



*London Bridge Child Care Services Inc.  
Parent/Guardian Handbook*

***Welcome! Here is your Centre at a glance:***

Your Child's Room/Group is: \_\_\_\_\_

Your Child's Educators are: \_\_\_\_\_

Your Centre Director is: \_\_\_\_\_

Your Centre Administrator is: \_\_\_\_\_

Your Cook is: \_\_\_\_\_

***Please do not hesitate to ask your child's Educators or the Centre Director any questions that you have.***

# *London Bridge Child Care Services Inc.*

## *Parent/Guardian Handbook*

### **Table of Contents**

	<b>Page</b>
<b>Section One – Philosophies and Guiding Principles</b>	
Introducing London Bridge Child Care Services	3
Mission and Philosophy Statements	4
Background and Reference Checks	5
Emergent Curriculum Program Philosophy Statement	6-7
Guiding Children’s Behaviours	8
Transitioning Children from Group to Group	9
The Inclusion of Children With Special Needs	10
The Role of Parents in a London Bridge Child Care Services Centre	11
Partners in Early Learning	
Volunteering	
Board of Directors	
Providing Feedback and Addressing Concerns and Issues	12
<b>Section Two – Selected Operating Policies</b>	
Administration of Medication	13
Illness and Exclusion of a Child from Care	14
Food and Other Allergy Related Restrictions in the Centre	15
Arrival, Departure and Release of Children from the Centre	15
Field Trips and Off-site Activities	16
Outdoor Play	16
Use of Photographs and Videotape	16
Our Smoke Free Environment	16
<b>Section Three – Registration</b>	
Children’s Belongings – What to Bring	17
Paying for Your Child Care - Fees, Terms and Conditions	18
Fees, Terms and Conditions	
Vacation and Extended Absences	
Withdrawal	
London Bridge Locations	19
Questions and Notes	20



## ***Introducing London Bridge Child Care Services***

Established in 1993, London Bridge Child Care Services Inc. is a non-profit organization committed to the provision of high quality licensed child care services that meet the needs of both parents and children. Within the profession of Early Childhood Education, our particular area of expertise is the provision of nurturing child care and enriched early childhood education for children from infancy to school age.

London Bridge Child Care Services is in reality a multi-faceted network of licensed child care centres and services, which support each other and operate under one administrative umbrella. Our Centres are located throughout the communities of London, Sarnia and Exeter, enabling us to offer parents a choice of care that is near their home, their workplace or their school.

Each London Bridge Centre offers a program that is tailored to both the needs of the families and the physical layout of the environment. Due to the larger size and scope of the London Bridge family, we are able to provide parents with a choice of care in settings, which range from the warmth of a "home-like" setting to the stimulation of a "school-like" setting. As parents ourselves, we understand the importance that secure, high quality child care arrangements plays in our family's daily lives. We recognize that child care needs vary from family to family, and we try to structure our programs to meet these demands. Where possible and appropriate, our Centres offer flexible enrolment policies and slightly extended hours.

While each Centre is unique in its own way, every one of our educators, cooks, directors and administrative staff shares and is totally committed to our organizations' philosophy of care. We view the young child as a precious individual; feelings and needs are the important focus. We believe that fun and learning are parallel - when children enjoy their day, they grow and learn naturally. All of our educators are responsive, gentle and respectful of young children as individuals. As part of our commitment to the children, all of our educators receive on-going educational enrichment and support.

Administratively, London Bridge is also unique from many other child care programs. The Director in each Centre is an Early Childhood Educator with many, many years of experience. Our educators and caregivers are Early Childhood Educators and Early Childhood Assistants recruited specifically to provide the type of care parents can rely on. Administration and special resources for the Centres are provided through an efficient, centralized core group of Early Childhood Educators and business professionals. The ultimate responsibility for the organization rests with our Board of Directors, which is composed of parents, business and community leaders and employee representatives. It is our belief that this segregation of education and administration is the way which best allows us to focus on the care of the child, and ensures that parent's fees are used effectively and efficiently.



## *London Bridge Child Care Services Inc.*

### **Mission Statement**

We exist to provide high quality child care services for the parents of infants, toddlers, preschoolers and school age children. We achieve this by providing a nurturing and stimulating environment for all children equally, regardless of social, economic or cultural circumstance. We are committed to providing safe, healthy and happy child care services which meet the needs of the children, their parents, the staff and our other stakeholders. We deliver these services through the establishment, maintenance and operation of licensed non-profit child care centres and services.

### **Philosophy Statement**

London Bridge Child Care Services is a non-profit organization committed to providing a safe and nurturing environment for young children. Throughout our network of day nurseries, London Bridge provides warm, personalized care and developmentally appropriate programs for children from infancy to school age.

We view the young child as a precious individual; feelings and needs are the important focus. We believe that play is the central activity of early childhood. Fun and learning are parallel - when children enjoy their day, they grow and learn - naturally. Our early childhood educators are always responsive and gentle, and respectful of young children as individuals. And as part of our commitment to the children, our educators receive on-going educational enrichment and support.

In summary, London Bridge is an organization dedicated to providing loving care and promoting the development of the whole child, while responding to the needs of the families we serve.



## *Background and Reference Check Policy*

From time to time, we see coverage in the media about the alleged sexual and physical abuse of children in our community and elsewhere. It is perfectly natural for parents to periodically wonder to themselves about how they can be sure their children are safe throughout the day.

Your choice of a **licensed child care program** is probably the most important first step you can take in protecting your child. The Day Nurseries Act, under which our programs are licensed to operate, requires that there be at least two adults in the Centre virtually all the time. In fact, there are always many, many adults in the Centre throughout the day, and each room's activities are constantly cross-monitored by the educators and the Centre Director. We believe these factors, in combination with the group setting and the "open door" philosophy of our Centres, help to ensure there is constant, worry free supervision of the children.

However, London Bridge Child Care Services Inc. takes the minimum standards of the Day Nurseries Act to a much higher level. Since **March 1995**, we have strictly followed a policy approved by our Board of Directors requiring that anyone and everyone who could possibly come in contact with the children must pass a rigorous **Criminal Reference Search (including Vulnerable Sector Screening)**. This means that all new employees, all students and all volunteers - even our own maintenance crews and our office staff - are required to pass through a screening process which includes background checks with previous employers and a criminal reference clearance and vulnerable sector screening from the local police force.

It is worthwhile to note that London Bridge's screening process is one of the most comprehensive systems used by child care centres in Ontario. As you are probably aware, this level of screening is not required of babysitters or other caregivers who provide unlicensed or informal care of children.

We take our **commitment** to providing a safe environment for your children very seriously, and we are always looking for ways to better our service. If you ever have any questions or concerns, please do not hesitate to talk to any of us immediately.

## ***Emergent Curriculum Program Philosophy Statement***

We believe that all children are naturally strong, capable learners worthy of our trust and support. We look to each child to help guide us in their learning. We value and respect children and believe that their theories and ideas are an important source of curriculum. Because of these beliefs, all London Bridge Centres have adopted an “Emergent Curriculum” approach to learning. We believe this approach is the most developmentally appropriate and is most consistent with our understanding of how children learn.

The Early Years is the time when children develop self-esteem, a sense of belonging and a sense of self worth – the essential skills that form the foundation on which all learning is built. We believe that the Emergent Curriculum philosophy, with its emphasis on the capabilities of the child, is the best way to enhance the growth of these skills. An Emergent Curriculum Philosophy is one that builds upon the interests of children. We do not separate the curriculum into discreet blocks of time for math, language, etc. Rather, children learn about themselves and the world around them through investigation and discovery, and through art, dramatic play, and social interactions. Important areas such as literacy and numeracy development are introduced and woven through all activities, taking place in each of the traditional early learning domains and activity centres.

Within our Emergent Curriculum Philosophy, there are four essential elements. These are:

- ❑ **The Environment**
- ❑ **The Role of the Educator**
- ❑ **Observation and Documentation**
- ❑ **Project Work and Project Practice**

### **The Environment**

Quality Early Years Environments are inspiring! Within the Emergent Curriculum Philosophy, the environment itself is viewed as a teacher, inviting children into action and guiding them into individual and small group play. Environments foster creativity, promote wonder and encourage each child’s natural curiosity and desire to explore and learn.

Effective Early Years Environments do not just happen – they are the product of a planned and thoughtful approach to learning that reflects the skills, needs and interests of the people, both adult and child, that occupy that space. Great attention is given to the look and the feel of the classroom. Everything in the environment is meaningful and has a purpose.

### **The Role of the Educator**

In an Emergent Curriculum Environment, Early Childhood Educators are not only nurturers, they are partners, facilitators, observers and co-learners who have a deep understanding of developmentally appropriate practices. Educators understand individual differences and arrange their room so that children can explore at their own pace. They make available a wide range of materials and activities in order to allow children to make their own choices. And they work hard to match their curriculum to the strengths and interests demonstrated in the children. Educators understand that the early childhood experience is about learning, not teaching. The Educator must learn about the child from the child herself (himself) and from the family of the child. The Educator watches, listens and reflects on what is happening in order to reinforce the child’s learning and appreciation of an experience. Lastly, and most significantly, the Educator facilitates the building of relationships between children, families, communities and themselves.

## **Observation and Documentation**

We learn best about children by watching them in action and taking note of the learning that they are experiencing. Observation and documentation are therefore one of the most important roles of an Early Childhood Educator.

The purpose or objective of observing and documenting children's experiences is to:

- Deepen Educators understanding about each child's thinking and development
- Help Educators make informed decisions
- Take each child's work and feelings seriously, and to give value to them
- Help children to reflect on and make sense of their own experiences
- Make learning visible to parents and the community

Observation and documentation is demonstrated through:

**Individual Portfolios** - *A collection of items that reveal different aspects of an individual child's growth and development over time.*

**Posted Observations of Children's Day-to-Day Experiences** - *Demonstrated through photographs, children's own work, anecdotal and narrative notes etc.*

**Project Narratives** - *Posted images, descriptions and children's work as it pertains to a certain Topic of Investigation.*

## **Project Work and Project Practice**

*"A project is an in-depth investigation of a topic worth learning more about."*

The Project Approach in an Emergent Curriculum philosophy is based on the belief that children learn by doing and by experiencing hands-on learning. From a developmental perspective, the very young children in London Bridge's care are at a "sensory-motor" stage of learning, and the Emergent Curriculum philosophy of learning through exploration has shown to be the one of the best ways to support this early developmental stage.

While Infants, Toddlers and young Preschoolers do not do "projects" in the traditional sense, they are building the skills they will need for project work later in life. Educators plan encounters that provoke curiosity and lure the children into discovery. The process in which these research, analysis and problem solving skills are enhanced is referred to as "Project Practice".

In a project, Educators provide the children with opportunities to explore, observe and investigate their world using all of their senses. Topics may range from investigating pizza to exploring shadows - there are unlimited possibilities as every child's world is filled with an abundance of things to investigate as long as the project topic is something that is relevant to their understanding of the world and appropriate for their level of development.

Within a project, children learn to formulate their own questions and conduct their own investigations with the guidance of the Educator. Projects themselves are grounded in play. Art, drama, storytelling and hands on exploration are the groundwork for discovery. Throughout the process, the Educator also pays close attention to each child's achievements, thereby supporting the formation of self-esteem, confidence and a strong social-emotional foundation.

## **Guiding Children's Behaviours**

The following excerpt from London Bridge Child Care Services' Behaviour and Guidance policy explains our philosophy towards guiding children. Additional information or a copy of the complete policy is available from the Centre Director.

*“The early childhood educator is a significant person in the lives of young children and can profoundly influence the children's sense of themselves. A positive educator-child relationship is critical, and based upon respect for the dignity, worth and uniqueness of each individual child. A good interpersonal relationship is characterized by the qualities of honesty, empathy, respect, trust and warmth. The educator has realistic expectations of children, based on knowledge of child development and of the individual needs of the children in her care.*

*The educator's efforts in guiding behaviour will support a strong, positive and realistic self-concept in the young child, and are sensitive to and appropriate for the individual. These practices appreciate the special vulnerability of children and the importance that educators are, at all times, gentle and compassionate with them.*

*The early childhood educator recognizes the difference between punishment (punitive actions that diminish self-esteem) and the valuable learning opportunities inherent in positive discipline. Discipline is a learning process designed to help children develop self-control and responsibility, as well as generate feelings of competence and self worth, and provide opportunities for independence. The children will be guided in a positive manner and given direction or a logical consequence, rather than given a negative deterrent. The educator encourages acceptable ways of behaving and respects a child's feelings and right to feel angry or sad. At no time will an educator disregard or deny a child's feelings, and will always endeavour to help the child understand his feelings.*

*The environment plays a critical role in providing positive learning experiences and helps to eliminate problems in a child care setting. An enriched, supportive environment that considers the needs of the individual child in a developmentally appropriate program will foster positive behaviour. Routines can ensure that each child feels safe, secure and capable. Careful supervision of the children will enable the educator to anticipate and prevent many potential problems or conflicts.*

*Children are immersed in a social environment and are just beginning to develop the knowledge and skills needed for living with people and for dealing with feelings. They learn this through what they see and how they are treated. Children value themselves as the adults in their lives value them. The educator's actions reflect a commitment to nourish the growth of children and help them develop their natural potential. The London Bridge Behaviour and Guidance Policies represent a commitment to these values and define practices that are required, prohibited and permitted.”*

## ***Transitioning Children from Group to Group***

When transitioning children from one age group to another, we take into consideration the individual needs of that child. In most cases these transitions take place over a period of time, sometimes up to two weeks in length, during which time the child gets to “visit” with his or her new group until he or she is totally comfortable in their new environments.

Where possible, we start off with shorter visits. The visits become longer as the child becomes comfortable with the new surroundings and routines, new friends and new educators. Depending on the child, the inclusion of the lunch and rest times may occur within the first week - other children may not be ready until week two. Some children require the full two weeks for a complete move, whereas others may transition more quickly.

Parents are very important to a successful transition, and so are asked to be involved in the process. Prior to the move and during the first week parents are encouraged to visit the new group either with or without their child. By the second week, we ask parents to drop their child off in the new classroom. If we find that the child is not quite ready for a long visit, we will bring them back to their original classroom and have the parent drop them off in the new classroom again the following day. Throughout this process we stay child focused, taking our cues from the child. It is our experience that most children are ready for the new challenges and by the second week they are quite comfortable with their new environments, educators and peers.

## ***The Inclusion of Children With Special Needs***

Our commitment to providing quality child care for all children is driven by our philosophy statement. It is also a natural outcome of our philosophy that we fundamentally believe that our services must be available to all families and to all children regardless of their situation or circumstance. For this reason, we work in partnership with families and community agencies to ensure children with special needs are integrated successfully into our Centres.

We believe that every child has the right to participate in all activities within a child care program, and that every child is entitled to any and all support needed to be successful. In day to day practice, our commitment to offering an inclusive environment:

- Ensures that all child care programs within London Bridge Child Care Services promote a welcoming environment for all children.
- Recognizes that the family is the primary influence in the child's life.
- Recognizes that parents are an important part of the support team within our Centres.
- Encourages and empowers families and staff to be strong advocates for the well being of the children in our programs.
- Provides the opportunity for families and staff within all Centres to interact with each other for the mutual benefit of shared knowledge.
- Gives on-going support and training to educators to enhance their knowledge and skills in working with children and families with special needs.
- Actively enlists the support and participation in our Centres of supplemental community resources.

## ***The Role of Parents in a London Bridge Child Care Services Centre***

### **Partners in Early Learning**

Our objective is to provide the best possible care for your child that we can. We recognize that as parents you know your child best and are best able to guide us and help us with the early learning process. We value any input that you may have, and encourage parents to take an active role in their child's education.

Before your child starts at the Centre we encourage you to make time for visits to the classroom with your child. This will help you and your child to become better acquainted with the educators and routines in the classroom and the expectations that accompany these.

As your child settles into each learning environment, you will want to keep track of their development. You may have questions about something that you saw or that the children are doing, or you may have feedback about your child's program. In all cases, please feel free to speak with your child's educator or the Centre Director at any time. Because we follow an emergent curriculum philosophy, you will notice that we observe and document the children's work to determine where their emerging interests lie. We set up the environment to allow them to explore various materials with wonder and curiosity. You are encouraged to read some of this documentation and to talk to the educators and add any insights or reflections that you might have. We also encourage you to read the Classroom Daily Log with its written record of different things that happened throughout the day, as well as information on visitors, fire drills, what the children ate that day, etc.

### **Volunteering**

Occasionally older children may plan a field visit to a location that is relevant to their studies. We welcome parent volunteers on any planned trip. Please note that all volunteers are expected to follow all London Bridge policies and procedures at all times. Similarly, we invite and encourage parents to take an active role in resourcing the children's classrooms, either by donating materials that the educators feel is appropriate, or by contributing time or special skills that will benefit the children's learning.

### **Board of Directors**

London Bridge's Board of Directors consists of nine people, of which eight are parents or former parents and one is an elected Early Childhood Educator employee. In addition to their invaluable parent perspective, Board members are specifically recruited for the business or professional skills that they can contribute to the organization. Parents who are interested in applying for a position on the London Bridge Board of Directors may forward their resume to the Executive Director of London Bridge.

## ***Providing Feedback and Addressing Concerns and Issues***

As partners with you in providing care and early learning for your child, we need to maintain open and clear lines of communication. We know that from time to time, parents may have questions or concerns about the program we provide for their children, or other aspects of the care we offer. We also know that parents sometimes want to share their positive feedback and experiences with us. In order that we continue to meet parent's needs and continue as partners in the early learning process together, it is important that we hear and address any concerns, issues and feedback parents have.

We encourage all parents to talk with their child's educators first about any concerns or questions that may arise. Our educators have the best understanding of what is taking place in each classroom, and are best able to answer most questions you may have.

However, if you feel unsure about how to handle a situation or are uncomfortable about speaking to your child's educator directly, please feel free to approach the Centre Director about your concerns. She or he has full responsibility for everything that happens in the Centre, and will be able to either answer your question, or direct you to someone else if she or he does not have or know the answer.

If parents do not feel that the Centre personnel are appropriately addressing their concerns, they should contact the Program Director responsible for the Centre (their contact information is listed below). If after speaking with the Program Director, you are still not satisfied, please contact the Executive Director of London Bridge Child Care Services.

### **Contact information:**

Centre Director: \_\_\_\_\_  
Centre Director Phone No: \_\_\_\_\_  
Centre Director E-mail: \_\_\_\_\_@londonbridge.com  
Administrator E-mail: \_\_\_\_\_@londonbridge.com

### **London Bridge Child Care Services Inc. Administrative Offices**

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#### **Program Directors**

Anne Marie Coughlin - annemarie.coughlin@londonbridge.com  
Barb Janson - bjanson@londonbridge.com

#### **Program Facilitators**

Mary Bentley – mbentley@londonbridge.com  
Angela Woodburn – awoodburn@londonbridge.com

## **Selected Operating Policies**

*When a parent registers a child in a London Bridge Child Care Services Inc. Centre they will be expected to read, sign and date that they understand and agree to follow certain policies of the organization. These policies are intended to help us provide a safe, nurturing and stimulating environment for the children.*

*Some of the critical policies are summarized below for your information. Additional information on any or all of these policies, plus others not listed below, can be obtained through the Centre Director.*

### ***Administration of Medication***

The administering of prescription and non-prescription medicine to any child in the Centre is very tightly controlled and regulated. The Centre has specific policies that determine if a particular medicine may be administered to a child, how each medication is to be stored, who is authorized to administer a medication to a child, and the procedures required of a parent before a medication may be administered. Our policies are in keeping with guidelines and policies of the local Health Units, and are designed with the best welfare of the child in mind. All policies are reviewed and updated regularly as new information becomes available from the local Health Units. A complete copy of the policy is available for your review at any time by contacting the Centre Director. You are expected to abide by these policies at all times that your child is enrolled in the Centre.

Under certain circumstances, certain employees in the Centre are allowed to administer specific medications to the children. The administration of non-prescription medicine is not allowed at the Centre except in unusual circumstances, and usually requires written instructions from a physician. Furthermore, the Health Unit strongly recommends that the initial dose or doses of any medication be administered by the parents at home, and that the child remains at home for the first 24 hours after a new medication is started, in order to allow the medicine time to take effect and in case there is some form of allergic reaction to the medicine.

In order for our employees to administer any medications, we require written information from the parents providing permission to administer the medication, as well as information on the date, time and dosage to be given. Additional information may be required regarding the nature of the medication and the illness it is being used to treat.

Please note that:

- It is the parent's/guardian's responsibility to notify the Centre if the child is taking any prescription or non-prescription medicine;
- It is the parent's/guardian's responsibility to hand any prescription or non-prescription medicine directly to a staff member, so that it can be safely stored out of reach of the children and in accordance with the medicine's instructions. Do not leave medication out on the counter or in your child's bag;
- All medication must be in the original container, clearly labelled with the child's name, the name of the medication, the dosage of the medication to be given, the date of purchase, and instructions for storage and administration of the medication.
- It is the parent's/guardian's responsibility to fill in the required information on the medicine sheet or book, and sign it for every day your child requires the medication.

## ***Illness and Exclusion of a Child from Care***

The health and welfare of the children and others in the child care centre is a primary concern, and therefore reducing the spread of illness is vital for everyone's safety. Our first objective is to minimize the possibility that an illness will be brought into the Centre. We ask that you do not bring a sick child to the Centre. Parents, where possible, should also avoid coming into the Centre if suffering from an illness.

We recognize that it is not possible to always know whether your child is sick, or just having an "off" day. If you have concerns about your child's health, please discuss these with your child's educators when the child comes into the Centre. If you keep us informed, we will be better able to monitor your child's activities throughout the day, and to react appropriately to her or his needs.

Our second objective is to minimize the spread of any illness that does appear in the Centre. The Centre has specific policies and procedures that determine if a child may be permitted to attend if ill. Our policies are in keeping with guidelines and policies of the local Health Units, and are designed to maintain a safe and healthy environment for all of the children, while recognizing the impact illness has on a parent's schedule. Our policies are reviewed and updated regularly, and are available for your review any time by contacting the Centre Director. You are expected to abide by these policies at all times that your child is enrolled in the Centre.

In general, London Bridge follows the exclusion policies and recommendations of the Middlesex-London Health Unit, as outlined and updated in "***Safe, Healthy Children, a Health and Safety Manual for Childcare Providers***". In the event these are different than the policies and recommendations of another local Health Unit, the policies and recommendations of the local Health Unit will prevail.

Please understand that there may be times when the Centre Director or her/his designate telephones you during the day to ask that you come and take your child home because she or he is not feeling well. In most cases, the decision to call a parent of a sick child is made by the Centre Director when the child exhibits:

- An elevated temperature
- An upset stomach or vomiting
- Any intestinal disturbance with diarrhea
- Any unexplained fatigue, irritability, or loss of appetite
- Any suspicious discharge or drainage from eyes, nose, ears or open sores
- Signs of a newly developing cold or indications that a cold is getting worse
- Severe coughing
- After receiving a general anaesthetic
- Contraction of a contagious condition such as head lice, pink eye, diarrhea, etc.
- An inability to participate in the program because of illness

## ***Food and Other Allergy Related Restrictions in the Centre***

From time to time we are asked to provide care for a child who has a life-threatening allergy to certain foods or products. We believe that every child is unique in their own individual way, and therefore that a child with such a food allergy has as the same right to attend the Centre as any other child.

London Bridge Child Care Services Inc. has developed a comprehensive set of protocols and procedures around the care of a child with a serious allergy that will be implemented when required. One significant objective of these protocols is to restrict the introduction of a food or product allergen into the Centre. One way this is accomplished is by not allowing any child or any parent to bring food of any kind or other products (with certain exceptions) into the Centre.

In the event the Centre does implement the protocols and procedures for caring for a child with a life-threatening allergy, all parents will be notified in advance of the change, and will have the necessary changes in procedures explained to them. From that point forward, all parents and children will be expected to abide by our policies in this matter.

## ***Arrival, Departure and Release of Children from the Centre***

***We are not able to release any child into the custody of any person who has not been pre-authorized, in writing, by the child's parents or legal guardian. Furthermore, for safety reasons, we ask that the person to whom we are releasing the child be at least 16 years old.***

The authority to release a child to someone other than the parent or legal guardian is normally provided to us at the time the child is registered in the Centre. After that time, approval to have someone else pick up a child is acceptable only if it is provided in written form, signed by the parent or legal guardian, and given to the Centre in advance. Please note that the person picking up the child may also be asked to produce a Photo ID when he or she comes to pick up the child. (As an extra safeguard, many parents choose to include with their child's registration a photograph of each person who is authorized (or not authorized) to pick up their child.)

In general, a telephone call is not sufficient to authorize the release of your child to any person who has not been approved in advance and in writing. This also means that it is the parent's or legal guardian's responsibility to advise the Centre, in writing, if any individual's authority to pick up your child changes in any way.

We reserve the right to not release a child to any person who, in the sole opinion of our employee(s), is impaired or otherwise unable to suitably and safely care for the child.

## ***Supervised Walks, Field Trips and Off-site Activities***

As part of our regular child care program, the children will occasionally leave the Centre property to go on walks in the neighbourhood and to participate in field trips to places of interest. During these outings employees of the Centre continuously supervise the children and all London Bridge Child Care Services policies apply. Additionally, the Centre Director and Educators may ask or require that parents volunteer to help on the trip or at the activity.

## ***Outdoor Play***

The Day Nurseries Act stipulates that all children at a Centre spend a certain amount of time outdoors each day, weather permitting. These regulations, along with other regulations relating to child/staff ratios and the mixing of children of different ages, makes it next to impossible for our Educators to keep a child indoors during outdoor time, even if the parent requests that they do so. The general guideline relating to this regulation is that if the child is too ill to participate in outdoor play, then he or she is too ill to be in attendance at the Centre.

Please note that the requirement for outdoor play also means that it is the parents' responsibility to ensure that the child is appropriately dressed for physical activity, the weather and the season. The Centre Director and Educators are able to provide parents with suitable advice on appropriate footwear, coats, hats, gloves, rain wear, sunscreen, etc.

## ***Use of Photographs or Videotape***

Within our Emergent Curriculum program philosophy, we regularly take photographs of the children as part of documenting their learning. We also take photographs or make videotapes of the children participating in activities, which we incorporate into our decorations and for Parents' Nights and other Centre functions. From time to time we also receive requests from parents and outside agencies, such as the local TV stations and newspapers, to photograph, videotape or record the children. In most cases we are able to give parents advance notice of media requests, although this is not always possible. We fully understand that for some parents this is an important issue, and we wish to respect your wishes completely. Parents are asked to complete the appropriate section of the Registration package, and to advise the Centre Director immediately of any changes.

## ***Our Smoke Free Environment***

We are pleased to be able to offer you, your children and our employees a completely smoke free environment. Smoking is not permitted at any time by any person within the Centre. Smoking is also not permitted in the playgrounds or in the Centre's parking lot at any time. Your cooperation in helping us provide this smoke free environment is greatly appreciated.

## ***Children's Belongings – What to Bring***

The first few days in the Centre can be a confusing experience for both the children and their parents. To help you we have compiled this list of things you can bring which will help make the transition to the Centre easier and more comfortable for your child.

***Please be sure that all items are labeled, so that our educators can keep items straight between children. Please also note that unless your child's educator requests it, bringing toys and games from home is strongly discouraged because of the possibility of breakage or loss.***

### **Infants**

- Closed toe shoes and 2-3 changes of indoor clothes
- Appropriate seasonal outerwear (see below)
- A full bag of disposable diapers
- Baby wipes
- Any special creams or lotions
- Enough made up formula or baby food for the day
- A can or enough powdered formula to make up an extra bottle or serving
- A blanket and/or cuddly toy
- A schedule of your child's current daily routine

### **Toddlers**

- Closed toe shoes and 1-2 changes of indoor clothes
- Appropriate seasonal outerwear (see below)
- A full bag of disposable diapers
- Baby wipes
- Any special creams or lotions
- A blanket and/or cuddly toy

### **Preschoolers**

- Closed toe shoes and a change of indoor clothes
- Appropriate seasonal outerwear (see below)
- A blanket and/or cuddly toy

### **Appropriate Seasonal Outerwear includes:**

**Winter** - Snow suit, winter boots, 2 pairs mittens, hat (without strings)

**Spring/Fall** - Lined jacket with hood or hat (without strings), splash pants, rubber boots

**Summer** - Sun hat, closed toe running shoe/closed toe sandal with heel strap

**Sunscreen** - Sunscreen is provided by the Centre for \$10.00 between mid-May and October, payable in May. Additional details are available in early spring.

## ***Paying for Your Child Care - Fees, Terms and Conditions***

***Fees - You are required to pay fees in advance of care.*** For your convenience, we offer two payment options. Fees may be paid in full at the 1<sup>st</sup> of each month, or 50% payment at the 1<sup>st</sup> of the month and 50% payment by the 15<sup>th</sup> of each month. Payment may be made by major credit card, debit card, or post dated cheques. (We prefer not to accept cash for payment of fees, because of the security risk involved with keeping cash in a child care setting.) You will be charged a \$20.00 fee for any cheque returned NSF.

***Enrolment in the Centre is conditional on full and timely payment of all fees.*** It is your responsibility to keep your account balance current. We reserve the right to add a “Late Fee Service Charge” to your account, change your method of payment and/or terminate your child care space if your account is not kept current. More specifically, if your account is not paid in full by the 15<sup>th</sup> of each month, a Late Fee Service Charge of \$25.00 will be automatically added to your account. If by the 20<sup>th</sup> of each month there is any balance outstanding your child care space will be terminated, and your child’s name will be placed at the bottom of the Centre’s waiting list. ***Furthermore, please note that if you leave the Centre with an outstanding balance owing, we will use any and all measures available to us to collect the balance.***

A deposit of \$200.00 must be paid at time of registration. This deposit will be applied towards the last week fees for which your child is enrolled at the Centre. A non-refundable registration fee of \$25.00 is also payable upon enrolment of your child.

Tuition fees are determined by a number of factors, including the age of the child, and the schedule of enrolment in the Centre. Additionally, London Bridge Child Care Services Inc. reserves the right to change or adjust the fee schedule at any time.

Tuition fees for full day care are based on a nine-hour day. An additional fee may be charged for children who are regularly at the Centre for more than 9 hours per day. You are required to pay fees for any day on which your child is scheduled to be at the Centre, regardless whether they are in attendance or not. This includes all statutory holidays, the August Civic holiday, and days your child is away due to illness or absent due to inclement weather. No rebate or reduction can be given for these absences.

***Vacation and Extended Absences*** - Vacation time is earned at the rate of one day per month in care (for full-time) or one day for every 20 days in care (for part-time), up to a maximum amount of 12 unused days. These days can be accumulated to cover vacations or extended absences. We cannot refund unused days, nor can they be used to pay for days when your child was in attendance at the Centre.

***Withdrawal*** - We require two weeks written notice when withdrawing your child from the Centre. Full tuition for the two week period is payable if inadequate notice is given.

***Tax Receipts*** - Tax Receipts for all accounts that are not outstanding will be available for **pick up** at the Centre your child attends by the end of February of each year, regardless whether the child remains enrolled at the Centre or has withdrawn part way throughout the year. Tax Receipts for accounts for which the child has been withdrawn and for which there is a balance of fees owing are forwarded to and handled by London Bridge Child Care Services’ Administration office.

## ***London Bridge Child Care Services Locations***

### ***Central London***

**ABC Child Care Centre**  
650 Maitland Street  
London, Ontario, N5Y 2V8  
519-434-6976 - Director: Teresa Hill  
*Ages 3 months to 6 years*

**Little Acorns Childcare Centre**  
130 Dufferin Avenue  
London, Ontario, N6A 5R2  
519-438-4320 - Director: Vicki Lam  
*Ages 3 months to 6 years*

**Kaleidoscope Early Childhood Learning Centre**  
583 Oxford Street East  
London, Ontario, N5Y 3H9  
519-432-1234 - Director: Linda Boyington  
*Ages 3 months to 6 years*

**Piccadilly Place Day Nursery**  
282 Piccadilly Street  
London, Ontario, N6A 1S5  
519-672-1796 - Directors: Toni Weir  
*Ages 3 months to 6 years*

**London Day Nursery**  
387 King Street  
London, Ontario N6B 1S4  
519-434-6364 - Director: Karen Smithrim  
*Ages 3 months to 6 years*

### ***North London***

**Huron Heights Early Childhood Learning Centre**  
1305 Webster Street  
London, Ontario N5V 3P8  
519-453-9570 - Director: Leigh King  
*Ages 3 months to 6 years*

**Stoneybrook Early Childhood Learning Centre**  
550 Fanshawe Park Road  
London, Ontario, N5X 1L1  
519-660-6141 - Director: Kathy Harris  
*Ages 3 months to 6 years*

### ***Administrative Offices***

**London Bridge Child Care Services Inc.**  
550 Fanshawe Park Road E.  
London, Ontario, N5X 1L1  
519-432-5606  
[www.londonbridge.com](http://www.londonbridge.com)

### ***South Central and South West London***

**ABC Child Care Centre**  
189 Adelaide Street South  
London, Ontario, N5Z 3K7  
519-685-1650 – Director: Elaine DaSilva  
*Ages 3 months to 6 years*

**Rowntree Park Early Childhood Learning Centre**  
712 Whetter Avenue  
London, Ontario, N6C 2H2  
519-686-8944 - Director: Paul VanDyk  
*Ages 3 months to 6 years*

**ABC Child Care Centre**  
502 Springbank Drive  
London, Ontario, N6J 1G8  
519-472-3301-Director: Kelly Caines  
*Ages 3 months to 6 years*

**Elmwood Avenue Day Care Centre**  
89 Elmwood Avenue E.  
London, Ontario, N6C 1J4  
519-438-9141 - Director: Li Pressey  
*Ages 3 months to 6 years*

### ***Sarnia***

**ABC Child Care Centre**  
811 London Road  
Sarnia, Ontario, N7T 4X7  
519- 337-8668 - Director: Annette Vusich  
*Ages 3 months to 6 years*

**St. Bartholomew's Day Nursery**  
718 Cathcart Boulevard  
Sarnia, Ontario N7V 2N5  
519-332-4212 – Director: Lisa McShea  
*Ages 18 months to School Age*

**Sacred Heart Before and After School Program**  
1411 Lecaron Avenue  
Sarnia, Ontario N7V 3J2  
519-332-1955 - Director: Lisa McShea

### ***Exeter***

**Relouw Early Childhood Learning Centre**  
80 Victoria Street East  
Exeter, Ontario, N0M 1S1  
519-235-0710 - Director: Brenda Jones  
*Ages 3 months to 6 year*

## Questions and Notes