



Harbor Family Day Home Agency

September Newsletter

UPCOMING CALENDAR EVENTS

September 7: Labor day
September 30- National
Day of Reconciliation
October 12- Thanksgiving

TRAINING OPPORTUNITIES

Agency
meeting/training:
Sept 8 at 6:30pm, on
zoom, link will be
posted soon

CONTACT INFO

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**TIME SHEETS DUE
ON SEPTEMBER 23**

Standards Reminder

Standard 4: Family day home program accommodations

The program residence must have sufficient space for the developmental activities of the children in care.

Standard 4A: Residence

The residence must be in good repair. Space must be adequate to accommodate the following requirements:

- windows in every room used by children;
- adequate heat, light, and ventilation; clean, comfortable surroundings; and
- sufficient space for developmental activities of children in care.

Standard 4B: Furnishings and equipment

The family day home program's furnishings and equipment must be age appropriate. Toys, equipment, materials and furnishings must be of sufficient variety and quantity for the number and ages of children being cared for. Toys, equipment and materials should be organized and accessible so that children can make their own selections. Furniture and equipment must meet federal and provincial product safety legislation and are only used as recommended by the manufacturer. This includes but is not limited to beds, mats or mattresses with bedding, safety gates, cribs, play pens, high chairs, toilet seats or potties, strollers or carriages, and car seats or booster seats.

- Federal safety legislation does not specify requirements for sleeping infants in play pens, as this type of equipment does not meet the definition of a crib, cradle or bassinet. Therefore, Health Canada advises play pens not be used for unsupervised sleep. If the educator is not physically present and watching the child sleep, the child is unsupervised. Diapering arrangements ensure:

- each child is changed on either a change table or individual change pad; and children are diapered in a location that allows for supervision of other children.

Standard 4C: Outdoor play space

The program must ensure that children have access to outdoor play space. If the outdoor play space is part of the program residence, it must be securely enclosed. If the outdoor play space is not part of the program residence, it must be within a safe and easy walking distance.

The agency can exempt a program, using a JET-approved form, from the requirement to have the outdoor play space securely enclosed if outdoor play space that is securely enclosed is not reasonably available and if children will be adequately supervised and protected in the outdoor play space provided. The form used to exempt a program must be approved by JET annually and any changes to the form must be pre-approved by JET. A copy of the exemption form must be stored on the program's record with the agency and parents must be informed at the time of enrolment that the program has an exemption.

Working With Toddlers

Toddlers can be challenging to work with unless you understand their development and have developed patience to get through challenging behaviour scenarios. Toddlers need time and practice to learn a language, new social skills and regulate their emotional responses.

Curiosity

Toddlers are curious about the world around them. Childrens curiosity should be nurtured in a safe positive enviroment.

- Toddlers use different ways of learning: Seeing, touching, and tasting are just a few ways toddlers explore.
- Toddlers begin to use words to ask and share ideas. Repeat back what they say with proper grammer to encourage age development.
- Take time to learn from toddlers. Child lead programming is a great way to build relationships with children.
- Serve and return model encourage educators to watch, and return with meaningful growth.
- Allow toddlers time and space to explore their surroundings to their satisfaction.
- Toddlers are interested in doing things for themselves so allow them time to dress or feed themselves. Toddlers want to make choices for themselves within limits you provide such as choosing which vegetable the child wants. You know you are serving a vegetable but the child can help choose which one.

Temper Tantrums

Children have tantrums in different ways. Some actions could be kicking, and screaming. Tantrums can be a way of educating the toddlers about social situations or limits to their behaviour in your day home.

Tantrums are normal in child development. Toddlers are beginning to develop language and may have a tantrum to indicate their needs.

Some ideas to try to prevent tantrums:

- Allowing options. Ex For snack which would you like apples or oranges first?
- Positive reinforcement. Letting children know when they are sing listening skills, picking up toys etc.

After the tantrums:

Reassure the child they are cared for in the day home.

For providers, remain calm during a tantrum. Children look to Providers as role models. When Providers are calm, children follow along.

Toilet Training

At this age toddlers may show signs they are ready to be potty trained. Some things to keep in mind for potty training:

- Toddlers may be ready when they can stay dry through long periods of time 2-3 hours.
- Telling you they need to go.
- Child should be willing to learn and is not fearful of the process
- Toddler should be able to pull pants up and down on their own
- Always encourage hand wasing after using the toilet.
- Open communication with parents to develop a plan for potty training. Both parent and provider should agree the child is ready to learn and both are willing to work together to achieve success.

Nutrition Corner: Food Safety

Choking:

- Any food can cause choking in young children
- Supervise children at all times when eating
- Children need to remain seated when eating and drinking to avoid choking. If is a CFS standard that needs to be maintained. If a child cannot remain seated, they need to be seated in a booster seat or high chair until they are ready to adapt to sitting on a chair.
- Cut carrots and other hard vegetables into narrow strips. Steam them lightly before serving to increase softness.
- Take seeds and pits out of fruits. Peel apples or cut into small pieces to avoid choking on the skin.
- Mandrain orange segments should be cut in half for younger children.
- Grapes need to be cut lengthwise so the skin will not get lodged and cause choking.
- Cut bananas lengthwise when serving young children.
- Don't serve popcorn or nuts to infants and toddlers.
- Do not serve honey to infants.
- Allow children to feed themselves.
- When spoon feeding be careful not to put a heaping spoonful into a child's small mouth. Their mouth is small and its uncomfortable to fill it up completely and still try to chew and breathe.
- **Cut ALL food into small pieces when feeding children under 19 months.**

Storing Food:

- Milk in bottles and sippy cups and yogurt need to be refrigerator until it is time to eat it.
- Food that has been cooked for meals needs to be served immediately or stored in the refrigerator until it is time to eat it.
- Mayonnaise and eggs must be refrigerated at all times. Both can grow harmful bacteria and cause food poisoning. Check labels to see if a product requires refrigeration after opening.

- Alberta Health Services offers a free **online course** for Childcare providers to take regarding Health and Safety.
- When you are finished the course, print your certificate and give a copy to your consultant.

It will benefit you, the children in care and your own family to be aware of food and safety issues and prevent choking and food borne illness.

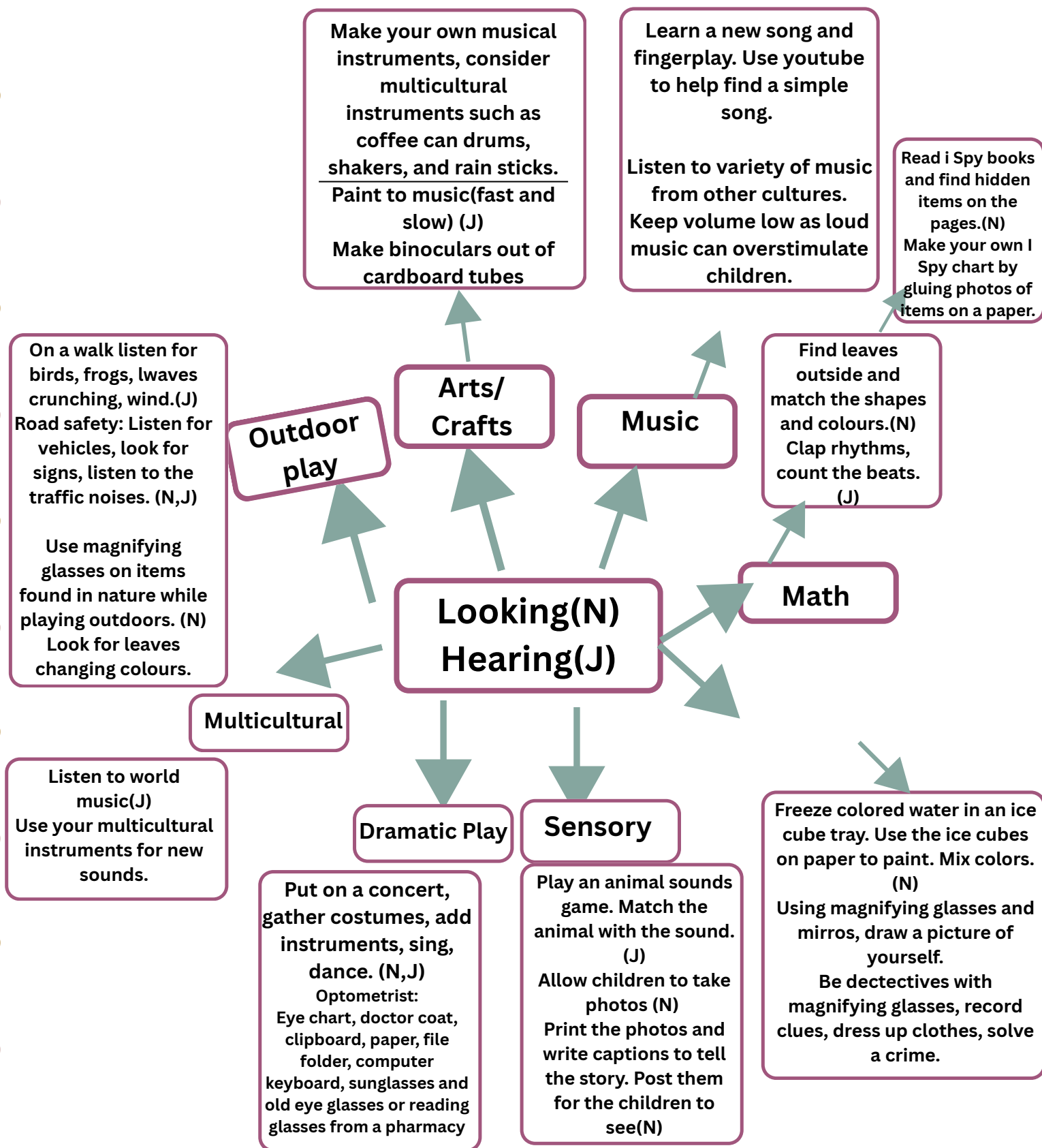


Including Cultural Foods on Your Menu

- Serving foods from cultures of the children in care will meet an Accrediation Standard as well as show respect to the child and family.
- Ask parents about cultural foods that are favourites in their home and try to fit them into your menu.
- Choose a cultural dish that is healthy.
- It should include fruit or vegetables.
- Food should be steamed, boiled, or baked, not fried.
- Avoid recipes that contain a lot of cream or oil.
- **Introducing a Cultural food:**
 - When preparing a new food, have children help by washing fruit and vegetables, cutting them with a plastic knife, adding ingredients, mixing, or scooping.
 - When children are involved in making a dish they are more apt to try it when it is ready to eat.
 - Children can serve themselves from a platter or bowl. Give them

a spoon and allow time for them to practice this new skill of serving themselves.

- Describe how the food tastes and smells.
- Thank the child/family for sharing their recipe with the day home.
- Include the food on your menu. Try foods from a variety of culture. Serve foods from your own culture.



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 children's interests, add activities to the flowchart that go with each child's interests, write the child's initials beside the activity planned for that child. Add all children's interests/activities to the flowchart so you only need to create one flow chart. It covers all children's interests in your dayhome.