

Parent Handbook

Play Laugh Learn

2020



“Children want the same things we want. To laugh, to be challenged, to be entertained and delighted” Dr. Seuss

Play Laugh Learn Child Care Centre
9 Borealis Ave, Aurora, On, L4G 0R5
Phone: 905-503-1500
Fax: 905-841-9669
info@pllchildcare.com



Dear Families,

Welcome to Play Laugh Learn child care center. Our dedicated and caring staff strive to be certain that your child has the very best early childhood experience possible. We look forward to enhancing your child's growth and development, and thank you for entrusting us with that privilege and responsibility. It is our hope that our center's handbook will help you to better understand our programs, policies, philosophy, goals and objectives. Please take the time to read all the following information and then sign and return the FAMILY AGREEMENT form before your child begins with us.



Program statement

Play Laugh Learn Child Care Center offers a quality child care program for infants, toddlers, preschoolers, nursery, and March break/summer camp that facilitates and nurtures the individual needs and abilities of each and every child, seeing children and their families as competent and able and as active participants in all aspects of the program.

Play Laugh Learn Child Care Centre strives to deliver stimulating learning experiences in a safe environment that enhances a child's social, intellectual, physical, and emotional development. This enhancement happens throughout a child's daily routine which encompasses a balance of indoor and outdoor play, as well as active play, rest, quiet time, lunch and snack times. We are dedicated to supporting children's learning, development health and well-being through caring and responsive Early Childhood Educators.

Play is the cornerstone of our curriculum-understood to be essential to the healthy social and cognitive development of children. Our curriculum takes a child initiated, adult-supported approach that focuses on play-based learning, allowing the child to take the lead and then focusing on his or her interests through intentional observation, interaction and engaged communication. When this approach to learning takes place along with staff's understanding of child development, each child's learning and individual development is supported and as a result, the child's competence, capacity and potential are maximized. We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well-being of all children. This is the foundation of our quality child care.



Our Goals and how we meet them:

Play Laugh Learn Child Care Centre promotes the health, safety, nutrition and well-being of all children in its care and provides only nutritious snacks, meals and beverages to the children in our care.

- All food and drink provided by the Centre meet or exceed the recommendations set out in the latest version of Canada's Food Guide. Educators are well informed and familiarized with all information concerning any medical condition, exceptionalities, allergies, food restrictions and parental preferences to diet, exercise and rest time.
- In addition, all PLL staff, students and volunteers working with the children must have a valid first aid certification, including infant and child CPR.
- Menus are planned on a 4-week rotation and are posted at the centre and any changes will be noted on the posted copy. We have a cook that has been trained in Safe Food Handling that prepares our homemade delicious lunches and snacks daily.
- Allergy lists are posted in the kitchen and the classroom and act as a reminder for staff.
- During our lunches and snack time, our educators sit with the children and encourage them to be independent in serving themselves and always trying new foods. Discussions about food (fruits, veggies, colour, and smell) are encouraged while at the table, as exploration and knowledge tools for children's educational development.
- There are often activities that engage children and educators in baking experience as part of the curriculum.



All Play Laugh Learn Staff will support positive and responsive interactions among the children, parents and child care providers.

- The Director and Supervisor will support this by hiring of qualified, responsive and well trained Early Childhood Educators who will aim in building a positive and warm environment in our center. The success of our program relies in building and maintaining positive and responsive interactions among the children, parents and our staff.
- Our educators make a constant effort to get to know children and their families, their values and beliefs. They are respectful when sharing incidents where a child required assistance to be successful in the program, always active listening and responding in a positive way in order to support the development of child's skills.
- Educators provide support to parents – answering questions about child development, helping with potty training or providing resources. In doing so, educators are respectful of the parent's goals for their children.
- A monthly e-news is shared with families to provide updates on learning, reminders and links to other resources.

All Play Laugh Learn Child Care Staff will encourage children to interact and communicate in a positive way and support their ability to self-regulate acknowledging that each child is competent, curious unique and rich in potential.

- All staff will model appropriate responses by participating in conversations with children and facilitating peer to peer support when conflict arises as well as providing with experiences, support and encouragements. By recognizing when children use effective self-regulation strategies on their own, our educators will reinforce each child's developing self-regulation skills.
- Educators talk to children about feelings, right and wrong and other concepts towards developing self-regulation. They observe and provide prompts to help



- children be more self-aware – particularly when they are becoming upset. If needed, children may bring in “cuddlies” or a special blanket, etc that helps them feel safe and calm.
- Educators provide children with controlled choices – suited to their level of development.
 - Educators acknowledge children’s efforts; preferring to focus on the positive.
 - Educators may model appropriate conflict resolution skills when talking with children and co-workers.
 - Educators communicate effectively with children – on their level, with eye contact, using prompts with a firm, but gentle tone to help the child calm down
 - To support the development of self-confidence and self-awareness, educators support children in safe risk-taking and show pride in their success.

All Staff will provide child initiated and adult-supported experiences creating a supportive and positive learning environment based on the interests of the child.

- The Early Childhood Educators will provide opportunities for room exploration in a variety of activities offering open ended materials that will instigate to exploration and discovery. Educators will be responsible for introducing new ideas, interests, concepts, skills and experiences to widen child’s knowledge and life experiences.
- Upon enrolment, we ask families about their child’s developmental milestones, likes, dislikes, fears and more. We want to get to know the whole child and their family.
- Educators – in fact, the entire center staff – take the time to get to know each child and family. In many cases, we become an extension of your family.
- The classroom environment includes quiet areas and a relationship center where children can quietly explore a book or just take a break.



- Play Laugh Learn Staff often work with enhanced staff, resource consultants and therapists to ensure that all children are included and can work towards their full potential.

All Early Childhood Educators at PLL will plan for and create a positive learning environment in which each child's learning and development will be supported through listening, observation, documentation and discussions with other staff and families.

- Play Laugh Learn Staff will observe children's areas of interest and reflect upon it in order to provide experiences that will encourage the children to explore and ask questions and discover more about their areas of interest.
- You will see postings of the children- stories, representations, ideas-in their hand writing, inside or outside the classrooms. The educators will develop individual portfolios that are valorous tools in demonstrating child's learning and skills development.
- Art activities are open ended, inviting for maximum self-expression. At PLL educators remain non-judgmental asking questions to understand what the child is expressing or how is perceiving the world around them.
- We respect culture, language, traditions and family values of all children in our program. To that end, children are introduced to different languages being spoken; see visual images of diverse people, places, activities and foods. Educators may ask children and families to share about their culture or special days.

At Play Laugh Learn , each child will experience indoor and outdoor play (weather permitted) active play, as well as time to rest, quiet time into the day, always giving consideration to the unique needs of the children receiving child care.



- Our daily schedule is flexible with much time devoted to child-initiated, play-based learning. The schedule includes 2 hours of outdoor time (weather permitting). During inclement weather, indoor gross motor activities are offered.
- Outdoor time is not just for running games. Educators often take the curriculum outside with science experiments and more.
- Multiple play centers are visible in our classrooms for younger children — block area, sensory area, dramatic play, arts, science, book center, relationship center and more. These play centers are always available to the children.
- Educators are engaged with the children in activities, asking questions, hearing the children’s ideas – acting as a co-learner. Classroom technology supports research and further investigation.
- Use of loose parts (nuts, bolts, feathers, tubes, etc.), natural items from outdoors and furniture and equipment that can be found at home (e.g., children’s couch, pots and pans in dramatic play). You may also see a request posted to help us in sourcing specific materials or loose parts to supplement the children’s learning.
- Materials and loose parts are rotated to explore new interests and keep the children engaged.
- Children have a rest period daily. However, if a child is not tired, they are offered quiet activities to explore while others sleep. As children get older, getting ready for the Kindergarten rest time is reduced and educators will build in time for quiet activities to ensure balance and to meet individual needs.



- Documentation curriculum and project work is visible in the classroom in the form of photos, question charts, surveys, 3D models, artwork and project history boards

Regular and ongoing communication with the parents about the program and their children is an important component of the day.

- We encourage engagement and communication with parents about our program and their children at daily drop-off and pick-up times, as well as with daily/weekly written children reports, monthly newsletter, and parent/teacher meetings.
- Weekly program plans are also posted in the Centre. This plan offers more details about events and activities in the child's room. Parents can use these tools for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming in the room at that time.
- A monthly e-news is shared with families to provide updates on learning, reminders and links to other resources

Play Laugh Learn Child Care Centre often involves local community partners to help support our children, their families and our staff and volunteers to ensure that each child's specific care and needs are being met.

- We refer our parents to resources outside of the center to community partners such as speech therapists, support services, occupational therapists, counsellors etc.

Play Laugh Learn Child Care Centre supports our staff in continuous professional learning opportunities to develop their knowledge and to stay current in the profession through regular workshops, seminars/webinars



and conferences and ongoing opportunities for to engage in critical reflection and discussion with others about pedagogy and best practice.

- Play Laugh Learn Child Care Centre is open to all support services and aids in the community to train our staff, contribute to individual program plans or work in the program as additional partnership with all services in place for the well-being of the child. Service coordination meetings are required to successfully setup goals and discuss what the best interest of the child and their family is.
- Each classroom has an iPad that educators use to research and investigate topics with the children. Staff also have access to a computer in the staff room for further investigation.
- At times, parents may see a pedagogical leader observing staff in program, providing coaching in the moment.
- At least annually, the Ministry program advisor visits each centre to license our program. Those visits involve observation and coaching with staff.
- Any concerns raised by parents are followed up promptly. Management follows up with the concerned parent to discuss action steps.
- Educators share new information and resources with their co-workers, and sometimes parents, after returning from a conference or workshop
- Play Laugh Learn Child Care Centre ensures that all new staff, students and volunteers document and review the impact of strategies on children and their families, as well as this program statement prior to interacting with the children. In addition, the program statement will be reviewed anytime is modified or at least annually by all staff, students and or volunteers at the center.
- Play Laugh Learn Child Care Centre encompasses the research and legislation in Ontario's three major early learning documents: How Does Learning Happen?, The Early Learning for Every Child Today (ELECT) and Think, Feel, Act Lessons from Research about Young Children.



Our learning philosophy and How Does Learning Happen?

The learning process is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. These foundations are a vision for the future potential of all children and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the kindergarten program. They are conditions that children naturally seek for themselves.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them
Well-being	Every child is developing a sense of self, health, and well-being	Early childhood programs nurture a child's healthy development and support their growing sense of self, as well as self-regulation skills
Engagement	Every child is an active and engaged learner who	Early childhood programs provide environments and



	explores the world with body, mind and senses	experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as problem solving, creative thinking and innovating
Expression or communication	Every child is a capable communicator who expresses himself or herself in many ways	Early childhood programs foster communication and expression in all forms including creativity, problem solving, mathematical behaviors and language development

Early Learning for Every child Today (ELECT)

- The Early Learning for Every Child Today (ELECT) is a framework for Ontario Early Childhood Settings. This early learning framework sets our six principles to guide practice in early years settings. It also provides a continuum of development for children from birth to age eight.
- ELECT is recognized as a foundational document in the early years sector. It provides a shared language and common understanding of a child's learning and development for early years professionals as they work together in various early childhood settings.
- The principles of ELECT have informed provincial child care policy, such as the Ontario Early Years Policy Framework, as well as pan-Canadian early learning initiatives such as the Statement on Olay of the council of Ministers of Education, Canada.
- ELECT principles are also embedded in the program document used in Ontario's innovative Kindergarten program.



- Think, Feel, Act, are six research briefs for educators working in early years settings which, highlight the latest research in early childhood development, strategies to put the key ideas into practice and reflective questions for educators.
- There is a common thread throughout the briefs: a view of the child as competent, capable of complex thinking, curious, and rich in potential.
- These briefs are intended to challenge the status quo and encourage critical reflection as we consider our work from different perspectives.
- As 'briefs', the documents are not intended to provide an in-depth analysis of each topic, but instead, to pique your interest and highlight key ideas that are useful and relevant to your work. Above all, these briefs are intended to get people talking about some of the big ideas that have such a significant impact on the experiences of children across the province.
- Play Laugh Learn Centre provides a program that is play based and designed to support the care and development of young children. The provision of a warm, nurturing environment forms the basis for all interactions that occur.
- In PLL we follow Emergent Curriculum because we believe Children between the ages of one and five do not learn because they are taught. They learn as a result of their own doing through actions, relationships, inquiries, opportunities, and repetition. This knowledge is the foundation of PLL's emergent curriculum. Our teachers become research partners with children, seeking answers to questions and supporting investigation. Our center is their laboratory, offering the materials and tools to inspire each child. At PLL, our first and most important goal with emergent curriculum is to inspire delight, curiosity, and inquiry in the classroom. Doing so has been proven to build intrinsic motivation (coming from within the child) and a long-term love of learning. These are the greatest gifts our teachers can give a child in preparation for their primary school experience.

PLL values and actively encourages staff development and is committed to enhancing the centre's performance and reputation through the development of highly skilled



employees. It is recognized that a quality staff development program is integral to the achievement of the centre's future growth. PLL is committed to developing a range of opportunities and time for staff to learn and develop their professional skills. The Child Care and Learning Centre provides for the development of the whole child through a play-oriented curriculum which supports the child socially, cognitively, physically and emotionally. Development is encouraged throughout the child's day. Teachers recognize the need for children to:

- ✓ Be healthy
- ✓ Develop communication skills
- ✓ Express feelings of joy, anger, frustration, anxiety, sadness, and wonder
- ✓ Socialize with other children and adults from a wide variety of backgrounds
- ✓ Manipulate materials as they explore, experiment, problem solve, ask questions, pose problems, and hypothesize about their world.
- ✓ Develop physical and self-help skills as they carry out play actions, such as running, climbing, or completing a puzzle, or as they complete daily routines such as feeding themselves, dressing themselves, and washing their hands
- ✓ Be independent and self-reliant as they accomplish tasks in their own way, at their own pace.

Opportunities are provided for the children during the course of each day which enhance, support, and encourage this development. As active agents in their environment, children gather information through their senses and through interactions with peers and adults in order to grow in their understanding of themselves and their physical and social world.



Prohibited Practices

At Play Laugh Learn will not be permitted under any circumstances the following prohibited practices:

- a) corporal punishment of the child;
- b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) inflicting any bodily harm on children including making children eat or drink against their will.

No employee or volunteer of the licensee, or student who is on an educational placement with the licensee shall engage in any of the prohibited practices set out with respect to a child receiving child care.

Immediate suspension or discharge will result where a staff, student, or volunteer conduct any of action listed above.



Serious Occurrences

In spite of effective supervision and all the best precautions, serious occurrences (e.g., life-threatening injury or illness, fire or other disaster on premises.) can sometimes take place. All serious occurrences are reported to the Ministry of Education. A Serious Occurrence Notification Form will be posted at the center for 10 days following a serious occurrence to support increased transparency and access to information for parents. This posting will give parents brief information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.



Programs and services offered, and age category served

Play Laugh Learn Child Care Center offers a quality child care program for infants, toddlers, preschoolers and school age when spots available.

Classroom Staff-to-Child Ratios:

- ✓ Infant (3-18 months) 1 staff for every 3 children
- ✓ Toddler (18-30 months) 1 staff for every 5 children
- ✓ Preschool (30-60 months) 1 staff for every 8 children

“Zumba kids”-weekly music and dance class

As children grow in their appreciation of the beauty of music and dance, they acquire a gift that will bring them great pleasure. Music brings another dimension of beauty into our lives. Music and movement benefit a child’s development in many ways. Our Zumba weekly class is conducted by our Zumba instructor Himena and a class features the famous Zumba Fitness music, rhythms, and beats along with Zumba choreography broken into kid-friendly routines. Giving children an outlet to jump, dance, shake, and swing their hips, it’s the perfect recipe for fitness fun. Zumba Kids also adds age-appropriate games and activities, helping children gain coordination, self-confidence, overcome fears, learn about teamwork, and much more.

“ Bienvenue a PLL”-Weekly French Class

Children understand intuitively that language is something to explore, to play around with, and to enjoy. Their enthusiasm is both infectious and effective. The quickness with which they pick up their first language is nearly miraculous—and such a joy to watch as a parent. As children grow, all parents can attest to how much fun their children continue to have as they sing new words they hear and even invent new ones with a huge, bright smile. The joy with which children explore their first language makes childhood the ideal time for a second language—even if all the other reasons for an early start didn't exist!



Hours of Service-Holidays

Centre Hours: 7:00 a.m. – 6:00 p.m. MON-FRI

Late pick-up policy: If you are late picking up (after closing time) you will be charged a late fee of \$1 per min late or any part thereof, except in emergency situations. This late fee must be paid in cash to the staff on duty upon pick-up of your child.

Centre Closures (as a result of holidays):

We will observe all statutory holidays as recognized by the public sector.

- New Years Eve
- New Years Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- Civic Holiday
- Labour Day
- Thanksgiving Day
- Boxing Day
- Christmas Eve
- Christmas Day

Actual dates and timing of closures will be posted on the information board 3 days prior to closing.



2020 Fees for services: *Fees change according to age and not classroom *

Program		
Infant 3-18 months	Full time	\$1575
Toddler	Full time	\$1325
Toddler	Four days a week	\$1100
Toddler	Three days a week	\$840
Toddler	Two days a week	\$610
Preschool	Full time	\$1165
Preschool	Four days a week	\$950
Preschool	Three days a week	\$770
Preschool	Two days a week	\$545

The prices will be adjusted at the beginning of each year in accordance to Canadian Inflation Rate or to any other legislative changes (for ex. Increase in mandatory minimum hourly payment). Parent will be notified at least 30 days prior to any price changes.

Registration Fee

There is a \$140.00 non-refundable, one-time administration fee charged for each child.

Security Deposit

There is a two (2) week deposit required for every child based on the rates noted on the fee sheet. Please be aware that you will have to submit this fee 3 (three) months prior to starting date and will be the payment of your last two weeks of child care. Particularly in infant cases we will contact you 3 months before starting day to confirm the childcare services. The deposit become non reimbursable afterwards.



Admission

All families interested in registering their child are dealt with in a fair and equitable manner. Only children with complete registration packages, including all signatures, completed forms, immunization record, and six (6) postdated cheques will be permitted in our program.

Discounts

A 10% discount is offered when a second full time sibling is registered. This discount is applied to the student who pays the lesser amount of tuition. A 5% discount is offered for all other siblings registered, provided that all children are of the same parents and registered for full day programs.

Withdrawal

If the Centre is having difficulties meeting the child's needs, we will ensure that:

- All families asked to withdraw are dealt with in a fair and equitable manner.
- The notice of withdrawal is consistent with the Withdrawal Policy of the Centre and is the same for all families.
- Reasonable care has been taken in assessing the child's needs and the Program's ability to support those needs.
- Special needs resources and outside agency support have been exhausted prior to the Notice of Withdrawal.



First day checklist

All forms need to be filled out in entirety and returned to the center before care can be provided. Parents of all children need to send the following items with their child:

- A change of clothing
- A blanket, pillow/and or soft animal for nap time
- Diaper and wipes (if needed)
- One pair of indoor shoes
- Reusable water bottle (label).

In case of illness

- All children in attendance must be able to participate in all areas of the program, including outdoor play. If a child becomes ill, parents/guardians will be contacted to make arrangements for their child to be picked up if necessary. In order to minimize the spread of contagious illnesses we kindly ask that parents/guardians keep their children home if they are not feeling well
- Fever-considered to be a temperature above 37.4 C (99.3F) when taken under the arm or 38C(100.4F) if taken in the ear; a child is required to be at home until the fever subsides and will not be permitted back at the Centre until the child remains fever free for a minimum of 24 hours without the use of fever/pain medication. The child must be without the presence of other symptoms; for example, diarrhea or vomiting. • Two consecutive occurrences of diarrhea (need to be away from center 24 hours) • Vomiting – can be a sign of illness or reaction to medication or food • Unexplained rashes – a doctor must determine that the rash is not-contagious before the child can return to the Centre. A child cannot return if sores are open, runny or have not healed • Paleness, flushed face, or continuous crying – these are possible symptoms of illness and a child may still suffer from these symptoms even if on medication for a diagnosed illness • Yellow discharge from the eyes,



crustiness around the eyes, puffy or red eyes could mean pink eye (conjunctivitis) – the child must be on the prescription for 24 hours and completely clear of discharge from the eyes before returning to the center

- Severe or croupy cough – especially if the child is weakened by the cough and is unable to cope with the program • New medication – for the first 24 hours of being on a prescribed medication, the child may not attend the Centre. This allows the child to get well and begin fighting the illness as well as be at home in the case of an allergic reaction. The child will not be accepted back into the Centre until the child's condition is no longer contagious. Recommendations by York Region Public Health will determine the exclusion periods for communicable diseases such as chicken pox, pink eye, impetigo, red measles, whooping cough, strep throat/scarlet fever, and gastrointestinal. We have a Communicable Disease Chart or brochures available to you either in the hall or in the office. Please contact Public Health at 905-895-4511 for more information.
- A general rule for determining whether the child is well enough to be at the Centre is: If the child is too ill to participate in the indoor and outdoor programs, then the child is too ill to attend their Centre. As per the Child Care and Early Years Act, the children will be expected to be outdoors each day except during inclement weather. It will be the decision of the Director/Supervisor and the staff on such occasions as to whether the child should be sent home.
- If a child becomes ill at the Centre, parents/guardians will be contacted immediately and will need to arrange prompt pick-up of their child. Parents/guardians are required to call in sick for their child by 9:30 a.m. and explain the illness so that the staff may watch for the same illness in others.



Parent Issues and Concerns Policy and Procedures

Name of Home Child Care Agency: Play Laugh Learn

Date Policy and Procedures Established: September 01, 2017

Purpose

The purpose of this policy is to provide a transparent process for parents or/and guardians, the child care agency licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each home child care agency it operates (i.e. the operator).

Staff: Individual employed by the licensee

Supervisor: The individual in charge of overseeing all operations at Play Laugh Learn

General description of the policy

Parents/guardians are encouraged to take an active role in child care center and regularly discuss what their child(ren) are experiencing with our child care providers. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children.

All issues and concerns raised by parents/guardians are taken seriously by Play Laugh Learn and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail



provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 1 business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

If at any point a parent/guardian, and/or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the home child care agency head office.

Concerns about the Suspected Abuse or Neglect of a child

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

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



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

For more information, visit

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program-Related E.g: schedule, toilet training, indoor/outdoor program activities, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - child care provider directly or <ul style="list-style-type: none"> -supervisor 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised; or - arrange for a meeting with the parent/guardian within 1 business day. Document the issues/concerns in detail.
General, Agency- or Operations-Related E.g: fees, placement, etc.	Raise the issue or concern to: <ul style="list-style-type: none"> - licensee. 	Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern;
Staff-and/or Licensee-Related E.g: conduct of supervisor, staff, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or <ul style="list-style-type: none"> - the supervisor. All issues or concerns about the conduct staff that puts a child’s health, safety and well-being at risk should be reported to	<ul style="list-style-type: none"> - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.



Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
	<p>the agency head office as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>Related to Other Persons at the Child Care Centre Premises</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - staff or licensee <p>or</p> <ul style="list-style-type: none"> - visitor and/or licensee <p>All issues or concerns about the conduct of other persons in Play Laugh Learn Centre that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 1 business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer- Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the person responsible for supervising the volunteer or student <p>or the supervisor</p> <p>Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	



Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Adela@pllchildcare.com or contact our director Adela Sarmasag at 289-879-1587

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

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

Contacts:

Fernanda Aguirre-Supervisor 905-503-1500

Adela Sarmasag-Director 289-879-1587

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

York Region Children's Aid Society: Address: 16915 Leslie St, Newmarket, ON L3Y 9A1, **Phone:** (905) 895-2318 <http://www.yorkcas.org/contact.asp>



Emergency Management Policy and Procedures

Name of Child Care Centre: Play Laugh Learn

Date Policy and Procedures Established: September 01, 2017

Revised: December 2018

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee/supervisor).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).



Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

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Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

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

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: **West end side of the plaza**



If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: **Hartman Public School, Address: 130 River Ridge Blvd, Aurora, ON L4G 7T7 Phone: (905) 727-5938**

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the supervisor will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by all staff in the daily written record.

Additional Policy Statements

E.g. regular drills with staff for training/practice, emergency bag preparation, etc

Centre Staff will participate in monthly fire drills. The Centre Supervisor will document date and time of drill in log book.



Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none">1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.3) Staff inside the child care centre must:<ul style="list-style-type: none">• remain calm;• gather all children and move them away from doors and windows;• take children's attendance to confirm all children are accounted for;• take shelter in closets and/or under furniture with the children, if appropriate;• keep children calm;• ensure children remain in the sheltered space;• turn off/mute all cellular phones; and• wait for further instructions.4) If possible, staff inside the program room(s) should also:<ul style="list-style-type: none">• close all window coverings and doors;• barricade the room door;• gather emergency medication; and• join the rest of the group for shelter.



Emergency Situation	Roles and Responsibilities
	<p>5) The supervisor will immediately:</p> <ul style="list-style-type: none">• close and lock all child care centre entrance/exit doors, if possible; and• take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Hold & Secure</p> <p>When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none">• remain calm;• take children's attendance to confirm all children are accounted for;• close all window coverings and windows in the program room;• continue normal operations of the program; and• wait for further instructions. <p>4) The supervisor must immediately:</p> <ul style="list-style-type: none">• close and lock all entrances/exits of the child care centre;



Emergency Situation	Roles and Responsibilities
	<ul style="list-style-type: none">• close all blinds and windows outside of the program rooms; and• place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat must:</p> <ul style="list-style-type: none">• remain calm;• call 911 if emergency services is not yet aware of the situation;• follow the directions of emergency services personnel; and• take children’s attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>



**Disaster
Requiring
Evacuation**

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

- remain calm;
- gather all children, the attendance record, children's emergency contact information any emergency medication;
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
- escort children to the meeting place; and
- take children's attendance to confirm all children are accounted for;
- keep children calm; and
- wait for further instructions.

3) If possible, staff should also:

- take a first aid kit; and
- gather all non-emergency medications.

4) Designated staff will:

- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
- in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
- If individuals cannot be safely assisted to exit the building, the designated staff will assist them to stay calm and ensure their required medication is accessible, if applicable; and
- wait for further instructions.

5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.



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Emergency Situation	Roles and Responsibilities
<p data-bbox="203 308 428 506">Disaster – External Environmental Threat</p> <p data-bbox="203 527 428 1220">An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p data-bbox="451 308 1414 562">1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p data-bbox="451 636 760 667">If remaining on site:</p> <p data-bbox="451 695 1338 835">1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p data-bbox="451 909 834 940">2) Staff must immediately:</p> <ul data-bbox="500 968 1398 1434" style="list-style-type: none">• remain calm;• take children’s attendance to confirm all children are accounted for;• close all program room windows and all doors that lead outside (where applicable);• seal off external air entryways located in the program rooms (where applicable);• continue with normal operations of the program; and• wait for further instructions. <p data-bbox="451 1518 802 1549">3) The supervisor must:</p> <ul data-bbox="500 1577 1398 1822" style="list-style-type: none">• seal off external air entryways not located in program rooms (where applicable);• place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and



Emergency Situation	Roles and Responsibilities
	<ul style="list-style-type: none">• turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
Natural Disaster: Tornado / Tornado Warning	<ol style="list-style-type: none">1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.3) Staff must immediately:<ul style="list-style-type: none">• remain calm;• gather all children;• go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;• take children’s attendance to confirm all children are accounted for;• remain and keep children away from windows, doors and exterior walls;• keep children calm;• conduct ongoing visual checks of the children; and• wait for further instructions.



**Natural
Disaster:
Major
Earthquake**

- 1) Staff in the program room must immediately:
 - remain calm;
 - instruct children to find shelter under a sturdy desk or table and away from unstable structures;
 - ensure that everyone is away from windows and outer walls;
 - help children who require assistance to find shelter;
 - for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;
 - find safe shelter for themselves;
 - visually assess the safety of all children.; and
 - wait for the shaking to stop.
- 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.
- 3) Once the shaking stops, staff must:
 - gather the children, their emergency cards and emergency medication; and
 - exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.
- 4) If possible, prior to exiting the building, staff should also:
 - take a first aid kit; and
 - gather all non-emergency medications.
- 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.
- 6) Designated staff will:
 - help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance



	<p>with the procedure in a child's individualized plan, if the individual is a child); and</p> <ul style="list-style-type: none">• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.• If individuals cannot be safely assisted to exit the building, the designated staff will assist them to find the safest place in the building and ensure their required medication is accessible, if applicable; and• wait for further instructions. <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the supervisor must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons: [insert information (e.g. supervisor, licensee, on-site designate, board of directors, local authority)]

Local Police Department: Emergency? Call 9-1-1 Non-Emergency? Call 1 (866) 876-5423

Ambulance: 911

Local Fire Services: Emergency? Call 9-1-1 Non-Emergency? Call 905-895-9222

Site Supervisor: Fernanda Aquirre: 416-543-2916

Licensee Contact(s): Adela Sarmasag: Cell: 289-879-1587 or Home: 905-503-1137

Child Care Centre Site Designate: Hartman Public School (905) 727-5938

- 4) Where any staff, students and/or volunteers are not on site, the supervisor must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.



- 5) The supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.

- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.

- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none">1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must:<ul style="list-style-type: none">• take attendance to ensure all children are accounted for;• escort children back to their program room(s), where applicable;



	<ul style="list-style-type: none">• take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and• re-open closed/sealed blinds, windows and doors. <p>4) The Supervisor will determine if operations will resume and communicate this decision to staff.</p>
Communication with parents/guardians	<p>1) As soon as possible, the supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2) Where disasters have occurred that did not require evacuation of the child care centre, the supervisor must provide a notice of the incident to parents/guardians by email.</p> <p>3) If normal operations do not resume the same day that an emergency situation has taken place, the supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>



8b) Procedures to Follow When “Unsafe to Return” Notification is Given

Procedures

- 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.
- 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.
- 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.
- 4) The supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.
- 5) Upon arrival at the evacuation site, staff must:
 - remain calm;
 - take attendance to ensure all children are accounted for;
 - help keep children calm;
 - engage children in activities, where possible;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children;
 - keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and
 - remain at the evacuation site until all children have been picked up.



Communication with parents/guardians	1) Upon arrival at the emergency evacuation site, the supervisor and staff will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.
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Additional Procedures for Next Steps During an Emergency

E.g. documenting children's accidents/injuries, providing water and/or snacks, etc.

Ensure children with medication receive medication as required. Provide food, water as needed. If possible, document any children's, staff, classroom assistants, students and volunteers' injuries and/or accidents



Phase 3: Recovery (After an Emergency Situation has Ended)

<p>Procedures for Resuming Normal Operations</p>	<p>If possible, reopen centre• If necessary, find temporary location• Contact parents via email or phone• Contact volunteers and students via email• Contact Ministry of Education Program Advisor• If necessary; respond to media and community inquires• Contact insurance company if necessary</p>
<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<p>If staff, volunteers, students or children experience stress related to an emergency event at PLL, PLL management will provide individuals or parents/ guardians with the contact information for York Public Health to access appropriate mental health supports & services. York Public Health: 905) 882-2081</p>
<p>Procedures for Debriefing Staff, Children and Parents/ Guardians</p> <p>Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>The supervisor must debrief staff, children and parents/guardians after the emergency.</p> <p>PLL management must debrief staff, students, volunteers and parents/guardians after the emergency. PLL management will prepare a memo providing details of the emergency situation and next steps for the centre to resume regular service to clients. This memo will be emailed to all parents/guardians, staff, volunteers and students. If individuals do not have an email address, PLL staff will contact these individuals by phone.</p>



Supervision for Volunteers and Students Policy

This policy for the supervision of volunteers and placement students is in place to *help support the safety and well-being of children attending the centre.*

Requirements Under Child Care and Early Years Act , 2014 (CCEYA)

O. Reg. 262 under the CCEYA provides that every operator shall ensure that every child who is in attendance in a day nursery is supervised by an adult at all times.

Policy

- No child will be supervised by a person under 18 years of age.
- Direct unsupervised access (i.e. when an adult is alone with a child) is not permitted for people who are not employees of the centre.
- Placement students are not counted in the staffing ratios of the centre.
- Volunteers are not counted in staffing ratios of the centre

Procedures Applicable to Volunteers and Students

Volunteers and students will meet the following:

- Behaviour management policies and procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- The individual plan(s) for a child with anaphylaxis and the emergency procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;



- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- Criminal reference checks are required for all volunteers having direct contact with children in the centre.

Roles and Responsibilities

1. Supervisor:

- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at the centre before they begin and at least annually afterwards.
- Provide an orientation (see below) to all volunteers and students who will be providing care or guidance to children at the centre as well as ongoing mentoring, support and monitoring.
- Designate a lead RECE for each group of children in the centre who will be responsible to supervise volunteers and students when applicable and ensure this staff person's responsibilities in regard to volunteers and students is clear.

2. Volunteers and students:

- Review all required policies, procedures and documentation before they begin to provide care or guidance to children at the centre and where applicable, at least annually afterwards.
- Participate in an orientation with the supervisor before they provide care or guidance to children at the centre.

3. Operator:

- Ensure that the operator's insurance covers volunteers and students.
- Review the policy at least annually to ensure that it remains current.
- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who



will be providing care or guidance at the centre before they begin and at least annually afterwards.

Orientation Procedures

An orientation will be provided to help volunteers and students understand the operation of the child care program and the expectations for their placement/volunteer experience. It will include the required policy and procedure reviews set out in the Child Care and Early Years Act as noted on page one of this policy.

It should also include at least the following;

- A tour and orientation to the centre both indoors as well as the playground area
- A review of the emergency evacuation procedures
- A review of the centre's Policy and Procedures manual
- A discussion regarding the needs of individual children (e.g. special needs, allergies etc.)
- A review of the centre's parent handbook
- An orientation to the location and use of the Ontario Child Care Licensing Manual



Waitlist and Registration Policy

At Play Laugh Learn Child Care Centre, there is no fee charged, to be placed on the waitlist. Being noted on the waitlist does not secure a spot. The waitlist is only referred to when the priority families (i.e. siblings, currently enrolled children) have been contacted and accommodated. Those on the waitlist will be contacted in the event of availability and will have an opportunity to register (*see registration policy*).

When enrolment becomes available PLL will use email and phone as means of communication to inform parents, based on order of placement on the waitlist, of the availability. Families will have 24 hours to accept, decline or ask to extend their position on the waitlist.

In the case that families do not respond to the offer of availability, within the 24 hours, PLL will offer the spot to the next family on the waitlist.

It is Play Laugh Learn Child Care Centre's responsibility to clearly communicate to families their child's status on the waitlist, upon their request. This information will be held under the confidentiality policy, of Play Laugh Learn Child Care Centre, in a manner that protects personal information.

Registration Policy: Once a spot becomes available with a start date guaranteed, and you chose to accept, you are required to submit a \$100.00 registration fee (non refundable).

Please note the registration fee confirms and secures a spot at Play Laugh Learn Child Care Centre.

Play Laugh Learn Child Care Centre will make every effort to accommodate every families needs.

Thank you for your understanding and cooperation!