



Garderie Oasis ChildCare Centre  
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# Parent Guide

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## **INTRODUCTION**

Welcome to the *Garderie Oasis Child Care Centre*! The daycare is a non-profit centre under the governance of a Board of Directors made up of parents and community representatives. This document will provide you with information on the functioning and the rules and regulations of the centre. Garderie Oasis Child Care Centre has been in operation since 2005. We are a non-profit licensed childcare centre serving the Ottawa community, while offering priority services to the employees of the Ottawa Hospital, CHEO, University of Ottawa, and the Rehab Centre. Our centre operates at a maximum of 65 children and approximately 16 staff members. From our 65 childcare spots, we reserve up to 3 spots for children with special needs. Garderie Oasis Child Care Centre offers a safe and nurturing environment while operating in compliance with The Ministry of Education and Ottawa Public Health Guidelines.

Our Board of Directors consist of parents and community members who share our passion of creating a perfectly balanced centre. Their familiar faces guide and help create standards of expectations. Our educators thrive to teach the children new skills, independence and confidence by listening to their interests, communicating with them, providing choices and opportunity to learn through play. Most of our educators are bilingual, and qualified Registered Early Childhood Educators (RECE).

We welcome families into our environment and encourage an open communication amongst families, staff, and the Director/Supervisor. Communication is maintained through Story park, telephone calls, as well as virtual Zoom meetings. Documentation boards and webbing including pictures and children's work are posted within the classroom to encourage family participation and also uploaded on Story park during COVID-19. Special events are also hosted throughout the year to encourage family participation. Meet and greet sessions are held at the beginning of the school year in September which offers a great opportunity for families to participate, meet their child's educators, receive detailed program information, and ask questions. At this time, in-person special activities are postponed due to COVID-19 and may be held virtually instead.

# LICENSING REQUIREMENTS

## Mission Statement

The *Garderie Oasis Child Care Centre* provides high quality child care to children aged 9 months to 5 years. Located at the Ottawa Health Sciences Campus, it offers an oasis of calm and tranquility where children experience rich and varied educational activities in French and/or English.

Staff and parents join to create a unique and nurturing partnership, which fosters optimal progress in the areas of physical, intellectual, emotional and social development.

## Program Statement

*Garderie Oasis Child Care Centre* is committed to providing quality care that is consistent with the Ontario's Pedagogy for Early Years: How Does Learning Happen? And Early Learning for Every Child Today (ELECT). How Does Learning Happen is organized around four foundational conditions that are important for children to grow and flourish: *Belonging, Well-Being, Engagement, and Expression*. These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are conditions that children naturally seek for themselves.

A focus on these foundations throughout all aspects of early years programs ensures optimal learning and healthy development.

Foundations	Goals for Children	Expectation for Programs
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-Being	Every child is developing a sense of self, health, and well-being.	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
Expression	Every child is a capable communicator who expresses himself or herself in many ways.	Foster communication and expression in all forms.

Our programs promote the safety and well-being of the children through engaging in learning, and formulating a safe environment to allow the children to explore their surroundings. As per Ministry requirements, qualified RECE's are hired to work in each program, and ratios are always maintained (indoors and outdoors). We take every precaution to review our areas

(playground, playrooms, toys, and equipment) to ensure proper use of material, and provide and maintenance repairs and/or services. Inspections are completed and documented on a weekly or monthly basis regarding playgrounds, first aid kits, disinfecting charts etc. Policies and procedures continue to be monitored and reworked when and where required. All accident reports are kept on file in the playground binder.

Our centre offers a variety of scheduled activities including but not limited to indoor and outdoor play, active play, rest/quiet time, as well as arts/crafts, given the consideration to the unique needs of the children receiving care. Our goal is to provide the children with many learning opportunities through play by providing various activities such as sensory/water tables, rides on toys, outdoor climbers, gardens, science experiments, and offering various materials to encourage creative play. Group games are also encouraged, giving children a sense of belonging. Each program participates in outdoor play twice a day, one hour in morning and one hour in the afternoon. At this time, due to Covid-19, outdoor time is staggered between each cohort and outdoor toys and equipment are cleaned/disinfected after each use.

The daycare ensures that all children have a quiet place to rest as well as provide each child with their own cot/crib. The toddler and preschool aged children are encouraged to rest on their beds, not surpassing 2 hours. An early wake up program is offered which consists of quiet activities for those children who are not sleeping.

To ensure a safe environment for all children, staff will redirect children who demonstrate challenging behaviours. Staff members will also listen, guide, and model appropriate behaviour.

### **Prohibited Practice**

Prohibited practices include:

- Corporal punishment of the child.
- Physical restraint of the child, such as confining the child to a highchair, 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 childcare centre premises for the purposes 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.
- 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.

## **Nutrition**

Our daycare menus are created by using the Canada Food Guide to promote healthy eating habits. Weekly menus offer a variety of options including beef, fish, vegetarian, and chicken options. Due to COVID-19, menus are uploaded weekly on Storypark. The cook is provided with weekly programming time to research new menu options, shopping (for food or equipment), cleaning of the kitchen (including fridge, freezers and pantry). Menus are reviewed and updated seasonally. Staff members are encouraged to sit and engage in conversation with the children during meal time as well as model proper eating. At this time, due to COVID-19, staff members will serve the food from the counter and engage/monitor children from a distance, while they are eating. Staff members are also encouraged to take the Food Handlers course to allow them opportunities to replace in the kitchen when the cook is absent.

## **Professional Development**

Professional Development is offered to every permanent staff at *Garderie Oasis ChildCare Centre*. Our Board of Directors supports the continued learning that is required in the field of Early Childhood Education, thus by budgeting funds to continue with their learning. The Director and Supervisor meet with each staff member to review areas of development and find training and workshops that best suit their needs. Our goal is to optimize the use of funds to properly train our staff for the evolving needs of each child. Our Supervisor helps to guide the staff in their learning by being an active participant in the programs and by offering ongoing support. College of ECE's continuous learning; networking opportunities will be provided throughout the year. Staff are required to maintain the RECE and continuous learning.

## **Community Support**

*Garderie Oasis ChildCare Centre* is involved with specialized service support from local community partners such as CISS and the Ottawa Children's Treatment Centre to enhance our programs. Support services may include; one on one support within the programs; professional resources; training and/or workshop opportunities. During Covid-19, when working with special needs service providers (SNR), we will participate in ongoing zoom meetings as an alternative to onsite instruction. Occasionally, special needs service providers will be in attendance, however will make an appointment before arriving and pass the necessary screening questions prior to entering. The individual must also not have been part of another cohort that same week. Our goal is to benefit from as many community resources as possible.

## **Expectations for Programs**

The expectations for programs align with the goals for children. They provide concrete ideas about how educators, administrators, families, and communities can work together towards the goals for children's learning, development, health, and well-being. They are not an exhaustive list but are meant to provide a starting point for educators as they work towards the goals for children. The expectations for programs:

- Act on the goals for children;

- Become a researcher and co-learners with children, parents, caregivers, and colleagues – learning about children, with children, and from children;
- Focus on building and maintaining relationships and supporting connections among themselves, children, families, and the early years environment.
- Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them;
- Nurture children’s healthy development and support their growing sense of self;
- Provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry;
- Foster communication and expression in all forms.

### Early Years Pedagogy

Pedagogy is defined as the understanding of how learning happens and the philosophy and practice that support that understanding of learning.

The term “pedagogy” may be unfamiliar to some in early year’s settings. Thinking about pedagogy provides a new way for educators to consider their work. It helps educators to:

- Look more carefully at what they do each and every day;
- Think about the why of their practice;
- Understand more deeply how their actions have an impact on children and their families.

Pedagogical approaches that nurture learning and development in the early years include:

- Establishing positive, responsive adult-child relationships;
- Providing inclusive learning environments and experiences that encourage exploration, play, and inquiry;
- Engaging as co-learners with children, families/caregivers, and others;
- Planning and creating environments as a “third teacher”;
- Using pedagogical documentation as a means to value, discuss, and make learning visible;
- Participating in ongoing reflective practice and collaborative inquiry with others.

These same approaches that are effective for children are also key elements of learning and engagement for families and those who work with children; what is good pedagogy for children is also good pedagogy for adults.

## **The Child**

### **Understanding Child Development**



A solid understanding of child development is essential for educators to apply the pedagogical approaches that are outlined in this document. Child development provides a body of knowledge that can help us to recognize and articulate children’s observed behaviours and discuss their emerging skills with families and others.

When educators have an understanding of child development – of what has come before and what may come next – they are able to provide experiences that challenge children to stretch just beyond what they know and can do. As L.S. Vygotsky suggests, “good learning” happens through interactions where the adult can challenge children and provoke learning at a level that is slightly in advance of the child’s current capacities. Knowing what to expect in typically developing children can also help educators to recognize when a child is experiencing challenges or when his or her needs are not being met.

ELECT provides a resource, the **continuum of development**, that educators can use to understand the sequences of development. It is not a lock-step, universal pattern that should be achieved according to a specific timetable, nor is it intended to be used as an assessment tool or checklist of tasks to be completed.

While child development is often categorized into separate domains, it is important to keep in mind that all aspects of human development are interconnected. ELECT says, “Separating out the development of emotional maturity from social competence or language abilities is an artificial categorization of what is an integrated process”. Research tells us that high-quality programs are those that integrate all areas of development in a holistic manner, with no greater emphasis on one area over another.

Children are influenced by multiple factors such as the family, social and cultural contexts in which they live and play their own *How Does Learning Happen?* Unique perspectives, and their life experiences. Educators can know more about the complexity of each child and can deepen children’s learning and experiences when they look at and listen to children from multiple perspectives, asking, for example:

- What are the unique strengths and needs, approaches, attitudes, and dispositions of each child?
- How do a child’s relationships, families, home environments, and the cultural context in which the child lives influence his or her development and learning?
- What motivates a child’s actions; what is meaningful to him or her; what brings a child joy?
- What can be done to extend and deepen children’s learning?
- What do I know about each child’s unique spirit and character?

These same questions can be applied to families.

### **The Family**

A shared view of families as competent and capable, curious, and rich in experience informs our relationships with families and has a significant impact on children. The principles of ELECT, as

well as findings from recent research, highlight the importance of strong, respectful, and reciprocal relationships with families. Creating an environment that welcomes families into the space, inviting their perspectives and providing opportunities for families to participate in meaningful ways (that they are most comfortable with) on an ongoing basis, supports their sense of belonging. Some questions educators can reflect on to ensure that families are valued, for example, include:

- What are the unique characteristics and strengths of each family in our program?
- How can we weave these into different areas of the program?
- What can we do to strengthen “cultural competence” within our program?
- How can we help families to experience a sense of belonging in our program?
- How can we engage with families as co-learners about and with their children? When we recognize and build on the strengths of families and the love they have for their children, everyone benefits.

### **The Community**

“Programs are most effective if the primary focus stays on supporting the child within his or her family and community. Child, family and community well-being must be equally valued, since they are inextricably linked.” Educators can reflect on ways to build connections with the local environment by asking, for example:

- What opportunities are available in our community to build connections?
- How can we facilitate stronger relationships within our local community?
- What contributions can we make in caring for the natural environment around us?

### **The Educator**

The role of the educator is multidimensional. The best educators, first and foremost, use a warm, responsive, and inclusive approach, building positive relationships with children, families, colleagues, and communities. Educators participate as co-learners with families and children – learning with children, about children, and from children. Knowledgeable educators get involved in play with children to support development, challenge thinking, and extend learning. They engage in reciprocal relationships with families and caregivers, learning about, with, and from them. Educators share their professional knowledge and experience and also seek out the knowledge and perspectives of families. The value of early year’s educators cannot be overstated.

Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others.

Educators use this knowledge, gained through observing and discussing with others, and their professional judgement to create contexts to support children’s learning, development, health, and well-being.

### **Critical Reflection**

A process of critical reflection, learning, and growth is the basis of high-quality programs that continuously improve and create contexts that are meaningful for the children and families/ caregivers they serve. Children learn through questioning and testing theories in their play. In the same way, we encourage educators to be researchers, to try new ideas and test theories. When educators engage in continuous learning and questioning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families, and themselves.<sup>25</sup>

Through critical reflection, educators test long-standing views and taken-for-granted practices and consider new approaches and ways of thinking about their work. As described by John Dewey, learning happens through “reflective action (action given careful consideration and justification) as opposed to routine action (action driven by habit and routine)”. *How Does Learning Happen?* supports educators in thinking, feeling, acting on their ideas and questions, and learning about and with children and families every day.

### **Collaborative Inquiry**

When educators engage with others in critical reflection as a means to question theory and practice, discuss ideas, test theories, and share learning, they are engaging in collaborative inquiry. “In practice, inquiry engages teachers as learners in critical and creative thinking. It honours openness and flexibility. Through collaborative dialogue, teachers seek emergent possibilities – new questions and solutions.” Collaborative inquiry can be carried out within individual programs, in community networks, or as action research projects. When educators engage in critical reflection together, they discover multiple perspectives and deeper understandings.

### **The Environment**

The environment is the context in which learning takes place. The environment was described by Loris Malaguzzi as “the third teacher” and is valued for its power to organize, promote relationships, and educate. It mirrors the ideas, values, attitudes, and cultures of those who use the space. As suggested by Karyn Callaghan, “the environment is a teacher”. From the aesthetics of the space, to the type of furnishings and materials available, to the organization of time, the environment communicates a powerful message and contributes to shaping the actions that can be taken within it.

Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways. In addition, when the schedule allows for long periods of uninterrupted play, with few transitions, children are calmer and more engaged. When the environment supports children’s growing autonomy and independence, challenging behaviours are reduced and educators can focus more

fully on observing, interacting, and extending children’s learning and development in meaningful ways.

All of these benefits occur especially within children’s connections to and interactions with the natural world. Opportunities to experience nature enhance children’s sense of wonder and joy in the world around them, whether programs are located in large urban centres with small patches of green space, gardens, and trees or in vast fields and forests. A growing body of research suggests that connecting to the natural world contributes to children’s mental, physical, emotional, and spiritual health and well-being. Providing daily opportunities to explore, care for, and interact with the natural world helps to strengthen these connections.

### **Pedagogical Documentation**

Pedagogical documentation is about more than recording events – it is a means to learning about how children think and learn. It offers a process to explore all of our questions about children. As suggested by Carlina Rinaldi, it is a way of listening to children, helping us to learn about children during the course of their experiences and to make this learning visible to others for interpretation. And, it encourages educators to be co-learners alongside both children and their families.

“Pedagogical documentation supports educators in both including child development in their view, but also looking beyond development to capture broader aspects of experience for reflection.”

Moving beyond simply an objective reporting of children’s behaviour, pedagogical documentation helps to find meaning in what children do and what they experience. It is:

- A way to value children’s experiences and include their perspectives;
- A way to make children’s learning and understanding of the world around them visible to the children themselves;
- A process for educators to co-plan with children and with families;
- A means of sharing perspectives with parents and colleagues. When families and others are invited to contribute to the documentation and share their own interpretations, it can provide even more insights that children, educators, and families can return to, reflect on, and remember in order to extend learning.

Using questions can help to frame documentation, support planning that reflects the complexity of children’s lived experiences, and provide a deeper understanding of why these experiences are important for children. For example:

- Asking “How do children demonstrate they are competent and capable of complex thinking?” helps educators build on what children already know and can do. It helps to ensure the environments and experiences created for children are engaging and stimulating rather than limiting children’s potential.
- Asking “How is a child’s current approach to a problem different from an earlier response?” helps educators to identify the progression of learning and the increasing complexity of approaches. This can be shared with parents and with children themselves.
- Asking “What questions and theories do children have about the world around them? How are they going about finding answers to their questions or testing their theories?”

helps educators to be co-learners with children. This can help educators to make sure the materials and experiences available to children support this deeper investigation.

- Asking “How do children form relationships with one another?” helps educators understand where children might need assistance in engaging in positive interactions, recognize and foster developing social skills, and support children’s sense of belonging.

## **Philosophy**

We at Oasis believe that **EVERY** child has the potential to learn. Learning is driven by children’s innate curiosity to explore and formulate knowledge that is best done through play. Play fosters every aspect of a child’s development. It creates the foundation of intellectual, social, emotional, and physical skills that are indispensable for a child’s healthy development. Each child’s sense of autonomy, self-esteem and self-discipline are facilitated through our warm and inclusive nurturing environments that are child-centred.

We thrive in providing countless learning opportunities that target children’s various learning styles which stimulate children in all areas of their development. We recognize that every child is unique and work in supportive partnership with families to create an optimal support system for every child.

*"Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create". —Albert Einstein*

## **Objectives**

The objectives of the centre are to:

- Provide all children with a safe, pleasant and caring environment where children thrive in French and/or English;
- Provide an interesting and varied program that takes into account the interests, needs, and level of development of each child;
- Create a trusting and warm environment where children learn to develop self-respect and respect of others through effective communication with their peers;
- Foster the development of responsible behavior by encouraging cooperation; and
- Encourage parent participation in the activities of the Centre.

## **Licence and Inspection**

The Garderie Oasis Child Care Centre is licensed by the *Ministry of Education* under the *Early Years Act 2014*.

## **Ratios**

Ratios are dictated by the *Early Years Act 2014* and are as follows:

Program	Maximum	Ratio: Children/Teacher
Infant	10 Children	3 Infants/ 1 Early Childhood Educator
Toddler	15 Children	5 Toddlers/ 1 Early Childhood Educator
French Preschool	16 Children	8 Preschoolers/ 1 Early Childhood Educator
Preschool	24 Children	8 Preschoolers/ 1 Early Childhood Educator

For programs operating for six hours or more in a day, reduced ratios may be used during the 90 minute period after the program starts (7:15-8:45) and 60 minute period before the program ends (4:45-5:45pm) as well as rest time (12:15-2:15pm). Toddler may use a 1:8 ratio and Preschool 1:12 during these times. Infant ratio always remains the same. Ratios are never to be reduced during outdoor play.

## **Child's File**

As outlined in the *Early Years Act 2014*, parents must provide the required information at the time of registration and maintain up to date information in the child's file.

## **GENERAL INFORMATION Hours of Operation**

The centre is open Monday to Friday from 7:15AM to 5:45PM. Children are free to arrive any time after 7:15 AM but must be in class by 9:15AM. Not only does this allow the child to fully benefit from the morning's program/activities, but it also prevents disruptions and interruptions in the classroom. While we are operating under Covid safety protocols, Oasis will continue to manage scheduled drop offs and pickups. Parents have been asked to sign up for a designated 30 minute time slot. We ask parents to adhere to those times to minimize congestion, wait times and demands on staff getting ready for departure.

Parents must advise the daycare if their child(ren) is going to arrive at the daycare later than 9:15AM. Failure to do so will result in a verbal warning. Upon a second incident, the parent will be given a written notice from the Director describing the dates of the first and second incidents while also reminding the parent of the consequence if a third incident occurs. Upon a third incident, the parent will NOT be allowed to leave his/her child(ren) at the daycare that day he/she will have to take the child(ren) back with him/her. A meeting will be arranged between the family and the Administrative Director following the third incident to discuss the issue. Further incidents may lead to the expulsion of the child(ren) from the centre.

## Statutory Holidays

The centre will be closed on the following statutory holidays:

New Year's Day	Easter Monday	Labour Day
Family Day	Victoria Day	Thanksgiving Day
Professional Development Day (March)	Canada Day	Christmas Day
Good Friday	August Civic Day	Boxing Day

**The Centre closes during the Christmas and New Year's holiday period.** The Board of Directors will determine the exact closure dates and advise parents by the 25<sup>th</sup> of October each year. Arrival and Departure An adult must accompany a child/children at arrival and departure times. Please note, children must never be left unattended inside or outside of the daycare.

We require that parents and/or those authorized to pick up sign the arrival and departure log to ensure the safety of all children. Only those persons authorized by parents can pick up children; in this case, individuals MUST provide proof of identification upon arrival to ensure their identity coincides with the information we have on file.

The Centre will only allow access to pick up children at Oasis to persons of 12 years and older and who are authorized by parents. Individuals MUST provide proof of identification and a picture of a minor must be on file. The parent is responsible to update any contact information with the daycare administration, as needed. Please ensure that your child has all the necessary clothing needed for the day including weather appropriate for outdoor. (Please see the room welcome package for all additional items your child will need to provide). Please, note outdoor activities start as early as 9:15AM. You are required to drop off any missing items before that time. Parents are responsible to notify the Centre should their child be absent for the day due to illness or vacation. During Covid, parents must communicate any Covid symptoms when they're notifying Oasis of child absence, and contact Ottawa Public Health.

Cars are permitted to park in front of the daycare centre for a maximum of 15 minutes only and parking spaces are to be used ONLY for drop-off and pick-up purposes. A child should never be left unattended in a vehicle

### **Safe Arrival and Dismissal Policy and Procedures**

#### **Purpose**

This policy and the procedures will 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.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

## **Policy**

### **General**

- Garderie Oasis Child Care Centre will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- Garderie Oasis Child Care Centre will only dismiss children into the care of their parent/guardian or another authorized individual at least 12 years of age. The centre will not release any children from care without supervision.

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.
  - Ask the parent/guardian how the child's evening/morning has been. Parents are responsible to communicate upon drop off if there are any changes to the child's pick up procedure or by sending an email before pick up to



info.oasischildcare@gmail.com (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed in the child's registration package under section "Authorization to pick up" or "Child's emergency information form". If they are not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).

- Document the change in pick-up procedure in the daily written record.
- Sign the child in on the classroom attendance record.

### **Where the child has not arrived in care as expected**

1. 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:

- Inform the Director/Supervisor and they must commence contacting the child's parent/guardian no later than 9:30am. The office staff will contact the parent by phoning primary parent/guardian and if unsuccessful in reaching someone a message will be sent to parents via story park.
- If office staff are unsuccessful in reaching parents/guardians by 11am, a call will be made to the child's emergency contacts found in the child's emergency contact form.

2. 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**

1. 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.
- Parents must provide written authorization for alternate pick-ups. This can be in form of email, letter or story park messaging. This written authorization must specify if this is a one time authorization pick up or if their emergency contact list as part of their child's registration package requires updating to reflect ongoing consent to pick up.

**Where a child has not been picked up as expected (before the centre closes)**

1. Where a parent/guardian has previously communicated with staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up, staff in charge will contact the parents/guardian by phone after 10 minutes of parent being late to advise them that the child is still in care and has not been picked up.
  - Where the staff are unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian and send a story park message to the parents.
  - Where the staff has not heard back from the parent/guardian over the course of 30 minutes or the authorized individual who was to pick up the child has not arrived, staff will contact the child's emergency contacts located in the child's registration file. If the child's emergency contacts are unreachable by phone and after attempting to call the parents one more time, the staff will refer to procedures under "where a child has not been picked up and the program is closed".

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:45pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
  - One staff shall stay with the child, while the second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire about their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian. Information that should be shared with parents/guardians over phone and on story park is that the centre has closed and that their child remains at the centre with a staff member. The child will be given a snack and toys to play with until their arrival. Parents/guardians will be told they must contact the centre by phone (613-736-8206) or by story park to let us know they have received our message.
2. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall message parents by Story park and leave a voice message by phone. Where the staff has not heard back from the parents/guardians over the course of 30 minutes or the authorized individual who was to pick up the child has not arrived and the centre has closed, the staff shall contact the centres Director and the child's emergency contacts. Emergency contacts will be contacted in order listed within the child's registration package. If the first emergency contact is unreachable by phone, after 10 minutes the staff will contact the second emergency contact. Staff will communicate with the emergency contact that the centre has closed and parents/guardians are unreachable and ask that they make arrangements to have the child(ren) picked up.
3. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:45pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) ) 613-747-7800. Staff shall follow the CAS's direction with respect to next steps.

### **Dismissing a child from care without supervision procedures**

- Staff will only release children from care to the parent/guardian or other authorized adult. There will be continuous supervision during the dismissal process, particularly when dealing with unfamiliar individuals. Staff will remain vigilant to ensure the child's safety. Under no circumstances will children be released from care to walk home alone.

### **Additional Procedure**

#### **Training and Awareness:**

- Ongoing training for staff will be implemented on recognizing authorized individuals picking up, handling emergency situations. Implementation of review of monthly record keeping of contact information.

#### **Review and Update Frequency:**

- This policy will be reviewed and updated a minimum of once a year by BOD and Staff of Garderie Oasis, ensuring that the policy stays current with any changes in regulations or best practices.

### **Glossary**

Individuals authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the license issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

- (a) Provides that a child may only be released from the child care centre or home child care premises,
  - (i) To individuals indicated by a child's parent, or
  - (ii) In accordance with written permission from a child's parent to release the child from the program at a specific time without supervision; and
- (b) Sets out the steps that must be taken if,
  - (i) A child does not arrive as expected at the centre or home child care premises, or
  - (ii) A child is not picked up as expected from the centre or home child care premises.

Emergency Closures It may be necessary to close the daycare centre for emergencies such as snowstorms, power failure etc. Please note, the daycare does not reimburse fees for the days it must remain closed.

### **Child Care Fees**

The Centre's childcare fees are established by the Board of Directors and are calculated using the total annual cost of care divided into 26 equal installments. Fees are payable every two weeks by automatic withdrawal. Direct withdrawal information is provided in advance of the child's start date. Fees are subject to change. A minimum of 4 weeks notice will be provided.

There is no reimbursement for absent days or for statutory holidays. There is a \$20.00 fee for all transactions of non-sufficient funds.

Current Base Fee for our programs 2023-2024

Program	Cost
Infant	\$420.05 bi-weekly
Toddler	\$355.32 bi-weekly
Preschool	\$269.80 bi-weekly

## CWELCC

The deadline for licensees to apply to their local service system manager was extended to November 1st, 2022. September 1st, 2022 deadline to notify parents and staff about a licensee's intent to enrol in CWELCC was also updated to November 1st, 2022. Once enrolled, licensees had 20 calendar days of receiving CWELCC funds from the service system manager (instead of 60 days).

## Rebate to Families

In 2022, Licensees were required to provide rebates to families within 20 calendar days of receiving funding from the service system manager. Licensees were permitted to provide rebates in the form of a credit towards future child care where the child continues to receive care from the provider. Garderie Oasis ChildCare Centre provided a refund to all families by the end of 2022.

## Late Pick-up Fees

Late fees, (in the amount of \$10.00 for the first five minutes and \$1.00 for each additional minute), will be imposed in the case of pickup after 5:45PM.

**A second incident will lead to a written notice and a third incident may lead to the expulsion of the child from the daycare. Young children receive the optimal benefit from participating in a program for no more than nine hours a day.**

**Tax Receipts**

**Tax receipts will be provided to parents by the end of February. Notices of Withdrawal**  
A written **four-week notice** must be given to the Centre by a parent who wishes to withdraw their child. If such notice is not given, parents must pay the equivalent of four weeks of child care fees.

## Admission

Parents must provide a non-refundable 2 week deposit when accepting a spot within our Centre. This deposit will be applied towards the first two weeks of attendance.

Spaces at the Centre are filled in accordance with the Centre’s policies and by the City of Ottawa waitlist:

- Allocation of spaces according to language policy and
- Admission policy
- City of Ottawa submission and position

Infant	In order to be accepted into the infant program, children must be between 9 – 18 months of age.
Toddler	In order to be accepted into the toddler program, children must be between 18 months and 2.5 years of age and be able to walk independently.
French Preschool	Children must be able to understand and follow directions in French. Assessment of the child’s understanding may be required before a spot is offered.
Preschool	In order to be admitted to the preschool program, children must be 2.5 years of age. As toddlers become of age and as spaces become available, they will move to the preschool program. If a space is not immediately available, the child will remain in the toddler program until a space is available.

**Waiting List**

Garderie Oasis ChildCare Centre offers priority waiting list for 50% of our spaces to staff at the

- Ottawa Hospital Campus
- CHEO
- University of Ottawa
- Rehabilitation Centre

Campus staff are still obligated to register their child with the City of Ottawa Centralized Waiting List and choose Garderie Oasis Childcare Centre as one of their options to be considered for a spot. The other 50% of the childcare spaces are offered to the public at large. The families located on the City Waiting List are prioritized by their application date and are contacted by phone or email in that order when a space becomes available. If a parent refuses a spot but would like to remain on our list, we then contact the next available family on the waiting list.

**Integration of Children**

Children are integrated gradually into the program over a four-day period (see registration package). Every child registered at the centre will be observed over a one-month period in order to ensure his full and successful integration into the program. Regular fees are still due during the integration period. **Please note, a parent must be available at all times during the first week of the child’s integration so that their child may be picked-up earlier if needed.**

Should a child not be able to fully integrate him/herself into the program, a meeting will be scheduled with the parents to discuss the situation and see if the problem(s) can be identified and resolved. Should the integration continue to fail, the parent will be asked to withdraw his/her child from the Centre.

### **Discharge by the Centre**

The Administrative Director may discharge a child from the Centre for the following reasons:

- The parent has not paid the required child care fees;
- The parent has more than three late pickups;
- The parent has contravened the center's rules and regulations; or
- The parent has behaved in an aggressive or disrespectful fashion towards the staff of the Centre.
- The child is beyond age of the program (+5 years old)

The Administrative Director reserves the right to request the discharge of a child, following the recommendations of staff in the following circumstances:

- The child has difficulty successfully integrating into the group; (There are specific criteria in the integration of a child into the French preschool program. Child must be able to understand and follow directions in French
- The program is unable to meet the needs of the child; or
- The child behaves in ways that put him and/or others at risk.

Before proceeding to the discharge of a child, the following steps will be carried out:

1. Staff will observe the child and inappropriate behaviors will be recorded and discussed with the child's parents;
2. Staff will identify and implement solutions in order to reduce or eliminate behaviors;
3. If difficulties persist, a preliminary meeting will take place between the parents and the Director in order to discuss the situation and possible solutions;
4. If the solutions discussed do not bring desired results, a second meeting will be held in order to discuss an action plan, which will outline objectives, strategies and timelines; and
5. If the situation is not resolved following these steps, a four-week notice will be given to parents for the discharge of their child.



## **Aggressive or Disrespectful Behaviour by Parents Towards Oasis Staff**

We have the responsibility to provide a safe environment for our staff, the children in our care, and their families. As such, we have a ZERO TOLERANCE policy when it comes to aggressive or disrespectful behaviour towards any staff or representative of Garderie Oasis Child Care Centre.

The Director reserves the right to terminate the care of a child immediately, should a parent or guardian display aggressive or disrespectful behaviour which includes, but is not limited to:

- Angry or Rude outburst
- Swearing
- Bullying
- Threat/Infliction of physical force or conduct , and/or
- Verbal hostilities such as sending inappropriate/threatening messages through e-mail, phone calls, or social media;

In cases where care is terminated, the Director will provide written notice (electronic and registered mail/courier) and/or verbal (phone call) of such a decision. Care will end immediately, and any children at the daycare will be required to be picked up within 60 minutes, Fees for the remainder of the month will be refunded and any children's possessions remaining at the daycare will be sent home by courier.

All incidents are subject to be reported to relevant authorities as the situation dictates.

## **PROGRAM INFORMATION**

### **Staffing**

The centre strives to hire staff that are registered Early Childhood Educators (ECE) who have experience providing care to young children. Those with ECE diplomas must renew their ECE membership every year.

All staff at the centre must have the following:

- First Aid and CPR, with CPR updated annually
- Police Record Check for the vulnerable sector
- Up to date immunization record
- WHMIS training

### **Students and Volunteers**

At *Garderie Oasis ChildCare Centre*, only employees will have direct unsupervised access to the children. There are NO exceptions to this instruction. All volunteers and placement students are not responsible for the supervision of any children therefore, should never be left alone with a

child/group of children, and must be supervised by an employee at all times. Students or volunteers will NEVER be counted in staffing ratios.

*Garderie Oasis Child Care Centre* students and volunteers are expected to adhere to the centre's policies and procedures and must sign off that they understand and will comply with our regulations. Specifically, all students and volunteers should pay vital attention to our Behavior Management Policy and children with allergies and anaphylactic plans. These specific policies must be read and understood before anyone is accepted to participate in any of our programs at our Centre. In addition, all field placement teachers will ensure that all volunteers and students are adhering to these guidelines and immediately report any violations being made to administration.

### **Programming**

Educational activities within the program are varied in order to respect the needs, interests and individuality of each of the children. Children are provided with opportunities to explore directed and non-directed activities. During free play, activities such as crafts, dramatic play, reading, outdoor play and cognitive activities as well as special programming such as cooking will be provided. Additionally, children get to partake in special events such as Ray's Reptile Zoo, magicians, music classes, yoga and other special guests that visit our Centre.

### **Storypark**

Storypark is a secure online e-portfolio that provides teachers with a platform that includes parents in their children's learning, and makes communication easier. Storypark is for anyone who cares for or provides education to young children.

At Oasis, it is the educator's responsibility to ensure that the child's profile stays up to date, current and is representative of the *How Does Learning Happen* objective alongside the ELECT framework.

### **Clothing and Personal Effects**

We request that you leave a complete change of clothing (or more as requested by each individual classroom) at the centre for your child's use. All clothing including boots, sweaters, mittens and hats must be labelled with your child's name. Children must wear shoes at all times and have a pair dedicated for indoor use only. Please note, we are not responsible for any lost items.

Please dress your child accordingly to allow for full enjoyment of all indoor and outdoor activities provided at the centre; although staff makes every reasonable effort to help children keep their clothes clean, it is impossible to avoid all the little messes that might occur during a busy and active day.

Toys from home are not permitted; however, children may bring a special stuffed toy for naptime or for "Show and Tell".

## **Sunscreen**

**As the warm weather approaches, it is the parents/guardians responsibility to apply sunscreen on their child before coming to the daycare in the morning.**

Teachers will be responsible to apply sunscreen on all the children in the afternoon prior to going outside. Please provide your child with his/her own bottle of sunscreen and ensure it is properly labelled with the child's name.

## **OUTINGS/SPECIAL ACTIVITIES**

*Garderie Oasis ChildCare Centre* does not participate in off-site field trips. Staff regularly take the children for walks on the Hospital Campus. The strollers and wagons are used to assist with the younger age groups. Children are expected to be outdoors 2 hours a day weather permitting. Temperatures for outdoor play should not exceed -20 (including wind chill).

The centre participates in many on site activities throughout the year which includes but is not limited to: yoga with Penny, Rays Reptiles, puppet shows, reading with the librarian, magic show, and music classes.

## **CHILDREN WITH SPECIAL NEEDS**

Children with special needs are welcomed at the centre provided that mutually satisfactory arrangements can be made to meet their needs. The policy outlines that each individual child will be reviewed before registration so that special arrangements be made, if necessary. The Centre works closely with CISS (Children's Integration Services) to help provide the programs with enhanced support and resources.

In cases where special needs are identified after registration, the parents should meet with the Director and staff to discuss the situation and find reasonable solutions. We must ensure that the child's needs are met while also ensuring that the needs of the other children in the classroom will be met. When appropriate, Oasis may refer parents to specialized services or other resources available to help meet the special needs of their child. An application by the daycare and parents can be put forward to CISS for enhanced support for the child. Please speak to the Director if your child has any special needs.

## POLICIES AND PROCEDURE

### **Behaviour Management**

All teachers are trained in behavior management techniques that are positive and lead to children learning appropriate behaviors.

Upon hiring, and once a year thereafter, all staff must sign a form required by the *Early Years Act, 2014*, which outlines acceptable behavior management techniques in a licensed childcare Centre. If an employee does not conform to the policy on behavior management, the Administrative Director will intervene and take the appropriate actions/measures to address the situation.

Preferred Practices:

- If a child exhibits an inappropriate action (such as hitting, pushing, biting, spitting, kicking, etc.) the teacher will explain to the child that this type of behavior is inappropriate.
- The teacher will redirect the child to different play areas within the room.
- If aggressive or inappropriate behavior continues, the child will sit away from the group to calm down and think about his/her actions. After a short period of time, the teacher will have a discussion with the child with respect to his/her inappropriate action, and then the child will return to play.

The teachers use positive reinforcement to deter negative behavior. Fairness, firmness, consistency, and flexibility are characteristics of appropriate disciplinary techniques. Teachers are encouraged to seek assistance whenever necessary.

**Staff, students and volunteers are expected to use the following behavior management practices when necessary:**

- Rules for a child will be consistent and reasonable. Once stated, they must be followed through.
- Expectations for a child are clearly and positively stated.
- A child will be offered choices when he/she needs to make a decision.
- Behavior management strategies will be appropriate to the developmental level of the child.
- All staff will use the same method. A team approach is necessary. The child's needs are discussed and procedure(s) put into place.

Different approaches will depend on each situation and child. Staffs are expected to implement a variety of strategies, including but not limited to:

- Acting as a mediator to help children resolve their problems
- Explaining why a certain behavior is unacceptable
- Making a choice for the child or-offering choices of alternative actions
- Ignoring inappropriate behavior (when possible)
- Redirecting the child to another activity in the room/yard

- Removing the child from a situation until he/she can interact appropriately, and following up by discussing the problem with the child before he/she returns to the activity
- Holding child's hand (i.e.: on outings)
- Using positive verbal and non-verbal reminders towards inappropriate behavior
- Using positive reinforcement of desired behavior, both verbal and non-verbal

*A discussion and explanation will follow all discipline methods where appropriate.*

To promote positive and appropriate behavior, we teach children and expect the children in our programs to:

- Be responsible for what they say and do.
- Be polite and respectful of other people.
- Listen to other people when they speak.
- Not say or do any action that is hurtful or harmful to others.
- Treat people the way they would like to be treated.
- Care about other people's feelings.
- Tell the truth even if there is a consequence to their behavior.
- Try to problem solve for them.
- Ask the staff for help if they are unable to solve the problem themselves.
- Take good care of the centre's toys, games and other supplies.
- Take good care of someone else's toys, games and supplies.

### **Prohibited Practices**

The daycare ensures to provide a safe environment for all children who attend. Staff are expected to listen, guide and model appropriate behaviour. Prohibited practices include:

- Corporal punishment of the child;
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, 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 child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision; unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- 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;
- 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.

## Health

1. Nutrition & Diet: A hot nutritious lunch as well as two snacks are provided daily. The menus are posted in the centre by the front door and the kitchen window two weeks in advance. If, for some reason, your child cannot eat certain foods, please discuss this with the Director. If your child is required to eat certain foods for medical reasons, the centre will require that parents supply these foods and complete/sign the consent form of meals or beverages. Parents who supply their child's food, are also required to complete a consent form in the event of an emergency (Replacement from home to Oasis). If your child's food is not available for consumption, we will contact you to provide verbal authorization to offer your child alternative food items as listed from the consent form.

Parents must supply bottles and food for the infants who are not yet eating the centre's regular food. All bottles and food containers must be labeled with the child's name. If Families are bringing in Food or Drink from home, a detail description must be provided as to proper heating and storing of the Food and or drink item.

2. Allergies: In order to decrease the risks of allergic reactions, the *Garderie Oasis Child Care Centre* is a **Peanut and Nut free environment**. It is strictly forbidden to bring any food that contains or may have come into contact with nuts and/or peanuts into the *Garderie Oasis Child Care Centre*. The Centre avoids serving pork as part of the menu.

At the time of registration, it is the parent's responsibility to outline any known allergies in the health section of the registration form. All pertinent details must be described, such as:

- The name of the allergens
- The child's symptoms in case of a reaction
- How to prevent exposure to the allergens
- Steps to be taken in case of a reaction
- The name of any prescription medications, if applicable

The parent is responsible to update this information with the daycare administration as needed.

If a child has a severe allergy and requires an Epi-pen, the parents must provide an Epi-pen to the Director of the centre, along with detailed instructions for its use and sign the appropriate form, "Administration of medication/Anaphylactic Plan". It is the parent's responsibility to ensure that the Epi-pen is not expired. **Failure to provide a valid Epi-Pen will result in your child being turned away until one is provided.**

A list of the children who have allergies must be posted in strategic areas (office, kitchen, and classrooms). The list must include the name of each child, the type of allergy, and the specific treatment plan in case of a reaction.

As an additional precaution, it is very important to make sure that children, who have eaten peanut butter or other products containing nuts, wash their face and hands before entering the Centre.

3. Diapers: Parents must provide diapers, wipes and cream for their child.

4. Naptime: Young children require a nap in order to be healthy and active. According to the *Early Years Act 2014*, the centre must provide a rest period of a minimum of one hour and a maximum of two hours for toddlers and preschoolers. Rest periods are offered as needed for infants. Children in the preschool program who are awake on their beds after one hour will be allowed to join an early wake-up group.

Toddler children who are awake after one hour will be given a book or toy while waiting for the end of naptime. Children under the age of 18 months sleep on a portable crib provided by the centre. Toddlers and Preschoolers are provided with a cot. Parents must provide the bedding for your child's crib/cot.

5. Sick Children: Children must be healthy in order to fully participate in the activities of the daycare, including outdoor activities;

A child with the following symptoms will not be permitted to attend the centre:

- Fever (Review Fever Policy below);
- Skin eruptions
- Diarrhea and/or vomiting
- Or communicable disease

If a child exhibits any of these symptoms while at the centre, staff will contact parents to arrange immediate pickup (within 1 hour) and will isolate the child until their arrival (when possible, child will be placed in Director/Supervisors office with an educator);

- Depending on the severity of the illness, staff may require a doctor's certificate in order for a child to re-enter the program;
- **Parents must notify the Centre immediately when a child is diagnosed with a contagious illness.**

**The daycare centre is aligned with Public Health's exclusion for communicable diseases, and gastro symptoms. Please ensure that the online screening tool for daycare centres continues to be used prior to drop off in the mornings.**

**It is important to note that should Public Health declare a program or centre in outbreak of gastro, the program and or centre must follow a 48 hour exclusion policy. If a program was declared in outbreak, further communication would be shared with families by email/storypark.**

<https://www.ottawapublichealth.ca/en/professionals-and-partners/cd-guidelines-ccc-schools.aspx>

<https://www.ottawapublichealth.ca/en/professionals-and-partners/outbreaks-in-child-care-centers.aspx>

6. Medication: With parent's written authorization, staff may administer physician prescribed medication, in accordance with the *Early Years Act, 2014*;

- Staff is not authorized to administer medications that are not prescribed;
- Medication must be presented in its original container bearing the name of the child, the name of the medication, the dosage, the date of purchase and all storage requirements. Parents are responsible for verifying expiration dates on prescriptions, as staff is not authorized to administer medication that has an expired date;
- Staff can only administer acetaminophen (Tempera or Tylenol) to children whose parents have signed off on the Administration Form. If a child develops a fever **above 38.0°C** the child will be given the medication only if a staff member is able to speak to the parent to obtain his/her permission to do so. If the parent agrees to the administration of the acetaminophen, the date and time will be recorded on the appropriate form and the parent will be asked to pick up their child within the hour. Please refer to our Fever Policy;

7. Enteric Outbreak: Oasis follows the Ottawa Public Health Department's guidelines pertaining to exclusions required when the children are ill.

### **Fever Policy**

Fever is a common symptom of illness in daycare-aged children. Infectious agents cause most fevers in children. Unfortunately, the degree (or height) of a fever is not indicative of how serious a child's illness might be: A child with a mild infection can have a high fever, while a child with a severe infection might have no fever at all. As well, many children with fevers have viruses that could be contagious to the other children and/or staff in the daycare.

Staff are frequently faced with children who develop fevers during the day, requiring them to call parents to ask them to pick up their child from the daycare. Unfortunately, for various reasons, parents do not always react favorably or in a timely manner to this request. It is important for parents to understand that, while their feverish child might not be contagious and/or sick per say, they **MUST** nonetheless come get their child from the daycare to avoid the potential of contamination.

As such, in order to ensure that illnesses are not spread throughout the daycare, this policy has been put in place to ensure that all staff and parents respect guidelines established by the daycare to manage children with fevers.



**Objective:** To create formal guidelines as to when a parent needs to pick up his/her child.

At the *Garderie Oasis Child Care Center*, temperature is measured by forehead method. Therefore, anything above 38.0°C is considered a fever.

Guidelines:

1. If a child has a fever, the child cannot attend the daycare center for a 24 hour period (until symptom and medication free).
2. The daycare center will notify a parent if their child develops a fever. The parent or guardian will have up to 1 hour to come pick up the child from the daycare.
3. Parents are responsible to notify the Centre should your child be absent for the day due to illness.

The daycare center will also notify a parent if their child exhibits any of the following symptoms, at which time the parent or guardian will have **up to 1 hour** to come pick up the child from the daycare:

- Is not able to participate in the activities of the center;
- Is excessively cranky, fussy or irritable;
- Is excessively sleepy, or lethargic;
- Is persistently wheezing or coughing;
- Has a rash;
- Has 2 diarrheas or 2 episodes of vomiting or one episode of each
- Has eye discharge;
- Has lice or nits
- Has any other signs of illness that worry the caregivers; or
- Refuses fluids or seems too ill to drink adequately

Late fees, (in the amount of \$10.00 for the first five minutes and \$1.00 for each additional minute), will be imposed in the case if they exceed the 1 hour window. A second incident will lead to a written notice and a third incident may lead to the expulsion of the child from the daycare.

\*\*Upon a verbal request by a parent, the daycare staff will administer one dose of acetaminophen (Tylenol) to help reduce the child's fever. The date, time and dose of medication administration will be recorded on the appropriate form along with the symptoms noted.

**Children should not return to daycare until they have been free of ANY fever for 24 hours AND without the administration of any fever reducing medication.**

All families are responsible for providing acetaminophen in its original container that is unopened and labeled with both your child's name and your initials on the bottle.

**Depending on the severity of the illness, staff may require a doctor's note in order for a child to return to the centre.**

In the event that the staff feel that a child's condition is serious, the daycare reserves the right to call 911 for transportation of the child to the nearest hospital. Every attempt will be made to contact the parents or other emergency contact designates prior to this call.

**IMMUNIZATION**

Parents are expected to bring in a copy of their child's updated immunization card. A photocopy of the card will be kept in the child's file.

*Garderie Oasis Child Care Centre* is committed to ensure that all persons (including students and volunteers) working and children in attendance at our centre have up to date immunization records as recommended by the local medical officer of health as per the Child Care and Early Years Act, 2014. Our childcare centre will participate in the annual child immunization record verification (surveillance) process with Ottawa Public Health.

This policy applies to all employees working (including students and volunteers) and children in attendance at Garderie Oasis ChildCare centre

**Child Care Licensee is responsible for:**

- Collecting and maintaining a file system with a copy of the immunization record and/or standardized ministry approved exemption form from the Ministry of Education for each attendee and employee
- Providing notices supplied by Ottawa Public Health to parents/guardians and employees as necessary;
- Providing each employee in the childcare centre with a copy of "Immunization for all employees working in childcare centres"
- Maintaining an up to date list of attendees who attend the childcare centre and providing an electronic list of attendees to Ottawa Public Health on an annual basis in September.
- Garderie Oasis Child Care centre will collect and maintain, on file at the premises, a copy of the immunization record and/or the standardized ministry approved medical or non-medical exemption form from the Ministry of Education for each child registered at the childcare centre.
- Garderie Oasis Child Care centre will inform the parent/guardian that they must provide the childcare licensee with updates any time a child receives an immunization.
- Garderie Oasis Child Care centre will inform the parent/guardian that they should also provide Ottawa Public Health with any new immunization information.
- Garderie Oasis Child Care centre requires that each employee provide the childcare licensee with updates any time the employee receives an immunization.

**Updating Ottawa Public Health:**

The childcare licensee will provide an electronic list of all attendees at their centre to Ottawa Public Health on an annual basis in September. The list of attendees will be sent to Ottawa Public Health using a secure file transfer method.

*Garderie Oasis Child Care Centre* requires that each parent/guardian provide a copy of their child's immunization record and/or the standardized ministry approved medical or non-medical exemption form from the Ministry of Education to the childcare licensee, and provide a copy to Ottawa Public Health.

**A parent/guardian or staff member who objects to immunization due to medical or non-medical reasons must complete a standardized ministry approved exemption form from the Ministry of Education and provide it to the childcare licensee.**

Standardized ministry approved medical or non-medical exemption form from the Ministry of Education can be found online at the Government of Ontario Central Forms Repository:

For children, parents must select "parent of a child"  
For staff – select "an individual"

- [CCEYA Exemption - Statement of Medical Exemption](#)
- [CCEYA Exemption - Statement of Conscience or Religious Belief](#)

In the event of an outbreak related to a vaccine preventable disease, Ottawa Public Health may order the exclusion of children who have an incomplete immunization record from attendance at a childcare centre until the risk related to the outbreak has ended. This is to minimize the risk of spreading the disease and to protect unvaccinated staff and children.

The childcare licensee will screen the immunization records upon receipt to determine if the record appears up to date according to the [Ontario Publicly Funded Immunization Schedule](#). The childcare licensee will inform the parent/guardian of any potential discrepancies noticed and encourage the parent/guardian to contact Ottawa Public Health for further assessment. Annually the childcare licensee will participate in the OPH childcare immunization verification process (Surveillance).

**Collection of Employee Immunization Record/Exemption:**

Upon the hiring of a new employee, the childcare licensee will provide the employee with a copy of "Immunization for all persons working in child care centres" see Appendix.

Garderie Oasis Child Centre licensee will collect and maintain copies of the immunization record and/or the standardized ministry approved medical or non-medical exemption form from the Ministry of Education for each employee of the childcare centre.

## **SAFETY**

1. **Smoking/Vaping/Use of marijuana:** Smoking, vaping and use of marijuana are not allowed on the day care premises including in the outdoor play areas.
2. **First Aid:** Staff of the centre have up to date training in first aid. In case of an accident, staff will administer first aid immediately. If required, an ambulance will be called. Parents are notified of all accidents that occur at the centre and must sign an accident report provided by the educator.
3. **Fire Drills:** Fire drills are conducted on a monthly basis as required by the Early Years Act 2014. In the case of a fire or other need to evacuate the centre, the staff will escort the children to a predetermined evacuation site (Rehab Centre) where children will remain until they are picked up by their parents or are authorized to return to the Centre. Emergency bags and emergency contact information are always with staff.
4. **Emergency Management Procedures in the event of: Breakdown or Disaster:**

### **A: Roles and responsibilities of staff:**

To be able to provide a safe environment for the children we care for and for all staff, Garderie Oasis has developed emergency management procedures that have established our roles and responsibilities during various incidents, specified below.

Depending on the type of incident, as outlined below, we will communicate in a timely manner with parents, authorities, board members and the Ministry of Education.

### **C: Emergency procedures in the event of: Breakdown or Disaster:**

In all emergency events, the Director or Supervisor will become the single point of contact for notifying and co-ordinating with outside emergency services. In the case a staff supervisor is not available to notify emergency services, the person who makes first contact with emergency services assumes the responsibility of the staff supervisor.

If the site is deemed closed due to one of the following events:

1. The president of the Board of Directors and Ministry Program Advisor are informed
2. Parents are to be notified to pick up their children
3. If needed, complete the serious occurrence forms and send them to the Ministry

### **Loss of Power:**

1. Notify the Director
2. The Director will notify the President of the Board
3. Alert Hydro
4. Determine if the site must be closed

### Loss of Heat:

1. The Director will inspect the site to ensure no immediate hazard to the staff, children, and others
  - If a gas leak is discovered, contact emergency services (9-1-1) and follow the evacuation plan procedure
2. Notify the President of the Board
3. Alert Enbridge Gas
4. Determine if the site must be closed

### Loss of Water:

1. The Director will inspect the site to ensure no immediate hazard to the staff, children, and others
2. Notify the President of the Board
3. Alert Ottawa Water and Sewer or Local Plumbing

### DISASTER: Flooding

1. The Director will inspect the site to ensure no immediate hazard to the staff, children, and others
2. Evacuation: Children and staff exit the building in a calm and orderly fashion to the designated meeting location. If necessary, go to the designated emergency shelter
3. Notify the President of the Board

### DISASTER: Accident release or chemical spill inside

1. The Director will contact emergency services (9-1-1)
2. Evacuation: Children and staff exit the building in a calm and orderly fashion to the designated meeting location. If necessary, go to the designated emergency shelter
3. Take attendance
  - If any children or staff are missing or unreported notify the Director
4. Notify the President of the Board
5. Determine if the site must be closed
  - The affected site must be cleaned and decontaminated prior to returning to operational status

### DISASTER: Earthquake/Tornado

1. Take immediate cover (if inside, remain inside)
  - Seek shelter beside a table or counter to protect from falling objects
  - Cover you head and torso, get into fetal position
  - Avoid door frames, doors, and fallen electrical wires
  - If you are in the hallway, sit in a crouched position along an interior wall
  - Move people away from windows to reduce injury from breaking glass
  - If outside move to a clear area away from structures or buildings to reduce injury from falling debris
2. Notify the Director
  - If required, contact emergency services (9-1-1) and follow the evacuation plan procedures. If necessary, go to the designated emergency shelter.
3. Notify the President of the Board
4. Determine if the site must be closed

## Extreme Weather

- a. **Heat Wave:** Children will be able to play outside depending on the humidex factor, according to Environment Canada. The humidex combines the actual temperature and the expected humidity. If the humidex is between 30°- 40°, outdoor activities should be slow. Drinking water must be made available to everyone. Water play with children would be beneficial.
- b. **Intense Cold:** Children will not play outdoors if according to the forecast from Environment Canada, there is a wind chill factor at -20° or more. If the wind chill factor is -20° or more, it is left to the discretion and sound judgement at the agency to determine the length of time children will play outside.

### After the fact:

- To support children and staff who may have experienced distress during the emergency, we will be using the employee and family assistance program (Desjardins). During crisis situations, they have professionals on hand (psychologists, therapists).
  - We will be debriefing staff, children and parents after an emergency in different ways, depending on each situation. The forms of communication will vary: scheduling a meeting to discuss the events, giving out memos, e-mailing to each parent through our digital platform (Storypark), by phone call or by posting and signage on billboards, doors and windows, to inform them of the steps that were and will be taken to resolve the issue.
  - Once the emergency is over, we will resume normal operations of our agency. We will inform all concerned (staff and parents, the municipality, the Ministry) of the steps and timelines to resume our regular childcare services to the families. We will look at future planning in an attempt to avoid emergency issues arising and to better resolve them and to learn and adapt from any potential crisis situation.
  - An assessment will be made after each exercise / lockdown practice with the staff and if possible the police. Recommendations are noted and the procedure may be modified. Staff will be notified of the results of the evaluation as well.
6. Code of Conduct: The Oasis Child Care Centre aims to offer a safe environment exempt of violence in which children, parents and staff feel safe.

As outlined on Page 18 of this guide.

7. Police Check: Any and all individuals who have contact with the children of the centre, including all staff, replacements, students and volunteers, must have a police check prior to participating in the program, and must renew it annually.

## **Parent Issues and Concerns**

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.

All issues and concerns raised by parents/guardians are taken seriously by the Director 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 24 hours of being notified. The person who raised the issue/concern will be kept informed throughout the resolution process.

If the concern is about an educator or family member, parents are to ask to speak with the Director for assistance in dealing with the matter by calling or e-mailing at [info.oasischildcare@gmail.com](mailto:info.oasischildcare@gmail.com). A follow up meeting will take place within 24 hours, excluding weekends from when the complaint was made.

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

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Staff and/or Licensee in responding to issue/concern:</b>
<b>Program Room-Related</b> E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to the classroom staff directly or the supervisor or licensee.	Address the issue/concern at the time it is raised  OR  Arrange for a meeting with the parent/guardian within 24 hours.
<b>General, Centre- or Operations-Related</b> E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to the supervisor or licensee.	Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"><li>- the date and time the issue/concern was received;</li><li>- the name of the person who received the issue/concern;</li><li>- the name of the person reporting the issue/concern;</li><li>- the details of the issue/concern;</li></ul>



<b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b>	<p>Raise the issue or concern to the individual directly or the supervisor or licensee.</p> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<ul style="list-style-type: none"> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<b>Student- / Volunteer-Related</b>	<p>Raise the issue or concern to the staff responsible for supervising the volunteer or student or the supervisor and/or licensee.</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 24 hours or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director at [info.oasischildcare@gmail.com](mailto:info.oasischildcare@gmail.com) or to the Board of Directors [oasisboardofdirectors@gmail.com](mailto:oasisboardofdirectors@gmail.com)

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

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

- Rachel LeBlanc (Director) 613-736-8206, [info.oasischildcare@gmail.com](mailto:info.oasischildcare@gmail.com)
- Mona ElSayed(Supervisor) 613-736-8206, [supervisor.oasis@gmail.com](mailto:supervisor.oasis@gmail.com)
- Board of Directors (Garderie Oasis ChildCare Centre), [oasisboardofdirectors@gmail.com](mailto:oasisboardofdirectors@gmail.com)
- College of Early Childhood Education 1-416-961-8558
- Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)
- Children’s Aid Society: 613-747-7800
- Ottawa Public Health: 613-580-6744