/mm/dd)

Parents/Guardians Names:

1. \_\_\_\_\_ Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Email: \_\_\_\_\_

2. \_\_\_\_\_ Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Email: \_\_\_\_\_

### In Case of Emergency (adult to contact if you cannot be reached)

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

Physician and/or Clinic Name: \_\_\_\_\_

Physician Address: \_\_\_\_\_

Physician Telephone: \_\_\_\_\_

Dentist and/or Clinic: \_\_\_\_\_

Dentist and/or Clinic Address: \_\_\_\_\_

Dentist and/or Clinic Telephone: \_\_\_\_\_

**Record of Immunization: Please attach copy of your child's current record of immunization or a written statement indicating your child is not immunization.**



### Authorized Individuals for Pick-up

1. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

2. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

3. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

4. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

5. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

6. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

7. Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Tel (w) \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_

**Signature:** \_\_\_\_\_

## Health and Developmental History

Describe your child's general health (e.g., recurrent colds, ear infections, stomach aches, etc):

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Does your child have any illnesses, conditions, special needs or diagnosis' which I/we should know about (e.g., asthma, diabetes, attention deficit disorder, other health restrictions)?

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Is your child taking any medication? ☐ Yes ☐ No  
If yes, which medication and what is it for?

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Has your child ever been to a dentist? ☐ Yes ☐ No  
Describe any dental problems:

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How would you describe your child's emotional, physical and social growth and development?

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Does your child have any food allergies? ☐ Yes ☐ No  
If yes, please describe:

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---

Does your child have any other allergies? ☐ Yes ☐ No  
If yes, please describe:

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---

Is your child on any special diet? ☐ Yes ☐ No  
If yes, please describe:

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Describe any particular concerns you have about your child's diet and/or eating habits:

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Describe specific techniques used to settle or calm your child (e.g., rocking, pacifier, singing for infants and toddlers, quiet time with an adult for preschoolers, or time to themselves for school-age children).

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Describe your child's sleeping habits and routine:

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How far has your child progressed in toilet learning? (if applicable)

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Describe any particular fears your child has shown (e.g., to animals, loud noises, strangers):

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Describe how your child reacts to stressful situations (e.g., cries, withdraws, 'acts out', nightmares):

---

---

How does your child usually react to new situations?

---

---

We would appreciate your views on guiding your child's behaviour, setting limits and any concerns you have about your child in relation to their behaviour:

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Is there anything else that you would like to tell me/us about your child to help me/us provide best possible care?

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**For infants/young children being breast or bottle fed**

Describe your infant/child's breastfeeding or bottle-feeding patterns:

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---

How will your infant/child be fed in the child care setting (e.g., expressed breast milk in bottle or cup, formula)?

---

---

Parent's signature

Date

**Administration Use Only:**

Date of Registration: \_\_\_\_\_ End of Service

Date: \_\_\_\_\_

Start Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

## Statement of Immunization

This is to confirm that \_\_\_\_\_  
(name of child or individual)

☐ Is not immunized.

☐ Do not have a current and up to date record of immunization.

☐ Is awaiting a copy of my/child's record of immunization.

I am aware that I/my child may be asked to leave \_\_\_\_\_  
(name of child care service)

at the request of a public health official in the event of a communicable disease outbreak and  
may be unable to return for the duration of that outbreak.

\_\_\_\_\_  
Name of parent/individual

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of parent/individual

## Consent for Emergency Care and Transportation

Name of Child: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
(yy/mm/dd)

MCP: \_\_\_\_\_ MCP Expiry: \_\_\_\_\_

If, due to such circumstances as injury or sudden illness, medical treatment is necessary, I authorize the child care service provider to take whatever emergency measures s/he deems necessary for the protection of this child while in her/his care.

I understand that this may involve contacting a physician, interpreting and carrying out the physician's instructions, and transporting my child to a hospital, including the possible use of an ambulance.

This could also include emergency transportation required as a result of fire or other environmental emergencies.

I understand that this may be done prior to contacting me, and that any expense incurred for such treatment, including ambulance fees, is my responsibility.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Name (Please Print)

## Medication Consent and Administration of Medication Record

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
(yy/mm/dd)

### Part I: Information (to be completed by parents)

Date medication prescribed: \_\_\_\_\_ For how long? \_\_\_\_\_

Name of prescribing physician: \_\_\_\_\_

Physician's telephone: \_\_\_\_\_

Reason for medication: \_\_\_\_\_

Name of medication: \_\_\_\_\_ Dose: \_\_\_\_\_

Times to give medication: \_\_\_\_\_

The child received \_\_\_\_\_ (number) of doses at home.

Did the child have any reaction to this medication? YES NO If yes, describe:

Special consideration for this medication (e.g., taken with meals, 1 hour before meals):

I, \_\_\_\_\_ (parent) give permission for my child  
\_\_\_\_\_ (child's name) to be given medication

according to the instructions stated above. I have explained when and how to give this medication and understand that I will be contacted if my child shows any unusual symptoms.

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

## Part II: Administration of Medication Record

Write the date and times the medication was administered, and sign your initials in the appropriate boxes below:

Date yy/mm/dd	Time	Amount	Initials 1 <sup>st</sup> Caregiver	Initials 2 <sup>nd</sup> Caregiver	Date yy/mm/dd	Time	Amount	Initials 1 <sup>st</sup> Caregiver	Initials 2 <sup>nd</sup> Caregiver

Note: Each caregiver who administers or witnesses this medication must verify her/his initials with the signature below.

Initials: \_\_\_\_\_ Signature: \_\_\_\_\_

Initials: \_\_\_\_\_ Signature: \_\_\_\_\_

Initials: \_\_\_\_\_ Signature: \_\_\_\_\_

Initials: \_\_\_\_\_ Signature: \_\_\_\_\_

Provider's comments:

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Observation	Description	Action
Side effects		
Spillage of medication		
Refusal to take medication by the child		



## Notification of Illness

Dear Parent or Guardian:

( ) Your child may have \_\_\_\_\_

( ) A child in the child care service has \_\_\_\_\_

We have noticed the following symptoms of this illness: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please take the following precautions:

1. Check your child for the above symptoms.

2. Take your child to the appropriate health professional if you think s/he has \_\_\_\_\_

\_\_\_\_\_

3. Tell the child care service if your child has \_\_\_\_\_

\_\_\_\_\_

( ) Your child may participate in the program even with \_\_\_\_\_

( ) Your child must be cared for at home for \_\_\_\_\_ days or until \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Prevention and Emergency Treatment Plan

### Part 1 - Child Information

Name of Child: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ MCP Number: \_\_\_\_\_

MCP Expiry: \_\_\_\_\_

### Contact Information

Parent/Guardian: \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Address: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Telephone: \_\_\_\_\_

Other/Emergency contact:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Notify parents/guardian or emergency contact in the following situations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List any other conditions that may affect the treatment of your child.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Part II — Prevention Plan

Allergen(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Historical symptoms of allergic reaction(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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SAMPLE

## Part IV – Signatures

I have read and understand the Prevention and Emergency Treatment Plan and agree to the care described in this plan and the sharing of information relevant to the service requested with those who must know in order to provide the service.

I hereby request and authorize the child care service to provide the care described above to my child. I understand the trained persons have no medical qualifications and will perform the requested service in good faith and within the scope of the training received in accordance with this agreement. In the event of an emergency, I authorize the child care service to administer the device specified in This agreement and provided by me, and to obtain suitable medical assistance. I agree to assume responsibility for all cost associated with medical treatment.

I hereby acknowledge my responsibilities, as set out in these guidelines and agree to carry these out to the best of my ability.

I agree to notify the child care service in writing of any changes to the information provided on this form.

I agree that the information provided on this form will be shared on a need-to-know basis with anyone who will be involved in the care of my child on behalf of the child care service.

I agree to have relevant information about my child's health/medical condition available in strategic areas of the child care service (e.g. homeroom, food preparation area and same area as the child care licence or approval certificate) to assist in providing emergency services to mychild.

Additional comments:

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I agree that the administrator or designate may contact my child's physician in the event of a medical emergency or should the administrator or designate require clarification about the child care service's responsibilities as set out in this agreement. ☐ Yes ☐ No

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

I hereby acknowledge and accept my responsibilities and those of the employees, students and volunteers who assume caregiver roles, as set out in this agreement.

Administrator (or designate): \_\_\_\_\_ Date: \_\_\_\_\_

## Infant/Toddler Daily Record

Name of Child: \_\_\_\_\_

Name of Primary Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

Arrival Time: \_\_\_\_\_ Departure Time: \_\_\_\_\_

### Part 1: To be completed by the parent

Time of last diaper change / wet or bowel movement (BM)	Time of last feeding	Times infant slept last night

Information the primary caregiver needs to provide care to your infant/toddler today:

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\_\_\_\_\_  
Parent/Guardian's Signature

Over ➔

**Part 2: This section to be completed by primary caregiver**

Diaper Changes			Feeding			Sleeping	
Time	Wet (✓)	B.M. (✓)	Time	Bottle (✓)	Food* (✓)	From	To

\* Indicate what foods the infant/toddler ate today in table below:

**What s/he ate today:**

Morning	Lunch	Afternoon

General comments on her/his day:

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\_\_\_\_\_  
Signature of Primary Caregiver

## Incident/Injury Report

### Section A: Child Care Service Information

Name:	
Administrator:	Licensee:
Street Address:	

### Section B: Type of Incident/Injury

<input type="checkbox"/> Reportable Communicable Disease	<input type="checkbox"/> Injury to Child	<input type="checkbox"/> Fire or Other Facility Disaster
<input type="checkbox"/> Operational or Safety Practice Breach of Physical Environment	<input type="checkbox"/> Sudden Illness of Child	
<input type="checkbox"/> Abuse or Neglect of Child by Child Care Service	<input type="checkbox"/> Disclosure of Abuse or Neglect by a Child	
<input type="checkbox"/> Other: _____		

### Section C: Details of Incident/Injury

Name of Child:	Date of Birth:
Date of Incident/Injury:	Time of Incident/Injury:
Specific Location where the Incident/Injury Occurred:	Caregiver to child ratio at the time of the incident/injury:
Name of caregivers responsible for care and supervision during time of incident/injury:	
Description of the incident/injury:	
Description of actions taken and first aid administered by caregivers:	

### Section D: Signatures

Reporting Individual's Signature	Date
Administrator's Signature	Date
Parent Signature	Date

**Child Care Centre  
Monthly Outdoor Play Area Inspection Checklist**

<b>Name of Child Care Service:</b> <hr/> <b>Inspected by:</b> <hr/> <b>Date of Inspection:</b> <hr/>		General Site	Surfacing					Legend	
								✓ Satisfactory X Attention Required N/A Not applicable <i>Please check all boxes</i>	
								Action Taken	Date Completed
SURFACES	Surface Contamination								
	Surface Compaction								
	Surface Level								
	Surface Containment								
	Protective Surface Zone								
	Footings exposed								
PERFORMANCE	Head/neck entrapment								
	Protrusion Hazards								
	Sharp points/edges								
	Entanglement Hazards								
	Crush/shear hazards								
	Looping hazards								
MAINTENANCE	Tilting/Frost Heave								
	Chain Wear								
	Bearings Wear								
	Lubrication								
	Loose/worn/missing fasteners								
	Wood Splinters/cracking								
	Broken/worn/damaged parts								
	Surface finish/UV stability								



S I T E	Fencing							
	Lighting							
	Signs							
	Play Materials/Furniture/Equipment							
	Pathways/Emergency Exits							

**Comments:**

**Action Plan:**

**Signature**

**Date**

**Family Child Care  
Monthly Outdoor Play Area Inspection Checklist**

<b>Name of Child Care Service:</b> <hr/> <b>Inspected by:</b> <hr/> <b>Date of Inspection:</b> <hr/>		General Site	Surfacing					<b>Legend</b>	
								✓ Satisfactory X Attention Required N/A Not applicable <i>Please check all boxes</i>	
								<b>Action Taken</b>	<b>Date Completed</b>
<b>SURFACES</b>	Surface Contamination								
	Surface Compaction								
	Surface Level								
	Surface Containment								
	Protective Surface Zone								
	Footings exposed								
<b>PERFORMANCE</b>	Head/neck entrapment								
	Protrusion Hazards								
	Sharp points/edges								
	Entanglement Hazards								
	Crush/shear hazards								
	Looping hazards								
<b>MAINTENANCE</b>	Tilting/Frost Heave								
	Chain Wear								
	Bearings Wear								
	Lubrication								
	Loose/worn/missing fasteners								
	Wood Splinters/cracking								
	Broken/worn/damaged parts								
Surface finish/UV stability									

S I T E	Balcony/Patio							
	Fencing							
	Lighting							
	Signs							
	Play Materials/Furniture/Equipment							
	Pathways/Emergency Exits							
O T H E R	Hot Tub							
	Swimming Pool							
	Jumping Apparatus							
	Ponds							
	Poisonous Plants							
	Garbage Containers							
	Barbeques/Fluids/Charcoal							
	Mowers/Snow Throwers							
	Yard/Construction Tools							
	Garages/Sheds							
	Clothes Lines							
	Lawn/Garden Chemicals							
	Well/Septic Tank							

**Comments:**

**Action Plan:**

**Signature**

**Date**

### Spring/Fall Maintenance and Repair Outdoor Play Area Checklist

<b>Name of Child Care Service:</b> _____	<i>Check All Boxes</i>	<b>Legend</b>	
<b>Inspected by:</b> _____		✓ Satisfactory X Attention Required N/A Not applicable	
<b>Date of Inspection:</b> _____		<b>Action Taken</b>	<b>Date Completed</b>
Asphalt Paths			
Chains			
Cleared of Debris			
Exposed Concrete Removed			
Fencing			
Enclosures			
Equipment			
Surfacing			
Protective Surfacing Zones			
Landscaping			
Lighting/Signs			
Locking Devices			
Seats			
Tires			
Stability in Ground			
Drainage			
Condition of Wood			
Other (specify)			

### Daily Outdoor Play Area Inspection Checklist

Child Care Service: \_\_\_\_\_

Weeks: \_\_\_\_\_

MONDAY Time: _____	TUESDAY Time: _____	WEDNESDAY Time: _____	THURSDAY Time: _____	FRIDAY Time: _____	SATURDAY Time: _____	SUNDAY Time: _____
<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>
<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>

MONDAY Time: _____	TUESDAY Time: _____	WEDNESDAY Time: _____	THURSDAY Time: _____	FRIDAY Time: _____	SATURDAY Time: _____	SUNDAY Time: _____
<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other	<b>Checked for:</b> <input type="checkbox"/> Debris <input type="checkbox"/> Damage <input type="checkbox"/> Surface Level <input type="checkbox"/> Other
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>	<b>Action Taken:</b>
<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>	<b>Signature:</b>

## MENU

Child Care Service: \_\_\_\_\_

Week: \_\_\_\_\_

MEAL	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Breakfast							
Morning Snack							
Lunch							
Afternoon Snack							
Supper							

**Menus must be planned in accordance with *Canada's Food Guide***

**Child Care Service:**\_\_\_\_\_ **Homeroom:**\_\_\_\_\_ **Date:**\_\_\_\_\_

[illegible]

### **Homeroom #1 - Daily Schedule- Infant**

Opening - 9:45 am	<b>Arrival / Free Play / Bathroom Routine / Snack Time (8:30 – 9:00)</b>
9:45 am – 10:45 am	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play</b> (Weather determined)
10:45 am - 11:45 am	<b>Bathroom Routine / Lunch Time</b>
11:45 am - 2:00 pm	<b>Rest-Time / Quiet Activities</b>
2:00 pm – 3:00 pm	<b>Free Play / Bathroom Routine / Snack Time (2:15 – 2:45)</b>
3:00 pm – 4:00 pm	<b>Outdoor Time / Indoor Gross Motor Activities / Free Play</b> (Weather determined)
4:00 pm - 5:15 pm	<b>Free Play</b>
5:15 pm - 6:00 pm	<b>Quiet Activities</b>
6:00pm	<b>Closing</b>

**Individual schedules and routines will complement the daily schedule as needed by the children.**

**Small Group Activities will be planned by each primary caregiver and incorporated into the daily schedule.**

### **Homeroom #2 - Daily Schedule - Toddler**

Opening - 9:45 am	<b>Arrival / Free Play / *Small Group / Bathroom Routine / Snack Time (9:00 – 9:30)</b>
9:45 am - 10:45 am	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play</b> (Weather determined)
10:45 am – 11:00 am	<b>Large Group Time</b>
11:00 am - 11:45 am	<b>Bathroom Routine / Lunch</b>
11:45 am - 2:00 pm	<b>Rest-Time / Quiet Activities</b>
2:00 pm – 3:15 pm	<b>Free Play / Snack (2:15 – 2:45)</b>
3:15 pm – 4:15 pm	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play</b> (Weather determined)
4:15 pm – 5:15 pm	<b>Free Play</b>
5:15 pm – 6:00 pm	<b>Quiet Activities</b>
6:00pm	<b>Closing</b>

**\*Small Group Activities will be planned daily and repeated in the afternoon if needed.**



### **Homeroom #3 - Daily Schedule- Preschool**

Opening - 10:30 am	<b>Arrival / Free Play / *Small Group Activities Bathroom Routine / Snack Time (9:00 – 9:30)</b>
10:30 am - 11:30 am	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play (Weather determined)</b>
11:30 am - 12:15 pm	<b>Bathroom Routine / Lunch Time</b>
12:15 pm - 2:00 pm	<b>Rest-Time / Quiet Activities</b>
2:00 pm - 3:30 pm	<b>Free Play / Handwashing Routine / Snack (2:15 – 2:45)</b>
3:30 pm - 3:45 pm	<b>Large Group Activities</b>
3:45 pm - 5:00 pm	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play (Weather determined)</b>
5:00 pm - 5:30 pm	<b>Quiet Activities</b>
5:30pm	<b>Closing</b>
<b>*One Small Group Activity will be planned daily and repeated in afternoon as needed.</b>	

### **Homeroom #4 - Daily Schedule – School-Age**

3:00 pm – 4:30 pm	<b>Bathroom Routine / Snack Time (3:15 – 3:45) / Free Play / Group Activities</b>
4:30 pm - 5:30 pm	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play (Weather determined)</b>
5:30 pm - 6:00 pm	<b>Quiet Activities</b>
6:00pm	<b>Closing</b>

### **Homeroom #5 - Daily Schedule – School-Age (Full Day)**

Opening - 10:30 am	<b>Arrival / Greeting Time / Free Play / *Group Activities / Handwashing Routine / Snack (9:00 – 9:30)</b>
10:30 am - 12:00 pm	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play (Weather determined)</b>
12:00 pm - 12:30 pm	<b>Handwashing Routine / Lunch Time</b>
12:30 pm - 1:30pm	<b>Quiet Activities</b>
1:30 pm - 3:45 pm	<b>Free Play / *Group Activities / Handwashing Routine / Snack (2:15 – 2:45)</b>
3:45 pm - 5:00 pm	<b>Outdoor Time or Indoor Gross Motor Activities / Free Play (Weather determined)</b>
5:00 pm - 5:30 pm	<b>Quiet Activities</b>
5:30 pm	<b>Closing</b>
<b>*Group Activities will be planned daily and repeated in afternoon as needed.</b>	
<b>*Group Activities may include groups of children working on a club topic or project.</b>	

## Experience Planning Form

Date: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Emerging Interests: \_\_\_\_\_

Experiences	Monday	Tuesday	Wednesday	Thursday	Friday
Language, Literacy and Communication					
Art					
Music/Movement					
Sensory (3 daily)					
Dramatic Play					
Nature / Science					
Math					
Physical Activity					
Outdoor Area					
Small Group Activity					
Large Group Time					
Large Group Activity					

### School-Aged Experience Planning Form

Date: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Emerging Interests: \_\_\_\_\_

Experiences	Monday	Tuesday	Wednesday	Thursday	Friday
Language, Literacy and Communication					
Art					
Music/Movement					
Sensory (3 daily)					
Dramatic Play					
Nature / Science					
Math					
Physical Activity					
Outdoor Area					

#### Group Activities:

Monday	Tuesday	Wednesday	Thursday	Friday

# APPENDIX F

[Child Care Program Resource Sheets](#)

[Infant Program Resource Sheets](#)

[School-Age Program Resource Sheets](#)

[Family Home Resource Sheets](#)

## **CHILD CARE PROGRAM RESOURCE SHEETS**

[Establishing Relationships within the Community](#)

[Multi-Age Groupings](#)

[Providing an Inclusive Environment](#)

[Program Development](#)

[The Use of Planning Forms](#)

[The Role of the Caregiver during Outdoor Play](#)

[Active Living](#)

[Behaviour Guidance](#)

## **Establishing Relationships within the Community**

Working in a child care setting entails establishing relationships and using community resources to support the achieve program goals and objectives. According to *Occupational Standards for Early Childhood Educators* (2010), caregivers must be familiar with the resources available within their community and network with these resources to form partnerships and develop awareness programs. The Occupational Standards also reports that there are certain skills and abilities that are required of a caregiver to be able to do this. These include the ability to:

- Collect information on the resources in the area.
- Post contact information for families.
- Identify community affiliations of the program and staff.
- Identify potential community partners.
- Utilize community facilities and services (e.g., libraries, parks).
- Recruit resources.
- Network with community members to implement.
- Programs and develop partnerships.
- Maintain positive partnerships.
- Communicate effectively.

The Occupational Standards for Early Childhood Educators (2010) also reports that in order to establish relationships and use community resources effectively caregivers are required to have core knowledge of:

- Resources, facilities and services within the area.
- The program, families and children's needs.

## Multi-Age Groupings

When the group size is small there are positive aspects to mixed age or multi-age groupings. By allowing children of different ages to interact:

- It permits care of siblings in the same grouping.
- It is a more natural, family-type of grouping (only in small group sizes).
- The older children provide role models for the younger children.
- The self-esteem of the older children is fostered as they interact with the younger children.

Because of their stages of development, the needs of children in different age groups are often in conflict. This presents particular issues for groupings containing children from more than one age group. For example:

- Two year olds need a safe play environment with no play materials that present choking hazards. Older children need access to play materials that often contain small pieces.
- Older children need the freedom to be physically active. The younger children can be intimidated by this active play.
- Two year olds enjoy dumping materials off tables and out of containers. This can be very frustrating for older children using these materials.
- When school-age children arrive in after-school care they have immediate needs. They often have a great deal of energy at this time of day and need to be physically active and to talk about their day. Pre-school children whose day is beginning to wind down are less able to cope with such stimulation.

Consideration must be given to these issues. Depending on the individual children and the age span of the children, it may not be possible to have a multi-aged grouping that involves children as young as two or as old as school-age. As a general rule, the bigger the age differences and the younger the children, the smaller the group size needs to be in order to provide appropriate programming for all of the children. There are very specific Provincial requirements for ratios and group size as they relate to multi-age groupings. Refer to the *Child Care Act* and Regulations for more information on multi-age grouping.

When multi-age grouping is done well, there are many benefits. According to Carol Gestwicki (1999), some of these benefits include:

- Family and neighbourhood settings have always offered mixed-age environments for children's socialization and education. In times when children now spend little time in either family or neighbourhood settings, they do not benefit from those kinds of inter-age contact. Creation of mixed-age groupings allows children to experience the natural variations that occur in life.
- In mixed-age groupings, social development is enhanced as leadership and prosocial behaviours increase. Mixed-age groupings give all children the chance to be the oldest and

most mature at some point in their school experiences.

Gestwicki (1999) also offers some helpful strategies to assist in working with a multi-aged group. These are:

- Suggesting that older children assist younger children and that younger children request help from older ones such as, “I think you might be able to help Sarah and Felicia figure out how to share the trike.” Children of all ages can be encouraged to give and accept emotional comfort from one another.
- Encouraging older children to assume responsibility for younger ones such as by helping them feel at home in a new room.
- Discouraging stereotyping or setting expectations strictly by age. A statement like “He can’t do that, he’s not old enough,” should be challenged.
- Helping children understand and accept their current limitations. “I think you’ll be able to climb that ladder too when you’re bigger” and helping older children appreciate their own progress, as in, “Wow, I can remember when that ladder was hard for you too.”
- Helping children focus on their peer’s needs, feelings and interests: “Jamie would like to play with you. What do you think you two could enjoy doing together?”
- Encouraging older children to read to younger ones, and all children to contribute their skills to appropriate projects: “Maybe Jamie could hold the dinosaur steady for you while you outline his head.”



## Providing an Inclusive Environment

According to the *Occupational Standards for Early Childhood Educators*, (2010), caregivers provide an inclusive environment for children and families through the integration and acceptance of unique and diverse familial and cultural realities. They also ensure the acceptance and complete inclusion of children with special needs through program modification and the development of inclusion plans. To achieve an inclusive environment, caregivers must collaborate with parents to identify strengths, needs and interest of the child and collaborate with parents and other professionals to develop and implement inclusion plans.

According to the *Occupational Standards for Early Childhood Educators*, (2010), the required skills and abilities of caregivers to collaborate with parents to identify strengths, needs and interest of the child include being able to:

- Obtain information about strengths, needs and interests of the children when they register and on an ongoing basis.
- Plan meetings with families to discuss their children's strengths and needs.
- Respect and include the family when planning special events.
- Demonstrate empathy.

The required core knowledge of caregivers to collaborate with parents to identify strengths, needs and interest of the child include knowledge of:

- Individual children and their families.
- Interpersonal communication techniques.
- Observation methods and tools.
- Valuing diversity.
- The child's immediate environment as well as the broader physical, socio-economic and cultural context in which the family lives.
- Available community resources.

The required skills and abilities of caregivers to collaborate with parents and other professionals to develop and implement inclusion plans include being able to:

- Establish a partnership with the professionals.
- Engage in active listening.
- Implement recommendations.
- Attend meetings and take follow-up action.

- Demonstrate adaptability and flexibility.
- Work with the team to prepare a development support plan.

The required core knowledge of caregivers to collaborate with parents and other professionals to develop and implement inclusion plans include knowledge of:

- Available professional services.
- How to prepare a development support plan.

The *Occupational Standards for early Childhood Educators*, (2010), identifies that in partnership with families, caregivers must research information to develop and implement programs that meet the developmental needs of the children within their settings, as determined by the age groups and stages of development of the children with which they work. Through the use of a variety of observation methods and techniques the caregivers note the progress of each child within the various domains of child development. The implementation of inclusion policy requires caregivers to have the ability to:

- Develop inclusionary practices for program delivery.
- Implement inclusionary practices into programs.
- Implement an inclusive environment for children.
- Promote inclusion within the program.

The implementation of inclusion policy also requires caregivers to have core knowledge of:

- Inclusion policies and procedures.
- Principles of universal design and how they support inclusion of all children.
- Different aspects of inclusion.
- Variety of diverse family compositions.

## Program Development

According to the *Occupational Standards for Early Childhood Educators* (2010), the following skills and abilities are required by caregivers in order to develop and implement programs that meet the developmental needs of children within their settings. These include the ability to:

- Research appropriate information about a range of curriculum approaches and models.
- Analyze information from each model to determine the best fit with individual program needs.

*Occupational Standards for Early Childhood Educators* (2010), also reports that caregivers require specific skills and abilities to develop various programs. The following outlines the skills and abilities required by caregivers per program type.

### Toddler Program

- Develop a program based on:
  - Observations.
  - Developmental needs of children.
  - Interests of children.
  - Community resources.
- Set up a physical environment that supports the child's learning and development.
- Find resources and materials based on the child's interests and needs.
- Respect and respond to parents' expectations for their child.
- Follow continuum of development to enrich skills and abilities.
- Offer a variety of activities and allow for revisiting.
- Create an emotional bond with the child based on social and emotional needs.
- Document and share program plan or make learning visible through a variety of means.
- Involve parents in developing program plan.
- Set up a safe physical environment for activities.
- Provide parents with updates on their child's progress and development.
- Support each child's full participation.

### Pre-school Program

- Develop a program based on:
  - Observations.
  - Developmental needs of children.
  - Interests of children.
  - Community resources.
- Set up a physical environment that supports the child's learning and development.
- Find resources and materials based on the child's interests and needs.
- Follow continuum of development to enrich skills and abilities.
- Offer a variety of activities and allow for revisiting.
- Create an emotional bond with the child based on social and emotional needs.
- Document and share program plan or make learning visible through a variety of means.
- Take parents' suggestions into consideration.
- Respect and respond to parents' expectations for their child.
- Set up a safe physical environment for activities.
- Organize field trips based on philosophy of the program.
- Promote environmentally-friendly activities (e.g., recycling, composting).
- Facilitate the transition of children from child care to the school system.
- Provide parents with updates on their child's progress and development.

### Kindergarten-age Program

- Develop a program based on:
  - Observations.
  - Developmental needs of children.
  - Interests of children.
  - Community resources.
  - Length and type of program (e.g., full days, alternative days, half days).
- Set up a physical environment that supports the child's learning and development.
- Find resources and materials based on the child's interests and needs.
- Follow continuum of development to enrich skills and abilities.
- Offer a variety of activities and allow for revisiting.

- Create an emotional bond with the child based on social and emotional needs.
- Document and post program plan.
- Take parents' suggestions into consideration.
- Respect and respond to parents' expectations for their child.
- Incorporate child's goals.
- Set up a safe physical environment for activities.
- Organize field trips based on philosophy of the program.
- Promote environmentally-friendly activities (e.g., recycling, composting).
- Develop communication strategies between the school and the centre, if applicable.
- Provide parents with updates on their child's progress and development.

### **Arrivals and Departures**

The organization of arrival and departure times will vary depending on how many children arrive or leave at one time. In part-time programs, children may arrive and leave within a very short period of time. In full-time programs, this may happen over a longer period of time.

It is important that every child and accompanying adult be greeted by a caregiver. The accompanying adult should be given the opportunity to share any information regarding the child that may affect the child's day such as the amount of sleep (or lack of sleep) during the previous night or if a parent or family member is leaving or returning from a trip. Whenever possible, a caregiver should remain with the child and adult while they are removing outdoor clothing as this can help the child make a smoother transition from home to child care. This is especially important for younger children and those new to the child care setting.

It is important that the child knows what to expect when entering the homeroom. Many child care settings provide free-play or child-initiated play as the children arrive. This allows the child to determine which activity best meets her needs at this time. Some children need time to enter the group and prefer to engage in a quiet activity until they are ready to join a group. Other children enter the room full of energy and immediately join their friends in a physically active game. Child-initiated play allows the child time to re-establish contact with other children in their own way. It provides security for the children because they know what to expect and it allows them to get into the rhythm of the room at their own pace.

Smooth departure times are also important. Connecting with the adult who comes to pick up the child is essential as it provides an opportunity for the caregiver to share information about the child's day. If a child is transported to and from the child care setting by taxi or transportation from the child care service, it is important that the caregiver find an alternative way to communicate with the parent, for example, through written or telephone communication.

The activities that are available during departure times will also vary according to the order in which the children leave. In full-time programs, the children have had a lot of opportunity to participate in child-initiated play where plenty of options were available, therefore the choices of play areas may be limited at the end of the day. Quieter activities are most appropriate at the end of the day because children are tired and will find these choices more soothing. Whenever possible, participation in more complex or involved activities, such as block play, painting or clay, should be avoided at the end of the day because parents may not have the time (or the energy) to wait for their child to finish their project and then get cleaned up before going home. Children should always have a variety of activities available to them at the end of the day, such as puzzles, books, dramatic play, sand play, manipulative toys, and playdough. Each of these activities provides children with a peaceful way to unwind at the end of a busy day. Some programs find it useful to end the day with outdoor play so that parents can pick up their child who is already dressed to leave and can find it easier to say good-bye to the other children.

### **Nap/Quiet Time**

Many, but not all, young children require a nap in the early afternoon. The decision should be made in consultation with the child's parents, keeping in mind the best interests of the child. For those children who do nap, their naps should take place in a quiet, darkened area that is comfortable and soothing. Quiet music often helps to promote sleep as does rubbing backs and talking or singing quietly to the children.

Children must be supervised at all times and this includes when they are asleep. As they awaken, they should have quiet play activities available to them to ease the transition from sleep to play before moving into the next part of the schedule. Suddenly waking children who are in a deep sleep by switching on bright lights or being very loud can be bewildering or frightening to the children. They need to be awakened gently.

All the children in a homeroom can be encouraged to nap, however, if a child is still not sleepy after ten to fifteen minutes, the child should not be required to stay on the mat or cot. Instead, quiet activities can be provided to the non-nappers so that they have some "down-time" or restful time during their day. This quiet time allows children to relax after their morning's play and prepare for the remainder of their day. It also demonstrates consideration for the children who are asleep. Quiet play can be promoted by closing activity areas that tend to be noisy and setting up materials that will attract children to activities that are more tranquil.

### **Child-Initiated Play/Free Play**

Effective caregivers understand the importance of play. They know that there are different types of play, different functions of play and varying developmental levels of play. Children learn through play in all forms and it is the role of the caregiver to design the program in such a way that play becomes the central focus of the child's day.

### **The Role of the Adult in Child-Initiated Play/Free Play**

*Note: The terms "free play" and "child initiated play" will be used interchangeably throughout this document.*

The role of the adult in free play cannot be over-emphasized. According to Occupational Standards for Child Care Practitioners, (Doherty, Canadian Child Care Federation, 2003), there are certain skills and abilities that the caregiver must possess in order to promote children's development through play. These include:

- The ability to promote active participation of all children by:
  - Ensuring that materials and equipment are accessible to each child.
  - Providing direct or indirect assistance in a variety of verbal and non-verbal ways.
- Interpret and respond appropriately to group dynamics.
- Plan and provide a developmentally appropriate mix of child-initiated and adult-initiated play based experiences.
- Obtain and incorporate children's ideas into program planning in a way that is appropriate to their developmental level.

In order for children to become fully involved in child-initiated play, the adult/caregiver must:

**Prepare the environment.** This role is crucial and can only be done well if the caregivers know the developmental levels and interests of each child. This is discovered through observation and is the foundation of effective program planning. Participation by the caregiver in regularly scheduled, weekly planning meetings is essential in order to develop an effective program that provides constructive, developmentally appropriate child-initiated play.

**Rotate materials** on a regular basis. Familiar materials allow children to experience success and try alternative ways of playing with the same toys. New materials offer challenges and provide opportunities for problem solving. The room should always have a mixture of familiar and new materials. This does not mean that new materials must be purchased or made each week. It means that the child care setting should store materials that are not in use and then, whenever something that has been stored is put into the room, a material that has been in use can be put back into storage. Rotating materials in this way ensures that children remain interested in what is offered.

**Provide sufficient time** for the children to be able to explore the materials, extend their play or move to other areas if they wish.

**Allow children to repeat an activity** as often as needed to consolidate and extend learning.

**Observe children as they play** in order to understand each child's developmental level and current interests. Both are necessary for effective program planning.

**Supervise children as they play**, recognizing that the safety of the children is always the primary concern. The caregiver should choose the most strategic spot in the room from which to supervise. This would mean that whenever caregivers sit with a group of children, they choose a seat that would allow them to scan the room. If the caregivers are standing to observe the children, they would choose an area that gives them the best view of the homeroom. Conversation with other caregivers should be kept to a minimum.

### Interact with the children by:

- **Asking questions** to extend play such as *“I wonder how you can build your bridge so that the cars can drive over to the other side?”*
- **Being available** to answer questions. A child may be intrigued by a certain discovery, such as finding out that paint does not cover an area that already has crayon markings on it, and may need to ask the caregiver about it. The caregiver can use this opportunity to encourage further discussion and discovery.
- **Providing props and ideas** to extend play. There are times when a well-timed suggestion or idea from a caregiver will help to deepen and extend a child's play experience. For example, if a group of children are playing in the dramatic play area and are planning a performance for the other children, the caregiver might come over and ask where they can buy a ticket for the performance. This can lead to making tickets, making signs, setting up a ticket selling booth, etc. The caregiver may then introduce a prop such as a cash register to further extend this play.
- **Extending language** through general conversation with the children.
- **Modeling play behaviours.** The caregiver's primary role during child-initiated play is that of facilitator. However, there are times when the caregiver should directly intervene in order to help maintain or extend the play. It is through knowledge and experience that the caregiver learns when to step into a play situation and when to step back. One of the ways that a caregiver may intervene in a child's play is to model play behaviours. Caregivers may model directly, by briefly becoming a play partner, or in a more indirect way such as playing parallel to a child.
- **Initiating spontaneous small group activities** whenever appropriate. There will be moments that arise that are ideally suited for small group activities, such as singing a song, doing a finger play, creating an obstacle course, and so on. Caregivers need to be flexible, spontaneous and tuned into the children in such a way that they will know when to initiate these types of activities.

### The Benefits of Child-Initiated Play

All aspects of a child's development are promoted when they are able to choose their activities in a well-planned environment surrounded by people who are knowledgeable about children's learning and development. The following is a description of how play is enhanced in each area of a child's development during child-initiated play. Abilities and skills of effective caregivers that have been identified in the *Occupational Standards for Child Care Practitioners* (Doherty, Canadian Child Care Federation, 2003) are threaded throughout each section.

### Emotional Development

Children develop feelings of competence and confidence in their abilities as they:

- Master challenging materials and situations as well as practicing and developing competency and experiencing success with materials and situations that are familiar and understood.



- Access materials independently, decide how to use them and how long.
- Are encouraged to use their creativity. For example, when they are able to experiment with art materials without being expected to reproduce something, when they are able to develop their own play scenarios and when they can use construction toys in innovative ways.
- Receive sincere, positive acknowledgment on their accomplishments from adults and other children.
- Have their behaviour guided in appropriate ways.
- Know that their identity and heritage is appreciated by noticing that their foods, language, songs, games, books, stories, dance and clothing are regularly incorporated into the everyday program.

### **Social Development**

Children's social and ethical understanding and development is promoted as they:

- Interact with other children and adults during their activities.
- Share their ideas and feelings with others.
- Cooperate in joint activities.
- Are given the opportunity to understand the needs and expectations of their peers.
- Begin to see how other children might have different perspectives, feelings and rights.
- Engage in activities and discussions that help them think about and reflect on ethical issues and dilemmas.
- Observe ethical behaviour and decision making on the part of the adults in their lives.
- Learn how to resolve conflicts or make plans using compromise and negotiation.
- Learn which behaviours promote good social relationships with others.
- Begin to understand their rights and the rights of others in a social setting.

### **Language Development**

Children's language development is promoted when:

- They are able to talk about their activities.
- Adults use effective strategies to communicate with them, using a pace and style that is appropriate to their developmental level.
- They are helped to express their needs, desires, thoughts and feelings both verbally and non-verbally.

- Adults model good use of language.
- Adults extend the child's vocabulary through conversation as the child plays.
- They listen to other children, to adults, to taped stories, to rhymes and to music.
- They use books alone, with other children and with adults, and they discuss the print that is found naturally in the environment, i.e., on posters, on signs that are found in the building or in the neighbourhood.
- Drawing/writing materials are available for the children in several activity areas.
- The adult responds appropriately to the child's interest in writing.

### **Physical Development**

The child's physical development is promoted when:

- They use fine motor skills and practice hand-eye coordination through play-based experiences.
- They are physically active throughout the day.
- Good hygiene and nutrition practices are in place.
- They use play materials that develop their gross motor skills such as running, climbing, balancing and jumping.
- They have the opportunity to use their senses by noting colours, odors, tastes, sounds and textures through play-based experiences.

### **Cognitive Development**

The child's cognitive development is promoted when:

- Their curiosity in the world around them is valued.
- They are encouraged to explore, predict, describe, experiment and question.
- They develop and refine their decision making and problem solving skills.
- They begin to understand the purpose for print.
- They develop concepts of conservation, number, and measurement.
- They have opportunities for sorting, classifying and grouping materials.
- They begin to understand science concepts such as balance, colour mixing, magnetism, and simple machines.

- They are exposed to a variety of experiences that will build their knowledge base about the world around them.
- Are encouraged to be creative through the provision of open-ended art activities, open-ended play materials, music, and dramatic play.

### **Adult-Initiated Experiences**

Adult-initiated activities refer to activities that occur throughout the day that an adult/caregiver has planned and implemented. These may be small group activities (4-7 children); whole group activities (8-16 children); or activities that are planned for one or two children at a time, e.g. math games, sorting activities.

## The Use of Planning Forms

A famous early childhood educator and philosopher once said “The world is the child’s curriculum.” In a developmentally appropriate child care setting, proper planning ensures that the children’s world does become the basis for the curriculum. One of the skills required of caregivers is the ability to obtain and incorporate children’s ideas into program planning in a way that is appropriate to their developmental level. This section will provide guidelines on how to use this skill when planning for a developmentally appropriate early childhood program.

A team approach is the most effective and efficient method of program planning. The team includes all employees or volunteers who work with the children and is led by either the lead caregivers or the administrator who would have the final responsibility to coordinate the activities and ensure that the activities are developmentally appropriate. Such an approach allows all caregivers to contribute to the final program, to share their observations of the children, to share ideas for programming and to take responsibilities for the activities offered to the children.

The planning meetings should be held regularly (e.g. at least once a week) and would incorporate planning for both daily and longer term plans. Discussion about the children’s current interests and needs and suggesting possible activities to meet these interests and needs will be discussed during these planning sessions. At this time, individual caregivers assume responsibility for specific activities and aspects of the program. In this way, all caregivers are aware of their own program responsibilities and those of other caregivers.

As was mentioned previously, observation plays a big role in determining what is of interest in the child’s world. During planning meetings, when the caregivers are analyzing the information that comes from their observations, they should ask themselves and each other questions such as... What is it in the children’s world that is intriguing to them? What is puzzling? What is frustrating? What is meaningful? What types of questions are the children asking? What do they want to know? What skills do the children need in order to fully experience the world around them right now? Once they determine the answers to these questions, ideas for activities and an emerging topic of interest will appear.

As the ideas begin to be generated in a planning session, the caregivers should put these ideas into a framework for planning purposes. A sample template for program planning can be found in Appendix E of the Policy and Standards Manual.

## Sample Small / Large Group Planning Forms

### Small Group Activity Planning Form

Name of Activity: \_\_\_\_\_

Purpose for Activity: \_\_\_\_\_

Number of children that can participate: \_\_\_\_\_

Materials:

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Procedure:

(Provide a description of the activity, including how it will be introduced and how it will conclude)

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Follow-Up:

(Including ideas for how this experience can be documented)

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Comments:

(Including feedback on whether or not this activity was successful as well as any changes that should be made before the activity is done again)

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## Large Group Time / Circle Time Planning Form

Date: \_\_\_\_\_

Focus: \_\_\_\_\_

Materials required:

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Procedure

Beginning:

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Middle:

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End:

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Follow-Up:

(Including ideas for how this experience can be documented)

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Comments:

(Would you make any changes? What worked well? Any challenges?)

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## **The Role of the Caregiver during Outdoor Play**

The role of the caregiver during outdoor play is the same as the role of the caregiver during any play time. Outdoor play time is not to be seen as a type of “recess” where the caregiver’s only role is to supervise the children’s play to ensure that everyone stays safe. The caregiver must also be a facilitator of play, an assistant to the play and a play-planner. As with all components of the program, the adult sets the tone for the types of interactions that occur among the children and with the environment. If the adult has a positive attitude about outdoor play, then the children’s interactions with each other and with the environment will be positive and constructive. If the adult does not enjoy outdoor time the time spent outside will not be as valuable. It is important for caregivers to examine their own feelings about outdoor play and do whatever they can to make the experience a positive one. Dressing comfortably and appropriately, being actively involved and designing the space in such a way that it is attractive for adults as well as children are ways that positive feelings for outdoor play can be encouraged.

Outside play time is an ideal time to provide planned activities based on science and nature, art, gross motor development, music and movement and even whole group times. During outside play time the caregivers should:

- Assist children in their play by supplying the materials they need.
- Interact with the children by being a play partner when appropriate, expanding and extending the play as necessary.
- Look for “teachable moments”.
- Observe children’s play, noting their interests, their questions and their discoveries. Use these observations as the basis for planning outdoor play experiences.
- Guide children’s behaviour by allowing them the opportunity to solve their own problems and resolve their own conflicts but stepping in when it appears that they need help. Any intervention should be done in a helpful and matter of fact manner.

## **What Can Children Do On Your Playground?**

*(These lists are from a Playground Policy Manual, Ontario Ministry of Community and Social Services and were published in the Summer, 2002 issue of Interaction. Reprinted with permission from CCCF)*

Once you understand the various types of play necessary for children’s healthy development, how can you implement these types of play into everyday activities? Examples of the many sorts of activities that can benefit children in a playground setting follow. It may be helpful to circle or check those activities you already use; then try to figure out how to implement some of the ones you do not use. Don’t forget to ask the children!

Movement and Perception			Cognitive Skills
<ul style="list-style-type: none"><li>■ sit</li><li>■ stand</li><li>■ crawl under, in, over</li><li>■ creep</li><li>■ roll</li><li>■ walk</li><li>■ hop</li><li>■ skip</li><li>■ run</li><li>■ jump</li><li>■ sprint</li><li>■ turn</li><li>■ stop</li><li>■ pedal</li><li>■ push</li><li>■ pull</li><li>■ throw at a distance</li><li>■ throw at a target</li><li>■ catch</li></ul>	<ul style="list-style-type: none"><li>■ reach</li><li>■ grasp</li><li>■ grip</li><li>■ hold</li><li>■ lift</li><li>■ carry</li><li>■ dump</li><li>■ punch</li><li>■ balance</li><li>■ somersault</li><li>■ swing</li><li>■ sway climb</li><li>■ slide</li><li>■ tumble</li><li>■ kick</li><li>■ dig</li><li>■ use sled</li><li>■ roller skate</li><li>■ ice skate</li><li>■ strike object</li></ul>	<ul style="list-style-type: none"><li>■ make an obstacle course</li><li>■ stretch</li><li>■ pull up</li><li>■ assemble</li><li>■ disassemble</li><li>■ stack or pile</li><li>■ build</li><li>■ put in</li><li>■ take out</li><li>■ pound</li><li>■ pinch</li><li>■ scrape</li><li>■ poke</li><li>■ squeeze</li><li>■ dance</li><li>■ smell</li><li>■ touch</li><li>■ feel</li><li>■ taste</li></ul>	<ul style="list-style-type: none"><li>■ observe</li><li>■ understand</li><li>■ make rules</li><li>■ decide</li><li>■ choose</li><li>■ collect</li><li>■ gather</li><li>■ compare</li><li>■ select</li><li>■ match</li><li>■ arrange or rearrange</li><li>■ put in order</li><li>■ discover</li><li>■ question</li><li>■ notice changes</li><li>■ develop theories and concepts</li><li>■ count</li><li>■ write</li><li>■ explore by trial and error</li><li>■ read books or symbols</li></ul>
Expression			Emotion & Affection
<ul style="list-style-type: none"><li>■ talk</li><li>■ shout</li><li>■ scream</li><li>■ whisper</li><li>■ make noises</li><li>■ sing</li><li>■ be quiet</li><li>■ listen</li><li>■ see, watch, look</li><li>■ create</li><li>■ sculpt</li><li>■ weave</li><li>■ paint with water</li><li>■ paint with fingers</li><li>■ paint with brushes</li><li>■ paint with rollers</li><li>■ paint with branches</li><li>■ tear down</li><li>■ build</li><li>■ woodwork</li><li>■ nail</li><li>■ glue</li></ul>	<ul style="list-style-type: none"><li>■ dress up</li><li>■ play doll</li><li>■ imitate</li><li>■ imagine</li><li>■ invent</li><li>■ play with water</li><li>■ pour</li><li>■ splash</li><li>■ play with sand mix</li><li>■ wash</li><li>■ play with bubbles</li><li>■ make bubbles</li><li>■ use objects in original ways</li><li>■ blow</li><li>■ shape earth</li><li>■ shape a sphere</li><li>■ shape a space</li><li>■ invent</li><li>■ draw caricatures</li><li>■ sketch</li><li>■ play with mud</li></ul>	<ul style="list-style-type: none"><li>■ cuddle</li><li>■ hug</li><li>■ kiss</li><li>■ tickle</li><li>■ change their minds</li><li>■ be alone with a friend</li><li>■ be alone</li><li>■ be in a small group</li><li>■ have individual attention</li><li>■ be in a large group</li><li>■ retreat</li><li>■ nest</li><li>■ hide</li><li>■ look</li><li>■ help</li><li>■ pat</li><li>■ feel</li><li>■ hear</li><li>■ take care of</li><li>■ plant</li><li>■ prune</li><li>■ mix</li><li>■ water</li><li>■ tend</li><li>■ enjoy</li><li>■ eat</li><li>■ sleep or rest</li></ul>	



## Reaching a Balance Between Safety and Physical Activity

It is the responsibility and legal obligation of all caregivers to ensure that children in their care have a safe place to play. Caregivers can also help children become more responsible and safety conscious by being aware of the potential consequences of their actions. This can be taught through education and practice. As a result of being active in a setting which is appropriately designed and well supervised, a child will learn what is safe and what is not.

Reaching a balance between safety and physical activity within a child care setting represents a typical “trade-off” situation. If children are not allowed to take risks they will not engage in physical activity for fear of becoming injured. However, if children are allowed to pursue physical activities as they wish, their safety may be jeopardized.

Injuries in an outdoor play area usually occur because of one or more of the following reasons:

- Inadequate supervision.
- Improper use of equipment/toys.
- Using equipment that was designed for older or younger children.
- Poor maintenance of equipment.

To reach a balance between safety and physical activity, keep the following points in mind:

- Active supervision is most important! Scan the environment constantly. Provide appropriate caregiver to child ratios. Position adults in the play space in such a way that all children are able to be seen at all times.
- Educate children on safety; that is, helping them to determine what is safe and what is not safe. Tell the child about the proper uses of equipment and demonstrate when appropriate.
- Maintain equipment so that it is safe for all children. Discard or repair broken equipment immediately.
- Supply only equipment/toys that are suited to the developmental age of the child.
- Check the environment for hazards on an ongoing basis (at least daily). Implement a safety checklist to ensure a safe play environment.
- When using playground equipment, check the clothing of each child for straps, buckles, hoods and strings that could become snagged. Long hair should be tied back or tucked in.
- Have simple, clear rules that can be understood by each child. Phrase the rules and guidelines in such a way that they tell the child what to DO as opposed to what not to DO.
- Many injuries occur to children as pedestrians. On outings and field trips, use a rope that each child must hold. Place one leader at the front of the line and one at the end.
- Educate the children on traffic safety. Make the outings **safe and fun**.

- Ensure that outdoor play spaces are enclosed by a fence or a similar barrier.
- Ensure that the appropriate play surfacing is used in all areas of the outdoor play area.
- Guidelines and rules need to be consistent among all caregivers so that children are not confused.
- Have information cards on all children. These can be used for attendance purposes while on field trips. Cards should also contain medical information and emergency telephone numbers.

In case of emergency:

- Be prepared.
- Have mandatory first aid/CPR training for all employees. Make sure that this training is regularly updated.
- Develop an emergency plan. Quick action often reduces the seriousness of injuries.
- Pre-plan activities that will keep other children occupied if a child should become injured.
- Refer to the child's information card that will contain the child's medical information and emergency telephone numbers.

\* from: *Active Living for Infants, Toddlers and Preschoolers*, (1994) published by the Government of Newfoundland and Labrador.

## Active Living

For infants, active living means to reach out, to crawl, to walk and to play simple games. For toddlers, it means jumping, running, exploring. For pre-schoolers, living actively involves playing games with loving adults and friends, singing, dancing and skating.

Very young children living actively are eager to explore their world and to move freely through it. Activity satisfies their curiosity and gives them real happiness. Movement is an important part of a child's physical, emotional and mental development.

For school age children and youth, active living builds on their natural enjoyment of physical activity. Their overall well-being is enhanced by integrating physical activity into all aspects of their daily life. Positive attitudes towards active living in the younger years will result in more involvement in sports and fitness activities later in life.

Canadians are recognizing the need for an active and healthy lifestyle. However, many Canadian children are still not as fit as they should be.

Modern life has created a society that is generally less active. Children today are more restricted in their freedom to move about their neighbourhoods on their own. They are driven to and from most of their activities. It is estimated that more than half of Canadian children are not active enough to promote healthy growth and development. Recently, there has been significant coverage in the media reporting high rates of childhood obesity. It is estimated that 25% of children are considered obese and the numbers are increasing all the time. Research suggests that from 1981-1996, the incidence of overweight has doubled and obesity tripled among boys and girls.

The main reasons for this increase are:

- Overall lack of regular physical activity - Many children and youth are not getting enough physical activity due to the increased amount of time spent sitting around watching TV, using the computer and playing other video type games. Many of the sports activities are structured and organized in such a way that parents often drive their children to and from these activities. There is also less time devoted to physical education in schools.
- Poor eating habits - Many children and youth consume an overabundance of fast foods, junk foods and convenience type meals that are very high in fat and calories.

The high rates of obesity and lack of physical activity are significant threats to the health and well-being of Canada's children and youth. Childhood is the perfect time to acquire active living skills and to develop the enjoyment that active living brings. It has been demonstrated that children who are active have better attitudes towards health, more positive health behaviours, and are more fit as they get older.

Young children are physically active not because of the benefits they perceive but simply because of the fun they have. It is a period of tremendous potential as they learn to accomplish new tasks and enjoy increasing physical growth which allows them to experiment with new challenges.

Children develop both large and small muscles of the body through play as they engage in constant movement and manipulation. Gross motor skills allow the child to develop coordination,

balance, flexibility, agility, strength and endurance. In addition, they are conditioning these muscles as well as their hearts, blood vessels, and lungs.

Whether it is swinging, sliding, running, climbing, balancing, riding or water play, children develop and refine their movement skills. Interactive play such as “hide and seek”, “tag” or “follow the leader”, often come next. These set the foundation for teamwork.

Every effort should be made to provide the same opportunities for physical activities within your child care setting for boys and girls. The gender of a child is not relevant when planning physical activities and games. Gender stereotypes towards physical activity have led to lower fitness levels of girls. Choose toys and equipment that cannot be labelled male or female. Toys such as balls, hula hoops, bean bags, balance boards are used by all children and are good examples for use in the child care setting. Children with special needs may need to have the environment or the activity modified to encourage their active involvement in physical activity. Keep activities short. Adapt games and activities to meet level of children. Equipment may also need to be modified for use by a child with special needs. It is important to remember that no children should be excluded from an activity as this affects their self-esteem.

### **Benefits of Active Living**

There are many benefits to active living. Active living:

- Improves overall health and fitness.
- Promotes a healthy weight.
- Promotes stronger muscles and bones.
- Enhances posture, balance and coordination.
- Promotes a positive self-image.
- Improves self-confidence.
- Encourages new friendships and improved social skills.
- Improves emotional well-being.
- Helps children cope with the pressures and stresses of childhood and adolescence.
- Helps children improve academic skills e.g. problem solving.
- Improves energy levels.
- Encourages a healthier lifestyle in adult life.
- Develops competence in movement.

### Promoting Active Living with Pre-schoolers

Caregivers are in an ideal position to help young children develop the skills necessary to live a healthy active lifestyle. Children need good role models and caregivers who participate actively and who have a positive attitude toward active living are more likely to get active participation from the children in their care.

Children learn to understand movement by exploration, experimentation, trial, error and imitation. These traits combined with encouragement, direction and practice will help them refine their skills. Physical activities need to be child centred and should cater to the individual needs and skill levels of each child. While some children may have more highly developed skills, it is more important to promote cooperation and not competition. Children also need reinforcement for improvements in skill development. Remember that the activities are for children and should be fun. If an activity is not working, maybe it could be changed or improved or perhaps another activity is best.

The following tables outline some characteristics of pre-schoolers and offer some suggestions for the types of active living in which they are best suited to participate.

#### MOTOR

CHARACTERISTICS	SUGGESTIONS
Children are relatively competent in running and jumping. They are developing their hopping abilities. They enjoy moving quickly and in different directions. They enjoy stop and go games.	Create environments that encourage children to move in different ways, in a variety of directions, and at different speeds.
Balance is gradually developing. Children are capable of maintaining their balance on one foot for a short period of time. They enjoy balancing on different body parts	Provide opportunities for children to stand on one foot. Children can create statues and creatures. Encourage children to develop balance at their own rate.
Children are rapidly developing their abilities to kick, throw, catch, and strike. They are capable of learning and practising a variety of individual skills.	Encourage individual skill development. Modified team games are sometimes appropriate with the oldest children. Encourage cooperation, not competition. Do not keep score. Children should play in small groups, with very few, if any, rules. Rules should only be used to maintain a safe playing environment. Make sure each child experiences success.

### INTELLECTUAL

CHARACTERISTICS	SUGGESTIONS
Children have well-developed imaginations.	Provide an environment that allows children to use their natural creativity and desire to experimentation
Perceptual abilities are developing	Provide frequent opportunities for children to develop skills that have been demonstrated.
Attention span is short, but increasing as the child ages. Memory is slowly developing.	Change the activities frequently. Provide games and equipment that challenge memory skills.
Verbal communication skills are developing rapidly. Children are improving their ability to think rationally.	Provide clear, concise, and logical commands. Provide children with opportunities to tell you their stories. Try not to interrupt them. They want you to listen

### SOCIAL

CHARACTERISTICS	SUGGESTIONS
Children are eager to try new experience on their own.	Provide children with opportunities to learn new skills in a safe environment.
Children are egocentric and very sensitive. They are easily embarrassed.	Avoid placing children in threatening situations where incompetence will likely be demonstrated. Be aware of their individual skill levels. Do not make fun of a child's behaviour
Children like to play with other children.	Games in small groups are very appropriate.
Children are constantly seeking approval. It is important for them to please others, particularly adults.	Provide constant encouragement. Positively reinforce desirable behaviour.
Children have well-developed imaginations.	Provide children with opportunities to participate in activities that allow them to explore, imagine, and create.
Children are starting to develop decision making decisions. Involve children in age-appropriate decision making.	Children are better able to control their frustrations. Encourage children to develop movement skills at their own rate. Provide children with opportunities to practice individual skills and achieve success.
Children like to know the purpose for playing a game or participating in an activity.	Explain the benefits of the activity to the children.

Source: *Movability, Ontario Physical and Health Education Association, Ontario Ministry of Tourism and Recreation.*

## Active Living Experiences

Music is a great addition to active living. Music can motivate, excite, accompany, slow down and relax children. Try to incorporate music, singing or rhythm into each of the following activities.

Safety must always be the first consideration when planning active living experiences for children. Adequate supervision and caregiver to child ratios are essential. Be prepared - anticipate and eliminate any possible dangers as a result of a particular activity. Remember the aim of the game is to have fun.

**Following are some activities to encourage physical activity which you may add to your grab bag.**

### ***Ages 24 months to 36 months***

#### **Zoo Loo**

Have the children move their bodies to imitate animals' movement. Accompaniment from musical percussion instruments or records will stimulate children to:

- Slither along the ground like a snake.
- Stomp along like a big black bear.
- Hop like a kangaroo that never stops.
- Crawl along like a slow old turtle carrying his heavy house on his back.
- Fly like a bird so high in the sky.
- Climb like a monkey up in a tree.
- Gallop like a horse crossing in a field.

#### **Good Morning World (*To strengthen arms*)**

Position: Lie flat on your stomach with your hands on the floor and underneath your shoulders.  
Action: Pretend to fall asleep, relaxing with no sound or movement. "Wake Up" saying "Good Morning, World" by raising your bodies to a semi-push up, keeping your hips, leg and feet on the floor. Lower your bodies and relax.

#### **Jack in the Box (*To strengthen leg muscles and build endurance*)**

Position: Demonstrate for the child by squatting and placing hands on floor by feet.  
Action: Yell "jack in the box" and jump up high. Landing should be on the balls of the feet. Hips, knees and ankles should flex. Repeat.

### ***Ages 36 months to 5 years***

#### **Circle Time Activities**

Circle time activities should include action songs and action games such as "All Around the Mulberry Bush" and "Simon Says". Promote the involvement of different body parts.

#### **Toe Touches (*To stretch the muscles of the arms, back, and legs*)**

Position: Stand with hands stretched above head.  
Action: Bend over and touch toes with knees slightly bent.

**Telephone Sit** (*To stretch the backs of the legs, hip, groin, seat and abdominal muscles*)

Position: Sit with legs extended in front.

Action: Pick up the right foot with right hand and raise it to touch the ear on the same side. The heel of the foot can be a mouthpiece to talk to your favourite person. Repeat on the opposite side.

**Sunrise, Sunset** (*To stretch and strengthen back and legs*)

Position: Sit cross-legged with knees bent, hands folded across chest, head between legs.

Action: On cue *the sun rises*, slowly unfold your bodies, pushing with hands, gradually rising to standing. Cue *the sun is setting* and reverse action returning to sitting position.

**Wiggle Toe Sit** (*To strengthen the abdomen*)

Position: Lie flat on your back with your knees bent and feet flat on the floor, hands stretched above head.

Action: Gradually sit up, grasping and wiggling toes. Child says, *Wiggle, wiggle, wiggle* to show success.

**Pathways**

Create pathways with obstacles such as cones and chairs that children can follow by walking, running, or steering a toy. Masking tape and rope pathways also provide challenges. Tape a pathway in a straight, angular, or curved pattern. Encourage your child to move, steer a riding toy, or push an object along the selected path.

**Throw and Retrieve**

Children enjoy throwing and retrieving objects such as a Nerf ball, fluff ball, paper bag, or bean bag. Encourage children to experiment by:

- Throwing the bean bag and retrieving it.
- Throwing the bean bag high in the air and retrieving it.
- Throwing the bean bag into a cardboard box.
- Throwing the bean bag at a large Smiley Face target affixed to the wall.

**Rhythm, Music and Dance**

Encourage children to sing and dance. You can use music for walking, marching, hopping, turning, spinning, etc. Use action songs to get children moving and dancing. “Wheels on the Bus”, “Hop Little Bunnies”, “The Bear Walked Over the Mountain”, “Jack be Nimble”.

**Move and Learn Games**

This game is designed to combine learning and moving. The child can learn primary colours, numbers, letters, animals and shapes. Introduce only one concept at a time, reviewing the game several times before introducing a new concept. Select rubber-backed carpet pieces in blue, yellow



and red. Place several pieces of each colour on the floor. There should be enough colours for each child to stand on; that is six children, six red squares, 6 blue squares, and 6 yellow squares. The children are asked to stand on their favourite colours. On the command, the children walk around the area. The adult calls, "A Red @ " and holds up a piece of red construction paper. The children stand on a red square. Repeat several times. As the children become more skilled, encourage them to share colour squares and remove the visual aid.

### Parachute Games

Parachute games are exciting and provide opportunities for maximum participation and learning social and game skills. Purchase a parachute or make your own. You can make a parachute by cutting out pie shaped pieces of nylon and sewing them together in a circular shape. A hole in the centre is necessary to distribute air under the parachute. Games that can be played are: Row Your Boat, Merry-Go-Round, Up and Down, Popcorn, etc.

Source: *Active Living for Infants, Toddlers and Preschoolers Information Folder*. Government of Newfoundland and Labrador (1994) and *Moving and Growing Exercises and Activities for Twos, Threes and Fours*. Produced by Fitness Canada and the Canadian Institute of Child Health.

### Promoting Active Living for Adults

Working in a child care setting requires that the caregiver has physical stamina and a positive attitude. The caregiver's level of fitness has a tremendous influence on both of these characteristics. According to Active Living Canada, active living involves "*finding enjoyable opportunities in daily life to become physically active at home, school, work, and during leisure. It involves a range of activities, from walking and simple daily tasks to more vigorous activities. Together, these activities lead to improved physical health, overall well-being and an enhanced quality of life.*"

Becoming physically active has enormous health benefits. Regular activity builds strong bones and strengthens muscles. It helps you maintain flexibility and achieve a healthy weight. It promotes good posture and balance and improves overall fitness. Regular activity strengthens the heart, increases relaxation and improves your overall level of energy and physical self-esteem.

Adults need to have at least 60 minutes of light to moderate physical activity per day. This does not need to take place all at once - it can be four periods of 15 minutes. As the intensity of this physical activity increases, the time required can be reduced. If the activity is moderate to vigorous, 30 minutes per day can be all that is required to stay physically fit.

When thinking about physical activity, it is helpful to think of the three main activity groups - endurance, flexibility and strength. Examples of physical activities that help to increase endurance include walking, cycling, skating and dancing. Activities that promote flexibility include gardening, vacuuming, yoga, and curling. Strength training activities include raking and carrying leaves, lifting and carrying groceries, climbing stairs, and weight/strength-training routines. Incorporating these types of activities into your day can be as easy as taking the stairs at work whenever possible, parking the car in the furthest parking spot at the mall, getting off the bus two stops before your regular stop and walking the rest of the way, dancing to the music being played in the music area, playing a game of tag with the children in the outdoor play area, taking a ten minute walk during the lunch break. Eventually these activities will become part of your everyday routine and it would feel

strange to not do them. More information on the benefits of physical activity and physical activity guidelines can be found on the Public Health Agency of Canada website at: <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Other useful websites include:

[http://www.caringforkids.cps.ca/handouts/physical\\_activity](http://www.caringforkids.cps.ca/handouts/physical_activity)

<http://www.hc-sc.gc.ca/hl-vs/physactiv/index-eng.php>

### **Promoting Healthy Living for Adults**

Besides being physically active, adults who work with young children benefit from possessing other healthy living habits as well. Eating right, not smoking and taking time to relax are some of the ways that caregivers can take care of themselves. Working with children is a demanding job, physically and emotionally, and in order to function well in this position, it is vital that caregivers take care of themselves. The Provincial Department of Health and Community Services website provides access to a number of helpful links relating to nutrition, physical fitness, smoking cessation and other health related issues.

It can be accessed by clicking on

<http://www.health.gov.nl.ca/health/wellnesshealthyliving/index.html>

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## Behaviour Guidance

### Main Goals in Guiding Children's Behaviour

- To strengthen the child's self-concept and self-esteem
- To help children develop caring, respectful relationships with others
- To strengthen the child's self-control

### Basic Principles of Effective Guidance

- Consistent expectations of children
- Developmentally appropriate environment
- Choices for children whenever possible
- Acceptance and understanding of cultural differences in behaviour
- Modeling of appropriate behaviour
- Acceptance that children are egocentric
- Promotion of a child's self-confidence and self-esteem
- Acceptance and respecting children's feelings
- Supporting children with their social interactions
- Setting limits on behaviour

### Specific Techniques for Guiding Children's Behaviour

- Redirection
- Encouraging the use of language
- Setting an example of appropriate behaviour
- Stating directions positively
- Reinforcing positive behaviours
- Being clear about expectations
- Giving children enough time to resolve conflicts or solve problems
- Encouraging children to resolve their own interpersonal issues
- Removing the child from the situation
- Ignoring inappropriate attention-getting behaviour
- Involving the children in the decision-making process
- Preventing inappropriate or problem behaviours by:
  - Creating a climate of respect
  - Supervising children appropriately
  - Encouraging responsibility
  - Providing a flexible yet predictable program
  - Using the physical space in effective ways
  - Interacting in ways that will encourage positive relationships and behaviours
- Establishing rules
- Providing logical and natural consequences
- Using Conflict Mediation/Resolution

### **Important Reminders**

- Ensure steps are taken when behaviour escalates, children are bullied and more help is needed
- Recognize and be sensitive to the stress that children may be experiencing as a result of being in a school environment all day
- Provide activities, materials and experiences that engage and challenge children, based on the children's skills, abilities, needs and interests
- Model positive, responsible behaviour at all times
- Encourage independence and autonomy by:
  - Ensuring that materials are easily assessable by the children
  - Encouraging children to take an active part in planning their activities, based on their topics or areas of interests
- Provide opportunities to engage children in activities or projects that extend over a prolonged period of time
- Provide plenty of choice with respect to activities and materials
- Recognize and respecting individual differences, e.g., knowing that some children need time to be alone after being in school all day while some children need to be active and involved with a group of children

## INFANT PROGRAM RESOURCE SHEETS

[Parents and Families](#)

[Primary Caregiver System](#)

[Program Development](#)

## **Parents and Families**

Parents are the infants' first 'teachers' and are the most knowledgeable about their infants. Caregivers in a child care setting, through education and experience, have a wide general knowledge of infants and their developmental stages. With both these sources of information working together the infant, the family and the caregiver all benefit.

The importance of the partnership between parents of children and caregivers in a child care service is never greater when it is applied to infants. Good, honest communication is a necessity when the infant is of an age where they are unable to verbalize their needs. Learning to distinguish between the 'hungry' cry, the 'tired' cry and the 'frightened' cry is easiest when the parent is involved and consulted during the initial days of child care. Parents and caregivers need to develop a mutual respect for each other and understand the importance of the partnership on which they are about to embark. Developing a partnership with the parents of infants is one of the most important jobs that the caregivers of a child care child care service will have.

### **Home Visits**

Home visits are recommended when infants are being enrolled in a child care service. It may be an initial visit prior to the infant attending the child care service or it may occur annually. It is an extremely important element in the development of a positive relationship among families, infants and the caregiver who will be providing that infant with care for the majority of time in the child care service. There are many benefits to the home visit:

- The infant is able to meet the caregiver in a place where the infant feels safe, thus providing a concrete link between home and the child care service. The infant does not have to deal with a new care provider and a new environment at the same time. The infant can concentrate on beginning to trust the caregiver, which tends to promote a smooth transition to the child care service.
- Families begin to be assured that the caregiver has a sincere interest in them and their infant. This builds confidence in the parent that the caregiver will have a positive relationship with their infant. It is an excellent foundation for the development of an effective partnership with the parents of the infant.
- The caregiver gains information on the child's background, what is familiar to the infant and the ways in which the infant relates to the child's parents. This all leads to a deeper understanding of the child and makes the orientation of the infant to the child care service simpler for all concerned.

### **Orientation for Parents and Children**

The orientation visits to a child care child care service allow caregivers, parents and infants to begin to develop positive relationships. The first practical contact ensures that the fees, hours of operation and philosophy of the child care service meet the family's needs. Other contacts are designed to build a positive relationship among caregiver, parent and infant.

Parents need:

- To become familiar with the caregivers and feel confident that the infant will be receiving good care.
- To be comfortable with the physical setting for their infant.

- To understand the program and how the needs of their infant will be met.
- To meet some of the other parents and view how the infants already enrolled are cared for.
- To understand the policies that the administrator of the child care service has in place and how they will affect their family.

Infants need time and support to make the transition to the new situation. They need time to:

- Develop trust in their caregiver or primary caregiver where the service is in a child care centre. Information on the primary caregiver system can be found at the end of this document.
- To become familiar with the flow of the day and the week at the child care service.
- To become familiar with the other infants in the child care service and where the service is in a child care centre, other caregivers.

It is absolutely critical that the infant be provided with ample time to develop a trusting relationship with the caregiver at the child care service before the parent leaves the infant for any length of time at the child care service. The infant may be experiencing stranger anxiety (fear of new people, places and objects) or separation anxiety (fear of the parent's departure). They need ample time to adjust to this new situation. A gradual introduction to the child care service is required to provide the infant with the opportunity to develop trust in the new situation and to begin to develop a bond with their caregiver.

The length of the orientation for the infant to the child care service will vary greatly from individual to individual. It will depend on the developmental stage of the infant and their readiness to stay without their parent. Trying to rush the process and make the infant remain without their parent before the infant is ready will make the process for all concerned lengthier and more difficult.

For the first few days the infant should only visit for a short time with their parent. The caregiver uses these visits to begin to develop a relationship with the infant. Only when it appears that the infant has begun to trust their caregiver should the parent leave the room and only for a very short time to begin with. At this time the parent should remain at the child care service and be available to return should the infant show signs of distress that the caregiver is not able to calm relatively easily. This process continues with the parent leaving the infant for longer periods of time until the infant is comfortable being left. When the infant is given the opportunity to trust the new situation through a gradual transition to a full day, the benefits are far-reaching. If the infant is not given the opportunity to form an attachment successfully with their caregiver in the child care service, the negative effect on the infant's development can also be far-reaching.

Parents may fear that this attachment to the caregiver at the child care service will somehow lessen the infant's attachment to them as the parent. Parents may need to be reassured that attachment to the caregiver will not affect the infant's attachment to the parent. Infants have a seemingly infinite capacity to develop attachments with the significant adults in their lives. There is no stronger bond than that between parent and child. It cannot be threatened by secondary attachments to other caregivers in the child's life. However, parents also need to understand that attachment to a caregiver must be encouraged as it is essential for the infant's development of self-esteem and trust. Without the development of trust the child's overall development will be hindered. Infants need this attachment in order to thrive.



### **Ongoing Communication with Parents**

Open communication between the infant's caregiver and the parents are essential. This can only be achieved when there is trust between the two parties. Having the required information to meet the needs of the infant depends on sharing information on a daily basis. The parent needs to know:

- When the infant slept during the day and for how long.
- What the infant ate/drank during the day.
- When and how often the infant urinated and had a bowel movement during the day.

In turn, the caregiver needs to have information on the infant's sleep, eating and elimination patterns prior to coming to the child care service. If this information is not shared the infant's health can be affected. For example, a young infant can become dehydrated very quickly. This is due to inadequate intake of liquids, one of the symptoms being dry diapers. Unless the caregiver and the parent have information on the amount the infant was fed and the times of urination in the preceding 24 hour period, neither may realize the infant is dehydrated and no action may be taken, resulting in risk to the infant. Information is also available to both the caregiver and the parent about when the infant is likely to be hungry or need to sleep, allowing the needs of the infant to be more easily met. If an older infant has not napped well at the child care service, they may need an earlier bedtime than usual that evening.

Newfoundland and Labrador's child care legislation requires child care services to provide information to parents on the infant's sleeping, feeding and elimination patterns each day. A simple way to provide and obtain the required information is the use of a daily chart (A sample template can be found in Appendix E of the Child Care Policy and Standards Manual). It requires little time to fill in this type of chart but it provides a concise and complete summary of the essential information. The chart can also include information of a more general nature, for example the child's mood thus making it easier to care for an infant appropriately.

It is very useful to have a chart that is divided into two sections. The first half is completed by the parent at drop-off time and the second part is completed by the caregiver throughout the day to provide daily information to the parent. If the parent does not drop off or pick up the infant, the chart can be sent home in the diaper bag to the parent. The parent completes their part of the chart and sends it in with the infant's belongings the next day.

Communication with parents on more general matters is also important in developing and maintaining positive relationships with parents. These include:

- Talking with parents at drop off/pick up times.
- Providing the parents with information on the policies and procedures of the child care service. It may be necessary to have a separate section for issues related to the infant care component of the child care service. The information may include things such as providing diapers, introducing new foods and outdoor play. This helps to avoid misunderstandings. However, be aware that not all parents may be able to process written information so be prepared to give the information verbally as well.

- Regular telephone calls or letters which keep a parent connected, particularly if it is not the parent who regularly picks up or drops off the infant.
- Newsletters with general information for all families.
- Parent bulletin board with information such as the current child care licence, how to access a copy of the Child Care Act, Regulations and related policy and standards, menus, any upcoming events, information sheets that may be relevant to parents and soon.
- Social events for families, children and employees; for example a summer picnic or a Christmas lunch. These events provide an opportunity for parents to get to know the employees and the other families in the child care service.
- Regular individual meetings with parents of each infant to share information and discuss the infant's development.
- Parent/employee education evenings, where topics of current concern are addressed. For example: toy safety or nutrition.

### **Parental Involvement**

Parents of infants are the ones most likely to want to be involved in the child care service. However, they are also the parents who find it most difficult to attend. They generally lead extremely busy lives and some have more time and energy than others to become involved in the activities that the child care service provides. An administrator has a responsibility to provide a variety of options for parental involvement and make it as easy as possible for parents to become involved. However, ultimately it is the parent's choice and if they decide not to become involved, this decision must be respected.

Parental involvement is a major factor in the provision of quality child care to families. It leads to greater trust between the parent and the caregiver, which in turn leads to more information sharing and a better understanding of the infant. Parents should be made to feel welcome at the child care service at any time. This is of particular importance where infants are concerned. Infants and parents need as much contact with each other as possible.

For breastfeeding mothers it is essential that they be made to feel welcome in the child care service at any time. A comfortable place which respects the mother's desire for privacy must be provided for mothers who choose to continue breastfeeding when their infant enters a child care service. Infant schedules must incorporate the mother's breastfeeding schedule. This schedule should be discussed with the parent, along with a backup plan/agreement should the mother be delayed.

## Primary Caregiver System

Infants who have a consistent caregiver, who are attached to their caregiver and who feel secure, respected and loved develop trust and self-esteem. This in turn, leads to long-term positive effects on the child's development. This is particularly important in child care centres where more than one caregiver is available in a homeroom. Therefore, care must be taken in child care centres to insure infants are cared for by a consistent, primary caregiver who is responsive to their needs.

Attachment is the key component of a good daily program for infants. Attachment is the bond of trust and caring that develops between an infant and the parent or caregiver. Infants generally exhibit certain behaviours around adults, such as making eye contact, scanning the adult's face, smiling or crying. These elicit caring responses in the adults around them. Attachment with the parent (and the caregiver) is necessary to build trust and to ensure that the child feels safe in the big world around them. Optimal child care practice for infants cannot happen without attachment. While the parent will always be the person to whom the infant has their primary attachment, infants have the ability to form a similar bond with a variety of adults without affecting the parent-child bond. The caregiver will never take the place of the parent and should not attempt to do so. The caregiver has the responsibility of establishing a bond that is secondary to that of the parent.

Infants have a great need for consistency. This is how they feel safe and learn to trust the world around them. Inconsistency in the person providing the care from day to day is very disruptive for the infant who is trying to attach to the caregiver. The infant needs to be able to recognize the sight, sound, smell and feel of the person providing the care before the infant can trust that person. Trust is essential for the emotional, social and intellectual development of infant.

In order to help the infant form attachment to a caregiver, in a child care centre, a primary caregiver system should be used. In a primary caregiver system a caregiver is responsible for the same infant(s) every day. Caregiving is primary in two senses.

- 1. The caregiver has primary responsibility for an infant.** The infant has one caregiver who:
  - Holds, feeds and changes the infant and makes every effort to get to know the infant and let the infant get to know them.
  - Provides the majority of the care.
  - Records and interprets observations on that infant.
  - Records the daily summaries of the infant's feeding, sleeping and elimination patterns.
  - Communicates with that infant's parents when the content is of a serious and/or confidential nature.
- 2. The caregiver provides care at prime times.** The care is primary in the sense that prime times are the responsibility of the primary caregiver. Prime times include:
  - The personal care of the infant.

- Going to sleep and waking up.
- Communication with the parents/guardians of the infant.

In a child care centre, "primary" does not mean exclusive. The caregiver and infants are not an isolated unit in the infant room. They are part of a social group. Other caregivers will interact and provide care for the infant on occasion and should feel free to communicate with all parents who have infants in the room. However, every infant will have a caregiver in the room who has the primary responsibility for their care.

It is the caregiver's job to empower parents and infants by translating their individual needs into action. This includes setting up an age appropriate learning environment and providing appropriate levels of stimulation for each infant.

Parents may sometimes worry that if their infant becomes attached to a caregiver that it will somehow weaken the attachment that they have as a parent with the infant. Nothing could be further from the truth. A responsive caregiver will reassure the parent that the parent-child attachment is the strongest attachment, that without that parent-child attachment the child would find it difficult, if not impossible, to thrive in a child care environment. The caregiver-infant attachment is a necessary secondary attachment.

## Program Development

According to the *Occupational Standards for Early Childhood Educators* (2010), the following skills and abilities are required by caregivers in order to develop and implement programs that meet the developmental needs of children within their settings. These include the ability to:

- Research appropriate information about a range of curriculum approaches and models.
- Analyze information from each model to determine the best fit with individual program needs.

*Occupational Standards for Early Childhood Educators* (2010), reports that to develop an infant program, caregivers require the core knowledge of:

- Child development theories.
- Individual children and their families.
- Variety of diverse family compositions.
- Developmentally-enriched activities to develop skills.
- Attachment theories.
- Temperament theories.
- Related regulations, standards of practice, quality standards and licensing requirements.
- Organizational values, policies and procedures.
- Development of infant programs.
- Principles of establishing a developmentally-appropriate environment.

*Occupational Standards for Early Childhood Educators* (2010), also reports that caregivers require specific skills and abilities to develop an infant program. These include the ability to:

- Develop a program based on:
  - Observations.
  - Developmental needs of children.
  - Interests of children.
  - Community resources.
- Set up a physical environment that supports the child's learning and development.
- Find resources and materials based on the child's interests and needs.
- Set up a safe physical environment for activities.

- Develop a written plan that includes activities.
- Collaborate with parents in developing individual infant program plans.
- Respect and respond to parents' expectations for their child.
- Create an emotional bond with the child based on social and emotional needs.
- Post the plan and review ongoing progress.
- Exchange information and share observations daily on the infant's experience (e.g., eating, sleeping, milestones, play).

Source: Canadian Child Care Federation (2010), *Occupational Standards for Early Childhood Educators*, Ottawa, Ontario: Child Care Human Resources Sector Council.

## **SCHOOL AGE PROGRAM RESOURCE SHEETS**

[Working with Families, the Child Care Team and the Community](#)

[Planning](#)

[Incorporating “Clubs” into the School Age Program](#)

[Program Planning for Mixed Age Groupings](#)

### **Working with Families, the Child Care Team and the Community**

The school age child's world is much bigger than that of most preschoolers and this is reflected in school age programs. School age children are becoming more involved in their communities; they are making new friends in school and are being introduced to the families of their friends as well. In addition to new friendships, school age children are becoming involved in extracurricular activities such as music, arts programs, recreational programs, youth organizations, etc. In order to help children become the best they can be, all those concerned for their health and well-being need to work in partnership.

Because there are many models of school age programs – school based; child care centres; family child care; multi-age, and community based programs, there are just as many challenges in how the caregivers working in these programs can connect with parents and families. In some cases, children arrive at the program by either a school bus, taxi or by transportation provided by the program, and therefore, caregivers are not able to connect with parents as children are being dropped off. During departure times, parents are often rushed, and are not always able to take the time to converse with the program caregivers regarding the child's day. It is for these reasons that school age program caregivers need to make an extra effort to connect with the children's families in inventive and effective ways.

### **Communicating with Parents**

It is recommended that caregivers of school age programs keep the following points in mind when communicating with parents:

- Families are recognized, acknowledged and respected as being the primary influence in their children's lives.
- Every parent should be spoken to or acknowledged during arrival and departure times, despite the fact that everyone may be in a hurry. Even if it is just some eye contact and a simple greeting, it is essential that contact be made.
- Every effort should be made to communicate with family members in their own language. Learning and using only a few words of the family's language demonstrates respect.
- How caregivers conduct themselves during interactions with parents will set the tone for the relationship, therefore, interactions with parents are to be friendly and professional in nature.
- Caregivers must, at all times, adhere to a policy of confidentiality when dealing with parents and children, meaning that confidential information about parents, families or children in the program is to be respected.
- Caregivers must demonstrate acceptance and respect for each family's composition, ethnicity, and culture.
- Daily, open communication should be encouraged and welcomed. Parent phone calls, emails and, when possible, visits, are all effective in building the relationship between the program and the child's family. Provision must be made for two way communication, meaning that parents can leave messages for caregivers (e.g., email, voice mail) and



caregivers can contact parents to inform them of any events, issues, or information about the program or their child.

- Newsletters can be produced regularly (with help by the children) and sent home so that parents can be kept up to date on what is happening in the school age program.
- Documentation of children's learning experiences in the form of bulletin board displays, photo albums, videos, display boards, etc., help to keep parents informed. Documentation can be done by the caregivers and by the children.
- Providing information sheets or booklets to every parent upon registration helps to keep parents informed about the program, policies and procedures. These documents can also be reviewed at the parent orientation session.
- A parent information board should be kept up to date so that parents are motivated to check to see what is new with the program. A section of the bulletin board can also be used by parents, to encourage communication among parents, e.g., information about clothing or sports equipment exchanges, etc.
- Parents can be given the option to provide their email addresses so that the caregivers can develop an email mailing list that can be used to send out important information about the program, e.g., upcoming events, reminders, notices, etc.
- Parent feedback about the program can be provided through parent surveys or parent focus groups. Gathering feedback from parents about their child care needs for their school age children can be of great value when making changes to the school age program.
- Regularly scheduled parent conferences provide parents and caregivers with the opportunity to discuss each child's progress as well as any concerns that the parents or caregivers may have.
- Regularly scheduled social events, e.g., potluck suppers, guest speakers, family picnics, are a very effective way to involve parents in the program.
- Including a parent representative or several parent representatives on the program's board of directors allows parents to be active in a decision making capacity and can also strengthen parental support for the caregivers at a board level.
- Provide parents with the opportunity to share their talents, skills or hobbies with the children in the program, e.g., playing a musical instrument, cooking a special dish, talking on an amateur "ham" radio and using Morse code, using a telescope or sharing a special collection.
- An **orientation session** should be provided for parents upon registering for the program. The orientation session provides practical information to parents about fees, policies, hours of operation and general program philosophy. In addition to providing this information, an orientation session allows parents to:

- Become familiar with the caregivers.
- Review the parent information.
- Understand how the program will be delivered.
- Meet some of the other parents.
- Understand the reasons for various policies and procedures.
- Ask questions and discuss concerns with the caregivers.

## The Child Care Team

In a child care centre, it is essential that caregivers work as a team. Working as a team means that each member of the team feels supported and valued and that each member has a clear understanding of their own role and their responsibilities. According to the *Occupational Standards for Early Childhood Educators*, (2010) to work as a member of a team, caregivers need to create partnerships with colleagues, participate in meetings, liaise with stakeholders, demonstrate leadership and follow policies and procedures. The document also identifies that caregivers require specific skills and abilities in order to establish and maintain supportive, collaborative relationships in a child care setting. These include the ability to:

- Demonstrate integrity in all professional relationships.
- Support colleagues and work collaboratively as a team through effective communication strategies.
- Make time for discussion with co-workers.
- Be non-judgmental.
- Offer assistance when needed.
- Share resources and responsibilities.
- Recognize strengths and limitations of self and coworkers.
- Support colleagues to complete their work duties.

According to the *Occupational Standards for Early Childhood Educators*, (2010) caregivers require the following core knowledge in order to establish and maintain supportive, collaborative relationships in a child care setting. This includes knowledge of:

- Roles and responsibilities of self and others.
- Code of Ethics.
- Effective communication skills.
- Conflict resolution skills.
- Importance of creating a positive team environment.

The ability to be a good team player, however, is one of the more important abilities in the skills described above. Caregivers must also be supported by the administration of a program in order to be able to function as a fully participating member of a team.

### **A school age program team can be supported by:**

- Providing regular program planning time.
- Conducting regularly scheduled employee meetings.
- Clearly communicating the roles, responsibilities and expectations of each member of the team. This should be done during employee orientation and under any circumstances where roles and responsibilities may change.
- Providing on-going employee development opportunities.
- Conducting annual employee evaluations with feedback on each team member's performance on a regular basis.

School age program caregivers need to have specific training and experience which can be supported through the regular provision of professional learning opportunities. In addition to their specific training and experience, caregivers working in a school age program also need to

possess certain characteristics and skills that help them to understand the unique developmental needs of middle childhood. Once a good fit has been found between caregivers and children, a plan to retain the caregivers should be in place. Positive feedback and ongoing, genuine encouragement combined with sound human resource policies that demonstrate good employment practices can all contribute to a strong caregiver team.

### **Working in a Shared Space**

School age programs are sometimes co-located in a school or in a shared space with another community organization. In situations such as these, it is very important that an open, respectful, communicative and collaborative relationship be developed between the caregivers and representatives of the organization with whom the space is shared. Some suggestions for building this relationship include:

- Arrange a meeting between the caregivers and the key administrative people representing the shared space. For a school, this may mean the principal. For a community group, it may be the chairperson of the board of directors and the executive director.
- Discuss and define what the expectations are for each group. Matters that should be clarified during this meeting include:
  - Cleaning and maintenance (indoors and outdoors)
  - Security issues
  - Safety issues
  - Storage of materials, files, equipment, etc.
  - Shared use of equipment, furniture and materials, e.g., audio visual equipment, computers, sound systems (what is inaccessible – what can be shared)
  - Room arrangement (e.g., what can be moved – what cannot be moved)
  - What areas of the building can be accessed – what is inaccessible
  - Any legal issues, e.g. insurance, liability
  - Building closures
  - Transportation issues
  - Possibilities for collaboration and working together (e.g. community projects, shared interests, special events, etc.)
- Build an on-going relationship with a representative of the co-located group, preferably somebody that can be reached on a fairly regular basis. This may be a principal, a member of the school support administration support or a maintenance person. Keep this person informed of any day to day issues that may arise that they may need to know about, e.g., changes in your schedule due to upcoming field trips or invited guest speakers
- Designate one (or two) caregivers to be the main contact for communication between the program and the co-located group.
- Ask to be included on the co-located group's mailing list so that the school age program can receive newsletters, notices, etc. This will ensure that the caregivers are aware of any special events, etc., that may have an impact on the use of the shared space. As well, there may be opportunities for the school age program to contribute to the newsletter.

- Regularly check the co-located group's website. This is another way to stay informed of any issue that may affect the regular programming of the child care service. Also, there may be a possibility for the school age program to have a link on this website.
- If the co-located group has a board of directors or a parent council, the school age program can request a seat on this board, or, conversely, if the school age program has a board of directors then they can invite a representative from the co-located group to sit on the board. This is another effective way to build a strong system of communication between the two co-located groups.
- Invite a representative of the administration of the co-located group to an employee meeting (perhaps they could have a standing invitation and, therefore, can attend when it is necessary, appropriate or convenient to do so).
- Request the opportunity for a representative of the school age program to attend an employee meeting of the co-located group.
- Provide a copy of this document to the co-located group so that they can have a better understanding of the expectations in place for school age programs.

## Planning

### The Planning Process

Even though children in school age programs come from a variety of backgrounds and have a wide range of interests, skills and abilities, they also have a lot in common. One of the main things shared by all children in a school age program is that they have all just spent a major portion of their day in school. It is essential that the caregivers of the program keep this as one of their uppermost considerations when planning a program to meet the needs of school age children. The daily schedule, the planned activities, the physical arrangement and the selection of play materials must all reflect the particular needs of the school age child, especially considering the number of hours children will spend in the program and the experiences that the child has had prior to entering the program each day.

The *Occupational Standards for Early Childhood Educators* (2010) provides an outline of the skills and abilities required by caregivers in order to develop a school-aged program. These include the ability to:

- Engage children in the development of plans.
- Develop a p develop a program based on:
  - Observations.
  - Developmental needs of children.
  - Interests of children.
  - Community resources.
  - Length and type of program (e.g., before and after school, full days, professional learning days).
- Implement programs that are free of racism, sexism and homophobia.
- Encourage awareness of social justice issues to support the child's moral development.
- Set up a physical environment that supports the child's learning and development.
- Find resources and materials based on the child's interests and needs.
- Follow continuum of development to enrich skills and abilities.
- Offer a variety of activities and allow for revisiting.
- Create an emotional bond with the child based on social and emotional needs.
- Respect children's transition to adolescence.
- Document and share program plan or make learning visible through a variety of means.
- Take parents' suggestions into consideration.
- Respect and respond to parents' expectations for their child.
- Incorporate the child's goals.

- Set up a safe physical environment for activities.
- Organize field trips based on philosophy of the program.
- Promote environmentally-friendly activities (e.g., recycling, composting).
- Communicate and collaborate with other partners (e.g., schools, other professionals).
- Provide parents with updates on their child's progress and development.

The *Occupational Standards for Early Childhood Educators* (2010) also outlines the core knowledge required by caregivers in order to develop a school-aged program. It includes knowledge of:

- Child development theories.
- Individual children and their families.
- Related regulations, standards of practice, quality standards and licensing requirements.
- Organizational values, policies and procedures.
- Policies and procedures of school, school board and Ministry/Department of Education.
- Principles of equity to support of each child's full participation.

Planning a school age program should be a collaborative process. Caregivers will develop the major program goals based on their knowledge of child development, but the activities, materials, and physical set up are chosen and designed in collaboration with the children, using observation, conversation and exploration as the basis of all program decision making.

## STEPS TO FOLLOW WHEN USING A COLLABORATIVE APPROACH TO PLANNING

### Getting Started

1. Prepare an engaging learning environment. Include novel, interesting materials that provoke curiosity and exploration among the children.
2. Observe the children while they play and interact in the environment. Listen to what they are talking about and asking about. Notice how they are using the materials. Information gained from these observations will help to determine the needs, interests, talents and skills of the children in each particular group.
3. Ask the children for ideas on what they would like to see happening in the program.
4. Identify topics of interest based on observations and conversations.
5. Brainstorm with the children for ideas on how to explore the topic or topics. Asking the children questions such as "What do you already know about (topic)?" and then "What do you want to know about (topic)?" will help the caregiver to determine suitable activities to plan and materials to present to the children.
6. Gather the materials, equipment and resources needed to support the learning experiences (both adult and child initiated experiences).
7. Document and post the plans using a planning sheet. Add to the plans as ideas emerge from the children, the caregivers and the environment.

### In Progress

8. Act as a facilitator and collaborator with the children – co-exploring and co-learning about various topics of interest.
9. Observe and evaluate what is happening as the children interact with the materials and the environment.
10. Use the information gained from observations and conversations to extend the current learning experiences. Extending the learning can happen when the caregivers add to the play materials, ask thought provoking questions or make comments to the children about what the caregiver is observing while the children are at play.
11. Continue to add to the written plans (daily planning sheets) as ideas emerge from the children, the caregivers and the environment.
12. Document children's learning using photographs, children's sketches and artwork, and written descriptions of the learning. Display documentation where it can be seen by children, their parents and the caregivers.

### Concluding the Experience

13. Reflect with the children on what they did while they were exploring a particular topic. Asking the children "What have you learned about (topic)?" is an effective way to encourage the children to reflect on their past activities related to a certain topic.
14. Continue to document the children's learning. Documentation can be used as an effective way of bringing a topic to a close. Documenting the learning by displaying children's written stories, their sketches, photographs of them in action, and photos of the work they have created helps to make their learning visible to the children, their parents and the caregivers.
15. Display documentation in places where it can be seen by the children, caregivers and parents, for example, bulletin boards and documentation panels. Documentation can also be displayed in photo albums or scrapbooks or home-made books that are accessible to children and parents.
16. (Optional) Arrange a culminating activity where the children can present what they have learned to the whole group or to a wider audience of parents, grandparents and invited guests (such as school teachers or principals). A culminating activity might be a dramatic play or a presentation of information. It could be held in the evening in conjunction with a pot luck social event for parents and families.



## Incorporating “Clubs” into the School Age Program

Clubs are “regularly scheduled program offerings that bring children together to explore a specific topic during a set period of time.” (K. Martinez; S. Edwards (2006). They are generally led by caregivers although they could be led by a volunteer from the community or a parent volunteer (this can be an excellent way to involve parents in the program by providing them with the opportunity to share a particular skill or interest with the children.) Clubs provide another way for school age children to learn about new topics in an interesting and in-depth way. Club topics would be based on the interests of children and usually involve the completion of a project relating to the topic. Some examples of school age clubs could be a Cooking Club, a Photography Club, a Rock and Mineral Collectors Club, a Knitters Club, a Jewelry Making Club, a Gardening Club and so on. The topics are limited only by the interests and the imaginations of the children and the caregivers. Some points to keep in mind when starting a club in a school age program include (Martinez and Edwards, 2006):

- **Deciding the duration of the club** - the club may last for just a month or it may be on-going throughout the year. When determining the duration of a club, some of the factors to consider include:
  - The age of the participants
  - The topic (some topics require a longer period of time than others)
  - The school age program schedule
  - The number of times during the week that the club will meet, and how long each individual session will be (most common club schedules are twice a week meetings with each session lasting 45 minutes to an hour)
- **Membership in the club** - who belongs to the club will, to a certain extent, depend on the topic. Some programs may design clubs for older or younger children, some will allow for a more mixed-age grouping. Children in the school age program should be able to pick which club they would like to belong to, however, caregivers may want to encourage children to join new clubs that the children may not have originally chosen themselves, just to broaden their interests and expose them to new ideas and activities.
- **Choosing topics for the club.** Often, children's ideas will be the origin for the clubs, but school age programs should also look to their caregivers and to the immediate community for ideas as well. Caregivers might have particular hobbies, skills or interests that they can share with the children. The community may also have specific features or resources that lend themselves to a particular topic.
- **Club activities** – caregivers would play an integral role in preparing and implementing club activities. The club should have a particular focus, e.g., learning to knit, and a desired outcome, a knitwear fashion show or sale, but it should also include a variety of other activities, e.g., a field trip to a craft shop, a lesson in dying wool, developing knitting patterns, knitting for a cause such as donating mittens to a community services group and so on.

## Program Planning for Mixed Age Groupings

Including school age children in a mixed age grouping presents caregivers with challenges as well as opportunities. In order to overcome the challenges and realize the opportunities, caregivers must consider the needs of individual children as well as the needs of the group.

Opportunities include:

- Providing children with the chance to benefit from being in a group that is more reflective of a family grouping than a classroom. Groupings of this kind encourage natural and positive interactions between younger and older children in an atmosphere of mutual respect and belonging.
- Providing children with the opportunity to observe and imitate a wide range of behaviours and competencies.
- Encouraging a higher level of tolerance of both caregivers and children in terms of acceptable behaviours and performance levels.

Challenges include:

- Avoiding a “one size fits all” approach to rule setting and guiding children’s behaviour. It is important to acknowledge that older school aged children should have greater responsibilities in the group while at the same time recognizing that they are also entitled to a certain amount of freedom that the younger children may not be ready for.
- Avoiding a “one size fits all” approach to program planning. The challenge is to design a program that considers the needs of all of the children, recognizing their unique skills, abilities, strengths, needs and developmental levels.
- Resisting the temptation to over-rely on the older children to help with the younger children. When older children volunteer to get involved with the younger children then this initiative can be welcomed and acknowledged, however, older children should not be put in the position where this help is expected. Caregivers should encourage an atmosphere of mutual respect, caring and helpfulness, where everyone is expected to pitch in to help others and to keep each other safe. This is preferable to an atmosphere where the older children feel unjustly burdened with responsibility for the younger children in the group and the younger children are made to feel less competent than the “big kids.”
- Ensuring that older children refrain from “bossing” younger children and help them to find the balance between reminding younger children of the rules rather than telling them what to do.

## Suggestions for Mixed Age Programming

- Offer a range of choices of activities that are related to the needs and interests of individual children.

- Plan and implement projects where everyone can contribute, e.g., planting a garden, investigating topics of interest of the whole group, engaging in group art activities.
- Use open-ended materials, specifically, materials that can be used in a variety of ways, depending on the level of interest and development of a child. Examples of open-ended materials include:
  - Wooden unit blocks
  - Art materials
  - Materials that encourage movement, e.g., balls, scarves, music
  - Dramatic play props
  - Sensory materials (sand and water)
  - Materials that can be sculpted, e.g., playdough, plasticine, clay
- Provide time and space where older children can be away from the younger children so that they can become involved in their own age-appropriate activities.
- Provide materials that can only be used by the school age children, e.g., special paints or art materials, special science materials. Set up a time and space where these materials can be used without interruption from the younger children.
- Limiting the number of whole group activities. Instead, place a stronger emphasis on individual activities and small group work.
- Consider the ages of children when arranging the room. Safety is the first concern, however, designing age appropriate spaces where children can come together in similar age groupings while also spending time with the mixed age group is a major consideration in a mixed age grouping as well.

Design a room that reflects the children in it. School age children do not feel comfortable in a room that was obviously designed for younger children and vice versa. Children should feel a sense of ownership and belonging in their room and must, therefore, play a role in designing the physical space. The artwork, work samples and documentation must be representative of all of the children's work and activities. The play materials, furniture and equipment must be suitable for the children in the room and the overall aesthetics of the room must be one that respects and reflects the children who use it.

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## **FAMILY HOME RESOURCE SHEETS**

[Your Family](#)

[Orientation to your Home](#)

[Relationships with Parents](#)

[Using your Home](#)

[Developing your Program](#)

## Your Family

Once you become a regulated family child care your home is also your workplace. This will have an effect on your family. Before you decide to make an application to operate a regulated family child care home, your family needs to understand how that may affect them and be willing to accept it. Dealing with these issues ahead of time is much less stressful than after child care begins.

With your family you should consider:

- Will you be working full-time which will impact your availability during the day to do tasks for the family that you may have done in the past.
- Which spaces will not be available to the child care children. If you have your own child present during the child care hours, they may be willing to share their bedroom with the child care children but if they feel strongly that this is their space, then that should be respected. The child is already sharing their parent and sharing their bedroom may be too much for them to handle. A teenage child may not wish to have their things available to the child care children or the bedroom may contain items that could be hazardous to the younger ones.
- If your child will be present during the child care hours, how likely is your child to accept sharing you with the child care children? Your child may be very sociable and have no concerns in this area or be easily upset with changes. You need to consider how best to prepare your child for these changes. It may be that you only take one or two child care children for the first few weeks so your child can get used to the change but this may not be a concern for your child at all. You know your child best and are in the best position to make this decision.
- Is the age range of children you intend to provide care for a good match for your child? If you have a four year old, accepting only two year olds may not be the best decision until your child begins school. Again, you know your child best and are in the best position to make a good decision for your family.
- Can your school-age child accept that their friends cannot be in the house during the times you are operating as a family child care home? How can you minimize this issue?
- Do your school-age children understand that you may have limited time to spend with them when they return from school? You need to consider how you can arrange your child care day so you have time to greet your school-age child on their return from school and hear about their day before refocusing on your child care children. This of course does not mean that you ignore or are unaware of what the child care children are doing.
- If you have a preschool child, before child care children begin to attend, you need to make clear to your child which play materials are child care materials and which belong to them. It reduces conflict in the future if your child knows which are theirs and which are not. For example, you may have different storage areas for each. Your child can of course play with the child care materials when you are not operating as a regulated child care home but the child should be clear that these do not belong to them. With your child, you need to

determine which of their play materials they are willing to share with the other children. Crayons may not be an issue but their teddy bear may well be.

- You need to determine the expectations of your family in this new arrangement. Taking for granted how they will or will not be involved can lead to stressful situations in the future. You may decide as a family that this is primarily your business and you will not expect them to be involved. Your adult son may be willing to take the older children outside to play soccer on a fine day (you are still responsible for the welfare of the children and must be able to observe the play). Now that you are working from home, is your partner willing to start dinner? – or help you tidy up? – or read to children while you do so? - or be completely hands-off? There is no right answer but clarity in the expectations avoids conflict later on. One essential is that any older members of your family that will be involved with the child care children will follow your program. For example, they use the same techniques as you do to guide the children's behaviour; they understand the importance of the child leading the play and will become involved in that play in an appropriate way.
- That the home may not be as tidy as it has been in the past when your family returns home. You can help this by giving careful consideration to how you will store the play materials and other equipment you use for the child care children.



## Orientation to your Home

It is important that the transition to your care is planned and done in a way that makes the child feel secure. Time spent to do this, results in a child who feels secure and has learned to trust you to meet their needs; parents can feel confident in leaving the child in your care; and a calm atmosphere in your home.

The younger the child, the more important it is for a successful orientation. If you have children under two years old in your care, you are required by the Child Care Regulations to give parents a daily written record of the child's sleeping, feeding and elimination pattern for that day. This provides information that the parent needs to understand what the child's needs are that evening. It also may alert parents to any potential health issues that may need to be addressed. For example, young infants can become dehydrated very quickly and if the parent does not know there were several dry diapers that day, the parent may not realize that the child is potentially at risk.

It is equally important that the parent give you similar information so you are aware of what the child's needs may be that day and you can adapt your planned day if required.

The length of time it takes for the child to make the transition to your care varies widely from child to child. A school-age child with an outgoing disposition and who has been in family child care before may only require one visit. It will be a much longer process for a shy toddler who has not been in child care before.

A parent should accompany the child as the orientation process begins. If this is not possible, a trusted adult should take the parent's role. On the first visit, provide play materials for the other children that they can use independently to allow you to focus on the orientation. This first visit should be brief and allow the child (and parent) to begin to develop a good relationship with you. It will also allow the child to become familiar with your home, the other children and the play opportunities you provide.

When a child is having difficulty with the transition it is important that the process not be rushed. Time and patience spent in helping the child to learn to trust you results in a well-adjusted child and a smooth transition to your home. The parent should stay with the child as long as the child needs the parent. The child will generally use the parent as their security and during the orientation process will regularly return to the parent. Once the child is comfortable playing without the parent, the parent can leave the room for a short time but stay in the home. "I am going to the kitchen for a glass of water. Mary will look after you for a minute." Once the child is comfortable, the parent may leave the room for longer periods of time and progress to leaving the house for short periods of time. Each time the parent must tell the child the parent is leaving and when they will be back. "I am going to the store. I will be back before snack-time. Mary will look after you until I get back." "I have to go to work this morning. I will be back to pick you up at lunchtime." It is helpful for many children if the parent leaves something with the child such as a scarf or a tote bag for them to keep, ". . . until I pick you up."

Having a good orientation process results in parents and children who will trust and have confidence in you to provide quality care for the child.

## Relationships with Parents

To provide good quality child care you must develop good relationships with the parents of the children. The younger the child, the more important it is that you do so. How children feel about themselves is closely linked to how they feel their parents are regarded. Children who feel that you have a close, friendly relationship with their families, are most likely to feel secure and valued in your care and therefore settle more quickly into your home.

It is important to remember that parents are the people that know their child best. You have the wider knowledge of children in general. With both these sources of information working together, the child greatly benefits.

### First Meeting

The first communication with the parents will be when the parents visit your home when they are determining if they would like their child to be cared for by you. As part of that meeting, parents should be able to view the parts of your home you use for child care and it is an opportunity for you to describe how you use your home and the play materials during your child care day. To avoid misunderstandings later, it is very important that parents are clear on the kind of care that you offer.

It is equally important that parents have the opportunity to let you know their parenting style and their expectations of you. Ideally, it will be a match but if not, there needs to be a discussion on the elements that you can incorporate into your child care day. For example, a parent may not want their child to get messy. However, that will severely limit the activities you can provide. A resolution may be that the parent agrees to provide older clothes for the child to play in and you agree to wash the child's face and hands and change the child into "going home" clothes at pick-up time. Each situation will have a different solution. In rare cases you may not be able to reach a solution, which may mean that your child care service is not a good match for that family. It is better to know that prior to the child being enrolled.

### On-going Communication

Having begun the process of developing a trusting relationship with each child's parents, it is important to continue to maintain that relationship. This is done by having regular communication. The younger the child, the more important this is.

If the parent trusts you the parent is more likely to share information that will help you understand the child's behaviour and meet the child's needs. Parents are usually quite willing to tell you things such as the child did not sleep well. However the parent must feel they can trust you to tell you about private family issues that are affecting the child such as a recent marital separation.

Note that for children under two years old you are required by Child Care Regulations to provide the parent daily with information on the child's sleeping, eating and elimination patterns for that day. This is important information for the parent and also helps to maintain good relationships. It is also important that the parent let you know of the child's sleeping, eating and elimination pattern for the previous evening and night. If a mother is breast feeding, let her know you will provide a private place if she wants to feed her child any time the child is in your care.

As the child arrives each day, greet the parent in a friendly way and show you are pleased that the child has arrived. A good relationship is likely to be maintained if the parent feels you genuinely enjoy their child. Speak briefly with the parent and exchange any necessary information.

When the child is picked up share something the child has done that day. This lets the parent know that you have focused on their child during the child care day and the parent has something to talk with the child about. It is important that what is shared at this time is positive. If there is an issue you need to discuss, select a time when you can sit with the parent and have an uninterrupted discussion out of the child's hearing.

Let the parents know that you welcome them to come to your home at any time to play with their child. It is very comforting to a parent to know that they can drop in at any time and helps to build a trusting relationship.

Invite a parent to your home for a special occasion such as snack time for Valentine's Day. This can be an activity that you and the children focus on. For example, the children bake and decorate muffins for their parents to eat; the children set the table and decide which is their parents' place; put out only red and white paint and have heart-shaped paper so the children can create art work that fits with the theme and then use their creations to decorate the room. Be sensitive to any child whose parent may not be able to attend. You may suggest to the parent that someone else that the child knows can attend in their place.

Give parents the opportunity to go with you if you have a special field trip planned such as getting pumpkins for Halloween. In addition, you will have extra pairs of hands to help you on the trip.

Let parents know about any community family events that may be happening or interesting articles you find by putting that information on your parent bulletin board.

If a parent has a special talent such as guitar playing, invite the parent to play for the children. In addition, a parent may enjoy story telling or reading to children. Let the parent know that they are welcome to do so. Be aware that even if a parent is reading to the children, you are still responsible for the children and may not leave the parent alone with them.

These are some suggestions but you know your community and your parents best and so you know best what will work for you and your families. The key is to involve the parents in positive ways and keep regular positive communication with them. If you have developed this kind of communication, it is much easier if you need to talk with them about any issue that you may need to address such as the parent being consistently late to pick up the child.

## Using your Home

In family child care the environment is that of a regular family home. This is the expectation of most families who have chosen to have their children in family child care rather than a child care centre. Most of the home is used during the times the children are in attendance. There may be parts of the home that will not be part of the space utilized when providing care e.g. an older child's bedroom but most of the home is used to provide a stimulating and varied environment that supports the children's development. The children do not spend all day in one room. The following are some suggestions for how the home can be used. It is not a complete list, nor are these requirements as each home is different in layout and size; the ages of the children enrolled are varied; and providers are generally very creative in how the rooms can be used. It is intended to help you think about how you can use your particular home to its best advantage.

- Kitchen. If it is large enough, use it for meals, snacks, baking activities, playing with clay, water play and other activities such as painting or science that may require a floor that can be easily cleaned.
- Dining room. If the family normally uses the dining room for meals, provide the children's meals there. If it is large enough and is carpeted some of the activities listed in the living room or recreation room may be provided there.
- Living room or recreation room. As these are usually carpeted, it is ideal for a space where a non-mobile infant can lie on a blanket to practice activities such as reaching for an object; an older infant can crawl safely (of course you need to make sure the infants are in a space where older children will not run over them); a drawing/reading/writing area; puzzles and other table toys; floor toys; block play (which can be noisy on a wooden or vinyl floor); and dramatic play.
- Bedrooms. These are usually very comfortable, quiet spaces. The obvious use is for napping or resting but, depending on how your home is laid out, a bedroom may also be used for quieter play activities such as a story time before nap; songs and rhymes as a peaceful activity after lunch; a place for an older child to sit or lie quietly to listen to music; or a space where a project can be pursued by school-age children without having it disturbed by younger children.
- Playroom. Some providers choose to set up a playroom for the children. This can work well. It is important however, that the child care children have access to other parts of the home for parts of the day in much the same way as children of the family might do.
- Front entrance. This can be a good space for children to leave their coats, boots and other belongings. Provide a parent board where you can post your menu, your licence or approval certificate, and any resource materials you may think parents might find useful (for example, an up-coming event in your community that is family oriented; information on quality programming in family child care; or times and dates of clinics. You know the needs of the families' best.). If you do not want this to be a permanent fixture, install a hook to hang it from during your operating hours and take it down when the child care day is over.

Some providers may have an apartment in their home that is used for the child care. In these situations an effort should be made to set up the space to be as home-like as possible. For

example you can have a couch, chair and coffee table in the main room and regular beds for napping. There are many ways to make it make the space more home-like and your home visitor or consultant can help you with this.

If you are not currently using your home as described above, talk with your inspector or monitor to see how you can begin to move towards the more home-like setting.

You will also need to identify:

- A space for physical activities. Most of these will take place outdoors but this is not always possible as you may be in a situation where the weather is inclement or a young infant is sleeping and the other children clearly need to be physically active.
- A place to display the children's work. Think about art work, writing/scribbling, constructions and other things the children may want to preserve to show their parents or to take home. Displaying their work also shows children that you value what they make. Again this does not have to be a permanent fixture and a bulletin board can be hung on a hook and removed outside your operating hours. A display of constructions can be on a small table and the table and the table with its artwork put out of site at the end of the day or has a digital photo frame displaying pictures of the children's work.
- Places where the child care children can access play materials that you may not have set out that day. You may have set out feathers, glue and paper but a child wants to add crayoning. You must have the crayons (and other basic materials) in a place where the child care go and get what they need for their play

You will also need to consider storage. How much of the child care materials are you and your family willing to tolerate outside the child care hours? This will vary greatly from family to family. How can you set up your rooms so that some (or all) of the child care materials can easily be put out of sight when the children are not in attendance?

Consider where you will store:

- Materials that the children will not be using that day.
- Your stocks of consumables such as paper, paint, glue, collage materials.
- Outdoor play materials.
- Food items and household products that you may be able to buy in bulk and that take up a fairly large amount of space such as cereal, toilet paper and papertowels.

## Developing your Program

### Daily Schedule

As a family child care provider, you are in an excellent situation to provide a daily schedule that is consistent but is also flexible. You have a small group of children to whom you provide care on a consistent basis. You know these children and their parents very well and so have a thorough understanding of their individual needs and how these needs may vary from day to day. The daily schedule must be flexible enough to accommodate these needs.

Your daily schedule is very important to the feelings of security for the children. Children, particularly the younger ones, need to know what happens next and that their days have a predictable rhythm. The younger the child, the more important this is. The same things should happen in the same order every day but may not happen at the same time. If the children are becoming irritable and you know it is because they have been on a field trip this morning, and knowing the children as you do, you are pretty sure the excitement has resulted in their being tired and hungry, you may provide an early lunch so that they can settle down to the rest time you always have after lunch (it may be a nap for the younger children and a story time for the older ones). The children know the order that things occur and are more likely to settle and be refreshed than if there is no consistent order. In addition you have met the children's needs for food and rest while still providing a consistent program.

You know which children arrive still sleepy and need quiet activities for a while and which ones arrive full of energy and want to be more active. You also need to speak briefly with the parents each day to find out if there is anything you need to know about the child that will impact your schedule for the day. A parent tells you that Jane aged two, had nightmares last night and did not get a full night's sleep. You know you are probably going to have to amend your schedule so that Jane can have an early nap. You make a note of this. Tommy is looking listless and mom tells you he is not feeling well. You may postpone your planned visit to the park as you had scheduled and the outdoor play will be in your yard today so Tommy can rest if he needs to. You note to watch him more closely that day so you can report accurately to his parent how he was that day. "He only ate a slice of toast for lunch but he seemed to be getting some of his energy back later in the day." Missy comes in very excited about new markers she has been given. Instead of the collage materials you intended to provide, you provide paper in a variety of textures and colours and other drawing materials such as crayons and pencils.

You should provide a variety of activities that suit the ages of the children in your care. The required play materials, furniture and equipment you will need are outlined in the Child Care Policy and Standards Manual. Generally, you should have play materials that children can use without your involvements set up in a room in sight of the door where the children arrive. The children can go to whichever activity appeals to them at that time and play independently or with another child. For infants, you may use a playpen or hold them. This gives you time to greet each child individually as they arrive and to have a few minutes chat with the parent. These few minutes are very important as this is when you are consolidating your relationship with that parent as you exchange any needed information. However, you are still able to see what the children are doing. At this time your main focus is on a smooth transition of the child from the care of the parent to care by you.

The requirements of a daily schedule are outlined in the Child Care Policy and Standards Manual and depend on the ages, interests and developmental stages of the child. A daily schedule for toddler and preschool age children may look something like this:



### Arrival

Greet each child and parent. Children choose an activity that they can do independently (possibly table toys, floor toys, models for dramatic play, books, crayons and paper). These materials should be similar but not the same each morning. The children need both the familiar and the unfamiliar. Depending on when children arrive, you may provide breakfast. This would be arranged with the parent.

### Early morning

Free play time when children choose an activity that interests them. In addition to the above listed items you could add paint, glue, and large scale dramatic play items, materials for a science activity, music items.

This is when you are available to observe the children or participate with them in the activities they have chosen and how they have chosen to use them. The children determine if they will welcome your involvement. The children may have an idea of where their play is going and do not want your involvement at that time. This gives you a good opportunity to observe their play and the stage of their development. It is very rewarding to see a child realize for the first time that they can use two smaller blocks when there are no bigger ones.

### Mid-morning

This is a time you could provide snack to talk and listen to the children; maybe plan for what they will be doing outside. You should eat with the children and model good table manners. In good weather consider having a picnic outside prior to outdoor play.

### Later morning

Child initiated outdoor activities. You should focus on physical activity but have other activities available such as water play, sand play, books and art materials.

### Mid-day

Provide lunch and sit and eat with the children. Set a comfortable peaceful atmosphere. Do not insist that the children eat a particular food. Provide a variety of nutritious food served attractively on an attractive table. For the younger children provide spoons and bowls that allow them to eat easily.

### Early afternoon

Provide rest or quiet time. Non-napping children may choose quiet activity such as water play, painting, modelling, books, or puzzles.

### Mid-afternoon

This is a time you could provide snack to talk and listen to the children; maybe plan for what they will be doing outside. You should eat with the children and model good table manners. In good weather consider having a picnic outside prior to outdoor play. Then offer outdoor activities such as playing in the backyard or walk in the neighbourhood or visit to the park.

### Later afternoon

Child initiated activities indoors such as puzzles, art/writing materials, books, music, and water play. You may also offer a provider-initiated activity offered based on an interest children have shown such as baking where it is not practical for the children to lead the activity.

If you have school-age children arriving it is advisable to have the younger children involved in activities that do not require your active involvement so you can focus on the arrival of the school children and meet their immediate needs.

### Departure

The children will be tired at the end of the day so provide the quieter activities that they can do independently. This allows them to unwind and to be settled as their parents arrive. Greet parents and let them know about their child's day. Say goodbye to each child.

### **Infant schedule**

The daily schedule for infants should mirror the schedules that the parents have established. This provides for consistency for the child and helps in a smooth transition to your care. If the daily schedule is not one that you are comfortable with, for example a rigid feeding schedule regardless of the infant's needs, you must discuss this with the parents and come to an arrangement on how you will proceed. Always, the needs of the child are the most important consideration.

### **School-age schedule**

For the school-age child you must know the child needs when incorporating them into your daily schedule. Some children are tired, some need to be physically active and others need to talk to someone about their day. In family child care, because you have a small group of children, you are able to accommodate these needs as you plan your daily schedule. Generally children need a snack when they come in from school. Depending on the ages (and hunger) of the younger children, you may plan snack for everyone when the school-age child arrives or give the younger children their snack before the school-age children arrive. If the school-age child wants to talk after school, you may set up activities that the younger ones can do independently for a short time while you concentrate on talking with the school-age child as they have their snack. You know these children best and how best to accommodate their individual needs. As always, you do need to be flexible.

### **Activities**

For much of the day, the children should be provided with choices of activities. When providing activities you should take into consideration the children's current interests. You are in a good position to understand the child's developing abilities and the things in which they are currently interested. The child's interest may be for a day or a couple of days, or in the case of older children several days. Keep a small notebook handy and write down what you see the child interested in and think about what you can provide to expand that interest. This prevents the children playing with the same materials in the same way over and over until they are no longer interested. If you link the materials to their interests, they will continue to explore possibilities

A daily journal set up like this is very helpful.

(enter date)	Monday	Tuesday	Wednesday	Thursday	Friday
What I could provide		Shovels to find more. Containers for them. The magnifying glasses.	The Byron Barton truck book. Trucks in the sand play.	The traffic signs and model bridges from the train set to expand their play.	Old MacDonald song to sing with him - letting him choose the animal. Put out the zoo animals with the blocks.



What I noticed	Mark and Mary found worms in the garden	The children loved watching the dump truck that was in the street today.	Jimmy was fascinated making roads in the sand with Mary.	Nicholas found the plastic farm animals in the box and spent a long time making animal noises with them.	
<b>*In the above Mark is four, Mary is four, Jimmy is three and Nicholas is two.</b>					

In each of the above, the child is provided with the opportunity to expand their play. If they choose not to do so, that is to be respected. A journal like this is not only good to remind you how you are planning your program; it is a valuable record when speaking with parents and for future use with other children.

Other resources for child care programming can be found in Appendix G of the Child Care Policy and Standards Manual.

### Television Viewing

This should be limited as it does not contribute greatly to the child's development. It should not be an integral part of your program. If the television is to be used, choose the program or video carefully to coincide with the child's current interests and sit and view with the child. Talk to the child about what you are watching. Television should not to be used with children under two years of age.

### Electronic use

It is very easy for children to become so engrossed in electronics that the child does not get involved in other activities. Ahead of time plan with the child when, and for how long, the child may use their electronic device. This should be limited. If a child needs to decompress after a day in school you may, for example, agree with the child that they can play their electronic device for a time or it may be the last half hour before the parent comes to pick up the child.

As online access may result in children viewing or using inappropriate content, the children should only use internet access you provide and not public Wi-Fi. If the children will have access to your personal electronics (i.e. if you do not have separate electronics for the child care service) block any programs or sites that are not suitable for them to access.

Children who bring electronics from home should not access internet except through you and with your supervision. Online gaming should not be permitted as these will generally involve players outside the scope of your supervision. Electronic games brought from home should be rated G or for all ages use.

You must discuss with the parents the way you intend to monitor the children's use of electronics.

## **Documentation**

Documentation serves several purposes. It allows you to look back and see the progress of the children; it records the activities you have provided and the children's reactions to them and it provides information to parents on their child's development.

Documentation requires that you are very aware of each child, each child's interests and how each child is moving forward in their learning. It is very important that you observe each child each day.

A digital camera is a very useful tool to help you with this as you take a picture of a new thing a child is doing or the child's complete focus on a particular discovery or a particularly interesting way a child is using materials. You may print the pictures and have an album or scrapbook for each child. Parents are always interested in their child's these.

You may also use it to record the main parts of the child care day for the information of parents at the end of the day. Parents are always interested in how their child spent their day and it allows them to talk with their child about their day and what they did. A digital picture frame works well for this. It may be one day you record the outdoor play, lunchtime and the art area. Another day it may be the baking you did with the children and their having the banana bread at snack time.

You should have a file for each child where you keep some samples of the child's work with the date it was completed. It can be very interesting and informative to look at the child's development of writing from scribbles, through letter-like symbols to letters and words. This file can be incorporated into the album or scrapbook.

# APPENDIX G

[Outdoor Protective Surfacing Materials Resource Sheet](#)

[Poisonous Plants Resource Sheet](#)

## Outdoor Protective Surfacing Materials

The following is a description of recommended protective surfacing materials. These descriptions include the advantages and disadvantages of each type of material, according to the Canadian Standards Association.

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### General

All playground protective surfacing systems must be considered according to their merits. At each stage of selection, specification, acquisition, installation, maintenance, and repair, there are costs that must be balanced with the advantages and disadvantages of the surface system or combination of systems.

### Wood Chips/Bark Mulch

Bark Mulch generally results from pruning and disposing of trees as part of urban tree management and landscape maintenance programs or the debarking of trees in the forest or mill. It can contain twigs and leaves from the trees and shrubbery that have been processed. Wood chips are generally uniformly crushed shreds or chips that contain no bark or leaves. The wood must be separated prior to chipping or processing to ensure that no woods containing toxic substances or allergens are included in the final product.

The advantages of using this material include the following:

- The initial cost is low.
- It is easy to install.
- It allows for good drainage.
- It is less abrasive than sand.
- It is readily available.
- It is less attractive than sand to cats and dogs.
- The mildly acidic composition of some woods retards insect infestation and fungal growth.
- Users of the playground will generally not use the wood chips for other purposes or play with it.

The disadvantages of this material include the following:

- Rainy weather, high humidity, or freezing temperatures can cause it to compact.
- With normal use over time, it combines with dirt and other foreign materials.
- Over time, it decomposes, is pulverized, and compacts. The greater the quantity of leaves or moisture, the faster the rate of decomposition.
- Its depth can be reduced by displacement due to children's activity or by materials being blown by the wind.
- It can be blown or thrown into children's eyes.
- It is subject to microbial growth when wet.
- It can conceal animal excrement and trash (e.g., broken glass, nails, pencils, and other sharp objects that can cause cuts or puncture wounds).
- It spreads easily outside the containment area.
- It can be flammable.

### Engineered Wood Fibre

Engineered wood fibre generally results from grinding virgin or new wood, which has been debarked and contains no leaves, to specific dimensions and performance criteria. The wood must be separated prior to chipping or processing to ensure that no woods containing toxic substances or allergens are included in the final product.

The advantages of this material include the following:

- It is easy to install.
- It allows for good drainage.
- It is less abrasive than sand.
- It is readily available.
- It is less attractive than sand to cats and dogs.
- The mildly acidic composition of some woods retards insect infestation and fungal growth.
- Users of the playground will generally not use the material for other purposes or play with it.
- It is free of bark and leaves.
- It is less likely than other loose fill material to conceal animal excrement and trash (e.g., broken glass, nails, pencils, and other sharp objects that can cause cuts or puncture wounds).

The disadvantages of this material include the following:

- Rainy weather, high humidity, and freezing temperatures reduce its effectiveness.
- With normal use over time it combines dirt and other foreign materials.
- Over time, it decomposes, is pulverized, and compacts. The greater the level of moisture, the faster the rate of decomposition.
- Its depth can be reduced by displacement due to children's activity or by materials being blown by the wind.
- It can be blown or thrown into children's eyes.
- It is subject to microbial growth when wet.
- It can conceal animal excrement and trash (e.g., broken glass, nails, pencils, and other sharp objects that can cause cuts or puncture wounds).
- It spreads easily outside the containment area.
- It can be flammable.

### Sand

Sand is a naturally occurring material that will vary in texture and composition depending on the source and geographic location from which it is mined. Once mined, the raw sand is processed or manufactured through washing, screening, and other actions, to provide specific grades and classifications.

The advantages of this material include the following:

- The initial cost is low.
- It is easy to install.
- It does not easily support microbial growth.
- It is readily available.
- It is non-flammable.
- It is not susceptible to vandalism except by contamination.

The disadvantages of this material include the following:

- Rainy weather, high humidity, and freezing temperatures reduce its effectiveness.
- With normal use over time, it combines with dirt and other foreign material.
- Its depth can be reduced by displacement due to children's activity or by materials being blown by the wind.
- It can be blown or thrown into children's eyes.
- It can be swallowed.
- It can conceal animal excrement and trash (e.g., broken glass, nails, pencils and other sharp objects that can cause cuts or puncture wounds).
- It spreads easily outside the containment area.
- Small particles bind together and become less cushioning when wet; when thoroughly wet, sand reacts as a rigid material.
- It can be tracked onto other surfaces; when installed in conjunction with a unitary surface, the fine particles can reduce the shock-absorbing properties of porous unitary material. The abrasive characteristic of sand can damage most other surfaces, including non-porous unitary materials and surfaces outside the playground.
- It adheres to clothing.

### **Gravel**

Gravel is a naturally occurring material that will vary in texture and composition depending on the source and geographic location from which it is mined. Once mined, the raw gravel is processed or manufactured through washing, screening, and other actions, to provide specific grades and classifications. Crushed or broken gravel is unacceptable, as this material does not allow for the displacement of the particles.

The advantages of this material include the following:

- The initial cost is low.
- It is easy to install.
- It does not easily support microbial growth.
- It is readily available.
- It is non-flammable.
- It is not susceptible to vandalism except by contamination.
- It is less attractive than sand to animals.

The disadvantages of this material include the following:

- Rainy weather, high humidity, and freezing temperatures reduce its effectiveness.
- With normal use over time, it combines with dirt and other foreign materials.
- Its depth can be reduced by displacement due to children's activity.
- It can be thrown into children's eyes.
- It can be swallowed.
- It can be lodged in bodily openings such as the nose and ears.
- It conceals animal excrement and trash (e.g. broken glass, nails, pencils and other sharp objects that can cause cuts and puncture wounds).
- It spreads very easily outside the containment area.
- Small particles bind together, become less cushioning, and form hardpan.
- It can be tracked onto other surfaces. When on other hard surfaces, the rolling nature of the gravel can contribute to slip-fall injuries.
- It is difficult to walk on.

### Shredded Tires

Shredded tire materials are the result of grinding, buffing, or crushing a whole tire or any part of the tire. The tire particle must not contain any metals or foreign contaminants. Some processing techniques provide for the pigmentation of the outside of the black rubber; this must be non-toxic and contain no allergens such as latex.

The advantages of this material include the following:

- It is easy to install.
- It is not abrasive.
- It does not easily support microbial growth.
- It is not susceptible to vandalism except by contamination.
- It is less attractive than sand to animals.

The disadvantages of this material include the following:

- It can contain wires or other metal components.
- Its depth can be reduced by displacement due to children's activity or by materials being blown by the wind.
- It can be blown or thrown into children's eyes.
- It can be swallowed.
- It can contain lead and other toxins.
- Small or dust-sized particles can enter and remain in the lungs.
- When wet, small particles will stick to clothing and skin.
- It can become lodged in bodily openings such as the nose and ears.
- It can conceal animal excrement and trash (e.g., broken glass, nails, pencils, and other sharp objects that can cause cuts or puncture wounds).
- It spreads easily outside the containment area.
- It is difficult to walk on.

### Mats or Tiles

Mats or tiles are generally the result of the combination of a chemical binder and rubber filler product. The mats or tiles can be manufactured using a combination of heat, pressure or ambient application of a mixture within a form or mold. The mats or tiles can appear to be monolithic in a single- or multiple-layer system or can have a support or leg structure combined with a firm top. Mats or tiles can be porous or non-porous to water. Pigmentation of the surface can be provided through the pigmentation of the binder holding the rubber particles or through utilizing coloured rubber particles or chips. Mats or tiles are manufactured in various thicknesses, lengths, and widths, depending on the properties desired by the manufacturer.

The advantages of this material include the following:

- It requires low maintenance.
- It is easy to clean.
- It provides consistent shock absorbency.
- It is not displaced by children during play activities.
- Life-cycle costs are generally low.
- Good footing can be provided (depending on the surface texture).
- It can harbour few foreign objects.
- Generally, no retaining edges are required.
- It makes the play space accessible to people with disabilities.

The disadvantages of this material include the following:

- The initial cost is relatively high.
- The base materials can be critical for thinner materials.
- It often must be used on almost smooth uniform surfaces without deviation in slope.
- It can be flammable.
- It is subject to vandalism (e.g. ignited, defaced, cut).
- It can curl up and cause tripping.
- It can shrink and cause an accumulation of dirt and debris that does not absorb impact.
- It can become hard over time as a result of environmental degradation. This would necessitate a total removal and replacement and would incur added costs unless the damage was to be covered by warranty or insurance.
- Some designs are susceptible to frost damage.
- The locations of seams, anchors, and other fasteners cannot attenuate impact to the same degree as the balance of the mat or tile.
- Mechanical fasteners or anchors can become dislodged and present a hazard to the user.

### **Poured-in-Place**

A poured-in-place surface is generally the result of a combination of a chemical binder and rubber filler product. It can be manufactured using single or multiple layers of materials and binders, and generally is monolithic. Poured-in-place surfaces are generally porous; however, they can be non-porous to water through the application of a non-porous material. Pigmentation of the surface can be provided through the pigmentation of the binder holding the rubber particles or through utilizing coloured rubber particles or chips. Poured-in-place surfaces are manufactured in various thicknesses, depending on the properties desired by the manufacturer.

The advantages of this material include the following:

- It requires low maintenance.
- It is easy to clean.
- It provides consistent shock absorbency.
- It is not displaced by children during play activities.
- Life cycle costs are generally low.
- It does not require smooth uniform surfaces without deviation in slope.
- Good footing can be provided (depending on surface texture).
- It can harbour few foreign objects.
- Generally, no retaining edges are required.
- It makes the play space accessible to people with disabilities.

The disadvantages of this material include the following:

- The initial cost is relatively high.
- The base materials can be critical for thinner materials.
- It can be flammable.
- It is subject to vandalism (e.g., ignited, defaced, cut).
- It can shrink and cause an accumulation of dirt and debris that does not absorb impact at the edges.
- It can become hard over time as a result of environmental degradation. This would necessitate a total removal and replacement and would incur added costs unless the damage was to be covered by warranty or insurance.
- Some designs are susceptible to frost damage.



## Poisonous Outdoor Plants

Children must be instructed not to pick or eat the following outdoor vegetation

Plant (common name)	Poisonous Part(s)
Alder Buckthorn	Bark and purple-black fruit
Aloe	All parts
Black Henbane	Flower
Black Nightshade	Berries
Bleeding Heart	Foliage and Roots
Blueweed	All parts
Bracken	All parts
Buttercups	All parts
California Bluebell	All parts
Caster Bean	Seeds
Chrysanthemum	All parts
Climbing Nightshade	Berries
Cocklebur	All parts
Common Comfrey	All parts
Common Groundsel	All parts
Daffodil	All parts
Daphne	Berries
Death Camas	Bulb
Elderberry	All parts but berries
False Hellebore	All parts
False Ragweed	Leaves
Foxgloves	Leaves
Iris	Underground stems
Jack-in-the-pulpit	All parts
Jimsonweed	All parts
Lamb's Quarters	All parts
Laurels Rhododendron Azaleas	All parts
Leafy Spurge	All parts
Lily-of-the-valley	Leaves, flowers
Mistletoe	Berries
Northern Water-hemlock	All parts
Pink Lady's Slipper	Leaves
Poison Ivy	All parts
Poinsettia	Leaves
Purple Cockle	Seed
Red Chokecherry	Berries
Rhubarb	Leaf
Scarlet Pimpernel	All parts
Silky Lupine	All parts
Sneezeweed	All parts
Stinging Nettle	All parts
Tartarian Honeysuckle	All parts
Thin-leaved Snowberry	Berries

White Camas	All parts
Wild Calla	All parts
Wild and Cultivated Cherries	Twigs, Foliage
Wild Parsnip	All parts
Wisteria	Seeds, pods
Yellow Lady's Slipper	All parts

### Poisonous Indoor Plants

Plant (common name)	Poisonous Part(s)
Amaryllis	Bulb
Australian Umbrella Tree	Leaves
Azalea	All parts
Bird of Paradise	3-angled capsule and seeds
Caladium	All parts
Calla Lily	Leaves and rhizome
Castor Bean	Seeds and leaves
Crown of Thorns	Sap
Cyclamen	Bulb
Donkeytail	All parts
Dumbcane	All parts
Elephant Ear	All parts
English Ivy	Leaves and berries
Flamingo Flower	All parts
Holly	Berries
Hyacinth	Bulb
Hydrangea	Leaves and buds
Jerusalem Cherry	All parts, fruit and leaves
Lantana	Green berries
Mistletoe	Berries, leaves and stems
Milk Bush	Sap
Narcissus	Bulb
Oleander	All parts, green or dry
Philodendron	Leaves
Poinsettia	Leaves
Sedum	All parts
Tulip	Bulb

**These lists were provided by Digital Government and Service NL and may not be inclusive of all poisonous plants.**

**Provincial standards with respect to poisonous plants follow those of Digital Government and Service NL.**