

We're almost home!



ARBOUR GLEN Day Nursery

"Nurturing a community through innovative child care"

PARENT HANDBOOK



FOR VISITING FAMILIES

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PARENT HANDBOOK

Mission Statement, Guiding Principles & Vision.....	3
Licensing	3
Our Centre	3
Our Families	4
Our Child Care Team	4
Supervision of Students & Volunteers	4
Our Program	4
Infant Program	5
Toddler Program	5
Pre-School Program	6
Parenting Support	6
Food & Nutrition: Meals, Dietary Restrictions & ‘Outside Food’	6
Inclusion of Children with Special Needs	7
Immunizations	8
Birthdays	7
Rest Time & Sleep Supervision	8
Field Trips & Intergenerational Program	8
Children’s Self Regulation	9
Prohibited Practices	8
Hours and Attendance	9
Serious Occurrences	9
Fire Safety	9
Emergency Management	10
Communication	10
Addressing Issues & Concerns	11
Waiting List Policy	12
Part-Time Care for Existing Families	12
Requests for Sibling Care	13
Enrolment and Registration	13
Orientation Visits	13
Fees	13
Program Statement	14
Fee Chart	17



ARBOUR GLEN DAY NURSERY

We would like to take this opportunity to welcome you to Arbour Glen Day Nursery. We have been caring for children in this community since 1966 and have been given the pleasure of taking part in the growth and development of many children, families, and Early Childhood Educators. Our intention has always been to provide children with an extension of the love and care they receive in their own homes. We take our responsibilities to you and your family very seriously and we are delighted to share in the joy and enthusiasm that the children bring to this child care facility. Thank you for choosing Arbour Glen!

Jamie Monaghan RECE,
Executive Director

Licensing

Our program is licensed by the *Ministry of Education (Ministry of EDU)* and is inspected annually. A renewal license is issued, provided all requirements are met. A copy of our license is posted at our back-entrance way.

Our Vision Is

"To nurture a community through innovative child care"

Mission Statement

We are a community that respects the diversity of our children and their families. We enrich each child's development through our long tradition of progressive programming and care.

Our Guiding Principles

We believe:

- that optimal learning occurs when each child participates and is actively engaged
- in building each child's sense of self and well-being as a foundation for their health and wellness
- in a holistic approach to each child's learning and development through social, emotional, physical and cognitive domains
- that diversity is to be valued, celebrated and shared with all our children and their families in a way that honours and respects them
- that for staff, ongoing education and professional development leads to best practices that ensures high quality child care
- in innovation and creativity in our program to provide meaningful experiences for our children
- in a culture that fosters a sense of belonging, builds relationships and engages our team, our families and our community; and
- in an ongoing commitment to consistently achieve outcomes beyond the minimums required.

Our Centre

Arbour Glen has a nostalgic setting that is unique to most child care centres. Housed within a charming brick exterior, it contains cozy suites to accommodate our Infants, Toddlers and Preschoolers. Within this family-style setting, children soon feel a sense of belonging. They engage in enriched learning experiences that promote literacy, numeracy, creativity and curiosity, to develop critical thinking skills. They enjoy daily outdoor play and activities within a park-like

playground, nestled beneath sugar maples. Everything in our program encourages social and emotional connections with others, which we know are the key to guiding children to their full potential.

As you walk through our rooms you will immediately notice the Arbour Glen difference! You will see happy, engaged children and friendly, nurturing caregivers. It is evident that our team of Registered Early Childhood Educators (RECEs) are highly motivated, competent and caring people who love to work with children, which is why most of our staff have been with us a very long time! The delicious snacks and hot lunches provided are second to none! Our qualified Dietary Planner provides daily menus that are impossible for any child to resist; check them out on our *Parent Information Board!*

At Arbour Glen we work on the premise of Professor Gunilla Dahlberg's view that "children are rich in their potential, and are competent and capable of involved thinking". We believe in positive, sincere, nurturing interactions that are responsive to the needs of children and their families, our educators, and our community partners. These relationships strengthen our program and set the foundation for children's lifelong learning, health and well-being. We have a proven program that engages children in all areas, helping them grow to their potential socially, emotionally, physically, creatively and cognitively.

Our Families

At Arbour Glen, we want children to make connections between their homes and community. We know that parents have the most influence on their child's life and recognize that our goals for children are best achieved by working together with families. We want everyone to feel at home here.

Our families are welcome to participate during field trips, and join us for special events, including a Family Picnic and a Family Concert. All are cherished traditions at Arbour Glen! There are many ways you can be involved, including sitting on our Board of Directors. Over the years many families come to know one another and form lasting friendships. Relationships are what Arbour Glen is all about!

Our Child Care Team

We know that the single most important element in any child's learning environment is the Educators – who they are; their ability to relate to children in a warm and responsive way; their knowledge and training; and their own passion as life-long learners. Each of our program staff are either **Registered Early Childhood Educators (RECEs)** or are working towards their Early Childhood Education as **ECE Apprentices**. All have current Police Records Checks and Vulnerable Sector Screenings. Most hold a current *First Aid/CPR* certificate and have done *WHIMIS* and *Food Handlers* training. In addition, they participate in ongoing Professional Development opportunities. Their combined college training specific to the Early Years, plus their extra areas of study bring much enrichment to our classrooms. We are proud of our Educators and Apprentices who continue to adapt individualized programming and provide interesting challenges to the children in their care.

Supervision of Students & Volunteers

Program Staff of Arbour Glen are responsible for supervision and mentoring of students and volunteers they will be working with. Before employment or placement all students and volunteers participate in an orientation that includes reviewing our policies, procedures, safety-related information and expectations of their role and responsibilities. A staff member will always be present when students or volunteers are participating in the program with children. **Students and volunteers are never counted in the staffing ratios and will never be left alone with your child (including field trips).** All have current Police Records Checks and Vulnerable Sector Screenings and most hold a *First Aid/CPR* certificate.

OUR PROGRAM

At Arbour Glen Day Nursery, our program approach is consistent with the *Ministry of Education's 'Early Learning Framework'* of policies and pedagogy. We use the documents *How Does Learning Happen*, the *Think Feel Act* research, and the *Early Learning for Every Child Today (ELECT)* reports to guide us. Together, they provide practice principles for

Early Childhood Educators and promote the child as an active participant in the learning process. We are committed to providing care and learning experiences that respond to the interests and ideas of the children.

Our staff includes a team of **Registered Early Childhood Educators** (RECEs), ECE Apprentices, supply staff, students on placement and volunteers. They play and participate with children as co-learners, co-investigators and co-planners of our program. The environment is intentionally planned and encourages each child to reach their highest potential. “We honour children and view them as “competent, capable of complex thinking, curious and rich in potential” (Dahlberg 2007).

Our program is based upon the four following foundations:

BELONGING: Developing Meaningful Relationships & Connections between Staff, Families & Others:

- We support positive and responsive interactions with children, their families and others
- We foster ongoing communication and engagement with parents about their children and our program

ENGAGEMENT: Learning Through Exploration, Play & Enquiry

- We provide play and experiences that foster children’s learning, exploration and enquiry
- We support staff and others in lifelong learning opportunities

EXPRESSION: Fostering Communication, Expression & Self- Regulation

- We support children’s abilities to express themselves, to interact, and to self-regulate

WELL-BEING: Nurturing Healthy Development, Safety & Well-Being

- We promote children’s sense of self, health and well-being, in a safe environment

OTHER: Evaluating & Evolving

We document and review the impact of our learning program on the children and their families

Note: A full copy of our **Program Statement** is included at the end of this booklet.

Our Infants Under 18 months

10 Babies & 3 RECE’s

Our Infant program offers a blend of experiences that care for and nurture your baby, while providing a fun place to explore, live and play. Our top priority is to respond to your baby’s needs individually, with compassion and sincerity. This ensures a secure environment where they experience trust and can enjoy their time with us.

Upon enrolment, you will receive a “Welcome Letter” that includes more details of your group’s daily program and other information to make your transition into our centre more enjoyable.

When your baby first arrives at Arbour Glen they will remain on their own feeding, eating and sleeping schedule, until gradually adapting to the routines in the Infant Room. A typical day includes music and singing, sensory experiences, physical activities or playing outside in our Infant/Toddler yard; eating, sleeping, reading books, playing with puppets, exploring concepts, manipulating various materials and visiting with other children in our centre; but above all, giving and receiving lots of hugs! Our cozy play environment provides them with materials that offer elements of challenge, curiosity and surprise, while our Infant caregivers support their explorations and share their joy.

Eventually, we help prepare your child for the gradual transition to Toddlers. Our Toddler Staff will get to know your baby before the move up. Your child will have visits in their new room, so the change will be more natural for them.

Our Infant team is made up of kind, nurturing caregivers who have the skills and experience in Infant care to work harmoniously and ensure our babies thrive!

Our Toddlers 18 months - 30 months

Yellow Todds 15 Toddlers & 3 RECE’s

Purple Todds 15 Toddlers & 2 RECE’s & 1 ECE Apprentice

Once your child is about 18 months they will be ready to move up to Toddlers. Our basic priority for the Toddler program is building a sense of self-confidence and security within each child, in an environment where they can trust that an adult will always care for their needs in a loving way. They soon feel they belong, and this further strengthens their sense of well-being.

We create a safe, fun environment where each child can explore and master, providing them with many opportunities for learning through enquiry and play. At times throughout the day we may move into smaller groups for sing-a-longs, reciting poems and finger-plays, reading stories or interacting with puppets. We explore various materials and engage in creative art and sensory experiences. Our Educators co-play with our Toddlers to discover concepts and make amazing discoveries. There's never a dull moment in the Toddler Rooms! After a busy morning, we have a delicious hot lunch and settle the children in for a cozy mid-day nap.

Afternoons are busy with more learning through play, special activities, sing-a-longs, a nutritious snack, and then it's outside for active fun and fresh air. Toddlers are all about moving and being physical!

Our Toddler team is always tuned-in to the needs of each child in their group. They are kind and nurturing caregivers who have the skills, experience and wisdom to work with toddlers. Life is sweet in the Toddler Rooms and as a result our Toddlers flourish!

Our Preschoolers 2 ½ years – 4 years

Blue Group 16 children & 2 RECE's

Green Group 16 children & 2 RECE's

Children usually spend 12 to 14 months in our Toddler Program. Once a spot becomes available, they will move up to one of our Preschool Rooms. Here they will gain experience in sharing, taking turns, and discovering many new concepts and learning opportunities. Our calm and delightful environment is the perfect setting for children to feel a sense of belonging. Our preschool teams provide a balance between child-led, and Educator-supported experiences that spark curiosity and provide learning challenges. They plan a balanced curriculum with appropriate field trips throughout the year, including an intergenerational program in partnership with *Kensington Village*, a Retirement/Nursing home. We visit Kensington once a month to share in social visits with the residents. We have been doing so for over 25 years! This has offered children the experience of interacting with seniors in our community in a positive and meaningful way. We invite parents and extended family members to participate with us on any of our field trips or visits. For more information please speak to your child's Educators.

The park-like setting of our back yard offers a shady, safe and fun playground that promotes large-body play and other special activities. Your child will love our outdoor program!

Our Preschool Educators are a warm and loving team of caregivers who provide an inspiring, pleasurable atmosphere for children to enjoy learning through play. The team's combined experience and expertise in child development cultivates a rich environment where our preschoolers blossom!

Parenting Support

Our Early Childhood Educators are a great resource to answer any of your questions and to offer quick, practical parenting tips. From time to time families may encounter other challenges that require extra support and understanding of their situation, so we also offer a *Parent Resource Library* with carefully selected materials to support families. It is located in the office on the third floor, so feel free to come up at any time and take home books, CDs or DVDs. We also offer '**Parent Mentoring Sessions**' at no cost to you if you still want to develop further strategies to tackle some of those more perplexing situations such as toilet training, sleeping and eating issues, or dealing with temper tantrums (we promise not to judge). Most parents have found this to be very helpful and impactful. For further information please call our Director and set up a time to meet with us.

Food & Nutrition: Meals, Dietary Restrictions & Outside Food

Our menus reflect healthy food and drink choices for children to meet the requirements as set out by “Eating Well with Canada’s Food Guide”. Tasty meals and snacks are prepared limiting or avoiding added sugar and salt. We serve fish once a week and vegetarian meals twice a week, in a homelike atmosphere that responds to the needs and cues of children’s appetites. Menus are posted in the lunch rooms as well as on our *Parent Information Board*. You can email us at centre@arbourn.glen.ca to request an electronic copy.

We want to meet your needs as much as we can, however we do not have the resources to accommodate individual food preferences. If your child has food allergies or anaphylaxis, or if you follow a religious/cultural practice or common lifestyle choice such as Vegetarianism or Veganism, we have included a Special Diet/Food Restriction chart to fill out in your Registration Package. Vegan diets for children under the age of two are modified as we follow the current recommendations of our *Public Health Unit* and *Health Canada*. Please speak with our Director if you have any questions. All children with allergies and special diets will have their photos or individual plans posted in the cooking kitchen and all children’s lunch rooms. A listing of all children with allergies and special diets is also posted in areas where children play inside, as well included on our attendance clipboards for accessibility when we are in places outside of the classrooms.

Since we have children attending Arbour Glen who have anaphylactic allergies, peanuts and nut products are not served or used in any food preparation. To protect these children, **WE DO NOT ALLOW ANY OUTSIDE FOOD TO ENTER THE CENTRE**, unless brought in by Arbour Glen staff, students on placement, or volunteers, who also have anaphylaxis training. The only exception are parents who bring in infant formula or other special foods deemed necessary for a child that has been diagnosed with a medical condition and requires an alternative food that we are unable to provide. We may also make exceptions during special holiday celebrations if a family decides to bring in a few treats for our staff. In this instance, an advance request must be pre-approved by our Director to ensure the food does not contain any nuts or nut products. **FOOD MUST NEVER BE BROUGHT DIRECTLY INTO THE CLASSROOMS OR LEFT IN CHILDREN’S BAGS OR CUBBIES!** If this happens you will be contacted by the Director and given a warning notice.

Please also ensure that your child has no peanut or nut products (e.g., peanut butter) on his or her hands, mouth or clothing when he or she arrives at Arbour Glen.

Inclusion of Children with Special Needs

At Arbour Glen we strive to ensure that all families and their children, all staff, support team and community partners feel safe, comfortable and accepted. We have always valued diversity and demonstrating respect for others in an inclusive environment. We interact in ways that do not exclude others accidentally or intentionally from opportunities.

Some children may have learning delays, developmental disabilities or mental health issues and may require specialized strategies to meet their potential. As with all children who attend Arbour Glen, we will monitor development of a child who has special needs by completing developmental checklists. When concerns are identified it may be appropriate to pursue additional support for them. The Director will help parents access a suitable agency for further assistance or assessment. We partner with agencies such as the Middlesex-London Health Unit, Thames Valley Children’s Centre, Tyke Talk, All Kids Belong (AKB), Madame Vanier and others, and we work closely with everyone involved to create an **Individualized Support Plan** if needed.

Immunizations

Each child who attends licensed child care must be immunized as required by the Child Care Early Years Act (CCEY ACT 2014). For parents who object to their child being immunized, they must file an exemption form with the Middlesex-London Public Health Unit (forms are issued by the *Ministry of EDU* and we have them in our office). For families with religious or conscience objections, a ‘Statement of Conscience or Religious Belief’ form must be completed by a commissioner for taking affidavits; and for medical exemption requests, a “Medical Exemption Request” form must be completed. A copy of either form must be kept on file in our office.

After your child is enrolled, **it is your responsibility to inform both us and the *Middlesex-London Health Unit* each time your child receives an immunization.** The Health Unit monitors the immunization of all children attending licensed child care.

Birthdays

If your family celebrates birthdays we want to be a part of the celebrations! Please check with your child's teachers as to the traditions followed in their classroom. Please remember – **No outside food is allowed in the building.**

Rest Time & Sleep Supervision

Young children benefit from periods of rest and relaxation to balance their active play. In the Infant Room, the babies follow their own schedule for napping in their own individual cribs. For Toddlers, and our Preschoolers, the rest period is between 12:30-2:30 p.m. Children have a 'body rest' on their own cots, the first half hour and Toddlers over 24 months and Preschoolers who are unable to sleep are then offered to engage in quiet activities within the classroom (our 'Early Risers' program). We will consult with you about your child's sleep arrangements and anytime there are changes to the sleep patterns. Our staff members monitor all sleeping children and do direct visual checks on them every 40 minutes, whenever they are in their cribs or on their cots. Complete information is in our Centre Policies Handbook, given upon enrolment. **Further information is in our Centre Policies Handbook.**

Field Trips & Intergenerational Program

Excursions and trips are also a part of our program. Our Educators and preschoolers go on a few field trips a year to places like *Apple Land* in the fall and local splash pads in the summer. We always take school buses on these excursions. Infants and Toddler groups never go on trips that require the use of school buses. Occasionally we go for walks in our neighbourhood, along the side streets, staying close by. These walks provide a safe and stimulating outdoor play and learning experience for children. Children are supervised at all times.

Arbour Glen also includes an **Intergenerational Program** in partnership with *Kensington Village*, a Retirement/Nursing home. Our Preschoolers visit Kensington once a month to share in social visits with the residents and have been doing so since 1993! This has offered children the opportunity to engage socially with others in our community, in a meaningful way. We love it and so do the seniors!

Children's Self-Regulation & Supporting Positive Behaviour

Our Educators understand that guiding children's behavior begins with developing trusting relationships with each child. Once they become familiar with the individual children in their group, they can understand the child's perception of any situation and help establish strategies considering that child's needs and abilities. We use the "How Does Learning Happen (HDLH)", a document from 'Ontario's Framework for Child Care', to guide us on the current recommendations for the Early Years.

Relationships:

A key goal is to help children develop feelings of adequacy and self-esteem, as well as the confidence to try new experiences. This in turn provides opportunities for them to regulate their emotions, deter their impulses and to show empathy to each other. The quality of our staff supervision sets the tone for positive interactions and serves as an example for children to follow. We seek to understand and acknowledge a child's feelings and ideas. Use of positive language, expressions of concern for them as individuals and timely guidance when needed fosters trust and contributes to a positive learning environment.

Environment and Routines:

We also consider our environment and routines to what may help children. We understand that children experience stress too, and that they may be reacting to changes that are unknown to us.

Prohibited Practices:

The Ministry of Education outlines “prohibitive practices” in *the Ontario Child Care and Early Years Act*. This means the following practices will not be used in any child care centre, including Arbour Glen:

- corporal punishment of a child;
- physical restraint of a 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, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of our emergency management policies and procedures;
- 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 them or undermine their self-respect, dignity or self-worth;
- depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will

Hours & Attendance

The centre opens at 7:30 a.m. and closes at 5:30 p.m. and is open Monday to Friday.

We are closed for the following holidays:

New Year’s Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Eve - at 2:30 p.m., Christmas Day, Boxing Day. The Centre will also be closed for two or three days between Christmas and New Year’s (Dates will be confirmed and announced by our Board of Directors each year). You will be charged for the statutory holidays, but we recognize that some families may still need child care between Christmas and New Year’s, so we do not charge for the two or three non-statutory holiday days that we are closed. Our centre does not give vacation or sick day credits if your child is away, so you still pay whether your child attends or not. You are responsible for paying for the spot whether your child is here or not as their spot is still being maintained. When doing comparisons of fees with other centres, you will find that our fees are very competitive and usually calculate out to be the same over the whole year, or even less. We charge only by the number of days in each month rather than a flat monthly fee. A fee chart is included at the back of this book.

Serious Occurrences

Most incidents are minor, but some may become a serious occurrence. An example may be a serious, life-threatening injury that occurs perhaps on the playground, and that child receives medical treatment as a result. In this case, we are required to file a Child Care Serious Occurrence Report with our Ministry.

In the event of a serious occurrence our staff will respond immediately in an appropriate manner (i.e. administer immediate first aid and call for emergency response such as ambulance fire or police services etc. Our staff will accompany any child to the hospital and the parents will be notified immediately. Further information is in our **Centre Policies for Enrolled Families**. All serious occurrences will be reported to the Ministry of EDU through our *Child Care Licensing System (CCLS)* within 24 hours of us becoming aware of the occurrence.

Fire Safety

Monthly fire drills are conducted to ensure everyone knows how to safely and quickly evacuate the building in the event of a fire. Our **Fire Safety Plan** is kept in the wall-pocket on the wall of the lower stairway, leading down to the Yellow Toddler room. In the event of a fire we will implement our Fire Safety Plan and evacuate the building. Depending on the situation we may transport the children by school bus to London French Day Care Centre at 1050 Kipps Lane #13. You will be notified by phone as soon as possible and asked to pick up your child immediately. It is important that you always keep your child’s emergency information updated with us (use the *Change of information* Forms found in the classrooms if needed).

Emergency Management Policy

Hopefully we will never find ourselves in major emergency situations; however Arbour Glen has Emergency Management policies and practices in place. Our staff members are trained and will be prepared to follow proper protocol and procedures to respond to emergencies that may arise including; fires, lockdown situations (including threats on the property or in the neighbourhood), severe weather warnings, natural disasters, bomb threats and other disasters and external environmental threats.

In Case of An Emergency Staff Will Follow the Emergency, Response Procedures Which Include Three Phases:

1. Immediate Emergency Response
2. Next Steps During an Emergency
3. Recovery

Our first response will be to take the proper steps to isolate and protect the children from any dangers and our staff will implement appropriate procedures until it has been confirmed that everything is safe again. This will include ensuring that children are safe, are accounted for and are supervised at all times. If a situation requires evacuation of the centre, the meeting place to gather immediately will be the preschool playground. If it is deemed 'unsafe to return' the staff and children will be transported by bus to our designated Emergency Evacuation site which is The London French Day Care at 1050 Kipps Lane #13. In addition, we will follow all instructions from emergency services personnel, under all circumstances, including evacuation to alternative sites. Our staff will call parents and as soon as it is safe to do so, to keep everyone up to date.

Emergency services personnel not already aware of the situation will be notified of the emergency and of any individuals remaining in the building, if applicable. Staff will assist with administering first aid where needed and inform emergency personnel of any injuries requiring immediate attention.

Once the "all-clear" has been given, everyone will return safely to Arbour Glen and parents will be called. Staff will remain at Arbour Glen until all children have been picked up. In situations where we do not resume operations on the same day, the Director will communicate to parents within 24 hours of how and when the centre will reopen.

When it is unsafe to return to the centre, staff will proceed to the emergency evacuation site as directed by the Director or emergency services personnel. Staff will maintain constant supervision of children and keep accurate attendance of children until they are picked up by their parents/guardians. Staff will remain at the evacuation site until all children have been picked up.

For emergencies that did not require evacuation the Director will provide the parents with a notice of the incident. If Arbour Glen needs to close for disrupted services due to an emergency, full parent fees will still apply for that day. If we stay closed due to the emergency, parent fees will still apply for up to 5 days. Our Board of Directors will determine whether to extend the length of time child care fees will apply or cease charging them after the 5th day.

After an emergency has been resolved, Arbour Glen will host a support night at a local venue (e.g. Knollwood Church, Childreach etc.) where staff and parents can gather to discuss their experiences, reflect and utilize any appropriate resources such as community resources, counselling, etc. The children will also have opportunities to discuss their feelings with their Educators about their experiences, during regular hours of operation. If needed, a professional therapist trained in the debriefing process will be brought in to help.

Communication

At Arbour Glen our Management Team (Director and Supervisors) help in the classrooms. Please keep this in mind as we are not always able to check our emails on a regular basis, but we are usually able to answer our phone. The best way to communicate daily messages is by calling us at 519-439-3701. If you send an email, we will send a reply as soon

as we open it. If you do not receive an email back, then please assume we have not gotten your message. **It is important for you to call us if it is urgent.**

We have an open-door policy and want you to feel that you can come and speak with us at any time. If a staff member cannot answer your questions, they will refer you to our Director. We are always available to discuss programs, concerns, answer questions or requests, and above all work with you to benefit your child. Call us at (519) 439-3701.

We also provide you with an opportunity to give us feedback through *Centre Surveys* that are sent out bi-annually. As well, you can drop a note into our *Suggestion Box* located in our back-entrance way or email us at centre@arbourglenn.ca. We value your opinions and suggestions as they help us to improve and achieve our goals. Throughout the year, news memos and class calendars are distributed to inform you of upcoming events, changes within the program, staff updates, and related topics of interest. Each Preschooler has a wall pocket in the cloakroom, and the Infants and Toddlers each have a cubby in their classroom. Check these daily for any notes, letters, etc.

Addressing Issues & Concerns

From time to time you may have a concern or issue that needs to 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. When you have a concern, we encourage you to try and address it first with the staff member or manager involved. A private meeting time can be arranged if necessary. If you are not comfortable doing so, or if you do not find resolution, we understand and ask that you **call our Director** immediately, who will meet with you to further discuss the situation. We are usually able to resolve matters through listening and working through possible solutions.

If you still feel that your questions or concerns have not been dealt with satisfactorily by our Director, or if your issue is with the Director or Management team, you may wish to have it addressed by our **Board of Directors**. Names of current board members are posted on the *Parent Connection Board* in the back-entrance. For confidentiality and privacy, we do not release their personal phone numbers. Your concern must be put in writing, including your phone number, then given to a staff member who will directly deliver it for you. A Board member will be in touch within three business days or sooner if necessary. Another option is to ask a staff member to have a Board member call you to have an initial discussion of the matter. You will however still be asked to put your concern in writing, and the Board member will ensure your letter is addressed with all members at the next Board meeting (or sooner if necessary). When appropriate, you may also request to attend the meeting.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved. 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 absolutely necessary. Responses and outcomes will be provided verbally, or in writing upon request.

Concerns Regarding Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Director.

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 London Children's Aid Society (CAS) directly. Anyone who becomes aware of such concerns is also responsible for reporting this information to CAS as per the "Duty to Report" requirements under the *Child and Family Services Act*.



Waiting List Policy

To add any other children to our waiting list please go to www.familyinfo.ca/waitlist Then click on child care. This will take you to 'create an account' and add your information. This site is hosted by the City of London. Once you create a profile and are logged-in, you can add your name to as many child care centre's waiting lists as you want.

When you add Arbour Glen as one of your choices, we will be automatically notified and a print-off of your information sheet will be added to our centre's Waitlist Binder. We contact people in the order of the date that they were registered on the **City 1 Waitlist**.

Priority Placement

Although **priority** is given to families who already have a child enrolled at our centre, Arbour Glen cannot unconditionally offer a current family the firm commitment to a spot for their second/third child. We will try our best to accommodate your requested start date, but **it is your responsibility to arrange alternative care for your child during the interim**, until a spot becomes available. This could be several months, so we highly recommend that you register your second child on the **City 1 Waitlist** as a backup, and keep your other options open in case of a longer than anticipated wait for a spot to open here.

Being on our Priority Placement list is not automatic as we are not aware of your individual situations or plans - **you must fill out a Request for Sibling Care form to be put on our Priority Placement list**. Ask your child's Educators for one and make sure you return it to the office as soon as possible. Priority placement for existing families is still on a first-come, first-served basis, so a dated form is how we track the list.

Once a spot becomes available we will contact the top families on our Waiting List and set up a time to meet with them. If one family chooses not to take the available start date offered, they have the option to remain on the top of the list and next person will then be notified. Tours will then be arranged to visit and experience our unique program. If you wish to know your status on the waiting list, you can call our Program Supervisor any time at (519) 439-3701. We will refer to our Waiting List Binder while maintaining the confidentiality and privacy of each family's information. **The City 1 Waitlist** requires that you re-register/update your information every 6 months to keep your name active. Your name will remain on our records list, but we ask that you call to stay in touch at least once every 12 months if you do not hear from us.

Part-Time Care Requests: Waiting List

Families on our waiting list requiring full-time care are given priority over those requesting part-time. Part-time care will only be considered once all full-time spaces have been accommodated. Part-time care can only be accommodated if we can match up your schedule to another child's in the same group. When the other child moves out of that group, we will search our Waiting List for another match, but this does not always work out. If no match can be found, you will be given four weeks' notice to make the decision to either pay for the full-time spot or find alternate care. A written agreement (**Part-time Request Form**) is available in your child's classroom. We also included a copy in your parent package during your tour. This form must be filled out for any children enrolling part-time or for current families wishing to switch to part-time. There are no guarantees that we can accommodate such requests, but we always do our best to try!

Part-time Care for Existing Families

If your child is already enrolled full-time and you wish to request part-time care, please refer to **Waiting List Policy: Part Time Requests**

Switching Care from Full-time to Part-time

Current families wishing to switch to part-time must complete a written agreement, by filling out a '**Part-time Request Form**' (ask your child's Educator for a form) and return it to the office as soon as possible. Priority placement for existing families is still on a first-come, first-served basis, so a dated form is how we track the list.

Requests for Sibling Care (Please refer to **Waiting List Policy: Priority Placement**)

We love it when we can welcome your newest family member to Arbour Glen, and you will be given priority over outside families on our waiting list! Unfortunately, we have no control over when a spot will open in conjunction with your tentative start date e.g. when a child is being withdrawn from the centre, or a family is moving, so these factors must be taken into consideration. As much as we'd love to, Arbour Glen cannot offer any parent a firm commitment to a spot for a second or third child until we have firm confirmation that a spot will be opening. We will always do our best to accommodate your request, but ultimately **it is your responsibility to arrange alternative care for your child during the interim, until a spot does become available.**

You must fill out a **Request for Sibling Care** form and submit it directly to the office as soon as possible to be put on our Priority Placement Waiting List. These forms are available in your child's classroom or ask at our office. Priority placement for existing families is still on a first-come, first-served basis, so a dated form is how we track the list. There are no guarantees that we can accommodate such requests, but we always do our best to try! It could take several months before an appropriate opening becomes available; so we highly recommend that you register your second child on the **City 1 Waitlist** for other centres as a back-up and keep your other options open in case of a longer than anticipated wait for a spot to open here.

Once a spot is confirmed you will be required to submit a registration deposit (one week's fees), which will be applied to your first month's fees.

Enrolment & Registration

During your visit, the Director or Supervisor takes the opportunity to get to know a little about your family and reviews a few things with you before giving a tour. Parents can spend time in the room their child may be starting in. At the end of the tour they are given availability dates. Once an enrolment date has been set, Registration Forms are given. They must be completed and submitted back to us prior to their child's first day.

A registration deposit of one week's fees is required to secure a spot. It will be credited to the first month's fees. A current fee chart is included on the last page.

If a family changes their mind and decides not to take the spot, a refund will only be issued with 4 weeks' written notice to the Director of Arbour Glen.

Orientation Visits

If possible, we try to schedule some visit times the week before a child's start date. The first visit will be up to one hour, while a parent or caregiver stays with your child. This allows a child to become comfortable in the surroundings and get acquainted with our Educators. The next visit will be on the day before the scheduled first day. It usually occurs for approximately three hours in the morning. This visit will be without the parent staying with the child and gives the opportunity for a child to become more familiar and have a shorter visit. If you are already a family at Arbour Glen and are able to enroll a second child, you must attend a "refresher tour" to receive updates on any policy changes, as well as meet with your child's Educators to review the latest changes in your child's new room. These are mini-meetings with our Director which only take about 15 minutes.

Fees

You may request that a copy of the Monthly Fee Schedule be emailed to you by calling our office. See our current rates at back of book. **We do not require a registration fee;** however, once your spot has been confirmed, you will be required to give us a deposit to hold the spot, unless there is less than one month before your start date. This deposit will be applied to your first month's fees. All fees are payable in advance on the first day of each month. There is no reduction in fees for vacation or illness as your child's spot is still being maintained. You will find that over a one-year period our fees are very competitive with other centres that offer vacation credits.

PROGRAM STATEMENT

Our program approach is consistent with the *Ministry of Education's* 'Early Learning Framework' of policies and pedagogy. We use the documents *How Does Learning Happen*, the *Think Feel Act* research, and the *Early Learning for Every Child Today* (ELECT) reports to guide our program. Together, they provide practice principles for Early Childhood Educators and promote the child as an active participant in the learning process. We are committed to providing care and learning experiences that responds to the interests and ideas of the children.

Our staff includes a team of Registered Early Childhood Educators (RECEs), ECE Apprentices, supply staff, students on placement and volunteers. They play and participate with children as co-learners, co-investigators and co-planners of our program. The environment is intentionally planned and encourages each child to reach their highest potential. We honour children and work on view them as "competent, capable of complex thinking, curious and rich in potential" (Dahlberg 2007). Our program goals and approaches are in relation to the four foundations of how learning happens.

OUR PROGRAM IS BASED UPON THE FOUR FOLLOWING FOUNDATIONS:

Belonging: Developing Meaningful Relationships & Connections between Staff, Families & Others

Engagement: Learning Through Exploration, Play & Enquiry

Expression: Fostering Communication, Expression & Self- Regulation

Well-Being: Nurturing Healthy Development, Safety & Well-Being

1. BELONGING: Developing Meaningful Relationships & Connections between Staff, Families & Others

Our program fosters positive, warm interactions that are responsive to the needs of children, so they feel included and safe in relationships. We offer opportunities to participate in local community programs as well. Once children realize their connectedness and different ways of belonging they begin to show concern for and connect with others and their environment. Over time this transforms the way they interact with others and their ability to deal with challenges.

We fully respect the diversity of our families including their culture, ethnicity, race, language, gender, gender identity, sexual orientation, religion, socio-economic status, and abilities. We strive to develop mutual respect and trust in these relationships, and to engage with families in ways that respect their family dynamics. We understand that families are the primary people in their child's life and the most powerful influence on their socialization, learning and development. Involvement in our program and day-to-day interactions between family our ECE's and family members will ultimately impact their child's learning.

Arbour Glen also engages in relationships with community partners and professionals for best support of the children, their families and our staff.

We support positive and responsive interactions with children, their families and others

Approaches

- We welcome and support each family, understanding their unique cultural background and social identity.
- We establish warm, trusting and respectful relationships that are responsive to the needs of children and their families.
- We encourage families to share their ideas and resources, so children feel we are an extension of their home.
- We provide events for family participation throughout the year.
- We engage with community partners and professionals to support children, their families and the staff.

We foster ongoing communication and engagement with parents about their children and our program

Approaches

- We provide ongoing documentation to share with parents to gain insight into their child's learning and development.
- We engage in daily conversations with parents and provide other sources of communication (news bulletins, calendars, email, Facebook etc.).
- We offer opportunities for parents to become involved at our centre (field trips, family events, info nights,

Board of Directors).

- We provide other support for families, individual to their needs and requests (e.g. access to resources, parent mentoring and community support referrals).

2. ENGAGEMENT: Learning Through Exploration, Play & Enquiry

Exploration and enquiry is about children making sense of the things, places and people in their world through discovering, questioning and forming ideas. We provide child-led and educator-supported experiences where children can communicate their understandings and establish joyful relationships with others. Through cooperative play, they can begin to make their own theories and test them out, take risks and experience social opportunities.

We use daily observations of children to find meaning and experience in what children do and make future plans for the environment. This documentation along with developmental checklists assists staff in fostering children's learning and development over a period of time. They work as a team to observe the children, share documentation, reflect and collaborate to plan their daily environments, which then becomes the "Third Teacher." We keep individual Children's Portfolios to show the progress of each child and their developing competencies.

Research shows that the key indicator of quality care is the staff and we believe that investing in our team of Educators supports their active engagement with children, builds their morale, keeps them current and ensures a high-quality program. We recognize that research is continually presenting new findings to further enhance the fostering of children's development and learning.

We provide play and experiences that foster children's learning, exploration and enquiry

Approaches

- We provide opportunities for children to play, explore, take risks and make enquires through child-led experiences, that are supported by our Educators (play with and encourage them, ask questions etc.).
- We provide flexible environments that offer a variety of toys and open-ended materials (including natural materials, "loose parts" and real-life items), that supports children's learning and development.
- We share documentation with children to develop curiosity, to think deeper, to make connections and to extend their learning.

We support staff and others in lifelong learning opportunities

Approaches

- We provide ongoing, continuous professional learning and "informal learning" opportunities for staff and others who interact with children.
- We support staff to effectively understand and implement our program expectations by meeting needs individual to their professional growth
- We provide staff with training costs and compensation for professional memberships.

3. EXPRESSION: Fostering Communication, Expression & Self- Regulation

Our Educators are attuned to the physical and emotional states of each child, encouraging them to communicate by listening and responding in a sensitive manner. They guide children in dealing with stress and emotions, and help them to remain calm for self-soothing and settling. When support is in place, children can focus for learning and become confident communicators who share their feelings and ideas. They then interact with various forms and materials to share their discoveries. This in turn supports them in moving towards self-regulation at an appropriate pace. Research has shown that "children, who can successfully self-regulate when they are developmentally able, are more resilient, have better relationships with others and have better academic outcomes" (Dahlberg, Moss, 2007).

We support children's ability to express themselves, to interact and to self-regulate

Approaches

- We provide opportunities and materials for children to express themselves in their own unique way.

- We eliminate stressors for children and help them with strategies for developing self-regulation and building resiliency.

4. WELL-BEING: Nurturing Healthy Development, Safety & Well-Being

At Arbour Glen, we recognize that physical well-being is important for learning and development as this enables children to play, explore and challenge themselves. Their growing awareness of their own bodies and abilities enhances co-ordination of body movements.

We understand the connection between children's emotional well-being, cognitive development and their social success. It's about children knowing themselves. Once a child develops a strong sense of self they begin to have a sense of belonging and trust, enabling them to value their own uniqueness and that of others.

Our Educators are trained in nurturing the developmental growth of children in all areas and along all spectrums. They work with families and community partners when needed to arrange appropriate supports and create *Individualized Support Plans*.

We also know that sound nutritional practices and healthy eating are essential for optimal growth and development of children and is linked to their brain development and self-esteem. Helping children make good food choices during childhood influences lifelong eating habits. Our centre staff ensures health and preventative safety measures are followed.

We promote children's sense of self, health and well-being, in a safe environment

Approaches

- We spend time with each child one-on-one to develop strong bonds and meaningful interactions.
- We provide opportunities for small group experiences.
- We incorporate both indoor/outdoor play and exploration, with active and rest times that meet the individual needs of each child.
- We promote good health and hygiene practices.
- We offer nourishing meals and snacks in an atmosphere that responds to the needs and cues of children's appetites.
- We provide and maintain a safe environment for all.

OTHER: Evaluating & Evolving

At Arbour Glen our approach to early learning will continue to evolve as our learning and understanding expands, our processes change, and new families are enrolled.

We document and review the impact of our learning program on the children and their families

Approaches

- We review our **Program Statement** with staff and Board members at least once a year to evaluate the effectiveness of our approaches and strategies and to determine if we are moving towards successful achievement of our goals.
- We gather parent feedback through our surveys, feedback forms and ongoing conversations.
- We engage in ongoing collaboration with staff, families and community members to gather different perspectives and ideas that support the ongoing development of our Program Statement.

If you would like a copy of this handbook emailed to you, please request it at centre@arbourglen.ca

Fees

Child Care Rates Effective Jan. 1, 2018 **below fees already includes the Affordability Pilot Savings (APS) until Dec. 31

Infants	\$49.00/day
Infants (part time)	\$52.50/day
Toddlers	\$45.00/day
Toddlers (part time)	\$48.50/day
Preschoolers	\$41.00/day
Preschoolers (part time)	\$44.50/day

Need More Information on our Program?

Please call us at 519-439-3701 or visit our website www.arbourglen.ca



Our Warmest WELCOME from the Arbour Glen Team!!!!