



HANDBOOK 2026

About Our Tender Loving Daycare, Cambridge Program

Our Program Statement

At Tender Loving Daycare, we offer a special program that all our children and families anticipate arriving at each morning. Our program aligns with the Ministry of Education's framework, *How Does Learning Happen?* We believe the focus should be on the whole family, building trusting and reciprocal relationships with each person who enters our doors. We hope to become a natural extension to your family, as both a resource for information and support to you through the exciting times ahead. We will be having continuous consultation with you with daily dialogue, milestone consultations and bi-annual parent-teacher meetings, so we can partner with you to reinforce the values and goals, you want for your child.

With your partnership, we will provide an environment that promotes belonging between the children, adults, and community encompassed within this centre and the world around them. We believe that the children should develop a sense of belonging and connectedness to their local community. We use our location to enhance this idea, and we are committed to engaging in a variety of adventures, relationships, and contributions to our neighbouring area.

Our program will concentrate on providing the care and well-being that you would want for your child. We will focus on healthy food (following the most current recommendations from the Ontario Dietitians of Public Health, 2024), daily exercise (using our indoor and outdoor gross motor facilities) which supports the concept of risky play, quiet and rest times that support your children's development through a compassionate and encouraging environment. We will consider your child's individual needs and welcome your feedback to make this happen.

By planning and creating a positive environment that can be explored and engaged in fully, our team is setting the stage for your child's learning and development to be supported. Intentional educators are a critical component of a purposeful play-based approach to early learning: noticing and facilitating opportunities for further investigation, extending, and enriching spontaneous play experiences. We are committed to providing an inclusive environment for all children's needs and supporting all individual plans. We work collaboratively with our partners at KidsAbility, KWHabilitation and the Region of Waterloo to support your children's development. As our educators observe and document the children's engagement, they will continue to plan and respond to the children's inquiries with

adult-supported experiences preparing your little ones for their next transition to school.

Fostering communication in all its forms helps to support our goals of self-regulation for your children. Children learn to communicate and express themselves from the moment they arrive in our world. This communication can take many forms, as the children continue to develop their skills in this area. Our centre provides an environment where communication and expression are important, and everyone's abilities are valued and supported. We will be modelling positive communication strategies within all our relationships; supported by a variety of communication strategies, such as pic symbols and picture prompting, to give everyone a voice.

Our team at Tender Loving Daycare are committed to lifelong learning. The centre supports and encourages our staff to participate in educational opportunities to enhance their skills and knowledge to better serve the children and families in our program. The centre accesses our local resources to bring professional development to our team that is current and valuable to their role. Our team environment is one of well-being, mentoring and cooperation. Our staff document and reflect monthly, during their team and staff meetings, their commitment to the families and children and the continuing development of their programs. Our team will regularly participate in personal self-reflective activities regarding their commitment to the program statement. As professionals, we believe in being positive, open-minded, ethical, respectful, trustworthy, and acting with integrity when we communicate and collaborate with our colleagues, with the children and with their families.

We are committed to using compassion, positive modelling, and humour to facilitate the entire family's needs. Our program inspires children to explore the vast world around them and our caring staff encourages and inspires parents to participate in their child's exploration!

This program statement will be reflected upon and updated annually to support our continuous learning and quality cycle.

We Are a Licensed Centre

Our location at 99 Beechwood Road, Cambridge is a not-for-profit centre that is licensed by the Ministry of Education and our standards meet or exceed the province's requirements. The health department, fire department and licensing officers from the Ministry of Education routinely inspect the centre. Per Ministry guidelines, parents will be notified of all serious occurrences that happen on-site by posting a Serious Occurrence Notification Form on our front parent board. Our license will also be posted on the board, along with any other Ministry documentation that is required for licensing. To view information about our license history, you may visit the following websites: <http://www.edu.gov.on.ca/childcare/>

Our program offers full-time care for infants (6 weeks to 18 months) and full-time and part-time care for toddlers (16 months -2-1/2 years) and preschoolers (2-1/4 to 5 years) age groups. We have been approved for mixed age groupings which allow for the overlapping of ages within these categories.

Staffing

Our program is headed by a committed Registered Early Childhood Education (RECE) professional who provides high-quality education and care for your child. Our program staff are RECEs or Apprentices in Training and are required to be certified in Standard First Aid with Infant/Child CPR throughout employment. Our philosophy on staffing is

to be a flexible employer. Our staff have flexibility in their hours of employment to accommodate their schooling and life requirements. We do not hire supply staff but hire part-time staff and staff that can work in many positions, so your child sees people they know in their classroom each day.

Students/Volunteers

Throughout the year, you will notice a variety of students helping in the centre. We currently have both high school and College students at TLD. These students are a tremendous help to the teachers and a positive experience for the children. As they gain experience, they shadow the teachers but are never counted in ratios or left alone with the class. The students are under constant supervision of the classroom staff members.

Volunteers are also a welcome addition to our program. We deeply appreciate these caring individuals who enjoy enhancing the learning experience of little ones. Volunteers can be found assisting the program with arts, crafts, reading, and small group activities. As volunteers are an addition to our program they are never to count as part of our ratios and are never left alone with the class.

ALL STAFF / STUDENTS / VOLUNTEERS OVER THE AGE OF NINETEEN ARE REQUIRED TO PROVIDE A CURRENT VULNERABLE SECTOR CHECK, IMMUNIZATION & HEALTH ASSESSMENT UPON STARTING A POSITION WITHIN OUR CENTRE, AND FIRST AID AND CPR CERTIFICATION. THEY MUST READ OUR POLICIES AND PROCEDURES AND MEDICAL AND DEVELOPMENTAL INDIVIDUAL PLANS BEFORE ENTERING OUR CLASSROOMS.

Hours of Operation

Our location will be open from 7:00 a.m. to 6:00 p.m. Monday to Friday, with our infant are available from 7:30 a.m. to 5:30 p.m. Our location is open year-round. We observe the following public holidays:

- New Year's Day (January 1)
 - Victoria Day (varied in May)
 - Civic Holiday (Varied in August)
 - Thanksgiving (Varied in October)
 - Boxing Day (December 26)
 - Good Friday and Easter Monday (March/April)
 - Canada Day (July 1)
 - Labour Day (Varied in September)
 - Christmas Day (December 25)
 - Family Day (3rd Monday in February)
- ** Additional closings include Christmas break where we will be closing at Noon on Christmas Eve and reopening on January 2 **

Inclement Weather

Due to severe inclement weather, the centre may be forced to close. A good rule of thumb is the centre will be closed if either Waterloo Boards of Education close the schools. (This

does not include just buses being cancelled). The Supervisor/Assistant Supervisor team will attempt to confirm this by email before 6:30 a.m., if possible.

Waitlist Policies and Procedures

In accordance with the Child Care and Early Years Act, the following waitlist policy was developed to provide a transparent overview of how Tender Loving Daycare, Cambridge determines the order in which children on the waitlist are admitted into its centre and how waitlist information is managed. Parents/guardians are provided with their waitlist status upon request and can review the waitlist policy in the parent handbook or on an individual sheet to be handed.

Applying to the Center

- Parents/guardians must apply to the waitlist by submitting an online application through OneList Waterloo Region (www.regionofwaterloo.onehsn.com).
- Through the online application, some details regarding the program are available for your information (i.e., age groups, location)
- Once the online application has been completed on OneList, an application date is automatically generated in the online system which will help to determine your child's status on the waitlist at the centre.
- In addition, once the application is completed an email notification is generated to the centre supervisor, advising of a new application has been completed. The supervisor will log in to view the application and immediately, the system will send out a welcome email to the parent/guardian confirming receipt of the application and inviting them to contact the supervisor to set up a time for a tour.
- Parents/guardians can log in at any time to view their current application, update any information or withdraw their application
- There is no fee charged to parents to apply to the waitlist and no deposit is required until a space is offered. Parents/guardians can apply to up to five childcare programs online.

Waitlist Management

- The Supervisor reviews waitlist information online through the OneList Administration site on an ongoing basis. Any conversations with parents/guardians on the waitlist are noted in the comments section of the waitlist application within the online Administration site for reference purposes.
- If a parent/guardian inquires about the status of their application on the waitlist, the Supervisor will provide information about the program and available spaces. Personal information about waitlist applications is never disclosed to maintain privacy and confidentiality for all families.
- As childcare spaces become available at the centre, the Supervisor will follow up with the parents/guardians to offer childcare spaces in priority order. Priority will be given to:

1. Staff's children, immediate family members, such as grandchildren, nieces and nephews, and siblings.
2. Children ready to graduate into the next age group
3. Families with siblings already in the centre
4. Families that have been part of the T LD family in the past, and that have completed a registration package for the child on the waitlist
5. Parents who have completed a registration package for our files by order of the date completed.
6. Next by application date within the Onelist system.

Please note that we support all families within our community and have chosen to dedicate 30-40% of our spaces to families who seek care through the subsidy program maintained by the Region of Waterloo. The subsidy must be confirmed before a space can be given to a family requiring these spaces, as we want to ensure equity in our process.

Registration Procedures

Registration

Once offered a space at Tender Loving Daycare, Cambridge, we will ask you to send a security deposit of two weeks' fees, as this will be applied to your last week of care with proper written notice of withdrawal. This will hold your space for your requested start date. We will invite you to come to an orientation during which we review the handbook (you will receive a copy) and complete and/or update the necessary forms for enrollment. Please note that all forms must be completed before your child can start care. As each age group may be unique in its needs, the infant and toddler age groups may have more forms and details to complete.

Your child must attend a minimum of one to two play visits (a minimum of 4 hours) in their assigned classroom with you (or another supporting adult) in attendance. This helps to establish that this is a safe place for them. It also allows you time to get to know the team caring for your little one. We place no restrictions on how many visits this may take. It is important to us that you and your child are comfortable. ☐ Parents are required to stay in the room during this time. If the ratio allows, you may leave the room to see how your little one will cope without your presence. Please check with your child's teacher before leaving the room, as we must always maintain our ratios. We also ask that you complete the "All About Me" form so we can better get acquainted with your child before they start. We will allow two weeks of part-time days to support their gradual transition into childcare, but full-time rates will apply after this point.

Custody Arrangements

If you are in a situation where both parents are not living under the same roof, please ensure that you put in writing how you would like to handle making decisions regarding your child's best interests while at the centre. For example, how you want to handle payment of fees, the sharing of information about your child, who receives the distribution of written information, and who can authorize the release of your child at departure time.

It is our recommendation that all separated/divorced parents provide the childcare centre with a copy of the custody arrangement. The centre is **UNABLE TO ENFORCE** custodial parent requests **WITHOUT** legal documentation.

This copy should include the following.

- **TITLE PAGE** (these states who are involved),
- **CUSTODY PORTION** (this clarifies the agreed-upon arrangements), and
- **THE JUDGES SEAL & SIGNATURE** (this tells us it has been reviewed by a court of law).

Parents need to work together to ensure that we are receiving one set of directions and a united front as far as decisions on issues that affect your little one's participation in our program. It is the responsibility of both parents to keep the lines of communication open. Unfortunately, it is not our role to mediate family disagreements, and we suggest that if parents are struggling to achieve a united front with their little one, they seek professional counselling.

Fee Payment Policy

Canada-Wide Early Learning Childcare Program (CWELCC)

Tender Loving Daycare, Cambridge understands that families need childcare fees to be reasonable. To support this, we enrolled in the CWELCC Funding Program with our Municipal Manager, The Region of Waterloo. Our fees will reflect the status of this funding program, and parents will be advised of their fees in writing. **All fees are due regardless of absenteeism/illness, inclement weather/acts of Nature beyond our control, or public holidays.** Unfortunately, part-time families may not be able to make up absent days on another day, unless there is available space. Fees are to be paid in advance of care in the amount according to your payment schedule.

As of January 1, 2025, all age groups regardless of the hours of the day used will be charged \$22 per day. Please see the Fee Sheet attached to this handbook.

Payment Options

TLD, C **ONLY accepts cash or cheque payments.** Fees are due on Friday before the care is given. 5 Families whose fees are overdue will be sent a letter of reminder. If appropriate action is not taken, we may be required to suspend services. There will be an NSF charge of \$25.00 for any payment that is returned from the bank. After two NSF cheques, you will be required to pay by cash.

If you are **paying in cash**, please **submit payments ONLY to the Supervisor or Designate and wait for your temporary receipt – you must keep this receipt for your records to compare against your official receipt.** The Centre will not be held responsible for fees not given directly to the appropriate person.

Regional-subsidized services may be available to eligible families. Further information may be obtained from the centre's Supervisor.

Tax Receipts

We do not regularly issue weekly invoices or receipts. Every February, childcare tax

receipts for the previous year's fees will be available at the centre for income tax purposes. Parents must sign them at the office. Receipts will be issued for all accounts paid in full. Only one receipt may be issued. Replacement receipts will cost \$25.00/issuance.

Withdrawal / Changes of Care Required /Refunds

It is imperative to remember that any notice of withdrawal must be made in writing to the office to apply your security deposit. Written notice must be received 10 business days (2 weeks) before your child's last day. If proper notice is not received, your security deposit will be kept instead of the notice. If an amount higher than \$20.00 is owed to the account holder, once the appropriate notice or lieu of notice has been accounted for, a cheque for the refund will be issued.

If you wish to temporarily withdraw your child from the childcare centre space but are planning on returning, you must give us a written notice and pay the fees in full until the expected date of return. If either of these requirements is not met, the centre will withdraw your child from their space. We will place you on our waiting list and make every effort to find you the next available space upon your return.

If you wish to drop the days of care required, you must notify the office in writing 10 business days (2 weeks) before the time of the change. Additional days may be picked up as available at the current daily rate. Please speak to your centre supervisor about availability.

Tender Loving Daycare may terminate services, at any time, if policies are not followed or program fees are not paid.

Late Pick-up Policy

Children should be picked up and out of the building no later than 5:30 p.m. for infants and 6:00 p.m. for the toddler and preschool programs. Children still in attendance after this time will be charged \$5.00 within the first 5 minutes and \$1.00/per minute thereafter. Please note that this fee is per child not per family. Multiple children require multiple charges. A late form will be provided for parents to sign. Any late fees must be given directly to the staff member on the closing shift to compensate for the inconvenience of staying overtime. If tardiness becomes an ongoing issue, your space may become jeopardized.

A child will be held at the centre for **one hour** following closing. If by that time, a parent/guardian or designated emergency person has not contacted us or picked up the child Family and Children's Service will be contacted for assistance.

[What to Expect upon Enrollment?](#)

The First Day

Due to their age and development, toddlers and some young preschoolers often experience

separation anxiety. As mentioned, frequent visits can help. Our staff is here to assist you through the transition to the new environment – please feel free to discuss strategies for a smooth drop-off with your child’s teaching team. We encourage you to call us throughout the day if you would like an update on your child. Please reach out to us, as we want you to be comfortable throughout this time too!

First Day Checklist

- ❑ All completed enrollment forms.
- ❑ A complete change clothes x2 (more if your child is toilet training)
- ❑ Diapers & wipes (if still required)
- ❑ A child-size blanket (a nap-time cuddle toy is optional)
- ❑ Indoor shoes (preferably rubber soles for traction.)
- ❑ Family / Significant other photos
- ❑ Sunscreen (lotion style) – (between May – September)
- ❑ All appropriate outdoor clothing that may be needed for an active outdoor program
- ❑ Infant Specific: bottles with formula/breast milk or other nutritious drink, soothers (if applicable)
Personal sleep sacks (2 or 3), under 12 months old any food substitutions required

Safe Arrival and Dismissal Policy and Procedures

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care. This policy will provide staff, students, and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the childcare centre as expected, as well as steps to follow to ensure the safe dismissal of children. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Policy

Tender Loving Daycare, Cambridge, will ensure that any child receiving childcare at the childcare centre is only released to the child’s parent/guardian or an individual that the parent/guardian has provided written authorization to the childcare centre may release the child. Tender Loving Daycare, Cambridge, will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision. Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a Child into Care

When accepting a child into care at the time of drop-off, program staff in the room must:

1. Greet the parent/guardian and child.

2. Ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's pick-up information form in their file, or where the individual is not listed, ask the parent/guardian to provide authorization of the person's name and document it in our daily journal for all staff to know who is picking up at the end of the day
3. Document the change in the pick-up procedure in the daily written journal.
4. Sign the child in on the classroom attendance record and the daily observation record.

Where a Child Has Not Arrived as Expected

Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:

- inform the supervisor/and or designate and they must commence contacting the child's parent/guardian no later than 10:00 am by phone and/or by email. After three consecutive days, if the supervisor/and or designate is not able to contact the parent/guardian of the child in absence, there will be an email sent out stating that the parent must respond within 24 hours, or we will consider the space for care has been abandoned and we will consider it a withdrawal without notice.

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

Young children depend on regular routines for their sense of security. We recommend whenever possible, fixed hours to pick up and drop off your child. **Parents are requested to allow sufficient time during transitions to ease their child into the program and allow for discussion time with staff.** Children should always be escorted into the classroom – **at no time are children to be left unattended anywhere in the centre.** For children to benefit from our full-day program we also recommend that they arrive at the centre no later than 9:00 a.m. To aid in programming please notify the centre by 9:00 a.m. if your child will not be in attendance that day by phone (519-740-2442) or email (tenderlovingdaycarec@gmail.com).

Releasing a Child

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual to whom the parent/guardian has provided written authorization that the childcare may release the child. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization. The staff member will also place a phone call to the parent/guardian if there is no written authorization for the individual to pick up. They will receive consent

from the parent/guardian that they permit to release their child to the individual and then it will be documented in the daily journal.

Where a Child Has not Been Picked up as Expected (Before the Centre Closes)

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up the staff member will give a courtesy call to the parent/guardian or authorized individual at 5:30 pm before the centre closes so that they do not incur a late fee.

Where a Child Has Not Been Picked Up and the Centre is Closed

Where a parent/guardian or authorized individual who was supposed to pick up a child from care has not arrived by 6:00 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

The staff member will call the parent/guardian or authorized individual who was supposed to pick up and inquire where or how long they will be to pick up.

If the staff member is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact emergency contacts listed in the child's file to come pick up.

Where the staff is unable to reach the parent/guardian or any other authorized individual listed in the child's file (e.g., the emergency contacts) by 1 hour following closing, the staff shall proceed with contacting the local Children's Aid Society (CAS) at 519-623-6538 and the supervisor. The staff shall follow the CAS's direction concerning the next steps. All steps will be documented in the daily journal.

Additional Notes:

Age Suggestions

Child and Family Services stipulate anyone picking up your child must be 12 years of age or older. Although, we *recommend* that anyone picking up your child is at least 16 years of age.

Photo Identification

For the safety of your child, all persons picking up a child, who is unfamiliar to staff, will be required to provide a photo ID that matches the name on the child's information form. Please advise people of this before they arrive. If the person is unable to show a photo ID, your child will not be released, and you will be billed accordingly. Acceptable photo ID examples are a driver's license, health care, student card, age of majority, passport, etc.

Signing In / Out

We require that all children be signed in and out daily. When your child arrives notify a member of the team as to your child's presence. Each child must be signed in and out daily. **** Our sign-in/out records are a part of our emergency attendance procedures and must always reflect the number of children in attendance****

Nutrition

Meals, Snacks and Beverages Provided

A nutritious morning and afternoon snack, as well as a midday meal, are provided daily along with water and milk (toddlers will be served homogenized milk). Our six-week, rotating menu plans are posted for your review. We see mealtimes as a relaxing, social, and of course tummy-filling time of the day. The teachers sit with the children during meals and snacks and role-model good eating habits. Large servings can deter fussy eaters therefore children are served small portions of everything, to begin with, and will be served more if requested within the Canada Food Guide recommendation. Children are encouraged to try everything served but are never forced to eat. Staff will work with parents to track changes in eating behaviour that may indicate the development of allergies or changes in health.

Infant Feeding

Children under one year old must be fed following the written instructions provided by their parents, there are no exceptions to this requirement. Unless parents give different directions, bottles will be given by an adult to a child being held in a semi-upright position, until they can hold the bottle themselves. A bottle will never be given to a child in a laid-down position or while going to sleep. Infant parents will be offered a menu to review to see what foods they may want us to supplement what they are sending until the child is one year old and developmentally able to follow our menu options. Our options will be modified (i.e. such as offering fruit that is peeled) for infants from 12-18 months who are developing their eating skills. All food and drink sent to the childcare centre must be labelled with the child's name and the date it arrives at childcare. We do not provide soothers or bottles/bottle contents. We will not offer a soother or bottle where the identity is questioned. The infants will be following a two-week rotating menu to support the transition into our menus and eventually the transition to the toddler room

Kitchen Facilities

Our kitchen and general facilities are inspected and monitored by the Region of Waterloo Public Health Unit. You can see our history of inspections on their website: <http://chd.region.waterloo.on.ca/en/index.asp>

Allergies

If your child has and/or develops any special dietary restrictions or allergies, please notify the office in writing as soon as possible. Your child's allergies/restrictions will be posted in all eating and food preparation areas and emergency binders to ensure that his/her dietary needs are met by the team no matter where they may be.

Our centre cook will work with parents to accommodate children with food allergies and doctor-ordered or religious restrictions to our menu through the removal of ingredients. The centre will provide water and cow milk at snack/mealtime

Parent Responsibilities

When parents are supplying us with a substitution from home, the following this criteria:

1. It must be replacing the same nutritional value of the items being replaced

2. It must be labelled with the child's name and the date it is arriving at the childcare
3. It must be in small portion sizes (i.e., a one-litre container of milk, one container with a full meal replacement.). The kitchen has limited storage and at times there may be many children with replacements.
4. The parent must look at the allergy listing at the entrance to ensure that their substitution does not contain another child's life-threatening allergen.

Peanut & Nut Safe Center (Anaphylaxis Warnings)

We are making every reasonable effort to make our centre a peanut and nut-safe zone. However, we cannot control outside people's actions. Oil from nut products can stay on the skin or surface for an extended period. Sometimes nut allergies, as well as allergies or reactions to other allergens may result in a child needing an EpiPen. If we have children with EpiPens in the centre, the allergens will be posted for all parents to avoid if possible. Please help us to keep the environment safe for all children who attend. If your child develops a severe allergy, please advise the supervisor as soon as possible, so we can create a medical care plan and take the necessary steps for communication and safety.

For the safety of at-risk children, we request that parents feed their children breakfast before arriving at the centre. Please **do not send any food or drink to school with your child** unless written medical/religious instructions have been given to the centre. Copies of your written instructions will be in all classrooms, playgrounds, kitchen, and common areas.

Birthdays and other Special Occasions

Your child's birthday is a very joyous occasion and deserves a celebration! Children are always excited to share the celebration with their classmates. You may wish to bring in a special nutritious treat for snack time. Please discuss classroom allergies with your child's teacher prior to choosing a treat. All treats must be **store-bought and follow Canada's Food Guide** with a complete list of ingredients must be provided to the Supervisor prior to the celebration. We would suggest such treats as banana bread, healthy cookies, and ice cream cones. As always parents are encouraged to join in the fun if you are able or send in a disposable camera to capture the celebration. Please do not send in expensive cameras or video equipment, as Tender Loving Daycare, Cambridge, cannot accept responsibility for its safety.

The Ministry of Health requires that all changes to our menu must be posted 24 hours in advance of the proposed change. Unfortunately, 'surprise treats' with no prior knowledge cannot be served to the children. To avoid disappointment please ensure that you remember to discuss your plans for birthdays or other special occasions with the centre supervisor and your child's teachers before bringing in treats.

Tender Loving Daycare cannot be responsible for any personal belongings, including gifts brought into the centre. Therefore, we request that any celebration is in "Best Wishes" only. The exchange of gifts should be reserved for celebrations in the home. For safety reasons please do not send in latex balloons, candles, sparklers, or other fire / choking hazards.

Sleep/Rest Time

Sleep Policy

At Tender Loving Daycare, we believe that children need to experience a healthy amount of sleep (between 12-14 hours daily) for optimal development. According to the World Health Organization (2019), “Over the course of a day, a combination of more physical activity, less sedentary screen time and longer sleep duration results in the greatest health benefits.” Our program philosophy has embraced these findings and strives to support the health and well-being of the children in our care. Following CCEYA (2014), we have created a comprehensive sleep supervision policy with procedures that will be shared with parents in our handbook, which is available online or in hard copy.

Sleep Policy

Tender Loving Daycare will provide a rest/sleep period of no longer than two hours and **no less than one hour** and will monitor children during the rest period. During your child’s childcare day, they are engaging in moderate-to-vigorous intensity physical activity and minimal sedentary time, unlike their weekend schedules. They are engaging with up to eighteen other people socializing and navigating learning social skills. (Think of how tired you get while hosting your child’s birthday party) Each child is an individual, and we will consider their needs during this time. Monitoring sleeping children reduces the risk of harm/injury because caregivers can look for signs of distress (I.e., change in skin colour, change in breathing, signs of overheating) or unusual behaviours and react as required. Our rest time will be made a calm and peaceful experience. The curtains will be drawn, restful music will be played, and the staff will support children during this time in a relaxing way. (I.e., rubbing of backs, sitting beside them for comfort)

For the infants in our care, we will sleep in a manner consistent with the recommendations set out in the document entitled, *Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada*, published by the Public Health Agency of Canada, as amended from time to time, unless the child’s physician recommends otherwise in writing. The current recommendation in the Joint Statement is that children younger than 12 months of age be placed on their backs for sleep. It also states that once infants can roll from their backs to their stomachs or sides, those looking after them don’t need to put them on their back even if they started that nap/sleep time on their back. For children 0-12 months of age, the Joint Statement (page 4) sets out the following additional principles of safe sleep:

- Other than a firm mattress and a fitted sheet, there should not be any extra items such as pillows, duvets, blankets and bumper pads in the crib, cradle or bassinet to reduce the risk of suffocation.
- Infants are safest when placed to sleep in fitted one-piece sleepwear that is comfortable at room temperature to reduce the risk of overheating and minimize the use of blankets. If a blanket is used, only a thin blanket of breathable fabric should be used.
- Strollers, swings, bouncers and car seats are not intended for infant sleep. An infant’s head, when sleeping in a seated position, can fall forward and cause their airway to become constricted. Once an infant falls asleep, the child should be moved as soon as possible or as soon as the destination is reached to the sleep equipment required under the regulation.

Instructions Gathered and Shared

Our parents will complete our registration package, upon enrollment, which has a section regarding the instructions for sleep supervision and requests.

Our parents will be consulted:

- periodically, as their child's sleep patterns or behaviour changes occur that may result in adjustments to the plan,
- or as the parent has any additional instructions for us during this time
- or upon graduation to a new room

These instructions will be documented in the journal and on the sleep request chart in the room, which will be placed beside the bed plan. A bed plan will be maintained and posted in the room, always.

The staff will make every attempt to follow the instructions of the parent/guardian of the child. However, if an individual child is showing us signs that they need sleep (I.e., falling asleep when given activities, or signs of illness), the staff will provide a rest period for the child and inform the parent at pick-up time. If the staff notice significant changes in the child's sleep patterns, these will be discussed with the parent/guardians, to see if they would like their instructions to be adjusted.

Each child upon enrollment will be assigned their own cot which will be labelled with their name. Their sheets and blankets will be changed and laundered weekly or as soiled. Blankets from home will be sent home daily or on Fridays for laundering, as per parent instructions.

The Procedure of Sleep Supervision

For the Infant Room

As infants need to follow their body rhythms, the infants may be napping at varying times. As their sleep room is also a separate area, we will have a system to be able to locate an infant always. There will be a whiteboard posted outside of the sleep room with all of the children's names on it. Their name will be moved under the appropriate heading of sleep room, playroom, walk or playground side of the board. During the rest period, the staff will be completing direct visual checks, being physically present beside the child, every 15 minutes. A timer will be set to support the staff in keeping track of the times for each child. If a parent requests more frequent checks, staff will accommodate this request and document it. (I.e., if a child is susceptible to seizures). Staff are looking for any indicators of distress or unusual behaviour, and if observed, they will perform more periodic checks on the child (I.e., possible rising temperature, the child had fallen before rest time and bumped head, etc.). The staff will make sure that there is enough light in the room to be able to check for any changes in colour or breathing. A hand will be placed gently on the child to check for temperature changes. These checks will be documented in the sleep room journal and initialled by the staff that performed the visual check. Any observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents. No electronic monitoring devices will be used at Tender Loving Daycare, Cambridge.

Toddler and Preschool Rooms

Child attendance forms, as always, will be completed and current for the sleep/ rest period of the day, therefore, allowing the staff to know who is in attendance in the classroom, at any given moment. During the rest period of the day, the staff will be completing direct visual checks during that period, at least twice. Once during the first half and once during the second half of the two-hour period. If a parent requests more frequent checks, staff will accommodate this request and document it. (I.e., if a child is susceptible to seizures). Staff are looking for any indicators of distress or unusual behaviour, and if observed, they will perform more periodic checks on the child (I.e., possible rising temperature, the child had fallen before rest time and bumped head, etc.)

The staff will make sure that there is enough light in the room to be able to check for any changes in colour or breathing. A hand will be placed gently on the child to check for any temperature changes. These checks will be documented in the classroom journal and initialled by the staff that performed the visual check. Any observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents. Any updates to this policy will be advised to the parent through our newsletter.

Personal Belongings

Clothing

Your child should be dressed in clothing that is appropriate for physical activity, the weather, and the season. **Note that we do venture outside in dizzily weather in the spring and fall. Our cut off temperatures in the winter or -10 degrees Celsius for the toddlers and -15 degrees Celsius for the preschoolers (including the windchill).** Your children must be prepared with all outer clothing that they will need to happily explore and have fun in our environment, so avoid wearing clothing that is of great importance just in case it gets dirty or lost. For hygiene reasons, we also recommend wearing shorts/tights with dresses. The second set of clothing should be kept in your child's bag in case of accidents - please check these clothes regularly for the need for replacement. Also, all clothing and personal items should be labeled with your child's name. For safety, all footwears must be sturdy, supportive, and suitable for climbing. All footwears should have closed toes, as open-toe sandals, clogs, and flip-flop thongs are prone to causing stubbing, scrapes, and broken toes and therefore not appropriate for active play. Indoor shoes should be labeled as such so that they are not worn outdoors. Slippers are welcome if they have rubber soles.

Preparing for the Weather:

- It is strongly recommended that parents send children the following items daily for each of the seasons:

Spring	Summer
<input type="checkbox"/> Complete Change of indoor clothes x2 <input type="checkbox"/> Indoor Shoes – worn in the classroom only <input type="checkbox"/> Outdoor Shoes – for outdoor play only <input type="checkbox"/> Sunscreen (lotion not spray) <input type="checkbox"/> Light and Warm Hat <input type="checkbox"/> Windbreaker and Light Sweater <input type="checkbox"/> Wind pants <input type="checkbox"/> Rain boots	<input type="checkbox"/> Complete Change of indoor clothes x2 <input type="checkbox"/> Indoor Shoes – worn in the classroom only <input type="checkbox"/> Outdoor Shoes – for outdoor play only <input type="checkbox"/> Sunscreen (lotion not spray) <input type="checkbox"/> Hat that shade face & covers back neck <input type="checkbox"/> Swimwear & Towel (in separate bag) <input type="checkbox"/> Water shoes
Fall	Winter
<input type="checkbox"/> Complete Change of indoor clothes x2 <input type="checkbox"/> Indoor Shoes – worn in the classroom only <input type="checkbox"/> Outdoor Shoes – for outdoor play only <input type="checkbox"/> Light and Warm Hat <input type="checkbox"/> Winter Coat and Windbreaker <input type="checkbox"/> Snow pants & wind pants <input type="checkbox"/> Winter or Rain boots	<input type="checkbox"/> Complete Change of indoor clothes x2 <input type="checkbox"/> Indoor Shoes – worn in the classroom only <input type="checkbox"/> Outdoor Shoes – for outdoor play only <input type="checkbox"/> Warm hat that covers ears x2 <input type="checkbox"/> Neck Warmer (no scarves they are a choking hazard) <input type="checkbox"/> Winter coat <input type="checkbox"/> Snow pants x2 <input type="checkbox"/> Waterproof Mittens x2 <input type="checkbox"/> Winter boots

Possessions

We understand the necessity for each child to feel safe and secure in his/her environment and sometimes that may include a special toy and/or blanket etc. Staff will do their best to recognize necessary “Security times and activities” and provide for them accordingly. However, we all must recognize the health and safety reasons for limiting children from bringing in their personal belongings.

Our suggestion for this dilemma includes:

- Provide a clearly labelled quiet toy, blanket, or soother (sent in a labelled plastic storage container), for sleeping only. For safety reasons, infants/toddlers will not be allowed to have soothers and/or bottles during playtime. Children must be stationary when using these items, (I.E., staff’s arms, a rocking chair, a cot, etc.)
- Encourage all other possessions to remain at home, in the car, or on your hook.
- Encourage possessions to only be brought in on special “Show and Share” days.

Labelling of Items

Labeling is the best way to assist misplaced items to make them back to the proper owner. Unfortunately, due to the number of children and belongings in the centre, we cannot be responsible for lost/misplaced items.

Washroom Routine

Each child will have access to the washroom and/or will be diapered regularly.

Diapering

Children who are not yet toilet-trained will require wipes, any necessary diaper cream and diapers which shall be housed in a labeled container in the child’s bathroom. If any

diaper or over-the-counter creams are required written directions must be received and kept on file. It is the parent's choice whether to provide cloth or disposable diapers. Please be advised that due to public health guidelines, we will not be able to shake or rinse cloth diapers at the centre. All cloth diapers will be contained in an individually labeled container to be taken home each evening by parents.

We have approximately five diaper changing routines per day. This does not include unexpected changes. We do not supply diapers - please ensure that your child has enough diapers on hand to make it through the day in a safe and hygienic manner. If we do not have enough diapering materials on hand to meet your child's washroom needs, you will be called. You will need to either arrange delivery of the required diapers or you will be required to come and pick your little one up.

Please note that all diapers are required to be covered by clothing. If your little one is being sent to the centre in a dress or outfit that does not cover the diaper completely you are required to cover the diaper with any of the following choices: plastic pants, leggings or tights, cloth underwear or shorts.

Toilet Training

Children who are toilet training will need a supply of labelled training pants. As well as a larger supply of clothing including extra socks and a second pair of shoes/slippers will be needed. It is important to keep clothing comfortable and easy for the child to remove independently. (Overalls, tights/leggings, and multiple buttons can be frustrating at this stage). Staff and parents will work closely and consistently to ensure the training goes successfully and positively. Please be advised that due to guidelines we will not be allowed to shake or rinse training pants at the centre. All training pants will be contained in a plastic bag or an individually labelled container to be taken home each evening by parents. Parents will be involved in all steps taken in the toilet training process. We are working together to help your child through this milestone.

[Health & Safety](#)

Immunization

All children must be immunized **before** entering the centre. Parents must complete and sign a Ministry of Health medical form and provide us with a listing of their child's immunization history. Parents are responsible for keeping the centre advised of all boosters after enrollment. An update form is available in the office. Your child's immunization must be kept current to attend the childcare centre. **It is your responsibility** to keep Region of Waterloo Public Health up to date with your child's immunizations.

Exemption

If your child is not immunized, a Statement of Conscience or Religious Belief form (signed by a commissioner for taking affidavits) or a Statement of Medical Exemption form (completed by a medical professional) must be completed on the ministry-approved form and retained in your child's file.

Illness

Children need to be able to participate in the full program to attend. Children may not participate at the centre and will be required to be temporarily removed if any of the following diseases and/or symptoms develop:

- Vomiting (first vomit needs to be removed)
- Pink Eye / Discharge from Eye
- Tiredness
- Suspected Communicable Diseases
- Sore throat
- Headache
- Loss of taste or smell
- Difficulty breathing or shortness of breath
- Loss of speech or movement
- Diarrhea (2 bouts need to be removed)
- Fever over 100 degrees F (until breaks naturally)
- Unexplained Rash accompanied by fever
- Cough
- Aches and pains
- Conjunctivitis
- A rash on the skin, or discolouration of fingers or toes
- Chest pain or pressure

Children with any of the listed symptoms must stay home for at least 24 hours (or 48 hours from the last symptom of vomiting or diarrhea). After 24 hours, it is required that you call the office and speak to the supervisor about what should happen next.

Communicable diseases (Ex. Hand foot and mouth, measles):

We will follow all Region of Waterloo public health guidelines for exclusion periods. Chickenpox is the only illness we override. These guidelines require your child to stay home until all blisters are scabbed over. This policy is to help reduce the possibility of contracting a secondary infection. A complete list of communicable diseases and/or symptoms for exclusion can be received from the supervisor. If a communicable disease is suspected a re-entry form may be required to be completed by a physician prior to your child's return to the program.

Illness While at the Centre

Staff will work together with parents in the daily monitoring of changes in each child's health. They will be observed in the morning before entering the program for any signs of illness. The parents will be asked about how the child was during the evening, to see if they need to be more mindfully watching for illness. If a child becomes ill during the day or is incapable of participating in the full program, your child will be removed from interaction with others until you can be contacted, and your child can be taken home.

Emergency Medical Care

Where a parent or emergency person cannot be contacted and the child's health and/or safety is at risk, he/she will be transported to the hospital via ambulance, at the parent/guardian's expense, and attended to by a medical officer. The parents and/or guardians will be contacted as soon as possible.

Please make sure that your child's personal information is always kept up to date so that we will be able to reach you in an emergency.

Medication

It is strongly encouraged that medication is given at home whenever possible. If your little one is taking medication at home, please notify your child's teacher so they can watch for side effects. We can administer both prescription and non-prescription drugs to children, following provincial legislation. This requires that parents provide:

- All medication, prescription or over the counter, in the original container, clearly labelled with the child's name, the name of the drug, the dosage, the date of purchase, the expiration date and instructions for storage and administration of the drug.

- A medication authorization form, completed by parent/guardian, before administration including the dosage and times the drug is to be given; and the symptoms to administer for. Directions must match the bottle. We **will not** give medications based on verbal directions. (Times will need to be flexible due to our schedule and the availability of a supervisor/ or designate who will be administering the medication.)

Medication is not to be left in the common areas. It must be stored in a locked cabinet out of reach of the children. Upon arrival or departure, please ask for assistance from a staff member to store/retrieve your medication, as parents do not have access to the locked box. Please do not leave medications in your child's knapsack.

Tip: The pharmacy will dispense the medication in two bottles if you request, one can stay at daycare and one can be at home, to eliminate the possibility of forgetting it.

Safety Awareness

Safety shall always be observed by individuals entering the centre. It is everyone's responsibility to report areas of concern to the supervisor or staff member. A first aid kit containing a manual shall be available in all classrooms and accompany all class field trips and daily excursions. Another first aid kit and manual will be available in the kitchen. All serious accidents and/or illnesses of children, staff, students and/or volunteers must be brought to the attention of the supervisor or person in charge. A written report must be completed immediately. Accident reports will be signed and witnessed by a teacher and supervisor before being copied and given to the parent to sign. A copy will be filed in the children's file.

Safety Tidbits

Please remember the following rules and guidelines:

- Please do not leave your car running while you are dropping off or picking up your little one. Fumes are bad for the environment and for children who may be playing in our outdoor playground.
- For security reasons, we ask that you only enter or exit the building via the front entrance.
- Children should always hold hands securely with the adult until they are safely in the centre or to the car
- If you are dropping off or picking up from the playground, please do not pick children up over the fence, you must come through the centre to get to the playground.
- Accidents happen quickly. Never leave a child unattended in the car - even for a moment.
- Please ensure that until you have dropped your child off or once you have picked up your child that they always remain with you. Children should not wander through the centre, as not all areas are designed for children's access or contain toys/equipment age appropriate to younger children.
- Children and parents should not have access to the kitchen area. If you need assistance storing medication/food, please seek out a staff member or supervisor.
- Ensure that you do not store anything in your child's cubbie area that may be dangerous to children. I.e., anything that is labeled "keep out of reach of children" (lotions, creams, medication, etc.) should be either kept at home, in the car, or a secure area of the centre such as the lockbox or diaper bins.
- Do not keep lighters, matches, or other hazardous materials in your child's cubbie area.

Fire Drills

To ensure that children, staff, and parents are prepared in an emergency we will practice two fire drills per month at the centre. All parents in the centre at the time of a drill must participate in the drill and stay with the group exiting via the nearest emergency exit. Every room has a list of emergency procedures at the available exits.

Providing a Positive Learning Environment

One aim of our program is to assist children in learning self-regulation. This is done through positive reinforcement coupled with redirection techniques, role-modelling by staff, ensuring health and safety and teaching respect for people and property. Rules and expectations are clearly stated and appropriate to the child's age of development so that they can understand and internalize the reasoning underlying various requirements. Behaviour management is an important part of a child's learning experience and should be understood from this perspective. Positive language, concern for each child as an individual as well as the timely intervention will hopefully create a warm and supportive environment for children to learn to solve their problems appropriately with all the people that they may encounter during their busy day.

There may be times when a child has been registered who does not adjust well to the program being offered, or who struggles with being away from their home environment. We will make every effort to work alongside the families to support their child in getting comfortable. If they are struggling with a lot of emotion and we do not see any adjustment patterns emerging, we will have a meeting with the parents/caregivers to set a compassionate way forward for the child. This may include such tactics as a shortened day until they start to show signs that they feel safe, and then we will add to the day progressively, or ask for parental involvement and time on site at pick ups to show that connection between home and childcare. If these strategies do not seem to have the intended impact on your child's well-being, we may need to conclude that our environment may not be a good fit for your child. As we will be in constant communication with you, this decision will hopefully be mutually agreed upon for your child's safety and wellness.

Prohibited Practices Listed from our Program Implementation Policy

The following are prohibited practices and are not permitted by any staff, student, volunteer, or adult:

- Corporal punishment of a child
- Physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or another device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth.
- Deprivation of a child's basic needs; food, drink, shelter, sleep, toilet use, clothing, or

- bedding; or
- Locking the exits of the childcare centre premises for the purpose of confining the child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
 - Inflicting any bodily harm on children including making children eat or drink against their will.

Communication

Individual interviews, meetings and workshops will supplement daily contact with parents and staff. You are encouraged to participate in the daily program and visit your child in your free time. If you missed your child's teacher in person and need to touch base with them over the phone, we ask you please call in during the scheduled rest time (Approximately 1:00-2:15 p.m.) Our email address is tenderlovingdaycarec@gmail.com and our phone number is 519-740-2442. Please keep staff up to date on any changes to your child's life as they could affect behaviour at school, and we can better support your little one when properly informed.

Our staff will prepare and distribute a monthly calendar of events and newsletter. It will keep families up to date on all aspects of our centre. Parents are encouraged to participate in our program whenever appropriate. We want to meld home with daycare. We encourage you to send pictures of special people, fun times, and celebrations to promote conversation and a feeling of community.

Parent Issues and Concerns

Intent:

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

Policy

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

- All issues and concerns raised by parents/guardians are taken seriously by Tender Loving Daycare, Cambridge and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.
- Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

- An initial response to an issue or concern will be provided to parents/guardians within 24 hours. The person who raised the issue/concern will be kept informed throughout the resolution process.
- Investigations of issues and concerns will be fair, impartial, and respectful to the parties involved.
- Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students, and volunteers, except when information must be disclosed for legal reasons (e.g., to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).
- Our centre maintains high standards for positive interaction, communication, and role modelling for children. Harassment and discrimination will therefore not be tolerated by any party.
- If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or board of directors.

Concerns about the Suspected Abuse or Neglect of a Child

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be directly advised to Family and Children Services of Waterloo Region.

Persons at the childcare centre, who become aware of such concerns, are also responsible for reporting this information to Family and Children Services as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

Contact Information:

Supervisor: Tracy Rees

Licensee: Board of Directors: Chair Kayla Wright

Phone Number: 519-740-2442 or Email at tenderlovinqdaycare@gmail.com

Procedures for a Complaint

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
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<p>Program Room Related</p> <p>E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to the classroom staff directly</p> <p>Or the Supervisor or Board of Directors.</p>	<p>Address the issue/concern at the time it is raised</p> <p>And arrange for a meeting with the parent/guardian within 24 hours</p> <p>Document the issues/concerns in detail.</p> <p>Documentation should include:</p> <p>the date and time the issue/concern was received, the name of the person who received the issue/concern; the name of the person reporting the issue/concern;</p>
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Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>General, Centre- or Operations-Related</p> <p>E.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the Supervisor</p> <p>All issues or concerns about the conduct of staff that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>The details of the issue/concern; any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</p> <p>Provide contact information for the appropriate person if the person notified cannot address the matter.</p> <p>Ensure the investigation of the issue/concern is investigated by the appropriate party within one business day or as soon as reasonably possible thereafter. Document reasons for delays in writing</p>
<p>Supervisor, and/or Licensee-Related</p>	<p>Raise the issue or concern to the Board of Directors.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer- Related</p>	<p>Raise the issue or concern to the staff responsible for supervising the volunteer or student</p>	

Escalation of Issues or Concerns:

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, we suggest that they contact the person at the next level of supervision (I.e., from staff in the room to supervisor, from supervisor to board of directors, from the board of directors in licensing agencies and associations.

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

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

For your convenience we will provide the following regulatory bodies' contacts:

Waterloo Region Public Health: 519-575-4400

College of Early Childhood Educators of Ontario: 1-888-961-8558 / info@college-ecce.ca.

Ministry of Education, Licensed Childcare Help Desk: childcareontario@ontario.ca

Emergency Management

Tender Loving Daycare, Cambridge has a set of emergency management policies that state all the steps to be taken during an emergency (i.e., lockdown, fire, gas leak, etc.). Our standard emergency shelter is located at **Southwood Secondary School at 30 Southwood Drive, Cambridge, N1S 4K3**. Once everyone arrives at this site, parents will be called and updated about the situation.

Program Highlights – How you can help!

Special Occasions & Multi-cultural Events

We recognize and embrace that there are many different cultures here at the centre. We encourage everyone to respect each other's ideas and share cultural backgrounds and traditions. It is important for us to educate children and others on diversity and respect others' heritage. Although we enjoy celebrating 'special occasions' we feel that it is important that any religious aspect to a festivity or occasion be taught at home and prefer to put a focus on the different food, activities, games, and clothing that may accompany a family tradition or celebration. Parents are encouraged to suggest new multicultural activities and areas of exploration with staff in an effort to expand and enhance our program.

Field Trips & Off-Site Activities

We partner with local community businesses and resources within walking distance to enhance our program. These excursions are spontaneous to foster the teachable moment. Additionally, throughout the year, large trips are made to special places of interest. A notice will be posted in advance of the large trip informing you of the destination time and date. It will also include a permission slip to be signed by a parent/guardian. Parents are always welcome to accompany us on any outing if we have a **current vulnerable sector check on file before the excursion**. If you know of a great place to visit, please let us know!

Tip: We would suggest that you apply for one upon registration, as it will be good for the whole time that you are enrolled, as long as you sign an annual declaration form.

Parental Feedback

At Tender Loving Daycare we pride ourselves on being an integral part of your child's development. It is particularly important that we feel we are working together towards a shared goal! If at any time you have a suggestion, question or concern please speak directly to the team or centre supervisor. If you feel that you need more clarification, please feel free to speak to the supervisor. Parent surveys are a great way to collect feedback and influence change and progress! Please complete surveys as they are sent home – we value and need your input on how our centre grows to serve our families better!

Sharing Your Time

If you have a skill or ability that you would be able to share with the centre, please let your centre supervisor know. (For example, your occupation is related to our topic of study, you have a family tradition or second language that fits in with our program, etc. and you would be welcome to join us for small group time. Or you are handy with tools and would like to help with some of our round-to-it projects.) All time is voluntary –although strongly encouraged parents are not required to participate in our program. From time to time, we also form short-term Parent Advisory Committees to help with setting our upcoming fundraising goals, addressing large maintenance issues, etc. If you are interested in assisting in this manner, please let your centre supervisor know so she can add you to the list and keep you posted on when a group may need to meet next.

Parking for the Daycare

Our parking lot is accessed from Beechwood Road. We are ONLY using the large parking lot at the other end of the building from the playground, as the other half-circle driveway is a fire zone with no parking allowed.

No Smoking

At Tender Loving Daycare we follow the Smoke-Free Ontario Act. No person can smoke tobacco of any type or hold lighted tobacco in the daycare and/or the playground area. This includes all entrances, exits, and washrooms. There are signs posted as reminders. There is also no smoking on any field trip with the children. Please help us to be positive role models for our children.

Equity, Diversity and Inclusion Commitment

In the creation of this commitment, key stakeholders have been invited to participate in its creation. This commitment has been made public by placing it in our handbook and on our website. This action will make people who are a part of Tender Loving Daycare, Cambridge, or future relationships that may develop, aware that they will be held to this commitment to support the safety and well-being of each and every person, our encounters touch. We will take a stance of growth mindset and attempt to further educate an individual or organization that does not embrace our commitment while engaging with our team, families, children and stakeholders. If this education fails to impact the person or organization, we will be forced to act. These actions may include suspension or termination of services or employment. Please see the full Equity, Diversity and Inclusion Commitment attachment.

Privacy of Information

Collecting and Sharing of Information

All the personal information, along with the permission forms, obtained during the enrollment procedure is collected to ensure that the needs of your little one are met with the utmost care. Information collected on your family will be maintained in the strictest confidence. The only information felt to be required to enable the staff of Tender Loving Daycare, Cambridge, to provide safe care because your little one will be kept in the classroom your little one is enrolled in. All other information will be kept in an individual file in a locked filing cabinet in the office. Also, certain information will be shared with our government licensing agencies to ensure that we follow the Child Care and Early Years Act, 2014 or the Family and Children's Services Act. Medical information will be shared with medical professionals in an emergency. Personal information may be shared with a collection agency in the event of tardy fees.

Your family's personal information is not shared with outside third-hand parties, outside community agencies, school boards, etc. without written permission from a parent or guardian. Written consent is not required in the event of suspected abuse/child endangerment. Professionals are legally required to report these suspicions if they have a 'reasonable' concern that a child may be at risk.

Ensuring Accuracy

Parents are required to ensure that the information contained in their little one's files is always up-to-date and accurate. During the month of September, parents are required to review all their contact information and consent forms and medical history information to ensure that it reflects the current situation.

Retention of Records

We are required by the Child Care and Early Years Act of 2014 to keep all personal records for a period of at least 3 years. As some records may be used for a longer period, it is the goal of Tender Loving Daycare, Cambridge to exceed this requirement. All personal records will therefore be kept in a locked storage area until a time that:

- 1) The centre has not been in operation for a period of seven years.
- 2) The centre is still operating but a period of seven years has passed since the records were obtained.

Disposing of Records

At such a time that the above criterion has been met the records will be shredded and disposed of in a confidential matter. If you have any questions about the collecting, storing or privacy of your child's personal information please speak to your centre Supervisor.

Handbook

This handbook will be reviewed annually. The handbook is available to potential clients either in hard copy or by email. A copy will be automatically emailed to the families once they have enrolled in the centre and as it is modified, or they can pick up a hard copy from the office.

Finally, welcome to the TLD community of family and friends. We look forward to getting to know you and your little one!

Sincerely,

Tracy Rees, RECE, BASc ECE, MEd.
Executive Director

And

Jenn Cavers, RECE
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Attachment One



2026 Base and Non-Base Fees
Schedule

Program Base Fees:

Program	Single Full Days	Full Time Full Days
Infant (6 weeks-18 months) Toddler (18 months-30 months) Preschooler (30 months – 5 Years)	\$22.00 per day	\$110.00 per week

Security Deposit: Equal to Two Weeks' Fees

Non-Base Fees:

Additional charges may be imposed for:

- Special program occasions/visitors
- NSF fees of \$25.00 per returned item
- Fee of \$25.00 for re-issuing tax receipt
- Fee to participate in group sunscreen program (if available)
- Late fees after 6:00 p.m.: \$5.00 for the first 1-5 minutes, plus \$1.00 per minute after for each child in the family

Attachment Two:

Equity, Diversity and Inclusion Commitments

Introduction

At Tender Loving Daycare, Cambridge we value our relationships with all our stakeholders. These would include, but might not be exhaustive: our team, our families and children, our board, our community support organizations, our funders, the Region of Waterloo, the students and teachers from the community schools and colleges, our colleagues in the Early Years profession, and any other relationship that forms from interactions between ourselves and others.

The Ontario Human Rights Commission outlines the provincial law that gives everybody equal rights and opportunities without discrimination in the five protected areas housing, contracts, employment, goods, services and facilities, and membership in unions, trade, or professional associations. Of these areas, we fall under employment and services. The Code's goal is to prevent discrimination and harassment because of seventeen protected grounds. These are the following; age, ancestry, colour and race, citizenship, ethnic origin, place of origin, creed, disability (physical or mental), family status, marital status (including single status), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding) and sexual orientation.

We agree with the *Ontario Human Rights Code*, that in Ontario we recognize the dignity and worth of every person and should provide equal rights and opportunities without discrimination. We attempt to bring a human rights lens to the work that we perform and to the relationships we create each day. A human rights-based approach seeks to analyze inequalities and redress discriminatory practices. It empowers the most marginalized communities by supporting their participation and inclusion in programs. The Ontario Human Rights Commission outlines the duty to accommodate persons with disabilities, which means that reasonable accommodation is provided that considers the dignity of the person, if doing so does not cause undue hardship.

As early years professionals we are expertly positioned to influence young minds and be intentional about breaking generational patterns of oppression and presenting a more equitable and inclusive society, during the critical years of brain formation. We acknowledge that the people that we have relationship with come with their own lived experiences and intersecting identities. We are committed to honouring and respecting each other by learning, re-learning and unlearning any biases that may come to light. We commit to an ongoing, annual reflection on our policies and commitments to support growth and understanding, as we work with a growth mindset. We acknowledge that we only know what we know in this moment of time, and have created these commitments, knowing that it is a living document that will change with new knowledge and learning. We have attempted to acknowledge everyone and are not intentionally leaving any person or persons unacknowledged in its creation. We have defined pertinent components of this policy and outline the current commitment that we are living and the future focus areas for growth.

Current Focus Area: Indigenous Reconciliation

Commitment for 2026: As a team, we are committed to continue our journey of learning, re-learning and unlearning. We are using various means of information gathering and sharing, such as attending the Indigenous Community of Practice and organizing visits from Ben for our team and children to concentrate on the 7 Grandfather Teachings throughout the year.

Equity

Equity means that systemic barriers are identified and removed ensuring a process of fair and just distribution of resources to honor all that are a part of our organization. We value equity to reduce harm and create a sense of belonging and well-being. We believe and understand the importance of creating diverse, inclusive, relationships, and environments that are "just" and accessible to all.

Equity Commitments

Learning Environment and Materials	Our environment supports the development of skills to meet the child and family where they are at in the educational process. We have created an environment that everyone can feel the sense of belonging that we share.
Curriculum	We have removed the cost of participation in our bi-annual field trips to support the equitable access to these educational moments
Professional Development	Our team has participated in the Regional Anti-bias professional development series.
Enrollment	We participate in the Crisis Space Access Program and keep a level of 40% of our spaces for subsidized families
Operational Practices	We provide nutritious meals and snacks with extra food being offered to everyone to reduce stigma. We hold events that are Potluck dinners and BBQ where everyone in the family is invited and there is no cost to participation, just participation in the community, in their own way.
Engagement and Ways of Being	We provide additional diapers, clothing, and outdoor materials if a child does not come equipped to fully participate.
Family and Child Centred Practice	We have a “Community Sharing Shelf” at our entranceway to support the sharing of food, clothing and other resources.
Information Accessibility	We offer pertinent information in at least three formats: verbal, paper and email to support equity in information sharing.

Diversity

Diversity means that we engage in an active commitment to continuous representation as our way of being that is inclusive of all through honoring differences and embracing similarities all through relationships and connections. We deliver quality early years programs that celebrate our varied identities and cultures and provide materials that represent our vast range of life experiences.

Diversity Commitments

Learning Environment and Materials	We include play materials that represent children of diverse cultures, races, ethnicities, languages, faiths, genders, family compositions, ages, and life experiences.
Curriculum	We include reading materials from authors of diverse backgrounds, including those that are Indigenous, Black, and racialized. We also include books with a variety of languages.
Professional Development	As professionals, we do not seek to gain cultural competence, but cultural humility. Cultural humility more accurately describes a

	commitment to lifelong learning about diverse and changing cultures and peoples.
Enrollment	Upon enrollment, we gather information that would support our knowledge of ethnicity, culture, language and celebrations.
Operational Practices	We implement signage at our entrance indicating we are a safe space for 2SLGBTQIA+ families and children.
Engagement and Ways of Being	We invite parents/families to highlight their language and cultural experiences within our early years setting (food, music, dances, traditions and celebrations).
Family and Child Centred Practice	We incorporate first spoken language into the classroom and use translating tools to support the information that is being shared with the families
Information Accessibility	We will use self-reflection to uncover both personal and complex systemic biases. We will use our community as a safe environment to access information and share with each other to support everyone's learning.

Participation

Participation means that every person has the opportunity for meaningful engagement and has equitable support in a place that honors their individuality. We achieve meaningful participation by welcoming, acknowledging, and valuing everyone's contribution.

Participation Commitments

Learning Environment and Materials	Our classrooms are supplied with a variety of toys, supplies, books that allow for a span of development from 0-5 years to support a variety of abilities and needs.
Curriculum	Our curriculum is supported by consistent documentation of the children's skills and accomplishments. These observations support the ongoing activities and equipment placement indoors and outdoors.
Professional Development	We have working relationships with the local high schools and colleges. We support the development of apprenticeship students within our team, therefore creating a reciprocal relationship of learning.
Enrollment	Upon enrollment we ask our families how they would be comfortable in participating in our programs (i.e. their special skills: playing an instrument, baking, maintenance, painting, sharing their profession).
Operational Practices	Our staff contracts outline the flexibility we use to support the needs of everyone at the centre to enable them to participate at their level of comfort and ability

Engagement and Ways of Being	We are flexible and meet people where they are at in their ability to engage at their comfort level.
Family and Child Centred Practice	We provide opportunities for the whole family and community to participate in our celebrations.
Information Accessibility	Our team is supported by our guiding documents such as How Does Learning Happen, ECERS/ITERS, ELECT, Toronto Assessment Tool. We consistently share up to date information of child development and pedagogy with our team

Access

Access means building relationships with the intention of understanding others, to reduce barriers—whether physical, financial, or rooted in our philosophies or programs—for all individuals connected to our program, now and in the future.

Access Commitments

Learning Environment and Materials	We intentionally provide a variety of materials that support the growth of everyone’s milestones
Curriculum	We engage in a “Star of the Week” program that enables each child and family to give us a more detailed description of their child’s lived experience.
Professional Development	We participate in professional development opportunities that support us in building an understanding of all.
Enrollment	We provide the steps to help the community access the Onelist or a Community Navigator in their quest for enrollment into care.
Operational Practices	We commit to limiting the use of technology as a means of communication with parents, but prefer face to face interactions, that support relationship development. We believe this fosters trusting connections that promote understanding.
Engagement and Ways of Being	We invite our families to participate in any way that they can in our program. This may include volunteering for field trips, for onsite activities or special events, providing us with needed items and services.
Family and Child Centred Practice	We encourage relationship building by connecting by phone, email, in-person at pick up and drop off times. We support an open-door policy. We encourage communication when it is convenient for the family.
Information Accessibility	We attempt to give each family a voice, by providing an annual survey that asks for their opinions in the care and services we are providing to their family.

Supports for Diverse Abilities

We take a strengths-based approach and look at individualized needs and supports. Diverse abilities can include behavioural, communication, intellectual, physical, or other additional and intersecting needs. We strive to create a welcoming and nurturing environment where everyone can thrive and where each person feels a sense of belonging. We foster supportive and empowering relationships and embrace the whole.

Supports for Diverse Abilities Commitments

Learning Environment and Materials	We provide our environments with equipment (cube chairs, pic symbols, quiet areas, gross motor equipment) that will support the diverse needs of the community we service.
Curriculum	Our curriculum is supported with books and toys and equipment that show a range of abilities and that represent the community we service
Professional Development	Our organization partners with KidsAbility, KWHabilitation and our Resource Consultant to obtain any information to support the needs of the children and families that we support.
Enrollment	During the enrollment process, we always gather information on the children's support needs.
Operational Practices	We create Individualized Plans for children who have been identified with a diverse ability and update these plans every two weeks, or as needed. We share this information with the Resource Consultant or other professionals that may be supporting the child from other organizations.
Engagement and Ways of Being	All children have the right to be fully engaged in our program to their greatest ability. We partner with their families to achieve this goal.
Family and Child Centred Practice	We engage the family in the creation of the Individualized Plans and with regular communication keep them informed of their child's developmental strengths and challenges.
Information Accessibility	We provide the families support to access the services and information that is needed for the child and family.

Supporting All Positions

Supporting all positions means that we value the diversity and expertise of everyone in our organization and reflect this through equitable hiring practices, access to meaningful and valued learning opportunities that align with the four foundations, their lived experiences and personal goals. We commit to advocating for competitive salaries, health benefits, professional recognition and accountable spaces. Through intentional communication, flexibility and positive team culture, we actively support people from equity-deserving groups

Supporting All Positions Commitments

Learning Environment and Materials	We provide a tiered job description that allows for the growth and development of skills, at the pace of the team member
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Curriculum	We encourage our team to “bring themselves” into their program. Making themselves seen in the curriculum they are providing.
Professional Development	We offer professional development opportunities through a variety of means, such as, in-house, external, mentoring relationships, support for flexible schedules for learning opportunities. We support skill building at all levels of the profession and highlight the accomplishments of the team.
Enrollment	As a team member, we commit to aligning with the four foundations to support our team in well-being, belonging, engagement and expression.
Operational Practices	We commit to hiring staff that represent diverse cultures representing the community they serve
Engagement and Ways of Being	We support our team to view themselves and others through a growth mindset lens.
Family and Child Centred Practice	We encourage and provide opportunities for their families to participate in the extra-curricular activities; to reinforce the belief that their family is important to our organization, as well. They are valued.
Information Accessibility	We have a variety of resources for both personal and professional learning opportunities on site.

Indigenous Reconciliation

Indigenous reconciliation means we acknowledge, support, and value the deep connection that First Nations, Inuit, and Métis Peoples have to this land in which we are situated. Through a lens of cultural humility, we build ongoing, positive relationships with First Nations, Inuit, and Métis individuals, families, community partners, communities and the land. We believe in the interconnectedness and the sacred role of the land in everything we do. We are learning the full history of Turtle Island and address past and present harms by implementing culturally appropriate programs.

We intentionally incorporate ways of being learned and experienced from First Nations, Inuit, and Métis cultures including joy, truth-telling, gratitude, and reciprocity.

Indigenous Reconciliation Commitments

Learning Environment and Materials	We have posted the 7 Grandfather Teachings into our environment and reinforce our teaching by incorporating the values of love, respect, bravery, honesty, humility, wisdom and truth
Curriculum	We have incorporated a garden and fruit trees within our playground areas to support the knowledge that we are connected to the earth.

Professional Development	We have established a relationship with Ben, from Crow Shield, who has introduced our team to Indigenous ways of knowing.
Enrollment	We enroll Indigenous families, while also supporting them with the information for enrollment into an Indigenous program, offering them an informed choice.
Operational Practices	We are in the process of learning, re-learning and unlearning.
Engagement and Ways of Being	We acknowledge the impacts of intergenerational trauma on families and young children and work to problem-solve alongside families to determine solutions
Family and Child Centred Practice	We engage in reconciliation-based activities on the National Day for Truth and Reconciliation
Information Accessibility	We have reviewed the Truth and Reconciliation Commission's (TRC) Calls to Action

Accountability Measures

In the creation of this commitment, key stakeholders have been invited to participate in its creation. This commitment has been made public by placing it in our handbook and on our website. This action will make people who are a part of Tender Loving Daycare, Cambridge, or future relationships that may develop, aware that they will be held to this commitment to support the safety and well-being of each and every person, our encounters touch. We will take a stance of growth mindset and attempt to further educate an individual or organization that does not embrace our commitment while engaging with our team, families, children and stakeholders. If this education fails to impact the person or organization, we will be forced to act. These actions may include suspension or termination of services or employment.