

# ON THE ROAD TO BEST PRACTICE



## RECOMMENDED GUIDELINES FOR PARENT CHILD PROGRAMS HEALTHY CHILD MANITOBA

# ON THE ROAD TO BEST PRACTICE

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## RECOMMENDED GUIDELINES FOR PARENT CHILD PROGRAMS

**On the Road to Best Practice** is a document prepared by Healthy Child Manitoba Office, in collaboration with members of the Parent Child Coalitions, to provide guidelines to ensure the health and safety of all children involved in coalition activities. The document is based on the licensing manual for the Manitoba Child Care Program.

The regulations for child care facilities and nursery schools have been developed with reference to the most current research on best practices for children involved in group settings. As coalition activities are not required to be licensed, this information is presented as recommended guidelines. There is also additional, best practice information in each section.

Coalitions may use the checklist and accompanying information to assess the programs they offer as well as those programs provided with coalition funding. There is a wide variety of programming available through coalitions and not all guidelines apply to all programs. The checklist allows some flexibility, but it is anticipated that the guidelines will be followed wherever possible.

**On the Road to Best Practice** has been written to:

- provide examples of well-researched ways to improve program quality
- provide additional information on specific guidelines
- provide a general understanding of Manitoba child care standards under *The Community Child Care Standards Act*

Based on new information and feedback from the community, this document will be revised and updated.

It is each coalition's responsibility to ensure the manual is updated as changes are made.

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## WHEN IS A CHILD CARE LICENCE REQUIRED?

Most programs offered by coalitions will involve parents and their preschool children participating together. Some coalition programs may be offered for children only, but their parents will be on site and immediately accessible to them. Others may offer sessions for parents and provide childminding on site.

If a program is offered for children without parental participation and parents are not on site and immediately accessible to their children, a child care licence may be required to operate as a nursery school.

**Nursery School** is defined as a children's program that is offered four or less continuous hours in a morning session, or in an afternoon session, per day, or for more than four continuous hours per day and less than three days per week to more than

- three infants, or
- five preschool age children of whom not more than three are infants

For further clarification on whether your program requires a licence or is eligible for an exemption, please contact your regional child care co-ordinator.

For a complete copy of the Child Day Care Regulation, visit <http://www.manitoba.ca/childcare> and go to "Publications and Information." *The Community Child Day Care Standards Act* is also available online.



## HEALTH AND SAFETY

# HEALTH AND SAFETY

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## FIRE INSPECTION

### *GUIDELINE*

Parent child programs are conducted in a space which has a current report from the fire authority about compliance with the Manitoba Fire Code (ex: school facility, licensed child care facility or nursery school, community centre, family resource program, church)

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## HEALTH INSPECTION

### *GUIDELINE*

Parent child programs are conducted in a space which has a current report from the health authority about compliance with standards for sanitation, natural and artificial lighting, heating, plumbing, ventilation, water supply, sewage disposal and food handling. Standards may vary depending on the length and type of program.

**RESOURCE:** Guide to a Healthy Child Care Environment

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## EMERGENCY NUMBERS AND PROCEDURES

### *GUIDELINE*

Parent child programs develop emergency evacuation plans. Emergency phone numbers and procedures are posted in a prominent place or kept in an emergency information binder, accessible at all times. Include the address of the program site, and directions, if appropriate.

Procedures include the following telephone numbers:

- fire department (including non-emergency numbers)
- police department (including non-emergency numbers)
- nearest hospital (including address)
- nearest ambulance service
- nearest poison control centre
- taxi

Evacuation procedures are communicated to all staff, volunteers, and parents or guardians of children enrolled in the program. Emergency procedures should be consistent with any developed by the host site (ex: school, child care facility, community club) and should include the following information:

- responsibilities of all program staff
- removal of daily attendance reports and emergency child information records
- designated off-site meeting spot
- designated place of shelter in the event of an evacuation of program participants (The program leader will ensure a key is available, if required.)

If children with disabilities are enrolled, emergency procedures would include specific provisions for these children to be escorted to safety.

### *BEST PRACTICE*

Consult the local fire authority when developing emergency evacuation plans. A minimum of two separate exits are required in each room used for programs.

An emergency plan should also be developed in the event that children and adults are confined to that space for an extended period of time. (ex: a blizzard) Such a plan should include how children's needs will be met for things like feeding and diapering. Planning for children with specific medical needs should also be addressed.

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## **FIRE EXTINGUISHERS**

### *GUIDELINE*

Parent child programs ensure that multi-purpose fire extinguishers (for paper, electrical and flammable liquid fires) are on site and operating.

Fire extinguishers should be installed and maintained according to the Manitoba Fire Code. The gauge on the fire extinguishers should be checked monthly.

Parent child programs ensure that:

- all staff and volunteers know how to use fire extinguishers
- emergency evacuation procedures are practised on a regular basis

### *BEST PRACTICE*

An annual inspection by a qualified inspector is recommended.

After seven years, the extinguisher should be checked completely or a new extinguisher purchased.

Emergency evacuation procedures are practised at least once a month, and written records are kept indicating the date and time of each drill, and the number of adults and children evacuated. These records are maintained on file for a period of one year.

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## **POISONOUS SUBSTANCES – STORAGE**

### *GUIDELINE*

Parent child programs label all poisonous and flammable substances, and store them in locations that children cannot access. This may include a locked cupboard, cabinet or secure, locked area outside the premises; or a location that children can't access by reaching or climbing (either with or without the use of stools or other devices). Flammable substances should be kept away from sources of ignition, including bare light bulbs and electrical outlets.

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## **SMOKING**

### *GUIDELINE*

No one is allowed to smoke on the premises, or in the presence of children participating in programs, during operating hours.

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## **HOT BEVERAGES**

### *GUIDELINE*

Adults do not drink hot beverages in areas where children are engaged in activities.

This is to prevent children from receiving serious burns from the hot beverage.



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## FIRST AID KIT

### *GUIDELINE*

Parent child programs provide and maintain a first aid kit in a location inaccessible to children. A first aid kit is taken on all children's outings.

Supplies for first aid kits should include the following items or suitable alternatives:

- gauze pads (individually packaged) 2" x 2", 4" x 8"
- gauze bandage (roll) 2" – 1 roll
- band-aids (assorted sizes)
- hypo-allergenic tape
- packets of alcohol wipes or water
- triangular bandages
- scissors
- tweezers
- safety pins
- pencil and pad
- emergency phone numbers
- disposable gloves

Supplies are checked regularly, replenished and changed when necessary. The following supplies may also be included:

- distilled water (recommended for outings)
- blanket (recommended for outings)
- syrup of Ipecac. Note: It must be monitored for expiry date, cannot be frozen, and should be used only after a physician or the Poison Control Centre has been contacted.

### *BEST PRACTICE*

The spread of communicable disease can be controlled by following good health habits. Refer to Infection Control Guidelines for Day Care Facilities.

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## MENUS AND FOOD PROVIDED

### *GUIDELINE*

When meals or snacks are included in the parent child program, the program will:

- inform parents or guardians of the snacks provided for the children
- serve nutritious foods based on *Canada's Food Guide to Healthy Eating*
- ensure only foods with low-choking potential are served
- ensure no foods containing peanut products are given to children under the age of three

The names of children who suffer from food allergies, and their respective allergies, should be available for the information of staff only.

Parents or guardians are responsible for any special dietary or feeding arrangements for children attending the program.

Choking is a concern when feeding young children. Adults can help prevent choking by knowing the children's chewing and swallowing abilities, by avoiding hazardous foods and by supervising the children while eating. The greatest risk is for children under the age of three. Foods most likely to cause choking are those that are cylindrical in shape (ex: wieners, whole grapes); hard pieces of food (ex: candy, popcorn, nuts or vegetable pieces); and very sticky foods (ex: peanut butter not spread on bread). Wieners and vegetables, like carrots, are safer if cut in narrow, lengthwise pieces. Children must eat sitting upright — not lying down, running or laughing.

Foods containing known peanut products must not be served to children less than three years of age. Allergy specialists advise that children under three not be served peanuts and/or peanut products, because their immune systems are not fully developed until the age of three. Exposure to peanut products before this age could lead prematurely to the development of an allergic reaction. As a result, adults who prepare and serve food must read food labels carefully to determine what ingredients the products contain and to ensure that no peanut products will be served to children under three.

Food preparation areas must be supervised whenever food is being prepared or the oven is in use. In cases where the kitchen is readily accessible to the play area, an infant gate, or other means of blocking access to the kitchen, should be provided.

A multi-purpose fire extinguisher should be located near the kitchen.

### *BEST PRACTICE*

Nutritious fresh foods are provided and culturally diverse foods are offered on an ongoing basis.

Snack times are pleasant, culturally appropriate occasions, and provide an environment for social learning and positive interaction.

Adults sit with children during snack and meal times to help create a relaxing and enjoyable experience. Children are encouraged to eat and to decide when they are finished.

Staff encourage conversation about the concepts of colour, quantity and temperature of food, eating behaviours and events of the day.

Children can practise feeding themselves and are actively involved in snack time activities, such as serving food, cleaning and setting the table.

Child-sized utensils and serving dishes are used by the children.

Children are offered choices. Food provided includes a variety of colours, textures, flavours, sizes, shapes and temperatures.

Staff encourage children to follow simple rules of hygiene.

If parents are not on site, a comprehensive and co-ordinated plan for children with anaphylaxis, and other life-threatening allergies, should be developed with support from the Unified Referral and Intake System (URIS) to ensure children can participate safely and to the fullest extent.

All staff, including substitutes and volunteers, are knowledgeable of food allergies and potential triggers.



## RECORD KEEPING

# RECORD KEEPING

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## CHILD INFORMATION RECORDS

### *GUIDELINE*

Parent child programs keep current records of child and family information for each child enrolled. These records include:

- child's name, home address and birth date
- name, address and telephone number of child's parent or guardian
- name, address and telephone number of a person to be contacted in an emergency, if the parent or guardian is not available

### **If parents aren't on site, this additional information is recommended:**

- names of individuals, designated by the parent or guardian, to whom the child may be released
- records of any relevant medical, physical, developmental or emotional conditions
- Manitoba Health registration and personal health identification numbers for each child, along with the name of the child's physician

Programs ensure that records are updated as changes occur.

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## ATTENDANCE RECORDS

### *GUIDELINE*

Parent child programs keep daily attendance reports for each child. Accurate records help identify which children are present in the event of a fire or other emergency.

### *BEST PRACTICE*

Personal information is always kept confidential.

Staff monitor where children are at all times, including during excursions away from the centre. All staff members are responsible for ensuring that attendance records are accurate at all times.

In the event that the centre must be evacuated, staff members ensure all records are removed.

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## CONFIDENTIALITY POLICY

### *GUIDELINE*

Parent child programs keep information about a child, or the child's family, strictly confidential. However, the following facts are important to know:

- The child's parent or guardian has access to such information upon request.
- The information can be disclosed with the written consent of the child's parent or guardian.

Programs develop policies to ensure all verbal and written information about a child or family is kept confidential. Neither family information nor child information can be shared without written parental approval. Files are kept in a locked cabinet.

### *BEST PRACTICE*

The program has a written confidentiality policy. All coalition members, staff, substitutes, practicum students and volunteers are advised of, understand, and sign the written confidentiality policy.

The Parent Child Coalition and staff comply with other privacy legislation (ex: PHIA, FIPPA, PIPEDA - Personal Information Protection and Electronic Documents Act)

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## RESEARCH, PHOTOGRAPHY, VIDEOTAPING – PARENTAL PERMISSION

### *GUIDELINE*

Parent child programs ensure parental consent forms are signed by parents or guardians, indicating their approval for their children to be observed, interviewed, photographed or videotaped, as part of a research project or other activity in the program. Parents must be advised and may choose not to participate.

If the project is affiliated with an educational institution, the institution may collect the consent forms. In this case, the program must ask for permission to see the forms. Parental consent forms are not required for observations that form a normal part of the program, those made by staff to evaluate a child's progress and development, or observations carried out for program planning purposes.

Students from recognized, child-care training programs, or educational institutions, may make observational notes without getting parental consent forms, as long as the identity of the child they are observing is not revealed.

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## DAILY RECORD

### *GUIDELINE*

Records are documented in a confidential manner and parents can request access to these records.

### *BEST PRACTICE*

Parent child programs maintain a written record of every incident affecting the health, safety or well-being of children and staff.

Staff share information about the learning and development of young children in regular communications with their parents. They document noteworthy incidents, as well as the developmental milestones of each young child.

Staff may also use a portfolio approach for anecdotal observations of young children. This can include written observations, samples of children's work and artwork, photographs of children involved in experiences, etc. These form the basis of developmental goal-setting with parents, and provide information useful in individual planning.

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## OUTINGS

### *GUIDELINE*

Parents are responsible for their own children.

Any program that takes the children on outings when parents are not involved:

- gets permission from the child's parent or guardian before taking them on an outing
- gives 24-hour notice to the child's parent or guardian when the outing requires transportation
- brings child information records along on the outing

Programs ensure that an information system is developed for each child (ex: writing each child's information on an index card). Copies of relevant release forms and medical consent forms, as well as a first-aid kit, accompany children on outings.

Parents are advised of each outing, the destination, the method of transportation and the supervision provided.

### *BEST PRACTICE*

Staff ensure outings are developmentally appropriate and in the best interest of children's health, safety and well-being.

Staff identify and evaluate the goals and objectives of field trips to ensure the experiences benefit the children.

Staff take small groups of children, rather than large groups, on field trips.

Programs provide a higher ratio of adults to children to ensure children are adequately supervised on outings.

Programs ensure appropriate methods of transportation are used.

Staff know, and follow, the rules and regulations of the site visited.

Safety measures are in place and include the following:

- Children wear t-shirts, tags or pinnies with the name of the program.
- Each staff member is assigned specific children and is accountable for them.
- Children are divided using a "buddy" system.
- A cell phone is available.
- Drivers are at least 18 years old and provide a valid and clear driver's licence



Counts of children are conducted frequently:

- before leaving
- upon arrival
- several times during the outing
- before returning
- before exiting transportation (ex: bus)

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## TRANSPORTATION POLICY

### *GUIDELINE*

If parents are not on site:

Parent child programs develop a policy about the transportation of children that identifies the responsibilities of parents or guardians, and the responsibilities of the program which is provided to parents or guardians when their children are enrolled

This policy outlines at which point the program takes responsibility for the child from the parent (ex: at the time the child is signed in until the time the child is signed out).

If field trips are a part of the program, policies address the use of personal vehicles, staff and volunteers as drivers. With a carpool arrangement, it is recommended program staff meet the children and parents or guardians at the field trip destination.

If the program transports the children in a car or van, the policy includes safety requirements developed for the use of the vehicle, the use of seat belts or other restraints, and compliance with The Highway Traffic Act safety practices (ex: seating children in the back seat, driver's qualifications, proof of a valid driver's licence and good driving record). All drivers must be a minimum of 18 years of age.

### *BEST PRACTICE*

Private vehicles are not used to transport children in parent child programs.

Parents assume responsibility for the transportation of their own children.

If the program rents a van, bus or other vehicle to transport children, it must get written evidence from the company that the vehicle is equipped and built according to *The Highway Traffic Act*, and is licensed and insured

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# INSURANCE

## *GUIDELINE*

Parent child programs ensure that comprehensive liability insurance is in place of any funded organizations.

Insurance should cover children and adults in attendance, including coverage for excursions, if appropriate.

Copies of insurance policies are kept in a safe place.

## *BEST PRACTICE*

If professional staff are providing services on behalf of the programs, they should be covered by professional liability insurance.

Minimum recommended limit of coverage for general liability insurance is \$3 million per occurrence.



## STAFFING

# STAFFING

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## STAFF QUALIFICATIONS

### *GUIDELINE*

Basic training in early childhood development is recommended for all staff.

All staff members have current job descriptions. Competency areas may include safety, health, learning environment, physical, cognitive, communication, creative, self, social, guidance, working with families, program management and professionalism.

Staff are aware of the program guidelines and policies.

### *BEST PRACTICE*

Staff wear name tags, which include their first names.

Staff participate in professional development to ensure the program philosophy, goals and programming reflect current research and inclusiveness in early childhood education.

Families receive resources, workshops and training and are referred to other community resources and supports.

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## FIRST AID TRAINING

### *GUIDELINE*

At least one staff member on site at all times has current training in First Aid and CPR.

A copy of the certificate is kept on file.

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## INVESTIGATION AUTHORIZATIONS

### *GUIDELINE*

Every staff person or volunteer working with children completes written authorization form to release information about their criminal record, and from the child abuse registry established under *The Child and Family Services Act*.

A person may not be left alone with children until it's confirmed that the information about the person from the criminal record check and child abuse registry is satisfactory.

All documentation is stored in a confidential manner.

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## VOLUNTEERS

### *BEST PRACTICE*

Volunteers receive training and supervision appropriate to their duties, and a written job description.

Volunteers understand that employees respond first, and volunteers assist, if needed.

Volunteers receive performance feedback .

Volunteers are mentored by staff and not left alone with children.

Volunteers used as drivers must be at least 18 years old and provide proof of a valid driver's licence and clear record.

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## ADULT SUPERVISION

### *GUIDELINE*

An adult is responsible for the direct supervision of children. Individuals less than 18 years of age may assist in parent child programs.

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# WRITTEN BEHAVIOUR MANAGEMENT POLICY

## *GUIDELINE*

Parent child programs develop positive written behaviour management policies.

All staff and volunteers are familiar with the policies.

Current behaviour management policies are posted or otherwise accessible by parents and guardians, and must accurately reflect program practice. These policies are included with information given to parents or guardians when they enrol their children.

A positive behaviour management policy should indicate that a supportive environment exists to encourage positive interactions among staff, parents and children, realistic expectations of children's capabilities, and natural consequences for behaviour. Such a policy is intended to help children learn independence, as well as appropriate and acceptable behaviour.

Policies reflect that all adults, including staff, parents, volunteers and students, have a role to play in helping create positive, healthy and appropriate environments for children.

The policy also specifically states the following prohibited practices:

- Parent child programs do not permit, practise, or inflict any form of physical punishment, or verbal or emotional abuse on, or deny any physical necessities to, any child in attendance.
- Physical punishment includes striking a child (either directly or with an object), restraining, shaking, grabbing, shoving or spanking. It also includes forcing a child to repeat physical movements, force-feeding or any other action resulting in physical injury to the child.
- Verbal or emotional abuse includes any harsh, belittling or degrading response by any adult (parent, employee, volunteer, student) in the program, which would humiliate or undermine a child's self-respect.
- The denial of physical necessities includes normal comforts such as shelter, clothing, food, bedding or toilet facilities.

## *BEST PRACTICE*

Positive written behaviour management strategies are developed and posted for the information of parents, staff, volunteers, students and the general public.

Children are treated with respect and taught about appropriate behaviour. Staff initiate and maintain warm and friendly communication with children.

Staff respect the diverse abilities and the social and cultural backgrounds of all children and accommodate their individual needs.

Staff serve as behavioural role models.

Staff share practices and information with parents to help develop consistency.

Activities teaching social skills, such as story books and group discussions, are part of the program.

Staff seek help when needed. They complete professional development on guidance techniques and provide workshops.

Staff provide families with resources, workshops and training. Families also receive information about other community resources and share information.

Staff discuss the behaviour management policies with all parents, volunteers and students.

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## CHILD ABUSE REPORTING

### *GUIDELINE*

Each parent child program immediately reports, or enables the report of, any case of suspected child abuse of a child involved in the program, to the director of Child and Family Services or a designated child-caring agency, as required by The Child and Family Services Act or any similar legislation.

It is important to note that this subsection of the regulations and *The Child and Family Services Act* take precedence over the confidentiality requirement of the regulations.

Specific sections of The Child and Family Services Act are reprinted below to ensure that parent child programs are aware of their rights and responsibilities when it comes to reporting child abuse.

"Abuse" means an act or omission of any person, where the act or omission results in:

- physical injury to the child
- emotional disability of a permanent nature in the child, or what's likely to result in such a disability
- sexual exploitation of the child with or without the child's consent

### **Reporting a child in need of protection**

When a person has information that leads them to reasonably believe a child is, or might be, in need of protection, the person must report the information to an agency or to a parent or guardian of the child.

Notwithstanding the provisions of any other act, this applies even when the person has acquired the information while conducting their professional duties or within a confidential relationship, but nothing in this subsection abolishes any privilege that may exist due to the relationship between a solicitor and the solicitor's client.

#### **Protection of informant**

18.1(1) No action lies against a person for providing information in good faith and in compliance with section 18.

#### **Identity of informant**

18.1(2) No person shall, except as required in the course of a judicial proceeding, disclose to the family of a child reported in need of protection the identity of the informant under section 18 without the written consent of the informant.

#### **No interference or harassment**

18.1(3) No person shall interfere with or harass an informant under section 18.

#### **Reports regarding professionals, etc.**

18.2(1) Where the director has reasonable grounds to believe that a person has caused a child to be in need of protection or has failed to report information in accordance with section 18, the director may report the matter to the body or person that governs the professional status of the person or certifies, licenses, or otherwise authorizes or permits the person to carry on his or her work or occupation.

#### **Requirement to investigate**

18.2(2) A body or person who receives a report under subsection (1) shall

(a) investigate the matter to determine whether any professional status review or disciplinary proceedings should be commenced against the person; and

(b) on conclusion of the investigation and any proceedings, advise the director of the determination under clause (a), the reasons for the determination, and, if applicable, the results of any professional status review or disciplinary proceedings.

If an employee is suspected of abusing a child or causing a child to be in need of protection then this must be reported to the mandated Child and Family Services Agency, and to the police. If a child allegedly abuses another child then it is essential that the parents are informed immediately of this incident.

**Resource: Child Protection and Child Abuse – A Protocol for Early Childhood Educators (Revised 2003)**

**Available online at [www.gov.mb.ca/childcare](http://www.gov.mb.ca/childcare) under Publications and Information.**



### *BEST PRACTICE*

A copy of Child Protection and Child Abuse – A Protocol for Early Childhood Educators is easily accessible to all employees, including substitutes and volunteers.

The program has written policies and procedures on child protection, health and safety. Staff monitor, and work to protect, the health, safety and well-being of each child.

New staff receive training in child abuse reporting requirements. Existing staff review this at least once a year.



## **SUPERVISION**

# SUPERVISION

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## SUPERVISION

### *GUIDELINE*

Children attending the parent child program are supervised at all times. Supervision protects the health and safety of each child, and is appropriate to each child's developmental age.

### *BEST PRACTICE*

Staff are aware of the environment and the abilities, temperament and maturity of individual children, and adjust supervision accordingly.

Staff are aware of all children in the group, even when attending to an individual child. Staff frequently scan the room, count children, ensure areas not visible are supervised by another staff member and ensure substitution when leaving the room.

Staff anticipate and take action to ensure safety, while balancing children's need to explore and take risks appropriate to their development.

Staff explain the reasons for safety rules to children.

All adults follow strict guidelines when children are in and around water. It's their responsibility to:

- assess natural or other hazards to determine if a certain activity is appropriate
- provide direct supervision to children within arm's length distance and with an unobstructed view
- develop specific plans for providing supervision – this includes where staff are located, their specific duties and the children assigned to them
- follow all the rules and regulations of the site being visited, including the supervisory guidelines for wading pools.

This includes the following adult to child ratios:

- one year olds – one adult to one child
- two-to-three year olds – one adult to two children
- four-to-five year olds – one adult to five children
- six-to-nine year olds – one adult to eight children
- ten-to-twelve year olds – one adult to ten children

Staff recognize the need for children to be independent while still being safe and secure. Staff adjust supervision for different ages and abilities, activities and environments.

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## RATIO AND GROUP SIZE

In Guideline programs where parents are not directly supervising their own children, the following adult:child ratios are recommended.

AGE OF CHILD	RATIO
12 wks – 2 yrs	1:4
2 yrs – 6 yrs	1:10
6 yrs – 12 yrs	1:15

Pre-registration is recommended to ensure an appropriate group size is maintained.

### *BEST PRACTICE*

The size of the group is very important for providing a safe and positive learning environment for children.

The following guideline is recommended.

AGE OF CHILD	GROUP SIZE
12 wks – 2 yrs	8
2 yrs – 6 yrs	20
6 yrs – 12 yrs	30



**SPACE**

# SPACE

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## ROOM – MAXIMUM ENROLLMENT

### *GUIDELINE*

Parent child programs maintain a safe, maximum number of participants to meet the needs of children.

An occupancy permit may determine the maximum number of people in a room.

Pre-registration is recommended to ensure safety and appropriate group size.

### *BEST PRACTICE*

Children have enough physical space to move, explore and meet their physical, social and emotional needs.

Programs ensure the number and ages of children, in a room for any length of time, contribute to the well-being of children.

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## SPACE – INDOOR

### *BEST PRACTICE*

Parent child programs strive to provide a minimum of 3.3 square metres (35 square feet) of free and usable play space (3.7 to 4.6 square metres per child is considered optimal). Adequate space helps encourage interaction and development, and minimizes conflicts arising from confined space and noise levels.

Adequate physical spaces for children and staff protect their health and safety and make developmentally appropriate programming possible.

The overall environment is well maintained and aesthetically pleasing.

Enough space is provided for equipment needed by children with disabilities and the space is accessible.

Private space for one or two children is provided.

There is room to display children's individualized work throughout the space.

Apart from play areas, space may be allocated for:

- eating and resting
- kitchen facilities
- storage of indoor and outdoor play materials and equipment
- office/storage
- sanitary and common utility areas
- hallways, walkways, vestibules, entrances and other well-defined areas joining rooms or various exits

Ventilation can be controlled with open windows and fans.

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## NATURAL LIGHT

### *BEST PRACTICE*

A window providing natural light should be a minimum of 10 per cent of the floor space.

Natural light, the most desirable light, is a feature in every room used by children and staff. It helps promote safety and well-being, and contributes to an environment rich in sensory stimulation and variety.

Windows have low sills, offer interesting views and can be opened for fresh air. Open windows do not present a falling hazard. Adjustable blinds or curtains control natural light for relief in hot weather.

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## SPACE – OUTDOOR

### *BEST PRACTICE*

The outdoor play space provides unique experiences that include sensory enhancement, discovery and mobility – all reflections of the larger world.

Outdoor play space is conveniently located – close to washrooms, storage facilities and a source of drinking water.

There is direct access (without stairs or ramps) from the facility to the outdoor play space, to encourage its use and to provide greater flexibility for children to move in and out independently.

The space is appropriate, stimulating and fully accessible for all children, including children with disabilities. It contains natural elements, such as trees, grass, flowers and water. It has a variety of surfaces that allow different types of play – sand, black top, wood chips, grass, paths, inclines, small hills and fences – to inspire children to explore creatively.

The space provides protection from the elements, such as shade in summer, a break from the wind and good drainage to enable year round use.

For further information on safe playground surfaces, refer to the Canadian Standards Association publication on [A Guideline on Children's Play Spaces and Equipment](#), available in your local library, or to purchase by contacting the Canadian Standards Association.







# PROGRAM

# PROGRAM

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## PROGRAM AND STAFF SCHEDULE

### *BEST PRACTICE*

The parent child program provides a daily program that is developmentally appropriate, and posts this program with a staff schedule for the information of parents and guardians.

The daily program and staff schedules enhance the partnership between the program and the child's home. The postings are accurate and note any variations to program or staff.

It is recommended that all information be posted, or kept in a binder, in a designated parent information area near the entrance.

Staff ensure children are dressed appropriately for indoor and outdoor play, and that dressing procedures encourage self-help and meet individual needs.

Staff establish and use routines in the program to help children feel secure in knowing what will come next. Staff turn these routines into experiences to encourage children's independence. Staff are responsive and flexible and extend routines, when necessary.

Staff make changes to the daily program to meet the individual needs of children (ex: shorter story time for child with short attention span; child working on project allowed to continue past scheduled time; slow eater allowed to finish at own pace).

Smooth transitions between daily activities are provided (ex: materials ready for next activity before current activity ends). Most transitions involve a few children at a time rather than whole groups.

Programs cater to the needs, interests and abilities of all children, and help children learn new things. Free play takes place for much of the time (both indoor and outdoor) and supervision is used to teach children.

Children participate in program planning, through suggestions, evaluation activities and themes. Programs are evaluated regularly.

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## PROGRAM ACTIVITY

### *GUIDELINE*

Play activities for children take place in appropriate group sizes and allow for a variety of developmentally appropriate options, such as:

- individual and small group activity
- large and small muscle activity
- cognitive, language and social activity
- child-initiated and adult-initiated activity

Space and equipment is provided for a variety of activities (ex: dramatic, fine motor, block, creative, reading, large muscle, water, sand, music, science, construction).

When arranging program equipment and activities, the following should be considered: amount of physical activity, noise level, need for washable surfaces, location of play equipment, and number of children to take part in activity.

### *BEST PRACTICE*

The central focus of the daily program is play-based, active learning through children's involvement in well-planned environments.

Play activity respects the needs of both individual children and small groups. As play is the primary activity of children, children are allowed to make their own choices about play activity at least 50 per cent of the time.

The planned curriculum comes from observing developmental needs of children and their interests.

Staff make it a priority to know each child well. They talk to the children and have many stimulating, friendly conversations with them.

Children are encouraged to explore the indoor and outdoor environments and participate in activities that promote specific kinds of learning in all developmental ranges:

- physical health
- social skills
- language and thinking skills
- emotional maturity
- communication and general knowledge

Staff are aware of children's activities, as well as opportunities for teachable moments.

During play, staff help children think about solutions to conflict, encourage children to talk about activities and introduce various concepts through play.

A print and language-rich environment is provided.

An environment rich in multicultural, age-appropriate, inclusive experiences and materials is provided to:

- create a sense of belonging
- be flexible and open-minded
- connect the child to nature
- stimulate wonder and joy
- reinforce a positive image of the child

The curriculum and activities are designed, and used, to meet the needs and developmental levels of all children, including those with disabilities, as well as to encourage the children's further development.

Program activities are planned with parents. Activities meet the unique needs of all children, including those with disabilities.

Staff plan developmentally appropriate activities to address the needs, joys and interests of childhood.

An area is provided where children's long-term projects can be protected.

Staff include music and movement activities to help children develop a sense of patterns. Singing helps develop language, reduces anxiety, keeps children entertained and enhances hearing.

A cosy area for children and staff, designed for quiet time and reading, is provided. Staff recognize the need for children to have access to space and time alone, or with small groups.

### **Infants and Toddlers:**

Programs for infants and toddlers require simple organization. The way adults interact with them is the single most important factor in the environment. Other factors include space, objects and structures.

In programs for infants, there are four primary activity areas – gross motor, sensory motor, imitative and language concept. The following chart lists these areas, and activities suitable for each of the areas.

## ACTIVITY AREA

Gross motor  
Sensory motor

Imitative

Language/Concepts

## ACTIVITIES WITHIN THE AREA

crawling, climbing, riding and running  
block play, water, sand, creative, construction and science (pets, materials for touching, tasting and exploring)  
dramatic play  
fine motor, manipulative, reading and music

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## OUTDOOR PLAY

### *BEST PRACTICE*

All children benefit from regular outdoor play, except in conditions noted below:

- wind chill and temperature conditions below -25° C
- other forms of inclement weather

Staff respect and value the need for children to experience the outdoors and the real world. They provide children with opportunities to interact with the environment.

Staff help children:

- learn about safe exploring
- recall and connect earlier experiences with new ones
- explore environments using their cognitive skills (ex: comparing, classifying, predicting)

Staff work with children both on the playground and away from it. They are aware of children's activities and whereabouts, and take advantage of learning opportunities in the environment.

Daily environmental conditions are checked online at [www.weatheroffice.ec.gc.ca](http://www.weatheroffice.ec.gc.ca) or by calling Environment Canada at 204-984-6203.

During the summer, time spent outdoors during the hottest time of the day (11:00 a.m. to 4:00 p.m.) is limited.

The following precautions are taken to limit children's exposure to the sun:

- Sun block with a sun protection factor of at least 15 is used (with parent permission).
- Staff ensure children have access to drinking water before, during and after playing outdoors.

- Staff ensure children wear sun hats to protect them from UV rays. Staff follow Environment Canada’s sun protection actions, as outlined in the following chart.

UV Index	Category	Sun Protection Actions
0 - 2	Low	Minimal protection needed if outside for less than one hour. Wear sunglasses on bright days.
3 - 5	Moderate	Cover up, wear a hat, sunglasses and sunscreen if outside for 30 minutes or more.
6 - 7	High	Protection required. Reduce time in the sun between 11 a.m. and 4 p.m. and seek shade, cover up, wear a hat, sunglasses and sunscreen.
8 - 10	Very High	Take full precautions (see 8 - "high" category) and avoid the sun between 11 a.m. and 4 p.m.
11+	Extreme	Very rare in Canada. Take full precautions and avoid the sun between 11 a.m. and 4 p.m. Unprotected skin will be damaged and can burn in minutes.

Proper sun protection includes wearing a broad-rimmed hat, a shirt with long sleeves and wrap-around sunglasses or ones with side shields. Choose sunscreen with 15+ SPF (sun protection factor) that offers protection against both UV-A and UV-B rays. Apply generously before going outside and reapply often, especially after swimming or exercise.

Staff model appropriate outdoor dress and routines for children by wearing sun hats and sun block.

Staff encourage light-coloured, loose-fitting, long-sleeved tops and long pants, when outside. Outdoor play is avoided at peak hours of mosquito activity.

Following are Health Canada's recommendations about the use of mosquito repellent:

- **Children under 6 months of age:** Do NOT use insect repellents containing DEET.
- **Children between 6 months and 2 years of age:** Where there is a high risk of insect bites, one application per day of a product with the lowest concentration of DEET (10 per cent or less) may be considered and applied sparingly. Avoid the child's face and hands.
- **Children between 2 and 12 years of age:** Use the least concentrated product (10 per cent DEET or less) not more than three times a day. Try to avoid the child's face and hands.
- **Adults:** Products containing no more than a 30 per cent concentration of DEET will provide sufficient protection. (Thirty per cent DEET will provide about six hours of protection against bites.)
- **Pregnant or Lactating Women:** There is no evidence that products containing DEET, when taken by pregnant or lactating women, present a hazard to unborn or nursing children. However, non-chemical methods to reduce mosquito bites (protective clothing, avoiding peak hours of mosquito activity, etc.) are an alternative to repellents.

Sunscreen is applied at least 20 minutes before mosquito repellent to prevent over-absorption of DEET.

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## SLEEPING AND TOILETING

### *GUIDELINE*

Children have access to toileting facilities whenever they require them, rather than at scheduled times throughout the day.

Infants under the age of six months are placed on their backs to sleep.

### *BEST PRACTICE*

Staff are flexible with the sleeping and toileting routines to meet the individual needs of children.

Many children need opportunities/activities to help them slow down and rest.

Diapering and using toilet facilities present times to model talking with and relating warmly to children. Staff handle toilet-related accidents calmly and pleasantly.





## EQUIPMENT

# EQUIPMENT

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## TELEPHONE

### *GUIDELINE*

Parent child programs have a telephone on site.

Programs located in schools or other public spaces, where there is no telephone in the room, should have access to a telephone in the building.

### *BEST PRACTICE*

Cell phones should be taken on outings.

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## CHILDREN'S EQUIPMENT AND FURNISHINGS

### *GUIDELINE*

Equipment for eating and storage for personal effects, provided in parent child programs, is:

- consistent with the developmental capabilities of children enrolled
- in compliance with the requirements of the Hazardous Products Act (Canada) and other applicable safety legislation or standards

Baby walkers are strictly prohibited.

### *BEST PRACTICE*

An attractive environment with soft furniture and carpeted areas is provided for the children's comfort.

Equipment for sleeping, eating and storage of personal effects is:

- comfortable
- durable enough to be used regularly by children
- easy to clean
- safe for ages and stages of children enrolled.

Most furniture is child-sized.

All furniture is sturdy, in good repair and free of hazards (no sharp points or corners, splinters, protruding nuts or bolts).

Furnishings can be easily adapted to allow children with disabilities to interact with their peers.

Equipment is regularly cleaned and inspected for damage. Damaged or incomplete items (games, puzzles) are removed.

A current inventory list is maintained.

Surplus equipment is stored away from the children's play space. If storage must be located in the play area, equipment is kept in closed shelving, cupboards or wall units. High shelves are free from clutter.

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## TOILETS AND WASHBASINS

### *GUIDELINE*

Parent child programs provide a minimum of one flush toilet and one washbasin with running water for each group of 10 children.

Adults and children use proper hand washing practices.

Step stools are available to encourage independent use of toilets.

### *BEST PRACTICE*

Washrooms are located where children can easily access them from both indoor and outdoor areas.

There is a minimum of one washbasin next to every two toilets. The remaining washbasins can be further away from toilets. In pre-school programs, at least one cubicle should have a door for privacy.

Child-sized toilets and low sinks are generally provided. However, when washroom fixtures are adult-sized, proper, safe and easily cleaned raised equipment (ex: step stool) is provided to allow children to use the facilities.

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## DIAPERING AND TOILET TRAINING FACILITIES

### *GUIDELINE*

Each parent child program provides (for all children who require them):

- diapering facilities that meet the requirements of the health authority
- potty chairs

Parents are responsible for changing their children's diapers.

Proper hand washing practices are used.

### *BEST PRACTICE*

The frames of potty chairs are smooth and washable, and the waste containers are removable. The frame and container of each potty chair is cleaned and sanitized immediately after each use. Potty chairs are never kept, or used, in the food preparation area or the play area, as contamination is easily spread. A toilet with a toilet seat is recommended for toilet training purposes, as long as there's a footstool on which children can place their feet. A bar on the side also adds extra security for the children. If one or more children use diapers, the following equipment is provided:

- (a) One change table
- (b) The changing surface includes a stable area, out of the reach of children, and preferably one metre above the floor. To prevent the risk of falling, it is attached to a wall on one side, and ideally on one end. A protective ledge runs along the outside edge of the counter to prevent children from rolling. The surface is covered with a smooth, moisture-resistant, easily washable material. Disposable, single-use covers may be provided for extra protection.
- (c) Running water is provided in the same room as, and close to, the changing area. The best hand-wash sink is equipped with hot and cold running water, mixed through one faucet. Water controls are preferably foot, knee, or wrist-operated, to avoid contamination of hands.
- (d) Wash cloths and towels are used only once (ex: wash cloths are put into the laundry, or disposed of, after each use). Disposable cloths and towels are recommended.
- (e) A tightly covered container with a foot-operated lid, lined with a disposable trash bag, is provided for storing soiled diapers. Soiled diapers are removed daily.

The change surface is sanitized after each use. A chemical solution of one teaspoon. (5 ml.) of household bleach per two cups (500 ml.) of tap water is recommended as a cleaning solution. This solution may also be used in a spray bottle for sanitizing surfaces, but must be labelled and inaccessible to children.

## DRINKING WATER AND CUPS

### *GUIDELINE*

Parent child programs ensure that the children have access to:

- a supply of drinking water acceptable by the health authority
- disposable or separate drinking cups acceptable by the health authority.

Styrofoam cups, brittle plastic cups and glass cups are not recommended. Styrofoam cups can be easily broken by a child, posing a choking hazard. Brittle plastic cups and glass cups, if broken, may cause injuries to children. For these reasons, paper cups are recommended.

### *BEST PRACTICE*

Children have access to drinking water at all times, including during indoor and outdoor play times, and on excursions away from the program.

Children have independent access to drinking water. If the tap is too high for them to reach, other means (ex: jugs, pitchers, etc.) may be used.

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## PLAY EQUIPMENT

### *GUIDELINE*

Parent child programs provide and maintain indoor play equipment for the children's use. This equipment is:

- suited to the developmental capabilities of children enrolled
- in compliance with the requirements of the Hazardous Products Act (Canada) and other applicable safety legislation or standards
- cleaned and disinfected regularly
- located in areas children can access independently
- available in enough quantity and variety to meet the needs of all the children
- arranged in a way that encourages small group interaction in areas free from interference and interruption

The Hazardous Products Act (Canada) requires that all play materials – at time of manufacture, sale or advertisement – are safe. Programs must ensure all play materials are in good condition and safe for children's use (ex: pieces of equipment that are broken or have pieces missing, should be removed). Information on toy product safety is available from the regional office of Consumer and Corporate Affairs Canada.

Programs ensure there is enough equipment for every child to be occupied at a play activity. At least twice the number of activities as the number of children is recommended. A plan for rotating equipment is in place.

### *BEST PRACTICE*

Equipment and materials selected for parent child programs are:

- durable
- easy to clean
- visually inviting children to play
- appealing to children (includes many natural materials)
- versatile
- safe for ages and stages of children enrolled
- valuable for learning
- culturally sensitive
- fun to play with

Equipment creates an environment where children can:

- explore freely and safely
- exercise independent choices
- see opportunities to use materials in unique ways

Play materials are child-accessible and varied.

Equipment offering different levels of difficulty or skills is available in each play area, providing opportunities for successes and challenges.

Adaptive equipment and/or adaptations to equipment, if required, are based on a child's needs and abilities, and are re-assessed regularly.

Equipment and materials are neatly stored in labelled containers or shelving. Labels include both words and pictures.

Equipment is regularly cleaned and inspected for damage. Infant equipment should be sanitized after use. Damaged or incomplete items are removed from use.

New materials for free play, based on children's interests, are added to enhance children's learning opportunities.

Equipment lists are available for staff to use as they rotate play equipment to ensure an adequate variety and quantity are provided. (ex: puzzle area contains a variety of materials, such as lacing, stacking/nesting, pegboards, wooden puzzles, large floor puzzles)

Quiet and active centres are placed so they don't interfere with one another (ex: reading or listening area is separated from blocks and dramatic play area).

Space is arranged so other activities are not interrupted (ex: shelves placed so children walk around and not through activities, furniture placed in a way that discourages rough play or running).

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## EQUIPMENT – OUTDOORS

### *BEST PRACTICE*

A variety of activities are provided during outdoor play, including some or all of the activity areas identified under Program Activities.

New play spaces, equipment, additions, and replacement parts of existing play spaces and equipment, comply with Canadian Standards Association (CSA) standards.

For further information on the safety of outdoor play equipment, refer to the Canadian Standards Association publication, *A Guideline on Children's Playspaces and Equipment*. Copies of the publication may be available in your local library or can be purchased by contacting the CSA.

Outdoor play spaces are extensions of the indoor program, providing many of the same opportunities as indoor spaces, including creative, structured, quiet, fantasy and therapeutic activities.

Outdoor environments and equipment provide unique experiences in sensory, discovery and mobility, reflecting the larger world and providing opportunities for age-appropriate risk-taking.

All outdoor activity areas are kept clean and safe.

Staff develop and use an outdoor safety checklist to ensure a safe and healthy outdoor play environment. The checklist includes potential hazards in the playground and the surrounding area that should be checked and minimized.

The location of the playground is important. It should be away from vehicle traffic and other hazards, such as electrical equipment, power lines or areas where water may accumulate. All areas of the playground are readily visible to allow for easier supervision. The playground should be secured with proper fencing and working gates or protected through some other means. It should not allow unauthorized people or animals to enter. The playground should not be located near older trees if large branches hang over the space. Air quality should not be compromised by neighbouring buildings or traffic exhaust.

## **Suggested Equipment List for Infant and Toddler Programs**

Materials are:

- age and developmentally appropriate
- considerate of choking potential, safety, etc.
- sensitive to a variety of cultures
- inclusive of people with physical and mental challenges
- non-stereotypical
- rotated to allow change for children
- cleaned on a regular basis



Activity Area	Recommended	Suggestions for Further Development
Gross Motor – Large Muscle	<b>12 weeks – 18 months</b>	<ul style="list-style-type: none"> <li>■ slides, crates, boxes, bean bags, hoops</li> <li>■ textured surface, cloth and rubber balls, tricycles, wagons, kiddie cars, wheelbarrows, sleds, push and pull toys (ex: doll carriages, shopping carts)</li> </ul>
	<ul style="list-style-type: none"> <li>■ small climbing apparatus</li> <li>■ mats</li> <li>■ tunnel (something to crawl through)</li> <li>■ balls – variety</li> <li>■ riding toys</li> <li>■ push and pull toys</li> </ul>	
	<b>18 months – 24 months</b>	
	<ul style="list-style-type: none"> <li>■ small climbing apparatus with tunnel</li> <li>■ mats</li> <li>■ balls – variety</li> <li>■ push and pull toys (ex: doll carriages, shopping cart)</li> <li>■ riding toys</li> </ul>	
Sensory Motor – Block Construction	<ul style="list-style-type: none"> <li>■ storage shelf</li> <li>■ carpeted floor area</li> <li>■ large, light-weighted blocks</li> <li>■ minimum 30-piece unit block set</li> <li>■ various sizes of containers for sorting, filling, stacking/carrying</li> <li>■ animal set</li> <li>■ transportation vehicles</li> <li>■ animals</li> <li>■ toy people</li> <li>■ building &amp; accessories</li> <li>■ tactile blocks</li> </ul>	<ul style="list-style-type: none"> <li>■ interlocking plastic blocks</li> <li>■ cardboard cylinders</li> <li>■ cardboard building bricks</li> <li>■ ramps and boards</li> <li>■ sheets and blankets</li> <li>■ variety of animal sets (ex: farm, zoo, dinosaur)</li> <li>■ train set</li> <li>■ toy village, farm, airport, castle, garage</li> <li>■ pictures of buildings</li> </ul>
Sensory Motor – Water	<ul style="list-style-type: none"> <li>■ water table or large tub (flat on floor for younger children)</li> <li>■ waterproof aprons or smocks</li> <li>■ water accessories (ex: pails, containers for pouring, filling and dumping, shovels)</li> </ul>	<ul style="list-style-type: none"> <li>■ wading pool (with supervision)</li> <li>■ water wheel, pump, tubes, floating toys, squirt bottles, bubbles, food colouring, siphon, sponges, funnels, measuring cups, containers, trucks, and cars.</li> <li>■ sprinkler and hose</li> </ul>

Activity Area	Recommended	Suggestions for Further Development
Sensory Motor – Sand	<ul style="list-style-type: none"> <li>■ table or large plastic tub</li> <li>■ sand or alternative *foods not appropriate as it is difficult for young children to differentiate between play and eating</li> <li>■ accessories</li> <li>■ containers, pails, shovels, animals, people, vehicles, moulds</li> </ul>	<ul style="list-style-type: none"> <li>■ rakes and hoes, cookie cutters, muffin tins, screen, shovels, containers, plastic dishes, broom and dust pan, scoops, vehicles, spoons</li> </ul>
Sensory Motor – Creative	<ul style="list-style-type: none"> <li>■ storage shelf</li> <li>■ easel (sturdy to prevent folding, attached to wall)</li> <li>■ variety of colours of paint</li> <li>■ variety of types of paint brushes</li> <li>■ paint shirts or smocks</li> <li>■ Playdough</li> <li>■ rolling pins</li> <li>■ cookie cutters</li> <li>■ crayons</li> <li>■ washable felt markers</li> <li>■ primary pencils</li> <li>■ blunt scissors (left and right-handed)</li> <li>■ variety of glue (ex: glue sticks, glue for spreading with spreader)</li> <li>■ variety of paper (ex: finger paint paper, tissue, computer, crepe)</li> <li>■ variety of collage materials , i.e. stickers cotton balls, yarn</li> </ul>	<ul style="list-style-type: none"> <li>■ storage bins</li> <li>■ facilities for drying, displaying and storing children’s creations</li> <li>■ paint blocks, finger paint, water colours, liquid paint</li> <li>■ soft and hard bristle brushes</li> <li>■ rollers</li> <li>■ sponges</li> <li>■ food colouring</li> <li>■ squeeze and spray bottles</li> <li>■ modelling plasticine</li> <li>■ chalkboard, coloured chalk (large and small)</li> <li>■ primary coloured pencils</li> <li>■ tape</li> <li>■ paste</li> <li>■ string</li> </ul>
Sensorimotor – Science	<ul style="list-style-type: none"> <li>■ display area</li> <li>■ plants (non-poisonous)</li> <li>■ variety of materials to explore</li> <li>■ materials that depict the body, current seasons, senses</li> <li>■ material for cognitive development (ex: smelling boxes, feeling boxes, sound boxes)</li> <li>■ laminated pictures (ex: body parts, seasons, weather, food)</li> </ul>	<ul style="list-style-type: none"> <li>■ magnets</li> <li>■ prisms</li> <li>■ microscope</li> <li>■ magnetic board &amp; accessories</li> <li>■ animals (ex: gerbils, birds, aquarium with fish)</li> <li>■ dinosaur</li> <li>■ rocks, shells</li> <li>■ bones</li> <li>■ pine cones, seed collection</li> </ul>

Activity Area	Recommended	Suggestions for Further Development
Sensorimotor – Science (Cont.)	<ul style="list-style-type: none"> <li>■ measuring equipment (ex: cups, plastic spoons)</li> <li>■ cause &amp; effect toys (ex: pop-up toys, pull toys, activity centres)</li> <li>■ variety of books</li> </ul>	<ul style="list-style-type: none"> <li>■ stethoscope</li> <li>■ bug boxes</li> <li>■ smelling boxes, feeling boxes,</li> <li>■ sound boxes rulers,</li> <li>■ tape measures</li> </ul>
Imitative – Dramatic	<ul style="list-style-type: none"> <li>■ stove</li> <li>■ sink</li> <li>■ fridge</li> <li>■ table with chairs</li> <li>■ storage area (ex: dish cupboard, shelving unit)</li> <li>■ dishes</li> <li>■ utensils</li> <li>■ pots and pans</li> <li>■ play food</li> <li>■ dress-up display</li> <li>■ dress-up clothes</li> <li>■ non-breakable mirror (ex: hung at child’s level on wall or secure &amp; stable to prevent injury)</li> <li>■ doll blankets</li> <li>■ dolls and clothes – reflecting various cultures, different sexes, and various textures and sizes</li> <li>■ doll bed (ex: cradle board, bed, cradle)</li> <li>■ baby bottles – dolls</li> <li>■ stroller/carriage or shopping cart</li> <li>■ telephones (2)</li> <li>■ puppets</li> </ul>	<ul style="list-style-type: none"> <li>■ child-sized bed</li> <li>■ purses, shopping bags (cloth),</li> <li>■ knapsacks</li> <li>■ recycled food containers</li> <li>■ baking accessories</li> <li>■ iron and board</li> <li>■ mops, brooms</li> <li>■ prop kits (ex: store, hospital, restaurant, beauty salon, office, etc.)</li> <li>■ costumes</li> <li>■ cradle</li> <li>■ highchair</li> <li>■ doll house and furniture</li> </ul>
Language Concepts – Fine Motor Manipulative Construction	<ul style="list-style-type: none"> <li>■ storage shelf</li> <li>■ storage bins/baskets</li> <li>■ variety of textures</li> <li>■ puzzles</li> <li>■ different complexity (ex: 3-15 pieces)</li> <li>■ pegboard and jumbo pegs</li> <li>■ large lacing units</li> <li>■ large stringing beads</li> <li>■ pull toys</li> </ul>	<ul style="list-style-type: none"> <li>■ carpet area for floor play</li> <li>■ floor puzzles</li> <li>■ multi-texture puzzles</li> <li>■ magnetic board &amp; accessories</li> <li>■ plastic puzzles</li> <li>■ dressing frames</li> <li>■ pounding boards with mallets</li> <li>■ variety of nesting toys</li> <li>■ variety of stacking toys</li> </ul>

Activity Area	Recommended	Suggestions for Further Development
Language Concepts – Fine Motor Manipulative Construction (Cont.)	<ul style="list-style-type: none"> <li>■ pop-up toys</li> <li>■ nesting toys</li> <li>■ stacking toys</li> <li>■ interlocking toys</li> <li>■ shape sorters</li> <li>■ picture games</li> <li>■ rattles/noisemakers</li> <li>■ variety of textures of squeeze toys</li> <li>■ small interlocking blocks</li> <li>■ small building blocks ex: hard, soft.</li> <li>■ textured balls or shapes</li> <li>■ infant mirror</li> <li>■ manipulative activity unit</li> <li>■ teething toys</li> </ul>	<ul style="list-style-type: none"> <li>■ small interlocking block accessories</li> <li>■ small wooden blocks</li> <li>■ waffle blocks</li> </ul>
Reading	<ul style="list-style-type: none"> <li>■ book display unit (ex: book pockets)</li> <li>■ comfortable seating (ex: adult chair, armchair, couch, large pillows, covered mattress)</li> <li>■ assortment of books suitable for infants and toddlers (ex: cloth, vinyl, hard-paged)</li> <li>■ books that depict family issues, various cultures, babies</li> <li>■ laminated pictures posted at child’s level</li> <li>■ photo albums</li> <li>■ puppets</li> <li>■ flannel board and accessories</li> <li>■ large pieces</li> </ul>	<ul style="list-style-type: none"> <li>■ adult sliding rocker</li> <li>■ story-records</li> <li>■ large (group size) books, texture books, picture books,</li> <li>■ story books</li> <li>■ additional flannel board stories</li> <li>■ poster sets</li> </ul>
Music	<ul style="list-style-type: none"> <li>■ tape recorder, cd player</li> <li>■ cd player/radio</li> <li>■ tapes/cd’s</li> <li>■ variety of types of music, including classical, cultural, etc.</li> <li>■ rhythm instruments (ex: drums, bells, tambourines, jingle clogs, tone blocks, maracas, cymbals)</li> <li>■ noise making toys</li> <li>■ musical toys (ex: rattles)</li> <li>■ dance props (ex: scarves, ribbons)</li> <li>■ space to allow dance/movement</li> </ul>	<ul style="list-style-type: none"> <li>■ homemade instruments</li> <li>■ extra instruments (ex: children’s piano, xylophones, cultural instruments)</li> </ul>

## **Suggested Equipment List for Preschool Programs**

Materials are:

- age and developmentally appropriate
- sensitive to a variety of cultures
- inclusive of people with physical and mental challenges
- non-stereotypical
- rotated to allow change for children
- cleaned on a regular basis

Activity Area	Recommended	Suggestions for Further Development
Daily Living Centre (Dramatic)	<ul style="list-style-type: none"> <li>■ stove and fridge</li> <li>■ sink</li> <li>■ table with chairs</li> <li>■ storage area (ex: dish cupboard, shelving unit)</li> <li>■ dishes and utensils</li> <li>■ pots and pans</li> <li>■ play food</li> <li>■ dress-up display</li> <li>■ dress-up clothes (male &amp; female)</li> <li>■ mirror</li> <li>■ costumes</li> <li>■ doll bed, bottles and blankets</li> <li>■ dolls and clothes (diverse ethnic characteristics)</li> <li>■ baby carrying/pushing device (ex: stroller, lounger)</li> <li>■ dollhouse, dolls and accessories</li> <li>■ telephones</li> <li>■ play money and cash register</li> <li>■ puppets</li> </ul>	<ul style="list-style-type: none"> <li>■ dresser</li> <li>■ child-sized bed</li> <li>■ rocking chair</li> <li>■ baking accessories</li> <li>■ purses, cloth shopping bags,</li> <li>■ suitcases, travel bags,</li> <li>■ knapsacks, etc.</li> <li>■ iron and board</li> <li>■ mops, brooms</li> <li>■ clothes pins and clothesline</li> <li>■ prop kits – related to situations &amp; roles in the child’s community (ex: store, hospital, restaurant, beauty salon, office, etc.)</li> <li>■ cultural and mythical themes</li> <li>■ variety of cultural props, etc.</li> <li>■ highchair</li> <li>■ typewriter</li> <li>■ puppet theatre</li> </ul>
Active Role Play Centre	<ul style="list-style-type: none"> <li>■ small climbing apparatus mats</li> <li>■ balls – variety of sizes and textures</li> <li>■ riding toys ex: tricycles, etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ slides, balance beam, tunnels, mats</li> <li>■ musical instruments, cd player/cassette player, cds/cassettes</li> <li>■ ball targets, basketball set, bean bags, hoops, bats, floor hockey equipment</li> <li>■ props such as big cardboard boxes, blankets, large hollow blocks, dress up props</li> <li>■ wagons, kiddie cars, scooter boards, scooters, wheelbarrows, toboggans, sleds, parachutes</li> </ul>

Activity Area	Recommended	Suggestions for Further Development
Creative Arts Centre	<ul style="list-style-type: none"> <li>■ storage shelf</li> <li>■ easel</li> <li>■ variety of colours of paint</li> <li>■ variety of paint utensils (ex: paint brushes, rollers)</li> <li>■ squeeze and spray bottles</li> <li>■ paint shirts or smocks</li> <li>■ Playdough and accessories (ex: cookie cutters, rolling pins)</li> <li>■ crayons</li> <li>■ washable felt markers</li> <li>■ large and small coloured chalk and board and erasers</li> <li>■ pencils</li> <li>■ blunt scissors (left and right-handed)</li> <li>■ adult scissors</li> <li>■ glue</li> <li>■ variety of paper (ex: drawing paper, construction paper, coloured paper, recycled paper)</li> <li>■ variety of collage materials (ex: stickers, cotton balls, glitter, yarn, scraps of paper, fabric pieces)</li> </ul>	<ul style="list-style-type: none"> <li>■ storage bins</li> <li>■ facilities for drying, displaying and storing children's creations</li> <li>■ blocks, finger paint, water colours, liquid, food colouring</li> <li>■ soft and hard bristle brushes</li> <li>■ toothbrushes</li> <li>■ sponges</li> <li>■ q-tips</li> <li>■ pipe-cleaners</li> <li>■ modelling plasticine</li> <li>■ large and small oil pastels</li> <li>■ large and small crayons</li> <li>■ coloured pencils</li> <li>■ fabric crayons</li> <li>■ erasers</li> <li>■ rulers</li> <li>■ paper punches</li> <li>■ tape</li> <li>■ variety of glue (ex: paste, white bondfast, gluesticks, spreaders)</li> <li>■ contact paper, wrapping paper, recycled cards, magazines, gummed paper, tracing paper, waxed paper, origami paper, cardboard, aluminum foil, string, paper clips, rubber bands, pipe-cleaners</li> </ul>

Activity Area	Recommended	Suggestions for Further Development
Unit Block Centre	<ul style="list-style-type: none"> <li>■ storage shelf</li> <li>■ carpeted floor area</li> <li>■ large hollow block set</li> <li>■ minimum 100-piece unit block set</li> <li>■ interlocking block set</li> <li>■ building and accessories (ex: toy village, garage)</li> <li>■ animal set (ex: dinosaur and farm animals)</li> <li>■ transportation vehicles and accessories (ex: small and large vehicles)</li> <li>■ floor road map, garage</li> <li>■ toy people</li> </ul>	<ul style="list-style-type: none"> <li>■ interlocking plastic blocks (large and small)</li> <li>■ cardboard cylinders</li> <li>■ cardboard building bricks</li> <li>■ ramps and boards</li> <li>■ sheets and blanket</li> <li>■ strings, ropes and pulleys</li> <li>■ variety of animal sets (ex: farm, zoo, dinosaur, etc.)</li> <li>■ train set</li> <li>■ farm machinery</li> <li>■ traffic signs</li> <li>■ toy village, farm, airport, castle</li> <li>■ pictures of buildings</li> </ul>
Reading	<ul style="list-style-type: none"> <li>■ book display unit (ex: book pockets, shelving unit)</li> <li>■ comfortable seating (ex: couch, pillows, covered mattress)</li> <li>■ assortment of books for ages of children in care (ex: books with variety of child-related themes: family issues, community workers, animals, various cultures, etc.)</li> <li>■ books that are non-stereotypical</li> <li>■ flannel board and accessories</li> <li>■ puppets</li> </ul>	<ul style="list-style-type: none"> <li>■ adult sliding chair or armchair</li> <li>■ couch</li> <li>■ puppets</li> <li>■ story-records</li> <li>■ children-made books</li> <li>■ pictures</li> <li>■ photo albums</li> <li>■ children's magazines</li> <li>■ special interest books</li> <li>■ additional flannel board stories</li> <li>■ magnetic board and sets</li> <li>■ poster sets</li> </ul>
Technology Centre	<ul style="list-style-type: none"> <li>■ computer</li> <li>■ computer table, chairs</li> <li>■ office supplies</li> <li>■ software</li> <li>■ printer, etc.</li> </ul>	



Activity Area	Recommended	Suggestions for Further Development
Fine Motor	<ul style="list-style-type: none"> <li>■ storage shelf</li> <li>■ puzzles-variety of textures</li> <li>■ puzzles-different complexity</li> <li>■ pegboards and pegs</li> <li>■ beads and laces</li> <li>■ pounding boards with mallets</li> <li>■ nesting toys</li> <li>■ stacking toys</li> <li>■ lacing toys</li> <li>■ shape sorters</li> <li>■ games</li> <li>■ small interlocking blocks</li> <li>■ small building blocks</li> </ul>	<ul style="list-style-type: none"> <li>■ puzzle rack</li> <li>■ shelf with racks for bins</li> <li>■ carpet area for floor play</li> <li>■ floor puzzles</li> <li>■ multi-texture puzzles</li> <li>■ foam rubber puzzles</li> <li>■ plastic puzzles</li> <li>■ sequence puzzles (variety of sizes and types)</li> <li>■ small and large beads</li> <li>■ bead patterns</li> <li>■ bead frame</li> <li>■ variety of nesting toys</li> <li>■ variety of stacking toys</li> <li>■ abacus</li> <li>■ sewing materials (ex: blunt needles, wool, burlap, buttons)</li> <li>■ variety of games (ex: picture lotto, picture dominoes, board games, cards, backgammon, chess, checkers)</li> <li>■ small interlocking block</li> <li>■ accessories</li> <li>■ bristle blocks</li> <li>■ small wooden blocks</li> <li>■ waffle blocks</li> <li>■ octons</li> <li>■ pyramidibles</li> </ul>
Water	<ul style="list-style-type: none"> <li>■ water table or large tub</li> <li>■ waterproof aprons or smocks</li> <li>■ accessories (ex: variety of containers, pails, shovels, scoops, measuring cups, funnels, etc.)</li> <li>■ animals (ex: mammals)</li> <li>■ boats</li> </ul>	<ul style="list-style-type: none"> <li>■ pumps, tubes, siphon</li> <li>■ water wheel, floating toys, squirt bottles, bubbles, sponges</li> <li>■ wading pools</li> <li>■ sprinkler and hose</li> </ul>

Activity Area	Recommended	Suggestions for Further Development
Science Discovery Centre	<ul style="list-style-type: none"> <li>■ display area (ex: shelving unit, table &amp; chairs)</li> <li>■ magnets, items made of iron and non-iron</li> <li>■ magnifying glass</li> <li>■ dinosaurs</li> <li>■ balance scales</li> <li>■ variety of materials to weigh</li> <li>■ living things to care for and observe (ex: plants, animals)</li> <li>■ variety of materials to reflect seasons (ex: rocks, shells, plastic insects, seeds, pine cones, snow, leaves, bug boxes, flowers)</li> <li>■ variety of pictures/posters (ex: human body, seasons, senses, environment)</li> <li>■ variety of measuring materials (ex: rulers, measuring cups)</li> <li>■ variety of nature books</li> <li>■ nature science games</li> </ul>	<ul style="list-style-type: none"> <li>■ garden</li> <li>■ prisms</li> <li>■ microscope</li> <li>■ de-magnifying glass</li> <li>■ animals (ex: gerbils, birds, aquarium with fish)</li> <li>■ dinosaurs</li> <li>■ fossils, bones</li> <li>■ incline plane</li> <li>■ stethoscope</li> <li>■ resource book</li> <li>■ map of day care community</li> <li>■ compass</li> <li>■ map and globe, atlas</li> <li>■ smelling boxes, feeling boxes</li> <li>■ tape measures</li> <li>■ experiments in progress</li> </ul>

**NOTE: Cooking and science experiments should be part of program.**

- Everyday events (nature walks, the weather, seasons, etc.) can be used to learn about nature/science.

Sand	<ul style="list-style-type: none"> <li>■ table or large plastic tub</li> <li>■ sand or alternative</li> <li>■ variety of accessories</li> <li>■ animals, people, shovels, containers (i.e. pails, plastic tubs)</li> <li>■ vehicles (ex: trucks, construction machines, etc.)</li> <li>■ broom and dustpan</li> <li>■ storage containers (ex: bins for accessories not in use.)</li> </ul>	<ul style="list-style-type: none"> <li>■ rakes and hoes, cookie cutters, muffin tins, screen</li> </ul>
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Activity Area	Recommended	Suggestions for Further Development
Construction	<ul style="list-style-type: none"> <li>■ sturdy work area</li> <li>■ storage shelf</li> <li>■ box or storage for wood</li> <li>■ variety of wood pieces</li> <li>■ goggles (child-sized)               <ul style="list-style-type: none"> <li>– at least two sets</li> </ul> </li> <li>■ glue</li> <li>■ sandpaper (various grades)</li> <li>■ paints</li> <li>■ pencils</li> <li>■ brushes</li> <li>■ measuring tools (ex: ruler, tape measure, t-square, level)</li> </ul>	<ul style="list-style-type: none"> <li>■ woodworking bench</li> <li>■ tree stump</li> <li>■ saw horses</li> <li>■ tool boxes, carpentry aprons, hard hats</li> <li>■ plastic toolboxes and tools</li> <li>■ tool belts, hard hats</li> <li>■ bottle caps</li> <li>■ cork, cardboard</li> <li>■ hand drill</li> <li>■ shavings</li> <li>■ vice</li> <li>■ pliers</li> <li>■ nuts and bolts</li> <li>■ screwdriver</li> <li>■ screws</li> <li>■ plane</li> <li>■ dramatic play</li> <li>■ construction centre</li> </ul>

**NOTE: Construction area could be combined with art area.**

Music	<ul style="list-style-type: none"> <li>■ tape recorder, cd player</li> <li>■ cd player/radio</li> <li>■ tapes/cd's</li> <li>■ variety of types of music including cultural, nature music, classical, etc.</li> <li>■ rhythm instruments</li> <li>■ bells, drums, rhythm sticks, tambourines, triangles, jingle clogs, maracas, cymbals, tone blocks</li> <li>■ dance props (ex: dance costumes, dress-up clothes, scarves, ribbons)</li> <li>■ musical toys (ex: xylophone, children's piano)</li> </ul>	<ul style="list-style-type: none"> <li>■ listening centre</li> <li>■ homemade instruments</li> <li>■ song books</li> <li>■ microphone</li> <li>■ extra instruments (e.g. piano, organ keyboard, guitar)</li> </ul>
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**NOTE: Space should be available for children to dance, do movement activities, etc.**

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**PARENT CHILD PROGRAM CHECKLIST**  
**Recommended Guidelines for Parent Child Programs**

PROGRAM NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

HOURS OF OPERATION: \_\_\_\_\_

PROGRAM CONTACT: \_\_\_\_\_

PARENT CHILD COALITION CONTACT: \_\_\_\_\_

DATE: \_\_\_\_\_

Guideline	AGREEMENT			Comments
	YES	NO	N/A	
<b>HEALTH AND SAFETY</b>				
<b>Fire Safety:</b> Program is conducted in a space with a current fire inspection report.				
<b>Health:</b> Program is conducted in a space with a current report from the health authority.				
<b>Emergency Numbers and Procedures:</b> Program has an emergency evacuation plan. Procedures and numbers are accessible.				
<b>Fire Extinguisher:</b> Operating fire extinguisher is on site and staff responsible are knowledgeable about the use of the fire extinguisher.				
<b>Poisonous Substances:</b> All poisons and inflammables are stored in an area inaccessible to children.				
<b>Smoking:</b> No person shall smoke on the premises or in the presence of children.				
<b>Hot Beverages:</b> Adults do not drink hot beverages in areas where children are engaged in activities.				
<b>First Aid Kit:</b> Each program provides a first aid kit on site and for outings.				
<b>Menus and Food Provided:</b> Parents are informed of food provided – nutritious foods, low choking potential, no peanut products to children under three.				

Guideline	AGREEMENT			Comments
	YES	NO	N/A	
<b>RECORD KEEPING</b>				
<b>Child Information Records:</b> Program keeps current child and family information, appropriate for the program being delivered.				
<b>Attendance Records:</b> Programs keep attendance records.				
<b>Confidentiality Policy:</b> Information about a child or family is kept strictly confidential.				
<b>Research, Photography, Videotaping:</b> Parental consent forms are signed and on file.				
<b>Daily Record:</b> Any records about children are kept confidential. Parents may have access to records concerning their child.				
<b>Outings:</b> Parents are given notice of outings, child information records are taken.				
<b>Transportation Policy:</b> If parents are not on site, a written transportation policy is in place.				
<b>Insurance:</b> Program has current liability coverage.				
<b>STAFFING</b>				
<b>Staff Qualifications:</b> All staff have current job description and are aware of program guidelines and policies				
<b>First Aid Training:</b> At least one staff on site has current training in first aid and CPR.				
<b>Investigation Authorizations:</b> Each staff and volunteer working with children completes a written authorization for criminal records check and child abuse registry.				
<b>Adult Supervision:</b> There is an adult responsible for the direct supervision of children.				
<b>Behaviour Management Policy:</b> Programs develop a positive written behaviour management policy which is provided to all staff, parents and volunteers.				
<b>Child Abuse Reporting:</b> Programs will immediately report any case of suspected child abuse concerning a child in the program.				

Guideline	AGREEMENT			Comments
	YES	NO	N/A	
<b>SUPERVISION</b>				
<b>Supervision:</b> All children are supervised at all times.				
<b>Ratio:</b> If parents are not on site, ratios as determined by Manitoba Child Care are recommended.				
<b>SPACE</b>				
<b>Room: Maximum Enrollment:</b> Program maintains a safe maximum in numbers of participants to ensure all children's needs are met.				
<b>PROGRAM</b>				
<b>Program Activity:</b> Play activity is offered in appropriate group size and allows for a variety of developmentally appropriate options.				
<b>Sleeping and Toileting:</b> Routines are flexible to meet the developmental needs of children.				
<b>EQUIPMENT</b>				
<b>Telephone:</b> Program has a telephone on site or easily accessible.				
<b>Children's Equipment and Furnishings:</b> Program provides equipment for eating and storage of personal effects				
<b>Toilets and Washbasins:</b> Program provides a minimum of one toilet and one washbasin with running water for each group of 10 children.				
<b>Diapering and Toilet Training Facilities:</b> Program provides diapering and toilet training facilities for children who require them.				
<b>Drinking Water and Cups:</b> Program ensures that children have access to drinking water and separate drinking cups.				
<b>Play Equipment:</b> Program provides safe and developmentally appropriate play equipment for children in attendance. Equipment is cleaned and disinfected on a regular basis.				



**COMMENTS/RECOMMENDATIONS**

PROGAM CONTACT: \_\_\_\_\_

PARENT CHILD PROGAM CONTACT: \_\_\_\_\_

DATE: \_\_\_\_\_

