



UNDERSTANDING NUNAVUT'S CHILD DAY CARE REGULATIONS:

*A manual for early
childhood programs*



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Introduction

The *Child Day Care Act* (the Act) is the legislation or law that describes how children should be cared for in facilities outside of their homes in Nunavut. The *Child Day Care Standards Regulations* (Regulations) were written to further explain the Act.

The Act and Regulations are not intended to inhibit the creativity of those who operate child care facilities and deliver early childhood programs. Their purpose is to set minimum standards that ensure the quality care, instruction and supervision of children.

By meeting the requirements for a license and by following procedures set out in the Act and Regulations, an operator of a child care facility ensures that all required standards are met. Operators receive information about necessary upgrades and modifications, inspection requirements and schedules, and ways to ensure that requirements are maintained.

Other legislation and regulations

In addition to the *Child Day Care Act* and *Child Day Care Standards Regulations*, a variety of federal, territorial and local legislation and regulations are identified in this manual because they apply to child day care operators, facilities and early childhood programs. Meeting the requirements of these laws ensures the health, safety and well-being of all children and staff, and also ensures that a license remains in good standing.

Purpose of this manual

This manual is for people who have, or want to apply for, a Child Day Care Facility License to operate a child care facility. This could be either a day care centre or a family day home. The manual looks at each regulation and explains what it means to existing and aspiring operators.

Organization of the manual

Section 1 lists a number of terms defined in the Regulations, as well as a number of terms used in this manual, and explains what they mean.

Beginning with Section 2, each section of this manual begins with a **heading** and a summary of the main idea of the regulations that will be explained in that section. **Subheadings** name each regulation, and a **shaded box** quotes, or summarizes, the regulation. (Sections of the Act are also quoted, if they are needed to understand a regulation.) Usually the shaded box is telling an operator or a license applicant what they have to do. A number of subheadings follow the shaded box:

Why

- explains the reason why this topic has been included in the Regulations

What it means

- identifies things that will show proof that the operator or license applicant has met the requirements of the topic, and in some cases
- explains what something looks like or what someone other than the operator will do

How

- tells the operator or license applicant some of the steps or things they can do to meet the requirements of the regulation
- provides ideas and practices that are part of a quality early childhood program

Best practices once a program is licensed

- appears only in *Section 2: Licenses*
- is for those who already have a license and are operating either a centre or a family day home. It lists things that operators can do to ensure a quality program and license renewal

Duties of the Director of Child Day Care Services

The *Child Day Care Act* and *Child Day Care Standards Regulations* give certain duties and powers to the Director of Child Day Care Services (the Director). In addition to fulfilling the duties assigned by the Act and Regulations, the Director also provides support and guidance to the Regional Early Childhood Officers (ECOs) who work directly with child care facility operators. The Director sometimes delegates duties and powers to the Early Childhood Officers.

Contacts

Department of Education, Government of Nunavut

www.edu.gov.nu.ca

Director of Child Day Care Services

Department of Education
Government of Nunavut
PO Box 1000, Station 920
Iqaluit, NU X0A 0H0

Regional Early Childhood Officers

Qikiqtani

Department of Education
Government of Nunavut
PO Box 204
Pangnirtung, NU X0A 0R0

Kivalliq

Department of Education
Government of Nunavut
PO Bag 002
Rankin Inlet, NU X0C 0G0

Kitikmeot

Department of Education
Government of Nunavut
PO Box 20
Cambridge Bay, NU X0B 0C0



Section 1

Definitions



Section 1

Definitions

Regulation 1 defines a number of terms that operators of licensed child care facilities and those applying for a license need to be familiar with. They are summarized here.

Centre day care facility (Centre)

A child day care facility where day care is provided, other than a private residence (home)

Health officer (Medical Officer of Health)

Person appointed under the *Public Health Act*. Includes environmental health officer (EHO)

Child day care program

Types of child day care programs that may be offered:

- full-time day care
- part-time day care
- nursery school day care (preschool day care)
- out-of-school day care

Communicable disease

As defined in subsection 1(1) of the *Public Health Act*, "a disease prescribed as a communicable disease"

Daily program

Regulation 21 lists the requirements of the daily program, or daily schedule

Day care

Care, instruction and supervision of a child in a facility that is not the child's home – i.e., in a centre or family day home

Family home day care facility (family day home)

Day care provided in the home of the person who operates the facility

Full-time day care

More than five hours per day

Guardian

A person who is not the parent and who has legal custody of a child

Health care professional

A person providing health care in NU – doctor, nurse practitioner, registered nurse, or recognized health therapist

Nursery school day care (preschool day care)

Part-time day care provided for children less than the ages of six years for a period of four consecutive hours per day or less

Out-of-school day care

Day care outside of school hours for children who attend school

Operator who works at the facility

A person who meets all of the requirements of a staff person and looks after most of the administration of the facility

Parent

Term used to mean the biological or legal parent, guardian, or a person who is married to or lives as a common-law spouse with the child's legal parent

Part-time day care

Five hours per day, or less

Staff person

A person responsible for the day-to-day operation of a facility, including the delivery of the daily program. Includes family day home operators

Volunteer

A person who participates in the daily program without pay. Includes parents

In addition to the terms defined in Regulation 1, other terms used in this manual are defined below.

Child care

Short form of child day care

Director

The Director of Child Day Care Services, appointed by the Minister under section 3 of the *Child Day Care Act*. The Director has a number of powers and duties assigned by the Act and the *Child Day Care Standards Regulations*. The Director may delegate powers and duties to the Regional Early Childhood Officer.

Early childhood program

What children actually experience, learn and do while at the child care facility

Facility

A centre day care facility (centre), or family home day care facility (family day home)

Fire Marshal

The Fire Marshal or Assistant Fire Marshal. Fire inspections are required when applying for a license, and each year for license renewal.

Infant

A child who is 0 to 18 months of age

Preschool

A child over the age of 18 months but not yet required to register in Grade 1 of Education Program as set out in the *Education Act*

School-age

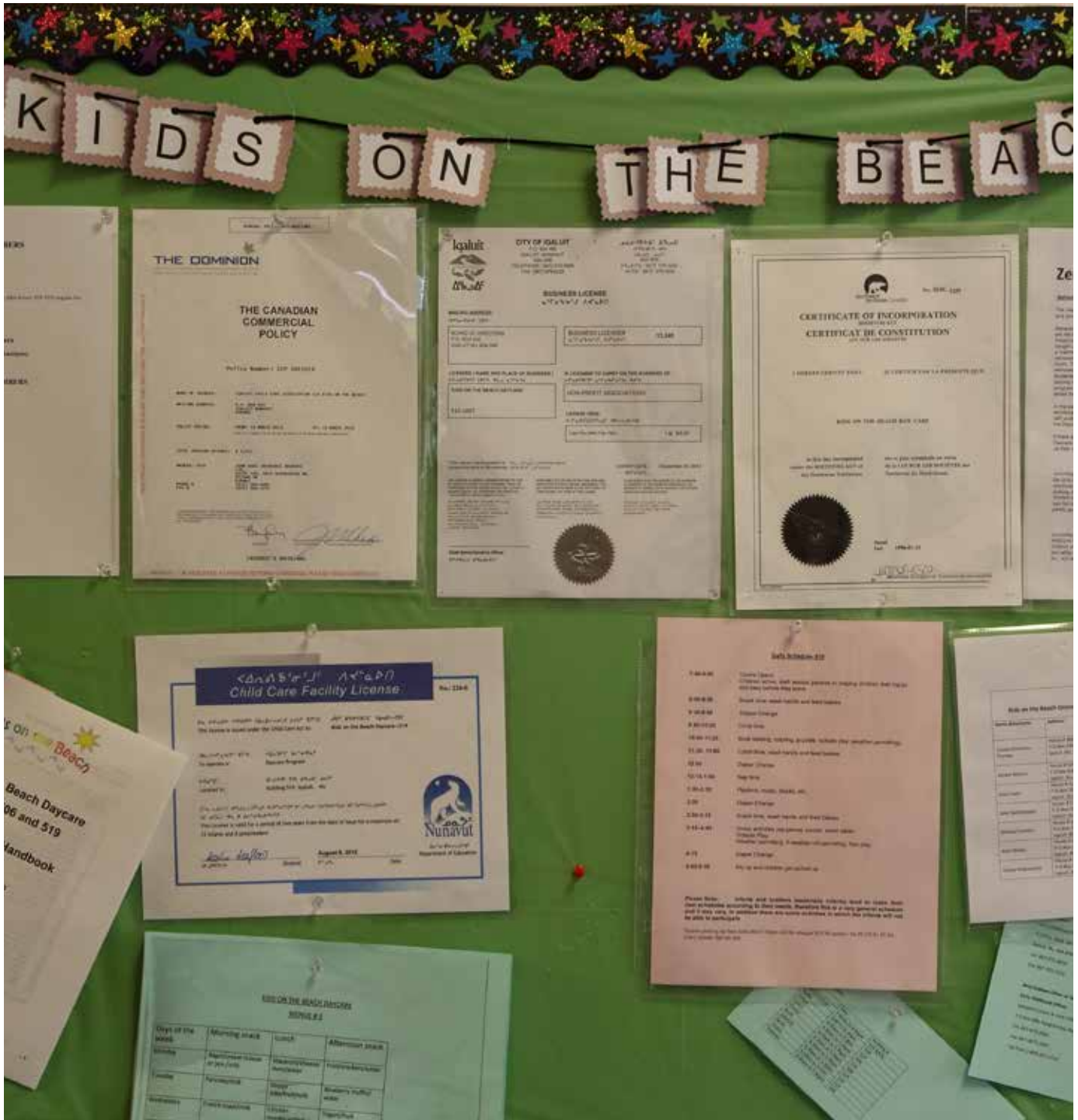
Any child that has started Grade 1 but has not yet turned 12 years of age

Operator

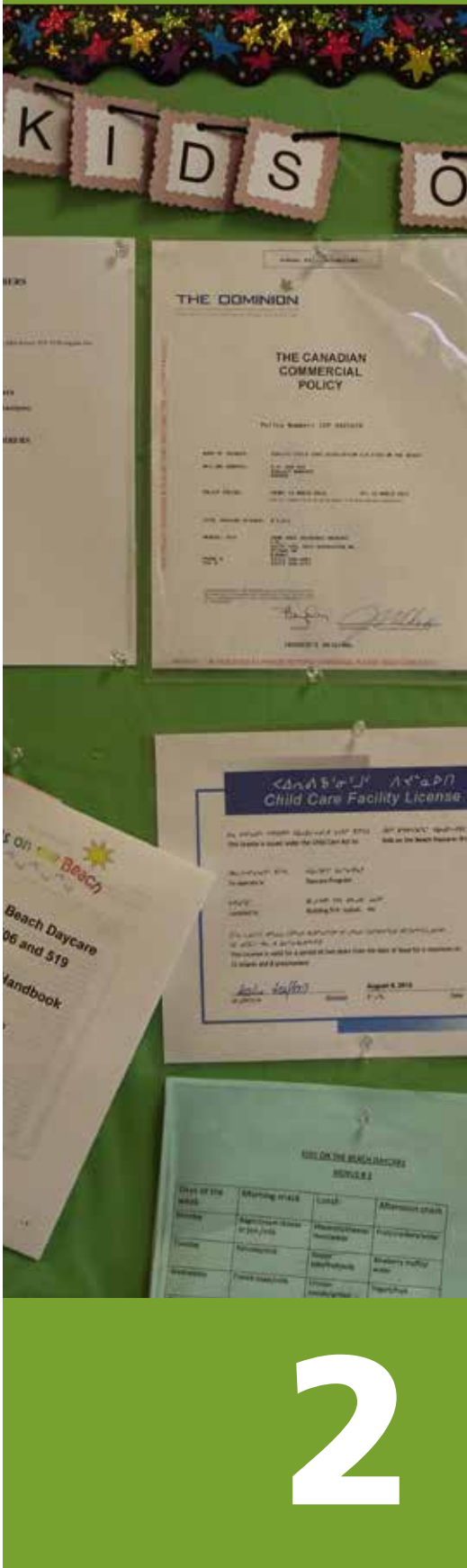
The person or organization named on the Child Day Care Facility License

Regional Early Childhood Officer (ECO)

The Regional Early Childhood Officer in each area. See *Contacts*



Section 2 Licenses



Section 2 Licenses

This section applies to those who want to apply for a license to operate a child care facility. It explains what the license applicant has to include with the application and who to contact for help.

For operators who already have a license:

- **Best practices once a program is licensed** is a subheading for most of the regulations discussed in this section. It lists things that operators can do to ensure the facility and early childhood program meet the standards required for license renewal.
- **What to do if an inspector requires improvements** explains what operators should do to correct any condition that might affect license renewal.

2

2(1)

An Application for a License must be submitted to:

Director of Child Day Care Services
Department of Education
Government of Nunavut
PO Box 1000, Station 920
Iqaluit, NU X0A 0H0

Regulation 2(1)

Application for a License

Why

- An *Application for Child Day Care Facility License* is used to determine that the license applicant and the facility meet all required legislation and regulations

What it means

- The license applicant must submit an *Application for a Child Day Care Facility, a Family Home, a Preschool Day Care or Out-of-School Day Care License* to the Director of Child Day Care Services (Director) through the Early Childhood Officer.
- The *Application for a License* must include all the information required.

How

- Get an *Application for a License* from the Regional Early Childhood Officer in your area or from the Department's website.
- Work with the Regional Early Childhood Officer who will guide you through the application process and help you as needed.
- Make sure that all requirements are completed and documented before submitting the *Application for a License*.
- Submit the completed *Application for a License*, and all required information, to the Regional Early Childhood Officer.

Best practices once a program is licensed

- Keep a copy of the application, including inspection reports, on file at the child care facility so that staff, parents, and designated inspectors and officials can review or look at them.
- Work with the Regional Early Childhood Officer to have your license renewed each year.

2(2)

An applicant for a license is not required to pay a fee.

Regulation 2(2)

No License Fee

Why

- Licensing is part of quality assurance. The licensing process provides monitoring and support to ensure appropriate standards are met to support quality early childhood programs.
- Licensing is not intended to make money for the Government.

2(3)

An Application for a License must:

- state whether the application is for a centre day care facility or a family home day care facility;
- identify the class or classes of child day care to be provided by the child day care facility; and
- identify a contact person for the purpose of communication between the Director and the applicant.
- See next shaded box.

Regulation 2(3)

Application for a License

Regulation 2(4)

Child Day Care Programs that May Be Offered

Regulation 2(5)

Type of Facility – Centre or Family Day Home

Why

- To identify the type of facility – either day care centre or family day home
- To identify the program or programs that a facility wants to offer (see definitions in *What it means*)
- To facilitate communication between the license applicant and the Director by naming a contact person

2(4)

The classes of child day care that may be provided by a child day care facility are as follows:

- full-time day care;
- nursery school day care;
- out-of-school day care;
- part-time day care

What it means

- The application must state whether the application is for a centre-type facility or a family day home:
 - centre day care facility, usually called a child care centre, or centre, means a child care facility other than a family day home;
 - family home day care facility usually called a family day home means child care provided in a private residence by the person who lives there.

2(5)

A license may be issued for a centre day care facility or a family home day care facility.

- The application must state the type of child care program or programs the license applicant intends to offer:
 - full-time day care – day care provided for more than five consecutive hours per day;
 - part-time day care – day care provided for five hours per day, or less;
 - out-of-school day – day care for children who attend school – outside of school hours;
 - nursery school day care (preschool day care) – part-time day care provided for children less than the ages of six years for a period of four consecutive hours per day or less.
- The application must include the name of a contact person for communication with the Director. This may be the license applicant, if the license applicant is an individual or it may be someone else. If the license applicant is an association or corporation run by a board of directors, the contact person may be a member of the board of directors or it may be someone else.
- When a license is issued it will state whether it is for a centre-type facility, or a family day home.

How

- Consider the number and type of child care facilities that already exist in the community. Gather information on the number of families who might be interested in a child care facility and the age of children who might require care.
- Decide (a) the type of facility and (b) which child day care program or programs the facility intends to offer.
- Ask your Regional Early Childhood Officer for help, if something is not clear.

2(3)(d)

In addition to the requirements set out in subsection 2(3), the following must be included with an Application for a License:

- (i) a written statement of the program goals and objectives;

Regulation 2(3)(d)

Nine Things to Include with the Application

Why

- To ensure that early childhood programs go beyond providing care (or babysitting.) Early childhood programs also support and promote the development of the child in all areas – physical, social, emotional and intellectual.
- To clearly identify the goals that the license applicant is trying to accomplish and the actions or activities that will achieve those goals

What it means

- The program is what children will actually experience, learn and do while at the child care facility.
- Goals are not the same as objectives, even though some people use the two terms interchangeably.
- The *Application for a License* must include both written program goals and objectives:
 - Goals are what you are aiming for in the long term – for example: learning a specific language, being ready for kindergarten, or learning to respect diversity.
 - Objectives are more detailed than goals. They are specific actions that, together, result in a goal being met. (Each goal will have a number of objectives.)
 - Appropriate early childhood program goals and objectives:
 - > match the development of the children in the program,
 - > support development of the whole child – physical, emotional, social and intellectual,
 - > are clear and concise.

How

- Write program goals and objectives so that parents using the program have a clear understanding of what you are trying to accomplish with their children (the goals), and the specific activities or actions that will lead to the goals being met (the objectives).
- Keep a copy of the program goals and objectives for your own records and future use, especially when developing the daily program.

Best practices once a program is licensed

- Provide copies of the program goals and objectives to parents.
- Post copies of the program goals and objectives on the information board at the facility.
- Plan the daily program to reflect the overall goals and objectives of the program.
- Post the daily program on the information board at the facility.
- Make sure that all staff and volunteers know what the program goals and objectives are, and that they understand what their role is in accomplishing these.
- Review the program goals and objectives annually and revise as necessary.

2(3)(d)

An Application for a License must include:

- (ii) a copy of the floor plan of the child day care facility showing room dimensions and location of fixed equipment;

Why

- To ensure the environment provides children with a minimum amount of space to support their developmental needs.
- To demonstrate safety precautions and fire prevention measures.

What it means

- The *Application for a License* must include a floor plan of the facility that:
 - clearly shows furniture that are in a fixed permanent location and other secured objects, and
 - shows the intended use of space, where possible.

How

- Meet with the Early Childhood Officer to discuss the proposed space and the child day care program or programs that the facility is interested in offering.
- The amount of free and useable space must be at least 2.75 square metres per child – for example, closets, washrooms, kitchen and storage areas do not count because they are not spaces that children use for play and activities.
- Make sure floor plans:
 - are drawn to clearly show doors, windows, fixed equipment/ furniture and the measurements of the room.
 - provide for a variety of activities to support the development of the whole child,
 - clearly show smoke detectors, fire extinguishers and emergency exits

- allow children to make choices,
- support the flow of activities and allow children and adults to move around freely,
- allow children to interact with each other,
- include location of doors, windows and fixed equipment.
- For children's safety, the floor plan should allow adults to see all corners of the room or areas partitioned by furniture (such as book shelves) within a room.
- Infant rooms must provide space for playing, crawling and walking.
- Infant rooms should be located on the main floor to ensure quick access to an exit in the case of an emergency.
- Keep a copy of the floor plan for your own records and future use.

Making changes to the program space

- A license is issued for a *specific space* and it cannot be transferred to any other space. For example:
 - If a licensed family day home operator moves, the license was for the old home. The operator must apply for a new license for the new home.
 - Similarly, if an early childhood program is located in a room in a school, the license is for that particular room. If the program wants to move to another room in the school the operator must apply for a new license for the new room.

2(3)(d)

An Application for a License must include:

- (iii) a report from the office of the Fire Marshal regarding compliance with the *National Fire Code of Canada*; and
- (v) where a change or improvement is recommended or required in a report under subparagraph (iii) or (iv), written confirmation from the applicant that the recommendation or requirement has been met;

Why

- To ensure a safe environment for children.
- To avoid unplanned or unexpected fire and safety requirements early in the planning process.

What it means

- The *Application for a License* must include a report from the office of the Fire Marshal. Depending on the community, the fire inspection report could be prepared by the Fire Marshal or an Assistant Fire Marshal.
- The fire inspection report will show:
 - that the facility meets the requirements of the *National Fire Code*, or
 - that certain changes are required.
- If the report recommends or requires changes or improvements under the *National Fire Code* the application must include proof that the work was completed.

How

- Ask the Regional Early Childhood Officer who to contact regarding fire inspections in your community.
- Contact the Fire Marshal to inspect the facility and prepare a report.
- If the report shows any existing or potential fire and safety hazards, or deficiencies, the Fire Marshal will provide specific recommendations to correct or eliminate those hazards or deficiencies. The recommendations will include time frames for any actions or work that need to be done.
- Get the work done as soon as possible, so the licensing process can continue.
- Depending on the work that the inspection report required:
 - arrange for a follow-up inspection and report after completing any necessary work, *or*
 - provide other proof that the work was completed.
- Keep a copy of the Fire Marshal's report and documentation on changes or improvements for your own records and give a copy to the Regional Early Childhood Officer.

Best practices once a program is licensed

- Every year, the Fire Marshal will conduct an inspection, report potential hazards and make recommendations, if any.
- Send a copy of all Fire Marshal's reports to the Regional Early Childhood Officer as soon as you receive it.
- See *What to do if an inspector requires improvements* after Regulation 2(7).

2(3)(d)

An Application for a License must include:

- (iv) a report from a public health officer regarding compliance with the *Public Health Act*; and
- (v) where a change or improvement is recommended or required in a report under subparagraph (iii) or (iv), written confirmation from the applicant that the recommendation or requirement has been met;

Why

- To ensure a safe and healthy environment for children.
- To avoid unplanned or unexpected health requirements early in the planning process.

What it means

- The *Application for a License* must include a report from a public health officer that shows:
 - that the facility meets the requirements of the *Public Health Act*, or
 - that certain changes are required.
- Public Health Officers in NU are called Environmental Health Officers, or EHO for short.
- If the EHO recommends or requires changes or improvements, the application must include proof that the work was completed.

How

- Ask the Regional Environmental Health Officer in the community to inspect the facility and prepare a report.
- If the EHO finds any existing or potential health hazards, the EHO will provide specific recommendations to correct or eliminate those hazards. The recommendations will include time frames for any actions or work that need to be done.
- Get the work done as soon as possible, so the licensing process can continue.
- Depending on the work that the EHO requires:
 - arrange for a follow-up inspection and report after completing any necessary work, or
 - provide other proof that the work was completed.
- Keep a copy of the EHO's report and documentation of changes or improvements for your own records and give a copy to the Regional Early Childhood Officer.

Best practices once a program is licensed

- Every year, the EHO will conduct an inspection, report potential hazards and make recommendations, if any.
- Send a copy of all EHO's reports to the Regional Early Childhood Officer as soon as you receive it.
- See *What to do if an inspector requires improvements* after Regulation 2(7).

2(3)(d)

An Application for a License must include:

- (vi) evidence of compliance with appropriate zoning bylaws;

Why

- To ensure that local zoning bylaws permit a child care facility in that location.

What it means

- The *Application for a License* must include proof, such as a letter, that the zoning bylaws of the city, town or hamlet allow a child care facility in that location.

How

- Ask the city, town or hamlet office for a letter that shows that local zoning bylaws allow a child care facility in that location.
- Keep a copy of the letter for your own records.

Best practices once a program is licensed

- Licensed child care facilities should comply with all relevant municipal bylaws, not just zoning bylaws.
- Check to see what other bylaws are applicable to a child care facility.
- Check to see if you need a business license to operate a child care facility.
- Ask your Regional Early Childhood Officer for help, if needed.

2(3)(d)

An Application for a License must include:

- (vii) evidence of a minimum of \$1,000,000 public liability insurance coverage;

Why

- To ensure the license applicant has liability insurance which will protect the operator, staff and volunteers if they are sued.

What it means

- The *Application for a License* must include a copy of the public liability insurance policy.
- The amount of liability insurance must be at least 1 million dollars. Two million dollars is required if receiving funds from the Government of Nunavut.

How

- Make sure the liability insurance covers the operator, staff and volunteers, for all program activities. This includes off-site activities, excursions, and transportation in vehicles. (If the facility is governed by a board of directors, the board of directors is the operator.)
- Ask the Regional Early Childhood Officer for help if needed.
- Keep the original insurance policy for your own records. Send a copy with your application.

Best practices once a program is licensed

- Renew your insurance on time each year.
- Obtain property insurance if you own the building where the early childhood program is located. Review the policy annually to make sure you have enough insurance.
- Obtain contents insurance for any equipment owned by the child care facility. This insurance should cover loss or damage to equipment in the event of fire, theft or vandalism. Create an equipment and furniture inventory, update it each year, and review the policy annually to make sure you have enough insurance.
- Obtain insurance for accidental death and dismemberment. This insurance should cover children, volunteers and anyone else on the premises except staff, who are covered by Worker's Compensation. Review the policy annually to make sure you have enough insurance.
- Obtain director's liability insurance. This insurance should cover the board members in the event of a lawsuit resulting from hiring practices, misappropriation of funds, and/or accusations that the facility is not being properly run.
- Early childhood programs with employees *must* register with the Workers' Safety and Compensation Commission (WSCC). Employees receive WSCC benefits in case of a work-related accident.
- Family day home operators can register with the WSCC if they choose to. They pay a fee to WSCC, based on income, and receive WSCC benefits in case of a work-related accident.
- Keep a copy of all insurance policies on file at the facility and renew them on time.
- Ask the Regional Early Childhood Officer for help if needed.

2(3)(d)

An Application for a License must include:

(viii) an emergency evacuation plan,

Why

- To ensure the safety of children, staff and volunteers.
- To ensure a complete and organized approach if the facility has to be evacuated.

What it means

- The *Application for a License* must include an emergency plan, required by Regulation 45, that clearly outlines:
 - emergency evacuation and fire drill procedures, and
 - arrangements for alternate emergency accommodations, and
 - arrangements for transportation to those accommodations.

How

- Plan how to quickly evacuate all children, staff and volunteers from the facility in the event of an emergency:
 - post a floor plan indicating evacuation routes
 - outline roles and responsibilities for staff and volunteers so that everyone knows what to do. Decide who will:
 - > evacuate infants (or a child with special needs)
 - > evacuate older children
 - > bring medications and a first aid kit
 - > bring the daily attendance sheet
 - > bring parent/emergency contact numbers, and the numbers of local services (such as health centre, taxi, police, bylaw)
 - > take attendance
 - > do a final sweep of the building to make sure everyone is out. Do not go back into the building
 - > phone the fire department or emergency services
- Keep blankets by each exit to protect children once they are outside. These could be kept in clean garbage cans on wheels, along with other emergency evacuation supplies such as a flashlight, diapers and water.
- Establish a safe meeting place outside the facility where children and adults meet and wait.
- Identify an alternate location where all children and staff will go after the facility has been evacuated.
- Plan how the children and staff will get to that location.
- Ask for help with the emergency plan from the local fire or police authority.
- Ask for help from the Regional Early Childhood Officer, if needed.
- Keep a copy of the emergency evacuation plan for your own records, and future use.

Best practices once a program is licensed

- Practice the emergency evacuation and fire drill procedures once a month, and keep a written record of the date and time of the practice, and the number of children, staff and volunteers.
- You must keep the record for a minimum of one year after the date of the last practice.
- We recommend that you keep the record for a minimum of 5 years after the date of the last practice.
- Post the emergency evacuation plan on the information board in the facility so that it is available for all staff and parents.
- Plan for other types of emergencies such as:
 - unauthorized parent access,
 - parent under the influence of alcohol,
 - armed person in or around the facility.
- Make sure all staff and volunteers know what to do should any of these emergencies happen.
- Share emergency plans with parents.
- Have emergency plans available for review at the facility.

2(3)(d)

An Application for a License must include:

- (ix) a written provision for parental involvement under section 47.

Why

- To ensure parents are part of and welcome to participate in the early childhood program.

What it means

- The *Application for a License* must include a written provision of how the operator intends to offer parents opportunities to be involved in the operation of the facility and/or the daily program.

How

- Write a parental involvement policy that outlines opportunities for parents to be part of their child's day care experience. Parents should feel welcome.
- When the license applicant is a board of directors made up of parents, parents "automatically" have opportunities to get involved. They can serve on the board, work on committees and help with maintenance, to name a few things. Write the policy to show what other opportunities are available and how parents will be encouraged to become involved. For example by:
 - establishing goals and objectives for the facility
 - establishing program policies
 - overseeing financial operations
 - handling complaints
 - hiring staff
 - supporting staff
 - serving on committees
 - volunteering to help at the facility
 - sharing cultural traditions
 - fundraising
 - assisting with field trips/outings
 - writing a newsletter or blog
 - maintaining a website
 - having the opportunity to provide feedback or an evaluation

- When the license applicant is an individual or a for profit business, such as an applicant for a family day home, the opportunities for parental involvement may not seem as numerous. Parents can be invited to drop in anytime, help with excursions, share cultural traditions, tell a story, make cookies, etc. Put yourself in a parent's shoes to think about ways that you might want to be involved.
- Keep a copy of the parental involvement policy for your own records and future use.

Best practices once a program is licensed

- Include the parental involvement policy in information packages for parents.
- Ask parents for feedback on the policy and for additional suggestions for involving them in the program. Revise the policy if appropriate.
- Review the policy annually and revise if appropriate.

Regulation 2(4)

Child Day Care Programs that May Be Offered

This regulation has already been explained with Regulation 2(3), Type of Application and Contact Person.

Regulation 2(5)

Type of Facility – Centre or Family Day Home

This regulation has already been explained with Regulation 2(3), Type of Application and Contact Person.

2(6)

The Director or a person designated by the Director may attach terms and conditions to a license.

Regulation 2(6)

License with Terms and Conditions**Why**

- As long as the environment is safe and healthy for children, a license may be granted with certain terms and conditions. This allows the program to operate while the terms and conditions are being addressed.
- To inform the public and users of the conditions associated with the child care facility license.

What it means

- If the Director issues a license with terms and conditions this will be stated on the license.
- A license with terms and conditions will include a letter explaining what has to be done and the date by which the terms and conditions have to be met in order for the facility to keep its license. This could range from:
 - a few days in order to complete minor deficiencies identified during an inspection, to,
 - a longer term for larger renovations or repairs.
- The Director will determine if additional inspections are needed to confirm that terms and conditions have been met.
- Once the required improvements have been made the Director will reissue the license.
- If the terms and conditions are not met within the required time frame the Director may suspend or revoke the license (under the *Child Day Care Act* Section 16(1)).

How

- Share any terms or conditions with potential users of the program.
- Make changes within the time frame specified on the license so that the terms and conditions are met, and a new license, without terms or conditions, can be issued.

Best practices once a program is licensed

- See *What to do if an inspector requires improvements* after Regulation 2(7).

2(7)

A license is valid

- (a) in the case of a license issued subject to terms and conditions, until the expiry of the time stated on the license for compliance with terms or conditions;
- (b) in the case of a license issued subject to an order of the Minister exempt the operator from compliance with provisions of the Act or these regulations, for a period of three years; and
- (c) in any other case, for the period stated in the license, unless suspended or revoked.

Regulation 2(7)

License Renewal**Why**

- To explain the process that will be used to renew a license.

What it means

- The operator does not have to apply for license renewal.
- Every year the Regional Early Childhood Officer, Fire Marshal and Environmental Health Officer will each conduct an inspection of the facility and write a report.
- The Director will automatically renew a license if the inspection reports from the Regional Early Childhood Officer, Fire Inspector and Environmental Health Officer show that the operator and facility meet all of the requirements of the Act and Regulations.
- When a license is renewed it may include terms or conditions that the operator has to address by a specified date.
- *What to do if an inspector requires improvements* explains what will happen, and what the operator needs to do if there are conditions that do not meet the requirements of the *Child Day Care Act* or *Child Day Care Standards Regulations*.

How

- Keep up-to-date with the requirements of the *Child Day Care Act* and Regulations.
- Expect annual inspections from the Regional Early Childhood Officer, Fire Marshal and EHO.
- Remember the Regional Early Childhood Officer, Fire Marshal and EHO can inspect a facility at any time, not just once a year.
- Understand that the purpose of inspections is to support quality early childhood programs, with a focus on the health and safety of children. Inspections are not intended to “make life difficult” for child care operators.
- Ask your Regional Early Childhood Officer for help if you don't understand what you need to do in order to meet the requirements of the Act or Regulations.
- See *What to do if an inspector requires improvements* on the next page.

What to do if an inspector requires improvements

The Regional Early Childhood Officer, Fire Inspector and Environmental Health Officer (EHO) will inspect the facility each year as part of the process for license renewal. Each is looking to see if the operator, the facility and the program meet the requirements of the *Child Day Care Act* and *Child Day Care Standards Regulations*. If an inspector identifies a condition or conditions that need to be fixed, corrected or improved:

- The Director will decide if the program will be allowed to operate while required improvements are being made. This depends on whether the care of children and the safety of children, staff and volunteers can be maintained. If the Director allows the program to operate:
 - The Director will issue or renew the license and attach terms and conditions until the things identified by the Regional Early Childhood Officer, Fire Marshal or EHO have been taken care of.
 - Fire Marshal and Environmental Health Officer may close a program if it is in violation of the *National Fire Code of Canada* or the *Public Health Act*.
 - A license with terms and conditions will include a letter stating what has to be done, and by what date.
- On the information board in the facility, post the license and the letter from the Director that lists the required improvements and authorizes the program to continue to operate while improvements are being made.
- Make the changes and ask the Fire Marshal, EHO or Regional Early Childhood Officer (ECO), as appropriate, to inspect the changes and confirm to the Director that they have been made. Provide evidence that deficiencies have been corrected. For example through a letter, statutory declaration, photos, and/ or further Fire, EHO and ECO inspection reports.
- Once the required improvements have been made the Director will renew the license. (You can now remove from the information board the letter from the Director that lists the required improvements.)
- If the changes are not made within the required time frame the Director may suspend or revoke the license.
- Keep for your own records any reports, letters, and documentation of required changes and improvements.

Some things to keep in mind about inspections:

- Inspections look for compliance with all aspects of the Act and Regulations but some regulations are of specific interest to the Regional Early Childhood Officer, Fire Marshal or EHO. Throughout this manual, as these regulations are discussed you will be referred back to this box.
- If changes are required as a result of an inspection it is because an inspector finds things that don't meet the requirements of the Act or Regulations. Inspections are not intended to be picky or make life difficult – they are intended to ensure the safety, quality care, instruction and supervision of children.
- The Regional Early Childhood Officer, Fire Marshal or EHO could inspect a facility at any time, not just once a year for license renewal. If an inspector requires changes, make them without delay to avoid having your license suspended or revoked.
- Contact the Regional Early Childhood Officer, EHO or Fire Marshal if you need additional support or more information.



Section 3

**Registry of
Child Day Care Facilities**



Section 3

Registry of Child Day Care Facilities

Section 6 of the *Child Day Care Act* requires the Director of Child Day Care Services to set up and maintain a registry of child day care facilities. This section explains the information that the Director needs from child care operators in order to keep the registry up to date.

3

3

The registry established under section 6 of the Act must include:

- (a) the name of the operator, where the operator is an individual person, or the names of the principals or members of the board of directors, where the operator is an association or a corporation;
- (b) the name and address of a contact person identified by the operator for the purposes of communication between the Director and the operator; and
- (c) a copy of every license, together with any terms or conditions imposed on a license and any order of the Minister (Act, Section 38(3)) exempting an operator from compliance with provisions of the Act or these regulations;
- (d) a copy of every notice of suspension or revocation of a license made under the Act and these regulations; and
- (e) the record of any appeal made with respect to the issuing, suspension, or revocation of a license under the Act or these regulations.

Regulation 3

Registry of Child Day Care Facilities**Why**

- To keep a record of all licensed child care facilities operating in Nunavut
- To identify the appropriate contacts for communication with the Director

What it means

- The Director has set up the Registry of Child Day Care Facilities, and already has most of the information required.
- The operator must provide updated names to the Director, when there are changes to any of the people in a) or b) in the shaded box.

How

- Give the Director the name of the staff person for communication with the Director.
- Provide updated names to the Director as soon as there are any changes to the board of directors, or the person in charge of the day-to-day operation, or the contact person for communication with the Director.



Section 4

License Denied, Suspended or Revoked and Appeals



Section 4

License Denied, Suspended or Revoked and Appeals

This section is for people who are refused a license, and for people who have a license that is suspended or revoked (cancelled.) This section explains why these things could happen and what to do to correct the situation. It also explains the process to appeal a decision to deny, suspend or revoke a license.

In this section, some of the requirements of the Act and Regulations have been summarized. If your license has been denied, suspended or revoked, refer to the Act and Regulations for exact wording.

4

15 Deny a License

15 Where the Director refuses to issue a license on an application made under section 10, the Director shall, without delay, give notice of the refusal, in writing, to the applicant and specify the reasons for the refusal.

16 Suspend a License

16(1) Where the Director believes on reasonable and probable grounds that health, safety or well-being of a child attending a child day care facility is endangered, the Director may suspend the license of the operator of that day care facility.

16(2) Where the Director believes on reasonable and probable grounds that the operator of a child day care facility or an employee or an agent of the operator has contravened this Act or the regulations, the Director may

- (a) Order, in writing, the operator to take the measures that the Director considers necessary within a specific time to remedy the non-compliance; and
- (b) Serve a copy of the order referred to in paragraph (a) on the operator.

16(3) Where an operator does not comply with an order made under subsection (2), the Director may suspend the license of the operator.

The Act, Sections 15 to 19

Decision to Deny, Suspend, Reinstate or Revoke a License

Why

- To ensure quality care, instruction and supervision of children
- To ensure that child care operators are following the law – the *Child Day Care Act* and *Child Day Care Standards Regulations*
- To explain the process the Director will follow to deny (refuse) a license in the first place, or to suspend, reinstate or revoke (cancel) an existing license
- To explain what the license applicant or operator has to do if a license is denied, suspended or revoked (cancelled)

16(4) The Director shall notify, in writing, an operator of the suspension of the license of the operator and specify in the notice

- (a) The reason for the suspension; and
- (b) The period of time within which the operator may apply for the reinstatement of the license

16(5) Where a license is suspended under subsection (1), the Director shall, unless he or she considers it inappropriate in the circumstances, specify in the notice given under subsection (4) the measures to be taken by the operator to ensure that the health, safety or well-being of a child attending the child day care facility is not endangered.

16(6) Where a license is suspended under subsection (3), the Director shall specify in the notice given under subsection (4) the measures to be taken by the operator to remedy the non-compliance.

What it means

- When the Director denies, suspends or revokes (cancels) a license, the license applicant or operator will receive written notification of the reasons, what they have to do to remedy the situation, and a time frame.
- The child care program **must** not operate when a license has been suspended or revoked. It **must** close immediately and remain closed until the license is reinstated.
- The license applicant or operator must make the changes that the Director identifies, within the time frame given.
- The license applicant or operator can then apply to the Director to issue a license or to have the license reinstated.
- If the Director is satisfied that the license applicant or operator has made the required changes, the Director will issue or reinstate the license and the program can operate.
- If the Director is not satisfied that the license applicant or operator has made the required changes, the Director will not issue a license or will revoke (cancel) the license and the program must remain closed.

17 Reinstate a License

17(1) Where the license of an operator has been suspended, the operator may apply to the Director to have his or her license reinstated within the time stated in the notice of suspension.

17(2) On receipt of an application under subsection (1), the Director may reinstate the license

- (a) In the case of a suspension under subsection 16(1), where the Director is of the opinion that the health, safety or well-being of a child is no longer endangered; and
- (b) In the case of a suspension under subsection 16(3), where the Director is of the opinion that the operator is in compliance with this Act and the regulations.

17(3) notwithstanding subsection (2), the Director may reinstate a license suspended pursuant to subsection 16(1), without an application in that regard, where the Director is of the opinion that the grounds for the suspension no longer exist and that it is appropriate in the circumstances to do so.

How

- Avoid problems in the first place:
 - Keep the health, safety and well-being of children as the main focus of all decisions and actions.
 - Follow the law – the *Child Day Care Act* and *Child Day Care Standards Regulations*.
 - Ask the Regional Early Childhood Officer for help, if needed.
- If a license is denied or suspended:
 - Read the *Child Day Care Act*, Sections 16 through 19, to know exactly what the Director will do, and what the license applicant or operator has to do. Take the license denial or suspension process seriously:
 - > If your license application is denied make the changes the Director has asked for, and reapply for a license.
 - > If your license is suspended, close the child care facility immediately, make the changes the Director has asked for, and apply to have your license reinstated.
 - Ask the Regional Early Childhood Officer for help, if needed.

18 Revoke a License

18(1) The Director may revoke a license of an operator where the operator

- (a) Has not applied for the reinstatement of a license that has been suspended within the time stated in the notice of suspension;
- (b) Has applied for the reinstatement of a license that has been suspended and the Director has refused to reinstate the license; or
- (c) Has persistently contravened this Act or regulations

18(2) the Director shall

- (a) Notify, in writing, an operator of the revocation of the license of the operator;
and
- (b) Specify the reason for the revocation

19 Close a Child Day Care Facility

19 An operator whose license is suspended or revoked shall, without delay, close the child day care facility.

20(1)

A person who has been refused a license or an operator whose license has been suspended or revoked may appeal the decision of the Director to a person or persons designated by the Minister under section 21.

20(2)

A person or operator may, within 30 days after receipt of the notice of the refusal of a license or the suspension of the revocation of his or her license, file with the Minister a notice of appeal and state in the notice the reasons for the appeal.

The Act, Sections 20(1) and (2)

Appeal License Decision Within 30 Days

Why

- Appeals are available to anyone who believes that the decision regarding their child care license is not correct.
- The appeal process is an opportunity to provide additional information that may influence the decision made about the license.

What it means

- The license applicant or operator may file a notice of appeal with the Minister of Education within 30 days of receiving the notice of refusal, suspension or revocation (cancellation) of a license.
- The notice of appeal must include reasons why the license applicant or operator thinks the decision should be overturned or changed.

How

- Write the appeal, or ask someone else to write the appeal, so that it is clear and contains only important and necessary information. Ask someone else to read it and make suggestions if wording is not clear.
- Send the appeal to the Minister within 30 days.
- Remember that if a license is denied, suspended or revoked it is because the Director has concerns about the care, instruction or supervision of children. It's not a personal criticism of the license applicant or operator.

4(1)

An appeal heard under section 20 of the Act must, wherever possible, be held in the community in which the child day care facility is, or is intended to be, located.

Regulation 4(1)

Appeal Location

Why

- For the convenience of the person who filed the appeal

Act 21

Upon receipt of a notice of appeal, the Minister shall, without delay, designate a person or persons who do not work in the department of the Government of Nunavut that administers this Act to hear the appeal.

4(2)

A designate must, wherever possible, be appointed from the community in which the child day care facility is, or is intended to be, located.

The Act, Section 21 and Regulation 4(2)

Appointment of a Designated Person to Hear the Appeal

Why

- To name a person to represent the Minister of Education during an appeal

What it means

- The Minister designates a person to hear the appeal, without delay.
- The designated person will hear the appeal on the Minister's behalf.
- The designated person does not work for the Department of Education.
- Whenever possible, the designated person is a member of the community where the child care facility is located, or is proposed to be located.

Act 22(1)

On being notified of the designation referred to in section 21, a designate person shall, without delay,

- (a) Set a time and place for the hearing of the appeal; and
- (b) Notify the appellant and the Director of the time and place of the hearing of the appeal.

5

A designated

- (a) shall conduct the appeal in the manner that the designate considers most appropriate for the prompt resolution of the appeal; and
- (b) may exercise the same power as a justice with respect to compelling the attendance of witnesses, examining witnesses under oath and compelling the production and inspection of books, papers, documents, and things.

The Act, Section 22(1) and Regulation 5

Duties of a Designated Person

Why

- To administer the appeal process quickly and fairly
- To define the role and responsibilities of the person designated to hear the appeal, and the process that the designated person must follow

What it means

- The designated person plans and conducts the appeal according to the directions in the shaded box.
- The designated person hears the appeal quickly.
- The designated person has the same powers as a judge; he or she can:
 - require witnesses to attend the appeal, and
 - require that any and all relevant information and materials are produced and examined at the appeal.

6

Where notice of an appeal has been given under paragraph 22(1)(b) of the Act, and the appellant fails to appear, a designate may hear the appeal in the appellant's absence.

Regulation 6

Failure to Appear at an Appeal

Why

- To ensure the appeal is heard in a timely manner
- To resolve the appeal so that parents can return their children to the program or make other arrangements for child care

What it means

- If the person who filed the appeal (the appellant) does not attend the appeal, the designated person may hear the appeal without them.

7(1)

Subject to subsection (2) an appeal heard under the Act is open to the public.

Regulation 7(1)

Public Appeals

Why

- To create an open and transparent appeal process

7(2)

A designate may exclude the public from an appeal hearing or a portion of an appeal hearing where:

- (a) the appellant has requested that the public be excluded; and
- (b) in the opinion of the designate, such an exclusion is in the general public interest.

Regulation 7(2)

Exclusion of the Public

Why

- To protect the general public interest if the appellant provides reasons why the public should not be allowed to attend an appeal hearing

What it means

- After hearing the reasons why the appellant does not want the public to attend the appeal hearing, and after considering the general public interest, the designate person will decide whether or not the public will be allowed to attend the appeal hearing.

7(3)

Where a designate is satisfied that a person has a substantial and direct interest in an appeal, the designated person shall allow the person to give evidence relevant to his or her interest.

Regulation 7(3)

Who Can Give Evidence

Why

- To hear any and all information that will assist in determining the final decision of the appeal

What it means

- The designated person must allow people with a substantial or direct interest in the appeal to give evidence at the appeal hearing.

How

- All evidence should be clear, concise and relevant.
- Answer all the designated person's questions and provide all information requested.
- Consider asking an advocate, or even legal counsel (a lawyer) to attend the appeal with you, and if necessary, speak on your behalf. (Note: If you hire a lawyer you will be responsible for any legal fees and costs.)

Act 23

(1) Within 15 days after the hearing an appeal, a designated person may

- (a) on an appeal of a refusal of a license, confirm the decision or direct the Director to issue the license in accordance with the regulations; or
- (b) on an appeal of a suspension or revocation of a license, confirm, vary or squash the decision and direct the Director accordingly.

(2) The designated person shall notify, in writing, the appellant and the Director of his or her decision and specify reasons for the decision.

The Act, Section 23

Appeal Decision**Why**

- To ensure a decision is made quickly and the appellant and Director are notified
- If the Director's decision is not confirmed, to tell the Director what to do

What it means

- After reviewing the evidence presented at the appeal the designated person:
 - either agrees with the Director's decision to deny, suspend or revoke a license, or
 - tells the Director to issue the license, or
 - tells the Director what other action to take.

24

(1) The appellant or the Director may appeal the decision of the designated person to the Minister.

(2) An appellant or the Director may, within 30 days after the receipt of the decision of a designated person, file with the Minister a notice of appeal and state in the notice the reasons for the appeal.

25

Where a notice of appeal is filed under section 24, the designated person shall, without delay, transmit to the Minister the appeal file.

26

(1) Within 14 days after the receipt of the appeal file, the Minister may confirm, vary or quash the decision of the designated person and direct the Director accordingly.

(2) The Minister shall give notice of the decision under subsection (1), in writing, to the appellant and the Director.

(3) The decision of the Minister is final.

The Act, Sections 24 to 26

Appealing the Appeal Decision

Why

- To ensure that there is a follow-up process if the appellant or Director feels there are good reasons why the decision of the designated person should be overturned or changed

What it means

- If the appellant or Director has reasons why the designated person's decision should be overturned or changed he or she may file a written notice of appeal with the Minister of Education within 30 days. The notice must include the reasons why the appellant or Director thinks the decision should be overturned or changed.
- The designated person must give the appeal file to the Minister, without delay.
- The Minister will review the appeal file and, within 14 days, either support, change or reject the designated person's decision. The Minister will then give direction to the Director.
- The Minister will give written notice of the decision to both the appellant and the Director.
- The Minister's decision is final.



Section 5

Legal Duties of Operators



Section 5

Legal Duties of Operators

This section looks at the legal duties of child care operators. These include:

- offering only those programs they are licensed to offer
- meeting the requirements of the Regulations
- posting a copy of the Act, Regulations, license, and notices in a place where they can be seen easily
- meeting the requirements of various other laws, including the duty to report suspected child abuse

5

27

An operator shall provide the prescribed programs and services to the children attending the child day care facility.

The Act, Section 27

Type of Child Day Care Facility and Programs

Why

- To ensure that the operator is offering the type of child care allowed by the license

What it means

- The operator has a license to operate *either* a child day care centre, or a *family day home* and;
- The operator has a license to offer a certain program or programs of child day care – full-time, out-of-school, part-time, nursery school (preschool) day care.
- If an operator wants to run another type of facility or offer another type of child care program, the operator must apply for a license to do so, as described in *Section 2: Licenses*.

8

Every operator shall ensure that a child day care facility operated by the operator complies with the requirements and standards established by these regulations.

Regulation 8

Compliance with These Regulations**Why**

- To set minimum standards for the care, instruction and supervision of children
- To create consistency throughout licensed child care facilities in Nunavut for children, parents/families and operators

What it means

- The operator must know and follow the *Child Day Care Standards Regulations*.
- The operator must make sure that the facility and program meet all the requirements and standards of the Regulations.
- The Act and regulations set minimum standards in Nunavut. Operators may have further policies and procedures provided they are not inconsistent with the Act and regulations.

How

- Read the *Child Day Care Standards Regulations* and take the time to understand what they mean.
- Look up specific regulations when relevant or required.
- Some regulations are tied to specific sections of the *Child Day Care Act*. In order for the regulation to make sense, read the corresponding sections of the Act. (When the wording of a regulation includes "under section x of the Act," this is the cue to read that section of the Act.)
- Some regulations are difficult to understand. Ask the Regional Early Childhood Officers for help if you don't understand a regulation, or if you don't understand what the regulation is telling you to do.
- Go over relevant requirements of the *Child Day Care Act* and *Child Day Care Standards Regulations* as part of orientation of new staff and volunteers. (Relevant requirements are those that have to do with a specific job, the daily program, the day-to-day operation of the facility and emergency evacuation procedures.)
- Regardless of how familiar you are with the Act and Regulations, be prepared to refer to the current Act and Regulations often. (You can't memorize them all.)

11

Every operator shall post a copy of the Act and these regulations in a conspicuous location within the child day care facility.

Regulation 11

Post the Act and Regulations

Why

- To make the *Child Day Care Act* and *Child Day Care Standards Regulations* available to staff and parents

What it means

- The operator must post the *Child Day Care Act* and *Child Day Care Standards Regulations* in a place where they can be easily seen by anyone entering the facility.

How

- Choose a location, such as an information board, that is easily seen by anyone entering the facility.
- Post the *Child Day Care Act* and *Child Day Care Standards Regulations* on the information board.

29

An operator shall post in a conspicuous place in the child day care facility:

- (a) the license, the terms and conditions imposed on the license and any exemptions obtained under subsection 38(3);
- (b) any order issued under subsection 16(2) in respect of that facility; and
- (c) any notice of the suspension or revocation of a license.

The Act, Section 29

Post License and Notices

Why

- To show anyone entering the facility that the program has a license, as well as the status of that license

What it means

- The operator must post the license in a place where it can be seen easily, and:
 1. If the license was issued with terms and conditions the letter explaining those terms and conditions, and a date by which they must be addressed, must be posted also.
 2. If the Minister has issued an order that exempts a person, or persons, from compliance with the Act or Regulations, that order must be posted also.
 3. If the Director has issued an order to the operator to take specific measures, that order must be posted also.
 4. If the Director has suspended or revoked the license, the notice of suspension or revocation must be posted also.

How

- Post the license and, if applicable, the information in 1, 2, 3 and 4.
- Use the same information board, or location, where you posted the Act and Regulations
- See *What to do if an inspector requires improvements* after Regulation 2(7).

9

Every operator shall comply with:

- (a) The *Hazardous Products Act* (Canada);
- (b) The *Controlled Drugs and Substances Act (Narcotic Control Act)* (Canada);
- (c) The *National Building Code* (Canada);
- (d) The *National Fire Code* (Canada);
- (e) The firearms provisions of the *Criminal Code* (Canada);
- (f) The *Child and Family Services Act (Child Welfare Act)* (Nunavut);
- (g) The *Public Health Act* (Nunavut).

Regulation 9

Compliance With Other Legislation**Why**

- To ensure that child care facilities in Nunavut comply with health and safety regulations outlined in specific federal and territorial laws

What it means

- The operator must meet the requirements of the federal and territorial laws in the shaded box, as they relate to the operation of a child care facility and the delivery of an early childhood program.
- During their annual inspections the Regional Early Childhood Officer, Fire Marshal and EHO will check to see that facility/operator meets the requirements of laws in the shaded box as they apply to the child care facility and/or the operator.
- If the Regional Early Childhood Officer, Fire Inspector or EHO require any changes or improvements, see *What to do if an inspector requires improvements* after Regulation 2(7).

How

- Laws are difficult to read. The Regional Early Childhood Officer, Fire Marshal and EHO will help you understand what they are looking for and help you meet the requirements of the various Acts as they apply to a child care facility.
- Make sure staff and volunteers are aware of any requirements.
- Keep copies of inspection reports showing that the facility/operator meets the requirements of the various laws.
- The *Hazardous Products Act* is concerned with products, materials or substances that contain any product that is likely to be a danger to people's health or safety – for example products that are poisonous, explosive, etc. Many products that have been designed for children are now included in a Table of Banned Items – e.g., baby walkers, some infant car seats, and toys that contain heavy metals or toxic materials. Other children's products have to meet standards and are included in a Table of Regulated Items – e.g., baby gates, child restraint systems and cribs.
- The *Controlled Drugs and Substances Act* focuses on safe storage of any drugs and medications to ensure that children cannot access them.

- The *National Building Code* sets requirements for the design and construction of new buildings or substantial renovations to existing buildings. If you plan to build or renovate the facility you will have to meet the requirements of the National Building Code. Hire an experienced, qualified contractor who understands the requirements of the NBC. The construction or renovation will be inspected by the Fire Marshal, or in some communities, a municipal building inspector.
- The *National Fire Code* sets minimum fire safety requirements for buildings and addresses fire protection/prevention procedures in the ongoing operation of a building. Take direction from the Fire Marshal for any conditions that need to be addressed to ensure the safety of children, staff and volunteers.
- The firearms provisions of the *Criminal Code* set requirements for legal acquisition of firearms, as well as safe storage, handling and transportation of firearms.
- The *Child and Family Services Act* requires anyone who suspects, or knows that a child may be the victim of child abuse or neglect to report immediately to a Child Protection Worker.
- The requirements of the *Public Health Act* and the role of EHOs are identified throughout the *Child Day Care Regulations*, in the areas of:
 - application for a license,
 - requirements if there are animals in the facility,
 - regular cleaning and sanitizing of all furnishings and equipment,
 - safe food storage, handling and serving,
 - sanitation of toilet and washing areas, including diapering areas and procedures,
 - satisfactory containers and procedures for removing garbage and refuse, including diapers,
 - prevention and management of communicable diseases.

9(f)

An operator shall ensure that each staff person is informed of, and understands, his or her duty under the *Child and Family Services Act* to report to a Child Protection Worker if the staff person has information or reasonable grounds to believe that a child needs protection under that Act.

The *Child and Family Services Act* states:

8(1) A person who has information or reasonable grounds to believe that a child needs protection shall, without delay, report the matter

- (a) To a Child Protection Worker; or
- (b) If a Child Protection Worker is not available, to a peace officer or an authorized person.

(1.1) No person shall maliciously make a false report claiming that a child needs or may need protection.

(2) Subsection (1) applies notwithstanding that the information reported is confidential or privileged.

Regulation 9(f)

Duty to Suspected Child Abuse**Why**

- To ensure that any and all suspicion or evidence of child abuse is reported to a Child Protection Worker, without delay
- To protect operators and staff of child care facilities if they report possible child abuse

What it means

- A child that needs or may need protection is a child who is or may be a victim of child abuse. This includes physical abuse, psychological abuse, emotional abuse, sexual abuse, and neglect.
- If anyone operating or working in a child care facility suspects or has evidence that a child needs or may need protection then he or she must report immediately to a Child Protection Worker (or other authorized person such as the RCMP if the child protection worker is not available.)
- The person reporting does not have to have proof that a child needs or may need protection. Finding proof, or determining if a child needs protection or not, is the job of the Child Protection Worker.
- If the operator or staff member does not report a child needing protection they could be fined up to \$5,000, they could go to jail for up to 6 months, or both. (Child and Family Services Act, Section 8(5).)
- No one can sue or take other action against a person who reports a child that needs or may need protection, unless it was done maliciously.
- The protection of a child's safety and well-being take precedence over confidentiality. Providing information to a Child Protection Worker (or other authorized person such as the RCMP if the Child Protection Worker is not available) does not breach confidentiality requirements.

(3) No action shall be commenced against a person for reporting information in accordance with this section unless it is done maliciously.

(4) Nothing in this section shall abrogate any privilege that may exist between a solicitor and the solicitor's client.

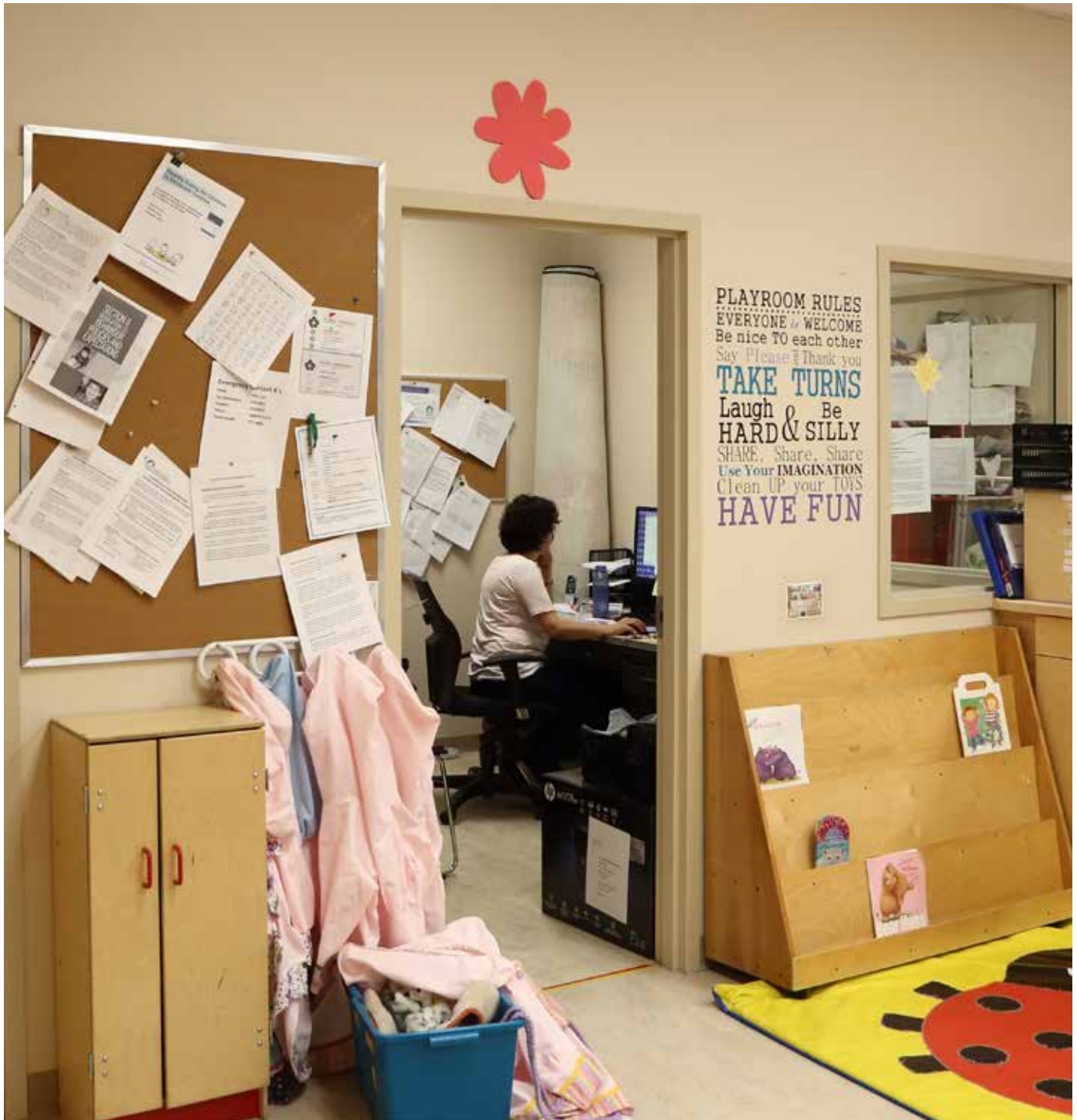
(5) Every person who contravenes subsection (1) or (1.1) is guilty of an offence and liable on summary conviction to a fine not exceeding \$5,000, to imprisonment for a term not exceeding six months or to both.

How

- Know who the Child Protection Worker is in the community, and how to contact them.
- Report suspected child abuse to a Child Protection Worker without delay:
 - You don't have to have proof.
 - You don't have to tell your supervisor, or anyone else, first.
 - You can't get someone else to do it for you.
 - You just do it!
- If the Child Protection Worker is not available, report to a peace officer (RCMP).
- Do not contact the parents about the report.
- Do not talk to others, including other staff members, about the report.
- Cooperate with the Child Protection Worker investigating possible child abuse, as needed.
- Understand that the duty to report is "simple" but at the same time it may be very difficult because of the emotions that it creates. This is normal, but it means that a person reporting possible abuse might need support, such as talking to a counselor.
- Inform the Regional Early Childhood Officer that a report of suspected child abuse has been made. Do not provide details.

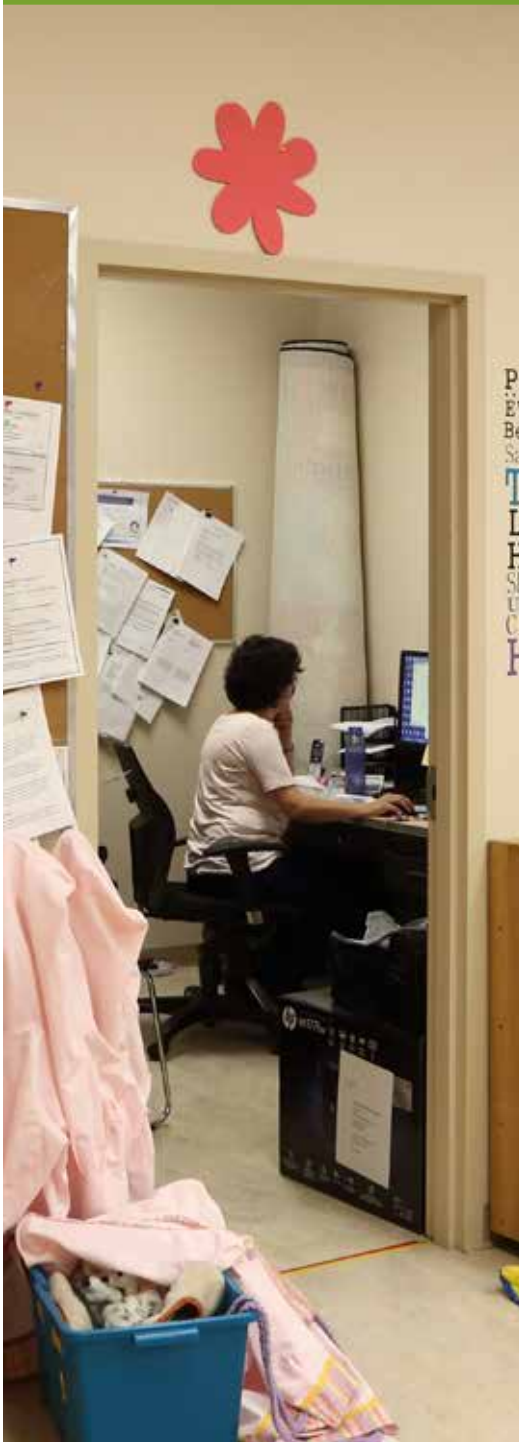
Centre operators

- Review the duty to report with staff, and what that means, every year.
- Ask the Child Protection Worker to train staff to recognize the signs of possible abuse.
- If you develop procedures for reporting possible abuse make sure they are legal and support the *Child and Family Services Act*:
 - It may be the policy of a child care program that a person making a verbal report informs their supervisor after they have done so (unless it is the supervisor who is suspected of child abuse.)
 - It should NOT be a policy of the facility for the person making a report to provide details to their supervisor. Details are provided only to the Child Protection Worker investigating the report of possible abuse.
 - Operators may want to develop a written form for the staff member to use after a verbal report has been made. This is not required by law, but it may help the person who made the verbal report record important details while still fresh in his or her mind. The person completing the report should store it in a confidential manner – it should not go "on file" at the facility – and destroy it once they know that the Child Protection Worker has received it.



Section 6

Administrative Duties of Operators



Section 6

Administrative Duties of Operators

This section explains the administrative tasks that are part of running a child care facility. It explains the information that operators have to collect on children:

- what they have to collect
- when they have to collect it
- how they are to collect it
- where they have to keep (or file) it
- how long they must keep it, and finally
- that they must keep the information confidential

Operators also must:

- keep accurate and up-to-date financial records

6

10(1)

Every operator shall maintain on file for each child attending the child day care facility an application for enrolment signed by the parent or guardian of the child.

10(2)

The application referred to in subsection (1) must include:

- (a) the child's name, address, and birth date;
- (b) the names, locations and telephone numbers of the child's parents or guardian, or a person named by the parents or guardians who may be contacted in the case of an emergency;
- (c) the names of individuals to whom the child may be released;
- (d) the name of a health care professional providing health care to the child;
- (e) the child's health card number;
- (f) a record of any medical, physical, developmental or emotional condition relevant to the care of the child;
- (g) a waiver signed by the child's parent or guardian allowing the operator to obtain medical treatment for the child in the case of an emergency, accident or illness;
- (h) written permission from the child's parent or guardian allowing the child to be taken on excursions by staff;

Regulation 10(1) and 10(2)

Application for Enrolment**Why**

- To ensure that operators and staff have access to up-to-date and accurate information about the children in their care
- The information on the application is needed in order to keep children safe and enable their participation in the early childhood program.

What it means

- The operator must have parents fill out and sign an application for enrolment before accepting a child into the early childhood program.
- The application for enrolment must include all of the information outlined in the shaded box above.

How

- Develop an application for enrolment with the information required by the shaded box (ask the Regional Early Childhood Officer for an example). Use plain language whenever possible – e.g., Last Name, not Surname.
- In addition to the information stated in the shaded box include the following in the application:
 - the name, home address, work address, telephone numbers and, if applicable, the e-mail address of the child's parent
 - the name, home address, work address, telephone numbers and, if applicable, the e-mail address of a person who may be contacted in case of an emergency if an attempt to contact the child's parent is not successful;
 - the name of any parent or other person who, by court order or agreement, is restricted in or not allowed to have access to the child or picking up the child, and a copy of the court order or agreement;
 - the name of a health care professional (or health care facility in the absence of a professional) providing health care to the child;
 - a copy of the child's updated immunization record (if a parent does not want to provide a record of immunization then they must provide a letter explaining this decision)
 - if the child has food allergies or special food requirements, or requires special feeding arrangements, information on the allergies, food requirements or feeding arrangements

- written permission from the child's parent allowing the child to be taken on excursions (short trips) by staff. Excursions are routine activities that occur daily or on a regular basis for example going to the playground. For other events such as field trips separate permission must be obtained.
- if the child day care facility provides or arranges for transportation in a vehicle for excursions, written permission from the child's parent allowing the child to be transported in a vehicle for the excursions.
- written permission if the parent allows the child to be photographed or visually recorded.
- Ask parents to complete the application for enrolment so that you have all the required information.
- Do not accept children into the program until parents have fully completed and signed the application for enrolment.
- Parents must provide a copy of the child's immunization record. This does not mean that the child has certain immunizations (shots). It only means that the operator knows what immunizations a child has had, and has not had. (This is important in the event of a suspected disease outbreak.)
- Keep the completed application in the child's file.
- Keep the information confidential.

40(1)

All children attending a child day care facility and all staff must have current proof of any immunization required by a health care professional.

Regulation 40(1)

Annual Update of Immunization and Medical Information

Why

- To ensure that operators have up-to-date immunization information and important medical information, in order to keep children safe and enable them to participate in the early childhood program

What it means

- The operator must ask parents to provide a written updated immunization record, each year. Parents are required to provide it.
- Each year, the operator must ask parents to provide an update of any medical, physical, developmental or emotional condition of the child in order for the operator to properly and safely care for the child. The parents are required to provide it.
- Written update should be provided annually. This means that it could be a written update by the parent, a written report from a health care professional, a photocopy of an immunization record, etc.
- If a parent does not provide the immunization record and/or update then they must provide a letter indicating the reason for this decision.

How

- Each year ask the parent to provide a written updated immunization information, and written updated information on any medical, physical, developmental or emotional condition that the operator needs to know about in order to properly and safely care for the child, and/or for the child to participate in the daily program. If the parent does not provide the required updates you must exclude the child from the program until they do.
- Keep the information in the file.
- Keep the information confidential.
- Make sure that all staff are aware of any relevant medical information when working with a child.
- Contact the Health Centre, Public Health or Hospital if there are general questions or concerns regarding health and medical conditions that children may have. Do not identify specific children or families by name – to maintain confidentiality.

10(3)

Every operator shall keep a record for each child attending the child day care facility showing

- (a) the date of admission of the child to the facility;
- (b) the date of discharge of the child from the facility;
- (c) the daily attendance record of the child; and
- (d) the health record of the child as updated annually with or by the parent or guardian of the child.

Regulation 10(3)

File for Each Child

Why

- To establish and maintain complete and accurate information on children attending a child care facility
- To ensure that up-to-date immunization and medical information is easily available for every child who is attending, or has attended a child care facility
- To give direction to operators about how long to keep a file after a child stops attending

What it means

- The operator must set up a separate file for each child who is attending the facility. Each child's file must contain the information shown in the shaded box as well as:
 - the application for enrolment of the child signed by the child's parent
 - the immunization record of the child as updated annually; and
 - information on any medical, physical, developmental or emotional condition relevant to the care of the child as updated annually;
 - any reports referred to in section 13 respecting the child.
- The operator must keep the file for a minimum of two years (recommended five years) after the date when the child stops attending the centre or family day home.

How

- Set up an area with locking filing cabinet(s) in the child care facility.
- Set up a separate file for each child as soon as there is an application for enrolment or any other information collected.
- Store files alphabetically so each child's file is easy to locate, particularly in an emergency. This might be alphabetically by first or last name or by children's group (if children are separated by group).
- File any information on a child as soon as possible. There is less mess, less chance of something getting lost and less chance of problems with confidentiality.
- Keep the files up-to-date by adding annual or new information.
- Dispose of any outdated information (e.g., old immunization records) in a manner that ensures confidentiality, such as burning or shredding.

- Keep the information in the children's files confidential.
- When a child is no longer attending the child care facility:
 - complete the file of that child by recording the date that the child stopped attending, as required by b) in the shaded box,
 - keep the file for a minimum of two years (recommended five years), and
 - dispose of old files in a manner that ensures confidentiality, such as burning or shredding.

10(3)

Every operator shall keep a record for each child attending the child day care facility showing

- (c) the daily attendance record of a child

Regulation 10(3)(c)

Daily Attendance Record

Why

- To identify which children are in attendance in the event of an emergency
- To identify the hours that a child is in the care of the facility
- To identify which children were in attendance, on a given date or time period, in the event of a health, child protection, environmental, or other issue

What it means

- The operator must keep a daily attendance record for all children attending the child care facility.
- The daily attendance record must show the time each child arrives and the time each child leaves.
- Daily attendance records must be kept for at least two years (recommended five years) before they are disposed of or destroyed.

How

- Create and use a daily attendance (sign in/sign out sheet) so that children can be accounted for at all times. Include the time of arrival and the time of departure of the child.
- *You* are responsible for collecting attendance, sign in and sign out information.
- In the case of an emergency evacuation remove the daily attendance from the child care facility and take it with you.
- Keep daily attendance records for at least two years (recommended five years).
- After two years (recommended five years), dispose of daily attendance records in a manner that ensures confidentiality, such as burning or shredding.

10(4)

Every operator shall keep information concerning a child or the child's family confidential, except

- (a) The child's parent or guardian shall have access to such information; and
- (b) The Director may, on request, inspect the application referred to in subsection (2) and the record referred to in subsection (3).

Regulation 10(4)

Confidentiality and Exceptions to Confidentiality

Why

- To ensure that information on a child or child's family is kept confidential
- To explain who the operator can allow to look at the child's file

What it means

- The operator must keep **all** information on a child confidential, not just the information in the child's file.
- Only the child's parent or legal guardian is allowed to look at the child's file, unless the parent has no right of access to the child.
- The Director is allowed to look at a child's file and may also give permission to the Regional Early Childhood Officer to look at a child's file.

How

- Keep all files containing child/family information in a locked storage unit at the facility.
- Share *relevant* information with staff if they need the information in order to provide care, instruction or supervision for the child.
- Do not discuss information about a child or a child's family with other families.
- Make sure all staff understand the importance of not discussing information about a child or a child's family with other families.
- Make sure you have parental permission to photograph or visually record a child. This was included on the application for enrolment.
- Only parents or legal guardians of a child may access the child's personal information.
- Allow the Director or Regional Early Childhood Officer to look at a child's file if he or she asks.
- Confidentiality can be broken if a staff member is of the opinion that a child's health, safety and/or well-being is in jeopardy. In this situation contact Social Services, RCMP or Health Centre as appropriate. (See Section 5 under *Duty to report*.)

12(1)

Every operator shall maintain complete and accurate financial records of the child day care facility in accordance with generally accepted accounting practices.

Regulation 12(1)

Financial Records

Why

- A child day care operation is a business, and all businesses must keep financial records.

What it means

- The operator must keep up-to-date and accurate financial records using regular accounting practices.

How

- Use standard accounting procedures to record all financial transactions – any money that comes in and any money that goes out – along with supporting documentation such as invoices and receipts.
- If you are not familiar with standard accounting procedures hire someone else to do the book keeping.
- Make financial records available as needed to auditors, funding agents and inspectors.
- Create a budget to operate the facility and replace equipment as needed.

12(2)

Where an operator receives financial assistance, including a day care subsidy from the Government of Nunavut, the Director may inspect the records referred to in subsection (1).

Regulation 12(2)

Inspection of Financial Records

Why

- To ensure funding is spent according to the Government of Nunavut's terms and conditions
- To ensure the operator is complying with the *Financial Administration Manual* (FAM) regulations of the GN financial practices

What it means

- Financial assistance means the operator is receiving Early Childhood Program funding provided by the Government of Nunavut to assist with start-up costs and/or ongoing operation costs.
- The Director may ask to inspect the financial records, and the operator must comply.

Recommended

An operator shall, in accordance with any guidelines established by the Director, complete a written report on the following occurrences:

- (a) any accident causing injury:
 - (i) at the child day care facility during the hours of operation of the facility;
 - (ii) at any other location used in the delivery of the daily program while the location is being used for that purpose;
- (b) any serious incident;
 - (i) at the child day care facility;
 - (ii) at any other location used in the delivery of the daily program;
- (c) any injury to a child, or any onset of serious illness in a child, occurring during the hours of his or her attendance at the child day care facility or any other location as part of the daily program;
- (d) the presence at the child day care facility of any person who has a communicable disease.

An operator shall provide a copy of the report to the Director no later than the next business day after the identification of an occurrence.

Recommendation

Report of a Serious Occurrence

Why

- To ensure that operators document the response to a serious occurrence
- To ensure the Director is informed of all serious occurrences in a timely manner

What it means

- A serious occurrence means any of the specific events listed in the shaded box, any time an outside agency has been contacted, as well as any other serious incident at the facility, even after hours.
- Other serious incidents might include a fire, utilities outage, damage to the building by a storm, firearm threat, missing/lost child, firing a staff member, etc. The Director has established guidelines for reporting any serious occurrence identified in the shaded box. These are outlined in *How* below.
- Without delay, the operator must write a report explaining any serious occurrence identified in the shaded box and what action(s) the operator took.
- The operator must give a copy of the report to the Director through the Regional Early Childhood Officer before the end of the next business day at the latest.

How

- Make sure you have *Serious Occurrence Report* forms available. Ask the Regional Early Childhood Officer for blank forms if you don't have any.
- As soon as possible, inform the Regional Early Childhood Officer of any serious occurrence so that the Regional Early Childhood Officer:
 - is aware of the situation, your actions, etc.,
 - can provide support, information or other help, and
 - is not taken by surprise with a phone call from the media, an upset parent or other sources.
- If you're not sure if a serious incident should be reported to the Director, ask the Regional Early Childhood Officer. If the Regional Early Childhood Officer is not available then contact the Director.

- As soon as possible after a serious occurrence, on the same day, use the form to document the serious occurrence and the actions taken to address the situation. Include:
 - date of occurrence
 - time of occurrence
 - location of occurrence
 - name of person involved
 - nature of occurrence – such as accident causing injury (adult or child), ill child, other emergency affecting the facility or the daily program (fire, carbon monoxide, fuel spill, lost child, intruder...)
 - names of people who witnessed the serious occurrence
 - when and how the emergency contact people were contacted, and the response
 - other actions the operator took, and when the actions were taken
 - other relevant and important details, if any. For example, if the sick child, or another child in the facility, has not been immunized for that disease, this would be important information.
- Give a copy of the report to the Regional Early Childhood Officer as soon as possible after the serious occurrence happens – before the end of the next business day at the latest. The Regional Early Childhood Officer will acknowledge receipt of the report. The Regional Early Childhood Officer will ensure that the Director is aware of the situation and that a report is on its way. If you have not been contacted by the Regional Early Childhood Officer to acknowledge receipt then contact the Director. Inform the board of directors that a serious occurrence has been submitted to the Regional Early Childhood Officer.
- If the serious occurrence involved a specific child or children, put a copy of the report in the child's or children's file(s).
- Review, and make changes if necessary to routines, floor plans, staff responsibilities, or any aspect of the program to ensure, wherever possible, that a similar incident does not happen again. Ask the Regional Early Childhood Officer or a health and safety professional for suggestions, if needed.
- **If the serious occurrence is a case of suspected child abuse, do not complete a *Serious Occurrence Report*.** Contact the Child Protection Worker. Without providing details, inform the Regional Early Childhood Officer that a case of suspected child abuse has been reported.



Section 7
Facility Requirements



Section 7

Facility Requirements

This section explains the specific requirements that must be met when a building or part of a building is used as a child care facility.

Regulations 13–19 deal with the requirements of the *inside* of the facility. They focus on health and safety and discuss:

- the quality of space used by children
- the amount of space required
- how much sleeping space is required
- storage space – for children's personal belongings, and for toys, materials, etc.
- requirements if animals are present in the facility
- appropriate furnishings and equipment
- sleeping equipment

Regulation 20 deals with the requirements for a safe play area and equipment *outside* the building.

7

13

A room that is used as part of a child day care facility must be dry, ventilated, lighted, sanitary, heated, in good repair and suitable for the care of children.

Regulation 13

Quality of Rooms Used By Children**Why**

- To ensure a healthy and safe physical environment inside a child care facility

What it means

- All facilities must meet or exceed the appropriate health, fire and safety requirements.
- Annual inspections by the Regional Early Childhood Officer, Fire Marshal and EHO will include checking the quality of rooms used by children. See *What to do if an inspector requires improvements* after Regulation 2(7).

How

- Choose an appropriate facility for a child care program. Some things to look for:
 - natural light whenever possible,
 - when artificial light is used, a level appropriate for the type of activity,
 - the ability to keep room temperature at approximately 20°C (68°F),
 - low window sills whenever possible so children can see outside,
 - windows which open to allow fresh air to enter the facility.
- Set up and follow a schedule for maintaining the facility and the equipment. For example:
 - routine maintenance – such as getting the furnace or boiler serviced,
 - repairing damages without delay – such as a broken window.
- Follow the cleaning and sanitizing schedule established
- Keep records of all facility purchases, maintenance, service work, inspections or replacements (e.g., furnace, water tank, hot water tank, air exchanger, fuel tank, plumbing, painting, etc.)
- If there is an animal in the facility make sure the animal's cage or area is well ventilated, kept clean and free from offensive odors.

14(1)

Every centre day care facility must have a minimum of 2.75 square metres of free and usable indoor floor area per child, based on the maximum number of children regularly attending the facility for child day care purposes.

Regulation 14(1)

Minimum Indoor Space in a Centre**Why**

- To ensure that children attending child care centres have enough room to engage in developmentally appropriate activities

What it means

- This regulation applies only to centres. (Family day home operators see Regulation 14(2).)
- Child care centres must have *at least* 2.75 square metres of *usable* indoor floor space for each child attending the facility.
- When the Director issues a license, the license states how many licensed spaces there are. Basically, 2.75 square metres of usable space = 1 licensed space = 1 child.
- The operator must not have more children in the facility at any given time than the number of licensed spaces.
- If children attend part time, then two or more children could share the same licensed space – they just can't be there at the same time.

How

- Measure the room, or rooms to determine how much usable space there is. Room measurements *do not* include fixed equipment, storage space or other space not used by the children including offices, staff rooms, stairways, fixed storage, hallways, washrooms, kitchen facilities, laundry facilities, and/or isolation rooms.
- Try to have more space per child than the minimum.
- Arrange furniture and equipment to create visible pathways so that children can move independently and safely from one area of the facility to the next.
- Arrange the indoor space so that:
 - children can make individual choices about their play activities,
 - there are areas for individual, small group, and large group play,
 - staff can see all areas used by children.

14(2)

The operator of a family home day care facility shall provide indoor play space suitable for the number, ages, and development of the children attending the facility.

Regulation 14(2)

Indoor Play Space in a Family Day Home

Why

- To ensure that children attending family day homes have a comfortable space where they can participate in activities that are appropriate for their developmental levels

What it means

- This regulation applies only to operators of family day homes. (Centre operators see Regulation 14(1).)
- The family day home must be large enough and arranged so that children can:
 - move independently and safely within the family day home,
 - engage in activities that are appropriate for their age and development level.

How

- Arrange furniture and equipment to create visible pathways so children can move independently and safely from one part of the home to another.
- Arrange the indoor space:
 - so that children can make individual choices regarding their play activities,
 - to accommodate individual, small group, and whole group activities,
 - so that you can see all of the children.
- Make sure children cannot access potentially hazardous areas of the home, such as the mechanical room, or home workshop containing tools and/or chemical products.

15(1)

A door that can be locked without the use of a key must not be used in an area accessible to children, unless the door can be unlocked from either side.

Regulation 15(1)

Doors and Locks**Why**

- To ensure that staff can easily access all children at any time and particularly in the event of an emergency
- To ensure that children cannot accidentally lock themselves in a room

What it means

- If a door can be locked without a key, you must be able to unlock the door from both sides.
- Annual inspections by the Regional Early Childhood Officer, Fire Marshal and EHO will include checking doors and locks. See *What to do if an inspector requires improvements* after Regulation 2(7).

How

- Make sure all doors that can be locked without a key can be opened and unlocked from both sides if they are in an area that children can access, including areas where children are not supposed to be.
- Limit the number of lockable doors.
- If bathroom doors have a locking mechanism, make sure that the unlocking device (pick, pin, long piece of wire) is located on a hook outside door, and out of reach of children.

15(2)

No room or space that is

- (a) accessible only by a ladder or folding stairs, or through a trap door; or
- (b) more than one storey below ground level is to be used for a child day care facility.

Regulation 15(2)

Rooms or Spaces that Must Not Be Used

Why

- To ensure that children, staff and volunteers can easily exit all areas of the child care facility in case of an emergency

What it means

- If a facility has any room or space like those described in the shaded box, those areas cannot be used as part of the child care facility. The Director will not issue a license for these spaces.

How

- If the facility has any room or space like those described in the shaded box, make sure there is no way for children to access the area. For example, lock it.

16(1)

When a child is sleeping in a sleeping area within a child day care facility, the sleeping area must not be used for meals or play activities.

Regulation 16(1)

Designated Sleeping Area

Why

- To ensure that children have a quiet place to sleep or rest

What it means

- Children sleeping and resting must be separate from other activities happening in the child care facility.
- When children are sleeping, the area must not be used for any other activities. (The area can be used for other activities when children are not sleeping there.)

How

- When children are sleeping or resting make sure there are no other activities happening in the area where they are sleeping or resting.
- If sleeping and play activity takes place in the same room set up a partition to separate the two areas to ensure quiet for sleeping children and quiet activities for the others. The partition does not need to be a floor to ceiling wall – for example, a flame retardant curtain or shelving unit (that cannot be knocked over) is acceptable.

16(2)

Where a sleeping area is provided within a child day care facility, the sleeping area for children under 18 months must be sufficiently separate from older children to ensure quiet sleeping accommodation.

Regulation 16(2)

Separate Sleeping Area for Infants**Why**

- To provide a sleeping area throughout the day that supports infants' individual sleeping routines

What it means

- The facility must have a separate sleeping area for infants.
- Preschoolers must have a sleeping/resting area separate from the infants sleeping area.
- Children sleeping and resting must be in separate area from other activities happening in the child care facility.

How

- It is recommended that there is at least 2.75 square metres of usable indoor floor space for each licensed infant space.
- It is recommended that a floor to ceiling partition is used to separate the two areas to ensure quiet for sleeping children.
- If the partition is a wall with a door that closes, ensure that there is a window on either the wall or the door that allows for visual supervision from the play room.
- Arrange the space so that visual supervision for sleeping infants is provided.
- There should be no additional items in the crib with the child and blanket. This means no stuffed toys, pillows, bumper pads or bottles.

17(1)

Individual lockers, cubbyholes, or hooks that are:

- (a) easily accessible to the child;
- (b) in a lighted area; and
- (c) arranged so that each child's personal belongings can be kept separate from those of other children, must be provided for.

Regulation 17(1)

Individual Storage for Children's Belongings

Why

- To provide each child with a place for personal belongings
- To ensure that each child's belongings are kept separate from the belongings of other children so that:
 - belongings don't get lost or mixed up
 - children learn how to take care of their own belongings
 - the risk of spreading germs is minimized

What it means

- Each child must have a storage space that adequately holds all of their personal belongings.
- The storage space can be either a locker, or a cubbyhole or a hook.
- The storage space has to be set up so that each child's belongings can be kept separate from the belongings of other children.
- The storage space must have enough light so that children can easily see their belongings.
- The storage space must be in a location, and organized so it is easy for children to access their belongings.

How

- Set up the individual storage area:
 - near the door where children enter and exit the facility,
 - with adequate adult supervision. Avoid areas where adults cannot see and supervise children.
- Make sure the height and organization of the individual storage area allows children to easily see and access their personal belongings.
- Label each individual storage area with a child's name.
- Store personal belongings in accordance with the requirements of the Environmental Health Officer. See *What to do if an inspector requires improvements* after Regulation 2(7).
- Ask parents to make sure that all personal belongings have the child's name on them.
- Do not exchange, or allow children to exchange, personal belongings.
- Ensure that hooks have rounded ends and are not sharp.

17(2)

Cupboards and other storage space that are easily accessible to children must be provided for indoor and outdoor play materials, equipment, clothing and supplies.

Regulation 17(2)

Storage for Play Materials, Equipment and Supplies**Why**

- To ensure that play materials, equipment, clothing and supplies are stored so that:
 - children can make their own choices about activities and equipment, whenever possible
 - children and staff know where to find things
 - children can learn how to take out and put away things
 - toys and other equipment do not become safety hazards when not in use

What it means

- The facility must have enough cupboards, shelves, bins, hooks and other types of storage so that all play materials, equipment, clothing and supplies, can be:
 - kept tidy and orderly,
 - easily accessed by children,
 - put away when not in use.
- This applies to both indoor and outdoor materials, equipment, clothing and supplies.

How

- Store all play materials, equipment, clothing and supplies so that:
 - they are close to where children actually use them,
 - children have choice, whenever possible and appropriate,
 - children can easily find and access what they need for a given activity – e.g., open shelves, materials not heaped on top of each other.
- Label all storage areas so that staff and children know where to find things.
- Teach children how to take out and put away what they need for a given activity.
- Have enough storage space so that materials and equipment in learning and activity centres can be changed regularly to allow for variety, and promote individual choice.

18

No animal shall be kept in a child day care facility:

- (a) except;
 - (i) with the approval from the Health Officer; and
 - (ii) in an area specifically set aside for the animal; and
- (b) unless the animal is vaccinated annually against rabies and has all other vaccinations required by a veterinarian.

Regulation 18

Animals**Why**

- To ensure that children are protected from potential harm from animals

What it means

- The operator must have written approval from the Environmental Health Officer to have an animal at the child care facility.
- The facility must have an enclosure or other area specifically for the animal.
- The operator must have written records of any required shots for the animal, on file at the facility.
- Annual inspections by the EHO will include checking the animal's enclosure and record of shots, as appropriate. See *What to do if an inspector requires improvements after Regulation 2(7)*.

How

- Get written approval from the EHO for the animal and the animal's cage, enclosure or area.
- Make sure the animal's shots are up-to-date, if applicable.
- Inform prospective parents and staff that there is an animal in the facility, as well as what its needs are for food, handling and general care.
- Make sure the animal's cage or area is well ventilated, clean and free from odours.
- Include care of the animal in the daily program.
- Teach children to wash their hands immediately after handling any animal.

19(1)

Furnishings and equipment provided for children attending a child day care facility must be

- (a) in good repair and free from sharp, loose or pointed parts;
- (b) consistent with the developmental capabilities of the children; and
- (c) available in sufficient quantity and variety to occupy all the children.

Regulation 19(1)

Appropriate, Safe, Clean Furnishings and Equipment

Why

- To ensure that furnishings and equipment are safe, clean and suitable for the number, ages and development of the children who use them
- To support a quality early childhood program

What it means

- Furnishings mean things like furniture, carpets and curtains.
- Equipment means things like toys, games and books.
- The operator must provide furnishings and equipment that match children's development.
- There must be enough furnishings for all the children to participate in the daily program.
- There must be enough equipment for all the children to participate in the daily program.
- Furnishings and equipment must be child-size, assembled, installed and used in accordance with the manufacturer's instructions, properly put together, and well maintained.
- Furnishings and equipment must be cleaned and sanitized on a regular basis.
- Cleaning means removing visible dirt by wiping or scrubbing with soap and water, and then rinsing.
- Sanitizing means destroying most germs by using a mild bleach solution and leaving it on the surface for two minutes. (A mild bleach solution is 1 tablespoon bleach added to 16 cups of water.)

How

- Choose furnishings and equipment that support a quality daily program.
- Purchase child-size equipment and furniture. Don't "make-do" with equipment or furniture which is too big.
- When purchasing new furnishings and equipment follow the directions that come with the product – where to set it up, how to set it up, how to use it, etc.
- Use equipment for its intended purpose *only*.
- Do not let older children play on equipment that is intended for younger ones. Their extra weight could damage the equipment and injure the child.
- Check equipment regularly for loose or broken parts. Repair or replace as necessary.

- Regularly inspect all materials, toys and equipment – e.g., seasonally, or when toy washing. Repair or discard anything that is damaged.
- Follow the cleaning and sanitizing schedule for regular cleaning and sanitizing of all furnishings and equipment, and have it available for review by parents, inspectors and others.
- Make sure plastic toys which can be chewed or sucked do not contain polyvinyl chloride (PVC). Throw out any toys which do contain PVC.
- Arrange furnishings and equipment so that they support a quality daily program.

19 (2)

Sufficient tables and chairs of a suitable size must be provided.

19(3)

A high chair or an infant seat with safety harness must be provided for each child in attendance that is not able to sit independently on a chair.

Regulation 19(2) and 19(3)

Tables, Chairs, High Chairs and Infant Seats

Why

- To ensure there are enough child-size tables and chairs for each licensed space
- To support a quality early childhood program
- To ensure that children who cannot sit on their own have a safe chair

What it means

- The number of tables and chairs must be appropriate for the number of licensed spaces, as well as the ages and developmental needs of the children.
- The facility must have a high chair or infant seat with safety harness for each child (licensed infant space) who cannot sit on a chair by themselves.

How

- Use tables and chairs that are appropriately sized, sturdy and easy to clean and sanitize.
- Use high chairs and infant seats that meet the latest federal consumer product safety guidelines.
- As with all equipment, inspect tables, chairs, high chairs and infant seats regularly; repair, or discard and replace, any that are damaged.
- If high chairs and infants seats are shared between children, wash and sanitize after each use – before another child uses them.

19(4)

A cot, bed or sleeping mat must be provided for each child who sleeps at a child day care facility.

Regulation 19(4)

Sleeping Equipment including Traditional Inuit Sleeping Equipment

Why

- To ensure that all children who rest or sleep at a child care facility have appropriate individual sleeping equipment and space in which to rest or sleep. There should be one for each licensed space

What it means

- The operator must provide a cot, bed, crib or sleeping mat for each child who rests or sleeps at the facility,
- The operator can use traditional Inuit sleeping arrangements, such as an amauti, if the parent:
 - gives written permission,
 - provides the necessary equipment, and
 - agrees to keep the equipment clean/sanitized, as needed.

How

- Leave a minimum of 18 inches between cots, beds, cribs or sleeping mats so that children cannot touch each other.
- Use cribs that meet the latest federal consumer product safety guidelines. Do not use drop side cribs.
- Sleeping mats should be a minimum of 5 cm thick and be made of high density foam.
- Do not use bunk beds in a child care facility.
- For children using traditional Inuit sleeping methods:
 - get written permission from the parent,
 - ask the parent to provide the necessary equipment, e.g., amauti
 - find out how to safely and properly use the equipment if you don't already know how, and
 - set and follow a schedule with the parent for necessary cleaning and/or sanitizing.
- Ask the Regional Early Childhood Officer, Environmental Health Officer and Fire Marshal about further requirements of cots, beds, cribs and sleeping mats.

19(5)

A cot, bed, crib or sleeping mat referred to in subsection (4) must meet the requirements of the Fire Marshal and be covered with moisture resistant washable material.

Regulation 19(5)

Fire Inspection of Sleeping Equipment

Why

- To reduce fire and safety hazards during sleeping and rest times

What it means

- During the annual fire inspection, the Fire Marshal will inspect cots, beds, cribs and sleeping mats. See *What to do if an inspector requires improvements* after Regulation 2(7).
- The Fire Marshal could inspect a facility at any time – not just annually as part of license renewal.
- Cots, beds, cribs or sleeping mats must be covered with material that is moisture resistant and washable.

How

- Keep the annual fire inspection report on file at the facility.
- Replace cots, beds, cribs or sleeping mats if required by the Fire Marshal, and as needed.

19(6)

A clean, dry covering must be provided for each child who is sleeping or resting.

Regulation 19(6)

Cleanliness of Sheets and Blankets**Why**

- To provide clean bedding to children when they are resting or sleeping
- To prevent the spread of germs

What it means

- The operator must have enough sheets and enough blankets so that each licensed space has a sheet and blanket.
- If sheets and blanket are used by only one child they must be labeled with the name of the child, and washed once a week or more often if required.
- If sheets and blankets are used by more than one child, they must be washed after a child uses them – before any other child uses them.
- During annual inspections the Regional Early Childhood Officer and the Environmental Health Officer will check procedures for keeping sleeping equipment clean. See *What to do if an inspector requires improvements* after Regulation 2(7).

How

- Have enough sheets and enough blankets so that each child who rests or sleeps has his or her own sheet and blanket. This requires much less washing, and reduces the risk, even with washing, of spreading germs.
- Label each sheet and blanket with the name of the child who uses it and make sure you can still read the labels after repeated washing.
- Set up a weekly washing routine for sheets and blankets and post this in a visible location at the facility. Use a scent-free, hypoallergenic detergent.
- Wash sheets and blankets more often if they are soiled.
- If a sheet or blanket is soiled change it immediately.
- Have extra sheets and blankets on hand.
- Buy sheets and blankets that are soft and do not irritate children's skin.
- If a sheet or blanket is used by more than one child wash it after a child uses it – before any other child uses it.
- If a child brings a personal belonging to use during nap time, e.g., stuffed animal, it should be stored in a clean bag in the child's individual cubby or locker to prevent the spread of germs and sent home weekly for cleaning and sanitizing.

Recommended

A cot, bed, crib, amauti or sleeping mat:

- (a) if used by only one child, must be clearly labeled with the name of the child and must be washed and sanitized once a week, or more frequently if required; or
- (b) if used by more than one child, must be washed and sanitized between uses.

Recommendation

Cleanliness of Sleeping Equipment

Why

- To ensure that cots, beds, cribs and sleeping mats are clean
- To reduce the risk of spreading germs

What it means

- If a cot, bed, crib, amauti or sleeping mat is used by only one child, the operator must label it with the child's name, and wash and sanitize it once a week, or more often if necessary.
- If a cot, bed, crib or sleeping mat is used by more than one child it must be washed and sanitized after a child uses it – before any other child uses it.
- During the annual inspection the Regional Early Childhood Officer and Environmental Health Officer will check procedures for keeping sleeping equipment clean and sanitized. See *What to do if an inspector requires improvements after Regulation 2(7)*.

How

- If you have room, provide cots, beds, cribs or sleeping mats that are used by only one child. This requires much less washing and sanitizing, and reduces the risk, even with washing and sanitizing, of spreading germs.
- If cots, beds, cribs or sleeping mats are used by only one child, label each one with the name of the child who uses it. Make sure you can read the labels.
- Set up a weekly washing and sanitizing routine for cots, beds, cribs and sleeping mats and post this in a visible location at the facility.
- If a cot, bed, crib or sleeping mat is used by more than one child wash and sanitize it after a child uses it – before any other child uses it.

20(1)

Every operator shall provide safe outdoor play space.

Regulation 20(1)

Outdoor Play Space and Equipment**Why**

- To minimize the risk of injuries and accidents to children during outdoor play times
- To support a quality early childhood program

What it means

- The operator must provide an outdoor play space that meets the space and safety requirements.
- The outdoor play space must be safe – shock absorbent surfaces, free of hazards.
- The equipment in the outdoor place space must be safe – properly installed, maintained and used for the purpose intended by the manufacturer. Play structures should be appropriate for children's developments.
- During annual inspections the Regional Early Childhood Officer and the Environmental Health Officer will check the outdoor place space and equipment. See *What to do if an inspector requires improvements* after Regulation 2(7).

How

- If building a new play space it should meet the criteria of the Canadian Standards Association (CSA).
- Aim to upgrade existing outdoor play space and structure to meet CSA criteria over time. Follow the list called "Check your playground".
- Set up and follow a routine for regular inspection and maintenance of the outdoor space and equipment.
- Remove hazards immediately – e.g., broken glass.
- Remove and/or repair and/or replace damaged equipment immediately.
- Keep a record of the maintenance schedule.
- Keep a record of injuries and accidents that occur during outdoor play to determine if there is any piece of equipment, or area of the outdoor play space where accidents and injuries are more common. Remove the equipment, or try to modify the accident-prone area.
- Choose outdoor play equipment that meets the developmental needs of children, including children with disabilities.
- In addition to regular inspections and routine maintenance, perform a quick check of the outdoor play space and equipment, before children use them, each time.

20(2)

Where the outdoor place space is not adjacent to the child day care facility, the operator shall:

- (a) provide safe access to the space; and
- (b) ensure that the space is within walking distance of the facility.

Regulation 20(2)

Outdoor Play Space Not Next to the Building

Why

- To ensure the safety of children travelling to and using outdoor play spaces away from the child care facility

What it means

- If the outdoor play space is not beside the building, it must be within walking distance.
- The operator must establish a procedure for safely taking children to the outdoor place space.
- The play space and equipment should be suitable for the number of children, their age and development. Proper supervision is always required.
- If the area around the play space is potentially dangerous – such as a busy street or steep drop – the play space must be fenced.

How

- Ensure that the play space and equipment are suitable for the age of children at the facility. Check with your Regional Early Childhood Officer if you're not sure.
- Develop a procedure for safely taking children to an outdoor play space not beside the child care facility. This includes:
 - having written parental permission in each child's file to take children to an outdoor play area,
 - stating how children will actually get to the play area – e.g., stroller, hold the rope, hold hands, etc.,
 - posting a schedule of outdoor play times on the information board,
 - posting a map of outdoor play areas near the facility on the information board,
 - ensuring that staff carry with them to the play area:
 - > parent and emergency contact numbers,
 - > emergency medication such as EpiPens and puffers,
 - > a list of the children in the group,
 - > the daily attendance record,
 - > a first aid kit,
 - > a cell phone, if applicable.

- Include the procedure in the parent information handbook.
- If the play area does not have washroom and washing facilities make sure children use the bathroom before going to the play area.
- Make sure children have proper clothing for the weather – e.g., sun hats, rain coats, winter clothing – and have clean extras on hand for children who need them.
- Use sun screen provided by the child's parent on sunny days.
- Use children's insect repellent provided by the child's parent as necessary.

20(3)

Where the outdoor play space is adjacent to the child day care facility,

the operator shall ensure that:

- (a) a minimum of 5m² of play space is provided for each child; and
- (b) the space is fenced if the surrounding environment is potentially hazardous to children.

Regulation 20(3)

Outdoor Play Space Next to a Centre

Why

- To ensure that children attending child care facilities have enough room for developmentally appropriate outdoor play
- To ensure that children cannot access any hazards surrounding the play area

What it means

- The amount of outdoor play space must be at least 5 square metres for each child in the play area.
- The operator cannot have more children in the outdoor play space than this regulation allows. This may mean that there is more than one outdoor play period if the space cannot accommodate all children at once.
- If there are any potential hazards to children in the area surrounding the outdoor play space, the play space must have a fence that is at least 1.5 metres high.

How

- Measure the space to see how many children can play at the same time and make sure that the number of children in the play space does not exceed that limit.
- There are no federally approved standards for playground fences. The following would ensure that the fence is safe:
 - completely encloses the play area – all four sides,
 - is constructed so it is difficult for children to climb,
 - has a gap under the fence no more than 5 cm (2 in) all the way around,
 - if constructed with vertical rails, has rails that are less than or equal to 10 cm (4 in) apart,
 - if constructed with chain link fencing, has chain link openings less than or equal to 3.8 cm (1.5 in),
 - has self-closing, self-latching gates that open out (away from the playground) and are difficult for children to climb.
- If there are any questions or concerns about possible hazards, and the need for a fence, talk to your Regional Early Childhood Officer. Don't wait for the annual inspection.



Section 8

Daily Program Requirements



Section 8

Daily Program Requirements

This section looks at regulations related to the actual early childhood program that children experience while at the centre or family day home. It describes things that operators must include in the daily program, such as:

- variety – to support the development of the whole child
- activities that develop language and literacy
- culturally-appropriate activities
- outdoor play
- physical activity
- the use of community facilities
- rest periods
- ensuring that children with additional needs and different abilities can participate in the daily program

It also provides recommendations on regular communication with parents about children's well-being and participation in the early childhood program.

8

21

Every operator shall establish a daily program for children attending the child day care facility that:

- (a) facilitates and stimulates the intellectual, physical, emotional and social development of the children;
- (b) is appropriate to the developmental level of the children;
- (c) as much as possible, includes activities to encourage language development; and
- (d) as much as possible, reflects the cultural and ethnic backgrounds of the children.

Regulation 21

The Daily Program**Why**

- To set expectations for operators about the quality of the daily program for children in their care

What it means

- The operator must develop a written daily program (or schedule) that takes into account all of the factors shown in the shaded box:
 - the development of the whole child,
 - activities that are appropriate for the development levels of all children in the program, including children with different abilities,
 - activities that specifically target the development of language and literacy (possibly in more than one language),
 - activities that reflect the cultural and ethnic backgrounds of the children in the program.
- Daily program does not mean that the schedule is the same every day. Some parts of the schedule will be the same, such as lunch and snack times, and rest time. Other parts of the schedule will change regularly or periodically – for example field trips, special celebrations, guests, show and tell, etc.

How

- Develop a daily program with activities that:
 - meet the requirements of the shaded box,
 - clearly support the written program goals and objectives that were included with the *Application for a License*,
 - are based on the philosophy of learning through play.
- Choose culturally- and developmentally-appropriate practices and play-based activities for young children. Ask the Regional Early Childhood Officer for suggestions and advice if needed.
- Include parents and older children in planning activities.
- If you have a child with different abilities or with additional needs get information on the child's abilities so that you can adapt the daily program to the child's needs and level of development.
- Ensure that the daily program encourages and allows children to make their own choices about play activities at least 50% of the time.
- Include a variety of activities in the daily program – individual, small group, large group, indoor, outdoor, active, messy, quiet, gross motor, and fine motor.
- Incorporate outdoor play, physical activity, rest periods and the use of community facilities into the program.
- Use weekly or monthly themes (such as arctic animals or weather) to develop and enhance the daily program.
- Arrange furnishings and equipment so that they support the daily program – for example activity or learning centres that target language and literacy development.
- Involve parents. They can support the daily program in many ways including helping with outings, sharing a skill, interest or hobby, telling stories to support language development, sharing cultural traditions, and much more.
- Regularly review and revise the daily program as needed.

22

Every operator shall provide daily outdoor play activities for each child unless

- (a) outdoor play is prohibited by the child's parent or guardian or the health care professional providing health care to the child; or
- (b) the weather is inclement.

Regulation 22

Daily Outdoor Play**Why**

- To ensure that children have daily outdoor play in a safe environment

What it means

- The daily program must include outdoor play unless the child cannot participate due to chronic health concerns, weather is bad, or there is wildlife or other warnings.

How

- Contact the appropriate government department prior to outdoor play activities if there are concerns about possible wildlife or other environmental warnings, such as smoke.
- If outdoor play is cancelled because of weather, but the weather improves later in the day, try to adjust the schedule so that children have their outdoor play time.
- Provide information to parents to explain the outdoor program, when outdoor play will not be possible, and what children will do instead.
- If outdoor play has to be cancelled replace it with activities that promote physical activity and gross motor skills, to the extent possible.
- Ask parents to provide seasonal clothing (such as neck warmer, hat and mitts, raincoat, sunhat, etc.)
- Don't forget the sunscreen and children's insect repellent provided by parents if needed.
- If outdoor play takes place away from the facility:
 - take a first aid kit and emergency contact information with you,
 - take emergency medication,
 - make sure children use the washroom before going to the play area.
- Cold weather and darkness are not reasons for eliminating outdoor play. Develop a policy for your facility with temperature guidelines. For example if the temperature is below -30 degrees Celsius with the wind chill for infants and -35 degrees Celsius with the wind chill for preschoolers, the children will not have outdoor play activities.

Recommended

An operator shall ensure that each child attending the child day care facility is provided with the opportunity to participate in activities that promote physical fitness for at least 30 minutes each day.

Recommendation

Daily Physical Activity

Why

- To promote physical fitness
- To establish daily physical activity as a routine part of a healthy lifestyle

What it means

- The daily program shall include at least 30 minutes of physical activity that promotes physical fitness.

How

- Don't rely on outdoor play to meet the requirements of this regulation. (Children might choose to play in the sandbox, for example.) Plan an activity or activities that target physical fitness.
- Make it fun. Choose age-appropriate active games, for example.
- Use a variety of settings – indoor, outdoor, community facilities.
- Provide information to parents to explain the fitness component of the program.

23

Every operator shall post a schedule of programs and activities in a conspicuous place in the child day care facility.

Regulation 23

Post the Daily Program

Why

- To ensure that staff, children, and parents are aware of daily activities at the child care facility

What it means

- The daily program must be posted on the information board or other area where anyone entering the facility can easily see it.

How

- Post the daily program on the information board or other conspicuous area. Make sure you include special events, holidays, celebrations and field trips.
- Encourage parents and children to check the information board and daily program on a regular basis.
- Highlight changes to the daily program and post as needed.
- Include the names of staff members with each activity on the daily program, as a way to inform parents of who is working with their child.
- Use newsletters and other communication tools to help explain the daily program to all staff and parents.

24

Where a child with special needs attends a child day care facility, the operator shall, as far as possible, ensure that the child is integrated into the daily program.

Regulation 24

Child with Special Needs

Why

- To include all children in all aspects of the daily program, including learning and play activities

What it means

- Children with different abilities and/or additional needs should be included in all activities.
- The operator must modify or remove physical barriers that may limit the inclusion of a child with different abilities and/or additional needs.

- The operator must modify the daily program as necessary.
- The operator must obtain any specialized equipment needed for the child to participate in the daily program, or ask the parent to provide the required equipment.

How

- The key to success for a child with different abilities and/or additional needs in an early childhood program is regular meetings and communication with the parent of the child – starting with planning how the facility and program need to be modified to accommodate the needs of the child, and whether or not there are implications for staffing and/or staff training.
- Inform yourself about a child's specific condition or different abilities. Consult and work with health professionals, parents and others if necessary, to learn how to best support the needs of the child.
- Remove any physical barriers. This might require renovations to the facility.
- You may have to hire or train staff as necessitated by an individual child's different abilities and/or additional needs.
- Modify the daily program to reflect the requirements of a child with different abilities and/or additional needs. The goal should be to have the child participate as much as possible in any given activity, with as much independence as possible. The idea is to treat the child as "only as special as necessary."
- As done with all children observe and document the activities and experiences of a child with different abilities and/or additional needs and communicate these to the parent or guardian. Note socialization with others, activities performed well, areas of interest and independence, areas of frustration or concern, and activities, equipment or facility modifications required to promote inclusion.
- Provide staff, children and parents with information that encourages understanding and support of:
 - children with different abilities and/or different needs generally, and
 - the specific condition(s) of any children with different abilities and/or additional needs attending the facility.

25

An operator may use local community services to enhance the quality of programs and services in the child day care facility.

Regulation 25

Using Community Facilities and Services**Why**

- To enhance the daily program and experiences of children
- To integrate the child care facility into the community at large

What it means

- The daily program must include regular use of community facilities and services, as much as possible.

How

- Use of a variety of community facilities and services on a regular basis: the library, museum, skating rink, parks, schools, seniors centre, friendship centre, churches and multi-cultural associations.
- Check the local recreation guide and radio or media announcements for programs or events that may be appropriate, such as preschool story time, or visiting preschool authors.
- Check the local TV station and community bulletin boards for appropriate events.
- Visit some facilities and services occasionally, such as the fire hall, airport or welcome back to the sun celebrations.
- Visit seniors/Elders or arrange for them to visit the facility.
- After a field trip, discuss the experience, answering any questions that children may have about the place they visited.
- Send a thank you letter or create thank you cards and send them to the host.
- Develop written procedures outlining safety precautions for visits away from the child care facility. Include these in the parent information handbook.
- Give each parent written information about specific excursions at least two days prior to the outing. Include date, time, location, purpose of the excursion, transportation arrangements, time expected back at the facility and a contact number – either the number at the location, or your cell phone number if applicable.
- Make sure transportation complies with your written transportation policy required.
- If any parent did not give permission to take a child on an excursion make sure there is an alternate activity for the child at the facility and that the parent is aware of that activity. (Remember, children cannot be left alone with only a volunteer. A staff person must be able to see and supervise the volunteer.)

Recommended

An operator of a centre day care facility shall require a primary staff person to communicate regularly with the parent of each child attending the facility in respect of the child's well-being and participation in the daily program.

Recommendation

Regular Communication with Parents

Why

- To ensure regular parent communication regarding children's well-being, and their participation in the early childhood program

What it means

- The operator must designate a staff person(s) to communicate with parents on a regular basis about children's well-being and program participation. For a Family Day Home, this is the operator.
- Designated staff must initiate direct communication with parents, even if parents don't ask.

How

- Develop procedures outlining:
 - which staff member(s) will speak with parents,
 - when they will communicate with parents about children's well-being and program participation,
 - when they should speak to parents in private – for example if there are concerns,
 - how they should communicate with any given parent – do some need an interpreter? Do some need only verbal communication? (If parents don't understand what you said or wrote then you haven't communicated with them.)
- Include these procedures as part of staff orientation and monitor staff to ensure it is happening.
- Include these procedures in the parent handbook so that parents know what to expect.
- On a daily basis:
 - make staff available to parents and at arrival and departure times to communicate one or two positive things that happened that day,
 - keep daily log sheets to record all daily activities for infants and discuss these with parents.
- Several times a year:
 - use the daily program, newsletters or other documents that explain the program as a way to focus and support communication with parents about a child's participation and progress,
 - communicate with parents about a variety of areas including socialization with others, activities performed well, areas of interest and independence, areas of frustration or concern.

Recommended

An operator shall ensure, to the extent possible, that each child attending the child day care facility who is under 18 months of age is provided with periods of rest during the day in accordance with a schedule provided to the operator by the child's parent.

Recommendation

Rest for Infants

Why

- To ensure that infants get enough rest
- To ensure that an infant's rest schedule is similar to what it is at home

What it means

- The operator must ask each infant's parent for a rest schedule showing when the infant rests at home.
- The operator must follow the schedule as close as possible.
- If a parent does not provide a rest schedule, the operator should use professional judgment and knowledge of the infant to determine appropriate rest periods.

How

- Ask parents to provide a schedule indicating the sleeping/resting routine of their infant.
- Create a daily schedule for each infant's sleeping/resting times.
- Make sure all staff, parents and volunteers are aware of the sleeping/napping schedules in the program.
- Develop clear procedures for sleeping areas and sleeping routines.
- Include procedures to reduce the risk of Sudden Infant Death Syndrome (SIDS):
 - place the infant on his or her back, on a firm mattress,
 - do not use pillows or place stuffed toys or other materials near the infant, which might cause rebreathing of stale air,
 - keep room temperature comfortable but not too warm – being too warm may cause the infant to go into a deeper sleep.
- Post sleeping procedures and include them in the parent handbook, so that parents and staff are aware of sleeping arrangements and expectations.
- Meet the requirements of all other regulations related to rest and supervision.

Recommended

An operator shall ensure that each child attending a full day child day care facility who is between 18 months of age and six years is provided each day in the early afternoon with a period of time during which the child may sleep, rest or engage in quiet activities.

Recommendation

Rest for Older Children

Why

- To ensure that older children have a quiet time during the day
- To allow flexibility of quiet time activities to meet individual children's needs

What it means

- This applies to full-time day care facilities and family day homes
- The daily schedule must include a quiet time in the early afternoon, typically after lunch, for children between 18 months and five years of age.
- Children may sleep, rest or engage in quiet activities, depending on their individual needs.

How

- Develop clear procedures for sleeping areas and sleeping routines.
- Post those procedures and include them in the parent handbook, so that parents and staff are aware of sleeping arrangements and expectations.
- Include a quiet time in the daily schedule – usually after lunch.
- Consult with parents to determine the appropriate quiet time activity for each child – sleeping, resting or quiet activities.
- Let children sleep for a maximum of two hours unless the parent has requested that the child sleep more.
- Let children move to a quiet activity after an hour of rest, if they choose. Teach children to move quietly from the sleeping/resting area to the quiet play area so they do not disturb other children.
- Have a variety of quiet activities for children to choose from if they don't sleep or rest.
- Meet the requirements of all other regulations related to rest and supervision.



Section 9

Behaviour Policies and Expectations



Section 9

Behaviour Policies and Expectations

The section explains operators' duties related to the behaviour that they expect – of staff, volunteers and children.

9

26(1)

An operator shall ensure that no child, while attending the child day care facility,

- (a) Is subjected to any form of physical punishment or verbal or emotional abuse, or
- (b) Is denied any physical necessity, by a staff person, another child or the parents or guardian of the child while the parents or guardian are at the facility.

Regulation 26(1)

Behaviour by Staff, Volunteers or Children

Why

- To prevent abuse of any child by staff, volunteers or other children

What it means

- The behaviours in the shaded box are examples of abuse, or abusive behaviours.
- The operator must not abuse any child, and must not allow any staff member, volunteer or child to abuse a child; the operator must not tolerate any:
 - physical punishment such as hitting, pinching, pushing, shaking or squeezing,
 - verbal abuse such as yelling,
 - emotional abuse such as name calling or being told, “You’re stupid,”
 - withholding of a physical necessity such as food, water, toileting, or clean clothing.
- Disagreements between children are usually not abusive – they simply reflect immaturity and the lack of skills to resolve disagreements without yelling, pushing, etc. These situations need to be seen as “teachable moments” to help children learn to deal with disagreements and frustration in an appropriate way.
- Abuse of a child by another child or children is also known as bullying. Bullying is behaviour that happens over and over, on purpose, and is meant to hurt the targeted victim. There are many forms of bullying – physical, verbal, social, cyber, racial, sexual. Both the targeted victim and the bully need help, such as from a counselor, to work through their feelings and reasons for behaving the way they do.

How

- Set clear expectations for the way you want staff and volunteers to treat children.
- Set clear expectations for the way you want children to treat each other.
- Set clear expectations for staff and volunteers that abusive behaviours will not be tolerated.
- Establish procedures for dealing with staff or volunteers who abuse a child, such as:
 - dismiss any staff member or volunteer who uses physical punishment, or who verbally or emotionally abuses a child, or withholds any physical necessity,
 - report the incident to a Child Protection Worker who will determine what additional follow-up is required,
 - explain the incident to parents and without naming names assure them that the situation is being addressed and won't happen again.
- As soon as possible, inform the Regional Early Childhood Officer of any abuse of a child by a staff person or volunteer so that the Officer:
 - is aware of the situation and your actions,
 - can provide support, information or other help, and
 - is not taken by surprise with a phone call from social services or an upset parent.
- Establish procedures for dealing with a child or children who abuse (or bully) another child.
- Remember that some behaviour, such as hitting a child, are abuse when committed by an adult, but they are not usually abuse when committed by a child. They are part of growing up, learning how to behave and deal with emotions such as anger in an appropriate manner.
- Understand that if a child is being bullied both the victim and the aggressor need help.
- Ask a Child Protection Worker or mental health worker to talk to staff about how to recognize and respond to abuse of a child by another child.

26(2)

Every operator shall develop, post and circulate to staff and to parents or guardians of children attending the child day care facility a written discipline policy.

Regulation 26(2)

Behaviour Management Policy**Why**

- To clearly identify expected behaviours of children and the actions that will be taken if a child does not comply

What it means

- The operator must have a written policy outlining expected discipline of children attending the facility.
- The policy must be written in positive terms. In other words it should state what children are expected to do, not what they should not do.
- The policy must include consequences – what an operator or staff will say or do – if a child does not comply with the behaviour expectations.
- The operator must post the policy and give it to all parents.
- Operators of centres must also give the policy to all staff.

How

- Establish behaviour policies that set expectations for the same, specific, positive behaviours for all children and all adults in all areas of the child care facility.
- Focus on identifying positive behaviour and acknowledging them instead of eliminating or punishing negative or bad behaviours.
- Aim for a few big expectations such as, “Be kind to yourself, be kind to others, be kind to the environment.” Under each of these big expectations you can fit smaller expectations such as taking turns, keeping hands and feet to self during circle time, and so on. Teach children what the expected behaviours actually look or sound like – e.g., what does hands and feet to self look like in circle time, what does it look like in rest time, what does use an indoor voice sound like, etc.
- It is important to acknowledge expected behaviours when children display them, especially for behaviours that are new or difficult for children. Simple statements will do, “Thanks for putting your juice box in the recycling,” or “I noticed you worked really hard today to keep your hands and feet to yourself during circle time.” Be specific. “Good job,” is not enough.

- Aim to positively acknowledge or reinforce expected behaviours at least four times as often as you acknowledge inappropriate behaviours.
- Consequences are not the same thing as punishment. They are the thing that you will say or do when a child does not behave as expected, and may include “punishment” – for example a time-out.
- Outline consequences for inappropriate or unacceptable behaviours in the policy.
- Choose the smallest consequence you can that will help a child behave as expected. For example, if “a look” or verbal reminder is enough then don’t go for something more serious.
- Choose consequences that relate to the inappropriate behaviour wherever possible. For example, if a child pushes others away from a piece of playground equipment, instead of waiting his turn, the natural consequence might be that the child cannot use that piece of equipment for a period of time.
- Choose age-appropriate consequences. Using the same example as above, the period of time that a child has to refrain from using the piece of equipment would be longer for an older child than it would be for a very young one.
- Get training, or provide staff training in how to promote and reinforce the behaviours you want children to have, or ask the Regional Early Childhood Officer to help.

Recommendation

An operator should establish and implement policies and practices for the child day care facility that:

- (a) Promote a respectful environment for all children attending the facility
- (b) Promote a cooperative approach to solving problems; and
- (c) Ensure the use of positive reinforcement to encourage appropriate responses in children attending the facility

Recommendation

Positive Behaviour Policies

Why

- To ensure that operators develop and implement behaviour policies and practices that encourage a respectful environment for children and positive interaction among all staff, volunteers and children, in all areas of the facility

What it means

- The operator should develop and implement written policies and practices that spell out what the operator and staff will consciously and consistently do to:
 - promote a respectful environment for children,
 - use a cooperative approach to problem solving,
 - use positive reinforcement to encourage appropriate behaviour.
- A policy is a broad statement of what you are trying to achieve. For example, "At ABC Child Care we use a cooperative approach for solving problems."
- Practices are more specific statements that describe what staff, and children, *will actually do or say*, or what they are expected to do or say, so the policy becomes a reality. (See example under *How*.)
- The operator must ensure that staff are aware of the behaviour policies and practices – meaning they are aware of the manner in which they are expected to interact with children.

How

- The policy statements are basically already written above. For example, "At ABC Child Care we promote a respectful environment for all children."
- For each policy statement, develop a list of expected practices. To list practices that support a respectful environment for example, think about how people would interact with each other, and the things they would say or do, that would show a respectful environment. For example:
 - We greet and say goodbye to each child by name, every day.
 - We model the behaviours that we want children to have.
 - We use calm voices and make eye contact when talking to children.
 - We recognize that each child is unique, and respond to individual differences in interests, learning styles and abilities.
 - We encourage each child to make choices.
 - We promote each child's independence.

- Do the same to set a policy and practices to promote “a cooperative approach to problem solving”, and “using positive reinforcement to encourage appropriate behaviour.”
- Invite parent and staff input into the above.
- Write policies and practices to identify the positive behaviours that you want, not the negative behaviours that you don't want. For example, “We speak in normal voices,” instead of “We don't yell.”
- You don't need long lists of behaviour practices that support each policy – just enough to “set the tone” for the way the facility operates.
- Post policies and practices on the information board and include them in the information handbook for parents.
- Provide all parents and staff with a copy of the facility's policy handbook.
- Include behaviour policies and practices in staff orientation.
- Have all staff sign a copy of the policies and practices indicating their understanding and the expectation for them to comply. Keep a signed copy in all individual staff files.
- Work with individual volunteers as needed to help them follow the policies and practices.
- Taking into account the age and development of individual children, teach children how to show respect for other children, adults and the environment, and how to solve problems cooperatively.



Section 10
Meals, Snacks and Menus



Section 10

Meals, Snacks and Menus

This section looks at requirements for food provided at child care facilities. It covers:

- nutritional standards
- requirements for developing menus
- safe food handling
- how often children must eat
- the feeding needs for infants
- dealing with allergies and other special concerns
- drinking water

10

27

(1) Nutritious foods from guidelines provided by a qualified nutritionist must be provided by the operator or by the child's parent or guardian, for each child attending the child day care facility.

(2) The food referred to in this section may include country food, where the operator has obtained a license to serve country food from the department responsible for renewable resources.

31

(1) Menus must be prepared and posted a week in advance in a conspicuous place in the child day care facility.

(2) Any changes to the menu for a meal must be posted before the meal is served.

Regulations 27(1) and (2)

Nutritional Standards and Country Food

Regulations 31(1) and (2)

Post Menus and Changes in Advance

Why

- To ensure that food served to children is appropriate and nutritious
- To ensure that parents are aware of the food that is planned for meals and snacks

What it means

- The operator must serve nutritious food, following the *Nunavut Food Guide*.
- The annual inspection by the Regional Early Childhood Officer will include checking menus. See *What to do if an inspector requires improvements*, after Regulation 2(7).
- The operator can provide the food or the parent can provide the food.
- Country food can be included in the menu planning.
- Menus must be posted at least one week in advance. (They could be posted for a few weeks at a time.)
- Any menu changes must be posted *at least one day* before the food is served.

How

- Save time by planning written menus for a four week period or longer, and then repeating the menus.
- Ask a nutritionist to help, or to review the menus.
- Review the menus regularly and revise if necessary – for example, to take into account seasonal produce, seasonal events, community hunts, etc.
- Post menus on the information board at least one week in advance, and up to several weeks in advance.
- Post any menu changes as soon as possible, but *at least* one day ahead. Highlight changes to draw parents' attention to them.
- Serve country food as often as you can.
- Be aware of known allergies in menu planning. If a child has life threatening food allergies it may be simplest to eliminate those foods from menus altogether, rather than risk exposure to those foods as even traces of them can be deadly for some children.
- Review groceries on hand each week to determine what you need or if a menu change is in order – for example, if you have extra oranges you're going to want to make sure they're on the menu.
- If a parent brings food for a child, ask them to label the food with the name of the child, how it needs to be stored (e.g., in the fridge) and how it needs to be served (e.g., heated up).
- If a parent provides food that is not nutritious – e.g., chips for snack – tell the child to put the food away and take it home, give the child a healthy snack, and talk to the parent when the child is picked up.
- Give parents examples and ideas for nutritious snacks and lunches, as well as foods to avoid.

32

Every operator shall comply with all health regulations and guidelines pertaining to food storage, handling and serving.

Regulation 32

Safe Food Storage, Handling and Serving**Why**

- To ensure that food is stored, handled and served safely
- To limit bacteria and the spread of germs

What it means

- Procedures for storing, handling and serving food must meet or exceed all health regulations and guidelines.
- Annual inspections by the Regional Early Childhood Officer and EHO will include reviewing procedures for storing, handling and serving food. See *What to do if an inspector requires improvements*, after Regulation 2(7).

How

- Ask the Regional Early Childhood Officer or EHO for information, suggestions and guidelines at any time. Don't wait for your annual inspections.
- Store perishable foods like milk, cheese, yogurt, eggs, meat and fish in the refrigerator, making sure the thermometer is working and keeping the refrigerator at 4°C (40°F) or colder.
- Store frozen foods at -18°C (0°F) or colder. Defrost under cold water, or in the refrigerator. Store other foods according to the directions on package labels.
- Keep foods in their original packaging – less handling means less chance of cross-contamination.
- The key to safe food handling is frequent hand washing, and washing and sanitizing surfaces such as counters and cutting boards.
- Post hand washing instructions in food preparation and serving areas and ensure staff follow them – hot, soapy water for at least 20 seconds before handling food, and after handling raw meat or poultry, using the bathroom, changing diapers, smoking or touching pets.
- Use plastic or wooden cutting boards. Use different cutting boards for meat and other foods.

- Wash cutting boards, knives, utensils and counter tops with hot soapy water after preparing each food, before going to the next one. Sanitize these with a mild bleach solution at least once a day.
- All fresh fruit and vegetables need to be washed before preparing or serving. Gently rub fruit and vegetables under cool running water.
- Keep raw meat away from ready to eat foods. Store raw meat on the bottom shelf of the fridge to prevent juices from dripping on other foods.
- Store raw meat in separate containers to reduce cross contamination.
- Ensure you kill harmful bacteria by cooking food until it reaches the proper temperature:
 - 71°C (160°F) for ground beef,
 - 74°C (165°F) for leftover food, and
 - 85°C (185°F) for whole poultry.
- Get country food from an experienced hunter.
- Do not serve raw (uncooked) polar bear or walrus as it may have *trichinella*. Cooking the meat well will kill the bacteria.
- Cook leftover country food that was served raw.
- Eat cooked food while it is still hot. Bacteria can grow when food is allowed to cool down slowly.
- Store leftovers in clean containers, in the refrigerator.
- When in doubt, throw it out.

28

A child under 18 months of age must be:

- (a) attended by an adult while eating; and
- (b) given only foods of low choking potential.

Regulation 28

Feeding Infants**Why**

- To ensure that young children are supervised and safe while eating

What it means

- An adult must be with infants at all snack and meal times.
- Food for children under 18 months must be small and/or soft.

How

- Make sure a staff member is with infants when they are eating.
- Choose soft foods whenever possible.
- Cut food into small bite-size pieces, approximately the size of an adult's thumb tip.
- Do not serve children popcorn, nuts, raisins or hard, round candies.
- Slice grapes in half or quarters.
- Slice hot dogs and sausage in strips. Cut the strips into bite-size pieces.
- Cut fruit into bite-size pieces. Remove pits and seeds.
- Spread peanut butter thinly. Never serve peanut butter from a spoon. Avoid chunky peanut butter.
- All bones should be removed from food.
- Children should be sitting upright at the table or high chair while eating.

29

When a child attending a child day care facility is bottle fed, an adult must hold the child and the bottle at all times during the feeding.

Regulation 29

Bottle Feeding

Why

- To ensure safe and supervised infant feeding

What it means

- An adult must hold the infant and the bottle at all times during bottle feeding.

How

- Provide a quiet and comfortable place for staff to sit calmly with a child while bottle feeding.
- At twelve to fourteen months children should be weaned off bottles and drink from a regular child-size cup.
- Never prop a bottle for an infant.
- Do not put an infant in a crib with a bottle.

30

There must be no more than:

- 3 hours between meals or snacks for children over 10 years of age; and
- 2½ hours between meals or snacks for children 10 years of age and under.

Regulation 30

Meal and Snack Schedule

Why

- To ensure age-appropriate time periods between snacks and meals

What it means

- Children over 10 years of age must have a snack or meal at least every 3 hours.
- Children 10 and under must have a snack or meal at least every 2½ hours.

How

- Include in the daily schedule times for morning and afternoon snack, and lunch, making sure the schedule meets the time requirements in the shaded box.
- Provide an after school snack for school-age children.
- Make sure children have access to water at any time during the day.

Regulation 31(1)

Post Menus a Week Ahead

This regulation has already been explained with Regulation 27, *Nutritional Standards*.

Regulation 31(2)

Post Menu Changes Before Serving the Meal

This regulation has already been explained with Regulation 27, *Nutritional Standards*.

33(1)

Children in attendance at a child day care facility must have ready access to a pressurized drinking water supply approved by the Health Officer.

33(2)

Every operator shall maintain disposable or separate drinking cups in a manner acceptable to the Health Officer.

Regulation 33(1) and (2)

Safe Drinking Water and Cups**Why**

- To ensure that children have safe and easy access to drinking water throughout the day
- To prevent the spread of germs, illness and disease

What it means

- The drinking water supply must meet the approval of the EHO.
- Children must have access to water at any time throughout the day, as needed.
- Cups must be either disposable, or the operator must have a separate cup for each child, approved by the EHO. Sanitize cups after each use.
- Annual inspections by the Regional Consultant and EHO will include reviewing procedures for drinking water. See *What to do if an inspector requires improvements*, after Regulation 2(7).

How

- If the facility is on trucked water, clean and disinfect the storage tank regularly. Ask the EHO for help.
- Store drinking cups so that children can access them, and water, independently.
- Teach children what to do with cups after drinking to prevent the spread of germs. For example, put disposable cups in the garbage, or put reusable cups in the sink for washing.
- If cups are disposable place a garbage container near the tap.
- If cups are disposable, when possible use environmentally friendly cups that are all paper. Otherwise use styrofoam or plastic cups.
- Wash reusable cups in hot, soapy water after each use.
- Instead of having a cup for each child, have plenty of clean cups. Teach children to take a clean cup from "here" and place it "there" after use.

Recommended

Some children require special attention due to food allergies, special diets, or feeding requirements.

Post information regarding food allergies in the food preparation area and the serving area.

Recommendation

Allergies, Special Diets and Feeding Arrangements

Why

- To protect children with known food allergies
- To meet the needs of children with special dietary requirements or feeding arrangements

What it means

- A food allergy is the body's negative reaction to part of a food that it feels is foreign. Allergic reactions can be mild to life-threatening.
- Common signs include: nausea, vomiting, diarrhea, skin rash, hives, red and itchy skin, swelling of lips, eyes and face, trouble breathing, wheezing, coughing, shock or complete collapse.
- Ask parents if their child has any allergies. Seek education regarding the allergies and procedures for emergency measures if an allergic reaction occurs.
- Special diet requirements are foods the child needs to have or needs to avoid. For example: a child with anemia needs more iron-rich foods, like seal meat; a child with celiac disease needs to avoid gluten, which is in some grain products like wheat.
- Special feeding requirements could include the child needing extra time, assistance, supervision or special equipment when eating.

How

- Ask parents if their child has any allergies, special diets, or feeding requirements.
- Inform staff of any child with allergies and/or special diet or feeding requirements.
- Post the information about the child's allergies and/or special diet or feeding requirements in the food preparation area and serving area.
- Post a list with each child's name, photo (if possible) and allergies, special diet or feeding requirement in the food preparation area. Also, post the allergy (without the child's name or photo) in the food serving area and on the parent bulletin board.
- If a child has a life-threatening allergy, it may be simplest to eliminate that food from the facility, rather than risk exposure to that food. Even traces of some foods can be deadly for some children. If you decide to ban a food from the facility – for example, nuts – post a “no nuts” sign where it can be easily seen by parents and staff.



Section 11

Parental Involvement



Section 11

Parental Involvement

This section explains the responsibility of a facility to involve parents in the overall direction of the facility.

It also looks at the things that operators could do to ensure that parents are welcome and involved in the early childhood program and overall operation of the facility.

It also recommends when a parent *is not allowed* to access a child, or visit or participate in the program.

Throughout the regulations, and this manual, the word “parent” includes guardians.

11

47(1)

An operator who is a non-profit organization controlled by a board of directors shall ensure, and confirm in writing to the Director, that

- (a) A majority of the members of the board of directors are the parents or guardians of children attending the child day care facility; or
- (b) The board of directors has established a day care committee, the majority of whom are parents or guardians of children attending the child day care facility.

Regulation 47(1)

Parental Involvement For Centre Child Day Care Facilities

Why

- To ensure parental involvement in:
 - decisions affecting the early childhood program, and/or
 - the operation of the facility

What it means

- As part of the *Application for a License*, the license applicant must include a written description of how parents will be involved in the decision making of the facility (board or parental committee).
- If the facility is run by a board whose only function is to oversee the daycare, then the board must be made up of mostly parents of children attending the facility. Other community members are allowed on the board, but there must not be more community members than parents.
- If the facility is run by a larger organization that has a board (or council), then there must be a committee made up of parents of children attending the facility that will take concerns and suggestions for the facility to the larger board.

How

- Encourage all parents to attend the Annual General Meeting and volunteer to be a member of the board of directors.
- Hold regular board of directors meetings so that the facility operations are well maintained.
- Being a board or committee member is one opportunity for parents to become involved, but it should not be the only one.
- Don't micromanage the operation of the child care facility. Hire competent staff, and support them, but let them do their jobs.

47(2)

An operator who is an individual or who is providing a family home day care service shall establish, and confirm in writing to the Director, a means of involving the parents or guardians of children attending the child day care facility.

Regulation 47(2)

Parental Involvement For Family Home Day Care

Why

- To ensure parental involvement in:
 - decisions affecting the early childhood program, and/or
 - the operation of the facility
- To ensure that parents are welcome to visit and participate in the daily program

What it means

- As part of the *Application for a License*, the license applicant must include a written description of how parents will be involved.

How

- Write a parental involvement policy that outlines opportunities for parents to be part of their child's day care experience.
- In general, the larger the family home day care, the more opportunities there should be for parents to be involved both in the operation of the facility and in delivery of the daily program.
- Invite parents to become involved by approaching them directly. Some parents will not volunteer on their own, but if they are specifically asked to do something many of them will.
- Involve parents through:
 - sharing cultural traditions
 - telling stories or sharing a craft or skill
 - collecting/providing materials for crafts (e.g., egg cartons, magazines)
 - assisting with field trips
 - having the opportunity to provide feedback or an evaluation

Recommended

An operator should develop a policy that encourages parents of a child attending the facility to visit the facility and participate in the delivery of the daily program. The policy should also include when parents may not be allowed to visit or participate.

Recommendation

Parental Involvement Policy

Why

- To ensure that parents are welcome to visit and participate in the daily program
- To clearly state the conditions when parents are not permitted to visit the facility or participate in the daily program

What it means

- The operator must welcome and encourage parents to visit the facility and participate in the delivery of the daily program *except*:
 - when a court order or agreement limits or prevents access. If there is a court order that limits parental access the order will specify the conditions – for example, the parent may visit only when a social worker is present.
 - when there are concerns based on a past visit, and the Director has been notified, *and* the Director agrees that a parent should not be allowed to visit or participate.

How

- Encourage parents to look at the daily schedule to see where they might want to participate or watch.
- Invite parents for certain activities – such as reading or telling stories, sharing a skill, assisting with field trips, on-the-land activities, or fun days.
- Give parents a clearly defined role, and if there are things you don't want them to do, such as changing diapers, then make that clear too.
- Make sure staff know what parents are supposed to do and not do.
- Other ways for parents to be involved include:
 - establishing goals and objectives for the early childhood program
 - establishing program policies
 - overseeing financial operations
 - handling complaints
 - hiring staff
 - supporting staff
 - serving on committees, such as a Parent Advisory Committee
 - volunteering to help at the facility
 - sharing cultural traditions

- telling stories or sharing a craft or skill
- fundraising
- assisting with field trips/outings
- writing a newsletter or blog
- maintaining a website for the facility
- assisting with administrative tasks – e.g., filing
- collecting/providing materials for crafts – e.g., egg cartons, magazines
- having the opportunity to provide feedback or an evaluation
- Make sure that all staff are aware of any court order or agreement that limits or prevents a parent or other person from accessing a child.
- Develop a policy for parent's behaviour in the facility. If a parent with limited or no access arrives at the facility or tries to access the child in any way, this should be treated as a serious emergency.
- It may be hard to decide that a parent should not visit. As a rule you should expect parents to behave in ways that are similar to how you expect staff to behave. Inappropriate behaviours include:
 - comments such as put downs, swearing and temper outbursts,
 - comments that are suggestive or racist,
 - behaviours such as being under the influence of alcohol or physically punishing a child.

These behaviours would not be allowed by staff and they should not be allowed by a parent either.
- During a visit, if a parent behaves in such a way that you have concerns about them visiting again, speak to the parent in private – be specific about what they said or did that is the concern, and tell them what you expect during future visits.
- Talk to the Regional Early Childhood Officer about limiting future parent visits.
- If inappropriate behaviour by a parent continues or is such that you do not want them to visit again:
 - document, in writing, the visit and your concerns about the parent visiting again,
 - share your concerns with the Regional Early Childhood Officer who will communicate them to the Director,
 - ask the Director to support your decision,
 - make sure all staff are aware that a parent is not allowed to visit or participate in the delivery of the daily program.



Section 12
Sanitary Standards



Section 12

Sanitary Standards

This section looks at regulations related to:

- sanitation in toilet and washing areas
- bathing and diapering procedures for infants
- requirements for garbage removal, storage and pick-up

12

34

A child day care facility must have flushable toilets and washing areas that are satisfactory, in the judgment of the Health Officer, for the maximum number of children permitted in the facility.

35(1)

The toilet and washing areas of a child day care facility must have an adequate supply of soap and hot and cold running water.

35(2)

Single service disposable washcloths and towels must be provided for use in the child day care facility.

Regulation 34

Toilets and Washing Areas

Regulation 35(1)

Hand Soap and Running Water

Regulation 35(2)

Washcloths and Towels

Why

- To provide adequate bathroom and washing facilities and supplies for children, staff and volunteers
- To ensure cleanliness and prevent the spread of germs

What it means

- The EHO will determine if the flushable toilets and washing areas are satisfactory.
- Washing areas must have an adequate supply of liquid hand soap, disposable wash cloths, disposable towels, and both hot and cold running water.
- If reusable washcloths and towels are used, they must be clearly labeled for each child and washed every day, to ensure there is no cross contamination and spreading of germs.
- Annual inspections by the Regional Early Childhood Officer and EHO will include checking toilet and washing areas and procedures. See *What to do if an inspector requires improvements*, after Regulation 2(7).
- If a facility does not have flushable toilets the operator should ask the Minister to exempt the facility from the requirements of Regulation 34 and use a chemical toilet instead.

How

- Have at least one flush toilet and one wash basin for every ten children.
- If possible, toilets, sinks, and counter tops should be an appropriate size and height for children.
- When toilets are not child-size/height provide step stools and/or training seats, or potties as necessary.
- Make sure children can easily reach toilet paper.
- Flush toilets or empty potties after each use.
- Clean and disinfect toilets and potties after each use.
- Have plenty of liquid hand soap, and wash cloths and towels at each washing station.
- Teach children proper hand washing technique and assist them as necessary, to prevent the spread of germs.
- Make sure children can easily reach the liquid soap, wash cloths and towels.
- Make sure school-age children have privacy when using the toilet.
- Post and follow the schedule for cleaning and sanitizing toilets, sinks and surrounding areas.
- When building or renovating a child care centre include child-size toilets and wash basins, with toilet paper, wash cloth and towel dispensers at an appropriate height.

36

Every operator providing care for children less than 18 months of age shall provide bathing facilities for those children and ensure that each child is attended by a staff person at the time of bathing.

Regulation 36

Bathing Facilities for Infants**Why**

- To provide supervised bathing facilities for infants and young children

What it means

- The operator must have facilities for bathing infants and young children as needed – for example a regular installed bathtub, infant-size bathtub or large sink within the washroom area.
- Children who require washing or bathing must be attended to at all times by the operator or a staff member.

How

- Ideally, facilities have a regular installed bathtub with hand held shower head, or an infant-size tub, laundry tub or oversized sink.
- **DO NOT** bathe children in an area where food is prepared.
- Have a stack of clean towels available, and wash them after each use.
- Make sure that when children are bathing they are directly supervised by the operator or a staff member and assisted as necessary.
- **NEVER** leave a bathtub filled with water unattended.

37

(1) Every operator shall provide a diapering area that meets the approval of a health care professional for all children who require diapering

(2) Where a diapering area is provided in a child day care facility, procedures must be developed by the operator for its use.

Regulation 37(1) and (2)

Diapering Area and Diapering Procedure

Why

- To provide a specific area and procedures for diapering children
- To prevent the spread of germs

What it means

- The EHO will determine if the diapering area is satisfactory.
- The operator must follow Nunavut diapering procedures.
- Annual inspections by the Regional Early Childhood Officer and EHO will include checking the diapering area and procedures. See *What to do if an inspector requires improvements*, after Regulation 2(7).

How

- Follow diapering procedures as recommended by the EHO.
- Make sure any diapering area:
 - is separate from food preparation and eating areas,
 - contains a firm non-porous surface (table or diapering pad) that is easily cleaned and sanitized after every use,
 - has hand-washing facilities,
 - contains liquid soap and single serve towels,
 - has individual diapers, wipes, and creams labeled and stored separately for each child, and
 - has special metal waste containers with lids that operate by a foot pedal.
- Develop and follow a step-by-step diapering procedure that ensures the health and safety of staff, children and all others with access to the diapering area.
- Post the procedure within view of any diapering area.
- Centre operators, provide training to staff and ensure they follow the procedure at all times.

38(1)

Garbage and refuse must be:

- (a) removed daily from the child day care facility to a storage area meeting with the approval of the Health Officer; and
- (b) removed weekly from the storage area to an area established for the disposal of community garbage and refuse.

38(2)

The Health Officer may require garbage and refuse to be removed more frequently than is required under subsection (1).

Regulation 38(1)(a) and (b) and 38(2)

Garbage Removal**Why**

- To ensure that garbage and refuse are removed from the child care centre in a timely and sanitary manner.

What it means

- Garbage means waste that comes from the preparation, cooking, handling or eating of food – e.g., food scraps, meat wrappers, food past the best before date, disposable diapers, and any other discarded, solid material, such as paper, boxes, cans, plastic containers, broken toys, etc.
- Garbage must be removed from the centre every day and placed in a storage area approved by the EHO.
- Garbage must be removed from the storage area every week and taken to the community dump.
- The EHO could ask the operator to remove garbage more often, and the operator would have to do so.
- Annual inspections by the Regional Early Childhood Officer and EHO will include checking procedures and facilities for removing garbage and refuse. See *What to do if an inspector requires improvements*, after Regulation 2(7).

How

- Place all garbage in sealed plastic bags, and put the bags in the storage area every day.
- Make sure that ravens, dogs and other scavengers cannot get into the storage area. Use a dumpster, plastic, wood or metal garbage box, or storage container with tight fitting lids.
- Make sure the centre is on the municipal garbage pick-up system.
- Ensure all staff are aware of daily and weekly garbage removal schedules.
- Clean and sanitize storage container weekly and whenever garbage has leaked.
- Participate in other community recycling programs as available.



Section 13

Administering Medicine to a Child



Section 13

Administering Medicine to a Child

This regulation explains the procedures that operators must follow if they agree to give medicine to a child. This includes both patent (over the counter) medicine and prescription medicine.

13

39

Every operator who agrees to administer patent or prescription medicine to a child shall:

- (a) obtain prior written permission from the child's parent or guardian;
- (b) accept only medicine brought to the facility by the parent or guardian;
 - (i) in the case of patent medicine, in the original container; or
 - (ii) in the case of prescription medicine, in a container supplied by a pharmacist;
- (c) designate one primary staff person on duty as having the responsibility of administering the medicine to the child;
- (d) ensure that the medicine is labeled with the child's name, the expiry date, the dosage and the time and method of administration;
- (e) ensure that the medicine is stored in location that is inaccessible to children;
- (f) keep written records of each dose, including the type of medicine, time of administration and amount of dose; and
- (g) require that the staff person who administers medicine sign the record referred to in paragraph (f).

Regulation 39

Giving Medicine to a Child**Why**

- To ensure that medicine is administered (given) safely to a child
- To ensure that medicine is stored safely

What it means

- If an operator agrees to give medicine to a child the operator must meet all of the criteria in the shaded box.

How

- Agree to administer medicine ONLY if you feel comfortable and competent to do so. If a child needs insulin injections or an EpiPen injection, for example, only agree to do so after training by a health professional and/or the parent.
- Develop a form (or ask the Regional Early Childhood Officer for an example) for the parent to complete with all information required to safely and properly administer a medicine:
 - name of child
 - name of medicine
 - purpose of medicine (optional)
 - dose – the amount of medicine to be taken at any one time
 - when the child has to take the medicine – e.g., specific time(s), or after eating
 - special instructions if any – e.g., take with a full glass of water
 - cautions, or side effects if any – e.g., may make the child sleepy
 - dates that the child has to take the medicine – e.g., for two weeks, starting February 17
 - a statement such as, "I [name of parent] give permission for [name of operator] to give medicine to [name of child], as above."
 - a place for the parent to date and sign
 - time medicine was given to the child
 - the amount of medicine that was given (the dose)
 - the staff person's signature (day care centres)
- Accept medicine from parents only if it is in the containers dispensed by pharmacist, health centre or the factory.
- Family day home operators, give the child the medicine yourself.
- Centre operators, designate one staff person to administer medicine.

- Label medicine with the child's name, expiry date, dosage, time and method of administration.
- Store medicine in a locked container following any directions on the label, such as "keep refrigerated."
- Keep these records on file at the facility.
- Watch for possible side effects, as indicated by the parent on the consent form, and take steps to make the child more comfortable as needed.
- Parents are responsible for providing equipment for any medication that requires specialized measurement and/or administration for example a puffer chamber and measuring spoons.
- EpiPens must always be accompanied with a completed medication form. Attach a copy of the prescription from the doctor or health practitioner to the medication form. EpiPens must be locked up in the medication cabinet while the child is in the classroom. The EpiPen should be carried on the staff responsible for the child, in a fanny pack, as soon as they leave the premises. For example on the outdoor play space, field trip, a walk in the neighbourhood, etc. The staff person must always stay close to the child.
- Keep glucose testing equipment in the locked medication cabinet. Parents must provide a sharps container for disposal of needles and strips. If a child requires injection of Insulin, the facility must develop a plan with the health care provider in order to provide the best care possible.
- For ongoing medication include a reminder to parents for refill in the special instruction. Complete a new medication form monthly for ongoing medication.



Section 14

Immunization, Illness and Communicable Diseases



Section 14

Immunization, Illness and Communicable Diseases

This section looks at regulations designed to prevent illnesses and diseases, and to prevent the spread of illnesses and diseases if they do occur. It describes procedures for:

- shots for staff and children
- dealing with illness in an adult or child
- dealing with a suspected communicable disease in an adult or child
- the role and authority of public health in preventing and managing disease outbreaks

14

40(1)

All children attending a child day care facility and all staff must have current proof of any immunization required by health care professional.

54(1)

No permanent staff person shall be hired without a certification of medical examination and immunization update.

Regulation 40(1) and 54(1)

Proof of Immunization

Why

- To ensure that staff and children in facilities are protected from certain diseases
- To ensure that staff and children in facilities don't spread certain diseases to the other staff and children in their care
- To ensure that staff in facilities are in general good health and able to perform their duties

What it means

- All staff and children must have an up-to-date immunizations (shots) record. Follow the *Nunavut Immunization Schedule*.
- It is recommended that all staff and children have a tuberculosis (TB) screening test.
- All staff must give the operator a copy of their updated immunization record showing they have the required shots *before* they can start work at the centre if available. If unable to provide a copy add a letter to the staff file explaining the reasons.
- All parents must provide an updated copy of their child's immunization record to keep on file before they start. If a parent has chosen not to immunize their child then a letter from the parent stating this decision must be kept in the file.
- The operator must keep a current copy of each staff person's immunization record and TB screening, if available, in the staff person's file at the facility.
- All staff must provide a medical note of good health showing that they are healthy and able to work in the facility *before* they start work at the facility.

How

- Make sure that the qualifications section of all job descriptions shows that updated immunization records are required.
- It is recommended that the qualifications sections of all job descriptions also show that tuberculosis (TB) testing is required.
- Contact the Department of Health to find out which immunizations are needed, and how to obtain screening for TB.
- Make sure all potential staff give you a copy of their updated immunization record and proof of TB screening before they start work if available. If they are not able to provide this record then they must provide a letter explaining the reason.
- Make sure all potential staff give you a copy of their medical note of good health before they start work.
- Keep this information in the staff person's file.
- State in the application package for a child that a parent must provide a copy of the child's most current immunization record. If a parent has chosen not to immunize their child then a letter from the parent stating this decision must be kept on file.
- It is recommended that you also require each child to provide proof of TB screening.
- Keep a copy of the child's immunization record or parental letter in the child's file.
- Update staff and children's immunization record every year.

54(2)

All casual and temporary staff and all volunteers shall be in good health while working or serving in any capacity in a child day care facility.

Regulation 54(2)

Illness of Staff or Volunteer**Why**

- To ensure that staff and volunteers are healthy
- To ensure quality care for children
- To protect children's health

What it means

- If the operator of a family day home or a staff person at a centre is sick, or has any health problem that could affect children's health or care, they should NOT work at the facility.
- If a volunteer is sick, or has any health problem that could affect children's health or care, they should NOT volunteer at the facility.
- The responsibility is on the operator – even if a staff person or volunteer reports to work, if the operator believes the staff person or volunteer is sick or has any health problems that could affect children's health or care, the operator must prevent the person from working or volunteering in the facility.

How

- Remind staff and volunteers that children's care and health should be their primary concern – they should not be in the facility if they are sick or have any health problem that could affect the care and health of children.
- Illnesses of most concern include chest infections or stomach/intestine infections with diarrhea or vomiting. When in doubt, ask the staff member or volunteer to get a note from their health care provider saying that the person does not have any health condition that could negatively affect the health and/or care of children.
- Ask staff to give you as much notice as possible if they will not be reporting to work for health reasons.
- Send staff and volunteers home if they are sick or have any health problem that could affect the care and health of children.
- Wash and sanitize any equipment, bedding, dishes, bathroom facilities or other materials that the staff member or volunteer had contact with, before anyone else uses or touches them.

- If you think a staff person or volunteer has a communicable disease, follow the procedures for communicable diseases.
- Have a backup plan if staff are sick so that you have enough staff to meet the supervision requirements. For example, have a list of “subs” that you can call. Be clear about what you expect a sub to do, as well as what they should not do. Orient them to the facility, program and emergency procedures.

54(3)

The public health officer or an operator may require a staff person to undergo a medical examination if there is reason to believe that the person is not in good health.

Regulation 54(3)

Medical Exam and Tests For Staff

Why

- To protect children’s health
- To ensure quality care for children

What it means

- The operator or a health officer could ask a staff person to have a medical exam and/or tests, as recommended by a doctor or nurse.
- The operator or health officer would do this if they have reason to believe that the person’s health could affect the care that they provide, or the health of children.
- The staff person must get the medical exam and tests before they are allowed to return to the facility.

How

- Remind staff and volunteers that children’s care and health is your primary concern – if you, or a health officer ask a staff person or volunteer to have a medical examination and/or tests it’s because you are concerned about the children.
- If a staff person refuses or does not get the requested medical exam or test, ask the health officer to prevent the staff person from returning to the facility, and hire another staff person to replace them.
- If a volunteer refuses or does not get the requested medical exam or test, do not allow the person to volunteer at the facility until a health officer gives the okay.

40(2)

Where an operator is aware that a child attending the child day care facility or a staff person has a communicable disease, the operator shall, as soon as possible,

- (a) notify a health care professional; and
- (b) in the case of a child, notify the parent or guardian of the child.

40(3)

An operator shall not permit a child or a staff person suffering from a communicable disease or acute illness to attend the child day care facility during the period established by a health care professional.

40(4)

A child with a communicable disease who has been absent from the child day care facility must not be returned to the facility unless a health care professional issues a certificate stating that the child may be returned to the facility.

Regulation 40(2)(a)(b) and (3) and (4)

Communicable Diseases**Why**

- The outbreak of a communicable disease is very serious. Anyone suspected of having a communicable disease needs to be isolated from all other persons as quickly as possible to contain the potential spread of the disease.
- The Medical Officer of Health needs information on suspected cases of a disease in order to prevent and/or manage a disease outbreak.
- To recognize the authority and role of the Medical Officer of Health or other health officers in protecting the health of people in Nunavut.

What it means

- A communicable disease is any disease or condition that is spread by interaction with other people. This includes colds, lice, impetigo, diarrhea and pinkeye. Some, more serious, communicable diseases can be prevented by immunization including diphtheria, flu, measles, rubella (German measles), chickenpox and mumps.
- If the operator has reason to believe that any staff person or volunteer may have a communicable disease (other than the common cold) the operator must:
 - as soon as possible, make sure that the person has no further contact with children, staff or volunteers,
 - notify the Health Centre or Public Health (if you are in Iqaluit) as soon as possible,
 - not let the person return to the child care facility until they have seen a health care professional and until the health professional gives the approval through a letter from a medical professional.
- If the operator suspects that a child may have a communicable disease (other than the common cold) the operator must:
 - isolate the child from other children,
 - call the parent, guardian or authorized person to pick the child up immediately,
 - provide supervised care while waiting for the child to be picked up,
 - notify the Health Centre or Public Health (if you are in Iqaluit).
- The Medical Officer of Health or another health officer will decide if a child will not be allowed to attend the child care facility, as well as for how long.
- The operator must not allow the child to return to the facility until the Medical Officer of Health or another health officer gives approval.

How

- Make sure staff and volunteers understand the procedures outlined in the shaded box.
- Ask staff and volunteers to inform you they have reason to believe that a staff member or volunteer has a communicable disease, and then follow the procedures in the shaded box. Immediately isolate the person from children, other staff and volunteers.
- Ask staff and volunteers to inform you if a child is sick, and then follow the procedures in the shaded box. Isolate the child from other children and make sure the child is supervised until the parent can pick up the child.
- If the parent cannot be reached, call the alternate emergency contact identified on the child's application for enrolment
- Don't worry about "being sure" or diagnosing a disease yourself. That's the role of the health officer. Your job is to report any suspected disease and let the health officer take it from there.
- Cooperate with and take direction from the Medical Officer of Health, other health officer or health care professional.
- Wash and sanitize any equipment, bedding, dishes, bathroom facilities or other materials that the child, staff member or volunteer had contact with, before anyone else uses or touches them.
- If the suspected disease in question can be prevented by immunization, check the immunization records of all children to determine which ones are at risk because they do not have certain immunizations. Then:
 - notify parents of children who have not been immunized that a child, staff member or volunteer may have a communicable disease, and
 - advise them that the Medical Officer of Health has been notified of the possible disease and will take whatever action is needed to keep all children safe. This could include preventing a child who has not been immunized from attending the child care facility until it is safe to return.
- Ask the Health Centre or Public Health for information and support to effectively manage a possible communicable disease.
- If a communicable disease is confirmed, inform the Regional Early Childhood Officer.
- Before allowing a child to return to the facility, ask the parent for a letter or certificate from the Medical Officer of Health or another health officer saying that it is safe for the child to return.

40(5)

Notwithstanding subsection (3) and (4), the operator of a family home day care facility may allow a child with a communicable disease to attend the facility if the operator and the parents or guardians of all children attending the facility consent.

Regulation 40(5)

Consent to Attend a Family Day Home**Why**

- To set out the conditions under which a child with a communicable disease may attend a family day home

What it means

- This regulation applies only to operators of family day homes.
- The operator may allow a child with a communicable disease to attend the family day home:
 - IF a health officer gives permission,
 - AND IF the parents of ALL other children agree. This must be a written agreement on file.

How

- Ask the health officer to explain to parents the reasons for permitting a child with a communicable disease to attend the family day home.
- Ask the health officer what additional precautions you need to take to protect the child with the communicable disease, and the other children in the family day home.
- Explain these precautions to parents.
- Get written consent from all parents to indicate that they agree to the presence of a child with a communicable disease at the family day home.
- If even one parent does not give written consent, do not allow the child with the communicable disease to attend until the Medical Officer of Health or other health officer decides that the child no longer has a communicable disease.

41

Where a child attending a child day care facility is ill, the operator shall

- (a) ensure that the child received medical assistance;
- (b) notify the parent or guardian of the child; and
- (c) provide supervised care in an area separate from other children until the parent or guardian takes the child home.

Regulation 41 (a) and (b) and (c)

Illness of a Child

Why

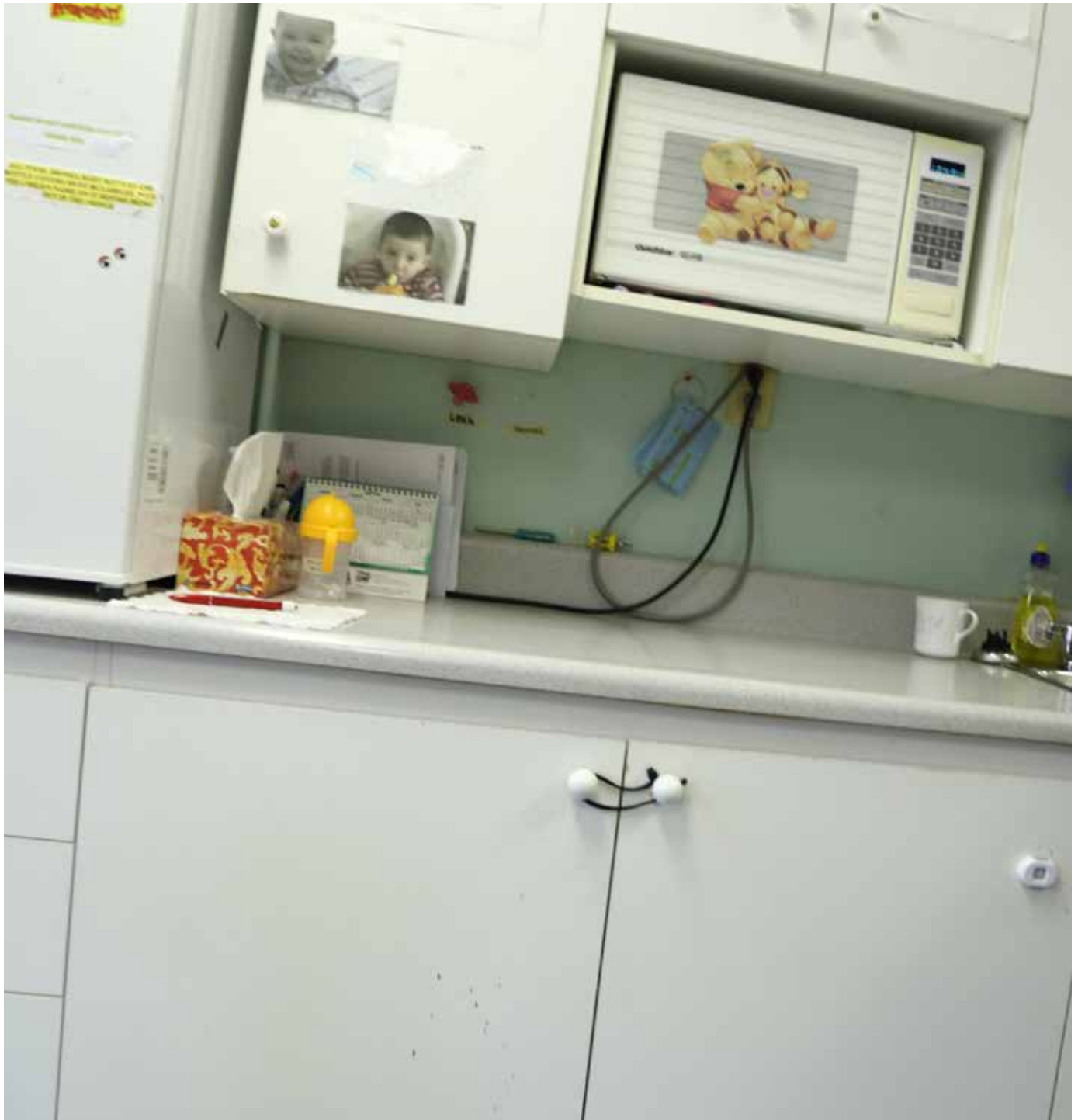
- To ensure that sick children receive the medical assistance they need
- To protect other children from also getting sick

What it means

- If a child is sick the operator must:
 - isolate the child from other children. Make sure the child is supervised,
 - notify the parent and ask that the child be picked up as soon as possible,
 - provide medical assistance, if necessary, until the child is picked up.

How

- Call the parent, or if the parent cannot be reached, the alternate emergency contact identified on the child's application for enrolment.
- Follow the other procedures in the shaded box.
- Include the procedures for dealing with a sick child in the parent information handbook.
- Wash and sanitize any equipment, bedding, dishes, bathroom facilities or other materials used by an ill child before anyone else uses or touches them.
- Centre operators, make sure staff are familiar with the procedures for dealing with a sick child.



Section 15
**Protecting Children
from Hazards**



Section 15

Protecting Children from Hazards

This section looks at things operators have to do to protect children from certain hazards:

- mechanical, electrical
- medical supplies and poisons, including toxic plants
- kitchen tools and cleaning supplies
- firearms and ammunition
- smoking

15

42(1)

Children must be protected from radiators, water pipes, electrical outlets and toxic plants.

Regulation 42(1)

Mechanical and Electrical Hazards and Toxic Plants**Why**

- To ensure that children are protected from mechanical and electrical hazards
- To ensure that children are protected from toxic plants

What it means

- The operator must take deliberate steps to make sure children are not exposed to any of the hazards in the shaded box.
- Toxic plants means plants that are poisonous.
- Toxic plants should be removed from any areas that children can access.

How

- If possible, lock rooms or areas of the facility, such as the room with the fuel or water tank, so that children cannot access them.
- Fence radiators and exposed water pipes.
- Put outlet caps in unused electrical outlets. Or install outlet covers that fit over the outlet like a standard outlet plate – when you unplug an appliance, a shield automatically slides into position to block the open outlet.
- Make sure children cannot access electrical outlets that are in use, for example a floor fan or light fixture. Purchase power bar safety covers to prevent children from being able to touch plugs and outlets.
- Tape any electrical cords to the floor to prevent children from tripping over them or picking them up.
- Make sure you know what plants you have both inside and outside the facility.
- Remove any poisonous plants from any areas that children can

42(2)

Medical supplies, poisonous substances and similar products must be stored in their original container in a locked cabinet or room that is accessible only to staff.

Regulation 42(2)

Storing Medical Supplies and Poisonous Products**Why**

- To ensure that children cannot access medical supplies – including medications
- To ensure that children cannot access any poisonous products

What it means

- The operator must keep medical supplies in their original containers, and follow any directions on the label, such as “keep refrigerated.”
- The operator must keep all medical supplies in a locked cabinet.
- The operator must keep poisonous products in a locked cabinet or a room that children cannot access.
- The operator must follow any directions on the label, such as “keep dry.”

How

- For medical supplies that need to be refrigerated keep a locked box, such as a fishing tackle box, in the refrigerator.
- For medical supplies that need to be at room temperature keep a second locked box.
- Replace any medical supplies that have passed their expiry date. DO NOT throw them in the garbage or flush them down the toilet. Take them to a drug store or health centre for proper disposal.
- Make sure you know what products you have with a poison or other hazard symbol.
- Remember, children can be poisoned by taking the wrong medication, or taking too much medication.
- Keep all products with a poison symbol in a locked cabinet or room that is accessible only by staff.
- Store medical supplies separately from poisonous products
- Replace any products past their expiry date. DO NOT throw them in the garbage or flush them down the toilet. Contact your municipal offices to find out how you can dispose poisonous garbage.

42(3)

Knives, kitchen tools and cleaning supplies must be stored in an area that is inaccessible to children.

Regulation 42(3)

Storing Knives, Kitchen Tools and Cleaning Supplies

Why

- To ensure that children cannot access knives and other kitchen tools
- To ensure that children cannot access cleaning supplies

What it means





- The operator must take deliberate steps to store knives, kitchen tools, axes, carving tools, power tools and cleaning supplies so that children cannot access them.

How

- Make sure all kitchen drawers and doors have child-proof locks, if children have access to the kitchen.
- Put away any knives, kitchen tools, axes, carving tools, power tools and cleaning supplies when they are not being used. Don't leave them on the counter.
- Keep all cleaning supplies in a locked room or cupboard.
- If children are in the kitchen area make sure they are directly supervised at all times.
- Know what cleaning supplies you have with hazard symbols.
- Teach children that when they see a container with a hazard symbol it means, "Stay away."
- Keep all kitchen tool, knives and cleaning supplies out of reach of children.

Resources

The Hazard Symbols

Symbol	The danger	Product examples
Explosive 	This container can explode if it's heated or punctured. Flying pieces of metal or plastic can cause serious injuries, especially to the eyes.	<ul style="list-style-type: none"> • oven cleaner in an aerosol container • spray paint in an aerosol container
Corrosive 	This product will burn skin or eyes on contact, or throat and stomach if swallowed.	<ul style="list-style-type: none"> • toilet bowl cleaner • oven cleaner • bleach
Flammable 	This product, or its fumes, will catch fire easily if it's near heat, flames or sparks.	<ul style="list-style-type: none"> • contact adhesives • gasoline • some furniture polish
Poison 	Licking, eating, drinking, or sometimes smelling this product will cause illness or death	<ul style="list-style-type: none"> • wrong medication, or too much medication

42(4)

Firearms may be kept only in a family home day care facility and must be kept in a locked cabinet, separate from ammunition.

Regulation 42(4)

Conditions for Firearms and Ammunition in a Family Day Home

Why

- To protect children in family day homes from firearms and ammunition

What it means

- This regulation applies only to operators of family day homes. If there are any firearms in a family day home, the operator must make sure that they are kept unloaded in a locked cabinet.
- If there is any ammunition in a family day home, the operator must make sure that it is kept in a locked cabinet, but not the same one as the firearm(s).
- The operator must meet all legal requirements associated with firearms.

43(1)

Smoking is prohibited in any area of a centre day care facility that is used by children.

Regulation 43(1)

No Smoking**Why**

- To protect children, staff and volunteers from second-hand smoke
- To ensure that adults model healthy behaviour

What it means

- No person is allowed to smoke or use any tobacco, including chewing tobacco, in any area of a child care centre at any time, including after hours.
- No person is allowed to smoke illegal drugs in any area of a child care facility at any time, including after hours.
- Make sure you comply with the *Tobacco Control Act* as well as any staff or volunteers.

How

- Make sure that no one smokes or uses any tobacco products, including chewing tobacco, in the centre at any time, including after hours. This includes, parents and elders. There should be no smoking at all times.
- Make sure no one is smoking illegal drugs in the facility at any time, including after hours.
- If staff or volunteers smoke:
 - provide a smoking area outside the facility that is at least three metres from any entrance or exit (required by the *Environmental Tobacco Smoke Worksite Regulations*), not in an area where children have to pass by in order to get in and out of the building (e.g., bottom of stairs or end of a ramp) and not in view of children; and
 - ensure that they wash their hands after smoking and before interacting with children or preparing food.

43(2)

The staff of a family home day care facility are prohibited from smoking while preparing food or holding a child.

Regulation 43(2)

No Smoking When Preparing Food in a Family Day Home**Why**

- To protect children from second-hand smoke
- To ensure that adults model healthy behaviour
- To prevent bacteria in the mouth from getting into food

What it means

- No person is allowed to smoke or use any tobacco, including chewing tobacco, in any area of a family day home when children who are being cared for by the operator are present.
- No person is allowed to smoke illegal drugs in any area of a family day home when children who are being cared for by the operator are present.
- This regulation applies only to operators of family day homes.
- Since no smoking is allowed in family day homes when the children are present, this regulation focuses on food preparation after hours.
- If the operator is preparing food for use in the program the next day, or at a later date, the operator must not smoke while preparing the food.

How

- Make sure that no one smokes or uses any tobacco products, including chewing tobacco, in any area of a family day home when the children that you are caring for are present. This includes areas of the home that are not used for the early childhood program.
- Make sure that no one smokes illegal drugs in any area of a family day home when the children who are being cared for by the operator are present. This includes areas of the home that are not used for the early childhood program.
- If you smoke:
 - you must do so outside the home and ask your designated back-up person to supervise the children. You cannot just slip out for a smoke because that would leave the children unsupervised,
 - you cannot smoke outside the home while supervising children playing because the area where children are playing is part of the worksite,
 - make sure that you wash your hands after smoking and before interacting with children or handling food.

Recommendation

An operator of a family home day care facility shall notify the parents of the children attending the facility if tobacco use is permitted in the facility during periods when day care is not being provided.

Recommendation

Smoking in a Family Day Home After Hours

Why

- To inform parents if smoking is permitted in a family day home when the facility is not operating.

What it means

- The operator shall notify parents if tobacco, including chewing tobacco, is permitted in the home after the hours that the family day home operates.



Section 16

Emergency Equipment and Procedures



Section 16

Emergency Equipment and Procedures

This section explains what operators have to do to be prepared for emergencies, including:

- having certain emergency equipment
- having an emergency evacuation plan
- practicing fire drills regularly
- following certain procedures if a child is injured
- keeping an up-to-date list of emergency numbers

16

44(1)

Smoke detector and fire extinguishers must be located in a child day care facility in compliance with any building or fire code or bylaw in force in the area in which the facility is located.

Regulation 44(1)

Fire Safety Equipment**Why**

- To ensure that the child care facility has adequate smoke detectors
- To ensure that the child care facility has adequate fire extinguishers

What it means

- The operator must meet the requirements of the *National Building Code of Canada*, the *National Fire Code of Canada*, and any local bylaw(s) regarding the number and location of smoke detectors and fire extinguishers.
- Annual inspections by the Regional Early Childhood Officer and Fire Inspector will include checking smoke detectors and fire extinguishers. See *What to do if an inspector requires improvements*, after Regulation 2(7).

How

- Check the hamlet, town or city office to see if there are any local bylaws regarding smoke detectors and fire extinguishers.
- Make sure the facility has enough smoke and fire extinguishers, as required by the *National Building Code* and *National Fire Code*, and any local bylaw(s).
- Make sure they work.
- Have fire extinguisher(s) serviced each year.
- Make sure staff know how to use the fire extinguisher(s).
- It is strongly recommended that facilities install carbon monoxide detectors.
- Develop procedures for staff to follow if a smoke detector or a carbon monoxide detector sounds:
 - Develop emergency evacuation procedures.
 - If a carbon monoxide detector sounds, evacuate the facility immediately.
 - If a smoke detector sounds, use judgment to decide if an evacuation is necessary. (If it's burnt toast you probably don't have to evacuate.)
- Some carbon monoxide detectors have a spot which changes colour if there is carbon monoxide. Look at them daily to make sure the colour spot hasn't changed.
- Smoke and carbon monoxide detectors should be hard wired. Check back-up batteries every six months.
- Ask the Early Childhood Officer or Fire Marshal for help if needed.

44(2)

Every operator shall provide

- (a) A telephone in working order; and
- (b) A first aid kit and manual that conform to guidelines provided by a first aid trainer or organization, on the premises of the child day care facility.

Regulation 44(2)

Telephone and First Aid Kit**Why**

- To ensure that the facility has a working telephone in the event of an emergency
- To ensure that the facility has a properly equipped first aid kit, and first aid manual, in the event of an injury

What it means

- The operator must ensure that the facility has a telephone and that it works.
- The operator must ensure that the facility has a first aid kit and first aid manual that follows the guidelines of a certified first aid trainer or organization (such as St John Ambulance or the Red Cross.)
- Annual inspections by the Regional Early Childhood Officer and EHO will include checking the telephone and first aid kit. See *What to do if an inspector requires improvements*, after Regulation 2(7).

How

- If the facility is large – e.g., two floors, or several rooms – have more than one phone.
- Have a corded phone and not just a cordless phone, in case the power goes out. A cordless phone will not work when the power is out, but a corded phone will.
- Replace first aid supplies as they are used, or if they are outdated.
- Operators of family day homes and all staff persons in centres, must keep first aid and CPR certifications (if possible) up to date.
- Have a second first aid kit packed and available for field trips, or outdoor play areas that are away from the facility. Include insect repellent, sun screen, a paper and pencil.

45(1)

Every operator shall provide an emergency plan that includes:

- (a) emergency evacuation and fire drill procedures;
- (b) arrangements for alternate emergency accommodations; and
- (c) arrangements for transportation to those accommodations.

Regulation 45(1)

Emergency Evacuation Plan**Why**

- To ensure that operators have a plan if the facility has to be evacuated
- To ensure that children can be evacuated quickly and safely, and taken to another location, in the event of an emergency

What it means

- The operator must have an emergency plan and include it as part of the *Application for a License*.
- The emergency plan must include the evacuation procedures, location to go if you must leave the facility and cannot return and how you are going to get to the location.
- If the Director issues a license it means the emergency plan is satisfactory.

How

- Plan how to quickly evacuate all children, staff and volunteers from the facility in the event of an emergency. Post the plan in a conspicuous location.
 - Outline roles and responsibilities for staff and volunteers so that everyone knows what to do. Decide who will:
 - > evacuate infants (or a child with additional needs),
 - > evacuate older children,
 - > bring medications and a first aid kit,
 - > bring the daily attendance sheet,
 - > bring parent/emergency contact numbers, and the numbers of local services (such as health centre, taxi, police),
 - > take attendance,
 - > do a final sweep of the building to make sure everyone is out,
 - > call the fire department or emergency services.
 - Keep blankets by each exit to protect children once they are outside. These could be kept in clean garbage cans on wheels, along with other emergency evacuation supplies such as a flashlight, diapers and water.
 - Establish a safe meeting place outside the facility where children meet and wait.

- Identify an alternate location where all children and staff will go after the facility has been evacuated.
- Plan how the children and staff will get to that location.
- Confirm with the alternate location for emergencies that you can still use it every year.
- Ask for help with the emergency plan from the local fire or police authority.
- Ask for help from the Regional Early Childhood Officer, if needed.
- Make sure all staff are fully aware of the evacuation procedures, their role in the evacuation procedures, the alternate accommodations, and how children will get to the alternate accommodations.
- Staff, volunteers and children must have footwear on at all time while at the facility. Have a bin for children to put their shoes in while sleeping. In the event of an evacuation carry the bin outside with you.

45(2)

Every operator shall ensure that the emergency evacuation and fire drill procedures referred to in subsection (1) are practiced once a month and that a written record of each practice is kept, indicating the date and time of the practice and the number of staff and children in attendance.

Regulation 45(2)

Monthly Fire Drills and Record of Fire Drills

Why

- To ensure that operators, staff and children practice emergency evacuation and fire drills so they know what to do in the event of a real emergency evacuation

What it means

- The operator must practice the evacuation plan and fire drill once a month.
- The operator must keep a written record of each practice – date, time, number of children, number of staff and number of volunteers.
- The operator must keep the written record for at least a year. In other words the operator must keep the record of the evacuation for any given month – e.g., November – until the following November, at least.

How

- Practice evacuation drills from all parts of the facility and at various times of the day, during a variety of activities, including nap time.
- Develop and use a form (ask the Regional Early Childhood Officer for an example) to record the required information – date, time, number of children, number of staff and number of volunteers.
- Keep the form and recorded information on file at the facility.
- Keep the recorded information on any given evacuation drill for at least one year.
- Centre operators make sure staff are fully aware of fire drill procedures.
- Teach children how to respond appropriately to an emergency or evacuation drill.

45(3)

If a child has an accident, the operator shall, as soon as possible,

- (a) ensure that the child receives medical assistance; and
- (b) notify the parent or guardian of the child.

Regulation 45(3)

Injured Child Procedures**Why**

- To ensure that any child who is injured gets medical attention as soon as possible
- To ensure that parents and the Director are informed of an injured child

What it means

- If a child is injured at the facility the operator must make sure that the child receives medical assistance as soon as possible.
- Accident means accidents resulting in a serious injury that in the operator's opinion requires medical assistance.
- Medical assistance means that the child must see a doctor, nurse, or other health care professional. (The operator or staff might perform first aid, but this does not meet the definition of "medical assistance.")
- The operator must notify parents as soon as possible.
- The operator must complete a *Serious Occurrence Report* and submit it to the Director either on the day the injury happened, or the next business day. (Business day means Monday through Friday.)

How

- Keep an index card for each child that includes the names and phone number for the parent, the child's health care provider, the child's health care number, and any known allergies.
- If a child is injured don't wait to see if "things get worse." Take the child, along with the child's index card (as above), to a hospital, health centre or nursing station right away.
- You do not have to ask the parent for permission before getting medical assistance for the child. This permission was already given as part of the application for enrolment and is on the index card.
- If you're not sure if a small injury actually requires medical attention, for example a cut, take the child to a hospital, health centre or nursing station. A health care professional will decide what treatment is required.
- Call the parent as soon as possible to briefly, but clearly explain what happened. Speak calmly, and be prepared for a variety of parent responses – some will need more reassurance than others that their child is being taken care of.

- Call the Regional Early Childhood Officer to inform them of the accident and your actions so they are not taken by surprise if the media or an upset parent calls them.
- Complete a *Serious Occurrence Report* and give a copy of it to the Director through the Regional Early Childhood Officer by the end of the next business day.
- Put a copy of the report in the file of the injured child.
- Review, and if needed, make changes to routines, floor plans, staff responsibilities, or any aspect of the facility or early childhood program to prevent similar injuries from happening again. Ask the Regional Early Childhood Officer or a health and safety professional for suggestions, if needed.

46

Every operator shall ensure that the address and telephone numbers of

- The parents and guardians of each child or the person named in accordance with paragraph 10(2)(b)
- Staff members and substitute staff,
- The nearest nursing station or public health unit,
- The health care professional providing health care to each child,
- The nearest hospital emergency and poison information centre,
- The ambulance and taxi service,
- The local fire department
- The nearest Royal Canadian Mounted Police station, and
- The nearest Child Welfare Officer

Are readily available to all staff on duty in a child day care facility.

Regulations 46

Emergency Contact Information

Why

- To be able to contact anyone on the list in the shaded box, without delay

What it means

- The operator must have easy access to the addresses and phone numbers in the shaded box.
- The operator of a centre must also make sure that staff have easy access to the addresses, phone numbers and e-mails in the shaded box.

How

- Develop the following forms, or ask the Regional Early Childhood Officer:
 - list of all children and the addresses (house number), phone numbers and e-mails (if any) required:
 - > parent,
 - > emergency contact person if the parent is not available,
 - > the child's health care provider
 - staff list with addresses and telephone numbers (centres only),
 - community services list with addresses (building numbers) and phone numbers for items (a) through (i) in the shaded box.

- Post or keep the children's list where you and staff can easily access it – e.g., office, inside a kitchen cupboard door, etc.
- In addition to the information above, make sure that any email addresses provided for a child's parent or emergency contact are readily available in the child care facility.
- Do not post the children's list on the information board. All information on children and their families must be kept confidential.
- Post the staff list in a location that is easily available to staff, but not on the information board (unless all staff agree).
- Post the community services list near all telephones.
- Update all lists regularly – as soon as any address or phone number changes, as soon as any child enrolls or withdraws from the facility, and as soon as there are any staff changes.
- In addition to the list, have each child's information on a separate index card that can be pulled out if a child has to be taken for medical treatment. Make sure the index cards include the child's health care number and any known allergies.



Section 17

Operator and Staff Requirements



Section 17

Operator and Staff Requirements

This section explains the things operators have to do when they hire staff to operate the facility and/or deliver the daily program. Operators must:

- have written job descriptions for all staff
- hire staff who are competent – able to carry out the duties of the job description

This section also describes staff qualifications and expectations:

- primary staff must meet a number of requirements, including age, education, first aid and CPR
- all staff must be able to work effectively with children and understand their role in the delivery of the daily program and operation of the facility

17

48

Every operator shall ensure that, as much as possible, the cultural and ethnic backgrounds of children attending the child day care facility are reflected in the cultural and ethnic backgrounds of staff.

Regulation 48

Cultural and Ethnic Backgrounds of Staff

Why

- To ensure that, as much as possible, the facility encourages the language and culture of the children

What it means

- To ensure that, as much as possible, the children and the staff's cultural and ethnic background are similar

49(1)

All primary staff shall be at least 19 years of age.

Regulation 49(1)

Qualifications for Primary Staff

Why

- All staff must have the maturity, knowledge and skills necessary to manage their responsibilities in a professional and ethical manner.

What it means

- Primary staff persons must be 19 years of age or older.

How

- Ask for proof of age when hiring staff.
- Keep a copy of the support staff person's proof of age in their personnel file.

49(2)

A person under the age of 19 years may work as support staff under the supervision of a primary staff person.

Regulation 49(2)

Support Staff**Why**

- To ensure that children are supervised, cared for and taught by staff that are mature or supervised by another staff that is a mature adult

What it means

- Support staff under the age of 19 must be accompanied by a staff member at all times.

How

- Ask for proof of age when hiring support staff.
- It is recommended that support staff are at least 16 years of age.
- Keep a copy of the support staff person's proof of age in their personnel file.

51(1)

Every staff person must be competent to fulfill the functions described in his or her job description.

51(2)

Every staff person and a family home day care facility operator shall possess the ability to communicate with and be accepted by children of the age being cared for by that person or operator.

Regulation 51(1), (2), (3), and (4)

Job Descriptions and Competency for All Staff

Why

- To clearly outline the roles, responsibilities, qualifications and expectations for all staff hired to work in a child care centre

What it means

- Regulation 51(1) applies only to operators of centres. (Family day home operators do not hire staff.)
- The operator must have a written job description for each staff person.
- All staff must have the knowledge and skills required to be able to carry out the duties and responsibilities described in their job description.
- All staff must be able to communicate clearly with children.

How

- Develop job descriptions for staff with clear roles and responsibilities.
- Make sure the qualifications section in *all* job descriptions includes the following requirements. These are *not* optional:
 - minimum age 19 for primary staff,
 - proof of updated immunizations before starting work,
 - a criminal record check before starting work and updated every five years
- It is recommended that all job descriptions include the following:
 - a tuberculosis test before starting work
 - a vulnerable sector search before starting work
 - a statement regarding any outstanding criminal charges and the nature of those charges before starting work (if applicable)
- When developing a job description for a staff person, make sure the qualifications section includes the following requirements:
 - minimum age 19,
 - preferred post-secondary qualifications in Early Childhood Education or Child Development,
 - recommendation to follow the code of ethics of a professional child care provider,
 - certification in infant and child cardiopulmonary resuscitation (CPR), approved by the Director,
 - certification in first aid, approved by the Director.

- For all staff involved in the delivery of the daily program, it is recommended to include training as one of the expectations,
- Remember that being a parent or grandparent – “I raised 6 children” – does not automatically mean a person has the knowledge or skills to carry out the duties required by a job description.
- Use the job description when you develop interview questions – in other words ask questions that are relevant to the duties described in the job description.
- When orienting new staff, go through the job description, discuss all the duties and encourage them to ask questions.
- Have each staff member sign their job description to indicate that they understand and agree to carry out the duties of the job description.
- When you hire staff, start with a probationary period – for example three to six months. After the probationary period, if you are satisfied that they are competent to carry out the duties of the job description you can confirm that the person is hired. If you are not satisfied that they are competent to carry out the duties of the job description you can either develop an improvement plan or decide not to extend the person's employment beyond the probationary period.
- Keep a copy of each staff member's signed job description in the staff member's personnel file.

51(3)

Every primary staff person shall have an awareness of early childhood development theory and the ability to apply that theory to the operator's program.

Regulation 51(3)

Why

- All staff must be able to provide care, instruction and supervision appropriate for each child's age and level of development.
- Children need to be cared for by adults who understand child development.

What it means

- This regulation applies to all staff, including operators of family day homes.
- All staff and the operator of a family day home must have the interpersonal skills to build healthy relationships with children and work effectively with them.
- The exact way that staff and the operator of a family day home interact with children must be appropriate to the age of the child, and will change as the child gets older.
- Developmentally appropriate practices mean that the care, instruction (activities) and supervision of children must match the children's ages, and more importantly, their developmental levels.

How

- When hiring staff, look for people who genuinely like children and enjoy spending time with them.
- Look for staff who are mature, who communicate openly, and who listen.
- Look for staff that have previous experience taking care of children; ask for references from employers or the parents of children they have taken care of.

51(4)

Every support staff person shall have an understanding of the basic aims of the program of the operator.

Regulation 51 (4)

Why

- In order to work effectively with children and coworkers all staff, including support staff, need to know what their role is in meeting the goals and objectives of the early childhood program.
- All staff, including support staff, need to be aware of the routines and procedures of the facility, the location of emergency equipment, and the behaviours that are expected of both children and staff.

What it means

- The operator must train new staff so that each staff person understands:
 - his or her role in meeting the goals and objectives of the early childhood program, and
 - how the facility operates – such as routines, emergency procedures, the location and use of emergency equipment, and behaviour expectations.

How

- Make sure all new staff receive training to the goals and objectives of the early childhood program and the operation of the facility. Use the job description to go over the expected duties.
- When training new support staff:
 - explain emergency evacuation procedures,
 - make sure the person knows the location of the first aid kit, the fire extinguisher, and the list with emergency contact information,
 - make sure the person knows how to use the fire extinguisher,
 - explain behaviour expectations for both staff and children.
 - review the goals and objectives of the early childhood program,
 - go over the daily program and their role in its delivery, and show the person where it is posted,
 - go over the list of children with allergies and medical concerns and show the person where it is posted.
 - be clear if there are things you do not want the person to do.

52

Every operator shall encourage training of staff through appropriate courses and seminars, if available.

Regulation 52

Training for All Staff

Why

- A quality early childhood program is dependent on the knowledge and skills of the staff.
- Ongoing staff development ensures that staff continue to develop knowledge and skills that reflect current research and best practices in early childhood education.

What it means

- The operator shall encourage that all staff persons take courses or attend seminars or workshops related to child development and care.
- Seminar means a conference or other meeting for discussion or training.
- The operator shall keep documentation (or proof) that a person took training.

How

- Identify the training needs of each staff person based on each person's current qualifications, experience, job description and job goals. Don't assume that everyone needs the same course or workshop.
- Use performance appraisals and inspection reports to pinpoint areas needing improvement and to individualize staff development.
- Keep records of staff development participation in each staff person's personnel file.
- Set up coaching, mentoring or peer support programs so that staff can learn from each other.
- Ask the Regional Early Childhood Officer for help identifying courses, workshops, conferences and other staff development opportunities.
- If possible provide lieu time and/or pay while staff participate in professional development.
- Tie pay raises and additional responsibilities, if appropriate, to the staff development activities, particularly if a staff person is taking courses that lead to a post-secondary certificate, diploma or degree in child development.
- Training programs can be delivered by program operators, the Regional Early Childhood Officer, Nunavut Arctic College and/or other educational institutions, community members or agencies.

53

Every staff person employed in a child day care facility shall hold a certificate in

- (a) First aid; and
- (b) Where available, CPR training.

Regulation 53

First Aid and CPR Requirements**Why**

- All staff persons need to be able to respond quickly and effectively to many different emergencies, including choking, accidents, near-drowning, suffocation, poisoning, smoke inhalation, electrocution injuries, and suspected Sudden Infant Death Syndrome (SIDS).

What it means

- All staff persons must be certified in first aid and where possible CPR.
- First aid is emergency treatment of an injured or sick child before professional medical assistance is available.
- CPR is a combination of mouth-to-mouth breathing and chest compressions. If a child isn't breathing or circulating blood adequately, CPR can help get oxygen-rich blood to the brain. Without oxygen, permanent brain damage or death can occur in less than 8 minutes.
- The CPR certification should be specifically for infants and children.
- The CPR and first aid certification programs must be approved by a nationally recognized organization.
- The Director *may* allow a person to start work without the required certifications. If this happens the Director will set a date by which the person must obtain the required certifications.

How

- *Before* taking a course check with your Regional Early Childhood Officer to see if a CPR or first aid program is satisfactory to the Director.
- Make sure all staff keep their CPR and first aid certifications up-to-date and take refresher courses *before* their certifications expire.
- Keep a copy of all current certificates in each staff person's personnel file. If the Director allows a person to start work without the required certifications be prepared to get the certifications quickly. Don't expect a long period of exemption – children's safety is at stake.



Section 18
Criminal Record Checks



Section 18

Criminal Record Checks

This section looks at the requirements for criminal record checks and related information.

18

55(1)

Every operator shall

- (a) require from every
 - (i) successful applicant for employment, and
 - (ii) casual or temporary staff person or volunteer, a signed authorization granting the Director access to information about that person's criminal record and permitting the Director to convey that information to the operator; and
- (b) submit the authorization to the Director.

55(2)

Where information obtained by the Director under subsection (1) shows that the person has been convicted of an offence respecting a child, the Director shall

- (a) inform the operator of the offence; and
- (b) consult with the operator as to whether the person should be hired as a staff person or permitted to work as a volunteer for the child day care facility.

Regulation 55(1) and (2)

Criminal Record Check for All Staff and Volunteers Before Starting Work in a Facility

Why

- To protect children
- To consider whether a person with a criminal record that involved a child is appropriate to work in a child care centre

What it means

- *Before* a staff person can start work, the operator must ensure that the staff person obtains a criminal record check from the RCMP. The prospective staff person should give the criminal record check to the operator.
- It is recommended that the staff person obtains a vulnerable sector search from the RCMP before starting work.
- It is recommended that *before* a staff person starts work the operator ensures that the staff person gives them a statement regarding any outstanding criminal charges, and the details.
- The operator must give a copy of the criminal record check to the Director. (In most cases the Regional Early Childhood Officer will inspect the documents on behalf of the Director.)
- It is recommended that the operator ensures that every five years each staff person obtains an updated criminal record check, including a vulnerable sector search, from the RCMP.
- If a prospective staff person has been convicted of an offence ('has a record') or has any outstanding charges that involve a child the Director has the authority to suspend the operator's license *if*:
 - the Director believes that employing the person poses a danger to the health, safety or well-being of any child attending the facility, *and*
 - the operator hires the person.

How

- Make sure that the qualifications section of all job descriptions includes the following requirements:
 - a criminal record check, recommended to update every five years
- It is recommended that qualification section of all job descriptions include the following:
 - a vulnerable sector search before starting work
 - a statement regarding any outstanding criminal charges, along with details of those charges, before starting work (if applicable)
- Do not allow any staff person to start work until they have provided you with:
 - a criminal record check,
 - a recommended vulnerable sector search, from the RCMP, and
 - a recommended statement saying whether or not they have any outstanding criminal charges, and if so, the details.
- If a criminal record check or statement of outstanding criminal charges shows any offence that included a child, contact the Regional Early Childhood Officer right away.
- Allow the Regional Early Childhood Officer to inspect the criminal record and outstanding charges documents on behalf of the Director.
- Do not allow any staff person to start work if you have *any* information that leads you to believe that the person has any outstanding charges or has been found guilty of an offence that involves a child. Talk to the Regional Early Childhood Officer who will communicate your concerns to the Director.
- If the Director believes that hiring the person would endanger the health, safety or well-being of any child attending the facility, they will recommend that you do not hire the person
- If you hire a person against the recommendation from the Director, the child care facility's license may be affected.
- Keep a copy of the criminal record check and statement of outstanding criminal charges in the employee's personnel file.



Section 19
**Care and Supervision
of Children**



Section 19

Care and Supervision of Children

Centre operators

This section looks at staffing requirements. Operators must have:

- enough staff on duty to meet prescribed child to staff ratios, and maximum group sizes
- at least two staff on duty when there are more than six children in the facility

It also discusses other conditions that must be met:

- the name of the primary staff person who is the contact between the facility and the Director
- the name of the primary staff person in charge of the daily operation of the facility

Family day home operators

This section explains:

- the maximum number of children of any given age, including the operator's own children
- the requirements for a substitute to supervise the children for short periods of time, or in an emergency

19

50(1)

Every operator shall identify, in writing submitted to the Director, one primary staff person as:

- (a) the contact person for communications between the child day care facility and the Director; and
- (b) the person in charge of the day to day operation of the child day care facility.

50(2)

The operator shall immediately inform the Director, in writing, of any change to the person named under subsection (1).

Regulation 50(1) and (2)

Notification to the Director of Staff Contact Persons

Why

- The Director and Regional Early Childhood Officer need to know who to communicate with about the centre, and who is in charge of the daily operation of the centre.

What it means

- The operator must identify (a) a primary staff person as the main contact for the Regional Early Childhood Officer and (b) the person in charge of the day-to-day operations.
- The same primary staff person could be identified for both (a) and (b), or it could be two different people.
- If either of the people identified for (a) and (b) change, the operator must notify the Director immediately.

How

- Choose your most experienced and competent staff person(s) to communicate with the Director and oversee the day-to-day operation of the facility.
- Provide the name or names to the Regional Early Childhood Officer who will pass the information on to the Director.
- If there are any changes to the contact person or person in charge of the day-to-day operation of the facility inform the Regional Early Childhood Officer right away.

56

Every operator shall ensure that no child attending a child day care facility is left without staff supervision.

Regulation 56

Minimum Supervision of Children, and Supervision of Volunteers

Why

- To ensure that all children are supervised at all times by staff

What it means

- All children must be supervised at all times by a staff member.

How

- Take the time to read and understand the regulations which explain staffing and supervision requirements
- Remember that parents are volunteers and they must be directly supervised by a staff person if they are working with children, other than their own child.
- If you need help ask the Regional Early Childhood Officer.

57(1)

Every operator shall provide for the minimum staff to child ratio, maximum group size and maximum number of children in a room as set out in the Schedule.

57(2)

The maximum group size and the maximum number of children allowed in a room referred to in the Schedule does not apply when children are having meals, taking naps or taking part in special activities.

57(3)

Volunteers may be included in the minimum staff to child ratio referred to in the Schedule upon approval of the Director.

Regulation 57(1) and (2) and (3)

Staff to Child Ratios and Group Sizes in a Centre

Why

- To ensure that there are enough staff to provide adequate care, instruction and supervision for all children at all times
- To ensure that there are enough staff to quickly evacuate the facility or handle any other emergency
- To set a limit on the number of children that can be present in a room when it is operating

What it means

- This regulation applies only to operators of centres.
- The Regulations include a Schedule that explains the number of staff needed and the maximum group size. (The Schedule is at the end of the Regulations.)
- The operator must ensure that there are enough staff on duty to meet the staff to child ratio and maximum group size required by the Schedule. (See example after the Schedule.)

- The maximum group size does not apply during meal, nap and special activity times – in other words the operator can have more children in a group than the Schedule permits, but only during naps, meals or special activities. (Note: The number of staff required during meal, nap and special activity times does NOT change. There must always be the number of staff required by the Schedule.)
- Examples of special activities include seasonal parties and guest visitors.
- If the operator wants to count volunteers in the staff to child ratio they must get approval from the Director beforehand.
- The license states the number of children that can attend the early childhood program, at any given time. (Two part-time children could share the same licensed space, as long as they are not there at the same time.)
- The maximum number includes the operator's own children.

The Schedule

If children are cared for in single age groupings

Age of children	Minimum staff to child ratio	Maximum group size	Maximum number of children in a room
1 – 12 months	1:3	6	9
13 – 24 months	1:4	8	12
25 – 36 months	1:6	12	18
3 years	1:8	16	25
4 years	1:9	18	27
5 – 11 years	1:10	20	30

- Using children from 1–12 months as an example, the Schedule means there must be:
 - one staff person for every three children aged 1-12 months.
 - > If there are 4 children there must be two staff persons.
 - not more than 6 children aged 1-12 months in a group.
 - > If there are seven children they must be in two groups.

If children are cared for in mixed age groupings

Age of children	Minimum staff to child ratio	Maximum group size
0 – 24 months	1:4	8
25 months – 6 years (child is not required to enroll in school for the full day)	1:8	16
5 years 8 months (child started kindergarten) – 11 years	1:10	30

How

- Take the time to review the number of children in each age group and calculate the number of staff you need. For example:

Age of children	Number of children	Ratio	Number of staff required
6 – 24 months	3	1:4	3 children/4 = .75
25 months – 5 years (and not in school full day)	12	1:8	12 children/8 = 1.5
Total	17		2.25*

You must always 'round up' the number of staff needed. The operator of the facility in this example would need 3 staff on duty.

- Ask the Regional Early Childhood Officer for help if needed.
- Make sure that all staff and volunteers are aware of the requirements of the Schedule.
- Include staffing ratio information in the parent handbook.
- Have a list of "subs" that you can call on if a staff person is sick. Be clear about what you expect a sub to do, and what you do not want them to do. Orient them to the facility, program and emergency procedures.
- Make sure subs give you a criminal record check, a recommended vulnerable sector search, and a recommended statement regarding outstanding criminal charges.
- During mealtimes, nap times, and special activities, all staff must be in close proximity to the children to assist if needed.

58(1)

In addition to the requirements established in the Schedule, every operator shall ensure that at least two staff persons are on duty when more than six children are present at the child day care facility.

58(2)

One of the two staff persons referred to in subsection (1) must have no responsibilities other than care of the children attending the facility.

Regulation 58(1) and (2)

Minimum Number of Staff on Duty in a Centre

Why

- To ensure that there are enough staff to provide adequate care, instruction and supervision of all children at all times

What it means

- This regulation applies only to operators of centres.
- This regulation is *in addition to* the requirements of the Schedule. It does not replace or contradict the Schedule.
- This regulation applies whenever there are seven or more children in the centre.
- For example: If there are seven children in the facility, all between the ages of 25 months and 5 years, the operator must have 2 staff on duty – even though the Schedule says that the staff to child ratio for this age group is 1:8.
- One staff person must be doing nothing other than taking care of the children – no snack prep, no phone calls, no administrative tasks, etc.

How

- Make sure there are at least two staff on duty whenever there are seven or more children in the facility.
- Monitor when children arrive and depart to help decide when a second staff person will be needed. For example, if the facility opens at 7:00 AM, two children arrive before 8:00 AM, and the rest arrive between 8:00 AM and 9:00 AM, then only one staff person is needed for that first hour.

59(1)

Notwithstanding the requirements established in the Schedule and section 58, a family home day care facility operator may provide child day care services to a maximum of eight children, including the operator's own children, where

- (a) not more than six of the children, including the operator's own children, are children five years of age or under;
- (b) not more than three of the children, including the operator's own children, are under three years of age; and
- (c) not more than two children, including the operator's own children, are children under two years of age.

Regulation 59(1)

Maximum Number of Children in a Family Day Home

Why

- To ensure the adequate care, instruction and supervision of all children at all times
- To ensure that the number of children in a family day home is eight or less

What it means

- This regulation applies only to operators of family day homes.
- When the Director issues a license, the license will state the number of children that can be at the child care facility at any given time.
- Two or more part time children could share the same licensed space, as long as they are not at the centre or family day home at the same time.
- The maximum number of children in a family day home is eight, including the operator's own children:
 - up to six can be less than six years old,
 - up to three can be less than three years old, and
 - up to two can be less than two years old.
- The operator of a family day home does not have to meet the staffing ratios required by the Schedule.

59(2)

Every operator of a family home day care facility shall ensure that children attending the facility are supervised at all times by:

- (a) the operator; or
- (b) for short periods of time or in the case of an emergency, by a substitute who has been approved by the Director.

Regulation 59(2)

Supervision in a Family Day Home**Why**

- To ensure that all children are supervised at all times

What it means

- This regulation applies only to operators of family day homes.
- The family day home operator must supervise children at all times.
- The family day home operator must have a back-up person, approved by the Director, who can supervise the children for short periods of time, or in the event of an emergency.

How

- Identify a back-up person who can fill in for you for occasional short periods of time or during an emergency – for example if you have a medical appointment or if you cut yourself badly and have to go the hospital or health centre for stitches.
- Schedule personal appointments, such as hair appointments, outside the hours of operation of the family day home.
- Make sure your back-up person gives you a criminal record check.
- It is recommended that they give you a vulnerable sector search, and a statement regarding outstanding criminal charges.
- It is recommended that the person provides updates of these – every five years for a criminal record check and every year for a statement of outstanding criminal charges.
- Give the name of a back-up person to the Regional Early Childhood Officer for approval by the Director.



Section 20

Files for Staff and Operators



Section 20

Files for Staff and Operators

This section explains what is recommended to keep in a staff person's file. In the case of a Family Day Home, it explains what is recommended to keep in the operator's file.

20

Recommendation

An operator of a centre day care facility shall keep a file for each staff person working at the child day care facility, with the following information:

- (a) the immunization record and
- (b) a medical note stating that they are in good health and able to work in a child care facility;
- (c) the criminal record checks
- (d) proof of certification for First Aid and CPR ;
- (e) signed confidentiality agreement
- (f) contact information
- (g) copies of certificates or list of trainings in early childhood education or child development
- (h) vulnerable sector search (recommended)
- (i) current statement saying whether or not they have any outstanding criminal charges, and details (recommended)
- (j) the job description (recommended)
- (k) evidence of TB screening (recommended)

Recommendation

Files for All Staff in a Centre

Why

- A file for each staff person gives operators a way to file and keep track of information necessary for or relevant to the person's employment.

What it means

- This section applies only to operators of centres. The operator must set up a file for each staff person where they keep documents listed in the shaded box.
- If the operator works at the facility there must be a staff file for the operator.

How

- Set up a filing system for staff files – for example a filing cabinet with staff files organized alphabetically.
- Files for *all* staff persons must include:
 - proof of age – 19 for primary staff and 16 for support staff
 - updated immunization record
 - current criminal record check completed by the RCMP
 - qualifications – e.g., Certificate in Early Childhood Education or Child Development (if available)
 - current first aid certificate
 - current infant/child CPR certificate
 - evidence of TB screening
 - signed job description (recommended)
 - a vulnerable sector search completed by the RCMP (recommended)
 - current statement saying whether or not they have any outstanding criminal charges, and details (recommended)
- Use the personnel files to keep documentation of any training.

Recommendation

An operator of a family home day care facility shall keep a file with the following information:

- (a) the immunization record
- (b) medical note stating they are in good health and able to work in the facility
- (c) the criminal record checks
- (d) proof of certification for First Aid and CPR;
- (e) signed confidentiality agreement
- (f) copies of certificates or list of trainings in early childhood education or child development
- (g) vulnerable sector search (recommended)
- (h) current statement saying whether or not they have any outstanding criminal charges, and details (recommended)
- (i) evidence of TB screening (recommended)
- (j) copies of criminal record checks for any adult who ordinarily resides in the private residence within which the child day care program operates
- (k) copies of vulnerable sector search for any adult who ordinarily resides in the private residence (recommended)
- (l) current statement saying whether or not any adult who ordinarily resides in the private residence have any outstanding criminal charges, and details (recommended)

Recommendation

File for a Day Home Operator

Why

- Information about the operator, back-up person and any adults who usually live in a family day home needs to be readily available for review by the Director and Regional Early Childhood Officer.

What it means

- This section applies only to operators of family day homes.
- The operator must set up a file where they keep documents listed in the shaded box.

How

- Keep a file for the operator of the family day home as well as the back-up person. The files must include:
 - updated immunization record
 - current criminal record check completed by the RCMP,
 - qualifications – e.g., Certificate Early Childhood Education or in Child Development (if available)
 - current first aid certificate
 - current infant/child CPR certificate
 - signed job description (recommended)
 - evidence of TB screening (recommended)
 - a vulnerable sector search completed by the RCMP (recommended)
 - current statement saying whether or not they have any outstanding criminal charges, and details (recommended)
- Keep a file with the following information:
 - copies of criminal record checks for any adult who ordinarily resides in the private residence within which the child day care program operates
 - copies of vulnerable sector checks for any adult who ordinarily resides in the private residence (recommended)
 - current statement saying whether or not any adult who ordinarily resides in the private residence have any outstanding criminal charges, and details (recommended)
- Use the files to keep documentation of annual training.
- Have the files available for review by the Regional Early Childhood Officer or Director if required.

Notes

