

# Stars for Life

Childcare Education

**Daycare Policies and Procedures  
Parent Handbook - 2024**

*We would like to begin by acknowledging that we are fortunate to be able to gather on the unceded territory of the Coast Salish People, in particular the Squamish, Tsleil-Waututh and Musqueam First Nations.*



# Welcome to our school

Stars For Life Childcare Education would like to welcome you, your family and specially your child to our childcare program. We appreciate the confidence you have shown us, by choosing Stars For Life to make the most of your child's early years.

We provide best practices that offer your child exceptional early childhood experiences. Our foundation is based on the premise that the most important years of a child's brain development and learning pattern occur from birth to age five. Our curriculum takes advantage of these windows of opportunity, to give your child the best toward a lifetime of learning.

In this booklet you will find the policies and procedures designed to outline who we are, what and how we operate. A detailed copy of each policy is available upon request. These policies and procedures are in accordance to the North Shore Health - Community Care Facility Licensing, the Community Care & Assisted Living Act & applicable Regulation.

Parents/Guardians are always welcome at our daycare center. We encourage you to visit, ask questions, share ideas, and concerns, for we operate on an open door policy. Your participation and involvement are important to us as we work as partners to provide the best care and education possible for your child.

Yours truly,

Stars For Life Management Team



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## About Us

### Our Mission

Stars For Life Childcare Education guarantees a safe and stimulating environment, nurturing children through learning experiences that enable their natural curiosity to investigate, explore and discover the world, helping them develop kindness, respect and self-discipline that will allow them to become active, healthy and happy members of society.

## Our Philosophy

Our childcare programs respect, reflect and promote the inclusion of all people. We believe in:

- Respecting the uniqueness of every child by understanding that children develop in different ways, at different paces.
- Providing a nurturing, loving and secure environment in which your child can feel safe, able to enjoy the day and learn.
- Entitling staff to work in an environment which values and honours training, experience, culture and commitment to childcare.
- Assuring families of safe, engaging and stimulating quality childcare for their children.



## Our Goals

Goals For Children:

- To nurture the child's imagination, curiosity and creativity in a caring, stimulating, safe and supporting atmosphere, prioritizing play as an essential part of learning.
- To promote each child's healthy motor, cognitive, social-emotional, adaptive and communication development.
- To promote each child's understanding and pride in being a part of a global world where all people are equal and part of a larger community.
- To provide an environment that is dynamic and responsive to each child's individual developmental needs and abilities.
- Foster children's development in order to become happy and healthy citizens of the world.

Goals For Parents/Guardians:

- To provide a safe, loving, nurturing environment for their child that is an extension of their family unit.
- To provide access to resources and information within the community to meet their family needs.





## The Founders



**Carolina Poniaczyk**  
Managing Director

Carolina is an Early Childhood Educator and graduated at the Montessori Training Centre of British Columbia in 2016. She has over 20 years of experience running her own successful business and she holds an MBA in Marketing. Her passion for education awakened when her first son was born. Being a mom of 4 boys, combined with her experience, created the desire to open Stars for Life. A place where children are loved and cared for and guarantees all the tools they need for learning and developing healthy minds.



**Adriana Silberstein Sestini**  
Managing Director

Adriana is an Early Childhood Educator, holding a bachelor's degree in Education, specialized in Early Childhood Education and School Administration and a specialization degree in Psycho-pedagogy. She has been working in education for more than 20 years, not only teaching but also as head of department and helping daycare owners create child-care focused curriculum. Her passion for education started at an early age with volunteer participation in poverty communities. In addition to being an Educator, she has 3 children who embraced the daily goal of making the world a better place.

Carolina and Adriana, being both mother of twins, reinforced their belief and importance of respecting each child's individuality and uniqueness, understanding that each child develops in different ways at difference paces.

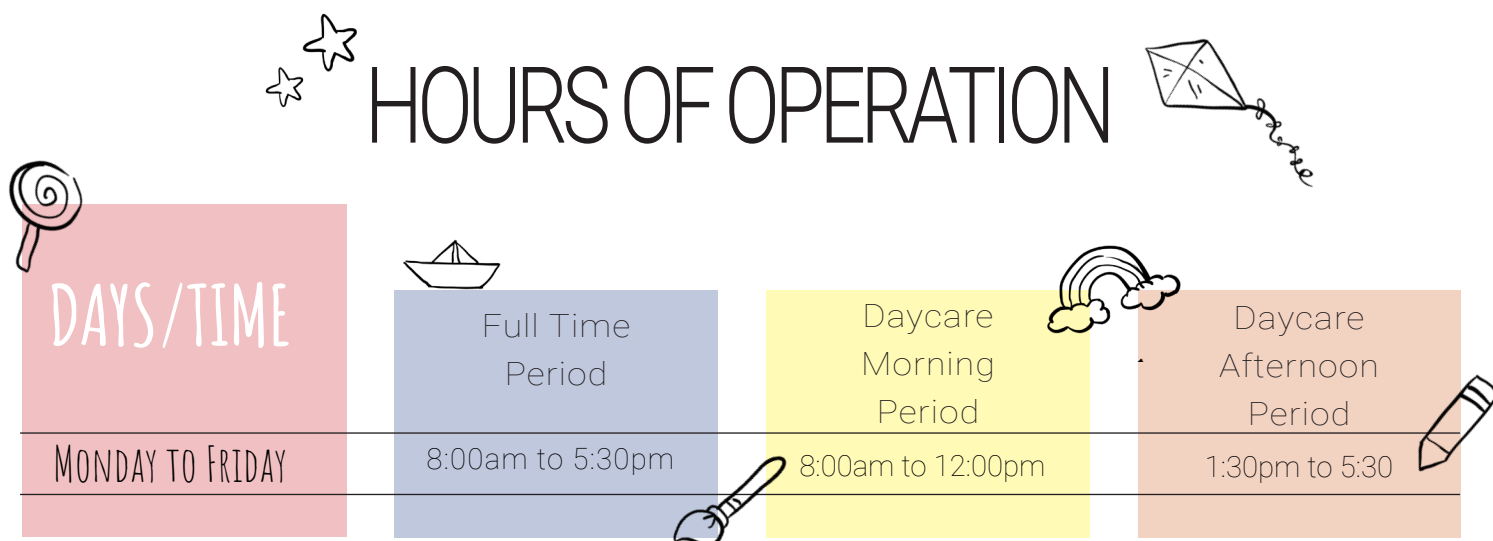
## Our Staff

At Stars for Life Childcare Education, we seek for professionals that meet and exceed qualification requirements in Early Childhood Education. Every caregiver at Stars for Life goes through the same rigorous hiring process to ensure their dedication and passion — and their ability to meet the developmental and emotional needs of your child.

We confirm all professional references and conduct national criminal background screenings. They hold CPR, first aid certificates, and attend a comprehensive training program.

Our Staff are the heart and soul of the Day-care. Please check our website to see their friendly faces and profiles. All of our Staff hold current certificates issued by the Ministry of Children and Family Development.





We only close on stat holidays and for 2 weeks on Christmas and New Year. Once a month we have Early Dismissal at 1:00pm, for Professional Development Days.

## Holidays Closures

\* Holidays recognized by Stars for Life include:

|                            |                                                            |
|----------------------------|------------------------------------------------------------|
| STAT: New Year's Day (Jan) | STAT: National Day for Truth and Reconciliation (Sept/Oct) |
| STAT: Family Day (Feb)     | STAT: Labour Day (Sept)                                    |
| STAT: Good Friday          | STAT: Thanksgiving Day (Oct)                               |
| Easter Monday              | STAT: Remembrance Day (Nov)                                |
| STAT: Victoria Day (May)   | STAT: Christmas Day (Dec)                                  |
| STAT: Canada Day (July)    | Boxing Day (Dec)                                           |
| STAT: B.C. Day (August)    |                                                            |

\*STAT: Statutory

## Professional Development Day

Professional development days are invaluable opportunities for educators to enhance their skills, have specific time for planning, talking about students and discussing the daycare routines with the managers, having everyone on the same page.

By investing time in professional development, teachers can continually improve their effectiveness in the classroom, leading to enhanced student learning outcomes and overall academic success. allow educators to collaborate with colleagues, reflect on their practice, and gain fresh perspectives, ultimately benefiting both teachers and students alike.

Stars for Life offers professional development days on every last working day of the month. Families are expected to pick up their child/children at 1:00pm, after lunch time.

At the beginning of the year, families will receive the yearly calendar with all the professional development half days on it, so it gives you time to organize your schedule.

# Safe Release of Children Policy

## Authorization for Release of Children

Only people who have been previously authorized to do so (on documentation at the Daycare), will be allowed to pick up children from the Daycare. Please inform Stars for Life Childcare Education who, from those authorized, will pick up your child(ren) on any given day. Your authorized alternative may be required to show picture I.D. The alternative must be on file as authorized to pick up your child or the child will not be released to that party.

## Unauthorized person arrives to pick up child

Teachers are forbidden to allow a child to leave the Daycare with anyone other than a person authorized by the parent/guardian. For this reason, parents/guardians are asked to be responsible for keeping the preschool informed of persons who will be picking up their child. Parents/Guardians are asked to keep the information on the Registration Form up to date and to write a signed note if they have made arrangements with someone whose name is not on the list. A telephone call will be accepted in case of emergency and picture identification will be referred to in order to confirm the identity of the alternate person picking up the child.

## Unfit person arrives to pick up child

If a parent/guardian or authorized pick up person comes to the Daycare to pick up a child and appears unable to provide proper and safe care, the staff cannot release the child and will suggest calling an alternate to pick up the child. If they insist on taking the child, we will release them to their care and call the R.C.M.P.

## Custody and Court Related Orders

If a custody or court order exists within a family, a copy of the order should be given to Stars for Life Staff and instructions therein to be followed at all times. Families need to inform Staff of all custody and court order changes.

## Drop-Off and Pick-up

What are the rules for dropping off, or picking up your child?

Any person may drop off the child at the daycare. Parents/Guardians must wait for a staff member to greet the child before leaving the premises. It is mandatory that a staff member signs in the child entering the Daycare in Himama app.





# Pickup Rules

## Late Pickup of Children

### What happens if your child is picked up past closing hours?

When a parent/guardian picks up a child even one minute after 5:30 pm, the Teachers present must be asked to stay overtime, and paid accordingly. For that reason, and also because it is very difficult for a child to be left after all his or her friends have all gone home, we ask that all families arrive at the school a minimum of 5 minutes prior to closing. This allows for a relaxed departure and provides an opportunity for teachers and parents/guardians to exchange communication before the school closes.

We understand that anyone can have an emergency situation at some point. For that reason, we won't charge an extra fee the first time it happens. On that note, the fine is \$20 for every time the parent/guardian is late and it will be charged if it happens again.

## Non pickup of child

If a child is not picked up by half an hour after closing, and a family member has not contacted the center, teachers must carry out the following procedure:

- At closing time, 5:30 pm a teacher will phone your home, cell and place of employment. If there is no answer, the alternate contacts listed will be telephoned.
- At half hour after closing, 6:00 pm if no one can be contacted, the ministry for children and family development (mcfcd) will be called to come and pick up your child. You may contact mcfcd at 604-660-4927.
- Children will not be sent home in taxis, nor will staff drive them home.



# Our Program

## Program planning

All program plans will be reviewed with the Manager or Head Program Staff. Staff will ensure:

- That the program plan meets the physical, intellectual, social and emotional needs of all enrolled children and as outlined by Manager and Head Staff, and in accordance to CCLR.
- That the program encourages age-appropriate indoor and outdoor play and activity.
- That the program encourages developmental growth but also meets all safety practices.
- That the classroom is clean and avoid potential hazards.
- That the program is balanced in Curriculum focus: Language, Math, Art, Science, Cultural Studies, Physical Development, Music, and Imaginative Play.
- Staff will not only teach, but also model social grace and courtesy, including appropriate communication.
- Staff will create a program that fosters a positive working environment and encourages opportunities for personal and team growth, as well as a respect for oneself and for others.

Stars for Life Childcare Education is designed to promote a positive experience in which your child grows and develops a love of learning. Throughout the year, the program will use flexible topics to provide your child with new information and opportunities for exploration!

Stars for Life Childcare Education developed a program based on best and innovative practices in order to make your child feel safe, cared for and stimulated, developing fully through daily activities and experiences.

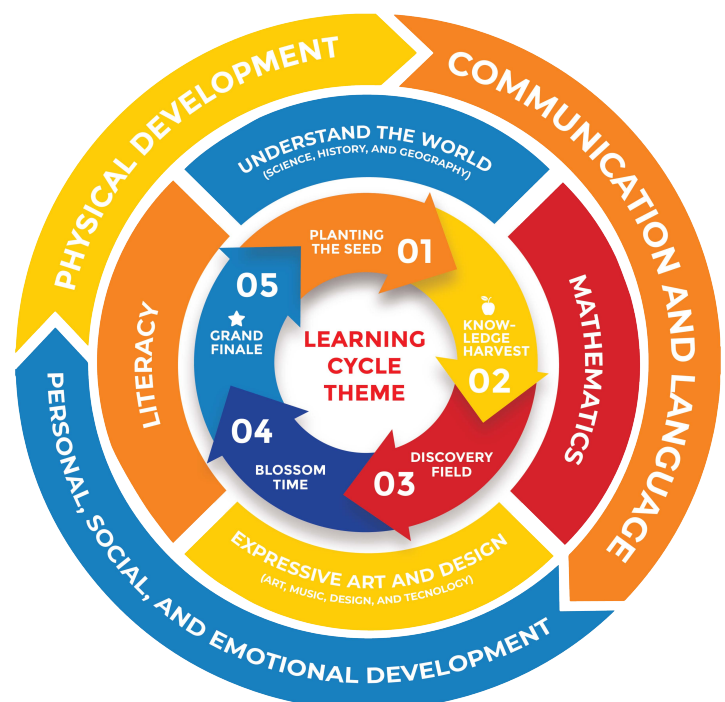
Our program - licensed for children from 0 months to 5 years old - provides children with an environment that encourages them to grow intellectually, physically, emotionally and socially.

At Stars for Life, the 7 areas of learning are combined into Learning Cycles. The Learning Cycles are theme based and change every two to three months, incorporating best practices into our curriculum. The 7 areas of Learning are: 1- Personal, social and emotional development 2- Communication and Language 3- Physical Development 4- Literacy, 5- Mathematics 6- Expressive art and design, 7- Understand the World (Science, History and Geography).

## Curriculum

We believe that incorporating character education into the curriculum will create active citizens, lifelong learners, and loyal friends. Therefore, we work throughout the year with our six core values: respect, gratitude, kindness, curiosity, honesty, and knowledge.

Our biggest differential is our approach to the human being, with its singular needs, interests, and challenges, in a caring, supportive, and individualized form. This is where we ground ourselves, finding that our individualized approach is unique, therefore meaningful and special for each student that is enrolled in our program, since day one.





## Intellectually

Early Literacy Skills, Science, Math, Cooking and problem solving are some examples of the intellectual stimulation provided at Stars for Life Childcare Education. We strive to foster and develop:

- A positive attitude towards learning.
- A flexible daily program that responds to the needs and interests of children.
- An environment that facilitates the development of curiosity, reasoning and problem-solving skills.
- Age-appropriate activities that encourage development of concept-building skills such as classifying, ordering, determining direction and perceiving spatial relationships.
- Activities and materials that encourage creative endeavours such as art, music, movement, imaginative play, story-telling and construction and
- Activities and materials that foster a greater understanding of the environment.



## Physically

Both indoor and outdoor play are part of the daycare program. The daycare child needs to develop fine muscle and large muscle control, movement, coordination and dexterity. Music, climbing, balancing, and dance are some of the activities offered.

Activities that promote the development of self-help skills and activities that encourage good health and safety habits.



## Emotionally

- Helping children develop a positive self-concept and an accurate perception of self.
- Helping children express positive and negative feelings in appropriate ways.
- Providing a comfortable atmosphere in which children feel proud of their cultural heritage and cultural sharing is encouraged.



## Socially

Weekly interactions with adults and other children develop interpersonal communication.

- Providing an environment for children to work independently and to share and work cooperatively in small groups.
- Helping children appreciate differences and respect personal feelings and property of others, while developing interpersonal communication
- Providing opportunities for social interactions that help children develop appropriate skills for social relationships, and Providing experiences that facilitate a child's feeling of belonging to family, community and the world at large.
- Senior Buddies Project - Enhancing relationships between elders and young children, bringing joy and happiness and learning experiences to both sides.

Our learning program is divided into two different, but very essential components:

**First Component:** Your child will participate in learning and guided activities in the classroom - presented as games, songs and interesting experiences that will lead to learning. This moment usually happens during circle time, interacting with all the students and teachers.

**The second component** of our learning program is to encourage your child to create projects alone or with a smaller group of children, and to use more creative skills to achieve goals. The child is motivated by its own desire to achieve a goal, and will learn in the process of exploring all the means available to complete a project.

Stars for Life Childcare Education encourages children to play as much as the child desires. The classrooms are designed to allow your child to be autonomous, self-disciplined and inspired by the environment; even the learning activities are designed for your child to have fun all day and learn.

In both components, we promote a carefully planned and prepared environment, that uses concrete, hands on materials. Experiencing these materials enables the child to progress towards the understanding of abstract concepts.

Stars for Life also offers Practical Life Exploration, which entails the skills of daily living, where the children learn to take care of themselves, each other and their environment. These activities develop concentration and coordination.

## Areas of Knowledge

Below are some practical examples of activities that are planned throughout each area of knowledge.

### Literacy:

- Listening to Stories, fairy tales, nursery rhymes.
- Retelling a story in their own words.
- Drawing a picture and explaining the story or experience.
- Answering questions about a story they were told.
- Repeating and memorizing nursery rhymes and fingerplays.
- Learning to hold a pencil, crayon, or marker correctly.
- Understanding the format of reading from left to right and holding a book right-side-up.
- Building their vocabulary by listening and repeating new words.
- Practicing visual discrimination by looking at a picture and understanding what it portrays.
- Matching games.
- Circle Time with discussions and interactive activities.
- Recognizing their written name.
- Sequencing practice about what comes first, next, and last.





## Math:

- Identifying and creating patterns (AB, AABB, ABAB, etc.).
- Understanding sizes (small, medium, large, etc.).
- Specifying shapes (circle, triangle, rectangle, square, etc.).
- Matching various items (symbols, patterns, shapes, etc.).
- Determining things that are the same or different
- Identifying numbers 1 to 10.
- Counting from 1 to 10.
- Corresponding objects one-to-one.
- Sorting objects by various attributes (colours, shapes, sizes, etc.).
- Understanding the terms “more,” “less,” and “same”.
- Understanding time (night and day).
- Exploring money through songs, games, and free play or pretend play.

## Science:

- Looking outside and identifying the weather, season, and daily changes throughout the year.
- Learning to observe nature quietly on nature walks or gardening experiences.
- Watching insects and seeing how they behave.
- Watching a plant grow, from planting the seed to watering and making a daily note or picture of how it changes.
- Exploration with scientific tools like magnets, microscopes, magnifying glasses, and prisms.
- Learning to measure and mix ingredients for a special snack time.
- Learning about basic colors and exploring mixing colors and marking how they change by drawing pictures.
- Picking an animal to investigate and explore. Studying how they live, where they sleep, what kind of food they eat, and even how they groom themselves, as well as relationships with others of their kind.
- Exploring everything, using all five senses.
- Field Trips.
- Color and shape sorting.
- Science experiments.
- Cooking and food preparation.
- Gardening.
- Nature activities.
- Sequencing.
- Map drawing.



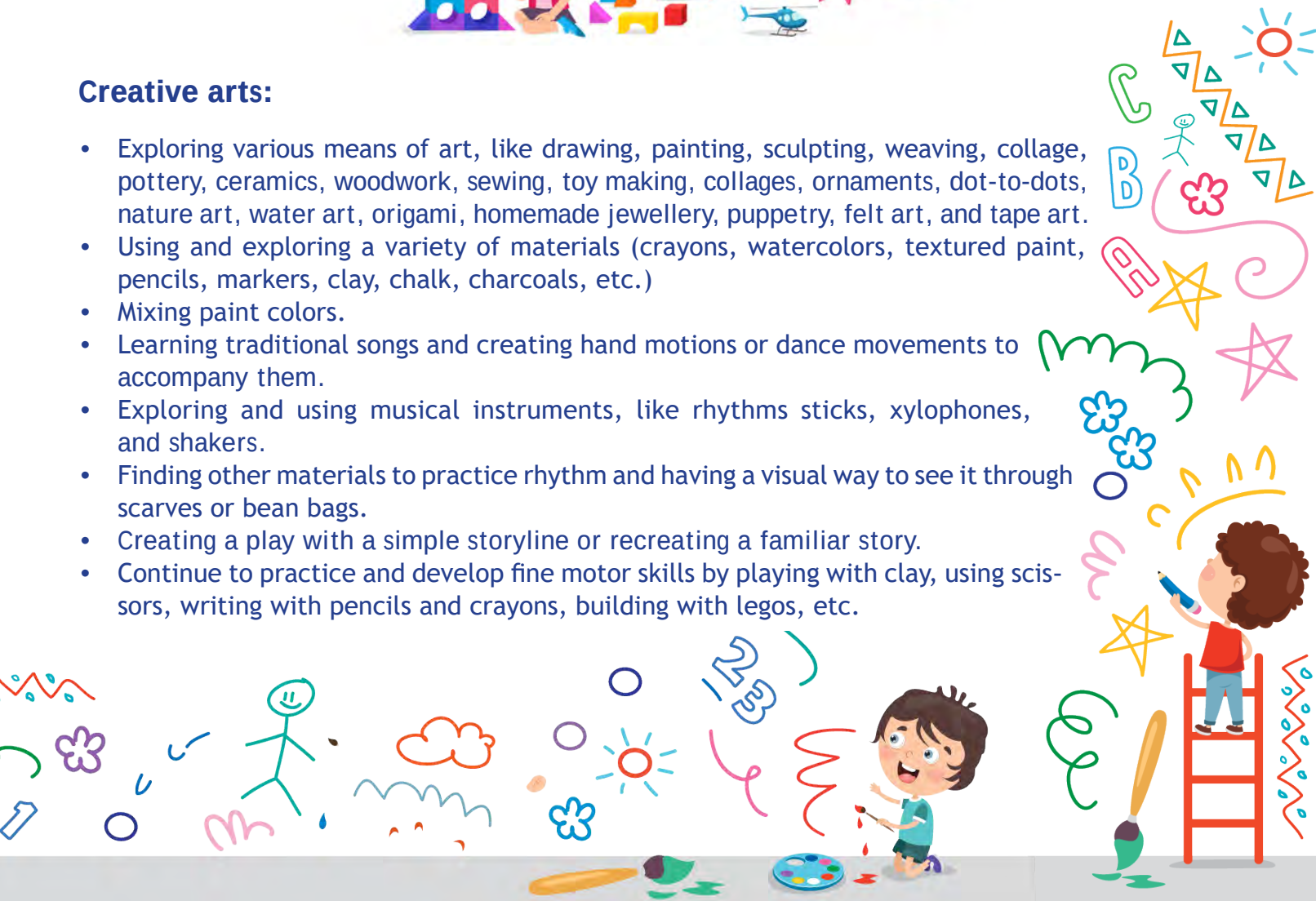
## Social skills:

- Critical thinking and problem-solving.
- Group projects.
- Practicing manners and say, “please,” “thank you,” “excuse me,” and basic table manners - Core Values Program.
- Learning to verbally express needs.
- Being independent and cleaning up their snack spot, using tissues, putting away napping items, etc.
- Being able to express their personal information such as full name, age, school, and where they live by city, province, and country.
- Exploring what kinds of people work in their town and what kinds of jobs they have.
- Identifying types of transportation.



## Creative arts:

- Exploring various means of art, like drawing, painting, sculpting, weaving, collage, pottery, ceramics, woodwork, sewing, toy making, collages, ornaments, dot-to-dots, nature art, water art, origami, homemade jewellery, puppetry, felt art, and tape art.
- Using and exploring a variety of materials (crayons, watercolors, textured paint, pencils, markers, clay, chalk, charcoals, etc.)
- Mixing paint colors.
- Learning traditional songs and creating hand motions or dance movements to accompany them.
- Exploring and using musical instruments, like rhythms sticks, xylophones, and shakers.
- Finding other materials to practice rhythm and having a visual way to see it through scarves or bean bags.
- Creating a play with a simple storyline or recreating a familiar story.
- Continue to practice and develop fine motor skills by playing with clay, using scissors, writing with pencils and crayons, building with legos, etc.





## Music:

- Singing.
- Drumming.
- Exploring musical instruments.
- Music listening and music appreciation.
- Music circles and movement.
- Musical chairs.
- Rhyming and lyrics.



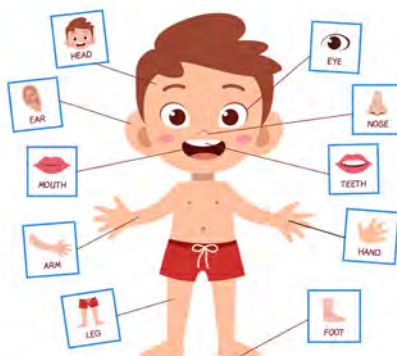
## Physical and gross motor:

- Sports.
- Dancing.
- Jumping.
- Building blocks.
- Designing structures and machines.
- Outdoor exploration.
- Mazes.
- Balance beams.
- Hopscotch.
- Bean bag toss.
- Hide and seek.

## Themes

Throughout the year, themes based on the topics below will be developed:

- Nature (Theme example: What's in my Garden?).
- Culture (Theme example: Traditional Songs - If you are happy and you know it...).
- Community (Theme example: Professions).
- Families (Theme example: My family and I).
- Societies (Theme example: Children around the world).
- Social justice (Theme example: We are all different, we are all the same).
- Health (Theme example: Me and my body).
- Nutrition (Theme example: I am a hungry Caterpillar).



# Core Values Program

In our globalized, fast-paced, wired and connected world, sometimes real life human bonds and basic values get lost or forgotten on the upbringing of children.

Since most students spend a majority of their time at the daycare, Stars for Life believes that it should be a place that supports families to establish strong values in students.

At Stars for Life, we have six main Core Values, that thread our program throughout the year. They are:



Teaching values at Stars for Life helps students learn and practice healthy attitudes and behaviour, such as respect, honesty and kindness. Teachers reinforce these attitudes by modeling them for their students and encouraging them to behave in the same way.

Every two months we focus on one value that will be explored through a variety of activities, such as reading related books, telling stories, role-play, planned activities and hands on learning tasks that help children understand the value being taught.

Incorporating character education into the curriculum will create active citizens, lifelong learners and loyal friends.

## Senior Buddy

Senior Buddies Project - This program connects seniors with young children enhancing their relationships, bringing joy, happiness and learning experiences to both sides.

A high-quality daycare experience can only result when parents/guardians and teachers communicate openly and plan together. We will do our best to speak with you frequently and hope that you will feel free to ask questions, make suggestions and voice any concerns you may have.

If you and/or your child have something special you would like to share with our group (culture, family, hobbies please let us know. Your involvement is most welcome.

There may be times when we will ask for parental assistance on field trips or special activities. If you are able to help, please let us know.



## Red Stars Group / Blue Stars Group

08:00am - 10:00am Arrival - Good Morning Stations

Free Play

10:00am - 10:30am Washroom time

Wash hands

10:30am - 11:00am *Morning snack*

*Circle Time*

Songs

Calendar

Routine

11:00am - 11:30am Guided Activity

11:30am - 12:30pm *Outside Play*

12:30pm - 01:00pm *Lunch time*

01:00pm - 01:10pm Washroom time

Wash hands

Brushing teeth

01:10am - 03:00pm

*Nap time*

*Children that don't sleep*

01:30pm - 02:00pm

*Quiet time activities*

02:00pm - 03:00pm

*Outside Play*

03:00pm - 03:30pm

*Activity related to Learning Cycle*

03:30pm - 04:00pm

*Afternoon snack*

04:00pm - 05:00pm

*Outside Play*

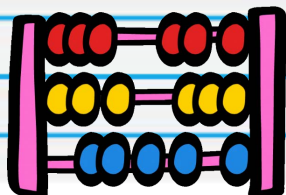
05:00pm - 05:30pm

*Story time*

Clean up

Backpacks

*Goodbye*



# What to Bring to Stars for Life Childcare?

Your child will need a number of things while attending Stars for Life Childcare Education. Please, use this Parent/Guardian Checklist below, also received in the Registration Package, to make sure all is separated, ready and set to go for the first day of school.

## Red Stars / Blue Stars - Parent Checklist

### Forms/ Documents

- ☐ Enrollment contact
- ☐ Student registration form
- ☐ Copy of child's birth certificate
- ☐ 2 photos of the child (passport size 5x7cm)
- ☐ HiMama registration

### Clothes

- ☐ Inside comfortable shoes
- ☐ Boots for rainy days
- ☐ Muddy Buddy or rainy day clothes
- ☐ Mittens/Toque
- ☐ An extra change of clothes, including:  
pants, a t-shirt, a sweater, socks and under-wear. It can be either the uniform pieces (top and bottom), or play clothes preferably in school colours.

### Materials

- ☐ Backpack
- ☐ Water cup/ water bottle
- ☐ 1 brushing teeth kit (1 toothpaste/ 1 tooth-brush)
- ☐ 1 pack of baby wipes
- ☐ Diapers for nap time (if needed)
- ☐ 1 pillow with a pillowcase
- ☐ 1 blanket for nap time
- ☐ 1 cot sheet (provided by Stars for Life)
- ☐ 1 small cuddly or toy for nap time (if the child needs one)
- ☐ 1 towel
- ☐ Emergency earthquake kit (provided by Stars for Life)

### Minimum Required Uniform

- ☐ Two Stars For Life T-shirts or long-sleeve shirts
- ☐ Two Stars For Life sweatpants
- ☐ Two Stars For Life sweaters





# Infant and Toddlers

## Program Planning

All program plans will be reviewed with the Manager or Head Program Staff.

- Staff will ensure that the program plan meets the physical, intellectual, social and emotional needs of all enrolled children and as outlined by Manager and Head Staff, and in accordance to CCLR.
- Staff will ensure that the program encourages age-appropriate indoor and outdoor play and activity.
- Staff will ensure that the program encourages developmental growth but also meets all safety practices.
- Staff will ensure that the classroom is clean and avoid potential hazards.
- Staff will ensure that the program is balanced in Curriculum focus: Language, Math, Art, Science, Cultural Studies, Physical Development, Music, and Imaginative Play.
- Staff will not only teach, but also model Social grace and courtesy, including appropriate communication.
- Staff will create a program that fosters a positive working environment and encourages opportunities for personal and team growth; as well as a respect for oneself and for others.

## CURRICULUM

We focus on 7 areas of learning.

The prime areas are important because they lay the foundation for children to become successful in all areas of life.





## **Infant/Toddler Program (Aged 12 months to 36 months)**

Our program uses play-based learning to maximize each child's development potential. Play-based learning builds upon children's natural inclination to make sense of the world around them. Educators provide support and guidance as children plan their learning, engage with others, reflect on what they have learned and identify opportunities for new learning.

While at the Daycare, your child will have a variety of different materials to play with to further their learning and inspire a high level of engagement and curiosity in all areas of the program. Your child(ren) will always be under constant supervision by qualified Staff to ensure their health and safety.

Our program for Infant-Toddlers (ages 12 months to 3 years) invites children on a daily adventure in an active, safe, loving and secure environment. We understand how important the early years are to you and your child. This is a time of remarkable growth, when children are experiencing rapid development, learning new skills, and progressing steadily towards physical, intellectual, and social emotional milestones. With that in mind, our program provides guidance and rich experiences that build upon individual strengths and talents.

Our Infant/ Toddler educators create a developmentally appropriate learning environment that encourages infants in our care to become confident, successful, lifelong learners. While working slightly differently to meet the needs of the toddler age, educators create learning experiences that promote toddlers' blossoming independence and social skills, and foster self-confidence.

Educators regularly attend professional development seminars and courses to keep themselves inspired, fresh and up to date with current research and teaching techniques.

## A PEEK AT ONE TYPICAL DAY

### Baby Stars Groups



08:00am - 09:45am Good Morning Arrival

Activities - Sensory/Table/Free Play

09:45am - 10:00am Tidy up

*Circle Time*

10:00am - 10:30am *Morning Snack*

Clean-up/Diaper Change

Washroom Time

Ready for Outside

10:30am - 11:30am *Outside Play*

Gross Motor (depending on weather)

11:30am - 12:30pm Wash Hands

*Lunch Time*

Diaper Change/Washroom Time

Brushing Teeth

12:30pm - 12:35pm *Story Time*

12:35pm - 03:30pm *Nap Time*

01:15pm - 03:30pm Playtime for infant/toddlers who woke up

03:30pm - 4:00pm Diaper Change/Washroom

*Afternoon Snack*

04:00pm - 4:30pm Craft time/Free Play

04:30pm - 5:30pm *Outside Play* (weather permitting)

5:30pm *Good-Bye See you tomorrow!*



# What to Bring to Stars for Life Childcare?

Your child will need a number of things while attending Stars for Life Childcare Education. Please, use this Parent/Guardian Checklist below, also received in the Registration Package, to make sure all is separated, ready and set to go for the first day of school.

## Baby Stars - Infant/ Toddler Parent Checklist

### Forms/ Documents

- ☐ Enrollment contact
- ☐ Student registration form
- ☐ Copy of child's birth certificate
- ☐ 2 photos of the child (passport size 5x7cm)
- ☐ Hi Mama registration

### Clothes

- ☐ Inside comfortable shoes
- ☐ Boots for rainy days
- ☐ Muddy Buddy or rainy day clothes
- ☐ Two extra change of clothes, including:
  - pants, a t-shirt/body, a sweater, socks and underwear.
- ☐ Mittens/toque

### Materials

- ☐ Backpack
- ☐ Bottles for the day (please label them with your child's name)
- ☐ Dosed formula powder on each bottle
- ☐ Water bottle
- ☐ Blanket for naptime
- ☐ 1 crib sheet (provided by Stars for Life)
- ☐ 1 pillow with a pillowcase
- ☐ 1 small cuddly or toy for nap time (if child needs one)
- ☐ Diapers for nap time (if needed)
- ☐ 1 pack of baby wipes
- ☐ Diaper rash cream
- ☐ One box of disposable gloves
- ☐ One towel
- ☐ Emergency earthquake kit (provided by Stars for Life)





# What our Infant and Toddler Program offers?

- A comfortable, nurturing environment focusing on healthy development socialization, emotional security, and the learning of new skills.
- Sensitive and responsive caregivers trained in the unique needs of infants and toddlers. A bright, cheerful, clean environment with developmentally appropriate toys and crafts.
- Continuity of care with consistent and friendly Staff.
- A daily routine that balances teacher and child-initiated experiences.
- Specialized attention including: cuddling, rocking, singing, speaking with and being read to.
- Daily outdoors and active play.
- Social and friendly meal and snack times.
- Cozy and safe sleeping space.
- Feedback regarding child's eating, sleeping, diapering, activities, and mood throughout the day. Support and encouragement for parents/guardians and families. We want you to know what your children are learning and how they are developing.

We have an open-door policy to promote parents/guardians and families to feel safe during gradual entry, until they are confident that their child is ready to stay at Stars for Life without a family member.



# Indoor Supervision by Staff for Infant and Toddlers

## Supervision

At Stars for Life, supervision is more than just watching infant and toddlers. It involves actively observing and predicting their behaviour, predicting and assessing hazards in the environment, and interacting with infants and toddlers during routines, play, and learning. Supervision varies according to the needs of each child, each experience, and each activity.

Educators frequently scan the room for possible hazards and take the necessary actions to help prevent injury. Staff supervise while playing with infants and toddlers to support their social development. They constantly discuss safety issues and make necessary adjustments in order to maintain a safe environment at all times.

At Stars for Life, Active supervision involves:

- Anticipating children's actions.
- Continuously moving through all of the spaces where children are.
- Frequently scanning areas to ensure safety.
- Consistently checking equipment for damage.
- Frequently making eye contact with children.
- Immediately acting to prevent injury.
- Providing interaction and support during play and learning.
- Quickly and effectively responding to children's distress.
- Providing closer supervision for high-risk activities.
- Sitting close to infants when mobile infants and toddlers are near.
- Being present and closely watching each child use the toilet.
- Being present and closely watching each child wash his or her hands.
- Standing next to child using a step stool.
- Being in very close proximity of climbing children.
- Stopping and listening so you can easily hear children on the far side of the room.
- Remaining in an arm's reach of children who are eating.
- Maintaining visual contact with children who are going to sleep, are asleep, or are in the process of waking.

## Supervision during Play and Learning

During play and learning, educators are able to easily see children at a glance in all parts of the room. Noise is maintained in a level that allows educators to hear infants' coos, sounds of distress, and the language of toddlers.

Educators are constantly within easy reach of infants and toddlers at all times. Some activities require closer supervision such as tummy time, sand or water play, or use of climbing equipment.



## Supervision during Routine Care

Routine care, which includes meals, bottle feeding and snacks, diapering and toileting, nap time, arrival and departure, requires vigilant supervision.

## Arrival and Departure

The arrival and departure routine is the transferring of care to and from home. Greeting each family member and child upon arrival is a conscious and visible strategy to say “I am aware and happy that you are here.” This says to families that their child is transitioning to your care for the day. Departure is similar. Greeting the family when they arrive and saying goodbye to the child and family completes the transition. To account for each child, a staff member will record the arrival and departure date and time of drop off and pick up on Himama App.

## Feeding

During feeding, staff will follow these safety supervision guidelines:

- Bottle-fed infants and older infants are held or, if the child is able to hold the bottle, seated.
- Infants and toddlers are to be seated while eating and drinking. Choking or injury risk is greater when children are on the move.

Staff will be within an arm’s reach of children who are eating and maintain visual supervision.

## Bottle Feeding

The following recommendations provided by the government of Canada - Health Canada should be followed when using PIF (Powdered Infant Formula) in the home or in a professional setting (i.e., hospitals and daycare centres):

- Preparation should take place in a clean environment where counters have been cleaned and sanitized. Hands should be thoroughly washed using soap and lukewarm water.
- Bottles, spoons and nipples should be sterilized in boiling water for 2 minutes and then air-dried before use or storage. Bottles and equipment should be left covered until ready-for-use.
- For pre-term and low birth-weight infants under two months of age or immunocompromised infants, water used for preparing PIF should be brought to a rolling boil for 2 minutes, dispensed into containers of a maximum size of 1L before adding the powder.
- To avoid the potential for scalding of the infant’s mouth, further cool to room or body temperature.
- For all other infants, previously boiled water that has been cooled to room or body temperature (37°C) can be used to prepare PIF, but it should be served immediately to the infant.



It is best to prepare and serve PIF immediately after cooling to body temperature. Reducing the time from preparation to consumption will reduce the risk to infants. Formula in bottles can be cooled quickly by holding the bottle under running tap water or placing in a container of cold water, as long as the cooling water is below the nipple.

If it is not possible to serve immediately, all prepared formula in bottles or other types of containers should be refrigerated at 4°C or lower immediately after the powder has been added and dissolved in water. The prepared formula should be used within 24 hours.

Due to the possibility of the growth of harmful bacteria at temperatures above 4°C, stored formula should only be removed from the refrigerator and re-warmed to room or body temperature immediately before feeding. Warm prepared PIF in a bottle warmer or by placing the bottle in a container of warm water for no more than 15 minutes. Warming for extended periods means that the PIF will be held at a temperature that is ideal for the growth of harmful bacteria.

Microwave ovens should not be used in the preparation or warming of PIF as uneven heating may result in “hot spots” that can scald the infant’s mouth.

Once feeding has started, the individual bottle should be used within two hours. Any leftover formula should be discarded.

## Diapering

For diapering, the following procedure will take place:

Diapers are checked at scheduled times and children are monitored to ensure diapers are changed when soiled.

- Staff will let parents/guardians know when their children are getting low on diapers.
- Staff will wash the child’s hands as well as their own after diapering.
- Change table will be disinfected after every use.
- Staff will keep track of wet/dry and poopy diapers.

Cloth diapers are permitted in the daycare with the following items brought:

- At least 10 AIOs or prestuffed pockets.
- 2 Wetbags.
- Cloth safe rash cream.

PLEASE NOTE: Staff will not rinse or clean cloth diapers out, due to sanitary regulations.





## Potty Training

Children who are in the process of toilet training need time, attention and care. This isn't a time that should feel rushed or pressured for the child.

When a child is ready for potty training, the Daycare encourages the following:

- Start potty training at home; continuity between home and the Daycare is critical for potty training.
- Use of the words “pee, poop, potty” for communicating with the child about potty training.
- Decide how the child will use the toilet, i.e. use of potty seat on the toilet or potty chair.
- Dress child in loose clothing that he/she is able to manage easily and independently. Pants or shorts with all-elastic waists are the best choices.
- Diapers or pull-ups can be used for naps. The daycare requires at least 2 complete sets of clothes, including socks and one extra pair of shoes, every day. Remember to label all items of clothing. Due to health and sanitation concerns, wet garments will be put in a plastic bag for you to take home and launder. The Staff will ensure the children properly wash their hands after using the washroom (and before eating).



## Nap Time

Active supervision during nap is critical. Infants will be directly observed by sight and sound at all times. This includes when they are going to sleep or waking up. Infants must always be placed on their backs for sleeping. When infants and toddlers are sleeping, mirrors or video equipment may be used to support supervision in sleeping areas, but they don't replace direct visual or auditory supervision.



## Biting Policy

Biting is a natural development stage that many children go through. It is usually a temporary phase that is most common between thirteen and twenty-four months of age. The safety of the children at the Daycare is our primary concern.

The Daycare's biting policy addresses the actions the Staff will take if a biting incident occurs. Toddlers bite other toddlers for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the teacher or his/her peers. A child could be reacting to another toddler that is trying to take their toy or get into their space. Toddlers have limited verbal skills and are impulsive without a lot of self-control. Sometimes biting occurs for no apparent reason.

### The following steps will be taken if a biting incident occurs at our Daycare:

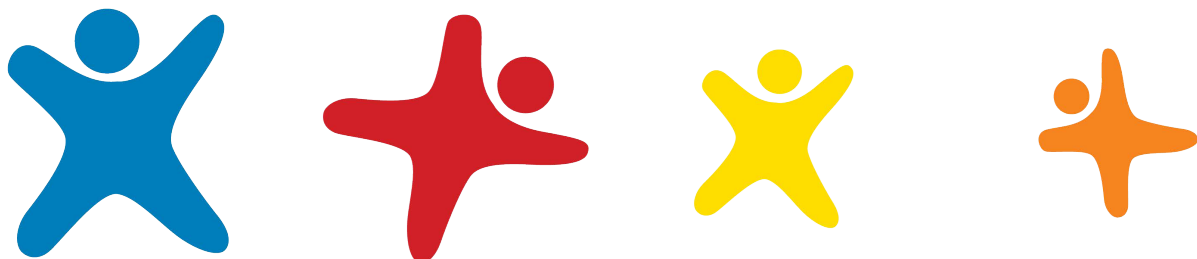
- The biting will be interrupted with a firm "STOP.... biting hurts!"
- Staff will stay calm and not overreact.
- The bitten child will be comforted, and first aid will be given to the bite. An ice pack or cool cloth will be applied to help prevent swelling. If the skin is broken, it will be cleaned with soap and water and the bite is covered with a bandage.
- If it is determined that there was a blood exposure, further steps will be taken and reported as a critical incident.
- The incident will be documented and both parents/guardians will be informed of the situation. Staff will also let the parents/guardians know what triggered the incident and how they handled it.
- Staff will check files and ensure children have had the necessary immunizations.

### When biting continues after several weeks:

A designated Staff will "shadow" the biter for (approx. 2 weeks) and the following will happen:

- The Staff will give the children the necessary words needed for communication.
- The Staff will aim to teach and give positive attention for acceptable social behaviour.
- An extra staff will do an observation.
- An inclusive care plan will be put into place that may include:
  - Extra staff coverage will be made available if necessary (expenses will be the family's responsibility).
  - Referrals to other professionals' support might be required to support the biter

We will do our best to support the "biter" but we also need to protect the other children. If "biting" continues after we have utilized all available resources, the parents/guardians may be requested to withdraw their child from the Daycare. If a bite requires medical treatment, a copy of the incident report will be mailed to Licensing Officer within 7 calendar days. Confidentiality of all children involved will be maintained.





# Outdoor Supervision for Infant and Toddlers

Outdoor physical play provides infants and toddlers much-needed exercise and sunshine, and the opportunity to practice motor skills in a different setting. One of the positive effects of taking infants and toddlers outdoors is that it lets them practice motor skills, such as crawling, walking, running and maintaining balance on different surfaces.

## Supervision

Active supervision is key to keeping infants and toddlers safe. Active supervision involves scanning, predicting, and assessing. This involves moving through the outdoor space, scanning children and the environment for hazards, predicting potential hazards and making necessary changes to the environment. Safe equipment and play space is important, but nothing replaces active supervision.

## Age Appropriateness

Infants and toddlers are continually practicing new skills, practicing emerging skills, and mastering skills. They could be in different stages of skill development when it comes to motor skills. They may have mastered walking, are practicing running, and discovering climbing. Equipment and surfaces must safely support the three levels of developing motor skills. A wide variety of equipment and materials for infants and toddlers to use outdoors will support their development.

Strollers may be used for daily walks around the neighbourhood, with previous parental authorization.



# Records

## Children's Records

### Keeping Accurate and Up-To-Date Child Records

Parents/Guardians must provide, as per licensing regulations, all of the following documentation prior to the start of childcare service, and must continue to keep it up-to-date throughout their child's time at the Daycare.

- Name, sex, DOB, medical insurance plan number
- Copy of birth certificate
- Immunization status and record
- Name and phone # of parent/guardian, medical practitioner and emergency contacts
- Name and phone # of authorized person(s) who can pick up your child(ren)
- Any illness, allergy or medical disability disclosed to the Staff and Manager by the child or his or her parent/guardian or medical practitioner
- Any special instructions respecting the child's diet, medication, participation in a program or activities, or other matters relevant to the child's care, should be
  - (i) given by the child's parent/guardian to the Daycare in writing, and
  - (ii) agreed to by the Daycare
- Two up-to-date photographs of the child, and other information that can be used to readily identify the child in an emergency
- A record of any person who is not permitted access to the child
- Written consent to call a medical practitioner or ambulance in case of an accident or illness if the parent/guardian cannot immediately be reached, and to release a child to someone other than the parent/guardian
- For any child requiring extra support, a current Inclusive Care Plan as per regulations
- In addition, each child's record will include:
  - Any medication administered to the child, including the amount and the time at which the medication was given
  - Any notification of a parent/guardian, emergency contact or medical health officer
  - Date of enrollment at Stars for Life Childcare Education Ltd.
  - Date on which the child stops attending the childcare facility
  - Daily attendance record, indicating for each day whether the child is absent or, if the child is present, the time of arrival and departure (this is recorded by Stars for Life's staff members).







## Employee Records

Stars for Life will only employ a person in the daycare facility after meeting, interviewing the person and obtaining all of the following documents:

- (a) a criminal record check for the person;
- (b) character references in respect of the person;
- (c) a record of the person's work history;
- (d) copies of any diplomas, certificates or other evidence of the person's training and skills;
- (e) evidence that the person has complied with the Province's immunization and tuberculosis control programs.

## Log of Minor Incidents

The Daycare Staff are committed to providing a safe and healthy environment for all children, Staff, and any other person participating in the program. Staff are required to complete a minor incident form for any minor accident that requires first-aid treatment ( i.e. bandage, ice pack, illnesses and unexpected events involving children, that did not require medical attention and were nor reportable incidents described as a critical incident. The form will be signed by the Staff member who administered the treatment, and by the Manager or another Staff member in the absence of the Manager. It will be shown to the parent/guardian and signed by the parent/guardian and then placed in the child's file.

Parents/Guardians are to be informed of the injury at an appropriate time (which depends on

the extent of the injury), and confidentiality of all concerned parties will be maintained.

## Log of Critical Incidents

A critical/reportable incident is an event where a person in care has become ill or injured, has been seriously or adversely affected, or has gone missing while under the care or supervision of the Daycare.

In the event of a medical emergency involving your child we will call 9-1-1 and then call you. If you are unavailable we will call the emergency contacts from your child's registration form. A Staff member will stay with your child until an authorized person arrives to care for your child. Once the parent/guardian emergency contact arrives at the Daycare, it is the parent's/ guardian's responsibility to accompany the child to receive emergency treatment, whether by private car or by ambulance.

If the child's condition is believed to be life threatening and if the parent/guardian and emergency contact cannot be reached immediately, a Staff member will accompany the child to the hospital. An ambulance will serve as the means of transportation.

If the parent/guardian emergency contact cannot be reached and the child's condition emergency requires medical treatment, but is NOT life threatening, a taxi may serve as a means of transportation for the child and the Staff member.

The Staff member will take the child's emergency card that contains his/her medical information.

At the hospital, the child will receive treatment. Hospital authorities have stated they will only administer emergency treatment without parents'/guardians' permission if the child's condition is life threatening.

If it is NOT possible to reach the parent/guardian or emergency contact, attempts will be made to contact a relative. After treatment is administered, and if the child is able to leave the hospital, the child will return to our daycare with the Staff member or leave with the parent's/guardian's emergency contact.

## Practicum Students

One ECE qualified Staff member will assume the responsibility of supervising practicum students. The student's institution and personal goals will determine their duties. Students are expected to gradually assume more responsibili-

ty as the length of time at the Daycare increases. Practicum students must have a valid criminal record check.

## Volunteers

Volunteers are always welcome at Stars for Life to assist our Staff in both the Daycare and on outings. Volunteers work under the direction of the Staff. Requirements and responsibilities vary with the situation. A criminal record check is required prior to volunteering in the Daycare.

## Loss of Services

If the Daycare loses heat, water or electricity at any time during the day, Staff will evaluate the situation to see whether care can be provided without undue loss of quality. If safe, quality care cannot be provided under the circumstances, Staff will notify each family. The Daycare will remain closed until safe, quality care can be provided.



# Abuse reporting

Under the Childcare Licensing Regulation, the Staff ensures that no child enrolled at Stars for Life, while under the care or supervision of our Staff, will be subjected to physical, emotional or sexual abuse and/or neglect that are suspected by and/or admitted to us.

- “Emotional abuse” is defined as “Any act, or lack of action, which may diminish the sense of well-being of a person in care, perpetrated by a person not in care, (e.g. verbal harassment, yelling, confinement).”
- Physical abuse” is defined as “Any physical force that is excessive for, or is inappropriate to, a situation involving a person in care and perpetrated by a person not in care.”
- “Sexual abuse” is defined as any sexual behaviour directed towards a person in care by an employee of the licensee, volunteer or any other person in a position of trust, power, or authority and includes: any sexual exploitation whether consensual or not, and sexual activity between children if the difference in age or power between the children is so significant that the older or more powerful child is clearly taking sexual advantage of the younger or less powerful child, but does not include consenting sexual behaviour between adult persons in care.
- “Neglect” is defined as “The failure of a child provider to meet the needs of a person in care. (e.g. food, shelter, care, supervision).” If parents/guardians have any concerns about abuse at our care facility, they may also contact MCFD or the Licensing Officer at the local health unit:

**Licensing Officer:  
Mrs. Christine Broatch  
(604) 983-6830**

**Vancouver Coastal Health Central  
Community Health Center**  
132 W. Esplanade, 5th Floor  
N. Vancouver BC. V7M 1A2  
Office: (604) 983-6713  
Fax: (604) 983-6702

If Stars for Life has reasonable grounds to expect that abuse has occurred or a child requires protection from an abusive situation, a Reportable Incident Form will be completed by facility Staff member and reported within 24 hours to Licensing office. If the incident is of an urgent nature, we will call or fax report immediately to Licensing office.

Non-Reportable Incidents such as minor incidents, illnesses or unexpected events, will be recorded in Non-Reportable log book. All entries will be dated and signed.

If the alleged abuse has occurred when the child is NOT under Stars for Life care: The caregiver will report this immediately to a child protection social worker at the Child Protection Division of the Ministry of Children and Family Development.

Any caregiver, or Staff, or parent/guardian, or citizen, may report suspected abuse anonymously and individually. They do not need to share their suspicions with any other person, Staff or superiors.

In the event a child is being abused or neglected, we all have the legal duty to report our concerns to a child welfare worker:

Phone 1-800-663-9122 - any time of the day or night.

If a child is in immediate danger, police must be called (call 9-1-1 to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection.



## Duty to Report Abuse or Suspected Abuse

The Child, Family and Community Service Act (CFCSA) requires that anyone who has reason to believe that a child has been is likely to be abused or neglected, and that the parent/guardian is unwilling or unable to protect the child or youth, must report the suspected abuse or neglect to a child welfare worker.

*Help Line for Children: 1 800 663-9122*

## Procedure upon any allegations inside our childcare center involving staff member

Alleged offender will be suspended with or (without) pay, subject to prior and comprehensive review process including consultation with Community Care Facilities Licensing. Until the investigation is concluded to everyone's consent, educator will work alongside with other Staff members, supervised at all times while children are present.





# Behaviour Guidance

Children need adults to teach, guide, and support them as they grow and learn. Childcare providers play an important role in guiding children's behaviour in a positive, supportive, and age-appropriate ways. The most appropriate ways to guide behaviour may differ from child to child and will depend on the child's age and developmental abilities and needs.

Positive and supportive guidance helps children as they learn self-regulation and find appropriate ways to express their wants, needs, views and feelings. Guiding children's behaviour is an ongoing process.



## Guiding Children's Behaviour

Guidance provides children with appropriate and positive models of behaviour and helps them to develop respect, self-regulation, self-confidence and sensitivity as they learn and grow. Guidance is needed while appropriate behaviour is happening, as well as before, during, and after inappropriate behaviour is displayed.

“Emotional and behavioural self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings and behaviour that eventually allows a child to become more skilled in his/her

relationships with children and adults, for example, when playing together or making decisions together. In the early years, children's self-regulation skills are still developing and can often go up and down. Being able to consistently regulate their own feelings and behaviour is a major task for a young child.

By school age, children become more flexible and are better at regulating their own emotions and actions. When children learn to self-regulate they have stronger friendships and relationships, are more able to pay attention and learn new things and deal with the normal stresses and disappointments of daily life.

# Child Development Principles

Children's behaviour is influenced by their age and level of development, their environment, and the adults who care for them. Caregivers need to understand that children experiment and make mistakes as a normal and expected part of their development. It is important to have reasonable expectations that are consistent with each child's age, developmental stage and abilities. Caregivers need to take time to offer developmentally appropriate guidance and explanations to help children gain confidence, competence, and problem-solving skills. Caregivers can be more effective in guiding behaviour and supporting children when they have an understanding of the different developmental stages and abilities of children they care for.

Children's experience in their family and culture influences their behaviour. Knowledge about a child's family and cultural background as well as respect for different value systems will help caregivers respond sensitively to the varying approaches to raising and caring for children.

Caregivers who understand and appreciate the principles of child development and family and cultural influences will develop attitudes and practices which are based on realistic expectations of children's behaviour.

## Environment

Caregivers who are knowledgeable about the ways that social and physical environments affect behaviour can plan their settings accordingly.

## Space

The way in which space is used can either encourage or discourage appropriate behaviour. It is important that enough space is available for children to play and learn in a relaxed setting. Minimize conflict by providing areas that are designated for adults or children, and/ or individuals or groups. Space that is pleasant to the eye, well-planned, organized and safe contributes to a positive environment and decreases the potential for problems.

## Things

Toys and materials that are in good supply, and are age and developmentally appropriate, encourage children to focus and become involved in productive learning experiences. With groups of infants and toddlers, providing duplicates of favorite toys is important, as young children have not yet learned how to share and having duplicates will reduce avoidable conflicts.

## People

Children learn to interact with each other by seeing what the adults around them do. Adults need to create an environment that promotes trust, security, and comfort for the child. An adult's verbal and physical communication skills are critical in modelling the positive behaviour they wish children to learn.

## Time / Program Schedule

Schedules, routines, and enough time for changes/transitions are important for children and help children gain trust, security, and order. While these can be flexible, caregivers need to provide children with information about what is expected. Children need a balanced day of active and rest periods, individual and group activities, as well as adult initiated play.

## Guidance Strategies / Prevention

### Set Clear, Consistent, & Simple Limits

Limits are statements of what behaviour is appropriate.

Limits ensure children know what is expected. Limits should be few in number, consistently enforced, and within the child's ability to understand. For example:

"Inside we walk".

"Hands must be washed before we eat."

### Give Easy to Understand Explanations for Limits

When children understand the reasons for limits, they are more likely to follow them. Teaching children the "why" of a limit helps them internalize and learn the rules.

For example:

“Sand stays down low so it doesn’t get in people’s eyes”.

“When you put the toys back on the shelf in the correct spot, others can find them”.

### **Say Limits in a Positive Way, Rather Than in a Negative Way**

When adults focus on what to do, rather than what not to do, they reinforce what is appropriate, are models for children to copy, and decrease the likelihood for children to respond with defensiveness or resistance. For example:

“It’s time to put the blocks away”. - rather than: “Don’t leave the blocks on the floor”.

“Turn the pages gently” - rather than: “Don’t be rough with the book”.

### **Focus on the Behaviour, Rather Than on the Child**

Focus on the behaviour, rather than on the child. Give positive guidance for learning. Some messages can be seen as attacking or critical of a child’s character and may produce feelings of guilt and shame and lower self esteem. For example:

“When you grab the truck it makes Sam angry.” - rather than: “You’re so rude”.

“It’s not safe to climb on tables” - rather than: “You naughty boy! Get off the table!”

### **Say What is Expected, Rather than Ask**

It is important to state, rather than to ask when establishing limits or expected behaviours. Asking questions implies that the child has a choice, when there may not be a choice.

For example:

“It’s time to clean up now” - rather than: “Do you want to help clean up?”

“Your mommy is here. It’s time to go home”.  
- rather than: “Do you want to go home now?”

#### **Provide Choices**

Providing choices for young children can often help to avoid power struggles. Choices should only “Do be you offered want when to put they your are pants appropriate. on first For example:

“Do you want to put your pants on first or your shirt?” - rather than: “Get dressed now”.

-“Do you want to have carrots or cucumbers with your sandwich?” - rather than: “You need to eat more vegetables”.

### **Give Children Enough Time to Respond to Expectations**

Children respond better when they know what is going to happen. Children need cues and warnings ahead of time to help them to prepare for change. Adults should give children time to respond, instead of demanding immediate action or results. For example:

“In five minutes, it will be time to clean up” -rather than: “Get that cleaned up”.

“When everyone is sitting quietly, then I will begin the story.” - rather than: “If you don’t sit down there won’t be a story.”

### **Ignore Minor Incidents**

Adults who work with young children need to develop tolerance for a certain amount of noise, clutter, and attention-seeking behaviour. As long as children’s activities are safe, not harming others or the environment, it is often best to ‘take a breath,’ rather than to speak.







### **Reinforce Appropriate Behaviour, With Both Words and Gestures**

When children are behaving appropriately, it is important to acknowledge this through words or gestures. Positive reinforcement helps children build self-confidence and encourages them to repeat appropriate behaviours. Adults need to focus on the specific behaviour, rather than on the character of the child. For example:

“Thank you for taking turns with Kathy. That’s called being kind.” - rather than: “You good girl.”

“When you tidy up, it makes our room safe.”  
-rather than: “You’re my best helper”

### **Encourage Children to Use You as a Resource**

Children need to know that the adult is there to protect, guide, and help them. Encourage children to come to you to ask questions or ask for help. When children see an adult responding in a fair and supportive manner they feel a greater sense of security and comfort and are more likely to model that behaviour. For example:

“If you’re not sure what to do, ask me, and I’ll

help you.” - rather than: “That’s hard for you.”

“I’ll stand beside you while you ask Carlos if you can join in.” - rather than: “Don’t be silly, talk to Carlos yourself.”

### **Be Alert**

When adults actively engage with children and observe children in their activities, they are in a better position to anticipate potential difficulties and step in to prevent problems.

### **Proximity/Nearness**

It is often necessary to stay close by when younger children are still learning to play together.

## **Preventative Strategies**

While the previous strategies will help to create a positive environment and minimize inappropriate behaviour, there will still be episodes of inappropriate behaviour. At times, adults will need to intervene. The following strategies, or a combination of these strategies, will help ensure that guidance is positive and supportive, rather than negative and harsh.

### **Get a Child’s Attention in a Respectful Way**

Other than situations where children are in physical danger, adults should approach children individually, state their name, and get down to the child’s eye level. When speaking to a child, be aware of the tone of your voice; a soft, kind tone of voice can make a child feel safe, secure, and cared for, while a loud, harsh tone can make a child feel hurt, or self-conscious. Pay attention to your facial expressions and body movements to make sure they support the words you are using.

### **Use Proximity and Touch**

Simply moving close to a child, moving between two children or putting an arm around a child can calm them and serve as effective guidance and intervention technique. This may be a helpful strategy if a child is biting, hitting, pinching, or kicking.





## Reminders

Use simple, positive reminders to clarify and reinforce limits. Toddlers and preschoolers have a short attention span and can become easily distracted when engaged in activities. Adults must be prepared to remind often. For example:

“The bikes stay on the bike paths.”

“Sand stays down on the ground.”

## Acknowledge Feelings Before Setting Limits

In order for children to see adult guidance as supportive, it is important for them to know that their feelings are recognized and understood. By acknowledging the child’s feelings, before setting the limit, they will be less likely to respond in a negative way. For example:

“You look angry. I cannot let you hit Scott.”

“It’s hard to wait for your turn. The rule is that we line up for the slide.”

## Redirection

Redirecting children means changing the sit-

uation that is contributing to inappropriate behaviour. This can be an effective strategy with toddlers or young preschoolers. Offering a substitute toy or engaging them in some other activity may quickly resolve problems or conflicts. Redirected children towards activities that meet their needs. For example:

“I can see you have a lot of energy today. Let’s get our coats and go outside.”

As children mature, offer problem solving methods to help them learn problem solving skills.

## Offer Appropriate Choices

Adults can offer a simple choice when clarifying expectations or reinforcing limits. The choice should be said in a positive and supportive way. For example:

“You can sit at the circle, or you can choose a quiet activity like a puzzle.” “You decide.” “Do you want to wait in line for your turn, or do you want to find something else to do?”

## Use Natural and Logical Consequences

A statement of natural consequences clarifies the inevitable or unavoidable outcome of a behaviour. For example:

“When you forget to put your art away, it’s hard to find it when it’s time to go home.”

A statement of logical consequence can help the child understand the problem and the solution. For example:

“I can see that the paint spilled. Here is a sponge for wiping it up.”

## Limit the Use of Toys/Equipment

Redirecting often goes hand in hand when it is necessary to set firmer limits or remove an item play options. This strategy should be used sparingly and only when other strategies (i.e. reminders, proximity or choices) have been unsuccessful. For example:

“Since you are still having a hard time playing gently on the piano, I’m going to close it now.”

“The climber is ‘off limits’ now because people are not using it safely.”

## Model Problem-Solving Skills

When children face discouraging or frustrating situations, it is natural for them to react and get upset. Adults can offer verbal and/or physical help to model problem solving approaches and a positive and supportive environment. For example:

A starting point in teaching coping skills is to acknowledge the problem.

“Tim has the bike, and you want to use it.”

Following a statement of the problem, it may be appropriate to ask guiding questions.

“Have you asked Tim to give you the bike when he’s finished?”

If further guidance is needed, state a solution or physically demonstrate.

“Tell Tim that you would like to use the bike when he is finished.”

When a situation has been resolved, it is helpful to summarize the problem solving approach for the child.

“Next time you want to use the bike, you can try to remember to ask to have a turn.”

Whether the problem relates to playing with



toys or interacting with others, modeling problem-solving methods shows children different ways to overcome obstacles. As children grow and become more experienced, they can be encouraged to find solutions of their own.

## Provide Opportunities for Children to Make Amends

Rather than demand a superficial apology, adults should offer genuine opportunities for children to restore relationships after an incident of hurt or harm. While children may not be immediately ready to participate in these opportunities, they should be suggested nonetheless. Ultimately, the goal of this strategy is to help children learn that making amends requires time and goodwill, rather than revenge. For example:

“Can you help by getting Michael a tissue while I get a band-aid. No? Maybe you can sit quietly with Michael until he feels a little better.” “Sharon doesn’t feel ready to play yet, because she’s still upset. Let’s give her a little time alone.”



# Challenging Behaviours

## Redirection

Redirection strategies can be effective for all ages of children. Time away is a redirection strategy for caregivers to direct a child away from an over stimulating activity or environment to a more calming area. Time away should not be a ‘timed activity’ (i.e. the child sits on a chair for 5 minutes; time away is not a punishment - but rather an opportunity for the child to develop self-regulation and regain control of their emotional and physical state. This strategy invites the child to return to the previous activity when they have decided they are ready to come back. Children learn self-regulation when they feel encouraged, when they feel they belong and are valued, and when they feel they have control in their lives.

As children mature, this strategy enables them to recognize their emotions and behaviours. Children can learn to redirect themselves away from an activity or environment before inappropriate behaviours occur or escalate. Redirection/time away environments could be anywhere that a child can begin to “feel good, calm and in control” again, while still being supervised. For example: an area with pillows, blankets, books, soft stuffed toys and squeezable stress balls. An area with self-calming sensory items such as containers filled with foam chips and cotton balls, different feeling fabrics squares or bubble wrap, glitter/liquid filled bottles, kaleidoscope or an hourglass. A music area with soothing gentle sounds of nature (i.e. wind, whale sounds, birds, etc.)





## Holding/restraint

Holding or restraining a child is a serious issue and must only be used as a last resort; after all other strategies and techniques have been unsuccessful. It may be necessary to protect a child by using a restraint if a child has lost self-control, placing themselves or others at risk of imminent serious physical harm. A restraint of this nature would be considered an **emergency restraint**. The Childcare Licensing Regulation defines an emergency restraint as “a restraint that is necessary to protect the child or others from imminent serious physical harm that is not approved and documented in a child’s care plan”. Caregivers are required to report the use of an emergency restraint to the Medical Health Officer within 24 hours. [see [Childcare Licensing Regulation](#) sections 51, 52, 55, and schedule H]. There may be children who have care plans with specific strategies and techniques developed specially for that child. If a child has a care plan that includes instructions respecting restraints as a behavioural guidance strategy, the caregiver must ensure that the restraints are administered only by a person who is trained in the use of, and alternatives to the use of restraints (see care plan requirements in sections 51 and 58 of the [Childcare Licensing Regulation](#)).

Adults and children can benefit from a debrief after a restraint has been used, to understand the reasons for the restraint, why alternatives strategies and techniques were unsuccessful and if an assessment of the child or reassessment of the child’s care plan is needed to prevent a repeat occurrence.

If a child causes physical or emotional harm to him/herself or others, a staff member will verbally ask the child to move to another area. If the child does not move on their own, the staff member will attempt to redirect the child to the designated area. If there is a significant health and safety risk, the staff member will carry the child to the calming down area in order to allow the child to calm down and talk to staff members about alternative, appropriate behaviours.

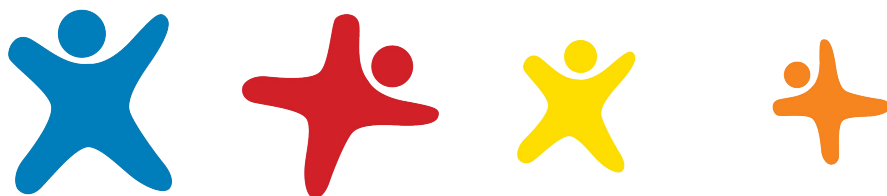
## Strategies not Used

[Childcare Licensing Regulation](#), quoting Section 52:

“52 (1) A licensee must ensure that a child, while under the care or supervision of the licensee, is not subjected to any of the following:

- (a) shoving, hitting or shaking by an employee or another child, or confinement or physical restraint by another child;
- (b) confinement or physical restraint by an employee, except as authorized in a childcare’s plan if the care plan includes instructions respecting behavioural guidance;
- (c) harsh, belittling or degrading treatment by an employee or another child, whether verbal, emotional or physical, that could humiliate the child or undermine the child’s self respect;
- (d) spanking or any other form of corporal punishment;
- (e) separation, without supervision by a responsible adult, from other children;
- (f) as a form of punishment, deprivation of meals, snacks, rest or necessary use of a toilet.

(2) A licensee must ensure that a child is not, while under the care or supervision of the licensee, subjected to emotional abuse, physical abuse, sexual abuse or neglect as those terms.



## A Quick Guide for Caregivers

### Keep rules simple and easy to understand

Repeat the rules often.

### Say what you mean

Choose your words carefully and keep sentences short and simple. Focus on what you want children to do rather than what not to do.

### Give clear, simple choices

Give children a choice only when there is a choice.

### Show respect

Look children in the eyes and talk to them, rather than "at" them. Talk to children about inappropriate behaviour in private, rather than in front of others. Remind them of the reasons for rules and discuss what they can do differently.

### Encourage

Tell children what they're doing right, use praise as a teaching tool, and let them know why you are proud of them. Give positive attention for good behaviour rather than negative attention for inappropriate behaviour.

### Teach children how to resolve conflict and solve problems

Help children recognize and name feelings, identify problems and come up with ideas for solving the problem, and try possible solutions.

### Teach children how to correct their behaviour

If a child draws on the wall, give her a wet cloth to clean the wall. Even if they cannot successfully clean up the entire mess alone, participating in clean-up teaches them that actions have consequences. Over time, experiencing natural and logical consequences helps children learn self-regulation.

### Set a good example

Children watch you all the time. They see how you talk to other children and adults. They see how you cope with anger or frustration. They watch how you deal with sadness and joy. They listen to how you say "I am sorry". The way you handle the ups and downs of life teaches children a lot about how to behave and get along with others.

## Inclusive Care Plan

The Daycare will work to promote inclusive environments for all children regardless of their abilities, special needs or diagnosis. Stars for Life Staff will work with the child and parents/guardians to ensure that all children have equal opportunities to participate in all activities offered.

For children requiring additional support an Inclusive Care Plan must be put into place as required and detailed by Childcare Licensing Regulations (Division 4, Section 58). The care plan developed must appropriately support the needs of the child. Where appropriate the Daycare manager will advocate or collaborate with parents/guardians and other service providers to ensure compliance with the care plan. If it is determined that a support worker is required to accompany your child during Daycare hours, your child's attendance may be dependent upon the support worker's availability.





# Guidance, Caring Policy & Procedures



## Policy and Procedures for General Care Plans

*For any child requiring extra care or support, which is already outlined above in Stars For Life General Policies, staff will ensure that a care plan is implemented.*

*Staff will observe the following:*

- A blank Care Plan Form will be given to the Parent/Guardian for completion.
- Any medical diagnosis will be listed along with Doctor/Health Care professional name and phone number.
- All information associated with the medical diagnosis as outlined by the Health Care Professional or parent/guardian will be listed: Name of Allergy, Illness, or Medical Condition; Symptoms; Medication/Treatment; and other Medical Concerns (Any medication to be taken will also be listed on a Medication Administration Form).
- Any Dietary Needs will also be listed in detail on the form.
- Any other care or support needs (including but not limited to Toileting, Napping, Discipline...) will be listed as well as the course of action to be taken by Staff.
- Manager and Head Staff will review the submitted Care Plan along with Registration forms, med forms, and ensure that all information is centralized on the Care Plan (ex. Location of medication, diapers...).
- All supportive Staff will review the Care Plan.

In an emergency, Staff will care and support the child with any need, which is in accordance to Stars for Life and provincial regulations regarding Childcare Guidance and Care; but should additional or continual support be needed, Staff may request from parents/guardians that a care plan be written, so as to be sure that Stars for Life is meeting the needs of the child according to the Parent's requests. Would it be necessary, we may require you, The Parent/Guardian, to provide us with your consent to consult with North Shore Support & Child Development Program, to introduce procedures most suitable for the child in question.

Care plans should also include any modifications deemed necessary by Parent/Guardian and Staff, made to the facility or program, indoor or outdoor, which will meet the physical and/or emotional needs of the child.

Staff will also document compliance with Care Plans, ex. Medication Administration Forms, date and time medicine was given (General documentation may also be detailed in either the Staff Communication Book, or Minor Incident Book, or in a separate Student Observation Notebook).

Care Plans will be reviewed annually by Manager and if applicable parent(s)/guardian(s), verified and/or updated as required.

## Policy and Procedures for Additional Care Plans

A child may enroll at Stars for Life with a Care Plan already written and implemented by a Healthcare Professional. The Manager and Head Staff will review to make sure it is in compliance with the above conditions. Should any additions be deemed necessary, Staff will request that a review and approval be made by the parent/guardian.

Should a child have extreme medical or behavioral needs, a Medical Care Plan or Behavioral Support Plan may be written.

Notwithstanding above and Stars for Life consent and commitment to deliver care services for and/or all children under care, it is herewith stated and to be acknowledged by Staff and parents/guardians, that the Daycare reserves the right that, subject to comprehensive compliance to CCLR and Human Rights as mandated by The Human Rights Tribunal, in the event Stars for Life may not be able to deliver care programs in a safe and secure manner considering each and every child attending our designated facilities, that it will propose and undertake a due and compliant process to resolve concerns to the mutual benefit of each and every child.



## Policy on Multiculturalism and Respect of Others

At Stars for Life, we believe that multiculturalism is an integral part of our society. Our children will be brought up in an environment where they can learn to understand our similarities and differences.

Through story time, discussion and other programming, we will strive to help and assist children to understand the myriad of cultures that make up our land, Canada.

As in all areas, we will answer questions openly and honestly. If we don't know the answer, we will not respond prior to proper and due research and if necessary, will seek professional and qualified outside support. As a parent, guardian or family member, you are welcome to share and teach parts of your family's culture with us.



# Care and Supervision of Children

## Active and Positive Supervision both inside and outside

The Childcare Licensing Regulation requires care providers to ensure that children are supervised both inside and outside, at all times. Supervision, together with thoughtful design and arrangement of children's environments, can prevent or reduce the likelihood of accidents and injury to children.

At Stars for Life, we use active and positive supervision to ensure enjoyable play and to promote learning opportunities. We are continually monitoring what is happening in the classroom and outside, in a meaningful way, in order to provide instant intervention to protect your child's health and safety.

The Childcare Licensing Regulation states Section 39 (1): A licensee must ensure that children are supervised at all times by a person who is an educator, an assistant, or a responsible adult and Section 39 (2): A licensee must ensure that a second adult is immediately available to supervise children in case the person responsible for supervising children needs replacement because of urgent and unforeseen circumstances.

A caregiver provides adequate supervision when they are aware of where the children are at all times, what are they doing, and are able to respond to the needs of the children or intervene quickly if necessary.

In order to maintain adequate standard of care for all children we will follow these procedures:

- The staff to child ratio will be maintained at all times.
- A head count will always be done before and after transitions.
- Monitors and other devices will not be used in place of supervision.
- If children who require extra support, attend the program, extra staff will be added.
- Limits will be set to the number of children in each activity area, to allow positive interactions between children and maximum supervision.

- Extra staff or volunteers will be scheduled during field trips.
- Daycare staff will continually scan all areas
- Staff will observe that no dangerous or harmful objects, animals or people are on the playground prior to each use on a daily basis.
- Staff will model appropriate play.
- If aggressive behaviour occurs, the caregiver will be close enough to intervene to promote acceptable behaviour, and protect the other children.

Our Daycare encourages as much outdoor time as possible, depending on the weather. It is the Staff's responsibility to ensure the children have appropriate attire before going outside. Staff will not take the children outdoors when the temperature drops below -5°C and limited time when temperatures are above 30°C .

In addition, the daycare environment will be continually assessed to ensure that the indoor and outdoor areas are free of hazards. Furniture and equipment will be age appropriate, and caregivers will have a view of all play areas and doors.

## Guidelines for Student Education and Injury Prevention on Playgrounds

Staff will consider the weather and outside temperature and schedule outdoor play accordingly to minimize exposure to extreme temperatures and harmful UV rays.

Staff will ensure that children are dressed in the appropriate attire for outside weather.

Staff will teach children how to be safe and act responsibly at the playground as well as how to correctly use play equipment, and to be aware of potential hazards.

Staff will teach children about safety promotion and injury prevention, to tie shoelaces and remove items around their neck such as scarves, necklaces, and hood strings before playing on equipment.

Staff will ensure that the Emergency Kits are immediately accessible during outside play.



Staff will ensure that at least one supervising staff with a current First Aid certificate, is accessible at all times.

All Staff is and continually will be educated with respect to promoting safety while playing outdoors, injury prevention and First Aid procedures, as well as Stars for Life Policies and Procedures.

The Childcare Licensing Regulation - Director of Licensing Standards of Practice - Safe Play Space December 10, 2007 requires that Licensees ensure the safety of the outdoor play spaces and equipment through regular inspection, maintenance and repairs. The Standard also requires that Licensees keep a log or record of all inspections, maintenance and repairs.

## Childcare Outdoor Space & Equipment Safety Check

| Date of check | Item                                                                                                                 | Action required | Date completed | Staff initials |
|---------------|----------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|
|               | Fencing – in good repair, no protruding nails, gate lock intact, hinges solid, wood surface smooth, no sign of rust. |                 |                |                |
|               | Fence post and poles are secure.                                                                                     |                 |                |                |
|               | Gates are secure and in good repair.                                                                                 |                 |                |                |

### Resilient Surfacing

| Date of check | Item                                                                                                               | Action required | Date completed | Staff initials |
|---------------|--------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|
|               | Resilient surfacing is in good condition and covers the area under and around swings, slides, climbing structures. |                 |                |                |
|               | Resilient surfacing material is appropriate for the fall height of the equipment.                                  |                 |                |                |
|               | Resilient surfacing is maintained according to manufactures directions.                                            |                 |                |                |
|               | Resilient surfacing is clean and free of hazards.                                                                  |                 |                |                |

### Climbing Structures

| Date of check | Item                                                                                                    | Action required | Date completed | Staff initials |
|---------------|---------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|
|               | Overall structure is in good repair, S-hooks are completely closed and all hardware is tightly secured. |                 |                |                |
|               | Overall structure is free of entrapment and pinching hazards.                                           |                 |                |                |
|               | Painted surfaces are intact.                                                                            |                 |                |                |
|               | Steps and ladders are secure and in good repair.                                                        |                 |                |                |
|               | Ropes and cables are secure and in good repair.                                                         |                 |                |                |
|               | Surfaces are non-slip when wet.                                                                         |                 |                |                |
|               | Slide is securely anchored and there are no gaps between the platform and the start of the slide.       |                 |                |                |

### Swings

| Date of check | Item                                                                          | Action required | Date completed | Staff initials |
|---------------|-------------------------------------------------------------------------------|-----------------|----------------|----------------|
|               | Frame is securely anchored in the ground with concrete covered appropriately. |                 |                |                |
|               | Chains are secure and in good repair.                                         |                 |                |                |
|               | Seat surfaces and harness are in good repair.                                 |                 |                |                |
|               | S-hooks completely closed and parts lubricated.                               |                 |                |                |

## Sand Boxes

| Date of check | Item                                      | Action required | Date completed | Staff initials |
|---------------|-------------------------------------------|-----------------|----------------|----------------|
|               | Frame or enclosure is in good repair.     |                 |                |                |
|               | Sand is clean and free of hazards.        |                 |                |                |
|               | Sand is not compacted or hard.            |                 |                |                |
|               | A protective cover is available and used. |                 |                |                |

## General Environment

| Date of check | Item                                                                                               | Action required | Date completed | Staff initials |
|---------------|----------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|
|               | A fall zone is maintained on all sides of equipment such as climbing structures, slides or swings. |                 |                |                |
|               | Play areas and pathways are free of tripping hazards such as loose materials, sand or pea gravel.  |                 |                |                |
|               | Trees, shrubs are pruned to eliminate hazards.                                                     |                 |                |                |
|               | Equipment such as riding toys, buggies and etc., are in good repair.                               |                 |                |                |
|               | Drainage is in good repair.                                                                        |                 |                |                |
|               | Public space (if used) is free of hazards.                                                         |                 |                |                |

## Record and Supervision

| Date of check | Item                                                                | Action required | Date completed | Staff initials |
|---------------|---------------------------------------------------------------------|-----------------|----------------|----------------|
|               | Log book is maintained of all inspections, maintenance and repairs. |                 |                |                |
|               | Playground supervision is monitored to ensure safety.               |                 |                |                |

## Others

| Date of check | Item | Action required | Date completed | Staff initials |
|---------------|------|-----------------|----------------|----------------|
|               |      |                 |                |                |
|               |      |                 |                |                |
|               |      |                 |                |                |



# Field Trips

Field trips are used to enrich and expand the curriculum, strengthen observational skills by immersing children into sensory activities, increase children's knowledge in a particular subject area and expand children's awareness of their own community.

Stars for Life will communicate in advance with all parents/guardians of the planned field trip and solicit a written authorization for their child's participation. Parents/Guardians are welcome to volunteer and help during the field trip.

## Preparing for Field Trips Outings

Preparing to leave the classroom: Staff will gather the Emergency Backpack and ensure it contains the following:

- Daily parent/guardian sign-in sheet
- Parents'/Guardians' authorization form
- Children's emergency cards
- First aid kit
- Wildlife emergency whistle
- Cell phone

Staff will gather kids as follows:

- Toddler Program: children will walk in a line with one Staff in front, one half-way down the line and one at the back of the line to ensure all children are accounted for.
- 3-5 Program: children will either walk in pairs holding hands or in a line holding on to a walking rope. Children will wear uniform at all times. One Staff will lead the group while the other Staff follows behind the last child.

When returning to the Daycare: Staff and children will be organized the same way as going outside so that it is orderly and safe. Staff will use the daily attendance sheet to check number of children:

- as the children start walking in,
- once inside the building before heading to the classroom, and
- once inside the classroom.

If a child is picked up outside: The Staff who has the sign-in sheet will let other Staff know who has signed out and that the number of children

has changed/how many children will be returning to the classroom. This ensures that our records indicate the correct number of children entering the classroom.

## Meal Times

Staff will allow children to eat snacks when they indicate they are hungry and will encourage them to eat their healthy snacks first.

Eating Procedure:

The tables are sanitized before and after each mealtime.

The children's and Staff's hands are washed before and after mealtimes. The children are taught to use good table manners and to clean up after themselves.

To prevent any choking accidents:

- Children are closely supervised
- Children sit down while eating



## Bottle Feeding

If, by any reason, a child that still uses a bottle, is enrolled, the following procedure will take place:

The following recommendations provided by the government of Canada - Health Canada - should be followed when using PIF (Powdered Infant Formula) in the home or in a professional setting (i.e., hospitals and day-care centres):

- Preparation should take place in a clean environment where counters have been cleaned and sanitized. Hands should be thoroughly washed using soap and lukewarm water.



- Bottles, spoons and nipples should be sterilized in boiling water for 2 minutes and then air-dried before use or storage. Bottles and equipment should be left covered until ready-for-use.
- For pre-term and low birth-weight infants under two months of age or immunocompromised infants, water used for preparing PIF should be brought to a rolling boil for 2 minutes, dispensed into containers of a maximum size of 1 L and cooled down to no less than 70°C before adding the powder.
- To avoid the potential for scalding of the infant's mouth, further cool to room or body temperature.
- For all other infants, previously boiled water that has been cooled to room or body temperature (37°C) can be used to prepare PIF, but it should be served immediately to the infant.
- It is best to prepare and serve PIF immediately after cooling to body temperature. Reducing the time from preparation to consumption will reduce the risk to infants. Formula in bottles can be cooled quickly by holding the bottle under running tap water or placing in a container of cold water, as long as the cooling water is below the nipple.
- If it is not possible to serve immediately, all prepared formula in bottles or other types of containers should be refrigerated at 4°C or lower immediately after the powder has been added and dissolved in water. The prepared formula should be used within 24 hours.
- Due to the possibility of the growth of harmful bacteria at temperatures above 4°C, stored formula should only be removed from the refrigerator and re-warmed to room or body temperature immediately before feeding. Warm prepared PIF in a bottle warmer or by placing the bottle in a container of warm water for no more than 15 minutes. Warming for extended periods means that the PIF will be held at a temperature that is ideal for the growth of harmful bacteria.
- Once feeding has started, the individual bottle should be used within two hours. Any leftover formula should be discarded.

## Hygiene Policies

If any child needs assistance with any wash-room routines, Stars for Life educator(s) may be required to help child with potty and/ or clothes change and/or cleanup. Stars for Life requires that you as the Parent/Guardian accept and acknowledge our Toileting Procedure (s) and in such event that you may not, you will be required to provide us with a step by step procedure as to how we may proceed and provide us with your prior consent, to be kept on file at all times.

## Toileting Procedure

If a child in our care asks for help with wiping after him/her had a bowel movement, Stars for Life educators will assist the child to do so. It is required that each and every parent/guardian authorizes staff to undertake diaper change and assist during toileting, by signing the acknowledgement Handbook

Agreement, when enrolling their child at Stars for Life. In the event such authorization is not provided, parent/guardian must be available within 15 minutes upon notification to arrive and provide required care.

If a child in our care had a potty accident and requires cleanup, Stars for Life educators will help the child by taking him/her to the wash-room, cleaning him/her up and changing child's clothing as required.

### For Educators Only:

- (a) Put on gloves, wipe the child with baby wipes. If change of clothes is required, place dirty clothes in a plastic bag.
- (b) Discharge used gloves by putting them and place them in the garbage.(Follow same procedure if any bleeding accident may have occurred).
- **EVERYONE:** Staff and children will wash hands after procedure.

- (c) Report abnormal skin or stool conditions to parents/guardians (e.g. rash, unusual, fecal consistency, color, odor, or frequency).
- (d) Remember - anything you touch before you wash your hands should be considered contaminated until disinfected.
- WASH HANDS after toileting and diapering and before preparing food or eating.

## Diapering

If, by any reason, a child that still uses diapers is enrolled, the following procedure will take place:

Diapers are checked at scheduled times and children are monitored to ensure diapers are changed when soiled.

- Staff will let parents/guardians know when their children are getting low on diapers.
- Staff will wash the child's hands as well as their own after diapering.
- Change table will be disinfected after every use.
- Staff will keep track of wet/dry and poop diapers.

Cloth diapers are permitted in the daycare with the following items brought:

- At least 10 AIOs or prestuffed pockets.
- 2 Wetbags.
- Cloth safe rash cream.

PLEASE NOTE: Staff will not rinse or clean cloth diapers out, due to sanitary regulations.

## Potty Training

Children who are in the process of toilet training need time, attention and care. This isn't a time that should feel rushed or pressured for the child. As it requires a lot of Staff to cover the needs of all the children, it is preferable that your child be potty trained prior to entering our Group Childcare Program. Thus, if, by any reason, a child that still needs potty training, the following procedure will take place:

When a child is ready for potty training, the Daycare encourages the following:



- Start potty training at home; continuity between home and the Daycare is critical for potty training.
- Use of the words “pee, poop, potty” for communicating with the child about potty training.
- Decide how the child will use the toilet, i.e. use of potty seat on the toilet or potty chair.
- Dress child in loose clothing that he/she is able to manage easily and independently. Pants or shorts with all-elastic waists are the best choices.
- Diapers or pull-ups can be used for naps. The Daycare requires at least 2 complete sets of extra clothes, including socks and one extra pair of shoes, every day. Remember to label all items of clothing. Due to health and sanitation concerns, wet garments will be put in a plastic bag for you to take home and launder. The Staff will ensure the children properly wash their hands after using the washroom (and before eating).

## Napping

Staff will create a quiet, calm and relaxing environment, after lunch, to promote a peaceful napping or resting time. Napping is encouraged after lunch, thus not mandatory. A child can choose to just lie down, rest and read a book. After 20 minutes, children that did not sleep will be invited to participate in quiet time activities - usually a craft.

Your child should bring every first day of the week a cot sheet, a pillow with a pillowcase, a blanket and a stuffie if child has one. The sheets and the pillow case will be sent home at the end of every week, in order to be washed and brought back fresh the following week. The blanket and the stuffie will be sent back only once a month for washing and cleaning, unless differently solicited by parents/guardians.

These recommended items are listed in the Parent/Guardian Checklist (Please refer to the Parent/Guardian Checklist in the Registration Package).

## Birthday Celebrations

We are delighted to take part in your child's birthday celebration!

If you want your child's birthday celebrated at school with a cake and candle lights, please speak with your child's teacher or daycare manager at least one week in advance. This way we



can ensure that all allergies and sensitivities are being accommodated for.

As it is a special moment in the child's and family's life, we also invite parents/guardians to celebrate with us and take pictures.

If you would like to give a goody bag for each child, we will happily distribute them at the end of the day before each child goes home.

If you are inviting the entire class to an outside school party, we are happy to hand out invitations on your behalf. If you are inviting a select few, we ask that you attend to the invitation distribution yourself.





## Toys from Home Policy

We know that some toys or belongings are so important to your child that they simply have to come to school. These items may be brought and will be placed in their cubbies until the end of the day. Please keep in mind that the cubby space is limited. Children may also choose to bring this special item or toy on Show and Tell day, as long as they are safe in the company of others. They may not be replicas of weapons. In addition, safety considerations dictate that cosmetics and money (particularly coins), and other items which may be easily swallowed, should never accompany your child to school.

Show and tell items must be small enough to fit in their backpacks.

We ask that you avoid bringing things that are very dear to you or your child, for they may get lost or damaged.

Please remember toys and other articles that do not have the owner's name on them are often very difficult to track down and return. We cannot be responsible for replacement of any lost items.



## Lost and Found

A lost and found box is located in the school. We recommend that you check this box periodically for items that may belong to your child.

Every last day of the month, after a reminder note we will donate the items collected in the box.

## Screen Time Policy

Screen time (TV, computer, electronic games) is not offered to children, unless to enhance curriculum, offering specific documentary, song or media previously selected, for no more than 20 minutes.

Screen time is not offered in any circumstances to children under two years of age.



# Active Play Policy

**The Canadian Physical Activity Guidelines recommend that: Preschoolers should accumulate at least 180 minutes of physical activity spread throughout the day.**

## What is Active Play?

Active play is physical activity, which includes moderate to vigorous bursts of high energy, raises children's heart rate and may make them 'huff and puff', such as running or jumping. For an infant or toddler, active play may include reaching out for a toy, rolling over, balancing in a sitting position and crawling/ walking.



## Why is Active Play important?

Active play helps to promote healthy growth and development and supports body control and movement. Active play can help build strong bones and muscles, improve balance, coordination and assists with the development of gross motor and fine motor skills. Active play also helps to promote children's confidence, improves concentration, thinking and learning skills and provides opportunities to develop social skills and make friends.



# Happy Friday



Stars for Life has created a HAPPY FRIDAY calendar, filed with different suggestions and ideas for kids to com to the Daycare with something different and exciting. It can be a costume, a specific clothes attire, a game, a toy, or a stuffed animal.

Each Friday will be specific.

Keep in mind that it is totally optional to participate or not.

The main focus is to have fund and enjoy the day preparing and coming to the Daycare in a different and fun way. Please see below an example of a monthly happy calendar.

| JANUARY 2024 |                    | FEBRUARY 2024 |                    | MARCH 2024 |                                  |
|--------------|--------------------|---------------|--------------------|------------|----------------------------------|
| DATE         | WHAT HAPPENS TODAY | DATE          | WHAT HAPPENS TODAY | DATE       | WHAT HAPPENS TODAY               |
| 12           | Favourite book     | 02            | Sunglasses day     | 01         | Sheet day-to buid a huge tent    |
| 19           | Costume            | 09            | Favourite toy      | 08         | Costume                          |
| 26           | Stuffed animal     | 16            | Costume            | 15         | St Patrick's Day - Green Clothes |
|              |                    | 23            | Hat day            | 22         | Stuffed animal                   |







At Stars for Life, active play and physical movement will be incorporated in the childcare environment throughout daily routines and activities, for a total of 120 minutes. When weather is poor, active play will be accumulated through 15 minute portions of time throughout the day, or continuously. Staff will limit prolonged sitting activities (in a stroller, high chair, board games, crafts) and schedule frequent short bursts of activity for one to two minutes.

Staff will demonstrate appropriate modelling of active play activities.

At Stars for Life, the Active Play Policy will engage children in daily active play, consisting of unfacilitated play and facilitated games and activities.

The employees are aware of and incorporate fundamental movement skills and injury prevention into all active play activities. Children will have opportunities to practice fundamental movement skills as part of their indoor and outdoor daily routines.

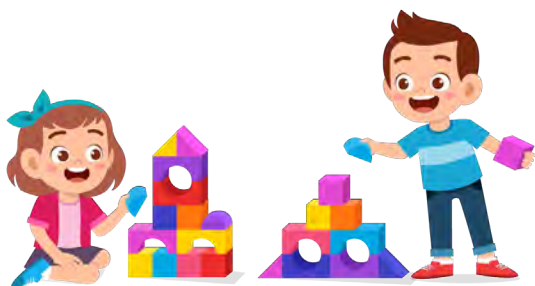
## Free Play

Free Play is child chosen and self-directed, self-led movement, activity or interaction which encourages children to use their imagination, discover their interests and tap into their creativity. Unfacilitated play - free play - is open ended and not directed by an adult. Free play does not include playing with most electronic toys (computers, tablets, automated pets or games such as LeapFrog® LeapPad® etc).

A group of children initiating playing soccer together is free play, versus the adult/employee setting out that the activity is soccer.

Building block towers, sand castles or other structures and knocking them down is unfacilitated free play.





Children using their imagination to invent games with water, sand, balls, cars or any other object are **unfacilitated free play activities**.

Children running, jumping and dancing around the playspace or park are unfacilitated free play activities.

### Adult-directed Games

**Facilitated play** is play that is directed by adults/employees and has a set of rules with specific objectives. Many games fall under the category of facilitated play, such as card games and board games.

Organized sports such as soccer, hockey, and tennis are examples of facilitated games.

Staff led games such as Simon says, follow the leader, tag or duck duck goose are also facilitated activities.



## Movement Skills

Fundamental movement skills are gross motor skills that involve different body parts such as feet, legs, trunk, head, arms and hands. These skills are important because they are the building blocks/ foundation movements for more complex and specialised skills needed by children throughout their lives to competently and confidently play different games, sports and recreational activities.

Fundamental movement skills include:

- Balance skills - movements where the body remains in place, but moves around its horizontal and vertical axes.
- Coordination skills - involves gross motor manipulation of objects - catching, throwing, or kicking a ball or beanbag; balloon batting; scarf tossing.
- Loco motor skills - running, jumping, hopping, galloping, skipping and leaping.

## Injury prevention

Injury Prevention is the conscious and thoughtful effort to prevent or reduce injuries before they occur. Stars for Life Staff teach children how to be safe and act responsibly in the playspace and how to correctly use toys and equipment, and to be aware of potential hazards. Injury prevention strategies will vary depending on the age of the children, their developmental levels and the environment. For example a particular area of a play space may be made inaccessible for younger children as the toys and equipment located in that area are specifically designed for older children. Another example is the use of protective ground surfacing such as pea gravel under climbing equipment, to reduce the risk of injury from falls.

Other injury prevention examples include seat belts and infant car seats, bicycle helmets, personal flotation devices, and poison control.



# Physical literacy

Physical Literacy is motivating, building confidence and physical competence by increasing the knowledge and understanding of the value and responsibility for engagement in physical activities for life. Physically literate persons consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

Kids develop physical literacy gradually through a variety of structured and unstructured activities. The nature of these activities changes as kids grow in age and ability.



0 - 3 years

Encourage early movement.

3 - 5 years

Expand on play and keep it fun.

5 - 8 years

Increase the focus on fundamental movement skill.

8 - 12 years

Introduce more complex skills as the kids are ready.



Below are some examples of structured activities for different ages:

### 3 - 5 years old

#### Balance

- Balance poses
- Balance tag
- Thightrope walking
- One-foot hot potato

#### Locomotion

- Follow the leader
- Island hopping
- Animal walk
- Head and shoulders
- Galloping
- Skipping

#### Object manipulation

- Underhand rolling 1
- Underhand rolling 2
- Underhand throw
- Basic catch
- Overhand throw 1
- Overhand throw 2

### 5 - 8 years old

#### Balance

- Balance poses
- Balance tag
- Thightrope walking
- One-foot hot potato

#### Dodging

- Snatch the Flag

#### Falling

- Safe landing

#### Hopping

- Hopping mazes
- Hoop hop
- Fruit basket
- Hop tag

#### Jumping

- Island jumping
- Jumping square
- Obstacle jumping
- Relay race

### 8 - 12 years old

#### Balance

- Balance poses
- Balance tag
- Thightrope walking
- One-foot hot potato

#### Hopping

- Hopping mazes
- Hopping relay
- Hopscotch

#### Jumping

- Island jumping
- Jumping tug-o-war
- Relay race 1
- Relay race 2

#### Rolling

- Rolling relay

#### Running

- Sprint relay
- Tug tag
- Crows and crane
- Straight ahead



# Nutrition Guidelines

Stars for Life has the duty to support children in developing healthy eating habits, a positive body image and self-worth. Children develop best when they are properly nourished. Therefore, we are pleased to announce that “Well Fed: [www.wellfedstudio.com](http://www.wellfedstudio.com)” will provide all the meals (morning snack, hot lunch, afternoon snack for Stars for Life Childcare Education Ltd.

Well Fed was chosen amongst other catering services for believing it has the best emphasis in preparing a variety of healthy, nutritional and well-balanced meals to childcare centers.

The only beverage provided at the Daycare is water, which is available at all times. We ask parents/guardians to send a hard drinking cup/water bottle with the child’s name on it. This cup/bottle will go back home daily, with the child, for cleaning.



Some important notes:

- It is mandatory for all children enrolled at Stars for Life Childcare Education to have an account with Well Fed. However, if a child has any allergies or religious restrictions, we will make an exception to this family, allowing them to bring food from home.
- Sign up is only required ONCE as the system is automated and will be billed weekly (each Wednesday) to your credit card.

Please read the letter below written by Ann Marie Rideout, the founder of Well Fed. If you have any questions, please feel free to contact directly Well Fed or by phone: 604-971-4756 or by e-mail at [info@wellfedstudio.com](mailto:info@wellfedstudio.com)







Well Fed is excited to announce that it has partnered with Stars for Life Childcare Center to provide a Healthy Hot Meal Program for all families.

### **A bit more about the New Meal Program and Well Fed:**

Well Fed is trusted local cater committed to offering healthy meals to childcare centers, nourishing minds and bodies for over a decade.

To keep everyone healthy and safe we have currently taken the following measures and policies: Meals and snacks are made in-house from scratch using whole and wherever possible, locally sourced ingredients.

Our entire menu meets the guidelines for Food and Beverage Sales in BC schools, but we don't stop there. We look for ways to add nutrient-rich ingredients and essential lean protein that will give your kids the staying power to learn effectively.

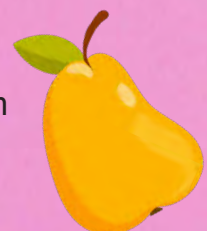
All meals are provided to the daycare in bulk reusable containers for the childcare to portion on site on individual plates.

Children eat together the same foods, encouraging connectivity and trial of new foods. Stress free for parents/guardians. No need to worry about packaging food.

We will handle all of that for you, with well-balanced healthy meals.

Thank you, it is our privilege to provide healthy lunches to your children.

Cheers,  
Ann Marie Rideout Well Fed  
Tel#: 604-971-4756  
e-mail: [info@wellfedstudio.com](mailto:info@wellfedstudio.com)  
[wellfedstudio.com](http://wellfedstudio.com)







## Well Fed Childcare Menu - Snacks and Lunch

**Well Fed**  
Providing meals &  
solutions for busy  
people that want  
to eat well

**Follows BC Healthy  
Eating Guidelines**

**Real food with no  
artificial colours,  
flavours**

**Made from scratch**

**Local**

**Chicken hormone  
& antibiotic free**

**Focus on fruits and  
vegetable**

| Monday<br>1                                                                                                                                                     | Tuesday<br>2                                                                                                                                                                                                             | Wednesday<br>3                                                                                                                                                                                                                    | Thursday<br>4                                                                                                                                                             | Friday<br>5                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MS: Banana Bread<br><br>Lunch (Veggie):<br>Baked Penne<br>Garlic Bread with<br>Cheese<br><br>AS: Orange Slices &<br>Chocolate Zucchini<br>Muffin                | MS: Cantaloupe &<br>Granola Bar<br><br>Lunch:<br>Chicken Noodle<br>Soup Lunch (Veggie):<br>Butternut Squash<br>Soup Brioche Bun<br><br>AS: WW Pita,<br>Cucumber Coins &<br>Ranch Dip                                     | MS: Honey Dew<br>Melon & Chocolate<br>Zucchini Muffin<br>Lunch: Ranch<br>Chicken Wrap<br>Lunch (Veggie): Egg<br>Salad Sandwich Apple<br>Slices and Cheddar<br>Cheese Cubes<br>AS: Apple Sauce &<br>Banana Choco Chip<br>Muffin    | MS: Orange Slices &<br>WW Bagel<br>Lunch:<br>Pasta Alfredo with<br>Chicken<br>Lunch (Veggie):<br>Pasta Alfredo<br>AS: Rice Crackers,<br>Hummus and Red<br>Pepper Slices   | MS: Apple Slices &<br>Granola Bar<br>Lunch: Chicken<br>Souvlaki<br>Lunch (Veggie):<br>Smashed Chickpeas<br>Peppers & Roasted<br>Potatoes AS: Banana<br>Bread & Pineapple |
| 8                                                                                                                                                               | 9                                                                                                                                                                                                                        | 10                                                                                                                                                                                                                                | 11                                                                                                                                                                        | 12                                                                                                                                                                       |
| MS: Apple Streusel<br>Loaf<br>Lunch (Veggie):<br>Mac N Cheese<br>Apple Slices &<br>Cucumber Coins<br>AS: Rice Crackers,<br>Cucumber Skinny<br>Fingers, & Hummus | MS: Honey Dew<br>Cubes &<br>WW Bagel<br>Lunch (Veggie):<br>Mini Pita Pizza<br>With Mozzarella<br>Cheese Tomato &<br>Cucumber Salad<br>AS: Banana Choco<br>Chip Muffin &<br>Oranges slices                                | MS: Cantaloupe<br>Cubes & Choco Zuc-<br>chini Muffins Lunch:<br>Ham & Cheese on<br>Croissant Lunch<br>(Veggie):<br>Cheese on Croissant<br>Cucumber Coins &<br>Red Pepper Slices<br>with Ranch<br>AS: Apple Sauce                  | MS: Honey Dew<br>Melon & Granola<br>Bar<br>Lunch:<br>Meat Rotini<br>Lunch (Veggie):<br>Tomato Rotini<br>Zucchini Bites<br>AS: WW Pita, Red<br>Pepper Slices<br>& tzatziki | MS: Orange Slices &<br>WW Bagel<br>Lunch: BBQ Chicken<br>Lunch (Veggie): BBQ<br>Tofu Mixed Veggies<br>& Basmati Rice<br>AS: Apple Streusel<br>Loaf & Honey dew<br>Melon  |
| 15                                                                                                                                                              | 16                                                                                                                                                                                                                       | 17                                                                                                                                                                                                                                | 18                                                                                                                                                                        | 19                                                                                                                                                                       |
| MS: Banana Bread<br><br>Lunch (Veggie):<br>Baked Penne<br>Garlic Bread with<br>Cheese<br><br>AS: Orange Slices &<br>Chocolate Zucchini<br>Muffin                | MS: Cantaloupe &<br>Granola Bar<br><br>Lunch:<br>Chicken Noodle<br>Soup Lunch (Veggie):<br>Butternut Squash<br>Soup Brioche Bun<br><br>AS: WW Pita,<br>Cucumber Coins &<br>Ranch Dip                                     | MS: Honey Dew<br>Melon & Chocolate<br>Zucchini Muffin<br>Lunch:<br>Ranch Chicken Wrap<br>Lunch (Veggie):<br>Egg Salad Sandwich<br>Apple Slices and<br>Cheddar Cheese<br>Cubes<br>AS: Apple Sauce &<br>Banana Choco Chip<br>Muffin | MS: Orange Slices &<br>WW Bagel<br>Lunch:<br>Pasta Alfredo with<br>Chicken<br>Lunch (Veggie):<br>Pasta Alfredo<br>AS: Rice Crackers,<br>Hummus and Red<br>Pepper Slices   | MS: Apple Slices &<br>Granola Bar<br>Lunch: Chicken<br>Souvlaki<br>Lunch (Veggie):<br>Smashed Chickpeas<br>Peppers & Roasted<br>Potatoes AS: Banana<br>Bread & Pineapple |
| 22                                                                                                                                                              | 23                                                                                                                                                                                                                       | 24                                                                                                                                                                                                                                | 25                                                                                                                                                                        | 26                                                                                                                                                                       |
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# Health and Hygiene

## Illness - To Prevent Illness

- Hand-washing is the best way to stop the spread of germs. Teach children to wash their hands always before eating and after using the toilet. Show them how to wash thoroughly with warm and soapy water for 10 seconds.
- Remind children to cover their mouths and noses when they cough or sneeze and then wash their hands.
- Talk to our staff about your child's health. Tell us if your child has been with someone who has an infectious disease like chicken pox, pertussis (whooping cough) or strep throat. The staff will watch your child for signs of the disease.
- Learn about your centre's rules for dealing with health problems.
- Help children stay strong and healthy by making sure your child drinks plenty of water, eats nutritious food, gets plenty of exercise and lots of sleep.

## How sick is Too Sick to Attend School?



Children in childcare programs are grouped together at the ages when they are most susceptible to infections. To determine what is a significant illness in a child is difficult for both parents/guardians and staff.

There are three important issues in determining when a child is too ill to attend a childcare program or when a child should be sent home. These are:

1. The safety and comfort of the child who may be ill, feeling more comfortable at home.
2. The protection of the other children and caregivers from a communicable disease.
3. The capacity of the childcare facility and the staff to look after children who may be ill.

With the above issues in mind the following guidelines are provided:

- Children should stay at home if they don't feel well enough to take part in everyday activities at the center.
- Children with gastrointestinal problems (i.e. vomiting, diarrhea) must stay at home. Please keep your child at home for at least 48 hours after the symptoms have stopped. If vomiting or diarrhea develops while the child is at our daycare, the child will be separated from other children immediately and the parents/guardians will be notified to pick up the child. If a cause of the vomiting or diarrhea is identified or if there are 3 or more cases in 4 days or less in our childcare facility, we will notify the licensing officer for further guidance.
- Children with upper respiratory infections need not be excluded for the protection of other children. Colds are so common and most infectious before the runny nose, cough, or other signs appear. Children with colds may come to the center if they feel well enough to take part in the activities.
- Children on antibiotics but otherwise well, need not be excluded. (No childcare facility should require a child to be on antibiotics before returning).
- Children with chickenpox should stay at home for 5 days after the onset of the pox rash. They may return even if the pox is still present.
- In the case of a diagnosed communicable disease, Stars for Life will advise the Licensing Officer. For some diseases, like measles, mumps and rubella, children need to stay at home.
- Children with chronic symptoms such as persistent cough or persistent fever warrant medical evaluation. Once appropriate medical evaluation has been obtained, they need not be excluded from the childcare facility.
- Children with a rash should see a doctor.
- As a general rule, your child shouldn't go to the Daycare if they have a fever of over 37.8 C. Your child can return to the Daycare after he/her has been fever free for 24 hours without antipyretics (antipyretics are medicines that treat or prevent fever).

Keep your child at home until your doctor says it is okay to return to the centre. Whenever a child attending our daycare develops new symptoms of illness (whether mentioned above or not) or has a worsening of symptoms, the parent/guardian must be notified. Stars for Life Childcare Education provides a quiet and clean resting area for the child, ensuring that it is under close supervision until the parent/guardian arrives.

## Medication

We prefer not to dispense medication to children at school. Therefore, medication will be given to a child only if a doctor prescribes it. There are no exceptions, so please don't insist.

When you bring prescription medication to our daycare, you will be asked to fill out and sign a "Medication Form". The staff member who gives the medication to your child will note the time and initial the form.

Medication will be kept in a cupboard in the daycare area.

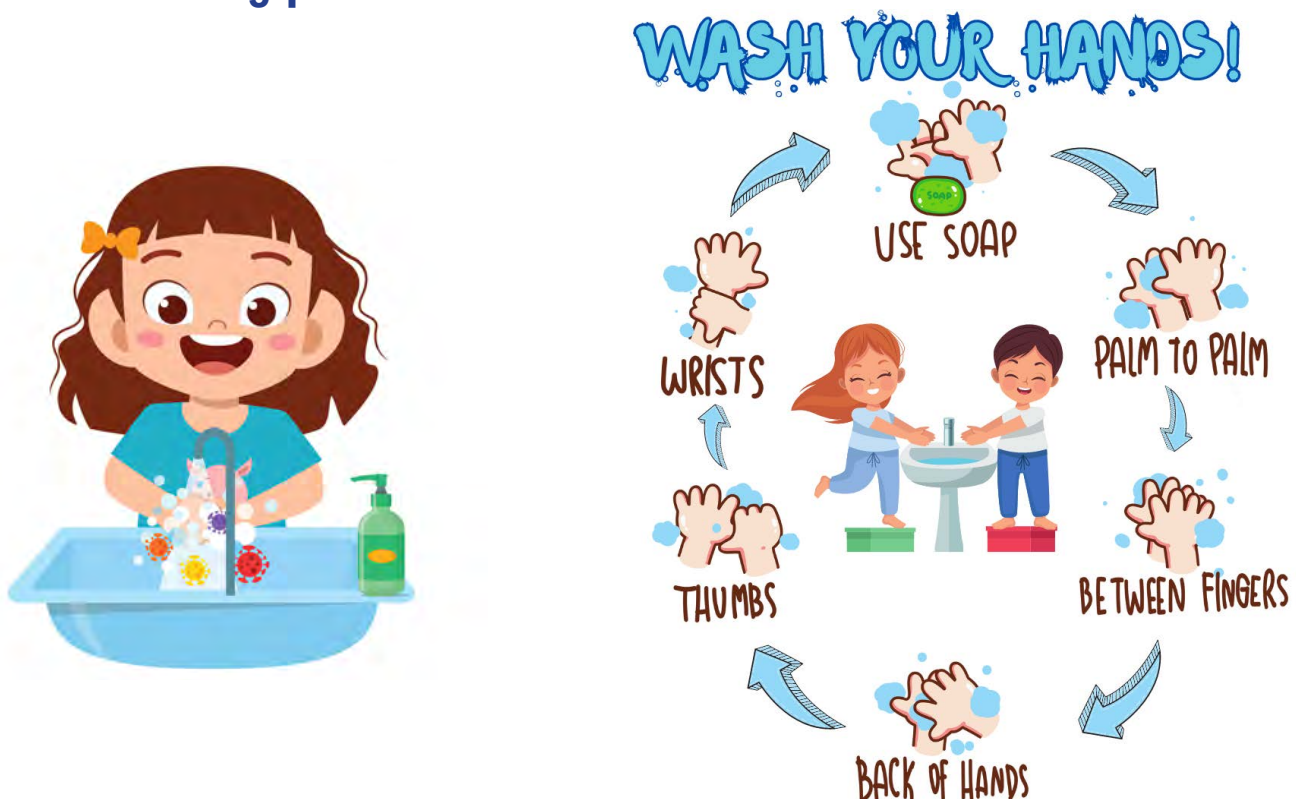
## Immunization Records and Family Doctor

Parents/Guardians will complete and return a Health Form to us during registration. This form requires immunization history and contact information for the child's family doctor. Please note unless Health Form duly completed, attendance will be restricted.

## Food Preparation Areas

Food preparation areas, if offered, will be cleaned each time before and after snack time with warm soapy water and sanitized with diluted bleach solution (1:50 ratio).

## Hand washing procedures





# Water Flushing Procedure

## Plan

This plan is to ensure that our facility can provide water to children in care and employees that meet the Guidelines for Canadian Drinking Water Quality standards.

## Purpose

This plan is to ensure that Stars for Life keeps lead exposure (in pipe joints or fittings) as low as possible, particularly for children and pregnant staff.

## Procedures

1. Stars for Life will ensure that the first employee on the premises (added to their job description/ daily duties) follows the Daily Flushing procedure of the drinking water taps.
2. Daily Flushing: the first employee on the premises will ensure that:
  - The drinking water taps are flushed every day that the childcare centre is open.
  - Flushing is completed before Stars for Life Childcare opens for the day
3. Daily Flushing of the drinking water taps is to be done according to the following sequence:
  - The cold water must be turned on for at least 5 minutes.
  - The tap should run until the water is cold.



# Missing / Lost Child Policy

In order to keep each of the children safe, no child will ever be left alone on daycare premises and on field trips, being accounted for at all times. If a child becomes lost, Staff will quickly check all areas of the Daycare and property. If the child cannot be found, the police will be called immediately, and then the child's parent/guardian emergency contact will be notified, and a critical incident will be reported.

Please ensure that you will provide proper and correct information at all times, and any changes you may incur i.e. telephone numbers, e-mail/home addresses, etc. for yourselves and/or your designated alternates, providing us with updates as soon as possible.

## Communications

### Communications Policy

The Daycare values professionalism and positive communication. The Daycare's employees and managers are expected to communicate with parents/guardians accordingly. In return, the Daycare expects that parents and guardians will communicate with our employees and managers in a manner that also reflects professionalism and positive communication. We will not tolerate yelling, swearing, threats, disrespectful e-mails or phone calls or any behaviour that is discriminatory or profane. If for any reason employees and managers feel they are not being treated with respect and fairness, there will be immediate termination of the contract.

### Complaints Policy

Parents/Guardians with any complaints are asked to follow the procedures below. Complaints regarding the day-to-day care of their child:

- First speak with your child's educator at an appropriate time;
- If you feel your complaint is not addressed effectively, please speak with the Manager.

Complaints regarding Staff, the facility, Daycare policies or procedures:

- If your concern is about a Staff, speak first with the Staff personally. If you feel your concern/complaint is not being addressed, speak with the Manager at an appropriate time, or send an e-mail to [admin@starforlife.ca](mailto:admin@starforlife.ca).
- If your concerns are about the facility or Daycare policies or procedures, speak with the Manager at an appropriate time, or send an e-mail to [admin@starforlife.ca](mailto:admin@starforlife.ca).

### Confidentiality Policy

As there are many parents/guardians in and out of the Daycare on any given day, it is important that everyone understands the importance of confidentiality. This applies to parents/guardians, Staff and guests of the facility. If you have any concerns regarding confidentiality please bring this to the attention of Staff or manager.

It is the Daycare's policy that any information or records regarding your family and child will be kept confidential, with the following exceptions:

During routine inspections by the Community Care Facility Licensing Officer, files may be reviewed to ensure all required documentation has been completed.

- In the event of an outbreak of a communicable disease, a Public Health Nurse may assess the files to determine if any children are at risk.
- Lastly, information or records may be released without your permission if required by law i.e. for a legal matter.

Records kept by childcare facilities may be subject to the Freedom of Information and Protection of Privacy Act.

## Open Door Policy

During the hours of operation you are always welcome to come and visit your child, to give us a call to see how your child is doing, or to ask us questions or discuss concerns. In return we ask that you please try not to interfere with the care we are providing to the children.

Please ensure that if you are visiting during a quiet time (12:10 p.m. - 2:10 p.m. that you enter the Daycare quietly as this is nap time. If we are involved in an activity, it would be best to wait until we are done, in order to avoid distractions during the activity. If we are outside or away from the Daycare, there will be a note on the door indicating where we are. Also be aware that sometimes it may be difficult for your child when you leave them again.

Along with our open door policy, we want to keep an open line of communication between parents/guardians and the Daycare. We will always inform you of events that have happened with your child during the day. We will take the time when you pick up your child to share their day with you, and ask that you do the same when you drop your child off at the Daycare. If you have any concerns regarding the care of your child please speak with Staff members first, and if you feel your concerns have not been addressed, please bring the issue to the Manager. If there is something you need to talk to us about privately please call ahead so that we can arrange Staff coverage (if required while we talk to you. If you have any concerns or input about the Daycare as a whole, please bring the issue or idea to the Manager.

For general Daycare updates please read the notice board at the entrance of the Daycare and visit our website at [www.starsforlife.ca](http://www.starsforlife.ca).





# Emergency Plan

In case of an emergency such as fire or natural gas leak, we are prepared to respond appropriately. There is an emergency evacuation plan that is reviewed, practiced, and recorded on a regular basis.

Children will be taught what to do in the case of fire and other emergencies.

Evacuation drills will be practiced in all weather conditions, so please ensure that your child has indoor shoes at all times.

In the event of an emergency requiring the evacuation of the building, we will meet in the playground area at the back of the church. In the event of an emergency evacuation of the area we will proceed to the parking lot, at the front of the daycare.



## Emergency Procedures

### **Stars for Life Childcare Education Roles and Responsibilities Manager/Director/Head of Childcare Facility**

- Create and maintain an emergency program and plan for Childcare Facility.
- Conduct monthly evacuation drills and an exercise of the emergency plan, at least once a year.
- Maintain records and documentation of emergency training, exercises and maintenance of supplies and equipment.
- Lead the response to incidents and designate alternates in absence.
- Establish agreements with re-location facilities and essential vendors/suppliers.
- Ensure the supervision of children until they are released to parents/guardians or designated alternates.

### **All Staff**

Develop and maintain personal emergency plan and preparedness.

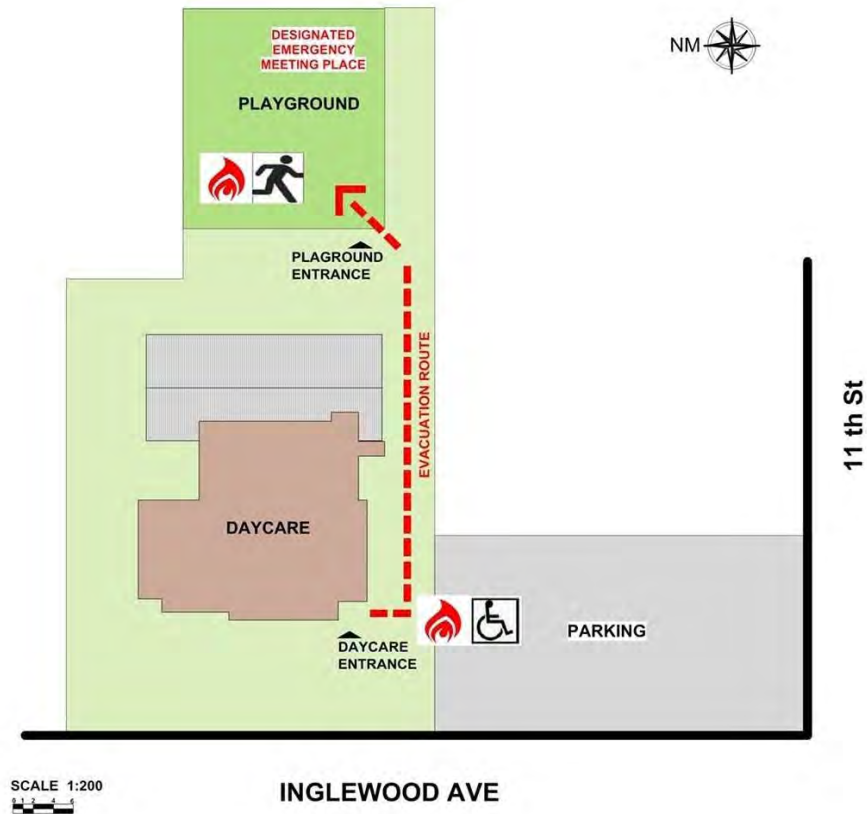
Participate, review and assist in the development of the Childcare Facility emergency plans and procedures.

Attend and participate in emergency training and exercises.

Ensure the supervision of children until they are released to parents/guardians or designated alternates.

## Parents/Guardians

- Review or be familiar with the Childcare Facility Emergency Plan and procedures.
- Maintain child's records updated, including the family out-of-area contact, emergency card and designated alternates for pick-up.
- It is of primary importance that you have at all times our Emergency Contact information and familiarize yourself of the DESIGNATED EMERGENCY MEETING PLACE.



## Emergency & Fire / Earthquake Procedures

**Stars for Life** facility is equipped with smoke detectors and central fire alarm system. Immediately upon discovering smoke, fire, gas or other emergencies, alarm will be activated.

- In the event the alarm is not yet automatically set/activated, our teachers, students will be trained, encouraged to activate alarm if and when required to notify emergency response teams.
- In the case of an alarm, all children and Staff will exit the building and assemble at the designated area following Fire Escape Drill, having placed and in compliance with West Vancouver Fire Department, at each Fire Pull Alarm.

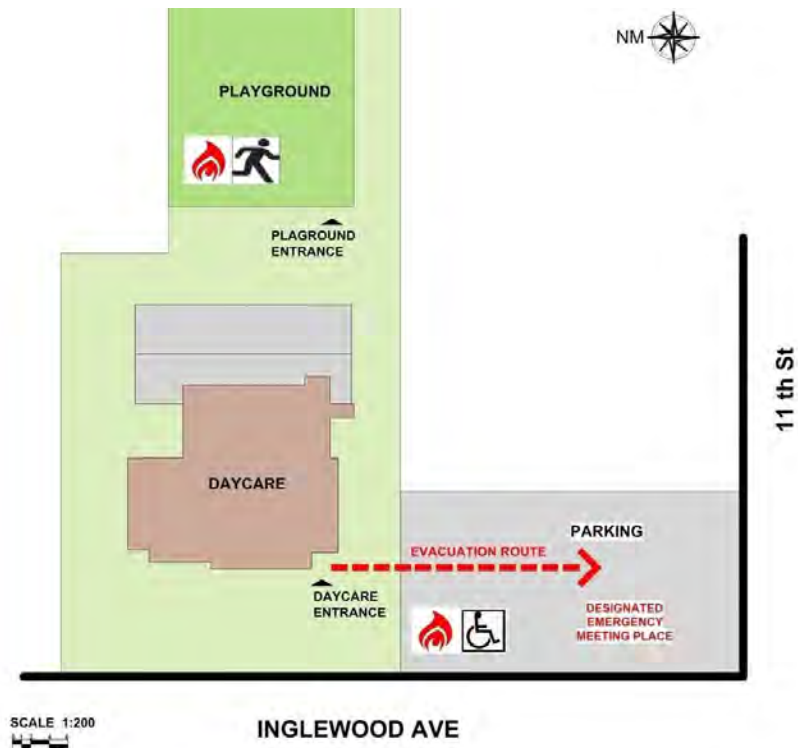
## Designated Areas

### Building Evacuation

- Exit via primary entry doors, supervised by educator (s) and make way directly to the playground.
- Gather together at playground until either released to guardian and/or supervised to return to the classroom.

## Area Evacuation

Gather at the Parking Lot.



## Classroom Setup

Stars for Life Classroom (total usable space: 3546 sqf) and directly accessible, outdoor play area:

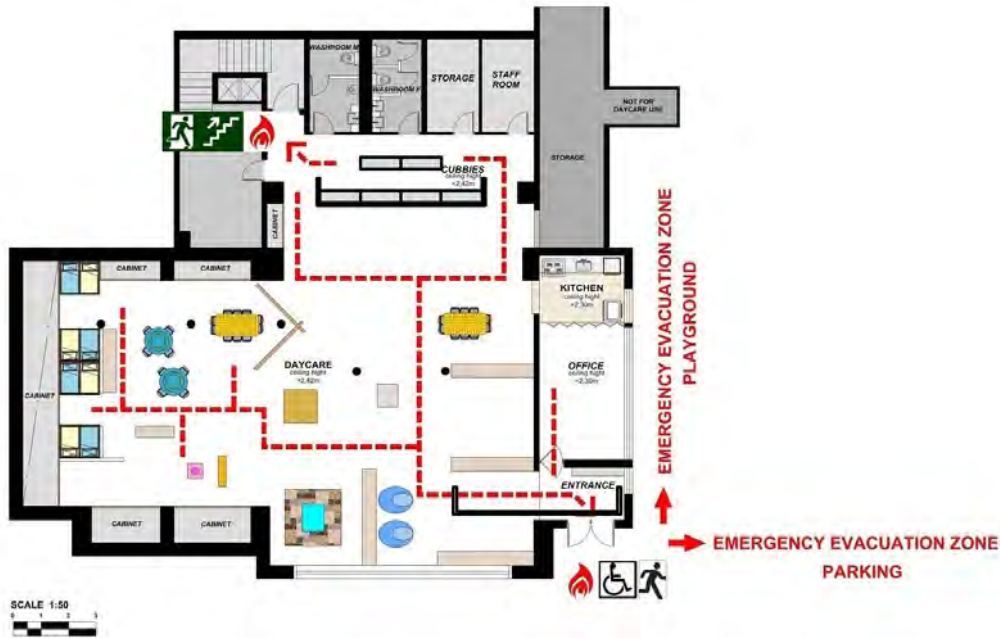




## Classroom Evacuation Plan



## Emergency Evacuation Route



## Emergency Evacuation Procedures

Further, the following procedures apply:

- The Supervisor will be the last person to exit the building and shall make a final review/assessment of all children and make sure that there was nobody left in the classroom or washrooms and take First Aid Kit Emergency Consent Cards with children's photos and Attendance Sheet with themselves.
- Once children and supervisor(s) have assembled outside at the designated area (playground), the supervisor will take attendance again.
- Children will be familiarized with emergency evacuation routes and fire/earthquake procedures as we go over them repeatedly, monthly. Records will be kept to record the date and time of each fire/earthquake drill(s).

- In case of Earthquake children will take cover under a solid table or furniture in assuming crash position on their knees, head down, hands clasped on back of neck and count loud to 60. Earthquake rarely last longer than 60 sec., and counting may help to calm children.
- In the event of an emergency, (e.g. earthquake, snow storm, etc.) class may be canceled so please listen to <https://westvancouver.schools.ca/news/weather-closures-and-procedures> for any information and instructions on school closure (radio with battery power in case of emergency will be provided by Stars for Life).

Emergency Kits will be stored inside the classroom, next to the main entrance. Children will be supervised until they are picked up by their parents/guardians.

## Earthquake & Disaster Emergency

We are required by law to be prepared should an earthquake strike while your children are at childcare. A plan has been set in place to make sure that your child will be safe and as comfortable as possible while he/she waits for someone to take him/her home. Staff will remain at the facility site until all children have been picked up, even if this will take several days.

Our Emergency Kit, which is ready by the entrance door, will be brought to our meeting place.

*In case of Disaster, please contact Stars for Life at: 778-899-4686 and/or 778 551 5091.*

*If neither are in service, in EMERGENCY CALL: 911*

It will be checked every 6 months for expiry dates on each item included.

As soon as possible, we will call all parents/guardians of children attending at the time to advise them of current status and where they may pick up their child (if for any reason other than the designated meeting place).

### Emergency Kit 72 Hour

As part of Stars for Life emergency evacuation plan, Stars For Life provides a 72 hour Comfort Kit for each child. Families will be charged for this emergency kit together with your child's first month tuition fee. The Comfort Kit includes the following items:

#### Food and Water

1 - Datrex 2400 Calorie Emergency Food Ration: 5 year shelf life, Canadian coast guard and Transport Canada approved, made in the USA

6 - Datrex 125ml Emergency Water Rations: 5 year shelf life, Canadian coast guard and Transport Canada approved, made in the USA, withstands temperature from (-40°C to 99°C) without bursting.

#### Shelter

1 - 72HRS Large Blanket originally designed by NASA, provides 80% heat retention, silver colour can be used as an emergency signaling device.

1- 72HRS Hooded Rain Poncho: protection against

the elements, lightweight, reusable.

#### Lighting and Communication

1- 72h LED Flashlight.

#### Search and Rescue

1- Aluminum Alloy Emergency Whistle Surgical.

#### Sanitation

Surgical Masks Individually packaged.

1- 72h Tissue Pack.

1- Pair Medical Grade Vinyl Gloves Latex free, powder free.

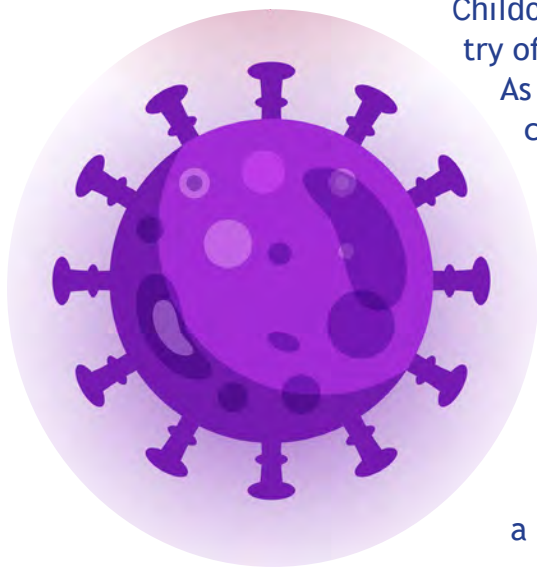
#### Storage

1- Resealable Zip Lock Bag.

**All Comfort Kits will be returned to you as your child graduates from our program. Staff will be trained and kept up to date with all fire emergency procedures.**

**Stars for Life purchases the individual student Comfort Kit at [www.72hours.ca](http://www.72hours.ca)**

# Pandemic Policy



Childcare programs in BC are licensed and regulated through the Ministry of Health and Vancouver Coastal Health under childcare licensing. As a result, Stars for Life Childcare Education may be directed by a childcare licensing officer to close operations during a pandemic or other communicable disease outbreak. Stars for Life Childcare Education will follow all directives provided from the Ministry of Health and Vancouver Coastal Health. The legal authority to close a childcare program for public health reasons falls under the purview of the local Medical Health Officer and the Provincial Health Officer. Their decision overrules any decision to stay open that an individual daycare or parents/guardians may wish to make.

Childcare ratios are required during operation, regardless of a pandemic or communicable disease outbreak. In the event that enough employees are unable to come into work or are in a quarantine and ratio is not able to be met, Stars for Life Childcare Education may require reduced operational hours or rotating days off between children. This decision would be made as required, and would be communicated with parents/guardians in writing, via e-mail.

## Health and Wellness Policy

Our health and wellness policy continues to apply during a pandemic or communicable disease outbreak, however, additional restrictions may apply, based on government / licensing officer directives. This may include, but is not limited to, extending our required at-home “symptom free” time period following any symptoms or requiring children with symptoms - even if they are feeling well and have plenty of energy - to remain at home. Any temporary changes to our health and wellness policy during a pandemic / outbreak will be communicated in writing, via e-mail, and will link to the authorized source of information that our temporary change is based on.

## Additional cleaning

In the event of a pandemic or communicable disease outbreak, Stars for Life Childcare Education, while in operation, will follow additional cleaning measures.

This includes:

- Using a Ministry of Health-approved sanitizing solution within the program twice a day, to sanitize the facility and all equipment. Increasing handwashing and using social stories and direct teacher instruction with children to promote healthy hand washing habits.

Increasing handwashing and using social stories and direct teacher instruction with children to promote healthy hand washing habits.

**[Information about approved sanitizing solutions can be found here 2019 Novel Coronavirus \(COVID-19\) BC public health guidance for schools and childcare programs \(page 10\).](#)**



## Fees during pandemic / communicable disease closures

In the event of a short term closure due to a pandemic or communicable disease outbreak (less than 30 days), fees are due and payable as per usual operations. Fees payable during closures exceeding 30 days will be determined on a case by case basis.

### Individual Exclusions

In the event that the Ministry of Health provides a regional or provincial quarantine recommendation for individuals - be it due to international travel, linked to potential exposures, or linked to individual symptoms, Stars for Life Childcare Education, will require all families and children to comply with this recommendation. In the event this occurs, the Ministry of Health will provide our childcare program with written information; this recommendation will be shared directly with families. These exclusions will apply equally to all children, families and employees.

### Authorized Sources of Information

A pandemic or localized communicable disease outbreak is subject to governance by official sources: our childcare licensing officers, the Ministry of Health, Ministry of Children and Families, and the federal government. While we appreciate that social media and news sources provide an extensive amount of information, we will respond to official, authorized sources of information only.

### A non-biased, inclusive approach

Fear-based responses in times of pandemic or communicable disease, have historically led to actions stemming from bias and self-protective measures. Not only can these measures lead to conflict between parents/guardians, childcare educators, and community members, but they can also lead to actions rooted in racism. Stars for Life Childcare Education has an inclusive-based approach and works to be a safe space for all families and children; we will not tolerate acts of racism or bigotry towards any parent/guardian, child, employee, or community member. Any such acts may be subject to an immediate dismissal from our program.

## Covid-19

Information about COVID-19, including advice and guidance to schools, is regularly updated on the BC Centre for Disease Control site. Information on Covid2019 and current recommendations from the health authority are found here:

[2019 Novel Coronavirus \(COVID-19\) BC public health guidance for schools and childcare programs](#)

The Provincial Pandemic Plan can be found here:

[British Columbia Pandemic Provincial Coordination Plan](#)

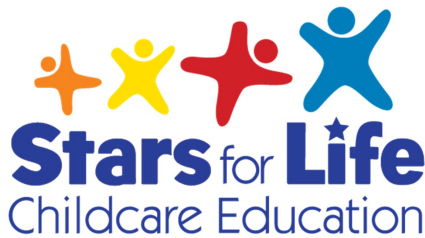


# Fees

## Registration Fees

A one time non-refundable Registration Fee of \$250.00 and a non-refundable Annual Supply Fee of \$200.00 will be payable at the time of registration.

Siblings discount may apply solely at the discretion of Stars for Life Childcare Education.\*



## Childcare Programs

| Program                                                     | Program Fees | Government Reduction Fees | Total Fees Parents/ Guardians Pay Monthly |
|-------------------------------------------------------------|--------------|---------------------------|-------------------------------------------|
| <b>FULL TIME PROGRAM - 5 days a week (8:00am to 5:30pm)</b> |              |                           |                                           |
| Infant Toddler<br>12 months to 30 months                    | \$2,484      | -\$900                    | \$1,584                                   |
| Toddler<br>30 months to 36 months                           | \$1,974      | -\$900                    | \$1,074                                   |
| 36 months to 5 years old                                    | \$1,670      | -\$545                    | \$1,125                                   |

\*All fees are subject to change at any time by Stars for Life Childcare Education. Various factors can affect a fee change. If/when applicable, new fee will be communicated to families.

## Termination and Withdrawal by Parent/Guardian Policy

Withdrawing a child from the program requires one full prior month (30 days) of written notice until the last day of the month prior to termination month requested. Your tuition is due at the first day of every month. If you withdraw your child any day after the first, you will be charged not only for that month but for the subsequent month, too.

Examples:

- If you would like to withdraw your child on April 30th, you need to give a written notice maximum before March 31st. This way, your child's last tuition will be in April.
- If you make a written request on April 10th, to withdraw your child on April 30th, you will be charged for the full months of April and May.

Please note, there are several termination conditions as stated herein below. Failing to receive notification in due course, one month or more of otherwise applicable service fees will be charged.

### Termination Notice Required

a. If no notice is given the rate for the following month is payable in full.

**b. Any withdrawal(s) contemplated on or after 1st of November of any year, will be charged for the full months of December and January. No exceptions will apply.**

**c. "Any withdrawal(s) contemplated on or after 1st of June of any year, will be charged for the remainder of the applicable school year, up to 31st August. No exceptions will apply.**

d. If discount rates were applied to the Contract, in the case of withdrawal, Stars for Life reserves the right to demand the payment of the difference between the regular rate and the discounted rate, retroactively from the first day of enrollment in the school year when the withdrawal occurs.

e. Notwithstanding subsections 'a', 'b', 'c' and 'd' above, Stars for Life may waive at its sole discretion a withdrawal that is required due to medical or health conditions as prescribed by a

doctor. A signed doctor's prescription is required.

f. In the case of a withdrawal, this Contract will be deemed terminated on the last day of the child/ren attendance. Any amounts owed are due on the last day of attendance.

## Withdrawal of Service Policy

Reason services may be terminated:

- A. Non-compliance to policies or procedures for the Daycare.
- B. Late or non payment for service.
- C. Failure to work with staff to meet the needs of one's child.
- D. If for any reason employees and/or managers feel they are not being treated with respect and fairness.
- E. Inappropriate placement of a child.
- F. Parent/Guardian request to withdraw child.

### Steps to be taken prior to requiring a child to withdraw

#### A. Non-compliance to policies or procedures for the Daycare

1. Stars for Life Staff will discuss the problem area with parents/guardians.
2. Should the parents/guardians continue to not comply with the policies or procedures, a meeting will be set up with the daycare instructors, parent(s)/guardian(s), and Daycare manager to address and resolve the problem area.
3. Continuation of non-compliance of policies or procedures will result in the withdrawal of the child from the Daycare.

#### B. Late or non payment for service

1. Parents/Guardians will be contacted by the Daycare administrative manager.
2. The manager will request the account be settled with cash or credit card payment immediately.
3. A letter will be sent to the parents/guardians indicating that in the event of another late or non-payment of the account, the child will automatically be removed from the class list



and the space will be filled with a child on the waitlist.

### **C. Failure to work with staff to meet the needs of one's child**

1. Steps 1 and 2 for non-compliance to policies and procedures (outlined above)

2. In the event that steps 1 and 2 are not satisfactory and it is determined between the Daycare instructors and the Daycare manager the child is at risk, notification to the Ministry of Children and Family Development will be made. (NVRC Policy No. 6)

### **E. Inappropriate placement of a child**

The parents/guardians will be contacted with regards to staff's concerns with recommendations on how the child's needs can be met. This usually happens when families fail to communicate full disclosure of child's behaviour and development.

## **Subsidy Enrollment**

Parents/Guardians with children subject to Government Subsidy Program Approval will enroll and compensate Stars for Life as per published price list until approval and subsequent subsidy payment is received, upon which all applicable refunds will be issued.

## **Miscellaneous Terms and Conditions of Enrollment**

Each child will be enrolled subject to 30 days' probation whereas Stars for Life, at its sole discretion and/or in compliance with our policies, may terminate contract without further notice. In the event of any false information provided in the Registration Agreement and/ or withheld prior to/ or during enrollment interviews, including but not limited to physical, physiological and/or medical conditions of a child, Stars for Life retains the sole and discretionary rights, while expressly respecting and complying with all applicable Human Rights there, to terminate enrollment with or without notice, solely to protect the security, in-

tegrity and continued Health Authority compliance in continuing serving all of our families.

## **NSF Cheques / EFT Payments - Direct Debit**

NSF cheques without any regard for the reason, will be charged \$40.00 Penalty Fee, payable to Stars for Life within seven days, and an administrative fee of CAD \$ 50.00 may be charged.

## **Late Fees**

Late fees of \$20.00 per family per occurrence will be charged if your child is not picked up every time that the parent/guardian is late.

## **Repayment Agreements**

If a person prepays part of the cost of services provided by a class of community care facilities designated by the Lieutenant Governor in Council, Stars for Life, at the time of the prepayment, will deliver to the person a written statement setting out the terms and conditions on which a refund of all or any of the prepayment will be made.

Stars for Life must provide the enrolling parent/guardian with a written statement clearly describing how refunds of prepayments are addressed. This prepayment includes deposits and fees.

Additionally, Stars for Life will keep a copy of the written statement provided to the enrolling parent/guardian and a record of the name of the parent/guardian in accordance with the Child are Licensing Regulation 56.1 (2) which states:

### **Stars for Life will keep:**

(a) a copy of the written statement, referred to in section 19 of the Act, that the licensee delivers to persons who prepay the cost of services, and

(b) a current record of each person to whom the written statement is delivered in accordance with that section.

# Waitlist Policy

## Priority

We welcome new applicants to Stars for Life Childcare Education. When a full-time or part-time application is received, it is placed onto our waitlist. When a spot becomes available it is offered to those on our waitlist based on the following priorities in order as per below:

1. Children who are already enrolled with Stars for Life, who are waitlisted to increase their time on a permanent basis;
2. Siblings of children currently enrolled in a program with Stars for Life;
3. Returning parents/guardians (see section below): a child returning after an absence of no more than 12 months due to a parent's maternity/parental leave or serious family illness;
4. Children of Staff at Stars for Life;
5. Children from the community and area to which the above groups do not apply.

Within these priority groups, applications are managed by the date the waitlist application and fee was received, or by date of enrollment for children already attending Stars for Life, depending on the circumstance. The Manager reserves the right to manage the waitlist in the best interest of Stars for Life.

## Wait Times

It is impossible for us to predict exactly when a space may become available for you. As a result, we are unable to give you an approximate entry date. Typical wait times vary from a few months to one to two years. You are welcome to contact the Daycare at [admin@starsforlife.ca](mailto:admin@starsforlife.ca) at any time for an approximation on where your application is on the list, but please remember, this position may fluctuate based on the priority factors listed above.

It is the responsibility of the parent/guardian to update Stars for Life if your requested date for childcare or the amount of childcare needed (full-time vs. part-time, or part-time schedule adjustments) changes from what was indicated on the original application form.

As Stars for Life foresees availability opening up, those at the top of the waitlist (top 2 on list) will be contacted to be updated ahead of time.







## When a space becomes available for you

It is the parent/guardian's responsibility to maintain current contact information with Stars for Life Childcare Education. When a space is available every effort will be made to contact you via telephone and e-mail as provided. If parents/guardians are away on holidays or for another reason, it is the responsibility of the parents/guardians to let us know prior to leaving town, in case they are called during that time. Parents/Guardians who do not return notification within 3 business days will forfeit that available spot to the next person on the waitlist. You will not need to reapply to the waitlist but will be subject to waitlist priority assignment. If you choose to decline the offered space, but would like to remain on the waitlist, you will remain in your place for the next available spot. A spot that becomes available will be offered no earlier than two months in advance of the parent's/guardian's

requested start date. Parents/Guardians who accept an available space offered to them but their child is not available to attend, will be required to pay the first available monthly tuition fee until their starting date in order to hold the spot for their child.

## Returning Parents

Parents/Guardians who withdraw their children, for a period of no more than 12 months for the purpose of maternity/parental leave or serious immediate family illness or medical issues, and inform Stars for Life of their intent to return at the time they leave, will be given waitlist priority based on the above order upon return. The same cancellation policies apply as per the Parent-Stars for Life Agreement. Parents/Guardians who withdraw their children for other reasons will be required to reapply to the waitlist and will be subject to waitlist priority assignment.



# Uniforms

The use of the school uniform is mandatory all year round, when your child is attending Stars for Life and during field trips. Our uniforms have been designed for ease of wear, comfort and to nurture child self-help skills. The use of the uniform is strictly enforced in our school not only for security reasons, but also to reinforce children with a sense of belonging.

Unless otherwise specified, your child should wear a school uniform during school hours. You can choose from the selection of items on the list; which top or bottom you want your child to wear, keeping in mind that the child must feel warm and comfortable.

You are welcome to purchase as many pieces of the Stars for Life uniform as you would like.

## **The minimum required uniform items are:**

- Two Tops (T-Shirt or Long-Sleeve Shirt)
- Two Bottoms (Pants, Shorts, or Tunic),
- Two sweaters.

Uniforms should be worn with socks and closed toe, rubber soled shoes. This policy is vitally important in order to avoid serious falls and injuries. Sandals, cowboy boots and dress shoes with heels are prohibited at all times.

Please ensure that your child's uniform is clean, well maintained (as possible) and that all items are clearly **labeled**. If the child's clothes are not labeled, staff will label it with a sharpie pen. It is recommended that you keep a spare change of clothes in your child's cubby: the spare set of clothing can be either uniform pieces (a top and bottom), or play clothes preferably in school colours.

Parents / Guardians, please note that if your child arrives at Stars for Life without wearing uniform, after receiving a second warning, you will be kindly asked to return home with your child to dress him/her appropriately.

## ***Where can I purchase the school uniform?***

You can purchase Stars for Life uniform at our daycare facilities.



# Contact & Important Phone Numbers

OUR DAYCARE: (778) 279 - 0079

EMERGENCY: 911

PUBLIC NURSE: 811

|                                            | Phone 1        | Phone 2        |
|--------------------------------------------|----------------|----------------|
| Poison Control                             | 604-682-5050   | 1-800-567-8911 |
| BC nurse Line                              | 604-215-4700   | 1-866-215-4700 |
| Ministry of Family Development             | 1-888-338-6622 |                |
| Abuse Report, Victoria                     | 604-310-1234   |                |
| Vancouver Coastal Health Licensing Officer |                |                |

## Our Location

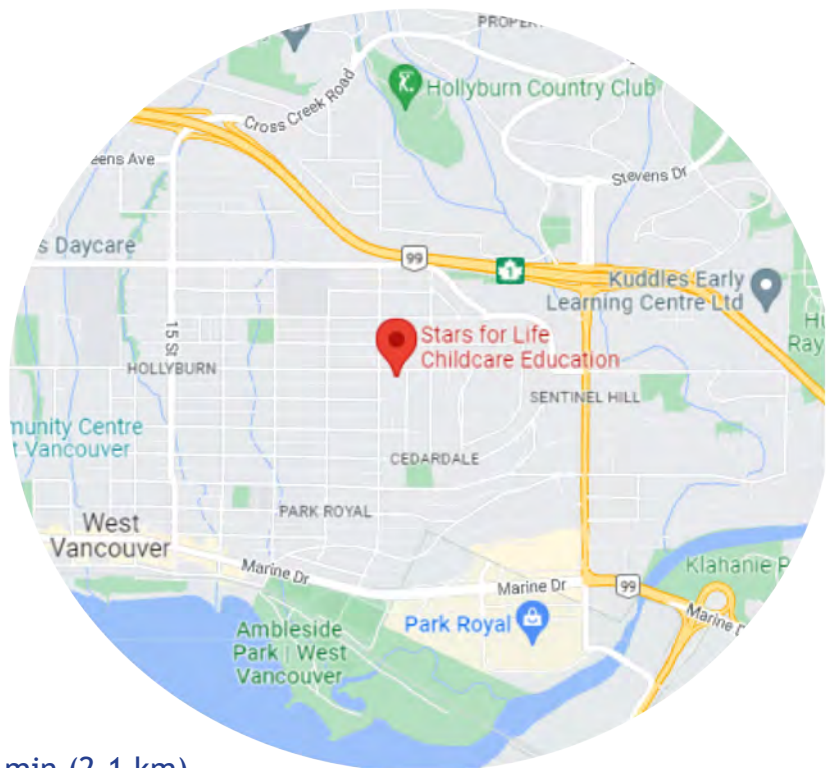
Stars For Life Childcare Education Ltd.

1068 Inglewood Avenue

West Vancouver, B.C. Canada

V7T 1Y3

[Google Maps](#)



### Distance from our location by car:

1. Ambleside Playground - 3 min (1.6 km)
2. Park Royal - 4 min (2.1 km)
3. West Vancouver Community Center - 5 min (2.1 km)
4. Lonsdale Quay - 11 min (7.9 km)
5. Lynn Valley Library - 11 min (9.1 km)
6. Phibbs Exchange - 15 min (13.1 km)

#### **PROPRIETARY NOTICE**

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# Stars for Life

Childcare Education