



Marpole Neighbourhood House

CHILD CARE AND EARLY YEARS LEARNING CENTRE



A place to grow, learn
and explore.

marpolenh.org

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ABOUT MARPOLE NEIGHBOURHOOD HOUSE

A Neighbourhood House is an open and inviting space for us all to feel at home in our community.

Each Neighbourhood House in Vancouver is embedded with the spirit of its own community, offering services and programs that address the concerns and needs of very diverse populations, providing a place to hang out, make friends, find support and build skills to develop a strong sense of belonging in our neighbourhoods.

Marpole Neighbourhood House (MNH) is designed to understand the impacts of the rapid changes currently happening in the area and how that affects both long-term and new members of the Marpole Community. It is also being designed within the spirit of reconciliation/ decolonization in mind, recognizing the unique and enduring relationship that exists between indigenous Peoples and sovereignty as the first inhabitants of this land.

MNH offers programmed initiatives in parenting, English, employment, leadership, art, gardening and cooking to name a few, while encouraging community members to also participate in non-programmed, 'organic' activities, hangouts to build trust and friends within our community. Programs and offerings will be determined in partnership with the community based on needs and interests in Marpole.

TRUTH AND RECONCILIATION

We come, as new neighbours to those that have forever inhabited this territory, acknowledging that the rights, ownership and traditions of the Musqueam, Squamish and Tsleil-Waututh Nations are tied to the land where Marpole Neighbourhood House now sits.

It is our aspiration to honour this acknowledgement by taking our words into actions so, as we speak of unceded and untreated territories, we design and develop initiatives that cherish the unique and enduring relationship of Indigenous people to their land. At Marpole Neighbourhood House we want to take the necessary steps to learn about and understand the notions of land return and indigenous self-governance.

It is our belief that at this point of history, as a non-indigenous organization, our work within the processes of reconciliation and decolonization must involve indigenous leadership and provide reflective spaces for non-indigenous people to comprehend, with fairness and in solidarity, the direct relationship between our reality and the historical consequences and current impacts of colonialism in Indigenous people, their resources, culture and identity.

Rooted in our values and principles, Marpole Neighbourhood House strives to be an open place that promotes sincere and challenging conversations around reconciliation and decolonization, aiming at building relationships, knowledge and initiatives that create collective practices in the search for our true accountability to these territories.

To the Musqueam people in whose land Marpole Neighbourhood House works, thank you for your historical hospitality and resistance, and for the opportunity to learn from your traditions and wisdom.



VISION

In partnership with Marpole Neighbourhood House and the Association of Neighbourhood Houses MNH Childcare's vision is to provide the highest quality of care while honouring children, families and educators as collaborators in the program.

PHILOSOPHY

Honouring children's family members as the most important influences in a child's life. Creating strong bonds is our greatest tool to support children in their development, learning, exploration and risk-taking.

- It is our belief that children flourish in an environment where they can freely and naturally learn through play experiences.
- We provide the time and space for children to delve into the world around them.
- We value that each child develops at their own pace.
- We celebrate children for who they are today; honouring their feelings and emotions
- Children are autonomous, capable and active participants in the program: (eating, dressing, diapering, toileting, sleeping, and engaging in their environment).
- Children and educators work and learn together as researchers and collaborators.

We value children as decision makers, we listen, and program together inviting in families and the community around us.

Our programming will reflect our current learning journeys and we document them through several medians including photos, written word, storytelling, materials made by the children and videos. We return to our learning to reflect and extend.

RISKY PLAY

Risky Play is a form of play that is thrilling and exciting. Children explore their environment by using all their senses; therefore, as educators we encourage them to be curious and to find out answers to questions, ideas and perceived problems. Children are exploring the complexities of what they are physically and/or emotionally able to do, they may be pushing themselves to reach new heights.

Through this exploration there may be 'risks' involved. Instead of stopping the entire process or 'solving' the problem for them we invite them to problem solve by asking:

"What might happen if..., where would you go when..."... Educators refrain from using phrases that may hinder this developmental goal such as, "stop, be careful, too high".

When children are exploring these perceived risks, they are learning how to be safe.

Our goal is to keep children as safe as necessary, not as safe as possible.



AUTONOMY IN THE EARLY YEARS

At MNH Child Care we believe that children are the best decision makers for their own bodies and choices. We give them opportunities throughout the day to make choices while guiding them through the process. This is intentionally rooted in our philosophy to foster independence, problem solving skills and decision making skills.

Children are learning what they are capable of and what future goals they must strive for, thus promoting pride and empowerment.

What does this look like in practice?

Children may be outside on a winter day without a jacket on.

Children may be barefoot inside and outside.

Youngest learners may want to feed themselves and put on own clothing (or wear none at all.)

Pour their own milk or water.

Paint on their bodies.

- We guide children with questions and observations:
 - “How do your feet feel without shoes on?”
 - “I notice you look cold, should we grab you a jacket, or we can take it outside with us so it is there if you need it”
 - “Should we move the cup closer to the water pitcher when you pour”
 -

What is the benefit?

Children learn they have rights.

Children develop self-regulation.

Children learn what their bodies need and how they work.

- What does cold feel like?
- How much food does my body need to feel full?

Children learn to make intelligent, capable decisions.

Children learn important problem skills



INCLUSION

MNH Childcare welcomes all children, families, and educators regardless of race, religion, national origin, gender, sexual orientation, or family marital status. We do not tolerate discrimination.

Children needing extra support are part of our program at MNH. At the time of enrolment and throughout the placement, the needs of all children are monitored, giving consideration to the educators or program's ability to meet those needs. We frequently request availability from community support services (ie. Public Health Nurse, Centre for Ability, Pace, Vancouver Aboriginal SCD) to assist us in evaluation, assessment, and individualization of the child's program.

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MNH offers programmed initiatives in parenting, English, employment, leadership, art, gardening and cooking to name a few, while encouraging community members to also participate in non-programmed, 'organic' activities, hangouts to build trust and friends within our community. Programs and offerings will be determined in partnership with the community based on needs and interests in Marpole.

PROGRAMMING/CURRICULA

MNH programming and curriculum acknowledges children as unique, active learners. They are creative, curious, natural explorers, playful, competent, capable of complex thinking, and rich in potential as contributors to society.

We use a method of planning known as 'Responsive Curriculum' and 'Pedagogical Narrations' inspired by the BC ELF, Te Whariki/New Zealand and Reggio Emilia Approach. Each room provides:

- Emergent, reflective, collaborative activities that are responsive to a wide range of abilities and needs.
- Activities that are co-constructed by children, families, community and educators through observing interests, questions and wonderings of children and educators over time.
- Provide a rich environment offering a combination of child-led, child-directed and adult enriched experiences, they can be planned or spontaneous.
- Experiences that are developed as they construct knowledge together through art, dramatic play, music and storytelling, math, language, and literacy using a variety of natural materials, recyclables and loose parts.
- Promote relationships and relationship building with all children, adults, and the world around us.

We do not have a set schedule; however, our days do follow a predictable pattern so that the children feel secure knowing what to expect. It also allows for the daily routine to be flexible and adaptable as needed.





STORY PARK

As part of our programming in involving, and recognizing children as co-learners, we make that learning visible through documentation and pedagogical narrations. We use an App called Storypark so we can share with our families, and invite them into the collaboration! When your child begins you will receive an invitation to download the app so you can follow in the journey. We invite families to comment on the documentation they see and share ideas, questions and musings. Through Storypark we will also share important program or centre updates and newsletters. *At this time those are the only functions we use through the Storypark App.

GUIDANCE POLICY

OUR GOAL IS TO HELP CHILDREN FEEL SAFE, VALUED, RESPECTED, INCLUDED, AND CONFIDENT.

We use positive statements that let them know what we want them to do

- We encourage children to use developmentally appropriate problem-solving techniques
- We model a speech, tone of voice, and actions we would like them to use in our interactions with children, coworkers, and families
- We listen and acknowledge children's ideas
- We encourage children to express their feelings
- We have limits such as we cannot hurt ourselves, hurt others, or damage property

What this looks like in practice

Validate feeling “You build a tower out of block, and you have a smile on your face - you look proud”, “you are crying - are you feeling sad? do you want me to sit with you, or do you want to be alone”?

“Let's go change your diaper - do you want to walk or jump to the bathroom”

“it's time to go outside - do you want to go now or do you need five more minutes”

“Would you like to save your project on the shelf”?

“I see your coat is undone - would you like me to zip it up? (Always ask for consent before touching a child just like you would an adult).

“You really want that toy that Tracy is using and it's hard to wait. You really want it and you are feeling mad”. What can we do?

Children can often come up with a solution that works, and it may not have been anything you would have thought of

ACTIVE PLAY POLICY

What is ACTIVE PLAY? Active play is physical activity which includes moderate to vigorous bursts of high energy, raises children's heart rate and may make them 'huff and puff' such as running or jumping. For an infant or toddler, active play may include reaching out for a toy, rolling over, balancing in a sitting position and crawling/walking. Active play helps to promote healthy growth and development and supports body control and movement. Active play can help build strong bones and muscles, improve balance, coordination and assists with the development of gross motor and fine motor skills.

Active play also helps to promote children's confidence, improves concentration, thinking, learning and provides opportunities to develop social skills. When possible, active play and physical movement should be incorporated in the childcare environment throughout daily activities for 120 minutes (about 2 hours).

At MNH we ensure that children are meeting, if not exceeding, the minimum of active play through a mixture of physical literacy; dancing, hopping, crawling, facilitated play; group games, sports and unfacilitated; children led free play indoors and outdoors. We also go on many neighbourhood outings.

To learn more about the standard of practice with active play:
[active_play_july_2016.pdf \(gov.bc.ca\)](#)

SCREEN TIME POLICY

We may occasionally use a screen with children to conduct research, or to relive an event throw photos or videos to extend their learning (computer, tablet, phone). When we do this, it is used in moderation and will never exceed daily allowances. The children will never use a screen to watch a TV show or a movie. We will reserve special screen time for children at home with their families.

It is not recommended for children under the age of 2 to have any screen time, we will not involve any of our screen time activities for children in this age group.

OUTDOOR PLAY

You will find the children outside for large portions of the day. We value being outside and believe outdoor play allows for unobstructed free play, problem solving skills, self-regulation, risk taking and large body movements. Outdoor play promotes healthy living with fresh air and sunshine....and lots of Vancouver rain.

Being outdoors allows children to build a deeper connection with nature and the land they are occupying.

**Please note: If you feel your child is not well enough to go outside on any day, then chances are they are not well enough to be in attendance in the childcare program. We will not be able to accommodate requests to keep your child inside as we need to maintain proper educator/child ratio.*

NEIGHBOURHOOD WALKS

Children are valuable members of their community. We will often go on neighbourhood walks to connect the children with their community. This could be a walk down the street, a stop at another local park, playground or a visit to a local business.

FOOD

Families are asked to provide two healthy snacks and a healthy nutritious lunch. Please also provide a labeled water bottle for your child which will be available to them though out the day. We wash water bottles after lunch, rinse and refill as needed throughout the day.

Snack time and lunchtime can be very busy times. Children are hungry, often tired and needing quite a bit of assistance at mealtimes. We want mealtimes to be a safe, peaceful, and a positive social experience for the children. Educators are needed at each of our snack/lunch tables to provide support. Some of the things we do at the table include opening food items, encouraging conversation, ensuring children eat in a manner that minimizes choking, modelling good eating habits, encouraging independence, finding opportunities for children to help each other, negotiating disagreements – “that’s my yogurt!”.

We also model manners such as ‘please’ and ‘thank-you’ but **DO NOT** enforce or expect it as the children are still learning these skills. When children have finished eating, they are encouraged to participate in “packing up” their lunches. Yes, even the youngest eaters! This allows parents to see how much food their child consumed, save leftovers for later and encourages less food waste (safe way to store leftover food rather than wasting it). Having the children participate in mealtimes helps children to gain confidence and independence.

*We place a small amount of food at a time in the child’s bowl as we will not put food back in a container, this avoids cross-contamination.

You can support these goals by fully preparing your child’s snacks and lunch so that it is ready to be served. Please use an ice pack to keep cold food cold and a thermos to keep warm food warm. Have all food cut prepared to a size that is safe for your child to consume.





Please note, when we have a life-threatening allergy in the program, we will ask that food not to be sent in. This will also be posted up on our bulletin boards.

Hazardous and/or Special Preparation:

- Popcorn – avoid sending for children under 3.
- Carrots - Steam or slice lengthwise/quartered if still wide or shredded – under 3's
- Grapes - Slice lengthwise or quartered if still round – under 3's
- Cherry tomatoes - Slice lengthwise or quartered if still round – under 3's
- Cherries - Pitted and sliced lengthwise – under 3's
- Hot dogs/sausages - Slice lengthwise – 5 and under
- Juice - avoid sending. We have water accessible to them all day.
- Chocolate and candy - avoid sending. Please leave those sweets for a special treat to have with you.



HEALTH AND WELLNESS POLICY

The frequency and severity of illness in your child's program can be greatly reduced by your cooperation in keeping your child at home when they are not well to protect the health of other children, educators, and other participants. Children cannot come to program when they are ill, and should return only when they can fully participate in the program (i.e. going outside, playing with sand and/or water).

If your child becomes ill in the program, we will notify you and expect you or your designated emergency contact to pick up your child immediately. If we cannot reach you, the educators will call down the list until we reach someone (educators will document the times).

If you suspect your child or a family member has been exposed or is contagious with any communicable disease (i.e. influenza, chicken pox, measles etc.) please inform educators at once. We are required to notify the Public Health Department about any communicable diseases. We also want to be able to notify other parents/guardians/pregnant mothers for which some communicable diseases pose a special risk.

Medical Alerts for contagious diseases will be posted as quickly as we are notified of them so other families can be alerted and notified of potential exposure. Please note we will not disclose the name of any child/ren affected for confidentiality reasons

Please note: Contagious Illness/Communicable Diseases Must Be Reported to the Childcare Program Immediately

CONTAGIOUS CHILDREN

Children cannot be at the childcare centre if they have any of the following:

- Suspected or known influenza, measles, mumps, rubella, chicken pox, pink eye will be excluded until non-infectious
- Generalized rash should be excluded pending diagnosis from a doctor. A doctor's note will be required before a child in this situation can return to program
- Fever over 38.0 C (100 F)
- Vomiting or diarrhea before coming to program
- Children need to have 24 hours of wellness before returning to program if they have any of these symptoms i.e. fever, diarrhea, vomiting
- In cases of gastroenteritis outbreaks, 48 hours of wellness is required before returning to daycare

Educators must comply with the Vancouver/Richmond Health Board Act and are not permitted to allow any child showing definite signs of illness into the centre even if they have been treated for the illness.

Vancouver/Richmond Health Board Exclusion Policy on Diarrhea

A child with diarrhea should be excluded from care if:

1. Their stool is watery and there is a risk of fecal contamination of environmental surfaces (including toilets, if child is not toilet trained)
2. If the educator is unable to carry out diaper changing/soiled clothing change in a separate area with proper use of gloves and hand-washing after;
3. If the child with diarrhea requires so much additional care that your ability to care for other children is reduced

If the child's physician is of the opinion (based on laboratory result) that the cause of the diarrhea is not due to an infectious agent; and the conditions in points 1 to 3 above can be satisfactorily met; then it would be acceptable to allow the child to attend the facility .

MEDICATIONS:

If your child's doctor prescribes a new medication to your child, you are required to keep them at home for the first 24 hours after the first dose. This allows the child to be at home with you should they experience an allergic reaction. If after the 24-hour period, your child needs medication while at care you must fill out in complete a **Permission to Administer Medication Form**.

In the event of an emergency, the child will be taken to the nearest emergency service and parents/guardians will be notified. Any charges that result from emergency care will be paid by the child's parents/guardians

CELEBRATIONS

Birthdays and Happy Good-byes

We celebrate children's Birthdays and Happy Good-byes if they want to be celebrated. We will ask them a couple of days before their birthday or leaving date if they want to be celebrated. If they do, we ask them how they would like us to celebrate them and their special day; this could be a theme day, pajama day, special colour day, etc. We will then create an invitation with the child to share with everyone via StoryPark.

**Please do not bring any treats or toys.*

Holidays and Traditions

Given the many cultures of the neighbourhood, we are committed to providing programs which reflect this diversity by encouraging participation of all groups, and by facilitating the integration of all participants into the community. If you and your family have any special holidays and traditions that you celebrate, please let us know and feel free to celebrate them with us!



PROGRAMS

For New Parents:

We believe it is important for you to feel familiar and comfortable with your daycare. For your child to feel genuinely good about his or her experience, he or she must sense that you also feel good about the daycare. As a new parent/guardian, you will be given an orientation to introduce you to the centre. This includes a tour of the centre, general information about the centre and information as to your responsibilities as a parent at MNH. You are also encouraged to share information about your child throughout your time with us. This way we can ensure that your child's needs are being met to the best of our abilities, in a group care setting.

***If there is anything further that we can do to make you and your child feel comfortable here please let us know.*

For the New Child:

Even for children who have been in group daycare before, or in the care of others, being in a new centre can be frightening. Therefore, all children are expected to have a gradual entry into the program; it usually lasts 5 days.

Gradual entry gives your child an opportunity to become familiar with us, the other children and with the routines of the program while still having the security of you nearby. It also gives you the chance to become comfortable and familiar with the centre and educators.

***It is common to see changes in your child's sleeping and eating patterns as they settle in.*

ARRIVALS AND DEPARTURES

Please sign in your child and let us know that you have arrived. Feel free to share any information about your child's morning or evening sleep that could assist us during the day.

Please inform an educator no later than 10:00, by phone or email, if your child will not be attending. This helps with planning our day as we will often be out in the neighbourhood or working on a project with the children.

If your child has an appointment or you are spending some extra time at home, let us know beforehand so that we can try our best to work around it.

INFANT PROGRAM



For ages birth – 18 months old.

We are open Monday through Friday from 7:30am – 5:30pm.

We are closed on all statutory holidays and will close Christmas Day and reopening the day after New Years. Continuous growth and development for our educators is invaluable to us to create quality programming, we will close to our families 4 days out of the year to offer in-house training for educators. At least one month's notice will be given for such closures. Please refer to contract for detailed dates.

Our infant and Toddler Room follows a very child centered approach. We do not have set times for sleep, exploration and eating, rather we follow each individual child's lead as they are ever changing.

· Milk/formula/Breastmilk: milks, formula, bottles portioned with instructions (if applicable). Please label and place in fridge.

Please provide disposable or cloth diapers and wipes for your child in your child's diaper area in the bathroom. You are welcome to bring as many diapers and wipes that fit in your child's bathroom cubby. If your child is using cloth diapers, please provide a reusable bag for soiled diapers and place a disposable diaper liner in your child cloth diaper.

Gradual Entry:

- Gradual entry schedule for our infant program reflects on the child's and families needs and schedule. The educators will work with the family to set a schedule together that works for everyone.
- Gradual entry will take place over a minimum of 5-7 days.



TODDLER PROGRAM

18-36 months

We are open Monday through Friday from 7:30am – 5:30pm. We are closed on all statutory holidays and will close Christmas Day reopening the day after New Years. Continuous growth and development for our educators is invaluable to us to create quality programming, we will close to our families 4 days out of the year to offer in-house training for educators. At least one month's notice will be given for such closures. Please refer to contract for detailed dates.

Gradual Entry:

Day 1: Visit for 1-3 hours with parent

Day 2: Parent stays with child 15-20 minutes, parent leaves for an hour

Day 3: Child stays for lunch parent returns around 12:00/12:15

Day 4: Child stays for nap, you will receive a call once your child has fallen asleep, parent arrives 1 hour after child fell asleep for pick up.

Day 5: Child stays until 4:00/ 4:30.

- Educators may ask that parents pick-up their child earlier than scheduled depending on child's needs. We kindly ask that you be available if needed.

Please provide disposable or cloth diapers and wipes for your child in your child's diaper area in the bathroom. You are welcome to bring as many diapers and wipes that fit in your child's bathroom cubby. If your child is using cloth diapers, please provide a reusable bag for soiled diapers and place a disposable liner in your child cloth diaper. Please do not send Pull-ups

3-5 FULL DAY PROGRAM

We are open Monday through Friday from 7:30am – 5:30pm. We are closed on all statutory holidays and will close Christmas Day reopening the day after New Years. Continuous growth and development for our educators is invaluable to us to create quality programming, we will close to our families 4 days out of the year to offer in-house training for educators. At least one month's notice will be given for such closures. Please refer to contract for detailed dates.

GRADUAL ENTRY:

Day 1: Visit for 1-2 hours with parent

Day 2: Parent stays with child 15-20 minutes, parent leaves for an hour

Day 3: Child stays for lunch, parent returns around 12:30-1:00

Day 4: Child stays for nap/ rest time. Pick up 3:00

Day 5: Child stays until 4:00/4:30.

- Educators may ask that parents pick-up their child earlier than scheduled depending on child's needs. We kindly ask that you be available if needed.

3-5 ROOM PART DAY PROGRAM

We are open Monday through Friday from 8:00am – 2:45pm. We are closed on all statutory holidays and will close Christmas Day reopening the day after New Years. Continuous growth and development for our educators is invaluable to us to create quality programming, we will close to our families 4 days out of the year to offer in-house training for educators. At least one month's notice will be given for such closures. Please refer to contract for detailed dates.

GRADUAL ENTRY:

Day 1: Parent and child arrive at 9:15, parent stays with child for 20-30 minutes as they both get to know the environment, then parent leaves for 2 hours.

Day 2: Child stays for lunch, pick up 12:30

Day 3: Child stays 9:15-1:00

Day 4: Child stays until 1:45

Day 5: Child stays full day

- Educators may ask that parents pick-up their child earlier than scheduled depending on child's needs. We kindly ask that you be available if needed.

EXCEPTIONAL CIRCUMSTANCE CLOSURE

This policy was developed to ensure the safety of children within all childcare programs during exceptional circumstances which may require childcare programs to temporarily close due to ratio issues. MNH Childcare programs aim to be open as much as possible. There are exceptional circumstances which will require programs to temporarily close. These circumstances include but are not limited to:

Severe weather - Pandemic - Vancouver Coastal Health warnings/closures - Transit service shut down - Lack of heat - Power outage - Water contamination - Natural disaster

In the event of exceptional circumstances, a decision will be made between the Childcare Manager and the Executive Director on closing the centre. It may be necessary to temporarily close the centre without advance notice. In these cases, educators will call families to come pick their child up. We will do our best to do this by 7:00am. If educators are delayed arriving to their program, families are to wait with their child until ratio can be maintained. Please do not enter the program if an educator is not present.

Should the transit system be shut down, or the Vancouver School Board issues a district wide closure then childcare programs will be shut down. In these cases, families will be notified by email that the centre is closed for the day. In the event of school closure due to inclement weather, please note that details about school closures will be announced through the media at:

By 6:30 am, the VSB will post information about school closures.

CKNW (980 AM)
CBC (690 AM, 105.7 FM)
CJVB (1470 AM)
CFHG (96.1 FM)
CKWX (1130 AM)
BCTV/Global (Cable channel 11)
CITY TV (Cable channel 13)

Closures will also be announced through the school's website as well as District social media channels:

Website: vsb.bc.ca

X: @VSB39

Instagram: @VSB39

Facebook: Vancouver School Board

DAILY/ WEEKLY NEEDS

Clothing:

- 3 full changes of clothes – socks, underwear, pants, shirts
- Outdoor clothes: We spend a great portion of our day outside every day.
- Winter: warm coat, snow pants, winter boots, rain pants, winter hat, and extra sweaters.
- Spring and Autumn: 2 sets of muddy buddies or rain pants, 2 pairs of rubber boots (please do not send snow boots for rain), raincoat, and hat
- Summer: Sun hat, shoes that can get wet, sunscreen.
- Running Shoes
- Diapers, diaper bag if reusable diapers, diaper wipes and diaper cream if applicable. We do not use Pull-ups at the program. Please only send diapers with tabs or re-usable diapers

We value children's creativity and do not want to interfere with this. This may mean your child wants to explore red paint with their whole body, or swim in a mud puddle. Please make sure all articles of clothing are daycare friendly.

*Please send a reusable bag every day for soiled clothes to be sent home in

Lunch and snacks:

- Labeled lunch kit or bag, water bottle, and all containers and packaged foods
- Ice pack for cold foods/thermos for warm

Sleep:

- Fitted crib sheet and blanket or sleep sac (Mini crib sheet for infants)
- Special cuddly
- Pacifier if needed

(Please remember to label all your child's belongings)

Other:

- 2 photos of your child and a family photo

CLOSURES FOR ALL MNH CHILD CARE PROGRAMS

- New Years Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- BC Day
- Labour Day
- National Day for Truth and Reconciliation
- Thanksgiving
- Remembrance Day pm
- **Christmas Eve close at 3:00**
- Christmas Day – reopening after New Years Day
- 4 All Staff Training Days - Families will always have a minimum of one month's notice of PD closures
- **School age only - 2nd week of Spring Break**



SCHOOL AGE AM/PM

Our School Age Program has 2 locations!

Marpole Neighbourhood House 8585 Hudson Street.

Hours: 7:30-9:00am School Days
7:45-5:45pm PD Days, 1 week
Winter Break, 1 week Spring
Break (additional fees may
apply)

DLG Elementary

Hours: 3:00-6:00 school days

During the first weeks of kindergarten, children will have a gradual entry schedule with the school; we will not be available to provide care during that time between 9:00am-3:00pm

Kindergarten is a new experience for these children, and we want them to have the best entry into school, which is why we limit the number of changes during this time.

Educators will drop children off at their classrooms each morning and be there to pick them up every afternoon. Please inform your child's teacher that your child is in our program and inform us who your child's teacher is.

- There is no gradual entry into our school age program.





GUIDANCE POLICY SCHOOL AGE

OUR GOAL IS TO HELP CHILDREN FEEL SAFE, VALUED, RESPECTED, INCLUDED AND CONFIDENT.

- We use positive statements that let them know what we want them to do.
- We encourage children to use appropriate problem-solving techniques when they are in a struggle.
- We believe that practicing problem-solving skills develops self-confidence and communication skills, while also allowing children to learn and voice their own limits and boundaries.
- We listen and acknowledge their ideas with respect.
- We talk and work things through to the mutual satisfaction of both children and educators.
- We believe that behaviours are a form of communication and should always be seen separately from the child, in attempts to build the child's self esteem and self worth.

It is of utmost importance that ALL adults in the centre always model appropriate behaviour and always show each child the highest level of respect. Educators will communicate with parents frequently so that guidance techniques can be consistent with those practiced in the home.

FOOD

Children and the Educators work together every week to complete a healthy, nutritious snack menu for the following week. We believe that children at this age need to have the autonomy to choose the foods they eat with the guidance of adults, as learn basic food preparation and cooking skills. Every day after school the children and educators will work together to prepare that day's food.

For Professional Development Days families are asked to provide a healthy morning snack and a nutritious lunch. Families will also provide a water bottle for their child, which is always available to them. Water bottles will be rinsed and refilled as needed throughout the day.

SCHOOL AGE AM/PM CON'T

MORNING CARE AND PD DAYS

Morning Care and Professional Development Days care is provided at Marpole Neighbourhood House.

For morning care the children and educators will walk up to the school at 8:40. To get to the school they will either walk up the alley or take the sidewalk on Hudson Street up to 67th.

OUTDOOR PLAY AND FIELD TRIPS

Outdoor play is a vital part of MNH child care philosophy. School days are a lot of structured hours sitting so we make sure children have opportunities in the mornings and after school to play outside. On school days the children will play at the field or primary playground before class (weather permitting for before school) and after school.

We value children as part of their community and want them to freely explore and be seen in it. We will frequently go to neighbouring parks and community buildings such as the firehall, library, grocery store, thrift store and Marpole Neighbourhood House.

On days the children and educators venture further and need to commute by bus families will be provided a permission slip to fill out that explains where we are going, how we are getting there, and any relevant emergency plans.



FAMILY INVOLVEMENT



Communication

We believe that open communication between educators and families builds positive and strong relationships. All interactions that take place between educators, children and their families will be dealt with in a respectful and empathetic way. This reciprocal form of communication will be beneficial in creating an atmosphere of trust and care for both families and educators. We will provide various opportunities to encourage open communication, but also ask families not to hesitate to come speak to any of the educators if they had something they would like to share or discuss at any time. If you have any concerns, please feel free to discuss with any educator and/ or the lead educator. If you require a confidential conversation, please speak to the lead teacher so we can arrange a time to meet in the office. You are also welcome to bring any concerns or comments to the Manager.

Parent/Caregiver and Educator Meetings

Parents/guardians are welcome to set up times with educators to discuss their child's development. We also welcome parents/guardians to schedule a meeting with educators for reasons to discuss any issues or concerns or just to touch base. Parents/guardians may be required to attend periodic meetings with the educators to discuss their child's progress if there are ongoing concerns. Any concerns regarding the program can be brought to the attention of any of the educators.

Family Participation

All our children's programs encourage and highly value parents, guardians, and family involvement. We have an "open door policy" and welcome parents/guardians to come and visit and/or volunteer in our programs. We believe that it is essential that parents/guardians understand and feel comfortable about all aspects of the programs to ensure that everyone receives maximum benefit. We also provide opportunities for our families to engage in curriculum development, and our day-to-day challenges and discoveries. We firmly acknowledge and respect the vital role parents/guardians have in their children's lives and your expertise is not only welcomed but required for the success of the programs.

Throughout the year, we will have various opportunities for our Educators and the families to enjoy some time together in the form of potlucks, family nights, coffee and conversations, events at Marpole Neighbourhood House and other events bringing us together as a community.



We are very excited to welcome your child and family into our programs!

