



Child Care



Parent Handbook

June 2026

wesley.ca

Welcome to Wesley

Wesley Child Care programs are staffed with Registered Early Childhood Educators, trained and regulated professionals, who care for and observe children each day to understand their interests and individual social, emotional and developmental needs.



Through play and the guidance of Early Childhood Educators, children will be exposed to experiences that will stimulate:

- Curiosity, initiative and independence
- Self-esteem and decision making capabilities
- Interaction with and respect for others
- Physical activity developing gross motor skills
- Fine motor development
- Early literacy and school readiness

Wesley provides child care for infants, toddlers, preschoolers and school age children (up to age 12). We welcome all children and work with parents and community partners when a child requires any individualized supports to be successful in our program.

Wesley Child Care programs are licensed by the Ministry of Education, under the Child Care and Early Years Act 2014.

Wesley Child Care locations

<i>Wesley Child Care – Dr. Davey School</i>	<i>Riverdale Wesley Child Care</i>
99 Ferguson Avenue North Hamilton ON 905 546 2424 x4535 Infant, Toddler and Preschool Program 7:00 a.m. – 6:00 p.m.	150 Violet Drive Hamilton ON 905 546 2424 x4535 Infant, Toddler and Preschool Program 7:00 a.m. – 6:00 p.m.

Canada Wide Early Learning and Child Care Program (CWELCC)

Wesley is a proud member of the National CWELCC program.

Enrolment and Wait List

An interview and play date will be scheduled prior to enrollment. This will give you and your child an opportunity to become familiar with the surroundings, ask questions and complete admission forms. Due to COVID restrictions, play dates are not currently being provided.

If the Centre is currently at capacity, your child's name will be added to the enrolment wait list. The date your child's name is added to the wait list, will be the date you confirmed with the Centre that you want your child on the wait list and submitted a registration form. There is no cost to have your child's name on the wait list.

The name of the child and family at the top of the wait list will be contacted when a vacancy becomes available. The Supervisor will start at the top of the wait list. If the parent contacted withdraws from the wait list or does not accept admission to the Centre within 72 hours of contact, the Supervisor will proceed to the next child on the list.

Withdrawal

Written notice of permanent withdrawal must be given two weeks in advance. If notice is not received, full program fees will be charged. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child. Your child will be placed back on the waiting list.

Health and Safety Requirements (COVID-19)

Wesley child care centres will adhere to all health and safety requirements identified by the Ministry of Education, the City of Hamilton and Public Health. Parents will be informed of any new procedures or policies and the Wesley's COVID-19 Plan will be shared with parents.



Fees

You will receive a monthly invoice in advance of each month. Monthly fees are required to be paid by the 15th day of each month. Fees can be paid by cheque or on-line banking e-transfers. A late fee may be charged if payments are not made on time.

If fees are not received within 30 days of your invoice date, your child's enrolment in the program will be terminated.

Fees include all statutory holidays and are non refundable. There is no deduction due to absences or unexpected program closures. Any request for refund for payments already made will be assessed on a case by case basis and will only be granted for situations such as incorrect billing or overpayment.

Annual receipts will be mailed or emailed in February.

Base Fees

April 1 2022 – 25% Reduction

	Infants	Toddlers	Preschool
New Daily Rate	\$48.75	\$37.50	\$30.00

**Fees for the time period of April 1 – October 31, 2022 will be adjusted in the form of a refund or credit to eligible families. Invoices sent for the month of November 2022 will have the above amounts reflected on them.*

** Market Rate Reduction Discount of \$10/day in effect until December 31, 2022*

December 31, 2022 – Further Reduction of 37%

	Infants	Toddlers	Preschool
New Rate	\$30.71	\$23.63	\$18.90

January 1, 2025 – Further Reduction

	Infants	Toddlers	Preschool
New Rate	\$22.00	\$22.00	\$18.90

Non Base Fees (Late Fees)

Amount of Time	Cost
First 15 Mins	\$20
Each Additional 5 Minutes	\$5

Paying Invoices

Invoice payment options include Cheque, E-transfer or Direct Debit.

E-Transfer (through your online banking account):

Send payment to this email address: childcarefees@wesley.ca.

Wesley is set up with automatic deposit through Interac e-transfers. Add your child's program location (Riverdale or Lake) and invoice # in the comment section.

Direct Debit: please email Jasmeet Matharu, jasmeet.matharu@wesley.ca, to set up this option.

Mail a cheque to:

Wesley Accounts Receivable,
467 Main St E
Hamilton, ON L8N 1K1.

Add your child's program location (Riverdale or Lake) and invoice # to memo area of cheque.

PLEASE NOTE: Email childcareinquiries@wesley.ca if you have any questions about your invoice.

Centre Closure

Wesley Child Care programs are open year round. When schools are closed due to inclement weather Dr. Davey and Riverdale child care locations will both be closed.

There may be times when some of our programs will not be able to operate and will require an emergency closure beyond our control (eg: inclement weather, labour disruptions etc). In this circumstance, parents will be responsible for fees up to two (2) consecutive days.

We are closed on all statutory holidays (Labour Day, Thanksgiving, Christmas, Boxing Day, New Year's Day, Family Day, Victoria Day, Good Friday, Easter Monday, Canada Day, Civic Holiday). There is no deduction due to absences/illness or vacation. There will be times during school breaks when HWDSB requires us to close at 12pm.

Arrival and Pick up

Young children depend on regular routines for their own security. It is therefore recommended that you establish a consistent drop-off and pick-up time for your child. When your child arrives and when you come to pick up your child please be sure to speak with a staff and sign your child in and out.

Unless otherwise arranged, children will not be released to any person other than those who are specified on the admission form. You may send a written note or call the centre and inform the staff who will be picking up your child(ren). Please let the person/s know that they will be asked to show identification. Your child will not be released to anyone other than a parent or an authorized adult.



Daily Activities

Each day children play both indoors and outdoors (as weather permits). The program schedule is posted on the parent information board. Each day includes free play with a variety of toys, crafts, water or sensory play, snacks and lunch, rest period and outdoor play. You will see pictures of children and information about activities and your child's learning throughout the centre. The staff use a variety of strategies to record your child's development, participation in activities and how your child benefits from the staff programming and care throughout the day.

Sleep Time

Children will sleep/rest or have quiet time each day. It is not a requirement that children sleep but after a busy, fun morning most children do fall asleep. Please speak with the staff about your child's rest or sleep requirement or habits.

In accordance with our licensing requirements, any child who is younger than 12 months who receives child care at a child care centre, is placed for sleep in a manner consistent with the recommendations set out in the document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada", published by the Public Health Agency of Canada, as amended from time to time, unless the child's physician recommends otherwise in writing.

A copy of the Sleep Supervision Policy can be found at the end of this handbook.

Clothing and Possessions

Your child should be dressed in clothing that is appropriate for physical activity, the weather and season. Please provide a second set of clothing that will be kept at the centre in case of accidents. All clothing should be labeled with your child's name.

Infants (0-18 months)

Ratio of Adult to children- 1:3

What will your child need at Wesley Child Care?

By packing a few essential items for your child and providing any specific details about your child's health, rest, feeding, and activity, you help the Wesley staff to provide individualized care for your child.

Please ensure all your child's belongings are clearly labelled with their names

- Diapers, wipes and any creams or lotions labelled with your infant's name and written instructions for application
- Bottles/ sip cups
- Formula (pre-mixed formula labelled with your infants' full name, the date prepared) or expressed milk labelled with your infant's full name, the mother's full name, date milk expressed) and written instructions for feeding baby (baby foods and whole milk or 2% milk will be provided by Wesley)
- Spare clothes: TWO complete outfits (socks, undershirt, top and bottom) *Blanket, favourite soft cuddly toy for seeping, soother (if used)

Toddlers (18 months-30 months)

Ratio of Adults to Children-1:5

What will your child need at Wesley Child Care?

Please ensure all your child's belongings are clearly labelled with their names

- Diapers, wipes and any creams or lotions labelled with your child's name and written instructions for application
- Change of clothes
- Blanket and/or sleep toy for rest time

Preschoolers (30 to 44 months)

Ratio of Adults to Children-1:8

What will your child need at Wesley Child Care?

Please ensure all your child's belongings are clearly labelled with their names

- Diapers if your child is not toilet trained
- Change of clothes
- Blanket and/or sleep toy for rest time

Staff will not be held responsible for any lost or broken items brought in from home.

Meals and Snacks

Prepared food from home is not to be brought into the centre for your child. This is a public health food preparation requirement.



A nutritious mid-day meal is prepared by Wholesome Kids and includes all four food groups, as set out in Canada's Food Guide. A morning and afternoon snack containing at least two food groups will be provided.

Children's special dietary needs and allergies will be posted in the kitchenette/service area. Please complete an ALLERGIES FORM if your child has food or other allergies. Weekly menu plans will be posted for the current and following week to assist you in menu planning at home. Please speak to the supervisor if your child has a specialized diet.

In the event that you are given written permission to bring outside food into the centre, the following steps must be taken;

- All parents that will be sending food with their child will be informed with a printed list of the potential allergens that are not permitted in the centre. This will be updated and distributed as required.
- Staff will oversee the children eating and will ensure that none of the food in the centre contains allergens. Should an allergen be discovered, that food will be sealed in a plastic bag, removed from the classroom and all surfaces that came in contact with the allergen will be cleaned and disinfected.
- In the event that a child comes to program without their food or their food is removed due to an allergen, Wesley will ensure that there are nutritious substitutes available.

Wesley Child Care is a peanut/nut free environment.

Medications

Wesley Child Care will administer prescription medication to children, in accordance with provincial legislation. Medications must be in the original prescription container. Parents are required to complete a MEDICATION ADMINISTRATION FORM that will include the following:

- Written and signed instructions including the dosage
- times any medication is to be given,
- the start and end date of administering the medication.

Wesley Child Care may administer non-prescription medication (eg Tylenol/Benadryl) on a case by case basis. You will need to have a “AUTHORIZATION FOR NON-PRESCRIPTION MEDICATION ADMINISTRATION” form signed by a physician.

If your child has an anaphylactic allergy or other diagnosis and needs to have emergency medication, you will be required to complete a separate anaphylaxis or medical form.

If your child is sick

Wesley requires that each child must be immunized according to the local health standards prior to admission; you will be required to fill out a form provided by the Hamilton Public Health and Community Services Department.

If a child has not been immunized parents must provide a letter for the program which identifies their exemption to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent’s religion or conscience, or a legally qualified medical practitioner gives medical reasons in writing to the program as to why the child should not be immunized. There is a specific form we will give you to complete.

Daily outdoor play is required for each child. It is our policy that children too ill to play outside remain at home. If a child becomes ill during the day, temporary care will be provided until a parent or emergency contact person are contacted so that your child can be taken home. You will be asked to take your child home if the following symptoms appear:

- Diarrhea
- Vomiting
- Unusual rash
- Ear infections
- Throat infections
- Coughs
- Eye irritation, especially if there is a discharge
- Nose discharge (greenish)

- Any fever over 100F

If your child has diarrhea they need to be clear for 48 hours before they can return. If they have a fever they need to be fever free for 24 hours to return. In case of any infectious diseases like salmonella parents need to report this to the program who in turn will report it to public health.

If your child is injured

If your child is injured during the day, the supervisor will call you to inform you of the injury. Basic first aid will be administered by the staff if required. The child care staff will complete a CHILD INJURY ACCIDENT REPORT, and they will ask you to review and sign the report, and then give you a copy.

Please be sure your contact information is always up to date.

Parental Involvement

At Wesley we have an open door policy and encourage you to visit. Daily contact with parents and staff will be supplemented by individual interviews, meetings and workshops. Upon enrollment, all families will be given access to the Procare Parent Portal. Staff will share information and pictures about your child(ren)'s day with you electronically. There is also the ability to message your child(ren)'s educators directly using this app.

Field Trips

Throughout the year, trips are made to special places of interest. A notice will be sent home in advance. You will be asked to sign a permission form. If space permits, we will request parent volunteers to join us.

Emergency Management

The program has emergency management policies and procedures that staff will follow should there be an emergency situation that would require either securing the children's safety inside the centre or evacuating the centre. In these circumstances, the Supervisor of the program will contact you as soon as possible to inform you of the situation and if necessary, tell you where you can pick up your child.

Behaviour Support

Regular communication with parents will ensure that staff and parents develop consistent approaches to support a child's development.

Each child's unique personality and development is respected. Children may use various behaviors to communicate their wants and needs, and to develop their social skills. Children are encouraged to express themselves in a positive manner. Positive reinforcement strategies are used by staff to acknowledge appropriate behaviour.

Disruptive behaviours are redirected and staff will model communication and social skills at a level that is appropriate to each child's age. Staff promote each child's communication and social skills development and their development of self-regulation while ensuring their own and others safety, and instill respecting the rights of others.

Wesley Child Care prohibits the use of the following actions:

- corporal punishment of the child;
- physical restraint of the child 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 program 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;
- 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;
- sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the *Early Childhood Educators Act, 2007*);
- depriving the 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

Behavior support strategies are discussed with parents and at staff meetings where consistent, appropriate approaches can be agreed upon. Methods are incorporated into the program in order to meet the needs of each individual child; these may include specific strategies recommended by the parent, supervisor, resource teacher or other professionals from agencies working with the child and family i.e. Community Living Hamilton, Intensive Community Children's Services 0-6, Lynwood Hall, etc.

Students and Volunteers

The program supports the placement of Early Childhood Education students and individuals who are volunteers. All students and volunteers are required to submit a police check prior to their participation in the centre, and must review and sign off on all of our centre's policies. Students and volunteers are not considered staff and therefore are not permitted to be alone with the children and are always working with and supervised by program staff.

Confidentiality

The program collects information about you and your child on the registration form. We will protect the privacy and confidentiality of the personal information you give us. However, in certain circumstances the law requires us to make exceptions. We have a "duty to report" if a child care staff member becomes aware of situations of child protection or risk. We will talk with you about any concerns we have but we are required by law to report these situations to the proper authorities, such as Children's Aid Society. We also must provide information as directed by the courts through subpoena, search warrant or other legal order.

Comments and Suggestions

Your comments and suggestions are always welcome. Surveys will be circulated during the year, at which time you can provide your feedback and input into the operation of the centre.

You are welcome to address any concerns or issues to either the staff or supervisor, as you feel necessary. We will work to have your concerns addressed promptly. Serious issues will be handled directly by the supervisor or the Manager, Early Years. Please feel free to make an appointment if you wish to have an issue addressed privately.

Information about Wesley's Client Feedback Policy and Wesley's Client Feedback Form can be found on our website:

<http://wesley.ca/contact-us/>

ATTACHMENTS:

- Wesley Licensed Child Care Program Statement
- Parent Issues and Concerns Policy
- Sleep and Sleep Supervision Policy and Procedure
- Safe Arrival and Dismissal Policy and procedures

Other Children, Youth & Family Services offered at Wesley

- EarlyON Child and Family Centres

- Before and After School Programs
 - After School Programs
 - Youth Centres program
 - Youth Housing
 - Youth Outreach Workers
- Summer, March break and Christmas break programs
 - Employment Services

For more information about other Wesley programs and services
Please speak with the Supervisor or
visit our website: wesley.ca



Program Statement ⁽¹⁾

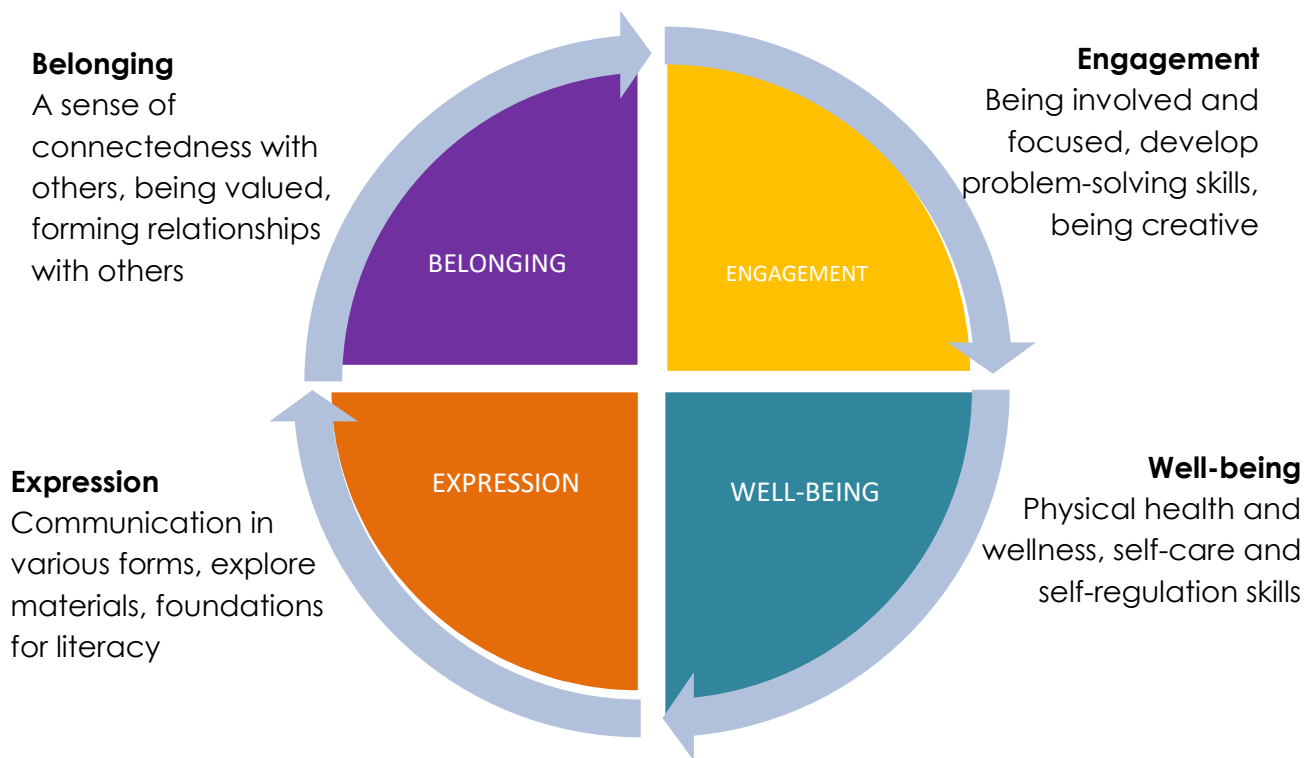


Wesley Licensed Child Care Programs

Wesley licensed* child care programs provide opportunities for children that support their emotional, social, creative, cognitive and physical growth and development. The program follows the Ministry of Education's "How Does Learning Happen? Ontario's Pedagogy for the Early Years" document as the philosophical and practical framework for supporting children's learning and development. Learning and development happens when a child interacts with their family, educators and their environment.

*The Ministry of Education licenses child care programs under the Child Care and Early Years Act (CCEYA), 2014. Inspections occur and the program must follow the requirements of the CCEYA and Regulations.

There are four conditions that are important for children to grow and flourish. ⁽²⁾



These four conditions apply regardless of a child's age, ability, culture, language or setting, and inform the goals for children and expectations for our licensed child care programs. Children are seen as competent, capable, curious and rich in potential. Early Childhood Educators create an engaging and positive play environment that supports each individual child's learning needs.

Wesley's licensed child care programs are staffed with Registered Early Childhood Educators, trained and regulated professionals, who care for and observe children each day to understand their interests and individual social, emotional and developmental needs. Wesley is committed to, and fully participates, in the quality assurance programs/initiatives developed by the City of Hamilton.

The Program Statement is reviewed, discussed and signed off by each staff annually. Changes to approaches, policies or procedures are developed and implemented to meet the ongoing needs of all children and licensing requirements.

- Children in our child care programs are seen as **competent learners** (3) and are encouraged to use their imagination, be creative, ask questions and find answers.

The educators will provide daily program activities and materials to ensure children are provided with activities that are of interest to them and/or that stimulate their curiosity, development and learning

- Each child's individual needs and personalities are accepted (infants to school age, all developmental levels and exceptionalities)
- Children are supported and encouraged to make decisions: what toys to play with, what activity to do, who to play with
- **Staff listen attentively and respond respectfully to children, parents and colleagues** (4) to instill a sense of belonging and acceptance

The educators are responsive to parents, colleagues and children's initiations and inquiries. Educators provide directions or instructions when required

- **Staff record information about each child to determine their interests and developmental needs** (5)(6)

The educators will take pictures or write down notes as your child plays and posts this information in the room



- If a child has special learning needs and/or requires additional support or input to be successful in meeting their potential,

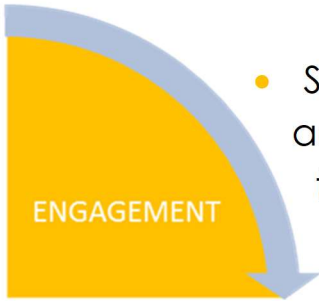
program **staff work collaborative with parents, community partners and other professionals** (7) to implement the child's individual support plan

The educators will speak daily with parents/caregivers at time of arrival and/or departure

- Parents are encouraged to participate in our programs wherever possible to ensure that we are being sensitive to the diversity of all our families
- Social gatherings are planned regularly to encourage full participation of parents and other significant people in the child's life
- Special attention is paid to support our non-English speaking families: cultural interpretation, translation of parent materials
- Parents are involved in supporting and managing their child's development and behaviour. Staff regularly **communicate with parents about their child's strengths and needs** (8)

The educators will share information about each child's development, accomplishments and goals that are appropriate for their age

- Proactive strategies are used throughout the day, to guide a child's development: staff use verbal warnings for transition, use verbal praise to reinforce positive behaviours, and redirect children who experience upsets



- Staff set up an inquiry-based learning environment with interesting activities, a variety of materials and age appropriate equipment that is intended to **elicit each child's curiosity and expand their learning** (9)

The educators will stimulate the creative interests and abilities of the children by commenting on or expanding a child's play or accomplishments and introduce new concepts into play routines

- Through observation staff learn about each child's learning style and they **set up the materials and environment so all children can participate and learn** (10)

The educators will change program materials available in the program regularly

- Children are encouraged to express their ideas to build their confidence and self-awareness
- Children take part in activities that require helping, taking turns, talking to solve problems and group work
- Each child's self-care independence is nurtured through regular routines such as meals, dressing and toileting
- Staff develop programs to ensure children are provided with both familiar and novel activities that are of interest to them
- Regular observations inform staff about structuring the environment to ensure that **activities are both child initiated and staff supported** (11)

The educators will provide new or novel materials which engage children due to their appearance, texture, sensory properties, etc. and allow them to manipulate them independently and provide directions or instructions when required

- Learning materials available in the program are changed regularly

- Age appropriate activities provided by the staff stimulate the creative interests and abilities of the children
- Schedules and routines are set to meet children's needs and understanding of time
- Staff are regulated by the College of Early Childhood Educators of Ontario and are expected and supported to regularly participate in **professional development workshops and share their new learning with others in the centre and with parents** (12)



The educators will post child development and interesting articles on an information board for parents and others who come to the centre/program

- Interesting articles and parent information handouts are available for parents and are posted on the Information board

WELL-BEING

- Children enjoy **active learning while indoors and outdoors** (13) by participating in a variety of activities that encourage physical and cognitive development

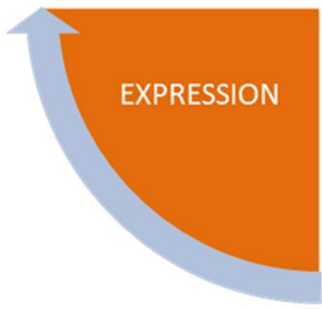
The educators will incorporate age and developmentally appropriate physical literacy activities into indoor and outdoor activities and provide quiet areas and soft seating or reclining furniture for children who require rest or quiet periods throughout the day

- Children experience quality outdoor time that helps with overall health and large motor development as well as opportunities to experience nature
 - Each child's **well-being and physical health** (14) is observed daily and any signs or symptoms of illness are attended to
- The educators will ask about a child's health and well-being at the beginning of each day and respond to signs of illness in a caring and supportive manner*
- Staff support children's independence in daily routines and activities such as toileting, eating, picking up toys, washing tables and dressing



- **Nutritious snacks and meals** ⁽¹⁵⁾, that meet the Canada's Food Guide recommendations, are provided daily *The educators will ensure children are offered nutritious meals and/or snacks each day and provide food options for each child. Educators engage parents in discussion about nutritious eating and introduce cultural diversity in foods*

- Children in the full day child care program are provided with an **age appropriate rest or quiet period** ⁽¹⁶⁾
The educators will ask parents about their child's needs for rest or sleep during the day and provide rest and/or quiet periods for each child as determined by their individual health, stamina and age, and in agreement with parents requests
- Staff and other adults interact directly with the children as much of the time as possible
- **Children are encouraged to solve problems by identifying the problem, thinking about alternatives, and making decisions** ⁽¹⁷⁾
The educators will help children to use their words to express their emotions and offer alternatives when upsets occur in order to assist a child to learn about managing conflicts while maintaining each child's safety
- Staff use positive behaviour support strategies to foster each child's development of self-regulation
- Staff respond to peer to peer conflicts in a calm, open and supportive manner while maintaining each child's dignity and well-being
- Staff accept each child's demonstration of their wants and needs regardless of how these are communicated, and model coping and communication skills to assist the child's development of language and social skills
- Punitive responses to disruptive or aggressive behaviours are prohibited



- Children are encouraged to express themselves and expand their learning
- **Staff listen attentively and reflectively, to assist children learn about their emotions** (18): what makes them happy, what upsets them

The educators will use positive, constructive and supportive language in all interactions and model the use of positive and responsive interactions.

Educators model and support the development of prosocial and self-regulatory behaviour skills with all of the children

- Physical space is clearly organized and defines what kinds of activities are permissible
- Play materials and activities are set up to engage children's active interest and participation
- The expectations for children are embedded in the environment and routines
- Staff members anticipate problems and may be able to intervene before they happen
- Staff model play, communication and social skills
- Interactions between children are fostered using language modeling ("Ask your friend Ahmed if you can play with him. Can I play Ahmed?"), demonstrations of how to develop play skills ("Put the block on top", "Give your friend a block"), using proactive behaviour supports ("In a few more minutes it will be time to tidy up.") and reinforcement ("You waited for your turn! Good job waiting").



- **Play and learning materials available in the program entice children to explore and learn** (19)

The educators will ensure a safe environment is maintained at all times in that the program/centre is tidy, organized, the whole room is viewable, no clutter, bright lights, fresh scent, toys and materials are age and developmentally appropriate.

- Structured activities such as stories and songs help children to learn through repetition and self-expression

Wesley believes that children are entitled to opportunities that support their emotional, social, creative, cognitive and physical growth and development in an environment that foster, active learning, autonomy, democratic freedom, multiculturalism and a sense of responsibility and order. All children have a right to participate in a safe and friendly learning environment. The staff will do their utmost to oversee and participate in all of the children's activities to ensure that everyone's rights are protected, both children and staff.



Wesley wants to ensure that children have a safe and positive experience that promotes their growth. Program staff will document children's participation in the program, each child's development, and their involvement with other children and other activities. Staff may take pictures to record the children's participation or write down comments made by children that reflect each child's belonging, well-being, expression and engagement. This information will be used for **planning and creating positive learning environments and experiences which are inclusive of children with individualized plans** (5), and to evaluate and monitor the implementation of our Program Statement and programming approaches.

The program supervisor and program manager will **observe staff interactions with children and parents** (20) to ensure that the approaches outlined in the program statement and in the centre's policies are consistently applied. The following practices are prohibited in our service:

- corporal punishment of the child;
- physical restraint of the child 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 program 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;
- 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;
- sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the *Early Childhood Educators Act, 2007*);
- depriving the 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.

The Supervisor or Manager will observe educators in the program regularly to provide support, guidance and feedback in regard to strategies used in the program


Parents/guardians have the primary responsibility for the care and education of their children. They also have the right to pursue financial security, further education, and/or personal fulfillment. Parents/guardians are entitled to be involved in and informed of the daily life of the centre as an integral part of their childrearing experience. The centre will support parents'/guardians' participation in their children's learning and development.

Staff members have chosen their work because of a belief in the importance of the task and suitability of their skills and education, as well as a strong commitment to the development of children. Wesley supports **staff development** (21), and *educators will attend professional workshops or seminars and share personal learning about best practice or research with their colleagues* to ensure evidence-based practices are applied in the program.



References

- (1) Ministry of Education: Child Care and Early Years Act, 2014, Ontario Regulation 137/15, subsection 46 (1),(2),(3)
- (2) Ministry of Education, How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)
- (3) Ministry of Education: Child Care and Early Years Act, 2014, Ontario Regulation 137/15, subsection 46 (2)
- (4) Ibid, subsection 46 (3)(b)
- (5) Ibid, subsection 46 (3)(f)
- (6) Ibid, subsection 46 (3)(k)
- (7) Ibid, subsection 46 (3)(i)
- (8) Ibid, subsection 46 (3)(h)
- (9) Ibid, subsection 46 (3)(d)
- (10) Ibid, subsection 46 (3)(f)
- (11) Ibid, subsection 46 (3)(e)
- (12) Ibid, subsection 46 (3)(j)
- (13) Ibid, subsection 46 (3)(g)
- (14) Ibid, subsection 46 (3)(a)
- (15) Ibid, subsection 46 (3)(a)
- (16) Ibid, subsection 46 (3)(g)
- (17) Ibid, subsection 46 (3)(c)
- (18) Ibid, subsection 46 (3)(c)
- (19) Ibid, subsection 46 (3)(d)
- (20) Ibid, subsection 46 (3)(k)
- (21) Ibid, subsection 46 (3)(j)

	Children and Family Services	2020
	Operations Manual Licensed Child Care Programs	
11.38 Parent Issues and Concerns Policy and Procedure		

The purpose of this policy is to provide a transparent process for parents/guardians, the child care staff and operator to use when parent/guardians bring forward issues or concerns. Parent issues or complaints are not a “serious occurrence”. An allegation of abuse would be a serious occurrence and the serious occurrence policy is to be followed.

This policy does not supersede the Wesley Client Feedback Policy (available on-line <http://wesley.ca/contact-us/>), rather provides additional information as required by the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15.

Policy

General

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

Information about this policy and the process to be followed is included in the Parent Information Package. Information about this policy will also be posted on parent information boards and the contact information for the Supervisor will be posted.

All issues and concerns raised by parents/guardians are taken seriously 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 5 business day(s). 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

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 supervisor and/or licensee.

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

1. Parents/guardians will be informed of the Wesley Client Feedback Policy. Information about the policy is in the Parent Information package and parents/guardians will be given a copy of the Wesley Client Feedback Policy in the format they choose (i.e. electronic or hard copy).
2. Staff who receive verbal communication about a concern or issue will respond in a positive, responsive and helpful way. Staff will take immediate steps to address and resolve the concern or issue if it is within their scope of responsibilities to do so. Staff will also ensure the parent/guardian is aware of the Wesley Client Feedback Policy, will provide a Wesley Client Feedback form if the parent wishes to put their issue or concern

in writing. Staff will document the communication in detail in the child care program daily log:

- a. The date and time the issue/concern was received;
 - b. The name of the person who received the issue/concern;
 - c. The name of the person reporting the issue/concern;
 - d. The details of the issue/concern, including the general category of concern ie: Program-related, Centre or Operations related, Staff related, Student/volunteer related;
 - e. Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
3. Staff will inform the Supervisor on the same day of the communication received and the documentation completed. The Supervisor will inform the Manager, Early Years. The Manager, Early Years will ensure the Director of Children & Family Services is also informed.
 4. The Supervisor will follow up with the parent and staff in regard to the outcome of any steps taken, and address any outstanding concerns within 48 hours. The Supervisor will maintain documentation of steps taken and the outcome. The documentation will be filed in the child's file.
 5. The Director of Children & Family Services will report any compliance with licensing requirements issues or concerns to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.
 6. Issues/concerns that are reported through the Client Feedback Form will be addressed as outlined in the Wesley Client Feedback Policy.

	<p>Children & Family Services</p> <p>Operations Manual Licensed Child Care Programs</p> <p>11.23 Sleep and Sleep Supervision Policy and Procedure</p>	<p>2021</p>
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Policy

Wesley Child Care Centre provides appropriate equipment and an appropriate environment for children in attendance to rest and/or sleep on a daily basis. The requirement to sleep is not stringent and a child who does not sleep will be provided quiet or alternative activities. Supervision of all children during quiet or rest time will be completed to ensure all children are safe and individualized needs for rest or sleep are met.

In accordance with licensing requirements, any child who is younger than 12 months who receives child care at a child care centre, is placed for sleep in a manner consistent with the recommendations set out in the document entitled “Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada”, published by the Public Health Agency of Canada, as amended from time to time, unless the child’s physician recommends otherwise in writing.

Procedure

1. Parents will be consulted at time of registration, and as needed, in regard to their child’s sleep requirements, their child’s needs for rest and the parents’ preference regarding sleep or rest.
2. Parents will be advised of the sleep policy at time of registration. Information about rest/sleep is outlined in the Parent Handbook.
3. Parents may provide updated information about their child’s needs for rest or sleep at any time. Parents will be required to fill out and sign a “Child Update” form.
4. Parent information about their child’s needs for rest or sleep will be documented in the child’s file.
5. Each child will have a designated crib or cot for rest/sleep.
6. The bedding for each crib or cot will be assigned to the same crib or cot each day.
7. Bedding is changed weekly and soiled bedding is laundered immediately.

8. There is sufficient lighting in the room during sleep time to allow visual checks of each child by staff.
9. Staff will perform direct visual checks of all resting and sleeping children by being physically being present beside the child, looking for indicators of distress or unusual behavior.
10. Direct Visual Checks will be recorded each day on the age appropriate "Direct Visual Checks Form".
11. Observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and could result in adjustments to the manner in which the child is supervised during sleep.

Direct Visual Checks Policy

- Direct Visual Checks of each resting and/or sleeping child will be completed and documented daily.
- For infants (children under 18 months of age), direct visual checks will be completed at a minimum frequency based on the Direct Visual Check Procedure below or more frequently based on the consultation with each parent.
- The frequency of direct visual checks and the steps to complete them will depend on the typical sleep patterns of each child and their age, as identified in the sleep supervision procedures provided in this policy.

Please note: remove any pillows or stuffed toys from a crib once child falls asleep.

Procedures for Completing Direct Visual Checks

Staff must:

1. Adjust blankets as needed;
 2. Ensure the child's head is not covered;
 3. Ensure there are no other risks of suffocation present;
 4. Document the date, time and initial each direct visual check on the room's whiteboard;
- and

5. Verbally inform other staff in the room that the check has been completed, where applicable and possible.

Use of Electronic Devices

Where electronic devices are used to monitor children's sleep, staff will:

- Not use electronic sleep monitoring devices to replace direct visual checks;
- Check the monitor daily to verify that it is functioning properly (i.e. it is able to detect and monitor the sounds and, if applicable, video images of every sleeping child); and
- Actively monitor each electronic device at all times.

Procedures

Age Group	Frequency of Direct Visual Checks*
Infant	According to each infant's needs as identified by their parent, or at least every 15 minutes.
Toddler	At minimum, every 15 minutes
Preschool	At minimum, every 30 minutes

* **This is the minimum frequency of direct visual checks.** Should a child have symptoms of illness (e.g. a cold) or if there are other issues or concerns related to the child's health, safety and well-being during sleep, the frequency of direct visual checks may be increased. The individual needs of each child during sleep as identified by the parent and/or the child's physician must be followed at all times.

Procedures for Completing Direct Visual Checks

1. Staff must:
 - i. be physically present beside the child;
 - ii. check each child's general well-being by looking for signs of distress or discomfort including, at a minimum:
 - laboured or shallow breathing;
 - changes in skin temperature;
 - changes in lip and/or skin colour;
 - unusual movements during sleep;
 - whimpering or crying; and
 - lack of response to touch or voice.

2. Where signs of distress or discomfort are observed, the staff who conducted the direct visual check must attempt to wake the child up. Where no signs of distress or discomfort are observed, proceed to step 3.

a) Where the child wakes up, staff must:

- i. attend to the child's needs;
- ii. separate the child from other children if the child appears to be ill;
- iii. document the incident in the daily written record and in the child's symptoms of ill health record, where applicable.

b) Where the child does not wake up, staff must immediately:

- i. perform appropriate first aid and CPR, if required;
- ii. inform other staff, students and volunteers in the room of the situation;
- iii. contact emergency services or, where possible, direct another individual to contact emergency services;
- iv. separate the child from other children or vice versa if the child appears to be ill;
- v. inform the supervisor/designate of the situation; and
- vi. contact the child's parent;

c) Where the child must be taken home or to the hospital, the supervisor or designate must immediately:

- i. contact the child's parent to inform them of the situation and next steps.


d) Where the child's condition has stabilized, and/or after the child has been taken home and/or to the hospital, the staff who conducted the direct visual check and any staff who assisted with responding to the incident must:

- i. follow the serious occurrence policies and procedures, where applicable;
- ii. document the incident in the daily written record, complete and submit both parent and Wesley incident reports; and
- iii. document the child's symptoms of illness in the child's records.

3. Staff must:

- i. adjust blankets as needed;
- ii. ensure the child's head is not covered;
- iii. ensure there are no other risks of suffocation present;

- iv. document the date, time and initial each direct visual check on the “Direct Visual Check” form; and
- v. verbally inform other staff in the room that the check has been completed, where applicable and possible.

	<p>Children & Family Services</p> <p>Operations Manual Licensed Child Care Programs</p> <p>11.48 Safe Arrival and Dismissal Policy and Procedures</p>	<p>2024</p>
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Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Policy

General

- Unless otherwise arranged, children attending Wesley child care programs (including before and after school programs) will not be released to any person other than those who are specified on the admission form. Primary caregivers may send a written note or call the centre and inform the staff who will be picking up the child(ren). Parents will let the person/s know that they will be asked to show identification. Children will not be released to anyone other than a parent or an authorized adult.
- Children will not be released from care without supervision
- Children are not allowed to leave the program to walk home alone. Parents are expected to pick-up their children prior to or at the designated end time of the program.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - Greet the parent/guardian and child
 - Sign the child in on the attendance
 - Ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure. Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must check the authorized pick up list for that person's name, if they are not listed, note the change in pick up arrangements in the daily log (log entry must include the child(ren)'s name and the name of the person authorized to pick that child up).

Where a child has not arrived in care as expected

Full Day Child Care Centres

- Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must;
 - send a message to the family via Procure.
 - Inform the Supervisor of the child's unexplained absence
 - If there is no response from the family and the child does not arrive by noon, the supervisor will designate a staff member to call home and verify the child's whereabouts.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Before and After School Programs

- Where a child does not arrive at the program and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must;
 - send a message to the family via Procure.
 - Inform the Supervisor of the child's unexplained absence
 - If there is no response from the family and the child does not arrive to after school care, the staff will check with the school office to see if they have a reason for the absence. If they do, document as below. If there is no reason for the child's

absence, the staff must call home and verify the child's whereabouts. Staff must inform their supervisor if they are calling home for this reason


- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

- The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up and the centre is closed

Please refer to Children and Family Services Policy *11.26 Late Pick Up Policy and Procedure*

	<p>Children & Family Services</p> <p>Operations Manual Licensed Child Care Programs</p> <p>11.26 Late Pick Up Policy and Procedure</p>	<p>2021</p>
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Policy

Wesley Child Care Programs will adopt a late pick up policy. Although there will be circumstances beyond a parent's control, it is still the parent's ultimate responsibility to pick up their child on time or make alternative arrangements.

Procedure

1. If a parent is going to be late picking up their child, it is the parent's responsibility to find an alternative person and call the Child Care Program staff to inform them they will be late and who will be picking up the child. The child will not be released without parental consent.
2. The staff will ask the alternative person for ID if unknown to staff.
3. If a parent has not called the centre to inform then they will be late and fails to show up after the centre has closed, the staff member will begin approximately 5 minutes after closing time to call the parent. If the staff cannot make contact with the parent, then the people listed as "emergency contacts" will be called to come and retrieve the child. Ensure emergency contact has been identified as an alternate person for picking up the child.
4. After 10 minutes, the Manager Early Years will be contacted. If after 15 minutes there is no success in contacting either the parent or emergency contacts, and no one has contacted the centre to advise staff of the parent's whereabouts or circumstances, the Manager, Early Years will contact the Director, Children & Family Services. The Manager will give direction for staff about actions, such as contact the Hamilton Wentworth Children's Aid for advice and direction. If bad weather could be a factor, it will be up to the discretion of the Director to make a decision based on extenuating circumstances at the time of the incident.
5. Parents who are late picking up their child for reasons other than weather or extenuating circumstances will be informed that after 3 occasions of late pick up they

will be invoiced for the late pick up time. Invoices will be prepared by the Supervisor and a covering letter will be signed by the Manager.

6. The parent will be invoiced for the additional time. This process and late pick up fee is outlined in the Parent Handbook.