



STRONGER TOGETHER

PARENT HANDBOOK

Toronto Home Child Care Agency (THCC)

Toronto Early Learning and Child Care Services
Toronto Children's Services Division

December 2025

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WELCOME TO TORONTO HOME CHILD CARE

We are proud members of the City of Toronto's Children's Services Division, Toronto Early Learning and Child Care Services (TELCCS).

We acknowledge that inequities and barriers exist for certain groups within our communities. TELCCS/THCC works in partnership with families, communities, and other service sectors to provide high quality early learning and child care programs that promote and support education, health, and economic outcomes for families with young children. THCC has dedicated resources, time, and training to hold ourselves accountable and demonstrate our commitments to Truth and Reconciliation, Confronting Anti-Black Racism, and support 2SLGBTQ+ families in our childcare programs. We aim to build a diverse and inclusive community where every child and family feels welcomed and valued and where all voices are heard and respected.

CHILDREN'S SERVICES MISSION STATEMENT

Toronto Children's Services promotes access to high quality early learning, child care and supports families through a well-planned and managed system.

LICENSE HOME CHILD CARE

For many families, licensed home childcare is the best choice of care for their children. Toronto Home Child Care Agency is licensed by the Ministry of Education under the [Child Care and Early Years Act, 2014](#) (CCEYA). THCC enters into contracts with independent operators (Providers) to offer childcare services to children from birth to 12 years of age in the Provider homes.

- Under two years (0 to 2 years of age)
- Two years to four years (2 to 4 years of age)
- School age (4 to 12 years of age)

At THCC, we have flexible hours of care available outside of those offered by childcare centres, including evenings, overnights, and weekends. Hours of care are determined by the parent, Provider, and THCC agency and agreed upon in the parent contract. In addition, THCC provides an opportunity for siblings to be placed in the same home. Providers under contract with THCC are located in the neighborhoods of Scarborough, North York, and Etobicoke.

The program and care that each Provider offers varies. Many offers hot lunches, enhanced programming, local field trips, as well as participation in play groups and escorting children to local school(s). Full-time care may be available on school holidays and breaks for school age children.

THCC Providers are under contract with the City of Toronto to provide childcare. Prior to starting with the agency, Providers need to complete a Home-Based Child-Care Training Program. Each Provider must provide a current medical and a Vulnerable Sector Check (VSC) Police Reference Check (PRC) for themselves and each adult resident of the home for clearance with the agency, which are updated as required.

THCC does not provide placement opportunities for students or volunteers in Provider homes.

Providers new to THCC undergo a rigorous orientation process prior to being able to care for children.

Providers under contract with THCC must meet the regulations, standards, and policies of the City of Toronto, the Provincial Child Care and Early Years Act, and the City's Quality Assurance Standards.

Included in the legislated requirements is the need for Providers to have valid, current certification in Standard First Aid, including Infant and Child Cardiopulmonary Resuscitation (CPR).

The legislation also sets requirements for the maximum capacity in each home regarding the number and ages of children in care. The maximum number of children placed in a home child care in Ontario is six (6) children.

THE AGENCY ROLE IN LICENSED HOME CHILD CARE

The license in home childcare is issued to an agency. As an agency, THCC is responsible for ensuring the legislative requirements are met by the Providers that are in a contractual agreement with us. All Providers working with the THCC agency will display a Ministry of Education decal in their home while the children are present.

THCC has Home Child Care Supervisors and several Home Visitors. The Home Visitors have the responsibility for the recruitment and support of Providers as well as the placement of children into care and provide support and resources to families.

Home Visitors visit Providers on a monthly basis, ensuring requirements are met and offer support to the Providers to enhance the program planning for the children's daily activities. Most visits are unscheduled, and the Providers may also have visits from THCC

Supervisors, Program Manager, Director, Children's Services Consultant, the Provincial Program Advisor, or the City's Quality Assurance Analysts.

As a licensed home child care agency, THCC will:

- ensure information sessions are available for Providers in child development, program planning and delivery that is age appropriate, nutrition and other topics related to child care to support them in operating their business.
- ensure the legislated requirements such as Providers and Home Visitors having current valid certification in Standard First Aid and CPR Level C are met. Also sets parameters for outdoor time, rest time, current PRC/VSC information is collected, and more are met or exceeded.
- provide staff to support the Provider and the families of children in care.
- monitor the Provider's home to ensure the areas the children have access to are maintained in a safe and clean manner and the number of children in care is within the contract agreement with the agency.
- monitor the child care home for safety, cleanliness, and the number and ages of children in care.

ROLE OF THE HOME VISITOR

The Home Visitor is a Registered Early Childhood Educator who is employed by the Toronto Home Child Care Agency and is responsible for screening and recruiting of home childcare Providers. The Home Visitor visits the childcare home regularly to verify the Child Care and Early Years Act requirements and that the City's Quality Assurance Standards and THCC expectations are met. This ensures that the care your child is receiving is safe, nurturing and stimulating.

Home Visitors provide ongoing support to parents and Providers to maintain a successful childcare placement. In addition, the Home Visitor is available to answer any questions or concerns from parents regarding their childcare placement. Parents are encouraged to call their Home Visitor at any time.

The Home Visitor will contact parents regularly to ensure that the childcare placement is meeting the family's needs. If concerns cannot be resolved by the Home Visitor, the parent can call THCC at 416-392-3326 and speak to a Supervisor who will provide further assistance.

OUR PHILOSOPHY

- We see children as active participants in their environments, who are by nature, problem solvers.
- We view children as competent, active, curious, and capable learners who are rich in potential.
- We support play-based learning in which children can explore and interact with the indoor and outdoor environments.
- Programming is based on the knowledge that children's growth follows a development sequence that is universal, but that within that sequence, each child proceeds at different rates and in unique ways.

TELCCS PROGRAM STATEMENT

Toronto Early Learning and Child Care Services follows a Play-Based Learning Program Model that reflects the Early Learning Framework (ELF) and [How Does Learning Happen?](#), Ontario's Pedagogy for the Early Years. Please see the Minister of Education's Policy Statement on Programming and Pedagogy made under the [Child Care and Early Years Act, 2014](#).

All children are competent, capable, curious learners who are rich in potential. One of the features of home childcare is the ability to group children of different ages in one setting. Parents may choose this type of care to keep their children together. The daily program in the Provider's home must be flexible and able to respond to the individual needs of the whole age group.

Children will be given opportunities and activities to explore and interact with their environment and their skills and development will progress at their own individual pace. Through these experiences, the Provider will strive to promote the health, safety, nutrition, and well-being of all children in the program. As each child is a unique learner, program plans may need to be adapted or individualized as required.

The daily routine will allow time for special activities, indoor and outdoor play, active and quiet times, and planned activities for each child's needs and interests. Younger children will have individual schedules as required. Parents should see a variety of toys in the childcare home, including dress-up clothes, puppets, building toys, as well as books and puzzles.

Depending on the ages of children under the care of the Provider, toys and creative activities may vary. A program plan is posted weekly within the Provider's home to inform parents of activities and learning experiences that their child will be participating in.

PROMOTING POSITIVE INTERACTIONS

The role of the Provider is to support positive and responsive adult/child interactions with everyone in the home care environment. Parents will also be expected to model appropriate positive interactions for the children while they are in the home or engaged in any program activities. As children require assistance to learn social skills, the Provider will encourage the children to interact and communicate in a positive way and support children with their ability to self-regulate. Providers will be responsive to children in a timely manner to assist them when they are requiring support. Providers will plan their programs to foster a balance between child-initiated activities and adult supported experiences that will encourage children to play, explore possibilities, and inquire within their learning environment.

PARENT/FAMILY ENGAGEMENT

A supportive relationship between the parents, Provider and THCC will help ensure the best quality care for each child.

Communication among the parents, Provider and THCC is an important part of parental involvement. Communication strategies include:

- Daily interactions with the Provider when child is brought to care and/or picked-up.
- Written and verbal feedback through questionnaires or phone calls.
- Information about the child's development and progress shared in writing and/or verbally, through informal talks or individual parent interviews.
- Socials, meetings, and information sessions that reflect the interests of.
- Parents and provide an opportunity for parents to visit with other parents, as well as the Providers and Home Visitors.
- Family involvement in program development through the sharing of family interests, talents, customs etc.
- Sharing in the community events the Provider is participating in.
- Family engagement in the children's learning progress.

INDIVIDUAL CHILD PHOTOS FOR FAMILIES

To ensure the privacy and confidentiality of all clients, taking photos of other children in the program is not permitted. The Provider may occasionally give parents hard copies of photos of their child taken within the program to share child involvement and developmental/learning milestones. Photos of the children may also be posted in the homes.

HEALTH AND SAFETY

Twelve times per year Home Visitors conduct health and safety visits to Provider homes to focus on child health and safety on several areas.

The following areas are checked to confirm compliance:

- Outdoor play spaces
- Equipment and furnishings are in safe, clean, good repair, and meets Canadian Standards Association (CSA)
- Safety hazards are identified and corrected
- Sanitation and cleanliness of the home and a check of documentation to confirm all required expectations are met
- Under the Provincial, smoking/vaping is prohibited in all childcare homes

Parents to notify the Provider or Home Visitor immediately should they have any health and safety concerns about a Provider's home.

SUPERVISION

Each child in care is always supervised by the Provider with the exception of some older children (10 years and up), who may escort themselves to school. For these children, an agreement is worked out and put in writing between the parent, the Provider, and the Home Visitor.

ACTIVITIES OFF THE PREMISES

Prior to signing the parent contract, families will discuss processes for any activities off the premises that are done with the Provider. All field trips require permission forms.

ACCIDENTS

Every effort is made to ensure that every child is protected and safe. However, accidents may occur. Parents will be informed of any accident involving their child on the day it happens. The Provider will complete an accident report that the parent will sign. By signing the report, the parent is acknowledging that they have been informed of the accident. A copy of the report will be provided to the parent within two days and a copy will be filed with THCC agency.

If it is a serious emergency, the child will be immediately taken to the hospital and the parent will be notified. **It is very important that the Provider is able to contact parents at all times; as such, parents need to ensure that their emergency contact information with their Provider is always up to date.**

Any serious situations that occur will be reported to the Ministry of Education as it is considered a “Serious Occurrence” in the Child Care and Early Years Act. All Serious Occurrences must be posted to give parents information about the incident and the follow-up actions. If a child is involved in an accident outside of the Provider’s care that leaves a bump, bruise, mark, or burn, the parent must point this out to the Provider upon arrival at the home.

EMERGENCY MANAGEMENT

In the event of an emergency that may affect services:

Toronto Early Learning and Child Care Services has policies and procedures in place for various types of emergencies that are reviewed regularly with all employees to help ensure the safety of all children, parents, Providers, employees, and visitors to the homes.

In the event of an individual home emergency (e.g., evacuation):

Information will be shared with parents via postings on the door of the home and parents/guardians or a child emergency contact will be notified of the emergency via telephone numbers provided.

In the event of a city or area wide emergency affecting a number of homes (e.g., snow storm, evacuation, power outage)

Information will be shared with parents via Media TV or Radio and when possible, parent/guardians or a child emergency contact will be notified of the emergency via telephone numbers provided.

EVERY CHILD BELONGS

In Toronto Home Child Care, every child belongs and is welcomed in our Provider homes. THCC is committed to providing a fully inclusive early learning and childcare programs that support the health and well-being of every child in our care by focusing on the individual child and family needs. This includes acknowledging that inequities and barriers exist for certain groups within our communities. THCC aims to be accountable to and demonstrate commitment to not only supporting but including knowledge and experience from equity-deserving groups represented by our families. THCC aspire to build a diverse and inclusive community where every child and family feels welcomed and valued and where all voices are heard and respected.

Inclusive childcare means that quality services are provided for children regardless of their race, ability/disability, language, culture, ethnicity, or family structure. Inclusive childcare also encompasses children's individual interests, needs, and strengths. For a child who has additional support needs, Resource Educator consultation services can be accessed through the Home Visitor with parental consent.

INDIVIDUAL SUPPORT PLAN

In the event that a child has an extra support need that does not require the support of a Resource Educator, an individualized support plan will be developed with the Provider, the Home Visitor, and the parent to address the child's individual needs.

SUPPORTING CHILDREN WITH SELF-REGULATION

To ensure a child's safety and well-being, and to foster social and emotional development, it is necessary at times, to set limits or standards of acceptable behavior. In selecting Providers, THCC carefully consider Provider's approach to supporting children with self-regulations skills. This is discussed during Provider information sessions, Provider orientation to THCC as well as one-on-one discussion with the Home Visitor during visits and, from time-to-time, specific information is provided on Child Guidance. THCC approach to Child Guidance is one of positive interactions appropriate to each child's developmental level and actions that promote learning outcomes and support children with self-regulations skills.

The Providers are guided by the TELCCS Compliance and Contravention Policy and Procedures. These guidelines are reviewed and signed off annually. A complete copy is available with the Home Visitor upon request.

PROHIBITED PRACTICES

No licensee shall permit, with respect to a child receiving childcare at a child care home it operates or at a premises where it oversees the provision of childcare,

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

It is suggested that parents discuss their views and philosophy on behavior guidance with the Home Visitor and any prospective Provider. THCC policies require Providers to inform parents when they pick up their child of any behavioral issues and re-direction strategies used.

If at any time a staff member or Provider were to implement any of these prohibited practices, the appropriate children's protection agency would be notified and actions would be taken, including notification to the [College of Early Childhood Educators](#) as required. Incidents of this nature would be reported as a "Serious Occurrence" to the Ministry of Education.

DUTY TO REPORT

Every person in Ontario is required under the Child and Family Services Act to report her/his belief that a child may need protection: "A person who believes, on reasonable grounds that a child is, or may be in need of protection shall forthwith report the belief and information, upon which it is based to a society". The legislation specifically requires that

individuals who perform professional or official duties with respect to children to report suspicions of child abuse. If a Provider or Home Visitor has reasonable grounds that a child may have been abused, the information about his/her grounds must be reported to a Child Welfare Agency (Children's Aid Society).

If a parent/guardian expresses concerns that a child is being abused or neglected while in care, the parent will be advised by the TELCCS employee to contact the [local Children's Aid Society](#) (CAS) directly. Any concern or complaint made by a parent or visitor that suggests an allegation of abuse will be reported to a local Children's Aid Society by the TELCCS employee who received the complaint.

CONFIDENTIALITY

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

WAITLIST/ADMISSION PROCEDURE

THCC Agency has a waitlist/registration policy that is followed for the admission of children. To place children on THCC waitlist, call the agency office directly at 416-392-3326, or visit toronto.ca/children/telccs, or call 311.

When the Home Visitor advises parents of an available Provider(s), the family is encouraged to visit the Provider with their child(ren) to decide if they will place their child(ren) in care with the Provider. Once the child's admission and start date have been confirmed with the Home Visitor and Provider, the Home Visitor will meet with the parent at the Provider's home to complete the child admission package prior to the child's first day in care. During this meeting, the parent will review the package so the Provider can collect information such as parent contact information, Doctor's contact information, health related information, etc.

This meeting is an opportunity for the parent to share information about their child and ask questions. Parents are encouraged to share as much information as they feel comfortable, to help the Provider give the best service possible.

GRADUAL ADMISSION

It is recommended that a child become acquainted with the childcare Provider gradually to support a smooth and positive transition for the child. During the first week in care, the child should stay a little longer each day. This process helps to make the transition into childcare a more positive experience for both parent and child. The Provider will work with the parent to develop a transition plan for their child.

SAFE ARRIVAL AND DEPARTURE

The Provider takes responsibility for the child only when he/she is placed in the Provider's care. It is vital to ensure that the child has been safely received by the Provider each day. THCC has a safe arrival and departure policy that is followed, and families have the option to enroll their children in this program and should speak to their Home Visitor if interested in participating.

ARRIVAL, DEPARTURE AND ATTENDANCE POLICY AND PROCEDURE

Purpose

To outline the policies and procedures for Toronto Home Child Care to ensure that all children enrolled in care are accounted for each day and to support providers with a consistent method of documenting the arrival, departure, and attendance of all children.

Policy

To ensure the safety of all children receiving care, home child care providers are required to monitor and document the arrival, departure, and attendance of all children. At the time of admission, home providers and home visitors will acquire information from parent/guardians that also reflects authorization of individuals for drop-off and pick-up for each child. This information may be utilized:

- in case of emergency
- if a child does not arrive as expected
- if a child is not picked up as expected
- if an individual other than those authorized is there to pick-up the child

Attendance for each child will be documented for each day that care is provided. All providers will maintain monthly records for each child in care that will record all arrivals, departures, and absences of enrolled children each day.

Application

This policy applies to all Home Child Care providers on contract with the Toronto Home Child Care Agency.

Procedure

Safe Arrival

Accepting a child into care:

Upon arrival, parents/guardians are expected to bring their child to the home Provider in which they are enrolled and verbally advise that the child has arrived.

When accepting a child into care at the time of drop-off, the provider must:

- verbally greet the parent/guardian and child
- ask the parent/guardian how the child's evening/morning has been and if there is anything they should be made aware of
- document the time of the child's arrival on the daily arrival/departure chart
- complete a visual health check of the child and note any communication from the parent/guardian in the Daily Log Book

When a child has not arrived in care as expected:

Parents/guardians are required to notify the Provider when their child will be absent. To ensure the safety of the child, parents/guardians have the option of enrolling their children into a notification program. Parents can opt-in or out of this program at any time. As part of the program, if a child does not arrive as expected and there has not been a communicated change in the drop-off, the Provider will contact a designated parent/guardian by either phone or email to report the absence.

For parents/guardians who do not enroll in the notification program, home child care Providers have the discretion to follow-up with families to determine if the absence could impact the home child care program (e.g., illnesses leading to outbreak).

Confirmed Absence

Once the child's absence has been confirmed, the Provider will document on the Daily Arrival/Departure Chart and any additional information about the child's absence in their Daily Log Book, and the Record of Illness, if applicable.

Parents are required to designate someone to pick up their child in the event of an emergency. Parents will be asked to provide the contact information for this individual and ensure that it is kept up to date.

Providers can only release children to their parents or the individual(s) they have designated as authorized to pick up their children. Parents are to advise the Provider in the morning if their child will be pick up by someone other than themselves, or if their plans change during the day, parents are to contact the Provider to advise them of the change.

The designated individual authorized to pick up the child must bring a photo ID (e.g., driver's license) as the Provider will be asking for identification.

If a parent is going to be later than the agreed upon pick-up time, the Provider must be notified so arrangements can be made. The Provider has other responsibilities both before and after hours for which they agreed to provide child care.

If a parent has not contacted the Provider and it is an hour after the agreed upon pick-up time, the emergency contact provided by the parent will be contacted and asked to pick up the child. If the emergency contact individual cannot be reached or is not able to pick up the child, the Child Welfare Agency will be contacted.

If the required hours of care have changed, the parent must contact their Home Visitor as an amendment will need to be made to their contracted hours of care. This will be reviewed and agreed upon in writing with the Provider, parent and THCC. See Appendix D for full details of THCC Arrival, Departure and Attendance Policy and Procedure.

MEALS AND NUTRITION

When a child is in care for a full day, the child will have a mid-day meal that includes servings from all food groups of the [Canada Food Guide](#), and two snacks that include servings from at least two of the food groups.

The Provider must inform parents of the weekly menu offered to their child, including any changes/substitutions. If parents working hours are long and they need care for their child through both lunch and dinner, parents may need to supply one of the meals. All food items, including drinks, that parents bring to their Provider's home must be labelled with their child's full name.

Discuss any special dietary requirements with the Provider and Home Visitor. Parents must ensure to keep their Providers up to date on any changes to their child's dietary requirements or limitations. This information will be kept on file. If a child requires a

packed lunch for school, parents are required to bring this for their child to the Provider's home daily.

FEEDING – INFANTS UNDER ONE YEAR OF AGE

It is the responsibility of parents to supply written instructions to the Provider and to update the instructions as necessary. In addition, parents must supply the daily food for their infant, including prepared formula, sterilized bottles, and baby food in quantities sufficient to meet the feeding instructions. These items need to be individually labelled with the child's full name.

REST

For infants up to 18 months of age, each child has available to them a crib or playpen for rest time. For children 18 months to five (5) years of age, each child has available to them a cot and bedding for rest time. Rest time is a maximum of two (2) hours daily in this age group. For children who do not sleep, the children usually have a quiet time with books, puzzles, and other relaxing quiet activities.

All children will be monitored during sleep time by the Provider, who will record the monitoring in 30-minute intervals during the daytime. Children in overnight care will have individual plans for sleep monitoring and additional routine requirements.

SLEEP FOR INFANTS

Infants under of age of 12 months must be placed to sleep on their backs. Parents of infants under 12 months must provide a note from a Doctor if they would like their child to be placed on their stomach or side to sleep. Infants should be placed on a safe, firm sleep surface with a fitted sheet. Infants should not be placed to sleep on pillows, quilts, or other soft surfaces.

DIAPERING SUPPLIES

Parents are responsible for supplying diapers, wipes, creams, and all diapering supplies for their child.

CLOTHING

It is preferred that children come to care in comfortable clothing that allows them to move freely. This does include appropriate clothing for the weather: coats, hat, mitts, and boots for winter, shorts, sun hat, and running shoes, or good sandals for summer. Children do have toileting accidents or wet spills that may require a change of clothing; as such, each child in care should have a complete change of clothing at the Provider's home.

INFANT/TODDLER CARE

A child's personal bottles/food containers must be clearly labelled with their full name. Parents are responsible for supplying diapers, wipes, creams, and change of clothing for their child. A great deal of large equipment is needed to care for an infant/toddler (for example, playpen, highchair, stroller, etc.). If the Provider does not have access to the equipment required for the infant/toddler, parents may be asked if they can provide it. THCC requires that this equipment is well maintained, and CSA approved.

OUTDOOR PLAY AND FIELD TRIPS

Each day, the Provider is expected to plan for outdoor activities for the children for two or more hours per day (weather permitting) to ensure they get fresh air and exercise. It is important to ensure the children have appropriate clothing with them to be able to enjoy this time outdoors.

Providers often take children to local playgroups and/or younger children participate in the walk to school for older children. The time spent walking to such activities is included in the outdoor time.

From time-to-time, field trips are planned, and parents are informed in advance and asked to sign consent forms giving their permission for their child to participate.

Local outings to parks and playgrounds are indicated in the contract that parents sign upon admission where they give consent for their child to participate.

INCLEMENT WEATHER

It is important that children be dressed for the various types of weather to ensure that they can actively participate in outdoor play. Parents are to ensure that adequate and suitable clothing and footwear are provided year-round for their children. A child's outdoor time may be extended or shortened to ensure that children are active, engaged, and comfortable. Providers monitor the children's comfort and activity level in varying weather conditions to determine the length of time children will remain outside. THCC strive to provide outdoor environments that gives children with various levels of activity to suit the time of year and weather. Extra drinking water, water activities, and additional quiet experiences in the shade are offered during the summer and more physical activities during the colder months. THCC encourages sun safety practices and asks parents to provide child safe sunscreen and protective clothing such as a wide brimmed hat for outdoor times. The Provider will assist children to apply sunscreen as required.

SCREEN TIME

Sometimes children may watch television, movies or have time on the computer/iPad. THCC strongly recommends that "screen time" be limited to a maximum of 30 minutes per day and all programs be "G"/Family rated.

It is also recommended that parents discuss with Providers from time-to-time to confirm the suitability of the "screen time". If the internet is available to the children, this will be discussed with the parent in advance to obtain their permission regarding their child's access. THCC requires that all games played by the children be suitable for children 12 years and under, and that the internet does not disconnect the phone line.

TRANSPORTATION

Some Providers may use their own vehicle during the childcare day. If so, THCC requires that they meet the appropriate insurance requirements. Parents must also sign permission forms allowing their children to be in the vehicle with the Provider. The Provider is not allowed to drive a child without the signed permission forms, and safety seating must be in place for the age and weight of the child (i.e., meets CSA standards). If a child travels to school by bus, parents must give the Provider and THCC the required busing information.

CHILD HEALTH

Illness

Children who are ill or pose a risk of spreading illness to other children or the Provider should remain at home. High fever, diarrhea, vomiting and persistent cough, as well as contagious diseases are conditions that cause concern to the Provider and other parents with children in care. If a child becomes ill while in the Provider's care, the child will be assessed:

- If child is well enough to remain in care until the regular pick-up time.
- If the child's symptoms require that the parent needs to come and get their child as soon as possible.
- If immediate, emergency medical attention is required.

If the child is ill, the child will be separated from the other children in care until they are picked up from the Provider's home.

Medication

Only medication that is prescribed and/or with a Doctor's note can be administered by the Provider. If a child requires medication during the time they are in care, this will be given, provided the parent completes a form that provides clear directions regarding the time of administration, dosage, etc. The medication must be prescribed for the child and in the original container with the child's full name and dosage indicated.

Medication, such as children's fever medication, can be given by the Provider if it is accompanied by a prescription note indicating the symptoms that are to be present when the medication is administered, the dosage, and frequency. Parents will have to provide the medication in the original container and give it to the Provider for safe storage/lock up upon arrival.

Individual Medical Plan

The Provider, the Home Visitor, and the parent will prepare an Individual Medical Plan for any child who has an identified medical condition. This may be developed in consultation with any regulated health professional who is involved in the child's health care as identified by the parent. The plan will include the steps to reduce the risk of the condition worsening, medical devices used with instructions on how to use them, a description of the procedures to be followed, support that are available and additional procedures to be followed during an evacuation or off-site field trip.

FIRE EVACUATION/EMERGENCY PREPAREDNESS

Each Provider home has a written fire evacuation plan posted. Each home does a fire drill with the children monthly and must demonstrate the ability to evacuate the home safely. Emergency phone numbers are posted in each Provider home for quick reference. Each Provider has an alternate evacuation site that has been identified to THCC for use in an emergency. There is an evacuation bag that is kept in an accessible place and ready to go as required that contains the family contact information.

IMMUNIZATION

Providers, residents of the Provider home, and all children in care are required to meet Toronto Public Health requirements regarding having current immunization information on file. One of the following must be provided:

- an up-to-date record of immunization,
- a Ministry of Education Immunization Exemption Form completed by a qualified medical practitioner which clearly states the medical reasons why they cannot be immunized, or
- a Ministry of Education Immunization Exemption Form that the immunization conflicts with the person's conscience or religious beliefs (this must be completed by a Notary or a Commissioner for Taking Affidavits).

Parents can speak to their Home Visitor if they would like further information. If an outbreak of a communicable disease occurs, any child who is not adequately immunized will not be able to attend childcare unless the child receives the required vaccine or until the outbreak is over.

ANAPHYLACTIC ALLERGIES

Prior to the child's admission into THCC, the parent must supply a medical note stating the specifics of an allergy and provide an auto-injector (e.g., EpiPen). In conjunction with the parent, the Home Visitor and the Provider will develop an individual plan and emergency procedure, which will include a description of the child's allergy, monitoring and avoidance strategies, signs and symptoms of an anaphylactic allergy, and action to be taken by the Provider if their child has an anaphylactic reaction. If a parent does not supply an auto-injector, or fails to replace an expired auto-injector, the child will not be accepted into care. If a parent believes the child no longer needs an auto-injector, a

medical note confirming the information is required.

When children bring meals and snacks from home, the food restrictions in the Provider home must be strictly adhered to. Providers must ensure all foods brought into the home do not contain ingredients that could trigger an allergic or anaphylactic reaction, and that the food is clearly labeled with the child's full name and ingredients.

ATTENDANCE IN THE CHILD CARE HOME

Children are expected to attend daily (or as per the family's contracted hours of care), and if the child is not attending, parents are to notify the Provider as early as possible on the day of the unplanned absence, and in advance if it is a planned absence such as vacation. For families receiving fee assistance (subsidy), they will be given guidelines for the amount of absent days allowed. Parents are to follow these guidelines. THCC has an option for families to opt-in to the safe arrival procedure if they are interested and can speak to their Home Visitor to request this.

CONTRACTED HOURS OF CARE

Parent, Provider and Home Visitor discuss hours of care at the placement visit to decide on a scheduled pick-up and drop-off time that will best meet the families' needs. Any changes to this need is to be agreed upon by the parents, Provider and Home Visitor.

STATUTORY HOLIDAYS

Childcare will only be available on Statutory Holidays to those with prior authorization from Toronto Children's Services. For families that require care on Statutory Holidays, the Home Visitor will work with the family to find back-up care should their regular Provider become unavailable.

CHILD VACATIONS

Assessed fees must be paid for all days that a child is away from care for vacation or for any other reason. Parents to discuss planned vacation time as much in advance as possible with both their Provider and Home Visitor.

CHILD CARE FEES

Toronto Home Child Care Agency is enrolled in the Canada-Wide Early Learning and Child Care System. For more information regarding THCC fees or cost of care, visit toronto.ca/children/telccs.

Daily fees are all inclusive and there are no additional charges over and above these base fees.

Toronto Children's Services' Central Billing Unit office sends parents an invoice each month for their child(ren)'s care if they are in receipt of a fee subsidy and have been assessed a fee, or if they pay full fee. Fees are billed and are to be paid in advance.

Fees are to be paid to the Central Billing Unit, not the Provider or Home Visitor. Fees are charged for all days of enrolment, as the Provider is paid for all days the child is enrolled, whether the child is in care or not.

Families who are in receipt of fee subsidy are able to be away from care without additional charges for a total of 35 days in the calendar year (or 18 days for children enrolled in or after July of the current year). Absences exceeding these days or exceeding 20 consecutive days will result in parents being responsible for paying the full fee for any additional absent days. Parents should discuss any specific situations they may have with their Home Visitor in advance of the occurrence.

If the Provider is not available and parents make their own child care arrangements versus using a back-up Provider, parents will not be billed for those days of care. If this occurs, parents are to inform their Home Visitor to notify the Central Billing Unit to waive the fees for the appropriate number of days.

At the end of the month, parents must sign the invoice/attendance form that is completed by the Provider. This record of attendance acts as the Provider's invoice to the City in order to receive payment for providing child care services. It is the parent responsibility, as a client of THCC, to ensure that their child's attendance is recorded accurately on the attendance form. For this reason, parents are not to sign blank or incomplete attendance forms. By signing the attendance form, the parent agrees that their Provider has recorded their child's attendance accurately.

If families have difficulty with their child care fees, they are to contact their Central Billing representative directly and the contact information for the representative can be found on their monthly invoice.

Failure to pay child care fees could result in the child being withdrawn from care.

Fee Payments

All child care fees must be paid by the first of the following month (for example, July invoice is due by August 1st). Invoices are processed at the beginning of each month and will be mailed to clients within the second week of the invoice month. The invoices reflect all fees from the start date of enrolment, including absent days.

If you have questions related to your invoice or for any other billing inquiries, call the phone number located on the front the page of your invoice.

Fee payments can be paid through one of the following options:

1. Telephone or Internet Banking

Register with your banking institution. Choose Payee: “Toronto CS-Central Billing” and add your Client ID Number as your account number.

2. In Person at your Banking Institution

Take the “Return Stub” of your invoice to make payment at your banking institution. Make sure you reference your Client ID number when making a payment.

3. Cheque/Money Order

Payable to the City of Toronto. Ensure to add/state your account number (i.e., Client ID Number) on the cheque.

Note: Do not use the invoice number as your account number.

Mail your cheque/money order to:

Toronto Children’s Services – Billing Unit
55 John Street, 10th Floor, Metro Hall
Toronto ON M5V 3C6

A tax receipt will be issued annually for all child care fees paid from the previous calendar year.

It is the responsibility of families to pay their fees. Services will be terminated if payments are not received.

Refunds

Refunds or credits will be provided in the following circumstances where it occurs within the month:

- Enrollment terminated.

- Transferred to a non-city operated agency.
- Fee collector changed to a non-city operated agency where one child still enrolled with TELCCS or THCC.
- Fee subsidy changed to zero.

Note: All refunds will be processed within 4 to 6 weeks from the effective date of one of the above circumstances.

HOLIDAYS

THCC has designated the following days as Statutory Holidays for Providers:

- New Year's Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Civic Day
- Labour Day
- Thanksgiving Day
- Christmas Day
- Boxing Day

The THCC office is closed on the above noted holidays, as well as being closed on Easter Monday and Remembrance Day. Child Care is available to families on these two (2) days.

BACK-UP CHILD CARE

If a Provider is ill or cannot provide care, THCC will do its best to offer back-up care. In case of a planned absence, the Home Visitor will help arrange back-up care. This is not guaranteed. In an emergency, the Provider will provide the names of other agency Providers for back-up care and will notify the agency.

Providers are self-employed small business owners and may choose to take vacation as they wish. THCC requires Providers to provide ample notice of their planned vacation so that back-up plans are made for continues child care for families.

WITHDRAWALS

THCC requires two weeks' notice if families plan to remove their child from THCC permanently or transfer to another service Provider.

Failure to provide the required notice, families will be charged the fees for one week of care after the child is withdrawn. All outstanding fees must be paid in full. Any debts will be pursued by the City of Toronto. All amounts owing must be paid prior to the child's re-entry into the childcare system.

Providers are also encouraged to give a two-week notice of withdrawal if they will no longer be able to provide care for a child. Sometimes, childcare arrangements break down. It is important for families to discuss any concerns as they occur so the Provider can meet family's needs and the Home Visitor can support the Provider.

In the event of a break down in the childcare arrangement where it is not in the best interest of the family or the Provider to continue care, THCC may decide to waive the notice period. The Home Visitor will attempt to arrange alternate childcare arrangements for the family so that childcare will not be disrupted.

CHILDREN TURNING TWELVE YEARS OF AGE

Childcare fee subsidy will end for a child who turns twelve years of age before Labour Day (on the Friday before Labour Day). The child is therefore withdrawn.

When a child turns twelve years of age on or after Labour Day, the child may remain in care until the Friday before Labour Day of the following year.

ANTI-RACISM POLICY

Toronto Children's Services (TCS) has a responsibility for and is committed to supporting equity throughout all levels of the service delivery system. Families and Providers come from a wide variety of ethnic, racial, and religious backgrounds. We believe that children and families, as well as staff and Providers, must be treated with dignity and respect and that the services must be non-discriminatory, racially sensitive, and culturally appropriate.

A RESPECTFUL ENVIRONMENT

We believe that all children and adults have the right to feel safe and to be treated with dignity and respect. Harassment and discrimination will, therefore, not be tolerated from any party.

The City of Toronto and Toronto Early Learning and Child Care Services expects that all employee, parents, and persons who are doing business with the City conduct themselves in a respectful manner. This is an expectation of all persons entering into any of the Provider homes and City of Toronto facilities.

If at any point a parent or employee feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Failure to adhere to this expectation may result in denied access to the home/agency.

ACCESS AND EQUITY

Toronto Early Learning and Child Care Services provide children and families with equitable access to racially sensitive and culturally appropriate services. We acknowledge that inequities and barriers exist for groups that are represented by our families and children. We are committed to providing resources, learning, and programming that represents the children and families attending our Provider homes with an additional focus on Truth and Reconciliation, Confronting Anti-Black Racism, and supporting 2SLGBTQ+ families and children. THCC is committed to developing child care environments and programs that are inclusive where every child and family feels welcomed, valued, and represented.

COMMUNITY PARTNERS

The agency plans and offers evening information sessions for Providers to enhance the program they offer to the children on an ongoing basis. These sessions can include topics such as, nutrition, programming activities, health and safety, literacy, child guidance, and many more. Families can contact the THCC agency office should they have any input on areas that they would like to see covered/offered at these information sessions.

TELL US HOW WE ARE DOING

Toronto Early Learning and Child Care Services is committed to ensuring that all customer service contacts are responded to in a courteous, fair, and timely manner and will take appropriate action, as required. TELCCS adhere to the following principles when dealing with customer service contact.

- Everyone has the right to request service or complain about public services.
- All customers need to know that their requests are heard, understood, and respected.
- We support participation for persons with disabilities, considering their needs and expectation of equity, dignity, integration, and independence.
- Customers are expected to provide their requests and complaints in a respectful manner. Verbal abuse, verbal threats, racist statements, etc. will not be tolerated.

TELCCS tracks both Customer Service Complaints and Customer Service Compliments.

What is a Complaint?

A complaint is an expression of dissatisfaction related to a Toronto Children's Services program, service, or staff member where you believe that the City or its staff has not provided a service experience to your satisfaction at the point of service delivery.

What is a Compliment?

A compliment is an expression of approval or appreciation for a service, staff member, program, or process.

How can I make a compliment or complaint?

If you have a concern or complaint concerning your child's care, we encourage you to speak to your assigned Toronto Home Child Care Visitor or Home Child Care Supervisor directly.

If you feel your concern or complaint has not been addressed or resolved to your satisfaction, or you prefer to speak to someone else, you may contact the Program Manager whose name and contact information is posted on the bulletin board in your Provider home.

What can you do if you do not agree with the resolution to your complaint?

Toronto Home Child Care Supervisor Office

By phone: 416-392-3326

By email: thcc@toronto.ca

By Fax: 416 392-3450

By Mail: 1118 Finch Avenue West, Unit 4, Toronto, Ontario, M3J 3J4

Toronto Early Learning and Child Care Services Head Office

By phone: 416 392-3317

By email: telccs@toronto.ca

By Mail: 55 John Street, Metro Hall, 10th Floor, Toronto, Ontario, M5V 3C6

What can you expect when you make a complaint?

Complaints are reviewed promptly, and every effort is made to resolve them as quickly as possible. We monitor complaints and use them to assess and improve the quality of service we are able to provide to you.

- Each complaint is considered on its own merit.
- Complaints will be treated confidentially, and steps will be taken to help protect a complainant's privacy.
- Complaint investigations are fair, impartial, and respectful to parties involved.
- You will be kept informed about what is happening and why it is happening.
- You will be contacted when your complaint is escalated.
- You will be advised of your option to escalate your complaint if you are dissatisfied with treatment or outcome.
- You will be informed when a decision is made and provided with an explanation for the decision.
- We will respond to your initial complaint within 24 to 48 hours.
- Complaints involving staff conduct will be investigated and you will be informed when it is resolved; however, no disciplinary information can be shared.
- All written complaints will be responded to in writing.
- While there are certain steps that need to be taken to ensure fairness for all concerned, there can be unavoidable delays; however, we will treat each case in a prompt and thorough manner.
- If you are making a verbal complaint, you may be asked to put your complaint in writing, especially if it involves a serious or complex matter.

OUR COMMITMENT

Toronto Children's Services staff are committed to serving the residents of the City of Toronto with professionalism and integrity. Feedback is an important step in our endeavor to continually improve our service delivery to you.

ADMINISTRATION – FORMS

Every family in THCC must fill out registration forms to enroll in our program. This information is collected to ensure that your Provider and Home Visitor have information about you and your child, and that we contact you or other authorized people, in the event of an emergency.

At the City of Toronto, we respect your privacy. Your information is kept confidential and used only for the purposes for which it is intended.

UPDATES TO THE PARENT HANDBOOK

A hard copy of the comprehensive Toronto Early Learning and Child Care Services' Program Statement is included in the TELCCS HCC Parent Handbook package and is also available online at toronto.ca/children/telccs/thcc. Changes will be made as required and reflected in the online version.

MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

The personal information on this form is collected under the legal authority of the City of Toronto Act, S.O. 2006, Chapter 11. Schedule A, S. 136 (c) and the Child Care Early Years Act S.O. 2014, Chapter 11. The information will be used for the purpose of ensuring the delivery of high-quality early learning and childcare services under the Acts and Toronto Quality Assessment for improvement. Questions about this collection can be directed to the Director at Toronto Early Learning and Child Care Services, Children's Services Division, Metro Hall, 55 John Street, 10th Floor, Toronto, Ontario M5V 3C6 or by telephone at 416 392-3317.

Date Revised: December , 2025

APPENDIX A

THCC Anaphylaxis Policy and Procedure

Purpose

To communicate the policy and procedures related to the recording and response to life threatening and anaphylactic allergies of children. The Child Care and Early Learning Act requires that, " Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has an anaphylactic policy that includes the following":

1. A strategy to reduce the risk of exposure to anaphylactic causative agents.
2. A communication plan for the dissemination of information on life-threatening allergies, including anaphylactic allergies.
3. Development of an individual plan, with input from a parent of the child and the child's physician, for each child with an anaphylactic allergy that includes emergency procedures in respect of the child.
4. Training on procedures to be followed in the event of a child having an anaphylactic reaction.

Application

The home child provider under contract with the City of Toronto, Toronto Home Child Care (THCC) will follow the policy when an agency placed child has a life threatening or anaphylactic allergy.

The policy will be part of the package of policies read off on and signed by the provider prior to providing service under contract with the City, THCC and annually thereafter.

The review will be documented on the Annual Sign Off Form, retained in the provider's file, and retained for a minimum of 2 years.

Definition

Anaphylaxis is a severe allergic reaction that occurs when the body's immune system overreacts in the presence of a particular allergen. The whole body is affected within minutes of exposure to the allergen. The result of exposure can be fatal. Any food or substance can trigger an anaphylactic reaction.

Common Anaphylactic Allergens and Substances

- **Food Sources**
 - peanuts and peanut products

- tree nuts such as walnuts, hazel nuts, pecans, almonds, cashews, and chestnuts
- sesame seed and sesame seed oil
- cow's milk
- eggs
- fish, shellfish
- banana, kiwi, avocado
- wheat
- soy
- legumes
- **Non-Food Sources**
 - playdough (may contain peanut butter)
 - scented crayons and cosmetics
 - peanut-shell stuffing in “bean bags” and stuffed toys
 - wild bird seed
 - insect stings or bites
 - rubber latex (e.g., in gloves, or balloons, erasers, rubber spatulas, craft supplies, koosh balls).
 - vigorous exercise
 - plants such as poinsettias

Signs of an Anaphylactic Reaction

- **Symptoms may include:**
 - generalized flushing of the skin
 - hives anywhere on the body
 - itchy eyes, nose, face
 - sense of impending doom or fear
 - swelling of the eyes, face, lips, tongue, and throat
 - changes in heart rate
 - severe asthma
 - breathing difficulty
 - abdominal pain, nausea, and vomiting
 - sudden feeling of weakness (drop in blood pressure)
 - loss of consciousness

In the Event of an Allergic Reaction in a child with Anaphylaxis

- the prescribed auto injector is to be administered as soon as symptoms of an anaphylactic allergic reaction are observed.
- call 911 and ensure the auto injector is taken with the child to the hospital.
- inform the child's parent and the agency (THCC).

Procedure

Upon Admission, the home visitor must:

- ask parent whether the child has any allergies including anaphylactic shock allergies and request medical documentation for them.
- ensure the provider completes and keeps updated an individual Anaphylaxis Plan as per legislative requirements under the [Child Care and Early Years Act, 2014](#).
- ensure the provider posts completed Individual Anaphylaxis Plan(s) in the kitchen/food preparation area and the home visitor files it in the child's file as well as the provider file.
- ensure the provider receives training prior to the child being placed in the home, and annually thereafter.

An Individual Anaphylaxis Plan must be developed in collaboration with the parent and include:

- a description of the child's allergy.
- monitoring and avoidance strategies.
- signs and symptoms of an anaphylactic allergy.
- action to be taken if the child has an anaphylactic reaction.
- be retained in the child's file along with the child's photograph; when the training has been completed on the Individual Anaphylaxis Plan the training record is signed and a copy of the training record is attached to the back of the plan.
- be reviewed by all back up providers prior to providing care to the child.
- be reviewed annually with the parent and provider.
- advise the parent that the child will not be permitted to attend the program if a parent does not provide the auto injector or does not replace an expired auto injector.
- update provider training as required based on the Anaphylaxis Individual Plan
- complete an Anaphylaxis Individual Plan Training Record for each child with a life-threatening allergy, the record identifies who conducted the training, trainer's name and signature and provider's signature.
- retain the original Individual Plan Training record in the child's file and a copy provided for the agency file.
- complete the THCC As Needed Medication Dispensing Form (noting the expiry date of the auto-injector (example: EpiPen, Allerject).
- inform parents/guardians in writing of a child in care where there is a potential severe allergy reaction at the site and the allergen cannot be brought into the home.
- post a sign at the entrance so clients and visitors know not to bring identified allergens into the home.

- if the children are taken to community activities (library, OEYC) the provider is to ensure that the staff of the location are aware of the anaphylactic allergy and will take the appropriate precautions to ensure there is not exposure while the child is at the community location.
- ensure that Residents of the provider home over 18 years of age receive annual training on recognizing the symptoms of an anaphylactic reaction and use of auto injectors.
- THCC recommends that teenage Residents of the provider home under the age of 18 years also receive training in recognizing the symptoms of an anaphylactic reaction.

Roles and Responsibilities

The parent must:

- provide a medical note confirming the child's anaphylaxis allergy.
- assist in creating an Individual Anaphylaxis Plan for their child including training the provider on the administration of the auto-injector.
- supply the child's auto-injector (example: EpiPen or Allerject).
- if a family wants to transport the auto injector daily, the provider must ensure the auto injector arrives with the child every day.
- if a parent indicates the child no longer requires an auto injector, a medical practitioner's note confirming this information is required.
- support the provider in providing training to Residents of his/her home and back up providers regarding their child's allergy.
- ensure they provide updated information to the provider regarding the child's allergy.

The provider must:

- be trained by the parent in the individual child's anaphylaxis plan prior to the child starting in care.
- ensure that the auto injector is easily accessible at all times; it must be carried by the provider or the child (it can only be carried by the child if there has been discussion and there is a signed agreement between the parent, the provider and the home visitor).
- not permit a child to attend the program unless an auto-injector is available.
- review food labels prior to serving the child. Labels indicating, they may contain trace amounts of an allergen should not be served.
- inform parents and visitors that there is a severe allergy, and the allergen cannot be brought into the home.
- ensure all foods that are brought into the home by the parent are labelled with the child's name.

- if the food contains any allergens that are not to be in the home, discard it, and remind the parent of the life-threatening allergies in the home and not to bring items in that contain those items.
- review the THCC Anaphylaxis policy and every Individual Anaphylaxis Plan for children in the home where they are providing care.
- ensure that all Residents of the provider home over 18 in the home have received training on the individual plan.
- administer the medication if and as required, following the THCC Medication Administration and Storage Policy and Procedures
- follow the anaphylactic plan developed by the child's parent or medical practitioner.

Where the Child is Storing/Carrying the Medication

- the practice of children storing / carrying their own medication in THCC is approved only for EpiPens and Puffers, and only when there has been a discussion and signed agreement between the parent, the provider and the home visitor which takes into consideration the child's abilities as well as expectation held of the child at other times (e.g., while at home, at school and/or participating in extracurricular activities).
- the provider must obtain from the parent the signed and completed Medication Dispensing Record Form or the As Needed Medication Dispensing Form.
- when the medication is required, it is to be administered by the provider or supervised by the provider as per the signed agreement.
- the steps for administration by provider are followed as per the THCC Medication Administration and Storage Policy and Procedures.

Auto Injectors

It is imperative that an auto injector is available for the affected child at all times. The home visitor is to document the expiry date of the auto-injector on the Individual Anaphylaxis Plan and remind parents when the auto injector must be replaced. Auto injectors expire on the last day of the month of expiry (i.e., If expiry date is February 2015 the auto-injector will expire on the last day of February).

The auto-injector can be easily and safely administered and transported as the needle is hidden inside the auto-injector (applicable for EpiPen and Allerject). A single injection of the auto-injector may not be sufficient to stop an anaphylactic reaction but will normally give the sufferer 10 to 20 minutes of relief, often sufficient time to reach an emergency room. It is recommended that people with severe allergies have at least two auto-injectors available at all times. An auto-injector typically delivers a single dose. The unit cannot be re-used.

Serious Occurrence Reporting

All life-threatening incidents involving an anaphylaxis emergency with a child must be reported as a Serious Occurrence.

Serious Occurrences are to be reported within 24 hours. Refer to the [THCC Serious Occurrence Reporting Policy and Procedure](#)

Reference(s)

- [THCC Anaphylaxis Policy Review and Training Record](#)
- [THCC Anaphylaxis Individual Plan Training Record](#)
- [THCC Serious Occurrence Reporting Policy and Procedure](#)
- [THCC Medication Administration and Storage Policy and Procedures](#)
- [Allerject](#)
- [EpiPen](#)
- [Food Allergy Canada](#) (formerly Anaphylaxis Canada)

APPENDIX B

THCC Waitlist Policy and Procedure

Purpose

To ensure that an up-to-date THCC waitlist is maintained through a consistent process to minimize vacancies and provide transparency for families, Providers and potential Providers.

Applicability

This policy and procedure applies to all Toronto Home Child Care (THCC) Agency staff, THCC Providers, potential THCC Providers and families and children who are interested or receiving care.

Definitions

Home Child Care Client Communication Log: The log where all contacts or attempted contacts with a client on the waitlist are to be recorded. Please refer to the [TELCCS System - Client Communication Log User Guide](#).

Home Child Care Waitlist Report: A daily report that is maintained centrally by TCS Client Services. It contains all families on the waitlist for a vacancy with a THCC Provider. To ensure accuracy, only the electronic report should be utilized.

Home Child Care Liaison: A dedicated role for a THCC Home Visitor that is responsible for working with TCS Client Services, Providers, families, and the Agency to ensure children are placed in care and vacancies are minimized.

Policy

Waitlist Registration

Families must indicate their interest for a vacancy with a THCC Provider(s). This can be done by connecting with the agency directly, by connecting with their caseworker if they are receiving a fee subsidy, or via the TELCCS website.

When the number of interested families is greater than the number of current vacancies with a Provider(s), families will be placed on a waitlist associated with the wards they have requested.

Vacancies

All upcoming or known vacancies within a Provider's home child care must be communicated to the Agency to ensure accurate enrollment planning. This can occur through a case worker, the Provider, or a home visitor.

The waitlist will be regularly reviewed by the Liaison to arrange placements as available spaces arise. All vacancies will be offered to clients on the waitlist in first come/first serve order based on the ward(s) requested by families. Liaison/home visitors are to ensure that communication with clients is done in a transparent and timely manner.

Documentation

All communication with families will be recorded within the Client Communications Log.

To ensure adequate documentation, any confirmation of offers or potential offers, change in required start date, or removal from the waitlist must be communicated or confirmed through email if the initial communication was verbal. All emails must be sent from the agency email account.

Procedure

Filling a Vacancy

When a vacancy becomes available the liaison will review the waitlist report for ward(s) requested and match the vacancy with a family at the top of the list. The liaison will contact the family to offer the vacancy. This must be done by email even if a verbal confirmation was given previously. Please note, families may be contacted in advance of their required start date for a current vacancy.

Families will be given 48 hours to respond after they have been contacted about a space. If a family does not respond by the end of the designated time frame, the liaison will move to the next person on the waitlist. The communication attempt must be documented.

Once a family accepts a space, the Liaison/home visitor will follow one of the procedures below. This can be determined by reviewing the Waitlist Report.

- [Placement of Subsidized Clients in TELCCS and THCC](#)
- [Placement of Full Fee Clients in TELCCS and THCC](#)

Change of Waitlist Date

A parent/guardian may request a new required start date through their caseworker, home visitor or provider. Once the request is received, the liaison will send a confirmation email. To update the waitlist date, the liaison will select the appropriate

drop-down selection for the communication in the Communication Log. This will notify TCS Client Services of the start date change and request that the waitlist be updated.

Removal From Waitlist

A family can be removed from the waitlist in the following ways:

- **Parent/guardian initiated:** The parent/guardian may request either verbally or by email to have their child removed from the waitlist. Once the request is received, the liaison will send a confirmation email. To update the waitlist, the liaison will select the appropriate drop-down selection for the communication in the Communication Log. This will notify TCS Client Services of the start date change and request that the waitlist be updated.
- **Agency initiated:** Each waitlist request will be considered active until the client start date has passed. Once the designated time has passed, the liaison will contact the family to determine if they would like to remain on the list or no longer require placement. The family will be sent a maximum of three emails over a 21-day period. If no response is received, the family will be removed from the waitlist. To update the waitlist, the liaison will select the appropriate drop-down selection for the communication in the Communication Log. This will notify TCS Client Services of the start date change and request that the waitlist be updated.

Additional Resources

- [Placement of Subsidized Clients in TELCCS and THCC](#)
- [Placement of Full Fee Clients in TELCCS and THCC](#)

Policy and Procedure Review

This policy and procedure will be reviewed by all THCC staff and Providers yearly or at any time a change is made.

Date Revised and Approved: August 2024

APPENDIX C

THCC Program Statement

Toronto Early Learning and Child Care Centre Services (TELCCS) follows a play-based learning program model that reflects the Early Learning Framework (ELF) and How Does Learning Happen? (HDLH), Ontario's Pedagogy for the Early Years, and the Minister of Education's Policy Statement on programming and pedagogy made under the Child Care and Early Years Act, 2014.

What is Pedagogy?

Pedagogy is the ways that children learn and what an educator does to support their learning.

In THCC, we believe that children learn best when they are interested and engaged in play and experiences that encourage and support active exploration and manipulation of materials. Providers develop and implement learning experiences on a daily basis that are based on observations of each child in addition to the knowledge they have of child development and learning. We view children as competent, active, curious, and capable learners rich in potential.

At TELCCS, every child belongs, and we are committed to providing fully inclusive environments that support the health and well-being of every child in our care. With support from the Toronto Special Services Unit, we provide programs that meet each child's developmental needs.

Daily learning experiences (activities) are developed and adapted to reflect and support children's individual stage of development and interests. Each element of the children's day, indoor and outdoor play, active play, and quiet time are considered by TELCCS to provide unique and valuable learning, developmental experiences, and opportunities that are supported by planned programs and child-initiated learning.

What is How Does Learning Happen?

How Does Learning Happen?, Ontario's Pedagogy for the Early Years is a professional learning resource for those working in child care, and child and family programs. This resource inspires critical reflection and discussion among those who work with children and their families in early years' settings. It includes goals for children, expectations for programs and questions for reflection. It provides a starting point for thinking about the environments, experiences, and interactions that bring out the best in children, families, and providers.

HDLH? identifies four (4) foundations that are important for children to grow and flourish to their optimal development:

1. Belonging
2. Well Being
3. Engagement
4. Expression

TELCCS strives to support optimal development by ensuring that these four conditions are considered in all aspects of the provider homes in partnership with parents.

TELCCS services are based on the six (6) guiding principles of Early Learning for Every Child Today (ELECT) and the four Foundations of Learning and Development (Ways of Being) from How Does Learning Happen?

This chart outlines the approach TELCCS uses to respond to the Six Guiding Principles from ELECT in all children's programs.

| The Six (6) Guiding Principles | Our Approach to Each Principle |
|--|---|
| Responsive Relationships | Providers build trusting relationships, positive and nurturing interactions, take cues from children, reinforce positive social skills, and demonstrate positive role-modeling. |
| Learning Through Exploration, Play and Inquiry | Children are capable, competent, and curious learners. They learn best when they are engaged in play-based learning experiences and using materials that they are able to freely explore, manipulate, theorize, question, and share their thoughts and ideas. When children are having fun, they are engaged and learning. |
| Providers as Co-Learners | Providers learn with the children, asking meaningful and thoughtful questions, providing a variety of new and challenging materials, and learning experiences to enrich the children's learning. |
| Environment as Third Teacher | The play-based environments (playrooms, playgrounds, and centre) are designed to enable children to make choices and be independent. They stimulate learning and encourage skill development. They provide a natural, aesthetically pleasing, and calm place to learn as well as a variety of types of space for children to explore. |
| Pedagogical Documentation | A quality planned program is developed using documented observations of children throughout their day, input from families, and the knowledge and experience of the educator. Documentation may include written and photographed observations and children's creations (e.g., artwork, writing). |
| Reflective Practice and Collaborative Inquiry | Providers reflect on their own practices and collaborate through open discussion and enquiry with Home Visitors and parents to implement best practices and to ensure a high-quality early learning and care program. |

The following chart identifies the Four (4) Foundations of Learning and Development from How Does Learning Happen?, and the practices TELCCS implements to support children and families.

| The Four (4) Foundations of Learning and Development | How We Support the Four Foundations of Learning and Development |
|--|--|
| Well-Being | In provider homes, we encourage mindfulness throughout the day by enabling children to have time to finish a task and practice new skills (i.e., learning to do up a zipper) to encourage independence and to build self-esteem. |
| Expression | Providers encourage children's self-expression through their play, art mediums; painting, clay creations, music and movement, the use of open-ended questions and by providing time for children to reflect, hypothesize and share their responses. |
| Belonging | To support children and families to have a strong sense of belonging, providers develop environments and planned programs that reflect the diversity of the families, children, and communities they serve. Materials, photographs, posted material and resources reflect diversity in race, culture, family composition, abilities, etc. |
| Engagement | Planned programs are developed to reflect the children's interests and individual development enabling children to choose the learning experiences, materials and play partners they want to engage with. Providers encourage and support children to make their own decisions, solve problems, experience logical consequences and hypothesis through their play to support children's feelings of engagement and value within the program and with others. |

TELCCS Play Based Learning Model

Providers under contract with THCC, use a play-based learning program model to support children's optimal learning and development. Research confirms that play is the primary way that all children learn. In TELCCS, we believe children learn when they are engaged, active, interested, challenged, and having fun. Learning experiences are both planned and spontaneous based upon the children's interests and developmental needs. Programs support learning and development in all areas: physical, social/emotional, cognitive and language and literacy development.

The Value of Play

While children are engaged in play, they are learning and developing a variety of skills:

- Literacy,

- Numeracy,
- Emotional and social skills,
- Learning new cognitive concepts, and
- Developing their small and large muscles through physical movement.

Providers plan programs with a variety of materials for children to explore and manipulate in various areas and at various times of their day. Children learn when they engage in:

- pretend play,
- creative and sensory experiences,
- games and puzzles,
- small and large group times,
- physical play experiences,
- singing, and
- storytelling.

The opportunities and experiences are endless. Providers support children's learning in each of these play areas by providing materials that extend and challenge their learning.

Children learn through repetition. Children need many opportunities to explore and manipulate materials to figure out how they work, to develop and refine their skills and abilities and to gain knowledge. As children explore materials, they learn more about them and they improve their skills.

The Role of Providers to Support Children's Learning

- observing daily activities and behavior of children,
- developing and implementing planned daily programs with a wide variety of challenging and stimulating learning opportunities and experiences for children,
- creating environments that enable children to actively explore and learn independently and with adult support,
- supporting children's learning through positive interactions as play partners and co-learners,
- sharing information and resources with parents,
- partnering with the community to engage children to learn and understand about their world,
- adapting the program and materials to ensure all children are able to actively explore and engage in play on their own and with their peers,
- working with external partners to ensure the program meets the needs of children with extra support needs,
- implementing individual program plans to support children who have extra support needs,

- working in collaboration with Home Visitors and parents to evaluate, develop and implement the planned program,
- being active, life-long learners,
- supervising children's play and daily routines,
- documenting general care information,
- following the child's lead to extend and enhance learning and development,
- responding to children's individual needs,
- developing positive, supportive relationships with each child,
- demonstrating respect and empathy for children's emotions and challenges,
- encouraging problem solving,
- supporting the development of positive peer relationships,
- establishing positive relationships and partnerships with parents to fully support children's learning and development, and
- modeling the behavior, they wish to teach children.

The Role of the Home Visitor to Support Children's Learning

Home Visitors are Registered Early Childhood Educators (RECE) responsible for overseeing the development and implementation of planned and responsive programs. They support the provider to develop and implement children's programming through:

- regular home visits,
- role modeling best practices,
- providing information and resources,
- assessing and evaluating the provider's program,
- providing opportunities for providers to attend workshops and conferences,
- reviewing policies and procedures prior to entering a contract and annually,
- participating in professional development,
- working in collaboration with community partners,
- working in a team approach with THCC colleagues,
- having a strong knowledge of regulations and standards,
- gathering input and feedback from parents, and
- regular review of provider's records.

Planned and Responsive Programs

TELCCS values the benefits of a planned program. Providers observe children throughout the day and track the children's interests and developmental needs.

A weekly program plan is posted for parent information in each provider home identifying the planned learning experiences (activities) for each day.

Providers follow the lead of the child. Planned learning experiences are adapted by children as they play and explore, bringing new materials and ideas to their play. Providers also adapt this planned program to support children's spontaneity, abilities, and interests. The provider expands the children's interests by adding materials, asking open-ended questions, and building on the children's learning by providing new challenges, materials, and ideas.

Providers reflect on how their programs, interactions and procedures support the Four Foundations of Learning and Development from How Does Learning Happen?, Well-Being, Expression, Belonging and Engagement.

The TELCCS Senior Management team carefully considers and reflects on the Four Foundations and Six Guiding Principles to guide the development of policies and procedures. All policies and procedures are reviewed annually to ensure they continue to respond and reflect the best interests of children and families, and current research in the field of early learning and care.

As pedagogical leaders, the Home Visitors review the planned program plans at each home visit to ensure they meet the Program Statement requirements. Home Visitors demonstrate pedagogical leadership by observing each program on an on-going basis and engaging in conversations with the providers and children about:

- how the children are learning,
- what they need to learn, and
- what is the best means for this learning to happen?

Outdoor Play – A Critical Part of Learning

In TELCCS, we value the learning opportunities as well as the health benefits outdoor play provides children. Children in full day care are required by the Ministry of Education to participate in outdoor play for a minimum of two (2) hours a day, weather permitting. In Toronto, we are fortunate to have four seasons to enjoy the outdoors and in TELCCS, we support children to participate in all of them.

In TELCCS, we provide children with a variety of opportunities to develop their large muscles skills as well as athletic skills, such as, throwing, kicking, and catching a ball, riding a tricycle, and playing basketball, to support them lead a healthy, active lifestyle, which has positive impact on their well-being and long-term health.

Our outdoor play environments provide space and opportunities for active and restful play, loud and quiet play, individual and group play, as well as opportunities to develop large muscle strength and skills through planned learning experiences and free play. Children's interactions with nature support their knowledge of science and nature. This helps them to develop an understanding of the fragile nature of the environment, and

how they can care for and nurture it. Providers closely monitor the weather and the children's activity levels to ensure their health and well-being. Areas of shade as well as drinking water are provided throughout the year.

Learning is extended to the outdoors from the indoor playroom and reaches out to the local community through local walks or off-site activities for older children. The outdoor learning environment provides extended opportunities for all elements of learning, from physical activity, nature exploration, independent and cooperative games.

When children are unable to play outdoors due to weather conditions, alternate indoor active learning experiences are provided.

Children's Learning Environments

The children's play environments, both indoors and outdoors are set up in a child friendly manner that encourages free exploration and manipulation of materials along with learning experiences that they may engage independently, with a peer or in a small or large group. The playroom furnishings and décor are set up for the comfort and safety of the children. In TELCCS, we believe that an environment that provides for both quiet, thoughtful play, and loud, active play, as well as is essential to support children's individual needs and ways of expression.

The materials in the rooms are set up in a manner that enables children to easily find and return materials independently. A variety of stimulating and challenging learning experiences to engage children and to support all aspects of the children's development are provided.

Parents are invited to share their skills, knowledge and abilities with their child and their peers. They do this by reading a story or singing a song in their home language, cooking a variety of dishes, playing a musical instrument or engaging children in a craft.

Planned program enrichments for each program are posted in advance for parent information and input.

Prohibited Practices

All Home Visitors and providers are to use behaviour guidance strategies that support children to develop appropriate social and emotional skills and must comply with Toronto Early Learning and Child Care Services' THCC Program Statement.

THCC and the Child Care and Early Years Act prohibits the following practices:

- a) corporal punishment of the child,
- b) deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect,

- c) depriving the child of basic needs including food, shelter, clothing, or bedding,
- d) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or
- e) using a locked or lockable room or structure to confine the child if he or she has been separated from other children.
- f) inflicting any bodily harm on children including making children eat or drink against their will.

Approved Practices

Children need the opportunity to explore their environment and discover their abilities. This sometimes involves testing limits and experimenting with social interactions and may include behaviour that is dangerous or inappropriate.

When negative or unacceptable behaviours occur, they are considered to be learning opportunities where educators support children to identify and express emotions and issues appropriately. Building strong, healthy relationships with each child will help educators to know what works best for each child.

When these situations occur, the role of the provider is to assist the child by helping them identify acceptable behaviour. They establish limits, to maintain the health and safety of all children and follow through with logical consequences when reasonable expectations are not met. Consequences of behaviour should be calmly addressed with children, keeping in mind tone of voice, body language and facial expressions.

Strategies to Support Infants and Toddlers

In TELCCS, we support infants and young toddlers to develop self-regulation skills and positive behaviours through the use of redirection. Providers bring the child's attention to a different play area or material to minimize the child's opportunity to repeat or engage in unwanted behaviour and support them to experience more positive experiences with others.

Infant and toddlers are at developmental stages where they can't yet understand verbal direction concerning their behaviours and emotions and tend to be egocentric (at the "me" stage). Providers will reframe the stressful or emotional situation and redirect it into a positive one; for example, by providing them with another toy or engaging them in a different and more positive learning experience.

Strategies to Support Preschool, Kindergarten and School Age

Providers support preschool, kindergarten and school-age children to problem solve, communicate their issue or needs and use conflict resolution strategies to resolve issues with others. Providers support children to work through problems or anger by

supporting them to talk about their feelings and issues. Children will learn to use strategies when they are actively involved in the solution.

Children are, by nature, problem-solvers. Providers use a problem-solving approach which is simple and meets the developmental level of the children to help them think about the problem and develop a solution.

This process involves supporting children to:

- identify the issue,
- think of alternatives,
- predict consequences, and
- make decisions/develop solutions.

Self-Regulation Skills

One of the most important set of skills that children need for future success are those relating to self-regulation. This includes the ability to wait their turn, share materials, listen to others, demonstrate empathy and kindness, and communicate emotions and thoughts to others in a positive and constructive manner.

In THCC, our view of the child as capable, competent, and curious is critical in supporting children to self-regulate and demonstrate behaviours that are positive to developing positive social relationships, self-esteem, and confidence. Most unwanted/negative behaviours demonstrated by children are due to the inability to self-regulate. They may be related to skills children have not yet developed, and/or those they need support to develop and refine.

When children demonstrate unwanted or negative behaviours, we look to support them to learn how to manage their response to various situations, such as, the need to tidy up when they don't want to, to join in play with other children in a positive way or to communicate their emotions with words or gestures rather than using aggressive physical or verbal behaviours.

Rather than "managing" children's behaviours, TELCCS promotes the use of positive, developmentally appropriate strategies and techniques using a proactive approach to support children in learning and demonstrating positive behaviours on a consistent basis.

In TELCCS, children are encouraged to learn to respond in a positive manner and resolve situations in the future by giving back a toy they took from their peer, helping a peer rebuild the creation they broke or being gentle and using their words the next time they are upset, rather than hitting. Children will learn to feel and demonstrate empathy to others as they learn through their own experiences and observe adults role modelling positive social skills.

Sharing is a concept that is very challenging and nearly incomprehensible for children under three (3) years of age; therefore, we strive to have a number of the same materials available to the children to minimize the need for children to share, and we help children learn to wait for their turn through redirection and verbal support.

Social Skills

Studies have identified five core competencies that lead to positive life outcomes. The five (5) core competencies are:

- a positive sense of self,
- the ability to practice self-control,
- effective decision-making skills,
- a moral system of belief of what is acceptable and unacceptable, and
- positive connections with others.

Children who develop these five competencies are better equipped to become happy, productive adults.

As children begin to develop language skills and a better understanding and awareness of others, providers use a variety of strategies, such as, conflict resolution, learning experiences, natural consequences along with redirection to support children's development and the development of strong social skills.

When children have the required communication skills and understanding, they are engaged in developing ways to support themselves to self-regulate their behaviours by planning how to deal with stressful or difficult situations or suggesting their own consequences when they have acted inappropriately, such as, helping a peer re-construct a broken creation or taking some time to be quiet and meditate with the support of educators.

Providers working with kindergarten and school age children will also work with the children to develop a set of "rules" to support them to choose the best way to deal with a situation. All "rules" are worded positively identifying what children will do to support positive social interactions with their peers and adults in the environment.

Challenging Behaviours

When a child is having a challenging time, demonstrating behaviours that may hurt them or others, assistance may be required to remove other children from the play space to provide that child with privacy and time to resolve their issues, with the support of a provider. For the safety of both the child and the provider, another adult may provide support to the provider or the other children, if required. Physical restraint is only used when a child may endanger themselves or others and is used as minimally as possible. When physical restraint is used, the provider will document the situation and

report to the Home Visitor and the parent/guardian to develop a plan to support the child and minimize the reoccurrence of such situations.

Child Development

Our goal is to encourage and support children to reach their optimal development and future lifelong success. Our play-based program is planned to enable each child to interact with materials, learning experiences, peers, adults, and the outdoors at their individual stage of development and through their own interests. Providers extend and adapt learning experiences to challenge and stimulate children's interests, inquiry, skills, abilities, and knowledge through the use of documented observations, research, resourcing, and sharing information and knowledge with parents.

At times, some children need additional support from specialists such as resource consultants, speech and language therapists, physiotherapists, etc. If the child's provider feels that the child would benefit from additional supports, they will meet with the parent to discuss what services may be available and how they may be arranged. In TELCCS, we model the [Every Child Belongs](#) philosophy and welcome all children to participate in our programs in a meaningful way!

Brain Development

Research tells us that the first three (3) years of life are the most critical to "build the brain" for long term success. During this time, 90% of our brain mass is developed through the relationships we have with others. "Strong, nurturing and caring relationships support optimal child outcomes in terms of a sense of security and self-esteem, and the ability to form satisfying relationships, to engage with the world, to learn, to cope and problem solve, and to continue positive development throughout life." Infant Mental Health Promotion (IMPH)

In TELCCS, we value the importance of relationships between the caregivers and children and families. We strive to develop a strong partnership with parents based on respect, trust and a common goal of supporting children to reach their optimal outcomes.

Providers respond to children in distress to support a trusting, caring and respectful connection with the child. Responding promptly to children in distress promptly supports children to develop lifelong skills, such as, the ability to self-regulate, solve problems, communicate, and develop strong relationships based on trust. Children whose needs are promptly met also develop a strong sense of belonging, self-expression, and the knowledge that they are cared for and loved.

Responding to a child in distress may mean picking them up, talking or singing to them in a soothing voice, providing for a need, such as, food, rest or a diaper change, sitting in close proximity to them while engaging in their play, holding their hand, assisting

them to solve a problem or a conflict, or providing them with engaging materials or learning experiences.

Routines and Transitions

Children's days are filled with lots of time to play and explore activities and materials on the playground or indoors, but their day also includes a number of personal care routines, such as, meals, washroom and preparing for outdoor time. As children move through these routines each day, providers support children's learning through positive and supportive interactions. Children develop self-help and fine motor skills, an understanding of the importance of good health and hygiene, as well as communication and social skills, as they interact with peers and adults.

Transition times, such as, to/from the outdoors or washroom are designed to be safe, positive learning experiences for children through planned and spontaneous songs and experiences.

Children's Sleep and Rest Times

Children's work is play and their day is very active, so it is important that they also have time to rest and re-energize. As younger children require more frequent rests, infants rest according to their own individual schedules. Providers work with parents to determine a daily schedule of rest and monitor the child's individual needs throughout the day, providing time for rests in their individual crib. Providers monitor resting/sleeping children regularly to ensure their safety and well-being.

For their safety and well-being, all infants are put to sleep in their individual cribs or playpens. Infants under one year of age are put to sleep on their back.

Toddler or preschool children will be provided with a period of up-to-two hours per day to rest or sleep on their individual cot; depending on their individual needs for that day. Quiet learning experiences are provided for children not sleeping after one hour of resting on their cot and as they gradually wake.

Kindergarten and School Age children are provided with opportunities to engage in quiet learning experiences independently or with their peers and providers, such as, reading a chapter novel, puzzles, drawing, etc., to provide rest/down time.

Technology

In TELCCS, we strongly believe that children learn by being engaged actively in play; therefore, we limit the amount of screen time children participate in during their time in the program.

Video/DVD materials are only used to support children's learning and interests through the use of materials related to their interests, such as, science and nature videos.

Music

Providers ensure children have a variety of opportunities to engage in music experiences to support an appreciation and understanding of music through listening, singing, and playing musical instruments. Children are exposed to diverse types of music, including instrumental, classical, pop and culturally specific music. Opportunities are provided to listen to others sing or play musical instruments and to participate.

The providers use music to support children throughout the day; during transition times and routines by singing familiar songs, playing soft music to communicate to children that it is rest time and to encourage physical and creative movement.

Food and Nutrition

Menus provide for a wide variety of foods for the child to enjoy. Although providing nutritious foods to children is of the utmost importance, mealtimes are also viewed as learning experiences. Mealtimes enable children to interact with other children and adults, learn about different foods, learn their own likes and dislikes, and develop self-help skills.

Providers interact with children during mealtimes to support their intake of adequate and nutritious foods as well as to support the development of a variety of skills and abilities, including social and self-help skills. Mealtimes provide a unique opportunity to build strong relationships and appreciation for new and different foods.

Provider programs engage children in many learning experiences to support the importance of choosing healthy food options. Some homes may have vegetable gardens that provide children with opportunities to engage in planting, caring, and harvesting their crops, as well as, creating healthy food items with their produce. Children learn cooking techniques, food preparation, self-help, and social skills while they plan and prepare nutritious snacks to enjoy during their day and with their families.

Parent Input to Children's Daily Schedules

Providers and parents work in partnership to ensure children's nutritional needs are consistently met, sharing, and gathering information regularly through verbal and written communication.

The provider and parents of infants and toddlers share information on daily/weekly charts, documenting children's daily food and liquid intake along with general care items, such as, diapering and sleep times. Providers provide families with documents to

gather information concerning their children's nutritional and general care needs on a regular basis.

Families are encouraged to share any observations or changes that may take place with their children's needs as they arise.

Family Engagement

In TELCCS, we strongly believe that families are their child's best teacher and view parents as our partners.

It is our role to support families by providing programs where their child can grow and develop in a healthy, safe, and secure environment that supports both the child and family's personal well-being and sense of belonging. We recognize that parent participation and involvement in their child's program is essential to ensure children's optimal learning and success. We strive to provide opportunities for parents to express their ideas, feelings, and concerns as partners in their child's learning and care.

Parents are welcomed and encouraged to spend time in their child's learning environment. In addition, we implement regular parent involvement through program enrichments, information sessions, workshops and program evaluations, and daily written and verbal communication.

We strive to partner with families and parents to support their child's learning and development by sharing play experiences and how the child's play is linked to learning through the providers Weekly Program Plans, Individual Plans, and regular communication.

Parents are encouraged to share their observations of their child's learning and development with the provider and to document them directly to their child's observation booklet.

When parents are involved in their child's learning, the child is able to see themselves and their family, which provides them with a sense of belonging and engagement. Photos, diverse materials, the use of home languages and learning experiences relating to diverse families and people further support children and families' sense of belonging and supports children's future success.

Partnering with Our Community

TELCCS partners with a wide range of community partners to support an integrated approach to early learning and care. The providers work collaboratively with other services to share resources and improve the quality of their programs and services to children and families.

TELCCS Employee Training

TELCCS is committed to the ongoing professional development of all employees. All TELCCS supervisors, home and support staff participate in mandatory training as required by the Child Care and Early Years Act, 2014, Occupational Health and Safety Act, Accessibility for Ontarians with Disabilities Act, and by the City of Toronto, including, Standard First Aid and CPR Certification.

In addition, these employees participate in position specific training, both in-house and off site, to support their professional learning and development, and to ensure they have a strong understanding of current policies, procedures, and research materials. Registered Early Childhood Educators are required to meet the Standards of Practice and Continuous Professional Learning requirements of the [College of Early Childhood Educators](#) (CECE).

Each year, TELCCS develops and implements a professional development training plan in response to current research in the early learning and care field, mandatory/legislated training and employee and parent feedback.

Provider Information Sessions

Information sessions are planned and implemented on an annual basis to provide information and resources to support the providers to maintain a high-quality learning and child care practices in their home child care business. There are several topics offered and all changes to the regulations or policies are reviewed with the providers annually. Current Standard First Aid and CPR Certification is a requirement under the CCEYA, 2014 for all providers and employees.

Program Review and Evaluation

Providers must meet the Child Care and Early Years Act, 2014 regulations to provide high quality early learning and child care services to families. THCC strives to meet/exceed the City of Toronto's [Assessment for Quality Improvement \(AQI\)](#) in all programs. TELCCS implements a Parent and Child Survey annually to gather information and feedback on the services we provide.

The program statement will be reviewed and signed off by all employees and providers who participate in the program, prior to commencing and annually thereafter, and at any time when a change is made.

The review will be documented on the Annual Sign-Off Form. A hard copy will be retained in the individual's file for a minimum of three (3).

Compliance and Contravention

Compliance and contravention of this policy and procedure by Home Visitors will be monitored as per the Employee Compliance and Contravention Monitoring Policy.

Compliance and contravention of this policy by providers will be monitored as per the Provider Compliance and Contravention Monitoring Policy.

Resources/References

1. Child Care and Early Years Act, 2014 (CCEYA)
2. How Does Learning Happen?
3. City of Toronto Assessment for Quality Improvement (AQI)

Copies of the THCC Program Statement are provided to all families at time of admission and when any significant changes are made. This document is also available on the Toronto Early Learning and Child Care Services website www.toronto.ca/children/telccs for families and members of the public.

Date Approved: September 26, 2016

APPENDIX D

THCC Arrival, Departure and Attendance Policy and Procedure

Purpose

To outline the policies and procedures for Toronto Home Child Care to ensure that all children enrolled in care are accounted for each day and to support providers with a consistent method of documenting the arrival, departure and attendance of all children.

Policy

To ensure the safety of all children receiving care, home child care providers are required to monitor and document the arrival, departure, and attendance of all children. At the time of admission, home providers and home visitors will acquire information from parents/guardians that also reflects authorization of individuals for drop-off and pick-up for each child. This information may be utilized:

- in case of emergency
- if a child does not arrive as expected
- if a child is not picked up as expected
- if an individual other than those authorized is there to pick-up the child

Attendance for each child will be documented for each day that care is provided. All providers will maintain monthly records for each child in care that will record all arrivals, departures, and absences of enrolled children each day.

Application

This policy applies to all Home Child Care providers on contract with the Toronto Home Child Care Agency.

Procedures

Safe Arrival

Accepting a child into care:

Upon arrival, parents/guardians are expected to bring their child to the home provider in which they are enrolled and verbally advise that the child has arrived.

When accepting a child into care at the time of drop-off, the provider must:

- verbally greet the parent/guardian and child.

- ask the parent/guardian how the child's evening/morning has been and if there is anything they should be made aware of.
- document the time of the child's arrival on the daily arrival/departure chart.
- complete a visual health check of the child and note any communication from the parent/guardian in the Daily Log book.

When a child has not arrived in care as expected:

Parents/guardians are required to notify the provider when their child will be absent. To ensure the safety of the child, parents/guardians have the option of enrolling their children into a notification program. Parents can opt in or out of this program at any time. As part of the program, if a child does not arrive as expected and there has not been a communicated change in the drop-off, the provider will contact a designated parent/guardian by either phone or email to report the absence.

For parents/guardians who do not enroll in the notification program, home child care providers have the discretion to follow-up with families to determine if the absence could impact the home child care program (i.e.: illnesses leading to outbreak).

Confirmed absence:

Once the child's absence has been confirmed, the provider will document on the daily arrival/departure chart and any additional information about the child's absence in their daily log book and the record of illness, if applicable.

Safe Departure

Picking up and releasing a child from care:

When admitting a child into the providers' care, parents/guardians are required to advise the home child care provider of all individuals who are authorized to pick-up their child. Children can be picked up at any time as per the parent contract by either a parent, guardian, or a person who has received written authorization from the child's parent or guardian.

The provider who is caring for the child shall only release the child to the parent/guardian or individual that the parent/guardian has provided written authorization for. Parents are required to notify the provider when alternate pick-up arrangements have been made. Children will not be released to individuals that do not have authorization.

Children over ten years of age may self-escort to school / from school or home. This agreement is arranged with three parties (Parent/guardian, Home Visitor and Provider) and requires a signed form on file that grants this arrangement. The child's maturity and

developmental level is also taken into consideration when making this decision. It is recommended that the child is carrying a cell phone with them.

When an unknown individual is picking up the child:

- provider must confirm with parent/guardian that the individual picking up the child is authorized to do.
- where the above is not possible, ask the individual for photo identification and confirm the individual's information against the parent/guardian authorized persons on the child's file or written authorization from parent/guardian.

If parents/guardians have failed to notify the home child care provider of alternate pick-up arrangements, providers are required to confirm with the parents/guardians by phone. Identification verification will also be required of the individual when picking up.

Where a child has not been picked up as expected:

If arriving late to pick up their child, a parent/guardian must notify their provider as soon as possible. Parents/guardians are encouraged to make alternative pick-up arrangements.

If the parent/guardian has failed to notify their provider of a later than usual pick-up, the provider will attempt to contact the parent/guardian. If they cannot be reached, one of the child's emergency contacts will be notified. If the parents/guardians and emergency contacts cannot be reached one half hour after the contracted pick-up time, the provider will contact the appropriate Child Protection Agency and follow the Agency's direction with respect to next steps. The home visitor will be notified.

If repetitive late pick ups occur, the Home Visitor will meet with the parent to discuss and determine whether the current hours of care meet the family's child care needs. If consistent lateness continues, the Home Visitor will support the family to explore alternate child care arrangements. A notice of withdrawal from care may be issued for unresolved patterns of lateness.

Documentation and Attendance Recording

Daily arrival/departure attendance chart:

All THCC providers are required to document in the daily arrival/departure chart to record each

child's daily arrival and departure. The daily arrival/departure chart must be accessible to the provider and stored confidentially in a secure location in the provider's home.

Please note: the daily arrival/departure attendance chart must reflect the additional departure and arrival time to and from school for each child (if applicable).

Policy and Procedure Review

This policy and procedure will be reviewed and signed off by all Toronto Home Child Care Providers before placement of agency children in a THCC location, and at any time where a change is made.

APPENDIX E

Toronto Home Child Care (THCC) Fees

Effective January 1, 2025

Note:

- Fees have been capped at \$22 per day due to the [Canada-Wide Early Learning & Child Care System \(CWELCC\)](#) system.
- Toronto Home Child Care Agency is enrolled in the Canada-Wide Early Learning and Child Care System. Daily fees are all-inclusive and there are no additional charges over and above these base fees.
- Fees are subject to change at any time.

| Age Group | Description | Rate Per Day as of Jan. 1, 2025 |
|----------------------------|--------------------------------------|---------------------------------|
| Under 2 years | Full time (6 to 12 hours) | \$22.00 |
| Under 2 years | Part time (less than 6 hours) | \$16.24 |
| Under 2 years | Extended day (greater than 12 hours) | \$22.00 |
| 2 years until school entry | Full time (6 to 12 hours) | \$21.74 |
| 2 years until school entry | Part time (less than 6 hours) | \$14.75 |
| 2 years until school entry | Extended day (greater than 12 hours) | \$22.00 |
| Kindergarten | School year | \$12.69 |
| Kindergarten | Summer - full time | \$17.63 |
| Kindergarten | Summer - part time | \$12.00 |
| Kindergarten | Extended day (greater than 12 hours) | \$22.00 |
| Kindergarten | Weekend - full time | \$17.63 |
| Kindergarten | Weekend - part time | \$12.69 |
| School age | School year | \$29.52 |
| School age | Summer - full time | \$41.02 |
| School age | Summer - part time | \$27.90 |
| School age | Extended day (greater than 12 hours) | \$53.76 |
| School age | Weekend - full time | \$41.02 |
| School age | Weekend - part time | \$29.52 |