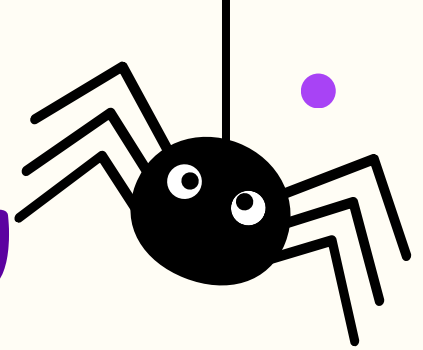


Harbor Family Dayhome Agency



Upcoming Calendar Events

- October 12-
Thanksgiving
- October 31-
Halloween
- November 8-
Diwali

OCTOBER 2026 NEWSLETTER

BEWARE

GATHER CLOSE, IF YOU DARE, BECAUSE SOME PINT-SIZED MAGIC IS BREWING THIS OCTOBER. AS THE AUTUMN LEAVES FALL, WE ARE BREAKING OUR USUAL DAYHOME ROUTINE TO BRING YOU A DELIGHTFULLY PLAYFUL SURPRISE. PEEK INSIDE THIS MONTH'S NEWSLETTER TO SEE THE FESTIVE CRAFTS, SENSORY PLAY, AND COZY UPDATES WE'VE CONJURED UP FOR OUR LITTLE MONSTERS- BUT ACT FAST, BECAUSE THESE SEASONAL TREATS WILL VANISH LIKE PHANTOM IN THE NIGHT.

Time Sheets due

Time Sheet due on
Oct 23



Contact Info

Email:

info@harbordayhomeagency.ca

Phone: 587-982-3896



STANDARDS REMINDER

Standard 5: Transportation and outings

Programs must have the parent's written permission to transport their child. Parents must be advised in writing of any outings or excursion the program plans for a child, including transportation and supervision arrangements.

Standard 6: Number and ages of children

Programs may accommodate a maximum of six children, not including the educator's own children. A maximum of three children may be 36 months or younger. The educator's own children must be counted for this maximum. A maximum of two children may be 24 months or younger. The educator's own children must be counted for this maximum. Agencies may request time-limited exemptions to the maximum of three children 36 months or younger and/or two children 24 months or younger requirements. All children present in the home must be counted in the six child limit (not including the educator's own children). The only exception is if a visiting child's parent/guardian or care provider is present and supervising that child. Otherwise, any visiting child is counted, regardless of whether or not the program educator is being paid to care for the child. For example, if a friend of the educator's child visits after school, the educator must count that child because he or she requires direct supervision.



Nutrition Corner: Menu Checklist

Review your menu to ensure you have chosen healthy foods low in sugar and fats and high in fibre.

Food groups:

- I have included 3 food groups at breakfast
- I have included 2 food groups at snacks
- I have included 4 food groups at lunch

Breakfast:

- I serve cereals low in sugar which are not sugar coated.
- Oatmeal served is low in sugar
- I include one dairy serving at breakfast

Snacks:

- I serve vegetables/fruit and grains at snack
- I do not serve dairy products at snack



Lunch:

- I include one dairy servings at lunch
- I serve meat or an alternate at lunch
- I serve vegetables at lunch
- I serve a grain at lunch
- I have removed unhealthy commercially prepared foods from my menu such as baked goods, processed meats, macaroni and cheese packages, canned soups, deep fried foods, chips, desserts, sugar coated cereals, cereal bars, fruit cups, and granola bars.
- Foods offered are free from food safety concerns such as choking risks and allergy concerns. Foods are cut up into small pieces for children under 2 years.
- I bake my own cookies and muffins adding fruit and/or vegetables
- I have removed juice from my menu and serve water instead
- My menu includes a variety of foods rather than repeating the same.

foods over and over. I serve a variety of fruits and vegetables each week.

- I choose whole grains such as whole wheat breads and crackers, tortillas, pita, bagels, noodles, and brown rice.
- I include healthy fats such as avocados, coconut, olive oil, fish, and nuts to older children.
- I encourage children to try new foods and offer them regularly, not just once.

Multicultural

- I have included foods from other cultures on my menu
 - quinoa, couscous, barley
 - hummus, tzatziki
 - naan bread, pita bread, tortillas, flatbreads, roti, rice crackers
 - kefir, plain yogurt, cottage cheese, different cheeses (gouda, Havarti, mozzarella, goat cheese, feta cheese, ricotta)

Reviewing Standards of Care

Std 3: Yellow emergency cards are complete for all children in care. One set is kept in the first aid kit and is taken outdoors on each outing or to play in the backyard.

Std 8: Supervision

Children under 19 months are within sight at all times, even when you answer the door. Use a baby monitor if your are not staying in the nap room so children can be heard.

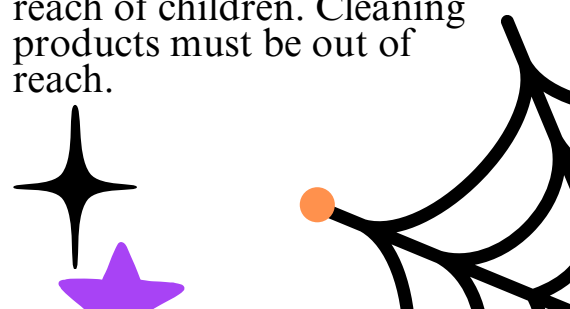
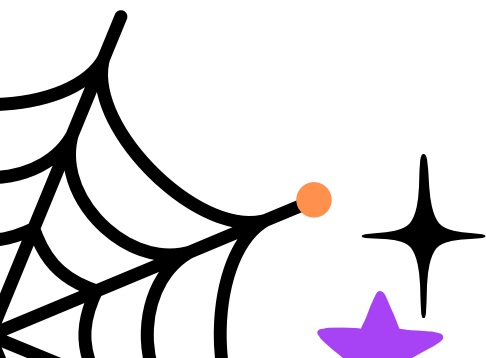
Std 9: Child guidance strategies must be positive and respectful.

Tell children what behaviour you expect in a kind and gentle manner. State your expectations positively.

Std 10 A: Respond to all injuries by applying first aid or calling 911 if necessary. Call the parent. Call the agency. Fill out the incident report the same day. Have the parent sign the form. Send the form to the agency the same day if possible. Critical incidents are when a child needs medical attention and must be reported to the agency immediately!

Std 10B: Safety gates must be in place at the top and bottom of stairs indoors and outdoors. Pressure mounted gates are only allowed at the bottom of the stairs, mounted gates or doors at the top of stairs.

Medications, vitamins and herbal remedies must be locked at all times. Emergency medications must be out of reach-Epipen, inhaler, Benadryl. Personal products in washrooms must be out of reach of children. Cleaning products must be out of reach.



How To Foster Independence and Build Empathy in Preschoolers and School Aged Children

As children approach the school years there is a huge shift in what providers and parents can offer a child. While ABCs and 123s become goals in the classroom there is a huge leap in the cognitive and social emotional development. Children now need to be able to prepare themselves for transitions, achieve these goals on their own and spend time fostering and developing relationships with peers without the assistance of their teachers and parents.

Modeling and Building Empathy

Research suggests that empathy is something we can develop and strengthen. Empathy is the ability to look at a situation someone else is going through and try to feel what that person is feeling. It is like putting yourself into the persons perception, or their shoes and wondering what would i feel like if it was happening to me? Parents and other child care providers can build on a childs ability to understand empathy through various activities and interactions. Getting down to the childs level and using age appropriate conversations are important when working on their understanding of empathy. Using open ended questions and I messages will also help school-age children create observations.

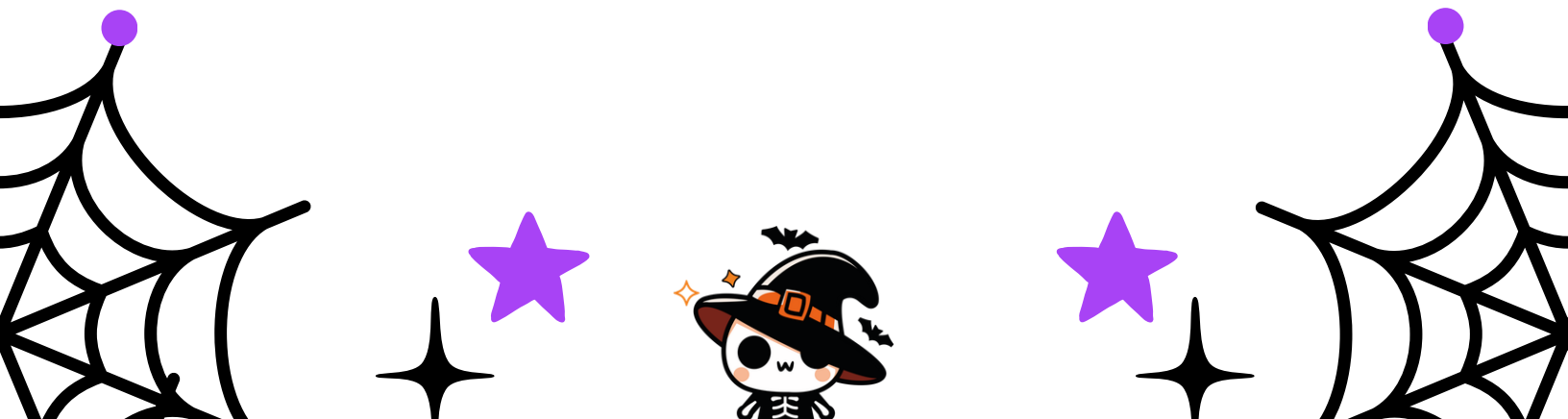
“I wonder why hes crying.” “It must be hard” and “What makes a baby sad/cry” are great opening conversations to begin the conversation. Children are not always sure they are feeling empathy when their peers become hurt, and may show it on their facial expressions and have questions or feel confused. Adults can begin to foster these news milestones by asking them questions and even offering empathy for the child when they are hurt. If a child in your care feels sad when a friend mistreats them, or a parent leaves them model empathy so they can feel the pride and compassion of your support. Saying things such as “It might be hard when mom goes to work” and “Are you afraid your friend is mad at you?” Allow the child to discuss their feelings and fears ewith you and validate their words.

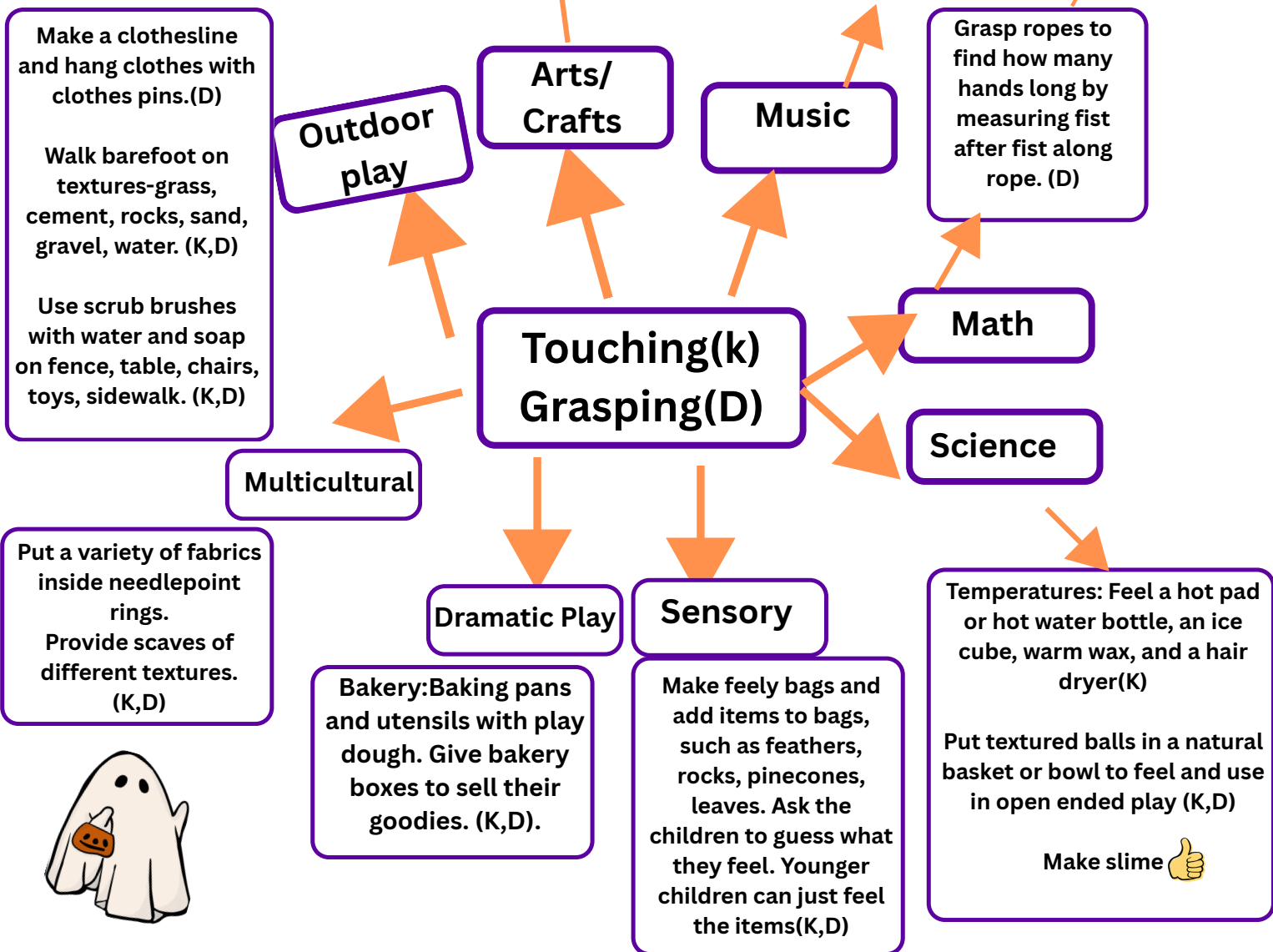
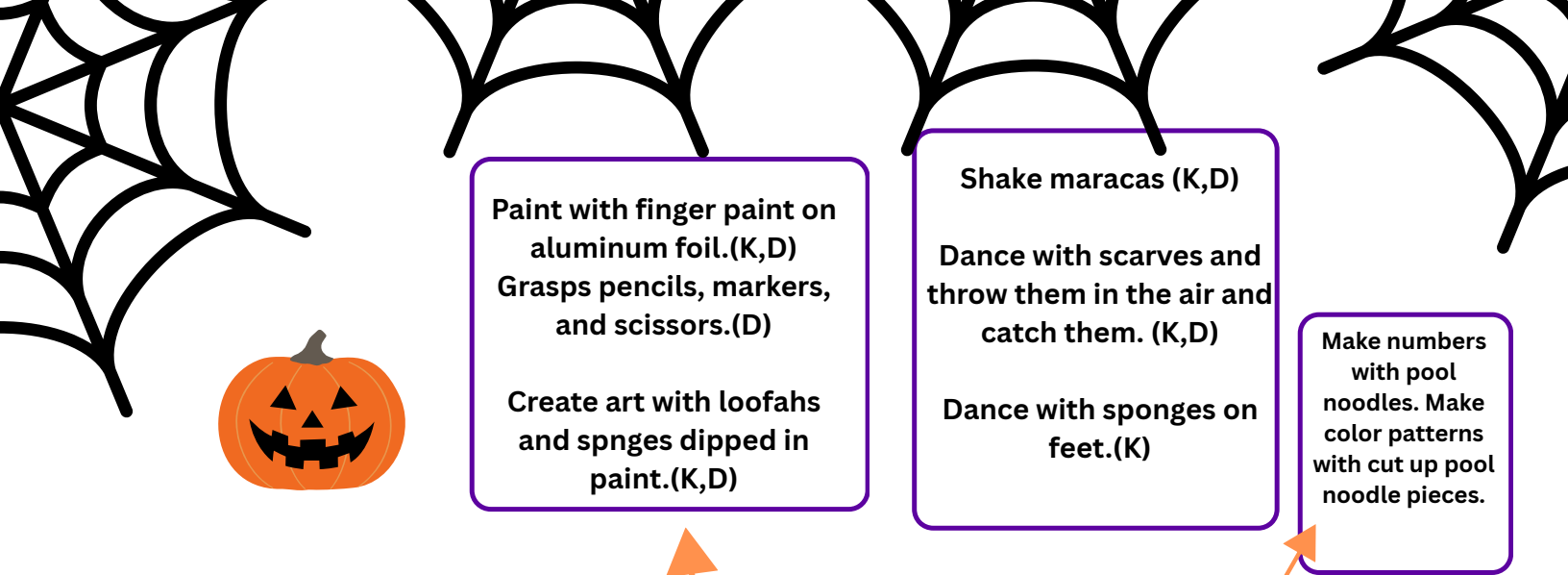
Creating Independent Children

Independence begins to strengthen and flourish in preschool and build in elementary. Knowing how to tie your shoes, zip up a coat and help themselves to an activity will lay a strong foundation for childrens confidence and beginning to be self sufficient. **Why would you want a child to be independent knowing it is usually quicker and easier if you do it yourself?**

Because children thrive in many developmental objectives when being offered the space and time to figure it out on their own. Buttoning buttons and zipping up zippers strengthens their fine motor skills helping build strength to hold a pencil.

Feeling over whelmed and hurt helps them build empathy, knowing how it feels personally when something doesnt work out how they thought it would. It also teaches them to ask for help.





Making a flowchart based on children's multiple interests in your group: Write the date in the middle, look at your written child observations to determine childrens interests, add activities to the flowchart that go with each childs interests, write the childs initials beside the activity planned for that child. Add all childrens interests/activities to the flowchart so you only need to create one flow chart. It covers all childrens interests in your dayhome.

