

# Best Practices Licensing Manual for Early Learning and Child Care Centres

Manitoba Child Care Program • Manitoba Family Services and Housing



# TABLE OF CONTENTS

## I General Information

- Purpose and Organization of the Licensing Manual 5
- About the Manitoba Child Care Program 6
- Your Child Care Co-ordinator 7
- Types of Licences and Licensing Orders 8
- The Appeal Process 9

## II Definitions 11

## III Licensing Application

- Section 4 Child Care Centre and Licensee 15
- Section 5(a) Program Statement 15
- Section 5(b) Floor Plan 18
- Section 5(c) Fire Inspection 18
- Section 5(d) Health Inspection 19
- Section 5(e) Compliance – Inspections 20
- Section 5(f) Zoning 21
- Section 5(g) Emergency Procedures 22
- Section 5(h) Board of Directors, Management Committee, Parent Advisory Committee 23
- Section 5(i) Corporations and Cooperatives 25
- Section 5.1(1)(2) Renewal of Licence 26

## IV Record Keeping

- Section 6(1) Child Information Records 27
- Section 6(2) Attendance Records 29
- Section 6(3) Confidentiality 30

- Section 6(4) Financial 31
- Section 6(5) Parental Permission for Research, Photography, Video-Taping 31
- Section 6(6) Insurance 32
- Section 6(7) Posting 33
- Section 6(8) Outings 33

## V Staff Qualifications

- Section 7(1)(2) Centre Director 35
- Section 7(4) Early Childhood Educators – Full Time Centres 38
- Section 7(5) Early Childhood Educators – Nursery Schools and School Age Centres 38
- Section 7(6) Early Childhood Educators – Nursery Schools Operating Three or Fewer Part Days Per Week 38
- Section 7(7) Trained Staff Per Group 40
- Section 7(10) Exemptions to Trained Staff 40
- Section 7(11) First Aid Training 42
- Section 7(12) Investigation Authorizations 43
- Section 7(12.1) Satisfactory Confirmation Required 44
- Section 7(13) Record of Child Care Employees 44
- Section 7(14) Designation of Child Care Centre Director 45
- Section 7(15) Application for Classification 45
- Section 7(16) Medical Assessment 45

## **VI Supervision**

- Section 8(1)(1.1) Supervision 47
- Section 8(1.2) If Supervision is Not Direct 48
- Section 8(2) Ratio and Group Size – Full Time and School Age Centres 49
- Section 8(3) Ratio and Group Size – Nursery Schools 51
- Section 8(4) Ratio and Group Size – Exemptions 51
- Section 8(5) Room – Maximum Enrollment 52
- Section 8(6) Volunteers – Nursery Schools 53
- Section 8(7) Parent Volunteer – Ratio 53
- Section 8(8) Supervision – Adults 54
- Section 8(9) Minimum Age for Enrollment 54
- Section 8(10) Transportation Policy 55

## **VII Space**

- Section 9(1) Space – Indoor 57
- Section 9(1.1) Natural Light 58
- Section 9(1.2)(1.3) Space Indoor – Exemptions 59
- Section 9(2) Space – Sleeping 60
- Section 9(3) Space – Outdoor 61
- Section 9(5) Outdoor Space not Adjacent to the Centre 62
- Section 9(6) Outdoor Space Adjacent to Centre 62
- Section 9(7) Space Outdoor – Exemptions 63
- Section 9(10) Infant Space – Written Plan 64
- Section 9(11) Space – Mixed Age Groups – Written Plan 65
- Section 9.1 Prohibition – Caring for a Child More than 18 Hours 65

## **VIII Early Learning and Child Care Environments**

- Section 10(2) Daily Program and Staff Schedule Posted 67
- Section 10(3) Daily Program Activity 69
- Section 10(4) Daily Outdoor Play 70
- Section 10(5) Sleeping and Toileting 73
- Section 10(5.1) Infant Sleep Positions 74
- Section 10(6) Daily Record 75
- Section 13(1) Play Equipment 76
- Section 13(2) Equipment – Outdoors 78
- Section 13(3) Program Activities 79

## **IX Behaviour Management**

- Section 11(1) Guidance – Prohibited Forms 81
- Section 11(2) Written Policies 82
- Section 11(3) Treatment Plan 84
- Section 11(4) Child Abuse Reporting 84
- Section 11(5) Staff Training 87
- Section 11(6) Isolation of Children 87

## **X Equipment and Furnishings**

- Section 12(1) Telephone 89
- Section 12(2) Children’s Equipment and Furnishings 90
- Section 12(10) Toilets, Washbasins and Bathing Facilities 92
- Section 12(10.1) Alternatives – Approval Required From Health Authority 92

- Section 12(10.2) Bathing Facilities for Children Under 18 Months 93
- Section 12 (11)(12) Toilets, Washbasins and Bathing Facilities – Exemptions 93
- Section 12(14) Urinals 93
- Section 12(15) Diapering and Toilet Training Facilities 94
- Section 12(17) Drinking Water and Cups 95

## **XI Health**

- Section 14(1) Poisonous Substances – Storage 97
- Section 14(2) Personal Property 97
- Section 14(4) Animals 98
- Section 14(6) Smoking Prohibited 100
- Section 14(7) Hot Beverages 100
- Section 14(10)(11) First Aid Kit 101
- Section 14(12) Medication 103
- Section 14(13)(14) Communicable Disease 105
- Section 14(15) Injuries 106

## **XII Community Standards**

- Section 15 Community Standards 107

## **XIII Nutrition**

- Section 16(1) Infant Feeding 109
- Section 16(3) Menus and Food Provided 110
- Section 16(4) Food Provided 112
- Section 16(5) Food Storage, Handling and Serving 114

## **XIV Emergency Numbers and Procedures**

- Section 17(a)(b) Emergency Numbers and Procedures 115
- Section 17(c)(d)(e) Fire Extinguisher 117

## **XV Overnight Care**

- Section 18(1)(2) Overnight Care Requirements 119
- Section 18(3) Bedding and Sleeping Accommodations 119
- Section 18(7) Staff Awake 120
- Section 18(8) Ratios and Group Sizes 120
- Section 18(9) Grouping of Children 120
- Section 18(10) Bathing Facilities 120
- Section 18(14) Emergency Procedures 121
- Section 18(15) Nutrition 121
- Section 18(16) Security System 121

## **XVI Occasional Child Care Centres**

- Section 19 Licensee 123
- Section 20(1)(1.1) Licensing Requirements 123
- Section 20(1.2)(1.3) Renewal of Licence 123
- Section 20(2)(2.1) Investigation Authorizations 124
- Section 20(3) Record Keeping 125
- Section 20(4) Insurance 125
- Section 20(5)(6) Staff Training 126
- Section 20(7) First Aid Training 126
- Section 20(8) Staff to Child Ratios 126
- Section 20(9)(9.1)(9.2) Supervision Required 127

- Section 20(10) Space 127
- Section 20(11) Program and Equipment 127
- Section 20(12) Behaviour Management 128
- Section 20(13) Furnishings 128
- Section 20(14) Health 128
- Section 20(15) Nutrition 129
- Section 20(16) Emergency Procedures 129
- Section 20(17) Prohibition – Caring for Child  
Over 18 Hours 129

## **XVII Grants and Fees**

- Section 31(1) The Community Child Care  
Standards Act 131
- Section 36(1)(2)(3)(4)(5)(6)  
Requirement for Grants 131
- Section 37(1) Operating Grant 132
- Section 38(2) Maximum Daily Fees 133
- Section 38(2.1) Maximum Daily Fees for  
Subsidized Families 135
- Section 38(6) Non-Subsidized Additional  
Fee 135
- Section 38(7) Uniform Fees 135
- Section 38(8) Prohibition Regarding Fees 135
- Section 42.1 Facility Child Attendance  
Report 136
- Section 37(1.2)(1.3)  
Training Grant 136
- Section 37(3)(3.1)  
Children with Disabilities 137
- Section 37(4)(5)(6)  
Conditions and Procedures  
Governing Grants 139

## **XVIII Child Care Online**

- Online Functions for Registered Centres 141
- Program Highlights and Vacancy  
Information 142

## **XIX Resources**

- Resources for Early Learning and  
Child Care Centres 143
- Important Websites 145
- Best Practices Bibliography 146

# PURPOSE AND ORGANIZATION OF THE LICENSING MANUAL

This *Licensing Manual* has been written to:

- provide a general overview of Manitoba child care standards along with relevant sections of the laws established under *The Community Child Care Standards Act*
- provide additional guidelines to centres to help them understand the intent of specific regulations and describe how to meet the minimum requirements
- provide well-researched ways to help improve program quality and ensure high quality early learning and child care
- inform centres about the forms, procedures and ongoing responsibilities for licensing

## **How Changes are Made to the Manual**

As our knowledge of what is good for children grows and we respond to feedback from service providers and the community, sections under Manitoba Regulation 62/86, guidelines and best practices will be revised and updated. To keep this manual current, you will receive occasional updates.

It is each centre's responsibility to ensure its manual is updated.

# ABOUT THE MANITOBA CHILD CARE PROGRAM

**The Manitoba Child Care Program, part of Manitoba Family Services and Housing, oversees the operation of licensed early learning and child care for children aged three months to 12 years of age across the province.**

**The Manitoba Child Care Program:**

- licenses and monitors standards in centres and homes according to *The Community Child Care Standards Act*
- provides subsidies for child care fees to licensed facilities on behalf of eligible families
- provides subsidy and children with disabilities orientations for service providers
- provides a board of directors orientation for board members and staff
- provides operating grants to eligible centres and homes along with financial consultation
- classifies all early childhood educators and child care assistants who work in licensed centres
- provides competency-based training for child care assistants and family child care providers
- provides an annual training grant for child care assistants and family child care providers
- places children with special needs in licensed early learning and child care settings with support through its *Children with Disabilities Program* and provides staffing supports to foster early intervention
- provides information and assistance to parents and interested individuals about early learning and child care services through our Child Care Information Services line at **204-945-0776** in Winnipeg or toll free **1-888-213-4754**
- provides numerous online services and resources for child care providers on our Website at **[www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)**
- provides information and help for groups and individuals interested in establishing a centre or family child care home
- provides orientation sessions for new members on centres' boards of directors or parent advisory committees
- designates a child care co-ordinator and subsidy advisor to work with each licensed child care facility

# YOUR CHILD CARE CO-ORDINATOR

**A child care co-ordinator (CCC) is assigned to each child care centre and family child care home. The CCC is your contact with the Manitoba Child Care Program and the region where the centre or home is located.**

**A Child Care Co-ordinator:**

- helps groups and individuals through the licensing process to establish a centre or family child care home. This includes providing information, co-ordinating other required inspections, such as public health and fire, and advising on architectural plans for new or renovated centres
- licenses and monitors your centre or home
- provides information and resources to assist in providing high quality early learning and child care services
- visits your centre or home several times each year to observe, evaluate and provide consultation
- writes comment sheets or checklists after each visit and leaves copies with the centre director or family child care provider
- provides interpretation of child care regulations and policies and provides consultation on your early learning and child care operation, including your behaviour management policies and practices, room arrangement and program development
- participates in intake and review meetings for children with disabilities enrolled in centres and homes



# TYPES OF LICENCES AND LICENSING ORDERS

**Child care centres must be licensed every year. For a centre to be licensed, it must be assessed by a child care co-ordinator from the Manitoba Child Care Program of Manitoba Family Services and Housing. Licences must be posted in a prominent place in the child care centre or home.**

**There are three kinds of licences:**

- regular licence
- provisional licence
- licensing order

## **Regular Licence**

A regular licence is issued for up to one year. The licence indicates that the centre meets the necessary requirements outlined in government legislation and regulations. The licence indicates the maximum number and ages of children that may be accommodated at any one time.

## **Provisional Licence**

The posting of a provisional licence at a child care centre indicates there are some areas that do not meet the required standards. These areas are listed on the provisional licence. The licence

will usually cover a short period of time to give the child care centre an opportunity to meet the required standards. Once the conditions of the provisional licence have been met, the child care centre is eligible to receive a regular licence.

## **Licensing Order**

A licensing order is issued by the director of the Manitoba Child Care Program to a child care centre when serious or repeated violations of the act or regulations occur. The order requires specific changes to bring the child care centre up to standards. Such action is taken when the care and/or well-being of children are at risk.

The licensing order must be posted and include the child care co-ordinator's name and telephone number. Upon request, the child care co-ordinator will provide additional information about the licensing violations.

Failure to comply with the conditions and deadlines set out in the licensing order could result in the suspension or loss of the centre's licence.

# THE APPEAL PROCESS

***The Community Child Care Standards Act* says that a child care provider or a licence applicant has the right to appeal the following decisions of the Manitoba Child Care Program:**

- refusal to issue a licence
- suspension or loss of licence
- enforcement of terms and conditions on a licence
- orders respecting licensing requirements

An appeal to any of the above decisions must be made within 30 days of the decision to the Social Services Appeal Board. The method of the appeal is set out in the *Social Services Appeal Board Act*.

For more information about the Social Services Appeal Board, contact the Manitoba Child Care Program.



# DEFINITIONS

The following terms are used in child care legislation and in Manitoba Regulation 62/86.

TERM	DEFINITION
Act	<i>The Community Child Care Standards Act.</i>
Billing Period	Any period of time as established by the director for the purposes of Part F of the regulation.
Board of Directors	The elected representatives of a duly incorporated non-profit corporation or a co-operative eligible to receive a grant under section 36.
Child Care Assistant	A person who is not eligible on the basis of educational requirements for classification at the early childhood educator II or early childhood educator III level and who is employed by a licensee who operates a child care centre.
Child Care Worker	A child care assistant, early childhood educator II or early childhood educator III and includes any person employed by a child care centre to provide child care to children, to provide supervision to people employed by child care centres, or to perform any other duties in relation to the operation of the child care centre.
Child with Disabilities	A child who is physically, mentally, behaviourally or emotionally disabled as assessed by a person authorized by, or acceptable to, the director.
Child Care Centre Director	The person designated by the licensee to be responsible for the daily operation of the child care centre.
Early Childhood Educator II or ECE II	A person who <ol style="list-style-type: none"> <li>(a) has obtained a diploma from an educational institution in a child care program approved by Manitoba Education, Citizenship and Youth</li> <li>(b) has completed an educational program approved by the director that is equivalent to the diploma program referred to in clause (a), or</li> <li>(c) has successfully completed a competency assessment program approved by the director.</li> </ol>

**TERM****DEFINITION**

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Early Childhood  
Educator III or ECE III

A person who

- (a) has obtained a degree from an educational institution in a child care program approved by Manitoba Education, Citizenship and Youth,
- (b) has obtained
  - (i) a diploma in a child care program approved by Manitoba Education, Citizenship and Youth, and
  - (ii) a certificate from an educational institution in an area of specialization in child care approved by Manitoba Education, Citizenship and Youth, or
- (c) has completed a competency assessment program approved by the director and has obtained a certificate from an educational institution in an area of specialization in child care approved by Manitoba Education, Citizenship and Youth.

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Family Child Care Home

A child care home in which child care is provided to not more than 8 children of whom not more than 5 are preschool age children and not more than 3 are infants.

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Fire Authority

The authority having jurisdiction for the *Manitoba Fire Code* in the area where the child care centre is located, acting on behalf of the Fire Commissioner

- (a) as designated in writing by the Fire Commissioner under the *Fire Prevention Act*, or
- (b) as a local assistant by virtue of the person's office under subsection 38(2) of that Act.

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Full Time Child Care Centre

A child care centre in which child care is provided for more than 4 continuous hours per day and 3 or more days per week to more than

- (a) three infants,
- (b) five preschool age children of whom not more than three are infants, or
- (c) eight children who are enrolled in kindergarten to grade 6 in a school.

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Group Child Care Home

A child care home in which child care is provided to more than eight, but not more than 12 children, of whom not more than three are infants.

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<b>TERM</b>	<b>DEFINITION</b>
Group Size	The maximum number of children with which a child may be engaged in an activity at one time in a child care centre.
Health Authority	Any individual authorized to enforce <i>The Public Health Act</i> or the regulations thereunder or other like statute, regulation or municipal by-law.
Infant	A child of less than two years of age.
Membership	The members of an incorporated organization and includes all parents of children attending a child care centre and any other person who applies to, and is accepted by the board of directors for membership.
Net Annual Income	The earnings of an applicant for subsidy and of the applicant's spouse from employment and other income, less such deductions as the director may allow.
Nursery School	A child care centre in which child care is offered four or less continuous hours in a morning session, or in an afternoon session, per day, or for more than four continuous hours per day and less than three days per week to more than (a) three infants, or (b) five preschool age children of whom not more than three are infants.
Occasional Child Care Centre	A child care centre in which child care is provided to children who attend on a casual basis and in which care is provided to (a) more than three infants, (b) more than five preschool age children of whom not more than three are infants, (c) more than eight children of whom not more than five are preschool age children and not more than three are infants;
Parent	(a) the biological parent who has legal custody of a child; (b) the child's guardian; or (c) the person who is married to, or lives in a conjugal relationship with a child's legal biological parent.

<b>TERM</b>	<b>DEFINITION</b>
Preschool Age Child	A child not enrolled in grade one to grade six in a school, and includes an infant.
Room	A physically separate space provided for children’s activities in a child care centre.
School Age Child	A child enrolled in grade one to grade six in a school; a preschool age child who is enrolled in kindergarten and is six years old; or a preschool age child who is enrolled in a full-day kindergarten and is five years old if approved by the director upon the joint written request of the parent or guardian and the licensee.
School Age Child Care Centre	A facility in which child care is provided to more than eight children who are enrolled in kindergarten to grade six in a school.
Special Needs	Mental, physical, social, emotional and language needs and needs related to development.
Staff to Child Ratio	The maximum number of children for which a staff person is responsible at any time in a child care centre.
Work Site Child Care Centre	A child care centre in which the parents or guardians of the majority of the children enrolled at the centre are employees of one employer or industry.

# LICENCE APPLICATION

## CHILD CARE CENTRE AND LICENSEE

### Section 4

In this Part, unless otherwise stated, “child care centre” means a full time child care centre, school age child care centre or nursery school, or any of them, and “licensee” means a person licensed to provide or offer child care in a child care centre.

## PROGRAM STATEMENT

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(a) a written statement of the program to be provided, including program goals and objectives, behaviour management policies, proposed equipment, staff schedule, daily activities, means of involving parents or guardians in the child care centre, admission and discharge policies, transportation policy and enrollment policies consistent with the regulations and acceptable to the director;

### Guideline

Every child care centre is required to develop a comprehensive statement of program goals and objectives. This statement must address the needs of children, staff and parents. It should include specific goals and how they will be accomplished. This statement is critical because it forms the basis of the child care service offered in a centre.

Behaviour management policies must be consistent with section 11 of the regulations.

Proposed equipment must be consistent with sections 12 and 13 of the regulations.

Required equipment lists for infant, preschool and school age child care centres, consistent with sections 12 and 13 of the regulations, are available upon request from the child care co-ordinator.

Daily activities should be provided as outlined in section 10 of the regulations.



## Best Practice

The child care program reflects a clear statement of centre philosophy and goals to be used as the foundation for developing policies and procedures. They serve as a basis for decision-making, daily practice and program evaluation.

The centre considers the following when developing philosophy and goals:

- what we know about how children develop and learn
- what we want children to learn
- the value of parents and caregivers
- the rights of the child

The centre's written statement reflects a commitment to quality, inclusive, developmentally-appropriate, culturally-sensitive and family-centered programs. It also reflects a partnership with children, families, the community, government, early childhood educators and child care assistants.

The written statement also highlights a strong desire to work in partnership with parents by:

- acknowledging that families are central to children's healthy development and parents are experts about their children
- building trust through various experiences
- encouraging meaningful family involvement
- involving families in decisions and goal setting for the child
- ensuring parents are an essential part of the team
- encouraging families to participate in the centre's planning, programs and operations
- responding to parental needs and recognizing this as a key to building a relationship and supporting the child
- engaging parents in their child's development and modelling positive adult-child interactions
- using various methods of communication with parents and providing opportunities for their involvement
- ensuring access to community resources
- helping parents feel safe, secure and confident about their children's care

The centre provides parents with a policy manual, containing information about enrollment, withdrawal, arrivals, departures, release of children, children's personal belongings, behaviour management policy, child abuse reporting, financial arrangements, statutory holidays, vacations, illness, administering medication, transportation, neighbourhood outings, indirect supervision, research and photography.

The centre provides parents with a procedure to follow if they have a concern or a grievance.

The centre has a parent bulletin board in an area frequented by parents for information on things such as parent meetings and community resources.

A copy of the centre's program statement is provided to parents, employees, volunteers, students and board members. It is reviewed annually by the board of directors. Information about revised policies is distributed before they take effect.

## FLOOR PLAN

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:  
(b) a copy of the floor plan of the child care centre showing room dimensions and the location of fixed equipment;

### Guideline

The floor plan should be drawn to scale showing the location of windows, doors and fixed equipment. The purpose of each room, including the nap area, is also indicated.

### Best Practice

The floor plan is provided to the local fire authority and attached to the centre's daily attendance record.

## FIRE INSPECTION

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:  
(c) a report from the fire authority regarding compliance with the *Manitoba Fire Code*;

### Guideline

Inspections of child care centres will be made according to section 2.10 of the *Manitoba Fire Code*. This section is available upon request from the child care co-ordinator.

## HEALTH INSPECTION

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(d) a report from the health authority regarding compliance with standards for sanitation, natural and artificial lighting, heating, plumbing, ventilation, water supply, sewage disposal and food handling;

### Guideline

The public health inspector is from Manitoba Conservation and Manitoba Labour and Immigration – Workplace Safety and Health, or from the City of Winnipeg Environmental Health Services.

The public health inspectors enforce standards from *The Public Health Act* and other related statutes or regulations. Specific health references in the child care regulations are also enforced by public health inspectors.

*A Guide to a Healthy Child Care Environment* (City of Winnipeg 2000) explains the standards and guidelines pertaining to the public health requirements. Copies may be obtained by contacting City of Winnipeg Environmental Health Services.

## COMPLIANCE – INSPECTIONS

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(e) where any change or improvement is recommended or required in a report under clause (c) or (d), written confirmation from the applicant that these recommendations or requirements have been met;

### Guideline

Where compliance with health or fire inspection reports is necessary, a child care centre shall complete and submit the Agreement with Inspection Requirements form available upon request from the child care co-ordinator.

Provisional licences may be issued to allow a centre to operate while the necessary improvements are made, provided the quality of care is not compromised.

### Best Practice

The director ensures licensing issues and compliance plans are discussed with the centre's board of directors, management committee or parent advisory committee and recorded in the minutes.

The Agreement with Inspection Requirements form is signed by the centre representative, brought to the attention of all board members, signed by a board member and submitted to the child care co-ordinator by the specified date.

All other centre agreements are discussed with the board of directors, agreed upon by the board, recorded in the minutes and signed by a board member.

# ZONING

## Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(f) evidence of compliance with appropriate zoning by-laws;

### Guideline

Child care centres must comply with city or municipal zoning bylaws established to control land use in communities.

Occupancy permits are issued to show building inspections have been completed and relevant building codes maintained. A child care centre requires both zoning approval and an occupancy permit before a licence will be issued, as required by the municipality. The following procedures should be followed by centres:

#### A. ZONING APPROVAL

- (i) Winnipeg Centres – When applying for a licence to operate a child care centre, the applicant should contact the Property and Development Services Department, City of Winnipeg, to find out if a zoning variance is needed. If so, the centre will be advised by the city about how to apply for the required zoning variance.
- (ii) Centres in Non-Winnipeg Locations – A child care centre licence applicant should contact the municipality or local government district office to determine if a zoning variance is necessary for a child care centre to operate. Written permission from the municipality or local government district must be submitted with other licensing documents to the child care co-ordinator.

#### B. OCCUPANCY PERMIT

- (i) Winnipeg Centres – A centre applying for a licence for the first time will also require building, plumbing and electrical inspections from the City of Winnipeg. The application for an occupancy permit is made at the Property and Development Services Department, City of Winnipeg.
- (ii) Centres in Non-Winnipeg Locations – A centre applying for a licence for the first time must apply for an Occupancy Permit from the Office of the Fire Commissioner, Manitoba Labour and Immigration. Contact Manitoba Government Inquiry at 1-866-626-4862 for the telephone number and location. If any alterations are to be made or construction carried out, an application for a Building Permit must also be completed. For child care centres in Brandon, Portage la Prairie, Selkirk, Morden and Winkler or other regions with a plan examination department or planning district in effect, the child care centre is responsible for arranging the necessary inspections with copies to be sent to the child care co-ordinator.

## EMERGENCY PROCEDURES

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(g) an emergency evacuation plan;

### Guideline

The emergency evacuation plan shall follow section 17 of the regulations.

#### Best Practice

The local fire authority is consulted when developing the centre's emergency evacuation plan.

The Manitoba Child Care Association's *Crisis Response Manual* is used as a resource guide for developing response procedures for various crises, including common emergencies, closure due to weather, disasters, violent acts, dangerous trespassers and dealing with loss.

Centres have security alarm systems.

## BOARD OF DIRECTORS, MANAGEMENT COMMITTEE, PARENT ADVISORY COMMITTEE

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(h) where the applicant is a full time or school age child care centre

- (i) written evidence of compliance with section 36; or
- (ii) written provision for a parent advisory committee for the child care centre consisting of at least two members, indicating the structure and responsibilities of that committee;

### Guideline

The purpose of the board of directors of a funded child care centre is to establish goals for the centre, as well as personnel policies, wage scales, job descriptions and, to negotiate collective agreements, (if applicable) oversee financial operations, handle complaints, liaise with the Manitoba Child Care Program, be responsible for the overall operation of the centre and develop all policies related to its operation.

A parent advisory committee is required for independently- or commercially-operated centres and consists of parents whose children are enrolled in the centre. The committee serves as a liaison between parents, operator(s) and the Manitoba Child Care Program, and may fulfill some or all of the purposes identified for boards of directors.

### Best Practice

Centre directors ensure board members have the information they need to govern.

- Board members attend a Child Care Centre Board of Directors Orientation or get the information from the child care co-ordinator immediately following their election. Board members participate in workshops on board governance.
- Board members are familiar with Child Care Online at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare) and the information and applications available there, including *The Roles, Responsibilities and Functions of a Board – A Board Development Guide*, found under Publications and Information.
- Board members know about the *Best Practices Licensing Manual for Early Learning and Child Care Centres*, their centre's bylaws and personnel policies, annual licensing checklists and comment sheets and the Manitoba Child Care Association's *Code of Ethics*.



- Board members encourage the posting of the child care co-ordinator's comment sheets and licensing checklists for parent information. They also seek the support of their child care co-ordinator to resolve issues or discuss major plans, as needed.
- Board members support the use of quality assessment tools, such as the Early Childhood Environmental Rating Scale, the Infant/Toddler Environmental Rating Scale and the School Age Environmental Rating Scale.
- Board members review all child care centre policies, including bylaws, according to an established schedule, a minimum of once every two years.
- Board members are properly trained for their roles and responsibilities about fire safety issues at their centres. They review fire safety plans at board meetings.
- Board members support centre membership with a professional child care association. They look for resources and information to support the operation and development of the centre and, if necessary, consultants for advice on key aspects of governance.
- Members of the centre's board of directors have a prominent role at the centre and may, for example, provide a regular report in the centre's newsletter.

## CORPORATIONS AND COOPERATIVES

### Section 5

An application for a licence to provide or offer child care in a child care centre shall include:

(i) if the applicant is a corporation or co-operative, a copy of the constitution and bylaws of the corporation or co-operative that operates the child care centre and a copy of the latest annual return filed under *The Corporations Act* or *The Cooperatives Act*, as the case may be.

#### Best Practice

Centre directors ensure board members are given a handbook containing relevant information and resources including:

- job descriptions and responsibilities for board members — president/chairperson, vice president/vice chairperson, secretary, treasurer and others
- a list of current board members and contact information
- standing and ad hoc committees
- overall policy statement for boards (ex: boards set policy, staff implement policy)
- the centre's Program Statement
- bylaws
- minutes from previous meetings and annual general meetings
- current centre budget
- most current centre audit
- monthly financial statements
- personnel policies
- collective agreement, if applicable
- behaviour management policy
- privacy documents/policies
- confidentiality
- conflict of interest policies and guidelines
- director's written program report
- management job descriptions (ex: director, assistant director)
- professional development for board members
- copy of the child care co-ordinator's comment sheets and most recent licensing checklist
- fire safety plans for the centre
- outstanding licensing issues

## RENEWAL OF LICENCE

### Section 5.1(1)

A licensee that wishes to renew its licence shall, in the form and manner specified by the director, at least 60 days before the expiry date of the licence or such shorter time as is acceptable to the director, apply to renew the licence and the application must be accompanied by all of the following:

- (a) a statement confirming that the information and documentation provided under section 5 at the time of the application for a licence, or under this section at the time of the last licence renewal, has not changed;
- (b) if there has been any change in the information or documentation under clause (a), or any changes in the facility, in the manner of providing child care or in the staff of the facility a statement as to these changes;
- (c) confirmation by the licensee that the licensee continues to be in compliance with the requirements and standards prescribed in this regulation with respect of the licence issued;
- (d) any other information or additional documentation that the director considers necessary to determine the ability of the licensee to continue to be in compliance with the requirements and standards prescribed in this regulation with respect of the licence issued.

### Section 5.1(2)

Where the director is satisfied that a licensee and the facility in respect of which the licence was issued continue to meet the requirements and standards prescribed in this regulation, the director may issue a renewal of the licence to the licensee for a term not exceeding one year.

### Guideline

The licence renewal process will ensure centres are continuing to meet licensing requirements and may include fire and public health inspections, if required by the authority. A licence renewal form will be provided by the child care co-ordinator 60 days before the expiry date of the licence.

### Best Practice

The centre reviews all written documentation required for the licence renewal annually and submits changes with the licence renewal form in a timely manner.

# RECORD KEEPING

## CHILD INFORMATION RECORDS

### Section 6(1)

Every licensee shall keep current records of child and family information for each child enrolled during the period of enrollment and for a period of at least two years after discharge, which shall include:

- (a) each child's name, home address and birthdate;
- (b) name, address and telephone number of each child's parent or guardian; and the location and telephone number of the parent or guardian while the child is attending the child care centre;
- (c) name, address and telephone number of a person designated by the parent or guardian to be contacted in the event of an emergency if the parent or guardian is not available;
- (d) names of any person designated by the parent or guardian as a person to whom the child may be released;
- (e) records of any medical, physical, developmental or emotional conditions relevant to the care of the child;
- (f) each child's Manitoba Health registration and personal health identification numbers and name of the child's physician; and
- (g) where applicable, copies of separation agreements, court orders or other documents setting out custody arrangements for each child.

### Guideline

Centres must ensure that records are updated as needed. It is recommended that they be updated at least once a year.

When a designated person picks up a child, centres are advised to verify each occurrence with the parent to ensure the individual is authorized to pick up the child on that day. Centres should also record each occurrence.

The centre's registration form should include a clause(s) outlining that, in the event of parental separation, the parent or guardian will inform the centre of the custody and access arrangements and, where applicable, will supply the child care centre with a copy of the parents' custody agreement or court orders about the children in care. Refer to *Understanding Custody Arrangements and Court Orders Issued by the Criminal or Family Law Courts*, which is available upon request from the child care co-ordinator or online at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare) under Publications and Information.

It is strongly recommended that centres keep a current immunization record for each child to be consulted in the event of an outbreak of a communicable disease in the centre. However, attendance in a child care centre cannot be denied if the immunization record is not provided by parents.

**Best Practice**

Child and family information is seen only by those staff who need the information to provide services and to ensure the individual needs of children and families are met.

Records are stored in a locked cabinet, drawer or box.

## ATTENDANCE RECORDS

### Section 6(2)

Every licensee shall:

- (a) keep daily attendance reports with respect to each child enrolled in the child care centre, which indicate the arrival time and departure time of each child; and
- (b) maintain the records in clause (a) on file for a period of two years.

### Guideline

The arrival and departure times of each child must be recorded on every occasion. It is the responsibility of the provider to ensure record accuracy. Accurate records will help centres identify which children are in attendance at a given time in the event of an emergency. Samples of attendance records are available upon request from the child care co-ordinator.

Child care regulations require attendance reports to be kept and available for inspection for a period of two years. However, centres are advised to consider keeping attendance reports longer for other purposes, such as income tax.

### Best Practice

Staff record arrivals and departures of each child to ensure accuracy and maintain confidentiality.

Staff use a recording system to monitor where children are at all times, including excursions away from the centre. All staff are responsible for ensuring the attendance records are accurate at all times.

Staff ensure records are removed if the centre must be evacuated.

Staff prepare and attach a current centre floor plan to the attendance record for the use of emergency personnel in the event of an emergency.

The centre has an answering machine and/or other communication system that parents can use to leave messages about their children's attendance.

Phone messages are written down and shared with appropriate staff. Staff check messages regularly.

Communication systems ensure personal information is always kept confidential.

Attendance records are destroyed, when appropriate, in a confidential and professional manner.

## CONFIDENTIALITY

### Section 6(3)

Every licensee shall keep information concerning a child or the child's family, obtained under subsection 6(1), 6(2), 10(6), 11(3) or 11(6), strictly confidential, but

- (a) the child's parents or guardians shall have access to such information upon request; and
- (b) the information can be disclosed with the written consent of the child's parents or guardians.

### Guideline

Child care centres should develop policies to ensure written and verbal information about a child or family is always kept confidential.

A centre cannot discuss a child or a child's family with another centre or provider. Neither family nor child information can be passed on to another centre or provider without written parental approval. Any concerns about the release of information should be discussed with the child care co-ordinator.

Medications administered to children must also be maintained in a confidential manner.

### Best Practice

The centre has a written confidentiality policy. All board members, parent advisory committee members, centre staff, substitutes, practicum students and volunteers know about, understand and sign the centre's written confidentiality policy.

The director and board of directors/operators comply with other privacy legislation, such as the federal *Personal Information Protection and Electronic Documents Act*.

The Manitoba Child Care Association's *Privacy Policy Resources for Child Care Facilities* is used to ensure compliance with federal privacy legislation.

## **FINANCIAL**

### **Section 6(4)**

Every licensee shall:

- (a) maintain complete and accurate financial records for the child care centre in accordance with generally accepted accounting principles; and
- (b) submit the financial records to the director as required.

### **Guideline**

Child care centres are expected to follow standard accounting principles. Manitoba Child Care Program staff are available as a resource for centres.

#### **Best Practice**

Monthly financial statements are provided to the board of directors.

The board approves financial policies and budget expenditures.

## **PARENTAL PERMISSION FOR RESEARCH, PHOTOGRAPHY, VIDEO-TAPING**

### **Section 6(5)**

Every licensee shall obtain written permission from the parent or guardian of a child before any research project, photography or video-taping is carried out by any person with respect to that child in the licensee's child care centre.

### **Guideline**

A licensee shall ensure consent forms have been signed by parents or guardians before their child can be observed, interviewed, assessed, photographed or video-taped as a part of a research project or other activity in the centre. Parents may choose not to participate.

If the project is affiliated with a college or university, the school may collect the consent forms and the centre must ask for permission to see the forms.

Parental consent forms are not required for observations that are part of the centre's program, such as those made by centre staff to evaluate a child's progress and development or those carried out for program planning. This includes investigations conducted by Child and Family Services, the police and/or Manitoba Child Care Program staff. Parental consent forms are required when a child is assessed by a child development specialist independent of the child care centre.



Students from recognized child care training programs or schools, may observe and take notes while at the centre without parental consent, only if the identity of the child is not revealed in the observation.

## **INSURANCE**

### **Section 6(6)**

**Every licensee shall obtain and maintain comprehensive general liability insurance coverage for staff and children in attendance at the child care centre, including coverage for excursions away from the child care centre and business vehicle liability insurance where necessary.**

### **Guideline**

A minimum of \$3 million in comprehensive general liability coverage is recommended because it reflects court awards on behalf of children who have received serious injuries.

Most general liability insurance policies cover claims dealing with four types of costs:

- bodily injury, including physical injury, pain, suffering, sickness and death
- damage to another's property, including both destruction and loss of use
- medical attention relief at the time of the accident
- legal fees if the injured party decides to sue

In addition to general liability insurance, it is strongly recommended that board of directors' liability and contents insurance be obtained.

A centre's policy should be reviewed and updated at least once a year to ensure that coverage reflects changes in licensed spaces, renovations and relocations. A copy of the current policy must be available at the centre.

### **Best Practice**

Equipment and furniture inventory lists are updated annually or as needed and stored off site.

The centre has a security alarm system.

## **POSTING**

### **Section 6(7)**

Every licensee shall post a copy of the act and regulations or a summary authorized by the director in a visible location within the child care centre for the information of parents and guardians.

#### **Guideline**

A child care centre that chooses to post a summary of the act and regulations which has not been supplied by the Manitoba Child Care Program, must submit it to the child care co-ordinator for approval before use.

The current licence and any licensing orders issued must be posted in a location that is visible to all parents and guardians with children in care.

## **OUTINGS**

### **Section 6(8)**

A licensee who takes the children on outings away from the licensee's child care centre shall:

- (a) obtain permission from the child's parent or guardian before taking a child on an outing;
- (b) give 24 hours notice to the child's parent or guardian of an outing that requires transportation; and
- (c) take the information referred to in clauses (1)(a), (b), (c), (e), (f), and (g) on an outing.

#### **Guideline**

Child care centres should ensure a personal record is developed for each child at the centre. Copies of restraining orders, release forms, the names of individuals to whom children may be released, medical consent forms, as well as a first aid kit, must accompany children on outings.

Accompanying children to and from school is considered to be an outing from the centre.

Parents must be advised of each outing, destination and method of transportation and supervision provided.

#### **Best Practice**

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

Staff identify and evaluate the goals and objectives of specific field trips to ensure experiences away from the centre are beneficial.

Staff organize on-site field trips, bringing experiences to children in their own centres. For example, police officers, fire fighters or entertainers are invited to the centre to visit with children.

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

Centres provide a better ratio of adults to children to ensure children are adequately supervised on outings. Even with very small groups, a minimum of two staff, including a trained early childhood educator (ECE), is included on every excursion.

The centre ensures appropriate methods of transportation are used. The director keeps the board of directors or parent advisory committee informed of all plans for outings.

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

Safety measures are in place and include the following:

- children wear tags and pinnies or t-shirts with the name of the centre
- each staff member is assigned and accountable for specific children
- cell phone is available and
- counts of children are conducted frequently -
  - before departing
  - upon arrival
  - several times during the outing
  - before returning
  - before exiting transportation

# STAFF QUALIFICATIONS

## CENTRE DIRECTOR

### Section 7(1)

A child care centre director of a full-time child care centre shall meet the requirements of an Early Childhood Educator (ECE) III and have at least one year's experience working with children in child care or in a related setting.

### Section 7(2)

A child care centre director of a nursery school operating more than three part days per week or of a school age child care centre, shall meet the requirements of an ECE II and have at least one year's experience working with children in child care or in a related setting or of an ECE III.

## Guideline

The definition section of this *Licensing Manual* specifies the requirements for each classification level. The Manitoba Child Care Program pamphlet, *Information on the Classification of Early Childhood Educators and Child Care Assistants*, details requirements for each early childhood educator level. This pamphlet and the application for classification are available online at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare) and upon request from the child care co-ordinator or the qualifications co-ordinator.

Where a child care centre has more than one site, the director responsible for all programs and each site supervisor must be classified as ECE IIIs for full-time child care centres and as ECE IIs for school age child care centres.

### Best Practice

The director has a current job description, including all competency areas – safety, health, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management and professionalism.

The director has the experience and knowledge to lead the child care program and has at least one year's experience for every 30 licensed spaces.

The director collaborates with staff, children and parents. When involved in direct child care responsibilities, the director leads by example.

The director supervises all aspects of the child care program and balances workload between administrative tasks and direct child care responsibilities. The director is onsite for most of his/her work hours and is available to meet with parents during operational hours.

The director selects a staff member as an alternate on the basis of training, experience, maturity and knowledge of the operation of the centre and familiarity with parents and children. Parents and staff are aware of the director's absence, return time and date, and the designated alternate.

The director is involved in the hiring and performance reviews of primary staff members. He/she makes every effort to hire trained staff and support staff training opportunities.

The centre's director ensures all staff, including child care assistants and substitutes, know about the *Best Practices Licensing Manual for Early Learning and Child Care Centres* and have easy access to it.

The director provides information to the centre's board of directors to ensure they can carry out their responsibilities.

The director participates in at least 24 hours of professional development in early childhood education each year. Professional development is any opportunity to learn new skills, enhance existing skills or learn information that builds competence, self-confidence, personal empowerment or a support network. It includes a range of activities such as home visits, written resource materials, mentoring, workshops and certificate courses. (Adapted from the National Family Day Care Training Project as noted in the Manitoba Child Care Association's *Minimum Salary Guideline Scale for Group Child Care Centres*, Phase IV.)

The director encourages all staff to participate in professional development and ensures the program philosophy, goals and programming reflect current research and inclusiveness in early childhood education.

The director has specialized skills, such as expertise in working with children with special needs, finance, family counselling, computer software and proposal writing.

The director has formal management training.

The director supports the use of quality assessment tools such as the *Early Childhood Environmental Rating Scale*, the *Infant/Toddler Environmental Rating Scale* and the *School Age Environmental Rating Scale*.

The director keeps employee records and updates changes as they occur. Records are stored in a locked cabinet or a room when not directly under the control of the director. Records include:

- resume
- current job description
- offer of employment or employment agreement (updated as necessary)
- Canada Revenue Agency taxation forms
- performance evaluations
- in-service training
- disciplinary action
- correspondence about the staff
- records of employment
- conflict of interest declarations

## **EARLY CHILDHOOD EDUCATORS**

### **Section 7(4) FULL TIME CENTRES**

Two-thirds of all staff who care for children in a full-time child care centre and are included in the staff to child ratio, shall meet the requirements of an ECE II or III.

### **Section 7(5) NURSERY SCHOOLS AND SCHOOL AGE CENTRES**

One half of all staff who care for children in a nursery school providing child care for any child enrolled for 4 or more part days per week or in a school age child care centre and who are included in the staff to child ratio, shall meet the requirements of an ECE II or III.

#### **Guideline**

Permanent full-time and regular part-time staff will be included in the calculation of the proportion of staff meeting the requirements of an ECE II or ECE III classification. Casual staff, such as substitutes, will not be included.

In cases where the number of staff is not divisible by thirds, the number will be rounded up to the next whole number.

### **Section 7(6) NURSERY SCHOOLS OPERATING THREE OR FEWER PART DAYS PER WEEK**

Within the total number of staff who care for children in a nursery school providing child care for any child enrolled for three or fewer part days per week, at least one person for every 30 licensed spaces shall meet the requirements of an ECE II or III.

#### **Guideline**

The person classified as an ECE II or III in a nursery school operating three or fewer partial days per week may be any individual employed in the centre, including the director. A nursery school operating five partial days a week with enrollment restricted to either three sessions or less per week may adhere to this regulation.

## Best Practice

Early Childhood Educators (ECEs) and Child Care Assistants (CCAs) have current job descriptions, including competency areas such as safety, health, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management and professionalism.

ECEs and CCAs know the licensing requirements, the *Best Practices Licensing Manual for Early Learning and Child Care Centres*, personnel and parent policies, annual inspection checklists, comment sheets and of the Manitoba Child Care Association's *Code of Ethics*. (Information on the Code of Ethics is available at [www.mccahouse.org](http://www.mccahouse.org).)

ECEs and CCAs participate in at least 24 hours of professional development each year to learn about well-researched best practices. Professional development is any opportunity to learn new skills, enhance existing skills or to learn information that builds competence, self-confidence, personal empowerment or develop a support network. It includes written resource materials, mentoring, workshops and certificate courses.

Staff scheduling ensures that children have access to trained staff.

CCAs are mentored by trained staff.

CCAs complete a minimum 40-hour course in child development within their first year of employment. Boards of directors/operators develop formal contract agreements with CCAs in training to map out professional development plans leading to an ECE credential through an approved training program. The contract outlines an end date for training and the support provided by the centre during training, including course fee payment and incremental increases in pay during training.

ECEs and CCAs wear nametags using only their first names.



## **TRAINED STAFF PER GROUP**

### **Section 7(7)**

**At least one staff person per group of children in a full time or school age child care centre shall meet the requirements of an ECE II or III.**

### **Guideline**

The requirement is to ensure that all children will have developmentally-appropriate programming.

#### **Best Practice**

Staff scheduling ensures children have access to trained staff and that CCAs are mentored by trained staff.

CCAs do not open or close the child care centre on their own.

CCAs work with trained staff on outings away from the centre.

## EXEMPTIONS TO TRAINED STAFF

### Section 7(10)

Notwithstanding subsections (1) to (7), where a licensee is unable to hire at the required level, the licensee may apply to the director for approval to hire at another level.

#### Guideline

A child care centre seeking approval to hire at an ECE level below that required in the licensing regulations, must demonstrate that it has actively sought qualified staff. Documentation to be submitted in support of an application to hire at another early childhood educator level includes:

- advertisements in local and regional newspapers
- copies of all correspondence and applications received from the applicants about the position
- written reports based on any personal interviews with candidates

A written plan, signed by the board of directors/owner-operator must be submitted to the child care co-ordinator by the board of directors or the owner-operator, identifying a staffing plan that will be used with the existing staff to achieve the proportion of trained staff. It should include the names of the child care assistants or early childhood educators, who would be participating in the plan, their present level of training, the type of training they would be pursuing and the anticipated completion date.

#### Best Practice

Boards of directors/owner-operators and their program directors work hard to comply with staff training requirements in a timely manner.

Boards of directors/owner-operators and their program directors support the training of CCAs enrolled in approved ECE post-secondary or competency-based programs to achieve an ECE II classification. Support may include providing tuition funding or paid time off to participate in training.

CCAs hired to work in place of qualified ECEs and not participating in training are given a term position and replaced when a trained ECE is hired.

## FIRST AID TRAINING

### Section 7(11)

Every licensee shall ensure that:

- (a) all staff, prior to being employed in the child care centre or within a period of time approved by the director, complete a first aid course that includes CPR training relevant to the age group being cared for that is approved by the director; and
- (b) all staff complete recertification of the first aid course and CPR training within a period of time approved by the director.

### Guideline

A list of the recognized first aid courses is available upon request from the child care co-ordinator.

The certificate has an expiration date, must be kept current and is available at the centre.

The Manitoba Child Care Program will accept the recommendations made by the first aid and CPR trainer about expiration date of the certificate.

Courses equivalent to the recognized courses may be approved. Details of the course dates, sponsorship and content should be submitted to the Manitoba Child Care Program through the child care co-ordinator for consideration.

### Best Practice

CPR training is updated annually.

## INVESTIGATION AUTHORIZATIONS

### Section 7(12)

Every licensee shall submit to the director written authorization from:

- (a) any applicant for employment in the child care centre; or
- (b) any person volunteering in a nursery school who will be included in the staff to child ratio; granting the director access to information and permission to convey that information to the licensee;
- (c) about the person's criminal record; and
- (d) from the child abuse registry established under *The Child and Family Services Act*.

### Guideline

The Manitoba Human Rights Commission and the Manitoba Child Care Association have been consulted in the development of policies about the criminal record and child abuse registry check. The commission recognizes there may be some convictions that may reasonably preclude an individual from satisfactorily performing the duties of the job. However, the commission emphasizes that decisions concerning the employability of individuals must be based solely on job-related qualifications. The recommended method is to complete the Investigation Authorizations following a job offer to ensure the individual's rights to equal employment opportunity according to *The Human Rights Act*.

Child care centres must have the criminal record and child abuse registry forms signed by the applicant following a job offer. Printable versions of the forms are available online or can be obtained from the Manitoba Child Care Program. Forms must be signed by all ECEs and CCAs in the centre, including substitutes and everyone employed by the centre, who works with the children. Nursery schools are required to have criminal record and child abuse registry forms completed by all parent volunteers who are included in the staff-to-child ratio.

The director/operator and the applicant must ensure both forms are fully completed and payment for the child abuse registry check, if applicable, is sent to the Manitoba Child Care Program in Winnipeg.

A letter will be sent to the child care centre after the checks are completed.

If a criminal record or inclusion on a child abuse registry is found, the director/operator should interview the employee to get the facts. Directors/operators may confirm the information given by the employee with the manager of compliance, program development and qualifications, with the Manitoba Child Care Program or designate. The manager of compliance, program development and qualifications or designate, will help a director/operator to decide what action to take.

## **SATISFACTORY CONFIRMATION REQUIRED**

### **Section 7(12.1)**

A licensee shall not leave a person referred to in clause (12)(a) or (b) alone with children until receiving confirmation that the information about the person from the criminal record and child abuse registry is satisfactory to the director.

#### **Best Practice**

Centres maintain current files of criminal record and child abuse registry checks for each employee and any other person regularly in contact with children at the centre.

## **RECORD OF CHILD CARE EMPLOYEES**

### **Section 7(13)**

Every licensee shall advise the director of any changes in staff employed in the child care centre on the form provided by the director.

#### **Guideline**

At the time of licensing, full-time child care centres, school age child care centres and nursery schools must submit a Record of Child Care Employee (RCCE) form to the Manitoba Child Care Program, listing ECEs, CCAs and all other employees who are present when children are in attendance. All staffing changes must be submitted as they occur so that the RCCE form on file with the Manitoba Child Care Program accurately reflects all staff currently employed at the centre. Changes may be submitted online by registered centres.

#### **Best Practice**

Centres are registered users of Child Care Online designed to help staff complete several administrative requirements online, including the RCCE.

## **DESIGNATION OF CHILD CARE CENTRE DIRECTOR**

### **Section 7(14)**

Every licensee shall designate in writing to the director one person to be the child care centre director on the form provided by the director.

#### **Guideline**

The Record of Child Care Employee form allows for the designation of the child care centre director.

## **APPLICATION FOR CLASSIFICATION**

### **Section 7(15)**

A licensee shall ensure that all staff employed in a child care centre have applied to the director for a certificate as a child care worker.

#### **Guideline**

The requirement for application for classification applies to everyone employed by the child care centre during the hours children are present and includes kitchen staff, custodians, accountants, regular substitute and grant staff. The application must be completed when a person begins employment. Applications may be submitted at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare). Transcripts, and other necessary identification to support the application, will need to be mailed.

## **MEDICAL ASSESSMENT**

### **Section 7(16)**

Where the director is satisfied that the physical or mental health of an individual working in a child care centre may be detrimental to the care provided to children in attendance, upon the request of the director the licensee shall cause a medical report on the individual by a qualified medical practitioner that is dated within three months of the director's request to be provided to the director.

#### **Best Practice**

Centres ensure children are cared for by physically and emotionally healthy adults.



# SUPERVISION — STAFF TO CHILD RATIOS AND GROUP SIZES

## SUPERVISION

### Section 8(1)

Every licensee shall ensure that children attending the child care centre are supervised at all times.

### Section 8(1.1)

The licensee shall ensure that the supervision referred to in subsection (1), whether direct supervision or indirect supervision:

- (a) protects the health and safety of each child; and
- (b) is appropriate to each child's developmental age.

### Guideline

Centres should discuss questions about supervision with their child care co-ordinator.

#### Best Practice

Staff is aware of the environment and individual children and adjusts supervision accordingly.

Staff is aware of all children in the group, even when attending to an individual child. Staff frequently scans the room, counts children, ensures areas not visible are supervised by another staff member and ensures substitution when needing to leave the room.

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

Staff explains the reasons for safety rules to children.

Staff follows strict guidelines when children are in and around water by:

- assessing natural or other hazards to determine the appropriateness of the activity
- providing direct supervision to children within arm's length distance and within an unobstructed view
- developing specific plans for providing supervision, including where staff are located, their specific duties and the children assigned to them



- following all of the rules and regulations for the site being visited, including the supervisory guidelines for wading pools as set out by the Community Development and Recreation Services Division, City of Winnipeg. This includes the following adult-to-child ratios:
  - one adult to one child for infants to age one
  - one adult to two children for two to three-year-olds
  - one adult to five children for four to five-year-olds
  - one adult to eight children for six to nine-year-olds
  - one adult to 10 children for 10 to 12-year-olds

## **IF SUPERVISION IS NOT DIRECT**

### **Section 8(1.2)**

**If the supervision of a child is not direct supervision, the licensee shall obtain the written approval from the child's parent or guardian as to the type of supervision given and keep the approval on file.**

### **Guideline**

Where 8 (1.1) (a) and (b) cannot be met or are not being followed, 8 (1.2) will be disallowed.

### **Best Practice**

Staff recognize the need for children to be independent while still safe and secure.

Staff adjust supervision for different ages and abilities, activities and environments. For example, staff may allow increased freedom and independence for some school age children by permitting a small group to play a board game in the hallway or adjacent to the room. When supervision is adjusted, staff know at all times where children are and are frequently check on them.

## RATIO AND GROUP SIZE — FULL TIME AND SCHOOL AGE CENTRES

### Section 8(2)

A licensee who operates a child care centre, except a nursery school which provides child care for less than four continuous hours per day, shall provide for staff to child ratios and maximum group sizes which do not exceed the following ratios and group sizes:

(a) where children are cared for in mixed age groupings during the majority of the centre's operating hours

Age of Child	Ratio	Maximum Group Size
12 wks – 2 yrs	1:4	8
2 yrs – 6 yrs	1:8	16
6 yrs – 12 yrs	1:15	30

(b) where children are cared for in separate age groupings during the majority of the centre's operating hours

Age of Child	Ratio	Maximum Group Size
12 wks – 1 yr	1:3	6
1 yr – 2 yrs	1:4	8
2 yrs – 3 yrs	1:6	12
3 yrs – 4 yrs	1:8	16
4 yrs – 5 yrs	1:9	18
5 yrs – 6 yrs	1:10	20
6 yrs – 12 yrs	1:15	30

## Guideline

### Age Groups

Where children are cared for in mixed age groups, the ratio will be calculated on a prorated basis. For example:

Ages	Number Children Enrolled	Ratio	Number Staff Required
6 mos – 24 mos	3	1:4	$3/4 = .75$
2 yrs – 5 yrs	14	1:8	$14/8 = 1.75$
	17		2.50

The number of required staff must be rounded up to the next whole number. In this example, a minimum of three staff members would be required to care for the children.

If children are separated into age groups for part of the day, the group size for the specific age group would apply.

When children are given the choice of participating in a variety of activities within the centre, the maximum group size requirement may be waived and staff-to-child ratios may not be strictly enforced for specific groups of children. This flexibility may be provided as long as overall staff-to-child ratio requirements are met, children are engaged in appropriate activities, and the health, safety and well-being of children are not compromised.

## RATIO AND GROUP SIZE — NURSERY SCHOOLS

### Section 8(3)

A licensee who operates a nursery school which provides child care for four or less continuous hours per day shall provide for staff to child ratios and group sizes for children which do not exceed the following ratios and group sizes.

Age of Child	Ratio	Maximum Group Size
12 wks – 2 yrs	1:4	8
2 yrs – 6 yrs	1:10	20

## RATIO AND GROUP SIZE — EXEMPTIONS

### Section 8(4)

If at any time the staff to child ratios or group sizes for children exceed the ratios or group sizes set out in subsection (1) or (2), the licensee shall develop a policy concerning these matters to be approved by the director and posted in a conspicuous location in the child care centre.

#### Guideline

The proposed flexibility policy must be written and submitted to the child care co-ordinator for the director's approval. The approval must be posted in a visible place to inform parents and guardians.

For example, if a child care centre wishes to reduce the ratio of staff-to-children during naptime for preschool-aged children to the number required by the *Manitoba Fire Code* a proposal must be submitted and approved. New proposals are required when changes are made to the original.

Note: A 1:4 ratio must be maintained at all times for infants.

#### Best Practice

Flexibility policies are appropriate, well-planned and assessed regularly to ensure the health, safety, well-being and positive development of all children.

## **ROOM — MAXIMUM ENROLLMENT**

### **Section 8(5)**

**No licensee shall permit a room in a child care centre to accommodate more than two groups of children.**

#### **Guideline**

The maximum number of children, individually or in groups, is defined in the tables in subsections 8(2) and (3) of the regulations.

For an area to be considered a room, there must be a floor to ceiling divider such as folding door, sound proof curtain or wall.

In centres with more than one room, the maximum enrollment allowed per room, based on the space requirements outlined in 9(1), will be enforced if children must be in a specific room. If children move freely from room to room within the centre, a maximum room enrollment will not be enforced.

During nap times, there may be no more than two groups of children in the room and the groups must be separated in some way.

The maximum enrollment per room will be waived during the lunch period.

#### **Best Practice**

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

Centres ensure the number and ages of children within a room for any length of time contributes to the well-being of children.

## **VOLUNTEERS — NURSERY SCHOOLS**

### **Section 8(6)**

Volunteers may be included in the staff to child ratio in a nursery school and may be considered as a maximum of one-half staff person for this purpose.

#### **Guideline**

Nursery school volunteers included in the ratio are screened through the investigation authorization process, which includes criminal record and child abuse registry checks.

#### **Best Practice**

Volunteers receive training and supervision appropriate to their duties.

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

Performance feedback is provided to the volunteer.

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

## **PARENT VOLUNTEER — RATIO**

### **Section 8(7)**

Notwithstanding subsection (6), where the volunteer in a nursery school is a parent or guardian of a child in the centre or a person regularly volunteering in place of the parent or guardian, a nursery school may apply to the director to have that volunteer considered as a full staff person for the purpose of calculating staff to child ratios.

#### **Guideline**

The following four considerations are required to grant approval to sections 8(6) and 8(7):

- (a) regularity of centre voluntarism
- (b) orientation provided to the volunteer
- (c) volunteer responsibilities
- (d) ongoing supervision and feedback from an early childhood educator

Volunteers are advised to complete the first aid training requirements identified in Regulation 7(11).

Nursery school volunteers who are included in the ratio are screened through the investigation authorization process, including criminal record and child abuse registry checks.

#### **Best Practice**

See best practice for section 8(6).

## **SUPERVISION — ADULTS**

### **Section 8(8)**

**Staff who are included in the staff to child ratio must be adults.**

#### **Guideline**

The regulations do not prevent individuals less than 18 years old from working with children. They do restrict them from inclusion in the staff-to-child ratio and responsibility for child supervision.

Under the provisions of *The Human Rights Act*, child care centres are not permitted to ask age or birthdates of individuals during the application process. They may ask if the applicant has reached the age of majority.

## **MINIMUM AGE FOR ENROLLMENT**

### **Section 8(9)**

**No licensee shall permit a child less than 12 weeks of age to be admitted to a child care centre without the prior written approval of the director.**

#### **Guideline**

The parent or guardian of a child less than 12 weeks old and the child care centre must receive the permission of the director of the Manitoba Child Care Program to enroll a child less than 12 weeks old. Unique circumstances must be provided with a physician's letter commenting on the infant's health and readiness for child care. Requests must be made in writing to the child care co-ordinator before the infant's enrollment.

## TRANSPORTATION POLICY

### Section 8(10)

Every licensee shall develop a policy concerning the transportation of children which:

- (a) identifies the responsibilities of parents or guardians, and responsibilities of the licensee; and
- (b) is provided to parents or guardians upon enrollment of their child in the child care centre.

### Guideline

A centre must develop a policy outlining the point at which the centre assumes responsibility for the child.

The policy should indicate the manner of supervision children receive while walking to and from school, if applicable. It should include the maximum number of children who will be walked to school and the number of staff used to supervise this group.

Private vehicles are not used to transport children.

Where the centre transports children in the centre's vehicle, the policy should include:

- the use of seat belts or other restraints and required equipment as required by *The Highway Traffic Act*
- safety practices, such as seating children in the back seat
- how often a safety certificate is required for the vehicle
- the driver's qualifications and evidence of a valid driver's licence and good driving record

Centre policies should also address the transportation of children during field trips.

### Best Practice

If the centre rents a van, bus or other vehicle to transport children, written evidence from the company is obtained to confirm the vehicle is equipped and built according to the *The Highway Traffic Act* and regulations and that it is licensed and insured to transport the children under the centre's care.





# SPACE

## SPACE — INDOOR

### Section 9(1)

Subject to subsection 9 (1.3), every licensee shall provide a minimum of 3.3 square metres of free and useable indoor floor area per licensed child space, which does not include hallways, washrooms, food preparation area, storage space, or other space not used by the children for play, and which is for the exclusive use of the licensee during the hours of operation of the child care centre.

### Guideline

Space must be available at all times during the child care centre's operating hours to be included in the calculation of available space.

Shelving units containing materials for the children's use will be considered in the calculation of useable space if not more than 20 per cent of the floor area. Any fixed equipment beyond this amount will be deducted in the calculation of the number of licensed child spaces.

### Best Practice

Physical spaces protect the health and safety of children and staff and support high quality programming. The overall environment is carefully planned, aesthetically pleasing and is well-maintained.

Ventilation can be controlled with open windows and fans.

While the minimum requirement for space is 3.3 square metres of useable space per child, centres should strive to provide useable play space of 3.7 to 4.6 square metres per child to maximize interaction and development for all children, including children who use wheelchairs and to reduce conflicts due to confined space.

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

Private space to accommodate one or two children is provided.

There is room to display children's individualized work, including three-dimensional projects, throughout the space.

Apart from play areas, additional space should be allocated for:

- eating and resting
- kitchen facilities
- storage for beds/cots and linen

- staff room with natural light
- storage of indoor and outdoor play materials and equipment;
- office
- sanitary and common utility areas
- hallways, walkways, vestibules, entrances and other well-defined areas joining rooms or various exits

## **NATURAL LIGHT**

### **Section 9(1.1)**

**Every licensee who operates a full time child care centre shall provide a minimum of one room with natural light that all children will have access to, for their activities each day.**

### **Guideline**

A window providing natural light shall be a minimum of 10 per cent of the floor space or a percentage acceptable by the director

### **Best Practice**

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

Windows have low sills, frame interesting views and can be opened for fresh air. Adjustable blinds or curtains control natural light for naptime and relief in hot weather.

## **SPACE INDOOR — EXEMPTIONS**

### **Section 9(1.2)**

Notwithstanding subsection (1.1) where:

- (a) physical renovations cannot be made to a child care centre to comply with subsection (1.1); and
- (b) the child care centre was licensed before October 10, 1983; the licensee may continue to be licensed under this regulation.

### **Section 9(1.3)**

Where a licensed child space is for an infant, a licensee initially licensed after June 30, 2002, shall provide a minimum of 3.3 square metres of free and usable indoor floor area for each licensed child space for an infant, which:

- a) does not include hallways, washrooms, food preparation areas, storage space, space required for equipment or furniture used for the napping (sleeping), feeding or toileting of infants or other space not used by the children for play; and
- b) is for the exclusive use of the licensee during the hours of operation of the child care centre.

## SPACE — SLEEPING

### Section 9(2)

Every licensee who operates a full time child care centre or nursery school which provides child care for more than four continuous hours per day shall provide a sleeping space which:

- a) is not used for play activity while any child is sleeping; and
- b) allows for 2.3 square metres of floor area for each child while the child is sleeping.

### Guideline

If sleeping and play activity are to occur in the same room, a partition must be provided to separate the two areas to ensure quiet for sleeping children and normal activities for others. The partition does not need to be a floor to ceiling wall. A shelving unit or a curtain is acceptable.

Cots and mats should be spread out in the sleep space to ensure the individual space allotment of 2.3 square metres and should be organized to ensure easy evacuation in an emergency.

### Best Practice

Sleep space is provided. Children are helped to relax.

Space for normal activities is available to children who aren't napping. Soft furnishings are also accessible to children.

Provisions are made for early risers such as allowing them to leave their cots/mats to play quietly or join other children in play.

The nap schedule is flexible to meet children's individual needs.

## SPACE — OUTDOOR

### Section 9(3)

Every licensee who operates a full time child care centre, a nursery school which provides child care for more than four continuous hours per day, or a school age child care centre shall provide or have access to outdoor play space which provides for a minimum of seven square metres per child and accommodates the greater of 50 per cent of the number of licensed spaces or 55 square metres, and:

(a) in the case of a full time child care centre or nursery school providing child care for more than four continuous hours per day the space shall be located within 350 metres of the centre;

(b) in the case of a school age child care centre the space shall be located within 700 metres of the centre.

### Guideline

The outdoor play area shall be used only by the number of children that the space permits. The outdoor play space provides experiences in sensory, discovery and mobility that reflect the larger world.

#### Best Practice

Outdoor play space has direct access, without stairs or ramps, from each group's room to the outdoor play space to encourage use and promote greater flexibility for children to move in and out independently.

The space is conveniently located close to a washroom, storage facilities and a water source.

The space is appropriate, stimulating and fully accessible for all children, including children with disabilities. It contains natural elements such as trees, grass, flowers and water. It has a variety of surfaces permitting different types of play such as sand, black top, wood chips, grass, as well as paths, inclines, small hills, fences and water to inspire children to engage in creative explorations with nature.

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

## **OUTDOOR SPACE NOT ADJACENT TO THE CENTRE**

### **Section 9(5)**

Where the outdoor play space in subsection (3) is not adjacent to the child care centre the licensee shall provide safe access to the space.

### **Guideline**

Parents should be told how children will be escorted to the outdoor play area when it is not adjacent to the child care centre.

## **OUTDOOR SPACE ADJACENT TO CENTRE**

### **Section 9(6)**

Where the outdoor play space is adjacent to the child care centre and is owned or rented by the child care centre or the licensee, the licensee shall ensure that:

- (a) the space is fenced; and
- (b) a minimum of 50 per cent of the area is grass, sand or a similar surface.

### **Guideline**

A fence is defined as an enclosure to ensure the safety of children playing outdoors. It may take many forms such as a dense hedge.

Centres located in schools that use the school's outdoor play areas are not required to comply with the fencing and surface provisions of subsection 9(5).

For further information on safe playground surfaces, refer to the Canadian Standards Association International's publications, *Children's Playspaces and Equipment (Z614-03)* and *What's New in the Z614*, available in your local library or by purchasing from the Canadian Standards Association International.

## **Best Practice**

Outdoor play space has direct access, without stairs or ramps, from each group's room to the outdoor play space to encourage use and promote greater flexibility for children to move in and out independently.

The space is conveniently located close to a washroom, storage facilities and a water source.

The space is appropriate, stimulating and fully accessible for all children, including children with disabilities. It contains natural elements such as trees, grass, flowers and water. It has a variety of surfaces permitting different types of play such as sand, black top, wood chips, grass, as well as paths, inclines, small hills, fences and water to inspire children to engage in creative explorations with nature.

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

The following areas are included in the design of the outdoor play space:

- private places to accommodate a single child
- places for small groups of one to four children
- places for large muscle activity involving groups of up to 10 children
- places for games and sports involving more than 10 children
- plenty of free space for spontaneous activity

## **SPACE OUTDOOR — EXEMPTIONS**

### **Section 9(7)**

Where special circumstances exist and a licensee is unable to meet the requirements of subsection (3) or (6), the licensee may apply to the director for approval for alternative accommodations for outdoor play.



## INFANT SPACE — WRITTEN PLAN

### Section 9(10)

Every licensee who provides child care for infants shall provide a written plan to the director for the director's approval setting out how the licensee intends to develop and use the space to meet each infant's daily developmental needs for sleep and play.

### Guideline

The proposed plan must be written and submitted to the child care co-ordinator for the director's approval.

### Best Practice

The pace of daily routines and activities respects infants in care and supports their social and emotional well-being. Opportunities for physical activity, cognitive stimulation and nutrition are balanced with opportunities for rest and relaxation, while ensuring health and safety.

Staff also balances the needs of the group with those of the individual.

## **SPACE — MIXED AGE GROUPS — WRITTEN PLAN**

### **Section 9(11)**

Every licensee who provides child care where infants, preschool age children or school age children are combined with children of another age group shall provide a written plan to the director for approval as to how the licensee shall provide separate space and separate programs to meet the developmental needs of all the children.

### **Guideline**

The proposed plan must be written and submitted to the child care co-ordinator for the director's approval.

#### **Best Practice**

Staff is knowledgeable about child development and use this knowledge to plan daily routines and activities that are respectful and responsive to all children in the group.

Mixed age group proposals are carefully developed in collaboration with the child care co-ordinator to ensure a well-planned and consistent program for the infant, preschool and school age children brought together in the group.

Proposals include:

- time of day when the mixed age group applies
- proposed staff-to-child ratio and group size
- description of the use of space and program to ensure the needs of all children are met
- reasons for wanting to introduce a mixed age group and the benefits to children

Staff is very careful in their supervision of children in mixed age groups. They observe children to ensure the mixed age group and program are safe and appropriate for all, especially the youngest and most vulnerable in the group.

Staff adjusts the program and environment when necessary to meet the individual needs of children.

## **PROHIBITION — CARING FOR A CHILD MORE THAN 18 HOURS**

### **Section 9.1**

No licensee shall provide care for an individual child for a period longer than 18 hours in any 24 hour period, unless prior written approval is given by the director.



# EARLY LEARNING AND CHILD CARE ENVIRONMENTS

## DAILY PROGRAM AND STAFF SCHEDULE POSTED

### Section 10(2)

Every licensee shall provide a daily program which is consistent with the statement of program required under clause 5(a) and shall post the daily program with a staff schedule for the information of parents and guardians.

### Guideline

The daily program and staff schedules are for the information of parents and guardians to enhance the partnership between the centre and the child's home. The postings must always be accurate and note any changes to program or staff.

It is recommended that all parent information be posted in a designated parent information area near the centre's entrance.

### Best Practice

Staff ensures children are dressed appropriately for indoor and outdoor play and that naptime and dressing procedures encourage self-help and meet individual needs for safety, rest and comfort.

Staff establishes and uses routines within the daily program to help children feel secure in knowing what comes next. Staff turn these routines into experiences to encourage children's independence and autonomy. Staff are responsive and flexible and extend routines when necessary.

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

Smooth transitions between daily events are provided. For example, having the materials ready for next activity before current activity ends. Most transitions involve a few children at a time rather than whole groups.

Programs cater to the needs, interests and abilities of all children by assisting children to be successful learners.

Free play takes place for much of the day, both indoors and outdoors, while staff carefully observe children and use teachable moments to guide their learning and development.

Children are involved in program planning, such as by suggesting and evaluating activities and themes.

Programs are evaluated regularly.

Staff schedules are developed to meet the needs of the children.

## DAILY PROGRAM ACTIVITY

### Section 10(3)

Play activity for children shall be in groups which do not exceed the requirements of subsections 8(2), (3) and (4) and shall allow for daily:

- (a) individual and small group activity;
- (b) large and small muscle activity;
- (c) cognitive, language and social activity; and
- (d) child initiated and adult initiated activity.

### Guideline

Play activity must respect the needs of both individual children and small groups. As play is the primary activity of children, it is expected that children will be allowed to make their own choices about play activity at least half of the time during a centre's operating day.

### Best Practice

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

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

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

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

- physical
- social
- emotional
- cognitive

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

During play, staff helps children think about solutions to conflicts, encourages children to talk about activities and introduces concepts through play.

Individual Plans (IP) for children with disabilities ensure appropriate curriculum goals are developed and activities are implemented to achieve the goals. Goals are included in the regular routines and activities of the centre. IPs are updated regularly and all staff are advised of the changes.

A print- and language-rich environment is provided.

## DAILY OUTDOOR PLAY

### Section 10(4)

Every licensee who operates a full time child care centre or nursery school which provides child care for more than 4 continuous hours per day or a school age child care centre, shall provide outdoor play for children attending the child care centre on a daily basis except where:

- (a) prohibited by a child's parent, guardian or family physician;
- (b) wind chill conditions of more than 1600 watts per square metre, exist;
- (c) temperatures below -25° Celsius exist;
- (d) wind chill conditions or temperatures exist which according to the policy of the school division where the child care centre is located would prohibit outdoor play by children; or
- (e) other forms of inclement weather exist.

### Guideline

All children, including infants, are expected to have outdoor play every day, except in the conditions noted above.

Environment Canada combines wind chill and temperatures.

As school age children participate in recess during a regular school day, these children may choose to participate in outdoor play. However, centres must provide the opportunity for daily outdoor play.

### Best Practice

Staff respects the need for children to experience the outdoors and the real world. They provide children with opportunities to interact with the environment. Staff helps children:

- learn about safe exploring
- recall and connect prior experiences with new ones
- explore environments using their cognitive skills, including comparing, classifying and predicting

Staff works with children both on the playground and away from it. They know children's activities and whereabouts, as well as recognizing learning opportunities in the environment.

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

During the summer, time spent outdoors is limited during the hottest time of the day (11 a.m. to 4 p.m.). Precautions to limit sun exposure are taken:

- With parent permission, staff applies sunscreen to children with a sun protection factor (SPF) of at least 15
- Staff ensures children have access to drinking water before, during and after playing outdoors
- Staff ensures children wear sun hats to protect them from UV rays. Staff follows Environment Canada’s sun protection actions as outlined below.

<b>UV Index</b>	<b>Category</b>	<b>Sun Protection Actions</b>
0 - 2	Low	Minimal protection needed if outside for less than one hour. Wear sunglasses on bright days.
3 - 5	Moderate	Cover up, wear a hat, sunglasses and sunscreen if outside for 30 minutes or more.
6 - 7	High	Protection required. Reduce time in the sun between 11 a.m. and 4 p.m. and seek shade, cover up, wear a hat, sunglasses and sunscreen.
8 - 10	Very High	Take full precautions (see "high" category) and avoid the sun between 11 a.m. and 4 p.m.
11+	Extreme	Very rare in Canada. Take full precautions and avoid the sun between 11 a.m. and 4 p.m. Unprotected skin will be damaged and can burn in minutes. Proper sun protection includes wearing a broad-rimmed hat, a shirt with long sleeves and wrap-around sunglasses or ones with side shields. Choose sunscreen with 15+ SPF (sun protection factor) that offers protection against both UV-A and UV-B rays. Apply generously before going outside and reapply often, especially after swimming or exercise.



Staff models appropriate outdoor dress and routines for children by wearing sun hats and sunscreen.

Staff encourages light-coloured, loose-fitting, long-sleeved tops and long pants when outside. Peak hours of mosquito activity are avoided for outdoor play. With parents' permission, the centre follows Health Canada's recommendations about the use of mosquito repellent:

- Children under six months of age: insect repellents containing DEET on infants six months of age are NOT used
- Children six months to two years of age: Where there is a high risk of insect bites, one application per day of a product with the lowest concentration of DEET (10 per cent DEET or less) may be applied sparingly. Avoid the child's face and hands.
- Children between two and 12 years of age: Use the least concentrated product (10 per cent DEET or less) not more than three times a day. Avoid the child's face and hands.
- Adults and children 12 years of age and older: Products containing no more than a 30 per cent concentration of DEET will provide sufficient protection (30 per cent DEET will provide about six hours of protection against bites).
- Pregnant or lactating women: There is no indication of a hazard to unborn or nursing children when pregnant or lactating women use products containing DEET. Non-chemical methods to reduce mosquito bites (protective clothing, avoiding peak hours of mosquito activity, etc.) can be considered as alternatives to repellents.

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

## SLEEPING AND TOILETING

### Section 10(5)

Every licensee shall provide for sleeping and toileting in accordance with the developmental capabilities of each child.

#### Guideline

Children should have access to washrooms as needed rather than at scheduled times throughout the day.

Children who nap should be given the opportunity to sleep every day unless a parent prohibits it. Children who do not require a nap cannot be forced to rest.

Parents should indicate if their children require a daily nap(s). Parent preferences may be identified on centre enrollment forms or through parent interviews.

Any child who is not sleeping after a half-hour should not be required to stay in bed. Upon awakening, children should have the opportunity to immediately rise from naptime. A separate space should be designated for those children not sleeping during naptime. The staff-to-child ratios for supervision will apply for these children.

#### Best Practice

Staff provide flexibility within the sleep and toilet routines to meet the individual needs of children. Staff understands that:

- infants follow their own individual nap schedules (somewhat consistent with nap times at home)
- some toddlers need only one nap while others need two (while these toddlers nap, the others need the physical space and opportunities to do quiet, relaxing, less stimulating activities)
- many preschoolers, especially older ones, do not require a nap but need opportunities and activities to help them slow down and rest
- school age children need comfortable furniture or spaces to wind down or do quiet activities

Diapering and using toilet facilities are used as times to talk with and relate warmly to infants and young children. Staff handle toilet-related accidents calmly and pleasantly.

Staff works with parents to toilet-train toddlers.

## INFANT SLEEP POSITIONS

### Section 10(5.1)

Every licensee caring for an infant shall ensure that the infant is laid down to sleep only on his or her back or side.

### Guideline

Research has shown that baby's sleep positions may be a factor in Sudden Infant Death Syndrome (SIDS). Scientists studying SIDS have found that SIDS occurs less often in countries where infants sleep on their backs compared with countries where infants are usually put to sleep tummy down. Placing babies on their sides to sleep does not seem as effective in preventing SIDS as putting them on their backs. As a result of the link between SIDS and sleeping positions, researchers and health care providers have advised that infants under the age of six months should be placed on their backs to sleep.

The tummy down position may be necessary for some babies in a few special situations. Centres should discuss with parents the advice of the child's doctor.

## **DAILY RECORD**

### **Section 10(6)**

**Every licensee shall maintain a written record of every incident which affects the health, safety or well-being of children and staff.**

### **Guideline**

The purpose of the daily incident report is to enhance communication between staff and a child's parents or guardians. Daily incidents, such as a child talking about a dispute at home, and events such as injuries, outbreak of illness or communicable disease, change in staff from the posted schedule, changes in food from the regular menu and telephone messages about a child should be recorded and shared with parents daily.

Records must be documented confidentially. Parents can request access to these records.

### **Best Practice**

Staff shares observations about the child's learning and development as part of day-to-day communication with parents of young children. They document noteworthy incidents, as well as the developmental milestones of each child.

Records of children's learning and well-being are maintained by the centre and are used to plan programs, including experiences appropriate for each child.

Staff use daily individual journals for each child with notes about the child's day. Parents have the opportunity to record information about their child's evening/weekend such as special activities/celebrations, sleeping, eating or health issues.

Staff uses a portfolio for their information about the children such as written observations, artefacts and samples of children's work and photographs of various activities. These serve as the basis for regular developmental goal setting with parents and provide information for individual planning.

For school age children, journals are used with parental permission, between the centre, home and school.

Staff uses arrival and departure times to greet and share information with all parents. They welcome and encourage meetings with parents to share information or solve problems.

## PLAY EQUIPMENT

### Section 13(1)

Every licensee shall provide and maintain indoor play equipment for the use of children in attendance at the licensee's child care centre which is:

- (a) consistent with the developmental capabilities of children in attendance;
- (b) in compliance with the requirements of the *Hazardous Products Act (Canada)* and other applicable safety legislation or standards as determined by the director;
- (c) located in areas accessible for independent selection by children;
- (d) available in a quantity and variety to occupy all children in attendance; and
- (e) arranged in a manner which facilitates small group interaction in areas free from interference and interruption.

### Guideline

The *Hazardous Products Act (Canada)* requires all play materials made, sold or advertised to be safe. Child care centres must ensure play materials are safe for use by children. Information on toy product safety is available from Health Canada, Product Safety.

Centres must ensure that there is enough play equipment for all children enrolled. It is recommended that there be a minimum of two times the number of activities as the number of children in attendance at any time. Plan to rotate equipment, too. A required equipment list for infants and toddlers, preschool and school age children is available upon request from the child care co-ordinator.

### Best Practice

Equipment is selected based on the following:

- durability
- easy to clean
- appealing to children
- includes many natural materials
- versatility
- safety for ages and stages of the children enrolled
- learning value
- cultural sensitivity
- play value

Equipment creates an environment where children:

- are able to explore freely and safely
- can exercise independent choices
- have opportunities to use materials in unique ways.

Play materials are child-accessible and varied.

Equipment offering different levels of difficulty or skills is available within each play area to provide successes and challenges for each child.

Adaptive equipment and/or adaptations to equipment, if required, are based on the child's needs and abilities and are regularly reassessed.

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

Equipment is regularly cleaned and inspected for damage. Damaged or incomplete items are removed from use (ex: puzzles and games).

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

Equipment lists are available for staff to use as they rotate play equipment to ensure an adequate variety and quantity are available. For example, the puzzle area contains a variety of mediums, such as lacing, stacking/nesting, peg and peg boards, wooden puzzles with/without pegs or large floor puzzles.

Quiet and active centres do not interfere with one another. For example, the reading or listening area is separated from blocks and dramatic play area.

Space is arranged so other activities are not interrupted. For example, the shelves are placed so children walk around, not through activities; furniture placement discourages rough play or running.

## EQUIPMENT – OUTDOORS

### Section 13(2)

Every licensee shall provide and maintain outdoor play equipment for the use of children in attendance at the licensee's child care centre which meets the requirements of clauses (1)(a), (b) and (d).

### Guideline

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

New playspaces, equipment, additions and replacement parts of existing playspaces and equipment meet Canadian Standards Association (CSA) International standards.

For further information on the safety of outdoor play equipment, see the CSA publications *Children's Playspaces and Equipment (Z614-03)* and *What's New in the Z614?*. Copies of the publications may be available in your local library or through the CSA.

### Best Practice

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

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

All outdoor activity areas are kept clean and safe.

Staff develops and uses an outdoor safety checklist to ensure a safe and healthy outdoor play environment. The checklist includes all potential playground equipment and environmental hazards.

## PROGRAM ACTIVITIES

### Section 13(3)

Every licensee shall provide for children in attendance at the licensee's child care centre space and equipment for a variety of activities including dramatic, fine motor, block, creative, reading, large muscle, water, sand, music, science and construction activity according to guidelines provided by the director.

### Guideline

The activity centre is the basic unit of a child care centre's organization. Dramatic, fine motor, block, art, literacy, large muscle and science should be provided on a daily basis. Water, sand, music and construction should be provided on a regular basis.

The arrangement of program equipment and activities in a child care centre should consider the amount of physical activity, the noise level, the need for washable surfaces, the location of play equipment and activities on floor, tables or walls and the number of children participating. Child care co-ordinators can provide additional information to child care centres about program activities and the physical space in a centre.

### Centres Caring for Infants and Toddlers:

Space for centres caring for infants and toddlers need simple organization. The way caregivers interact with the child is the single most important factor in the environment. Other factors include space, objects and structures.

In an infant centre, there should be four primary activity areas including gross motor, sensori-motor, imitative and language concept areas. The following chart lists these areas, the percentage of space recommended for each and activities that might occur within each of the areas.

Activity Area	Activities within the Area	% of Space in Room
Gross Motor	crawling, climbing, riding, running	40%
Sensorimotor	block play, water, sand, creative, construction, science	30%
Imitative	dramatic play	20%
Language/Concepts	fine motor, manipulative, reading, music	10%



## Best Practice

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

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

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

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

Staff uses a curriculum designed to address the needs, joys and interests of childhood.

An area is provided where children's long-term projects can be protected, so that they may come back to their project daily.

Staff meaningfully includes music and movement activities throughout the day to help children develop a sense of patterns. Singing helps develop language, reduces anxiety, helps keep children happy and enhances hearing.

A cozy area for children and staff for quiet time and reading is provided. Staff recognizes the need for children to have space and time alone or with small quiet groups.

# BEHAVIOUR MANAGEMENT

## GUIDANCE — PROHIBITED FORMS

### Section 11(1)

A licensee shall not permit, practice, or inflict any form of physical punishment or verbal or emotional abuse upon, or the denial of any physical necessities to, any child in attendance at the child care centre.

### Guideline

Physical punishment includes striking a child, either directly or with an object, restraining, shaking, grabbing, shoving or spanking. It also includes forcing a child to repeat physical movements, force-feeding or any other action that results in physical injury to the child.

Verbal or emotional abuse includes any harsh, belittling or degrading response by any adult (parent, employee, volunteer and student) in the centre, that would humiliate or undermine a child's self-respect.

The denial of physical necessities includes normal comforts such as shelter, clothing, food, bedding or toilet facilities.

### Best Practice

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

## WRITTEN POLICIES

### Section 11(2)

Every licensee shall develop, post and circulate to all staff and to parents and guardians of children enrolled in the child care centre written behaviour management policies for the child care centre which shall be consistent with subsection (1).

### Guideline

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

The policy must also specifically state the prohibited practices noted in the regulations.

Current behaviour management policies must be posted in a visible location in the centre to inform parents and guardians and must accurately reflect centre practice. They should be included with information given to parents or guardians when they enroll their children in a child care centre.

### Best Practice

Positive guidance strategies are developed and posted to inform parents, staff, volunteers, students and the general public.

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

Staff respects the diverse abilities and the social and cultural backgrounds of all children and accommodates their individual needs.

Staff serves as behavioural role models.

Staff share practices and information with parents to help develop consistency between home and the centre.

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

Staff seeks help from colleagues when needed. They complete professional development in child development and guidance and provide workshops for their colleagues.

With parental consent/parental direction, professional advice is sought for recurring and difficult behaviour problems. Staff recognizes the expertise of the child's family and the professionals involved.

Staff provides families with resources, workshops and training. Families also receive information about other community resources and share information with the centre's staff.

Staff discusses the behaviour management policies with parents when children are enrolled.

## TREATMENT PLAN

### Section 11(3)

Where a licensee establishes a treatment plan for children in conjunction with medical or behavioural specialists which is not consistent with subsection (1), if the plan is submitted to the director for prior approval at the time of licensing, and is approved in writing by the director, the licensee may follow the treatment plan notwithstanding subsection (1).

## CHILD ABUSE REPORTING

### Section 11(4)

Every licensee shall immediately report, or cause to be reported, any case of suspected child abuse relating to a child attending the licensee's child care centre to the Director of Child and Family Services or a designated child caring agency as required by *The Child and Family Services Act* or any similar legislation.

### Guideline

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

Specific sections of *The Child and Family Services Act* are reprinted below to ensure that child care centres are aware of their rights and responsibilities with reference to the reporting of child abuse.

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

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

### Reporting a child in need of protection

18(1) Subject to subsection (1.1), where a person has information that leads the person reasonably to believe that a child is or might be in need of protection as provided in section 17, the person shall forthwith report the information to an agency or to a parent or guardian of the child.

### Duty to report

18(2) Notwithstanding the provisions of any other act, subsection (1) applies even where the person has acquired the information through the discharge of professional duties or within

a confidential relationship, but nothing in this subsection abrogates any privilege that may exist because of the relationship between a solicitor and the solicitor's client.

### **Protection of informant**

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

### **Identity of informant**

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

### **No interference or harassment**

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

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

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

### **Requirement to investigate**

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

- (a) investigate the matter to determine whether any professional status review or disciplinary proceedings should be commenced against the person
- (b) on conclusion of the investigation and any proceedings, advise the director of the determination under clause (a), the reasons for the determination, and, if applicable, the results of any professional status review or disciplinary proceedings

If a child care employee is suspected of abusing a child or causing a child to be in need of protection, this must be reported to the mandated Child and Family Services Agency, the police and to the Manitoba Child Care Program.

If a child allegedly abuses another child, it is essential that the parents are informed immediately of this incident.

Refer to *Child Protection and Child Abuse — A Protocol for Early Childhood Educators (Revised 2003)* available upon request from the child care co-ordinator or online at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare) under Publications and Information.

### **Best Practice**

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

The centre has written policies and procedures on child protection, health and safety.

Staff monitor and work to protect the health, safety and well-being of each child.

## **STAFF TRAINING**

### **Section 11(5)**

A licensee shall cause the licensee's staff to be instructed as to the requirements in subsections (1), (2), (3) and (4) and as to the written behaviour management policies developed by the licensee at the time of employment and a minimum of once per year thereafter.

#### **Best Practice**

New staff receives training in behaviour management and child abuse reporting. Existing staff reviews the protocol and policies at least annually.

Staff participates in regular professional development related to behaviour management to learn information that builds competence in this area.

## **ISOLATION OF CHILDREN**

### **Section 11(6)**

Every licensee who wishes to establish a room for the purpose of the isolation of children for behaviour management of children attending the licensee's child care centre, shall apply to the director for prior written approval.

#### **Guideline**

A written proposal must be submitted to the child care co-ordinator for the director's approval before using an isolation room for any child in a centre.





# EQUIPMENT AND FURNISHINGS

## TELEPHONE

### Section 12(1)

Every licensee shall provide a telephone in working order within the premises of the child care centre.

### Guideline

All centres must have a telephone on site with a telephone number listed in the centre's name.

Nursery schools, located in schools or other public spaces, without access to a telephone within the centre, must have the use of a telephone within the building. Wherever possible, the telephone should be listed in the name of the centre and host facility.

### Best Practice

Centres have an answering machine and cell phone to help ensure good communication with parents. Centres ensure these are used when children and staff are away from the centre.

Staff checks the answering machine messages at least hourly.

Answering machines have a press “o” option for use in emergency situations so parents can speak directly to staff.

Centres have computers with e-mail access.

## CHILDREN'S EQUIPMENT AND FURNISHINGS

### Section 12(2)

Every licensee shall provide for each child in attendance at the child care centre equipment for sleeping, eating and the storage of personal effects which is:

- (a) consistent with the developmental capabilities of children in attendance; and
- (b) in compliance with the requirements of the *Hazardous Products Act (Canada)* and other applicable safety legislation or standards as determined by the director.

### Guideline

Licensees provide a separate playpen or crib meeting the requirements of the *Hazardous Products Act (Canada)* for each child less than 18 months of age.

Consumer and Corporate Affairs Canada can provide specific information about the standard playpens and cribs must meet.

A separate safe and sanitary resting place is provided for each child 18 months to six years of age.

The centre should ensure a high chair or infant seat is available for use by every child as needed. Each high chair must be sanitized after use.

Baby walkers are strictly prohibited.

### Best Practice

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

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

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

Most furniture is child-sized.

All furniture is sturdy, in good repair and free of hazards. For example, there are no sharp points or corners, splinters, protruding nails or bolts. Furnishings are easily adaptable for inclusion of children with disabilities with their peers.

Regularly used items, such as mats, cots or blankets are easily accessible and identifiable. Equipment is regularly cleaned and inspected for damage. Damaged or incomplete items (ex: games, puzzles) are removed.

A current inventory list is maintained.

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

## **TOILETS, WASHBASINS AND BATHING FACILITIES**

### **Section 12(10)**

Every licensee who operates a full time child care centre, school age child care centre or nursery school shall provide a minimum of one flush toilet and one washbasin with running water either within the child care centre or within reasonable access in the same site:

- (a) for each group of 10 children if the licensee operates a full time child care centre or nursery school; or
- (b) for each group of 15 children, if the licensee operates a school age child care centre.

### **Guideline**

There must be at least one sink near every two toilets in a centre. The remaining sinks do not need to be near to the toilets. Step stools should be available to encourage independent use of toilets.

School age children should be assured of privacy when using washrooms by distinguishing the facilities for either boys or girls.

It is recommended that, in a preschool centre, one cubicle has a door for privacy.

If cloth towel dispensers are used, the child care centre must ensure the units are low enough that children do not have to stretch up to reach the dispenser. Safety shields must also be installed on the dispenser.

### **Best Practice**

Washrooms are located where children can easily access them from both indoor and outdoor areas to promote children's independence.

Child-sized toilets and low sinks are provided. When standard-sized washroom fixtures are present, proper, safe and easily cleaned raised equipment is provided to allow children to use the facilities.

## **ALTERNATIVES – APPROVAL REQUIRED FROM HEALTH AUTHORITY**

### **Section 12(10.1)**

A licensee may provide an alternative to the requirements in subsection (10) as may be approved by the health authority.

## **BATHING FACILITIES FOR CHILDREN UNDER 18 MONTHS**

### **Section 12(10.2)**

A licensee shall provide bathing facilities acceptable to the director, in child care centres licensed for children under 18 months of age.

### **Guideline**

A centre may use an infant bathtub or a standard bathtub. Whenever possible, the tub should be built-in rather than portable.

No child may be left alone when bathing.

## **TOILETS, WASHBASINS AND BATHING FACILITIES – EXEMPTIONS**

### **Section 12(11)**

Notwithstanding subsection (10), a licensee who operates a nursery school in a location outside the City of Winnipeg which was licensed before October 10, 1983, shall provide a minimum of one flush toilet and one washbasin with running water for each group of 15 children.

### **Section 12(12)**

Notwithstanding subsection (10), a licensee who operates a full time child care centre in a location outside the City of Winnipeg which was licensed before October 10, 1983:

- (a) shall meet the requirements of subsection (10) no later than October 31, 1986; or
- (b) shall, where physical renovations may not readily be made within the child care centre, and subject to the discretion of the director, continue to meet the requirements of subsection (11).

## **URINALS**

### **Section 12(14)**

Where three or more toilets are required in order to comply with subsection (10), one-third of the toilets may be urinals which are accessible for independent use.

## DIAPERING AND TOILET TRAINING FACILITIES

### Section 12(15)

Every licensee shall provide for all children in attendance at the licensee's child care centre who require them:

- (a) diapering facilities which meet the requirements of the health authority; and
- (b) training chairs.

### Guideline

Where training or potty-chairs are provided, the frame must be smooth and easy to clean. The waste containers in the potty-chairs should be removable. The frame and container must be cleaned and sanitized immediately after every use.

A toilet with a seat is recommended for toilet training purposes. A footstool should be provided for children. A safety bar on the side will add extra security.

Potty-chairs should never be stored or used in either the food preparation area, or play areas or at the main entrance to the centre, for sanitary reasons.

The following facilities should be provided for diapering children if one or more children using diapers are enrolled in a centre:

- (a) One change table is required for every 12 children enrolled.
- (b) The changing surface should include a stable area, out of the reach of children and preferably one metre above the floor. To prevent the risk of falls, it should be attached to a wall on one side and preferably also on one end. A protective ledge should be provided along the outside edge of the counter to prevent children from rolling off. It should be covered with a smooth, moisture-resistant, easily cleanable material. Extra protection may be provided by the use of disposable single-service covers.
- (c) Running water must be provided in the same room and close to the changing area. The best handwash sink has both hot and cold running water mixed through one faucet. Water controls are preferably foot-knee; or wrist-operated for sanitary reasons.
- (d) Disposable wash cloths and towels may be used only once, then discarded.
- (e) A tightly covered container with a foot-operated lid lined with a disposable trash bag must be provided for the storage of soiled diapers, which must be removed from the centre daily.
- (f) The change surface must be sanitized after each use. A chemical solution of 5 ml (one tsp) of household bleach per 500 ml (two cups) of tap water is a recommended cleaning solution.

This solution may also be used in a spray bottle for sanitizing surfaces and must be labelled and inaccessible to children.

- (g) If a child is too large for the changing area, special provisions for diapering may be approved by the child care co-ordinator.

### **Best Practice**

Pullout steps are available at the diaper change table to allow toddlers to climb up independently.

To promote infant/caregiver conversation while diapering, the following are provided:

- supply of clean toys
- hooks over the changing area to hang mobiles
- pictures on the ceiling or underneath the overhead shelf
- mirror along one side of the changing surface



## **DRINKING WATER AND CUPS**

### **Section 12(17)**

Every licensee shall ensure that children in attendance at the licensee's child care centre:

- (a) have access to a supply of drinking water acceptable to the health authority;
- (b) are provided with disposable or separate drinking cups in a manner acceptable to the health authority.

### **Guideline**

Children should have independent access to drinking water. If the tap is not at a child's height, other means, such as jugs or pitchers may be used.

Styrofoam cups, brittle plastic or glass cups are not recommended. Styrofoam cups can be easily broken by a child posing a choking hazard. Brittle plastic or glass cups, if broken, may cause injury to children. Paper cups are recommended.

### **Best Practice**

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

# HEALTH

## POISONOUS SUBSTANCES — STORAGE

### Section 14(1)

Every licensee shall label and store all poisonous and inflammable substances in a location which is inaccessible to children in attendance at the licensee's child care centre.

### Guideline

A location inaccessible to children may include a locked cupboard, cabinet or box, an area outside of the child care centre, or a location within the centre which is inaccessible to children even by reaching or climbing.

## PERSONAL PROPERTY

### Regulation 14(2)

Every licensee shall ensure that clothing, bedding and grooming materials for the use of children in attendance at the licensee's child care centre shall:

- (a) not be exchanged among children;
- (b) be stored in a manner acceptable to the health authority;
- (c) be washed weekly or more frequently if required; and
- (d) meet safety standards as determined by the director.

### Guideline

If a centre maintains a box of spare clothing for the use of children, the clothing must be washed after each use.

Toothbrushes and combs must be clearly labelled with each child's name and stored individually. Mats or cots must be easy to clean and labelled with each child's name. Mats, cots and cribs must be wiped with a sanitizing solution of one part bleach to 100 parts water. Bedding must be washed weekly, or immediately if soiled, using bleach in the wash cycle. Mats and cots must be stored without the bottom of the mat or cot contacting the bedding.

## ANIMALS

### Section 14(4)

Every licensee who keeps animals in a child care centre shall:

- (a) provide evidence that the animals have had all vaccinations as required by the health authority; and
- (b) keep the animals in a manner acceptable to the health authority.

### Guideline

Domesticated dogs and cats, rabbits, hamsters, guinea pigs, gerbils, mice, rats, tropical fish and small birds (ex: budgies, canaries, finches, lovebirds), may be kept in a centre as long as public health guidelines are followed. Refer to the City of Winnipeg's *Guide to a Healthy Child Care Environment* for Information.

Exotic birds, turtles, poisonous reptiles (ex: snakes, iguanas, lizards), spiders, ferrets and chinchillas cannot be kept in a centre, unless special authorization is given by the public health authority, due to the risk of communicable diseases, bites, scratches or allergies.

Some birds may be carriers of psittacosis, a common infection in birds and a health risk to children and adults with weakened immune systems. Because tests for the bacteria are unreliable, birds are not recommended for centres. If they are kept:

- annual testing is required
- birds must be caged and not permitted to fly freely
- bird cages must be cleaned daily to reduce odour, bird dust and loose feathers
- gloves must be worn when reaching inside the cage
- strict handwashing procedures must be followed

Where cats or dogs are kept in a centre, evidence of the animal's annual rabies vaccinations shall be kept on file. Centres must also ensure animals are checked annually for worms and parasites annually to prevent the transmission of infectious diseases to humans.

All pets housed in a centre must be kept away from the kitchen and eating areas and should have suitable living quarters kept sanitary, well-ventilated, clean and free from odours. Pets must be kept clean and all waste and used cage shavings disposed of in plastic bags tied and placed in metal containers. Always wear rubber gloves when reaching inside the cage. Staff who cleans up after animals should not prepare or serve food at the centre. A charting system should be used to record the cleaning and feeding schedule of pets.

Centres should become familiar with the needs and characteristics of their animals, food handling, possible diseases and temperament. Veterinarians should be consulted for this information. All children and adults must wash their hands immediately after handling animals.

## **SMOKING PROHIBITED**

### **Section 14(6)**

A licensee shall not permit any person to smoke on the premises of a child care centre during operating hours.

## **HOT BEVERAGES**

### **Section 14(7)**

A licensee shall not permit the drinking of hot beverages by adults in areas in the licensee's child care centre in which children are engaged in play activities.

### **Guideline**

Adults are not allowed to drink hot beverages any time in the presence of children, including times when adults are eating with children. This rule is intended to prevent children from receiving serious burns from hot beverages.

## FIRST AID KIT

### Section 14(10)

Every licensee shall provide and maintain a first aid kit in a location in the licensee's child care centre which is inaccessible to children and which conforms with the guidelines provided by the director.

### Section 14(11)

Every licensee shall take a first aid kit which meets the requirements in subsection (10) on children's outings away from the licensee's child care centre.

### Guideline

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

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

First aid supplies may be purchased and stored individually. Supplies must be checked regularly, replenished and changed when necessary.

The following supplies may be included at the discretion of the licensee:

- distilled water (recommended for outings)
- blanket (recommended for outings)
- Syrup of Ipecac (monitor expiry date; should be used only after a physician or the Poison Control Centre has been contacted)

Whenever children and staff go anywhere away from the centre, a first aid kit must be taken. This applies to centre vehicles used on a regular basis to transport children to and from school or on field trips.

**Best Practice**

Up-to-date child information cards for every child enrolled containing information, as outlined in Section 6(8)(c), are kept in a portable first aid kit to be taken on excursions.

Individual and up-to-date staff information cards, including name, address, date of birth, health information and an emergency contact name and phone number, are taken on outings.

## **MEDICATION**

### **Section 14(12)**

Every licensee who agrees to administer patent or prescribed medicine to a child in attendance at the licensee's child care centre shall:

- (a) obtain prior written permission from the child's parent or guardian;
- (b) keep written records of each dose, including the child's name, the parent's or guardian's signature, date, time and amount of the dose administered and shall initial the record after the dose is administered;
- (c) accept only medicine brought to the child care centre by the parent or guardian, and which is supplied in the original container in the case of patent medicine, or in a container supplied for the purpose by a pharmacist in the case of prescribed medicine;
- (d) designate one staff person on duty with the responsibility of administering the medicine; and
- (e) ensure that the medicine is labelled with the child's name, expiry date, dosage, time and method of administration and is stored in a location which is inaccessible to children.

### **Guideline**

A location inaccessible to children may include a locked cupboard, cabinet or box; an area outside of the premises of the child care centre, or a location within the centre not reachable by children even by reaching or climbing. If the medication requires refrigeration, storage should be in a leakproof locked box in the refrigerator and clearly labelled "Medication Storage."

### **Best Practice**

A comprehensive and co-ordinated plan for children with anaphylaxis and other life-threatening allergies is developed with support from the Unified Referral and Intake System (URIS) to ensure children can participate safely and fully.

Individual medical plans are prepared before the centre enrolls a child with a medical condition that may be life threatening or will require health care routines performed by a health care professional or staff.

Individualized medical plans include the following:

- description of the child's medical condition
- treatment protocols to be followed
- medication to be given, including specific times and dosage
- each child's emergency contacts
- procedures to follow to minimize risk to the child



- signs of a medical emergency
- steps to be followed and medication to be administered, as prescribed by the child's physician, in the event of an emergency, and how to give the medicine
- contact information for ambulances, parents and medical professionals
- procedures to follow to ensure a child is accompanied by a familiar adult if the child must be transported to hospital
- training required for health care routines or response to medical emergencies

Parents or guardians give consent for staff to administer medication. The plan may also contain an assessment by a health care professional that the child is capable of self-administering medication.

The individual medical plan is approved in writing by the child's parents or guardians.

The plan identifies each of the staff, including substitutes responsible for any aspect of the child's medical plan and the support required, as well as the necessary training and who provides it. Records are maintained noting which staff took the training, who provided the training and when.

All staff are kept informed of individual medical plans.

The individual medical plan is kept on file by the centre and reviewed at least annually with the child's parents and a health care professional noting the review date.

The centre uses the resource, *Caring for Children with Anaphylaxis in a Child Care Program*, available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare).

## COMMUNICABLE DISEASE

### Section 14(13)

When a licensee is aware that a child attending a licensee's child care centre has contracted a communicable disease the licensee shall:

- (a) promptly notify the parent, guardian or physician of the child; and
- (b) notify the health authority according to guidelines provided by the health authority.

### Section 14(14)

A licensee shall not permit a child suffering from a communicable disease or acute illness to attend the licensee's child care centre during any period prescribed by the health authority for non-attendance.

### Guideline

Communicable diseases can be controlled by following good health habits. Refer to Manitoba Health's publication, *Infection Control Guidelines for Day Care Facilities*.

## INJURIES

### Section 14(15)

Every licensee shall notify the parents or guardians immediately and the director within 24 hours of the occurrence of an injury requiring medical attention to any child in attendance at the licensee's child care centre.

### Guideline

Any injury requiring medical attention must be reported. Centres must tell the Manitoba Child Care Program about the type and seriousness of the injury, the name of the injured child, how it happened and any medical treatment given.

### Best Practice

Centres are registered users of Child Care Online. Serious injuries are promptly reported using the online application.

Steps are immediately taken to ensure that a similar occurrence does not happen.

Staff immediately reviews the occurrence of a serious injury, including precipitating factors, location and equipment, to learn from the experience and to prevent future occurrences.

Staff uses incident awareness to reinforce safety expectations with children and adults.

All serious injuries and other unusual occurrences are reported to the board of directors.

Unusual occurrences are also reported to the child care co-ordinator. These may include:

- any instance of a child becoming lost while attending the centre
- any allegations of corporal punishment, physical, verbal or emotional abuse, isolation or denial of necessities while a child is attending the centre
- inappropriate sexual or physical play
- the death of a child or staff member

# COMMUNITY STANDARDS

## COMMUNITY STANDARDS

### Section 15

Where the director is satisfied that some requirements respecting the operation of a child care centre are not reasonably applicable in a community due to the prevailing community standards, the director may exempt the licensee of the centre from compliance with those requirements.

### Guideline

This regulation applies only in exceptional circumstances. For example, a remote community without available running water that wants to operate a child care centre may be exempt from the running water requirements of the regulations.

Any exceptions under this regulation must be approved by the director.



# NUTRITION

## INFANT FEEDING

### Section 16(1)

Every licensee shall ensure that, where infants are cared for in the licensee's child care centre, the infants are:

- (a) fed by the same person for at least three-quarters of their feedings at the child care centre;
- (b) attended while eating or having a bottle; and
- (c) held while having a bottle unless they are able to hold the bottle themselves.

### Guideline

Child care centres should become familiar with current information on infant nutrition available from Manitoba Health.

Recommendations for infant feeding are general guidelines only and must be adjusted to fit each infant's development in consultation with parents.

Policies should be established for the safe storage of parent-supplied infant food (ex: once a bottle has been warmed, any remaining contents must be discarded).

To provide secure nurturing, prevent choking and reduce the risk of ear infection, an infant must not be put down with the bottle propped with such things as a pillow or blanket. A child capable of holding a bottle may be encouraged to do so.

### Best Practice

Parents of infants are encouraged to bring expressed breast milk or to breast feed at the centre.

Staff use infant feeding times to talk with children.

Children are allowed to practice feeding themselves.

## MENUS AND FOOD PROVIDED

### Section 16(3)

Where meals or snacks are supplied by the licensee to children in attendance at the licensee's child care centre:

(a) if the child care centre is a full time child care centre or school age child care centre, the licensee shall ensure that:

(i) nutritious foods in accordance with *Canada's Food Guide to Healthy Eating* issued by the Minister of Health (Canada) are served,

(ii) written menus are:

- prepared in advance
- posted in a visible location for the information of parents and guardians, and
- kept on file for a period of one year

(iii) only foods of low choking potential are served

(iv) no foods containing known peanut products are served to children under three years of age

(b) if the child care centre is a nursery school, the licensee shall:

(i) inform parents or guardians of the snacks provided for the children

(ii) comply with subclauses (a)(iii) and (iv)

### Guideline

Menus are for the information of parents and guardians and enhance the relationship between the child care centre and a child's home. The posted menu must be accurate at all times and must note any variations.

#### Best Practice

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

Staff sits with children during snack and meal times to help create relaxing and enjoyable experiences. Meals are not rushed. Staff encourage children to eat but children decide when they are finished.

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

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

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

Children are offered choices.

Food provided includes a variety of colours, textures, flavours, sizes, shapes and temperatures.

Staff encourage children to follow simple rules of hygiene.

All staff, including substitutes, know about food allergies and potential triggers.



## FOOD PROVIDED

### Section 16(4)

Every licensee shall ensure that:

- (a) if a child is in attendance during a recognized meal period, a meal is served to the child; and
- (b) if a child is in attendance prior to or after a recognized meal period, a snack is served after approximately three hours of attendance.

### Guideline

Where a meal is provided, registered dietitians recommend a balanced meal including at least:

- (a) one serving from Milk Products
- (b) one serving from Meats and Alternatives
- (c) one serving from Grain Products
- (d) two servings from Vegetables and Fruit

as outlined in *Canada's Food Guide to Healthy Eating*.

Where a snack is provided, the snack should promote good dental health and consist of at least:

- (a) one serving from Grain Products
- (b) one serving from Vegetables and Fruits
- (c) either one serving from Milk Products or one serving from Meats and Alternatives

as outlined in *Canada's Food Guide to Healthy Eating*(1992).

Portions of food served for preschool children should be equivalent to approximately one-third to one-half the serving size recommended in *Canada's Food Guide to Healthy Eating*.

A supplement must be supplied if a child's lunch or snack does not meet *Canada's Food Guide to Healthy Eating*.

The names of children with food allergies and their respective conditions should be posted in food preparation areas for the information of staff members only. Centres choosing to post this information in any other manner must obtain parental permission.

Special feeding instructions for a child in attendance in the centre should comply with written instructions from a parent or guardian.

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

Caregivers must not serve foods containing known peanut products to children under three years of age to reduce their risk of developing severe allergies. Caregivers who prepare and serve foods for children under three years of age should carefully read food labels to determine ingredients.

In school age centres, children should receive a snack both before and after school. Food portions served for school age children should be the equivalent of three-quarters to one serving recommended in *Canada's Food Guide to Healthy Eating* (1992).

The guidelines for feeding children are:

<b>AGE</b>	<b>GUIDELINE</b>
Infant	<i>Milk Your Baby's First Food, Breast-feeding</i> <i>Milk Your Baby's First Food, Infant Formula</i> <i>Feeding Your Baby Solid Foods, Pamphlet, 4-12 months</i>
Preschool	<i>Canada's Food Guide to Healthy Eating – Focus on Preschoolers – Background for Educators and Communicators</i> (1995)
School Age	<i>Canada's Food Guide to Healthy Eating Focus on Children Six to Twelve Years – Background for Educators and Communicators</i> (1997)

These booklets are available from Materials Distribution Agency, Government of Manitoba.

### **Best Practice**

Food and drink are nutritious.

Healthy eating habits are promoted.

## FOOD STORAGE, HANDLING AND SERVING

### Section 16(5)

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

#### Guideline

Food preparation areas must be supervised at all times while food is being prepared or while the oven is used. If the kitchen is readily accessible to the play area, an infant gate or other means of blocking access to the kitchen should be provided. *A Guide to a Healthy Child Care Environment* (2000) can be purchased from City of Winnipeg Environmental Health Department. This publication describes the health regulations about food storage, handling and service.

#### Best Practice

Staff uses effective and current food-handling standards and practices.

All staff involved in food preparation completes a food handling course. Information and skills acquired through the course are shared with all staff.

A food handler's manual for staff reference is available onsite.

Staff unable to enroll in the City of Winnipeg's food handling course, purchase the manual and take the exam.

# EMERGENCY NUMBERS AND PROCEDURES

## EMERGENCY NUMBERS AND PROCEDURES

### Section 17

Every licensee shall ensure that:

(a) emergency telephone numbers and procedures are posted in a prominent place in the licensee's child care centre;

### Guideline

The following telephone numbers shall be posted in the child care centre:

- (a) fire department (include non-emergency numbers)
- (b) police department (include non-emergency numbers)
- (c) nearest hospital (including address)
- (d) nearest ambulance service
- (e) nearest poison control centre
- (f) taxi service

All adults, including staff, substitutes, volunteers and students are aware of the emergency numbers and procedures.

### Best Practice

Up-to-date child information cards for every child enrolled containing information as outlined in section 6(8)(c) are kept in a portable first aid kit to be taken on excursions.

Individual and up-to date staff information cards, including the staff person's name, address, date of birth, health information and an emergency contact name and phone number are also kept.

## Section 17

Every licensee shall ensure that:

(b) evacuation procedures are made known to all staff and parents or guardians of children enrolled in the licensee's child care centre;

### Guideline

Emergency procedures for situations such as fire, chemical spills, floods, bomb threats and power failures shall include:

- (a) responsibilities of each staff person in the child care centre
- (b) removal of daily attendance report and emergency child information records
- (c) designated shelter away from the centre in the event of the centre's evacuation. The licensee should ensure that a key is available if the shelter requires it.

If children with disabilities are enrolled, emergency procedures should include specific guidelines for escorting the children to safety, according to the *Manitoba Fire Code*.

Emergency procedures should also be developed in case the children are confined to the centre for an extended period of time, such as during blizzards. The plan would include how children's needs would be met such as feeding and diapering. Plans for children with specific medical needs during confinement should also be addressed in the emergency procedure.

Child care co-ordinators are available to help develop emergency procedures. Winnipeg Fire Paramedic Service is also available.

If the centre is located in more than one room, evacuation procedures must be posted in every room used by the centre.

### Best Practice

The centre director asks the local fire authority to develop and review the centre's emergency evacuation plan.

The centre develops a crisis response plan using the Manitoba Child Care Association's *Crisis Response Manual* as a resource guide. This manual helps centres develop response plans for various crises, including emergencies, closure due to weather, disasters, violent acts, dangerous trespassers and dealing with loss. It also highlights various safety and security procedures.

## FIRE EXTINGUISHERS

### Section 17

Every licensee shall ensure that:

(c) fire extinguishers of a size and class and other fire prevention equipment required by the fire authority are installed and maintained;

#### Guideline

Fire extinguishers should be installed and maintained according to the *Manitoba Fire Code*. The gauge on the fire extinguisher should be checked monthly and inspected annually by a qualified inspector. After seven years, the extinguisher should be re-sensitized or a new one purchased.

### Section 17

Every licensee shall ensure that:

(d) all staff employed in the licensee's child care centre are knowledgeable about the use of fire extinguishers; and

(e) emergency evacuation procedures are practiced at least once a month for all children in attendance at the licensee's child care centre, and written records are kept indicating the date and time of each drill and the number of staff and children evacuated and are maintained on file for a period of 1 year.

#### Guideline

Plans for evacuating children should also include when children are asleep, as well as different times of the day.

Records shall be retained for at least a year from the date of each evacuation drill.

#### Best Practice

All staff complete a course every two years on how to use a fire extinguisher.

At least once a year (and any time renovations or additions to the centre are made), the centre director asks the local fire authority to participate in a fire drill. The centre immediately incorporates any recommendations for improvements to the emergency evacuation procedures provided by the authority.



# OVERNIGHT CARE

## OVERNIGHT CARE REQUIREMENTS

### Section 18(1)

Subject to section 9.1, an applicant may be licensed to provide care for children for 24 hours per day, if the director is satisfied that a need is demonstrated in a community which cannot be met otherwise.

### Section 18(2)

If a licensee is licensed to provide care for children for 24 hours per day, the licensee may provide overnight care to children during a recognized period for sleeping during the night.

## BEDDING AND SLEEPING ACCOMMODATIONS

### Section 18(3)

Every licensee caring for children overnight shall ensure that:

- (a) all children have separate bedding and sleeping accommodations to meet their individual developmental needs; and
- (b) school age children have separate rooms for sleeping for males and females.

### Guideline

A separate playpen or crib compliant with the requirements of the *Hazardous Products Act* (Canada) is provided, for each child less than 18 months of age.

Information is available from Consumer and Corporate Affairs Canada regarding the conditions playpens and cribs must meet.

A separate, safe and sanitary sleeping accommodation is provided for each child 18 months to six years old.

Bedding should include top covers and a sheet or blanket as a bottom cover. Sheets are to be stored according to Public Health Authority rules. The bottom cover must completely cover the sleeping surface and be secured in place. Bedding must be laundered regularly.



## **STAFF AWAKE**

### **Section 18(7)**

Every licensee shall ensure that staff on duty are awake at all times and immediately available to children as needed during the night.

## **RATIOS AND GROUP SIZES**

### **Section 18(8)**

The ratios and group sizes identified in section 8 shall apply with the exception that:

- (a) ratios and group sizes may not exceed one staff person supervising a maximum of 8 children in one sleeping room; and
- (b) there shall be a minimum of two staff on duty at all times, or the applicable staff to child ratio as set out in section 8, whichever is the greater.

## **GROUPING OF CHILDREN**

### **Section 18(9)**

Every licensee shall ensure that children are grouped to ensure that sleeping children are not disturbed by the arrival and departure of other children.

## **BATHING FACILITIES**

### **Section 18(10)**

A licensee shall provide facilities for bathing, showering or sponge-bathing for all children receiving overnight care and all children must be bathed or showered individually and supervised, according to their developmental needs.

### **Guideline**

Grooming items and sleepwear must not be exchanged among children. All items must be marked with the child's name and stored according to Public Health Authority rules. Items should be laundered regularly.

## **EMERGENCY PROCEDURES**

### **Section 18(14)**

Every licensee shall ensure that an emergency evacuation plan for the evacuation of sleeping children is developed, practiced monthly by staff and posted in the child care centre.

#### **Guideline**

See section 17, Emergency Procedures.

## **NUTRITION**

### **Section 18(15)**

The nutrition requirements of section 16 shall apply to a licensee who provides overnight care.

#### **Guideline**

See section 16, Nutrition.

## **SECURITY SYSTEM**

### **Section 18(16)**

An approved security system shall be provided by the licensee if overnight care is provided.

#### **Guideline**

The proposed security system must be approved by the Manitoba Child Care Program prior to installation.

The purpose of this security system is to ensure only authorized persons may enter the centre.

Any system being considered should also be approved by the fire authority to ensure evacuation requirements are met.



# OCCASIONAL CHILD CARE CENTRES

## LICENSEE

### Section 19

In this part "licensee" means a person licensed to provide or offer child care in an occasional child care centre.

## LICENSING REQUIREMENTS

### Section 20(1)

An application for a licence to provide or offer child care in an occasional child care centre shall include the information required by clauses 5(a) to (i), both inclusive.

### Guideline

See section 5, Licence Application.

### Section 20(1.1)

An applicant may be licensed to provide or offer child care in an occasional child care centre if the director is satisfied that a need is demonstrated in the community which cannot be met otherwise.

## RENEWAL OF LICENCE

### Section 20(1.2)

A licensee that wishes to renew its licence shall, in the form and manner specified by the director, at least 60 days before the expiry date of the licence or such shorter time as is acceptable to the director, apply to renew the licence and the application must be accompanied by all of the following:

- (a) a statement confirming that the information and documentation provided under subsection 20(1) at the time of the application for a licence, or under this section at the time of the last licence renewal, has not changed;
- (b) if there has been any change in the information or documentation under clause (a), or any changes in the facility, in the manner of providing child care or in the staff of the facility a statement as to these changes;

(c) confirmation by the licensee that the licensee continues to be in compliance with the requirements and standards prescribed in this regulation with respect of the licence issued; and  
(d) any other information or additional documentation that the director considers necessary to determine the ability of the licensee to continue to be in compliance with the requirements and standards prescribed in this regulation with respect of the licence issued.

### **Guideline**

See section 5(1), Renewal of Licence.

### **Section 20(1.3)**

Where the director is satisfied that a licensee and the facility in respect of which the licence was issued continue to meet the requirements and standards prescribed in this regulation, the director may issue a renewal of the licence to the licensee for a term not exceeding one year.

## **INVESTIGATION AUTHORIZATIONS**

### **Section 20(2)**

Every licensee shall submit to the director written authorization from:

- (a) any applicant for employment in the child care centre; or
- (b) any person volunteering in a nursery school who will be included in the staff to child ratio; granting the director access to information and permission to convey that information to the licensee
- (c) about the person's criminal record; and
- (d) from the child abuse registry established under *The Child and Family Services Act*.

### **Guideline**

See section 7(12), Investigation Authorizations.

### **Section 20(2.1)**

A licensee shall not leave a person referred to in clause (2)(a) or (b) alone with children until receiving confirmation that the information about the person from the criminal record and child abuse registry is satisfactory to the director.

## **RECORD KEEPING**

### **Section 20(3)**

Every licensee shall keep the following records:

- (a) name, home address and birthdate of each child who is in attendance;
- (b) name, address and phone number of each child's parent or guardian, including the location and telephone number of the parent or guardian while the child is in attendance at the licensee's occasional child care centre;
- (c) records of any medical, physical, developmental or emotional conditions relevant to the care of the child;
- (d) names of any person designated by the parent or guardian as a person to whom the child may be released;
- (e) each child's Manitoba Health registration and personal health information numbers and the name of the child's physician;
- (f) attendance reports which indicate the arrival time and departure time of each child enrolled;
- (g) complete and accurate financial records for the occasional child care centre maintained in accordance with generally accepted accounting principles; and
- (h) where applicable, copies of separation agreements, court orders or other documents setting out custody arrangements for each child.

### **Guideline**

See section 6(1), Record Keeping.

## **INSURANCE**

### **Section 20(4)**

Every licensee shall obtain and maintain adequate general liability insurance coverage for staff and children attending the occasional child care centre.

### **Guideline**

See section 6(6), Insurance.

## **STAFF TRAINING**

### **Section 20(5)**

The child care centre director of an occasional day care centre shall meet the requirements of a child care assistant, or ECE II or III.

### **Section 20(6)**

Where infant children attend an occasional child care centre, the licensee shall ensure that a staff person who meets the requirements of an ECE II or III is on duty.

### **Guideline**

See definitions of training requirements of child care assistants and ECE IIs and IIIs for training requirements.

## **FIRST AID TRAINING**

### **Section 20(7)**

Every licensee shall ensure that a staff person on duty has:

- (a) completed a first aid course that includes CPR training relevant to the age group being cared for, that has been approved by the director; and
- (b) completed recertification of the first aid course and CPR training as required.

### **Guideline**

See section 7(11), First Aid Training.

## **STAFF TO CHILD RATIOS**

### **Section 20(8)**

Every licensee shall maintain staff to child ratios as indicated in clauses 8(2)(a) and (b).

### **Guideline**

See section 8(2) (a) and (b), Ratio & Group Size – Full Time and School Age Centres.

## **SUPERVISION REQUIRED**

### **Section 20(9)**

Every licensee shall ensure that children attending the occasional child care centre are supervised at all times by adults.

### **Section 20(9.1)**

The licensee shall ensure that the supervision referred to in subsection (9):

- (a) protects the health and safety of each child; and
- (b) is appropriate to each child's developmental age.

### **Section 20(9.2)**

If the supervision of a child is not direct supervision, the licensee shall obtain the written approval from the child's parent or guardian as to the type of supervision given and keep the approval on file.

## **SPACE**

### **Section 20(10)**

The requirements of subsection 9(1) for indoor space shall apply to an occasional child care centre and shall be observed by the licensee.

### **Guideline**

See section 9(1), Space – Indoor.

## **PROGRAM AND EQUIPMENT**

### **Section 20(11)**

Every licensee shall provide a program and equipment for children as required by subsections 10(2), 10(5), 10(5.1), 10(6) and 13(1).

### **Guideline**

See sections 10(2), Daily Program and Staff Schedule Posted; 10(5) and 10(5.1), Sleeping and Toileting, 10(6), Daily Record, and 13(1), Play Equipment.



## **BEHAVIOUR MANAGEMENT**

### **Section 20(12)**

The behaviour management policies of section 11 shall apply to an occasional child care centre and every licensee shall comply with the requirements of that section.

### **Guideline**

See section 11(1) to (4), Behaviour Management.

## **FURNISHINGS**

### **Section 20(13)**

Every licensee shall comply with the furnishing requirements in subsections 12(1), (2), (10), (14), (15) and (17).

### **Guideline**

See section 12(1), (2), (10), (14), (15) and (17), Equipment and Furnishings.

## **HEALTH**

### **Section 20(14)**

Every licensee shall comply with the health requirements of section 14.

### **Guideline**

See section 14, Health.

## **NUTRITION**

### **Section 20(15)**

Every licensee shall comply with the nutrition requirements of section 16.

#### **Guideline**

See section 16, Nutrition.

## **EMERGENCY PROCEDURES**

### **Section 20(16)**

Every licensee shall comply with the emergency procedures requirements of section 17.

#### **Guideline**

See section 17, Emergency Procedures.

## **PROHIBITION — CARING FOR CHILD OVER 18 HOURS**

### **Section 20(17)**

No licensee shall provide care for an individual child for a period longer than 18 hours in any 24 hour period, unless prior written approval is given by the director.



# GRANTS AND FEES

## THE COMMUNITY CHILD CARE STANDARDS ACT

### Section 31(1)

The minister, in accordance with and subject to the regulations, may authorize grants to be paid:

- (a) to non profit corporations and cooperatives which operate licensed child care centres; and
- (b) to persons who operate licensed group child care homes or licensed family child care homes.

## REQUIREMENT FOR GRANTS

### Section 36(1)

A child care centre eligible to receive a grant under section 31 of the act shall be operated by:

- (a) an incorporated organization which has as its primary objective the provision of child care, and of which the board of directors is elected by the membership and conforms to the requirements of subsection (2); or
- (b) in the case of social, health or community service agencies, a management committee responsible for the operation of the child care centre and which conforms to the requirements of subsection (2).

### Section 36(2)

A board of directors or management committee as required in subsection (1) shall consist of a minimum of five persons none of whom is a member of the immediate family of an employee of the child care centre and of whom:

- (a) a minimum of 20% are parents or guardians of children attending the child care centre; and
- (b) not more than 20% are employees of the child care centre.

### Section 36(3)

Notwithstanding clause (2)(a), a child care centre shall comply with the requirements for parent representation on the board of directors or management committee within six months from the date on which the grant under section 31 of the act is authorized.

### Section 36(4)

An incorporated organization or agency provided for in subsection (1) may operate more than one child care facility where financial and program capabilities have been demonstrated to the satisfaction of the director.

### Section 36(5)

An incorporated organization or agency provided for in subsection (1) shall provide in its bylaws for a minimum of one general meeting of the membership for each year of operation.

### Section 36(6)

A child care centre eligible to receive a grant under section 31 of the Act shall include a provision in its articles of incorporation, charter or by-laws specifying that all parents or guardians of children attending the child care centre shall, on request, be provided with copies of the most recent audits, financial statements and approved budgets for the incorporated organization or agency.

## OPERATING GRANT

### Section 37(1)

Grants as authorized by the minister under section 31 of the Act, may be paid to licensees that provide child care in child care centres in amounts up to the maximum amounts as set out in Schedule A.

### Guideline

#### MAXIMUM OPERATING GRANTS FOR CHILD CARE CENTRES

Full Time Infant	Full Time Preschool	Nursery School 1 to 5 sessions	Nursery School 6 to 10 sessions	School Age
\$ 8,320 per space	\$ 2,912 per space	\$136 per space	\$271 per space	\$993 per space

## **MAXIMUM DAILY FEES**

### **Section 38(2)**

The maximum daily fee that a licensee who receives an annual operating grant may charge for a space is the applicable amount set out in

Column 3 of Schedule D for

(i) a licensed child care centre, or

(ii) a family child care home or group child care home with a licensee classified as an ECE II or III; or

Column 4 of Schedule D, for a family child care home or group child care home with a licensee not classified as an ECE II or III;

plus the applicable non-subsidized additional fee set out in Column 5 of Schedule D.

## Guideline

### SCHEDULE D – MAXIMUM DAILY FEES

COLUMN 1	COLUMN 2	COLUMN 3		COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
AGE OF CHILD	TYPE OF CARE	MAXIMUM DAILY FEES PER CHILD		MAXIMUM NON-SUBSIDIZED ADDITIONAL FEE PER CHILD	TOTAL CENTRE	TOTAL HOME	
		Child Care Centres, Family Child Care Homes or Group Child Care Homes where Licensee Classified as ECE II or ECE III	Family Child Care Homes or Group Child Care Homes where Licensee is not Classified as ECE II or ECE III				
Preschool Age	Less than 4 hours per day	\$8.20	\$7.00	\$1.20	\$9.40	\$8.20	
	4 hours to 10 hours per day	\$16.40	\$14.00	\$2.40	\$18.80	\$16.40	
	More than 10 hours per day	\$24.60	\$21.00	\$3.60	\$28.20	\$24.60	
School Age	Regular school days						
	1 Period	\$4.65	\$ 4.65	\$1.20	\$ 5.85	\$ 5.85	
	2 Periods	\$6.00	\$ 6.00	\$2.00	\$ 8.00	\$ 8.00	
	3 Periods	\$7.20	\$ 7.20	\$2.40	\$ 9.60	\$ 9.60	
	Inservice and school holidays Less than 4 hours per day	\$8.20	\$7.00	\$1.20	\$9.40	\$8.20	
	Inservice and school holidays 4 hours to 10 hours per day	\$16.40	\$14.00	\$2.40	\$18.80	\$16.40	
	More than 10 hours per day	\$24.60	\$21.00	\$3.60	\$28.20	\$24.60	
Infant	Less than 4 hours per day	\$12.80	\$ 9.00	\$1.20	\$14.00	\$10.20	
	4 hours to 10 hours per day	\$25.60	\$18.00	\$2.40	\$28.00	\$20.40	
	More than 10 hours per day	\$38.40	\$27.00	\$3.60	\$42.00	\$30.60	

## **MAXIMUM DAILY FEES FOR SUBSIDIZED FAMILIES**

### **Section 38(2.1)**

A licensee who does not receive an operating grant cannot charge a subsidized family more than the applicable amounts listed in Schedule D.

#### **Guideline**

See schedule D under section 38(2).

## **NON-SUBSIDIZED ADDITIONAL FEE**

### **Section 38(6)**

A licensee is not eligible to receive a subsidy for a fee charged by a licensee as set out in Column 5 (Maximum Non-Subsidized Additional Fee) of Schedule D.

#### **Guideline**

See schedule D under section 38(2).

## **UNIFORM FEES**

### **Section 38(7)**

A licensee that receives an annual operating grant shall charge the same fee in respect of each child who receives the same type of care, as set out in Schedule D.

## **PROHIBITION REGARDING FEES**

### **Section 38(8)**

Despite anything else in this regulation, where a licensee sets a fee for a child of an unsubsidized family that is less than the maximum fee permitted under Schedule D, the licensee shall not charge on account of any child a fee in excess of the lesser of the two fees.



## **FACILITY CHILD ATTENDANCE REPORT**

### **Section 42.1**

To determine the number of days during a billing period for which a subsidy may be granted, the licensee of a facility must submit a facility child attendance report, in the form approved by the director, within 30 days after a billing period ends.

#### **Best Practice**

Centres are registered users of Child Care Online and submit facility child attendance reports electronically.

## **TRAINING GRANT**

### **Section 37(1.2)**

A training grant may be paid to a licensee of a child care centre, on behalf of a child care assistant employed by the centre if the following conditions are met:

- (a) the child care assistant successfully completes 40 hours of course work that (i) in the opinion of the director, is relevant to early childhood education; and (ii) is offered by a publicly funded post-secondary institution approved by the director;
- (b) the child care assistant submits documentation satisfactory to the director setting out the course description and the cost of the course and verifying successful completion of the course;
- (c) the child care assistant commences the course after January 1, 2003.

### **Section 37(1.3)**

The amount of a training grant payable under subsection (1.2) is the cost of the course or courses taken by the child care assistant up to a maximum of \$250 annually for each child care assistant.

## CHILDREN WITH DISABILITIES

### Section 37(3)

Subject to subsection (3.1), grants as authorized by the minister under section 31 of the act, may be paid to licensees that provide child care to children with disabilities as set out in Schedule C.

### Section 37(3.1)

A licensee is not eligible to receive a grant referred to in subsection (3) unless the licensee submits a report respecting staffing in relation to children with disabilities to the director, in the form required by the director, within 30 days after the end of the billing period to which the grant relates.

### Guideline

Schedule C is included in the complete version of Regulation 62/86 under *The Community Child Care Standards Act*, which can be found online at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare) under Publications and Information.

### Best Practice

The staff person hired with a staffing grant under the Children with Disabilities Program supports the inclusion of the child with special needs. If the additional staff person is not a trained early childhood educator (ECE), an ECE II or ECE III must provide direction to him/her.

Staff attend an orientation about the Children with Disabilities Program and/or receive information from their area child care co-ordinator about the program and their important roles in working with parents and specialists to promote full inclusion.

The additional employee, the child's parents, professionals and other child care staff work as a team to meet the needs of the child and establish goals. These goals are written in the child's individual plan (IP), evaluated and reviewed throughout the year. IPs are used to ensure that appropriate curriculum goals are developed and activities are used to achieve the goals.

An Individual Plan:

- is made for each child with disabilities
- builds on the child's strengths
- is developed together with parents, specialists and staff
- is monitored and reviewed regularly
- ensures goals and objectives are reflected in the centre's regular routines and activities

Team meetings are held regularly and new goals established. Ongoing communication with parents, professionals and child care staff ensures changes, adaptations or modifications to the child's individual plan are made.

Inclusive programs promote full participation and friendships by:

- ensuring all children, including children with disabilities, are valued, active participants in group social play, as well as in all of the centre's activities and routines
- ensuring staff receive specific training in the promotion of inclusive play
- staff working as a team with parents and specialists to develop, carry out and review individual plans for children with disabilities
- reflecting goals of children's individual plans in regular activities
- demonstrating a positive attitude about making changes to accommodate all children
- celebrating diversity

The centre is familiar with the resource *Guidelines For Early Childhood Transition to School for Children with Special Needs*.

## **CONDITIONS AND PROCEDURES GOVERNING GRANTS**

### **Section 37(4) Condition governing all grants**

The director may require, as a condition of any grant under this section, that the recipient provide child care to children who have a demonstrated special need, or whose parents or guardians are receiving a subsidy.

### **Section 37(5) Procedure re grants**

The director shall establish the procedure to be followed for the purpose of determining the actual amount of financial assistance that may be paid to a licensee under this section; and as a condition of making grant payments to a licensee under this section the director may require a licensee to submit such information, documents and returns with respect to the operating of the facility and in such form as the director considers advisable.

### **Section 37(6) Grant re extended operating hours**

The director may, for the purpose of calculating the amount of start up and operating grants for which a licensee is eligible, make a payment of the licensee based on up to one and one-half times the facility's licensed number of child spaces where, in the opinion of the director, the licensee is regularly providing child care services which exceed the normal operating hours of a child care facility.



# ONLINE FUNCTIONS FOR REGISTERED CENTRES

Registered Child Care Online users can access various online services to help them complete administrative work quicker and easier.

Registered users are able to view and update their Facility Attendance Reports, Record of Child Care Employees, Board of Directors, program and vacancy information for the Licensed Child Care Search.

Registered users can also complete and submit a Serious Injury Notification and an annual licence renewal notification to the Manitoba Child Care Program.

Registered users, approved for provincial operating grants, may also apply for their grant online and complete and submit their annual budget.

To use the online services, an ID and password must be assigned to you by the Manitoba Child Care Program. Please call Child Care Information Services at **204-945-0776** in Winnipeg or toll free **1-888-213-4754** for information on how to get your ID and password.

# PROGRAM HIGHLIGHTS AND VACANCY INFORMATION

More families than ever before are searching for child care online using the Licensed Child Care Search at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare). It is important to provide unique program information about your centre, including space vacancies. The more information provided online, the easier it is for families to find child care.

Centres that are not yet registered users of Child Care Online may still have program highlights and vacancy information about their centres posted on the Child Care Online website.

Entering information online is simple and takes only a few minutes. Please call the Manitoba Child Care Program in Winnipeg for assistance at **204-945-0776** or toll free **1-888-213-4754**.

# RESOURCES FOR EARLY LEARNING AND CHILD CARE CENTRES

- *A Guide to a Healthy Child Care Environment*  
City of Winnipeg, 2002  
To purchase, call City of Winnipeg  
(204) 986-2443, Environmental Health Services
- *Best Choices – The Ethical Journey (Parts 1-4)*  
Contact the Manitoba Child Care Association at  
(204) 586-8587 or toll free  
1-888-323-4676 for course information
- *Canada’s Food Guide to Healthy Eating – Focus on Preschoolers – Background for Educators and Communicators (1995)*
- *Canada’s Food Guide to Healthy Eating – Focus on Children Six to Twelve Years – Background for Educators and Communicators (1997)*  
Available at [www.hc-sc.gc.ca/nutrition](http://www.hc-sc.gc.ca/nutrition)
- *Caring for Children with Anaphylaxis in a Child Care Program*
- *Unified Referral and Intake System, Manitoba • Family Services and Housing, Manitoba Education and Youth, Manitoba Health, 2002*  
Available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)
- *Child Care Centre Board of Directors Orientation Manitoba Child Care Program*  
Contact Child Care Information Services in Winnipeg at (204) 945-0776 or toll free 1-888-213-4754 to register or obtain information
- *Child Protection and Child Abuse – A Protocol for Early Childhood Educators, Manitoba Family Services and Housing, 2003*  
Available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)
- *Children’s Playspaces and Equipment (Z614-03) What’s New in CAN/CSA-Z614, The Canadian Standards Association International*  
To purchase, call 1-800-463-6727 extension 2007 or go to [www.shopcsa.ca](http://www.shopcsa.ca)
- *Code of Ethics, Manitoba Child Care Association*  
Go to the Manitoba Child Care Association’s Website at [www.mccahouse.org](http://www.mccahouse.org) to download this document
- *Crisis Response Manual, Manitoba Child Care Association*  
Available through the Manitoba Child Care Association by calling (204) 586-8587 or toll free 1-888-323-4676
- *Family Law in Manitoba, Department of Justice, 2002*  
Available through your Child Care Co-ordinator or by calling Child Care Information Services at (204) 945-0776 or toll free 1-888-213-4754



• *Guidelines for Early Childhood Transition to School for Children with Special Needs, Healthy Child Manitoba, September 2002*  
Available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)

• *Infection Control Guidelines for Day Care Facilities, Manitoba Health*  
To obtain an inventory listing and order form, e-mail the Materials Distribution Agency, Government of Manitoba at [informationresources@gov.mb.ca](mailto:informationresources@gov.mb.ca)

• *Information About Classification, Manitoba Child Care Program*  
Available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)

• *Milk – Your Baby’s First Food, Breastfeeding*  
• *Milk – Your Baby’s First Food, Infant Formula*  
• *Feeding Your Baby Solid Foods Pamphlet, 4-12 months*  
• *ABC’s of Feeding Preschoolers*  
To obtain an inventory listing and order form, e-mail the Materials Distribution Agency, Government of Manitoba at [informationresources@gov.mb.ca](mailto:informationresources@gov.mb.ca)

• *Privacy Policy Resources for Child Care Facilities Manitoba Child Care Association*  
To purchase, contact the Manitoba Child Care Association at (204) 586-8587 or toll free 1-888-323-4676 or go to [www.mccahouse.org](http://www.mccahouse.org)

• *Quick Reference Guide to the Hazardous Products Act for Manufacturers, Importers, Distributors and Retailers*  
Available at [www.hc-sc.gc.ca/hecs-sesc/cps/publications.htm](http://www.hc-sc.gc.ca/hecs-sesc/cps/publications.htm)

• *The Roles, Responsibilities and Functions of a Board – A Board Development Guide*  
Department of Family Services and Housing  
Available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)

• *Understanding Custody Arrangements and Orders Issued by the Criminal or Family Law Courts, Government of Manitoba*  
Available under Publications and Information at [www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)

# IMPORTANT WEBSITES

Child Resource and Research Unit  
[www.childcarecanada.org](http://www.childcarecanada.org)

CSA International  
[www.csa-international.org](http://www.csa-international.org)

Environment Canada  
[www.weatheroffice.ec.gc.ca](http://www.weatheroffice.ec.gc.ca)

Health Canada  
[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

IMPACT  
[www.hsc.mb.ca/impact](http://www.hsc.mb.ca/impact)

Manitoba Child Care Association  
[www.mccahouse.org](http://www.mccahouse.org)

Manitoba Child Care Program  
[www.manitoba.ca/childcare](http://www.manitoba.ca/childcare)

Statutory Publications  
[www.manitoba.ca/laws](http://www.manitoba.ca/laws)

# BEST PRACTICES BIBLIOGRAPHY

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- Manitoba Child Care Association. *Code of Ethics*
- Manitoba Child Care Association. *Crisis Response Manual*
- Manitoba Child Care Association. *Personal Information, Protection and Electronic Document Act (PIPEDA)*
- National Childcare Accreditation Council. *Quality Improvement and Accreditation System Source Book*
- Pimento, Barbara and Kernsted, Deborah. *Healthy Foundations in Child Care*, 1996
- Rui Olds, Anita. *Child Care Design Guide*, McGraw-Hill, 2001
- Saskatchewan Social Services. *Licensee's Manual*
- Unified Referral and Intake System (URIS). *Caring for Children with Anaphylaxis in a Child Care Program*, 2002