

PARENT HANDBOOK



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Board of Directors Email bod@tobermoryprimaryplace.ca

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Supervisor: Andrea Munn

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Assistant Supervisor: Andrea Edgerton

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Hours and Days of Operation

*Subject to change based on enrolment

Monday- Friday: May- September 8:00am- 5:30pm, October-April 8:00am- 5:00pm

Closed for the following holidays/dates:

New Year's, Family Day, Good Friday, Easter Monday, Victoria Day, Labour Day, Thanksgiving,
Christmas, Boxing Day, and Winter Break (the week between Christmas and New Years)

Open for the following holidays:

Canada Day, Civic Holiday

SERVICES AND FEES

ADMISSION

Enrolling a child in a child care program is an important stepping stone for your child and yourself. We encourage parents to visit the Centre with their newly registered child to help ease them into the routine, getting to know their teachers, environment, and the children in the program. Some children adjust well, while others may require more visits before starting. We have an open-door policy, should you want to ask questions or visit, please feel free to do so. **A Child Enrolment form must be completed and submitted before your child can attend the Centre.**

As parents, you know your child best. You are our most valuable resource in helping us to know your child's strengths and needs so he or she can succeed to their full potential. Please share with the Supervisor any significant information available on your family situation, your child's favourite activities or foods etc.

FEES

We are pleased to inform you that our centre has enrolled in the Canada Wide Early Learning and Child Care System (CWELCC) which will be used to build and leverage the success of Ontario's existing early learning and child care system by increasing quality, accessibility, affordability and inclusivity in early learning and child care. Our fees are as follows:

*TPP's Annual Membership fee is charged per family

Fee Schedule- Effective January 1, 2023

Program	Toddler 18-30 months		Preschool 30months - under 6 years		School Age 44 months- up to and including the month of turning 6 years		School Age 6 years- 12 years
	Base Fee	Parent Contribution	Base Fee	Parent Contribution	Base Fee	Parent Contribution	Base Fee/ Parent Contribution
Annual Membership	\$50.00	\$23.63	\$50.00	\$23.63	\$50.00	\$23.63	\$50.00
Daily Care Rate	\$38.00	\$17.96	\$36.00	\$17.01	\$36.00	\$17.01	\$38.00
Before School	-	-	-	-	\$8.00	\$8.00	\$8.50
After School	-	-	-	-	\$11.00	\$11.00	\$12.00
Before & After School	-	-	-	-	\$19.00	\$12.00	\$20.50

Children's schedules should be submitted to the office at a minimum of a week in advance. Missed days or changes to schedule without 48hrs notice are subject to the full scheduled fees. If at any time you need extra days, please contact the Centre.

PAYMENT

Invoices will be issued bi-weekly, the beginning of every other week for the previous week's enrollment. Payment must be made in full the Friday of the same week.

TPP accepts cash, cheque or e-transfer payments for any fees owing. E-transfers are to be sent to payments@tobermoryprimaryplace.ca, cheques made payable to Tobermory Primary Place. Payments made by cash will be issued a receipt. NSF cheques are subject to a \$25.00 administration fee. At the end of each year an annual tax receipt will be issued.

If you are unable to pay weekly, you must discuss payment with the Supervisor. If your balance owing reaches \$700 you will be required to pay upon attendance each day, in full until your amount owing is paid. A late fee of \$1/minute will be charged to your account for failure to pick up at the Centres scheduled close time. There is a grace period of 5 minutes.

WITHDRAWL/DISCHARGE POLICY

When no longer requiring childcare services, families are to give 2 weeks' notice prior to the last day enrolled at Tobermory Primary Place Child Care Centre.

FIELD TRIPS

The children may go for walks in the local community. These excursions are considered part of the daily program and will not include motor transportation. No private vehicles will be used for transportation of any child in any program provided by the Centre.

On field trips where transportation is required, parents will be notified in advance as to the details of the scheduled field trip excursion and written parental authorization forms will be distributed and must be signed and returned to the Centre in order for your child to participate. Parents are encouraged to accompany his/her child on field trips.

During all trips and walks, the individual ratios of each program will be maintained for all children.

NUTRITION

The nutrition of your child is vital to health and growth. We serve a mid-morning snack, a hot lunch, and an afternoon snack. The Centre follows the Canada Food Guide and Child Care and Early Years Act. Menus of the current and following week are posted in each classroom if parents wish to see them. If your child requires a special diet, you must notify the Centre in writing. **When providing food from home you must ensure no foods with "May Contain" nut warnings or foods from the current list of allergies are sent. Check with Supervisor for updates. All outside food and drinks must be labeled with your child's name.**

ILLNESS, MEDIATION AND ALLERGIES

SICK DAYS

The first day that your child is ill, you will be charged for scheduled day. The following 2 days, please advise the Supervisor 24 hours in advance if you anticipate your child will be absent. On the 4th day, we will assume your child will be returning to their regular schedule in the program, unless we hear otherwise from you.

ILLNESS

When children show symptoms of illness during the day, they are immediately isolated, and a parent or guardian is contacted. If you or your emergency contact cannot be reached, your child will remain in isolation with a member of staff until the regular pick-up time.

In general, children should stay home when they are too sick to participate fully in all activities. **If you notice symptoms such as diarrhea, fever, rash, or vomiting, please keep your child home. A child should be fever free for 24hrs, and free of diarrhea or vomiting for 48hrs before returning.**

ADMINISTRATION OF MEDICATION

Prescription medication only will be administered to a child upon a written request of a parent signed each day the medication is to be given. **The medication must be in its original container with the child's name and directions for use clearly marked and hand delivered by the parent to a member of staff.**

ANAPHYLAXIS POLICY

If your child is at risk of having a reaction to an allergen, Tobermory Primary Place has an Anaphylaxis Action Plan. It is a medical management plan to be prepared and signed by the child's parent/guardian and doctor. It provides the child's name and allergies, a photograph of the child and clear instructions on treating an anaphylactic episode. Training to be provided by the child's parent/guardian or doctor which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practice with an Epi pen trainer at yearly intervals. Families that provide food will be notified of foods that are not permitted due to allergies.

- In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)

HEAD LICE POLICY

If a child has head lice present, they are to be excluded from the Centre until treatment has commenced and all lice and eggs have been removed. The most important part of the treatment is the removal of eggs with a comb, treatment alone does not remove the lice and eggs. The procedure should be repeated in 7 days to ensure that any live eggs that weren't removed in the first course of treatment are killed off before hatching lice.

POLICIES AND PROCEDURES

EMERGENCY MANAGEMENT POLICY

In the event that TPP has to execute we will follow our Emergency Management procedure. All families will be notified by our supervisor or designate via phone call or text for pick up at our emergency shelter (The Meeting Place).

SERIOUS OCCURRENCE REPORTING PROCEDURES

Any situation involving a serious occurrence, example: injury, fire, safety etc, are reported to the Ministry of Education. A copy of the report is kept at the Child Care Centre and our Centre Program Advisor is also notified by voicemail or fax. If need be, proper authorities are notified, for example: CAS, Police, other. If a Serious Occurrence should take place at TPP a notice will be posted on the parent board giving a brief outline of what has happened and what plans are in place to ensure that the Serious Occurrence would not happen again. If you have any questions about the Posting Report, please speak to the Supervisor. There will be no identifying information on the form.

POWER OUTAGES

Should a power outage occur the Tobermory Primary Place Child Care Centre will close once the temperature of the Centre drops below 20 degrees and/or when electricity and water is no longer available to the site. Once the supervisor determines that the Centre will close all parents will be notified. Parents/Guardians will be asked to pick up their children immediately.

INCLEMENT WEATHER

If inclement or severe weather occurs, Tobermory Primary Place will follow the direction of Bluewater District School Board. TPP will follow the direction given to St. Edmund's Public School and Bruce Peninsula District School for closure or early dismissal due to inclement or severe weather. TPP will notify parents by phone call or text, to report closure of the centre or the need to pick up children immediately.

WAITLIST POLICY

When there are no available spaces in a given program, or you are requesting to reserve a space far in advance of requiring care, Tobermory Primary Place will maintain a waitlist for families wishing to enroll their children. The priority ordering of the waitlist will not be based solely on a first-come, first-served basis. We operate in a small, tightly-knit community where flexibility, adaptability, and mutual consideration are important. Instead of first-come, first served, the ordering will be determined on a case-by-case basis based on the following considerations:

- Need of the family (e.g. single parent working full-time would be given priority over a family with two care-givers in which only one was tied down to a work schedule)
- Frequency/amount of care required (e.g. family requiring 5 days/week would be given priority over family requiring only 2 days a week).
- Age of the child and impact on ratios. The youngest children (e.g. 12-18 months) can put added strain on staff and on ratios, making it more difficult for TPP to accommodate other children. Therefore, in some cases, a family with an older toddler (e.g. 20 months) might be given priority over a family with a younger toddler (e.g. 12-18 months)

It should be noted that, while a family is on a waitlist, there are often opportunities for that family to still receive care on an occasional basis as cancellations arise, and staff will endeavour to provide these opportunities to families whenever possible.

How early is too early to notify the Centre of care requirements? It's never too early. If you plan on enrolling your child into the daycare in the near future, please notify staff as soon as you know the start date and weekly care schedule you require.

In order for us to prioritize and place children on a wait list, we suggest you:

Place your child on the wait list no later than: January 1st for spring and summer care, May 1st for fall and winter care

The Centre will strive to notify all families on the waitlist by: March 1st for spring and summer care, July 1st for all fall and winter car

PROHIBITED PRACTICES

Our policy on Prohibited Practices directly aligns with Ontario Regulation 137/15 Section 48

The following practices are prohibited:

- Corporal punishment of a child.
- Physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself/herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the Child Care Centre premises for the purpose of confining the child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- Inflicting any bodily harm on children including making children eat or drink against their will.

SUPERVISION OF STUDENTS AND VOLUNTEERS

Tobermory Primary Place is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of Tobermory Primary Place's highest priorities. TPP has developed the following policy and programs in order to comply with the direction of the Ministry and Regulation 262. This policy sets the framework and the program which applies to all Centre volunteers and placement students who have been approved by Tobermory Primary Place.

Policy

Tobermory Primary Place may have volunteers and or / Early Childhood Education students working within the organization along with staff throughout the year. At all times volunteers and placement students must be under the direction and supervision of Tobermory Primary Place staff.

- No child or children will be supervised by any person less than 18 years of age.
- No child or children will be supervised by someone who is not an employee of Tobermory Primary Place
- Only employees of Tobermory Primary Place Child Care Centre will have direct unsupervised access to children.

Procedure

- All staff is required to review the Centre's policies, procedures and practices regarding the supervision of volunteers and students at Tobermory Primary Place Child Care Centre
- All staff will review their roles and responsibilities when directly supervising and working with volunteers and/or placement students in their program classroom annually.
- The Supervisor of the Child Care Centre is responsible for ensuring that volunteers and students are provided with orientation to the Centre, appropriately trained, and supervised.
- Volunteers and students have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required.
- All volunteers and placement students must agree to follow all policies and procedures of the Tobermory Primary Place.
- All volunteers and students must agree to follow the directions and guidelines provided by staff and management of Tobermory Primary Place.
- In the case of a disagreement over the direction provided by a staff member, the volunteer or placement student may address this issue in writing with the Tobermory Primary Place Board of Directors and / or the Supervisor.

Mandatory Orientation and Training

- Prior to starting in the classroom of Tobermory Primary Place all volunteers and placement students will have an orientation which will include a comprehensive discussion regarding Tobermory Primary Place child care philosophy and the Day Nurseries Act requirements.
- All volunteers and placement students will be provided with a detailed orientation regarding their roles and responsibilities within the organization including a review of the Centre's policies and procedures.
- All volunteers and placement students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.
- All volunteers and placement students will have ongoing training through impromptu daily meetings and scheduled monthly staff meetings.

PARENT ISSUES AND CONCERNS POLICY

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

Policy

Tobermory Primary Place acknowledge that parents and caregivers have a right to raise concerns and air complaints they may have and to have them addressed appropriately. The Centre's approach to handle concerns and complaints is based on a commitment to:

- Provide a safe and supportive learning environment
- Build relationships between the children, parents and staff
- Provide a safe working environment for staff

This policy and its associated procedures are to ensure that concerns and complaints are dealt with in a fair and transparent way. Concerns and complaints will be handled responsibly, openly and in a timely manner, with the aim of resolving the matter to the satisfaction of all parties.

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

All issues and concerns raised by parents/guardians are taken seriously by Supervisor, Staff and Board of Directors 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 one business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

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

Concerns about the Suspected Abuse or Neglect of a child

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

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

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the President of the Board of Directors. Tobermory Primary Place, P.O. Box 132, 3 Centennial Drive, Tobermory, Ontario N0H 2R0.

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

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

Contact	Phone	Email
Ministry of Education, Licence Child Care Help Desk	1-800-510-5333	childcare_ontario@ontario.ca
Tobermory Primary Place	519-596-2606	childcare@tobermoryprimaryplace.ca
Supervisor, Andrea Munn, RECE	519-387-2076	andrea.munn@tobermoryprimaryplace.ca
President, Marianne Wood	519-270-6179	bod@tobermoryprimaryplace.ca
Bruce County Children Services	1-800-265-3005	childcare@brucecounty.on.ca
Child Care Quality Assurance and Licencing Branch	519-376-1951	

Procedures

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:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to <ul style="list-style-type: none"> ▪ the classroom staff directly or <ul style="list-style-type: none"> ▪ the supervisor or licensee. 	<ul style="list-style-type: none"> ▪ Address the issue/concern at the time it is raised Or <ul style="list-style-type: none"> ▪ arrange for a meeting with the parent/guardian within one business days. Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> ▪ 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; ▪ the details of the issue/concern; and ▪ any steps taken to resolve the issue/concern and/or information given Provide contact information for the appropriate person if the person being notified is unable to address the matter.
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> ▪ the supervisor or licensee. 	
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> ▪ the individual directly or <ul style="list-style-type: none"> ▪ the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	Provide contact information for the appropriate person if the person being notified is unable to address the matter.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> ▪ the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> ▪ the supervisor and/or licensee. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
		Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

HISTORY

The St. Edmunds Daycare in Tobermory was first established in 1983 under the direction of the Reeve at that time, Brad Davis. Operated by the St. Edmund's Township Municipal Office, the daycare centre provided a much-needed service to the area from 1983 until 1999. After the amalgamation of the townships took place, the new Municipality of Northern Bruce Peninsula chose not to support the Centre and the St. Edmund's Daycare was officially closed on December 31, 1999.

During the final months of 1999, a planning committee was established to set up a non-profit organization to oversee the day to day running of the Centre. The organization was incorporated in the early part of 2000 and the new Board of Directors met weekly until the Centre opened in May 2000. Many community members lent their support to the project in its initial stages, and the Municipality allowed the Corporation to continue using the same building as had previously been utilized for the Daycare Centre.

Tobermory Primary Place now operates as a non-profit charitable organization run entirely by the dedicated group of volunteers who believe passionately in the need to provide high quality child care for the community. It is important to understand that Tobermory Primary Place is a child care centre striving to meet the needs of the entire community and not just the needs of families who have children registered in its programs. We believe the people of this area must come forward in support of the concept of community child care even if they are not consumers of it. We also believe the very essence of high-quality child care in this area benefits not only the employees who use the services, but also businesses trying to attract good employees. We ask you as parent members to encourage anyone you know to support the Centre by becoming a member and assisting in any way, financial or otherwise to help keep this a viable project.

PROGRAM STATEMENT (2016)

TPP offers a childcare program that is consistent with the Ministry of Education policies, pedagogy, and curriculum. TPP strive to offer an environment that is full of engaging opportunities for your child to explore and grow through child initiated, teacher supported play-based learning. Our teachers follow the guidelines while regularly accessing and incorporating the following documents into their practice.

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Ontario Early Years Framework
- Ontario Early Learning Framework: Early Learning for Every Child Today
- Think, Feel, Act: Lessons from Research about Young Children

Children are competent, capable, curious, and rich in potential.

TPP recognizes that each child is a unique individual who brings his or her own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their own unique creativity. Our teachers recognize each child's zone of proximal development and support the child as he or she reaches new milestones.

Supporting the Health, and Safety and Well-Being of Our Children

The early years of a child's development set the foundation for his or her health, well-being and lifelong learning. TPP educators and staff understand the value of providing children with a sense of belonging and well-being. TPP staff strives to provide an engaging environment where children feel safe to explore and feel valued as they express themselves.

Health and Safety - As a licenced child care operator, TPP meets all health and safety requirements of the Ministry of Education and local government bylaws. During enrolment parents and guardians receive a Parent Handbook with important information including policies, such as the Anaphylaxis Policy. Families feel comfortable communicating with our program staff if they wish to access our complete health and safety policies and protocols.

In the event of a Serious Occurrence, such as one regarding an unplanned disruption of the normal operations, reports are posted in each classroom for 10 business days. All staff and volunteers will be trained in health and safety protocols. All staff will be certified in standard first aid and infant and child CPR, and the use of Epi-Pens. TPP follows the Ministry of Health and Safety guidelines and hold fire drills on a monthly basis. We have a safe shelter location at the Tobermory Meeting Place in the event an evacuation is required.

Rest Periods - Rest periods occur daily in the afternoon for the toddler and preschool programs. If a child does not feel like sleeping, they may engage in quiet activities.

Nutrition - TPP follows the Canada's Food Guide to develop menus. Our centre has a cook who is a certified food handler on site daily, they prepare morning snack, a hot lunch, and afternoon snack. TPP accommodates dietary food requirements and restrictions for children in our program.

Daily Routines - Through authentic child initiated and teacher supported experiences, children at TPP develop curiosity and a belief they are capable of learning the most complex task. Through daily routines, children are able to anticipate what comes next and feel safe to learn and explore.

Indoor learning spaces include but are not limited to:

- Dramatic play (dolls, puppets, costumes etc.)
- Building areas (blocks, construction materials etc.)
- Sensory play (water, sand, play dough etc.)

Children at the centre have authentic opportunities to engage in outdoor play. While outdoors, children develop gross motor skills and interpersonal skills through parallel and collaborative play. Children learn about nature and our environment through gardening and interacting with the UNESCO Biosphere Reserve.

Relationships among children, families, staff and community partners

It is one of the core values at TPP to foster an open, honest, collaborative relationship with our partners in education. We work together in order to support children in meeting their maximum potential. Every child should be given the opportunity to develop personal responsibility,

problem solving skills and social skills needed to engage in positive peer relationships. Our teachers foster these skills by modeling appropriate language for solving problems and reaching resolutions.

Positive self-expression, communication and self-regulation – At TPP, our program staff strive to support children as they find the words and actions to express themselves. As our youngest children may not have the language or self-regulation skills, our staff support interactions and demonstrate different ways for the children to communicate. Our program staff supports children as they learn skills in self-regulation. Children are supported as they gain the skills to be *calm, alert and ready to learn*.

The learning environment and staff support inclusion and respect for others in the following ways.

- We recognize that each child has an equal right to participate in program activities, trips and events.
- We establish programming strategies that foster an inclusive learning environment in which every child can participate.
- We view the diversity of children and families as an asset.

Engaging families and promoting communication – TPP staff believe strongly that the key to a successful day is communication with a child's caregiver. Each day at drop off and end of day, our staff discusses the child's well-being and any concerns that the family may have. We strive to keep families informed about daily activities. In Spring of 2016, we have started using Seesaw to share photo documentation and child reports with families.

Further, TPP engages families in a variety of formal ways. We send newsletters. We invite families to share concerns through an anonymous "Questions and Concerns" mailbox. We hold an annual open house and invite families to attend our Annual General Meeting.

Community Partners – TPP is committed to involving and engaging local community partners in supporting children, families and staff.

- Through the support of Bruce County Social Services, Children's Services, TPP is able to provide Enhancement Support Staff for children with special needs. Bruce County Resource Teachers support our programs as well by providing strategies to ensure the success of all children.
- TPP welcomes Speech Language Pathologists from Grey Bruce Public Health if a child is receiving services.
- TPP supports volunteers and students from the community. We believe that volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs.

Supporting staff in continuous professional learning

TPP is committed to hiring, training and fairly compensating staff. We hire staff that has a positive and sensitive attitude towards children and child development. All staff is committed to ongoing professional learning. We encourage our staff to attend workshops and seminars provided through the Bruce & Grey County Quality Assurance Child Care Committee. TPP supports the ongoing education of our staff through continuing education opportunities as they obtain their ECE diplomas.

Supporting children as they explore and experience their environment.

Through ongoing observations and documentation, our educators are able to support child-initiated and adult-supported experiences. Our staff closely monitors the interests of the children and scaffold activities based on these interests. As the educator notices that a child engages one of his or her senses, the educator enhances the experience by adding more layers to the activity and engaging the other senses. Evidence of this scaffolding can be seen in the daily journals of our teachers and is displayed with photography and anecdotal notes throughout the Centre.

Throughout the centre our educators have created invitations to play based on the interests of the children. By using their daily observations, our educators are aware of the interests of the children at the centre. They bring objects into the learning environment that will pique the curiosity of the children. They model different ways to play with the objects.

During daily interactions with the children, our educators support self-regulation skills during exploration. When an educator observes a child taking a risk because he or she is testing the limits of his or her gross motor skills, such as climbing high, the educator supports the exploration by asking the child questions to help the child become aware of possible outcomes. Once the child is aware of the outcomes, the educator supports the child in finding the safe limits of his or her abilities. When an educator observes a child facing a social or emotional challenge, the educator supports the child by validating the emotional response and supporting the child to find a resolution. Children at TPP feel safe to take risks and make mistakes. Our educators value the importance of risks and mistakes in learning.

Documenting and reviewing impact of TPP learning program – Our staff understands the importance of inquiry in childcare programs. They recognize children are unique and they engage each child through exploration of the environment. They provoke children's curiosity through play and positive interactions. Our staff documents growth and areas of interest of the children. With this information and their professional knowledge of child development, staff makes daily plans to further children's inquiry.

Daily documentation and observations include but are not limited to:

- Children's experiences and the language used to develop vocabulary and schema during these experiences
- Children's new learnings about the world from their point of view – how this relates to the people around them
- Developmental growth over time and milestones reached
- Next steps based on these observations – how to support the children's development and curiosity
- Self-reflection on how staff have supported or could have better supported children during the children's inquiry
- Information shared with and from families

Reflective practice

Through documentation and dialogue with families, TPP educators and staff are reflective practitioners and review the strategies set out in the program statement. TPP maintains an open dialogue between staff members and families to ensure children's social, emotion, cognitive, physical and language development is supported.