

Sweet Child Care

Prepare your Child for School

Parent Handbook

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Parent Handbook of Policies & Procedures

Dear Parents:

This handbook is meant to be a guide to the more commonly asked questions and help orient you to my center.

PHILOSOPHY:

Our Family Child Care is based on the child development model which incorporates the theories of Piaget, Vygotsky, Erikson, and others. Learning through play is viewed as the cornerstone of the curriculum. Adults provide protection, security, stimulation, support, limits and affection. Children are respected as individuals within a child-oriented rather than teacher-directed program.

Here, children are given the opportunity to explore materials and participate in a variety of experiences. Activities are carefully planned and implemented in an open –classroom setting. Children are free to choose from age-appropriate activities including art, music, language development, dramatic play, blocks, manipulative, science and nature. Children develop self-esteem, independence and problem-solving skills as they make choices and assist in planning the environment and the activities.

Our primary goal is for children to feel safe and secure. Prior to being independent a child must know that he or she can depend on adults and a predictable environment. Children are treated with respect and kindness. We recognize that children develop at different rates and have different interest.

ADMISSION AND ENROLLMENT PROCEDURES:

Interview Procedures: We will not accept any family into care without conducting a complete interview first both parties must feel comfortable and confident that the arrangements will work.

Registration Package: All parents MUST complete and signed the following forms and return it's BEFORE a child will be admitted into care:

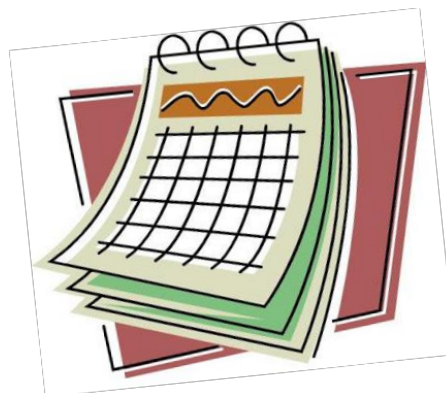
- Registration Form
- Health Forms
- Emergency Form
- Office Child Care Regulations
- Permission Forms + Screen Time Policy
- Child Care Contract & Signed Receipt Handbook policies
- Family & Child Information Form + Developmental History of the Child

HOURS OF CARE/PROVIDER ABSENCE/ CHILD CARE CLOSING/WEATHER

The hours of child care services are from by time contracted. Monday to Friday year-round except holidays, provider's vacation and provider time off as mentioned below and they should be paid.

Holidays: We will be closed, and provider reserves the right to add another holiday.

- New Years Day and eve
- Martin Luther King's Birthday
- President's Day
- Easter Friday
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Indigenous People's Day
- Veteran's Day
- Thanksgiving and after
- Christmas Day and eve



Vacation: Provider will take two weeks of paid vacation each year. Provider will let you know of annual weekly vacation at least 30 days in advance. So, you and your family can make alternate arrangements.

Provider time off: Provider will also be paid for five personal days per year. Provider will also be paid for five personal days per year. Provider will let you know of this time off. Provider time off can be personal need, license requirements, etc.

Others: Sweet Child Care will be closed for unexpected incidences like inclement weather, family emergencies, illness or an order by the government, Pandemic, Quarantine. Parents will receive as much notification as possible in these instances.

- If there is an order from the government to close for an unspecified amount of time payment is still expected to retain your spot in the daycare, otherwise the contract will be null and void.

Weather: If Montgomery County Public School will be closed then SCC will be closed too.

1. Parents will be responsible to find alternate care during caregiver holidays.
2. Parents will notify in advance if your child be arriving or departing at time other than normal
3. **Provider will assume that if your child has not arrived within one hour of normal time out without has notified, then your child will not be attending that day.**

PERIOD OF SERVICES:

1. Parents MUST sign the Contract for Child Care before their child is accepted into care.
2. **Contracts will be renewed yearly.**
3. Any contract may be modified with the written consent of both parties after its establishment.
4. **Each child's place is reserved for the duration of time stated in the contract.**
5. A deposit of ___ week's child care tuition is required to reserve a child's place. This deposit must be used for the payment of the last ___ weeks of care, if the parent does not bring the child; the deposit will not be refunded.
6. **Registration Fee \$ 100 it is nonrefundable.**

TUITION:

1. Fee shall be stipulated in the contract.
2. Fee shall increase by 10% annually in the time of renews contract.
3. Fees are charged for 52 weeks per year, and are guaranteed for the period specified in the contract.
4. This includes pay for provider vacation, paid holydays and time off. (Page 2)
5. Payment must be before the Monday or before day care begin.
6. Payments may be bi-weekly, monthly by checks, cash, money order or zelle
7. Statements are provided yearly or as often as requested.
8. Weekly fees are not pro-rated if a child is absent from care for any reason

LATE PICK UP FEES

If you are running late, please call us. There is a \$1 for minute per 1 minute, after or before scheduled arrival or departure times agreed, are payable separately or included in the following week's regular payment.

NSF CHARGES

A \$45 fee will be charged on any NSF/bounced checks. Fees thereafter are to be made by cash, Money Order or certified checks only.

LATE PAYMENT FEE

Parents will be charged a late payment penalty fee of \$10 per day. If payment is not received within 5 days, the caregiver has the right to terminate care WITHOUT NOTICE. At this point the caregiver will use whatever means necessary and allowable by law to collect the outstanding fees, or to withhold the applicable fees from the advanced payment fee. Should the collection of fees proceed to Small Claims Court, the parents will be responsible for all legal and collection fees as per the Agreement for Child Care Contract.

TRIAL PERIOD

Your child's happiness is paramount, as it is for all the children in my care. To ensure everyone is happy with the child care arrangements provided for your child, a two-week trial period exists prior to the finalization of care. At the end of the two-week trial period the parents and the caregiver will have a discussion meeting at which time either party may terminate the care without notice.

FAMILY INVOLVEMENT

Involving families in our Family Child Care Program is a top priority. This helps children, parents and we make the strong connection between home and the child care. We are an extension of the family, developing a partnership where sharing support, ideas and genuine love for children is of the most importance. We encourage parents to visit and participate in the schedule activities. Our program has an open-door policy, which means you are more than welcome to come and go as you please. Our program provides many social networking opportunities for our families including:

- Halloween party and parade
- Christmas dinner
- Mother's Day celebration
- Father's Day celebration
- And least one planned activity every month.

The greeting area and daily reports by e-mail, digital pictures, videos, text messages, parent bulletin board, and community resources are provided to you.

HEALTH & SICK:

Please use electronic app

Every day, we conduct a health check of each child. The daily health check documentation is kept for one month. This health check is conducted as soon as possible after the child enters our program and whenever a change in the child's behavior or appearance is noted while that child is our care. The health check addresses:

- a) Reported or observed illness or injury affecting the child or family members since the last date of attendance;
- b) Reported or observed changes in behavior of child (such as lethargy or irritability) or in the appearance (e.g., sad) of the child from the previous day at home or the previous day's attendance at child care;
- c) Skin rashes, impetigo, itching or scratching of skin, itching or scratching of the scalp, or the presence of one or more live crawling lice;
- d) A temperature check if the child appears ill (a daily screening temperature check is not recommended);
- e) Other signs or symptoms of illness and injury (such as drainage from eyes, vomiting, diarrhea, cuts, lacerations, pain, or feeling ill).

We gain information necessary to complete the daily health check by direct observation of the child, by querying the parent/guardian, and, where applicable by conversation with the child.

According to State Licensing Standards, a child must be fever free for 24 hours before returning to the Child Care.

Please do NOT administer a fever-suppressant and bring your child to the Child Care. This is unfair not only to your child also to the other children.

Listed below are criteria for EXCLUDING ill or infected children from the Child Care:

FEVER, defined by the child's age as follows:

Infants younger than 4 months

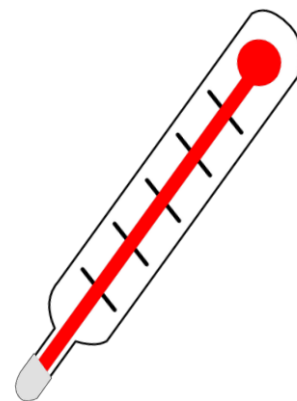
100F axillary

4-24-month

101F axillary

Older than 24 months

102F axillary or oral



SIGNS OF POSSIBLE SEVERE ILLNESS, including unusual lethargy, irritability, persistent crying, difficult breathing.

FRESH COLD, continuous nasal discharge, cough, watery eyes which has developed within the past 24 hours as it is considered contagious

UNCONTROLLED DIARRHEA defined as an increased number of stools compared with the child's normal pattern, with increased stool water and/or decreased form that is not contained by the diaper or toilet use.

VOMITING, two or more times in the previous 24 hours unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration.

MOUTH SORES, with drooling unless the child's physician has determined the illness not is a communicable disease.

RASH, with fever or behavior change until a physician has determined the illness not be a communicable disease.

PURULENT CONJUNCTIVITIS, defined as pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep, including a child with eye pain or redness of the eyelids or skin surrounding the eye.

INFESTATION (e.g., scabies, head lice), until 24 hours after treatment was begun.

IMPETIGO, until 24 hours after treatment was begun.

STREPTOCOCCAL PHARYNGITIS, until 24 hours after treatment has been initiated and until the child has been fever-free for 24 hours

PINWORM, until 24 hours after treatment was begun. RING

WORM, until 24 hours treatment was begun.

CHICKEN POX, until 6 days after onset of rash or until all lesions have dried and crusted.

RUBELLA, until 7 days after the rash appears.

COVID-19, until documentation of the follow-up test that verifies the child no longer has the virus has been sent to the provider. The daycare will also quarantine for 14 days after the positive case is discovered as per the directions of the CDC and the OCC.

Source: American Academy of Pediatrics/American Public Health Assoc. Reference Standard (1990) in NAEYC's Healthy Young Children

If your child becomes ill while at the Child Care, you will be called to pick-up your child as soon as possible.

You will be notified should your child be exposed to a contagious disease. Please notify me should your child become ill so that we may notify other parents of a contagious disease.

ADMINISTERING MEDICATION

Medication will only be administered to your child under the following circumstances:

- All medication is in the original container with your child's name, proper instructions, Dr.'s name and telephone number.
- Medication is accompanied by instructions with regards to dosage, times to administer the dose, and signs of allergic reactions.
- Parents complete and sign Permission to Administer Medication Form and a Medication Administer Form. This form will be used to document the times, dosage and any allergic reactions signs. A separate form must be filled out for each medication your child requires.
- Parents take the time to go over the information with me so that the
- instructions are clearly understood.

ACCIDENT REPORT FORM

If your child is involved in a mishap that requires any type of attention or first aid, and we do not feel that you need to be called, you will be notified with an accident report. You will be advised of what happened, where it happened, and what action was taken. A copy will be left in your child's personal belongings.

Should an accident require emergency medical treatment, the child will be taken to the Hospital Emergency Room. The parents will be contacted immediately, If neither can be reached, we will call the emergency contact person designated on the child's information form. When you sign your child's, information form you are authorizing us to implement the plan describe above.

FIRE DRILL

The children in the day care practice monthly fire drills. I try to arrange these drills from different parts of the house so we will all, hopefully, know exactly what to do should a fire occur. The children have been taught to evacuate the building immediately and proceed to the end of the sidewalk and wait there. We will continue to practice our stop, drop, and roll techniques along with our crawling on our bellies to the exits.

EMERGENCY PREPAREDNESS PLAN

Sweet Child Care has a written emergency response plan to protect the children in our care during an emergency. The plan includes preparations to shelter in place and emergency backpacks ready to go. Following a practiced, pre-written our plan helps the Children to remain calm should an emergency of any type occur.

RELEASING YOUR CHILD

Your child will only be released from care to those persons listed on your Registration Form. If someone other than designated persons will be picking up your child, I must receive advanced written notice or your child WILL NOT be released. Notification will consist of the person's full name, address, telephone number, relationship to the child and other pertinent information that will help me identify the person. Once I have been notified that another designated person will be picking up your child, I will require picture ID and other proof of identification from that person BEFORE releasing your child. This is a security measure for all involved.

Parents will be notified immediately if someone not on the list comes to pick up their child. Please take the time to talk with me about any custody issues relating to your child.

Please Note: I will not release a child to a parent or Guardian who comes to the day care clearly under the influence of alcohol, unless there is a designated driver. That driver must accompany the parent to the door so that I can ensure the child's safety prior to releasing him/her.

Likewise, I will not release a child to a designated pick-up person when appropriate child seating is not available in the transporting vehicle.

Under both instances I have a legal obligation to call the police if a child leaves despite my protocol. Should this happen I will be forced to terminate the care.

In my program I directly supervise infants, toddlers and, preschoolers by sight and hearing at all times, even when the children are going to sleep or beginning to wake up, or are indoors or outdoors. School-age children are within sight or hearing distance at all times. I am not on one floor of the facility, while the children are on another floor or room.

METHOD OF SUPERVISION OF CHILDREN

School-age children should be permitted to participate in activities off the premises with appropriate adult supervision and with written approval by a parent/guardian and by me. If parents/guardians give written permission for the school-age child to participate in off-premises activities, I would no longer be responsible for the child during the off-premises activity and not need to provide staff for the off-premises activity.

I regularly count children (name to face on a scheduled basis, at every transition, and whenever leaving one area and arriving at another), going indoors or outdoors, to confirm the safe whereabouts of every child at all times.

Developmentally appropriate child to staff ratios are met during all hours of operation including indoor and outdoor play, and safety precautions for specific areas and equipment are followed.

Supervision is basic to safety and the prevention of injury and maintaining quality child care. Parents/guardians have a contract with caregiver/teacher to supervise their children. To be available for supervision or rescue in an emergency, an adult must be able to hear and see the children. In case of a fire; a supervising adult should not need to climb stairs or use a ramp or an elevator to reach the children. Stairs, ramps, and elevators may become unstable because they can be pathways for fire and smoke.

The importance of supervision is not only to protect children from physical injury, but from harm that can occur from topics discussed by children or by teasing/bullying/inappropriate behavior. It is my responsibility to monitor what children are talking about and intervene when necessary.

Children like to test their skills and abilities. This is particularly noticeable around playground equipment. Even if the highest safety standards for playground layout, design and surfacing are met, serious injuries can happen if children are left unsupervised. Adults who are involved, and appreciative of young children's' behaviors are in the best position to safeguard their well-being. Active and positive supervision involves:

1. Knowing each child's abilities;
2. Establishing clear and simple safety rules;
3. Being aware of and scanning for potential safety hazards;
4. Standing in a strategic position;
5. Scanning play activities and circulating around the area;
6. Focusing on the positive rather than the negative to teach a child what is safe for the child and other children.
7. Teaching children the appropriate and safe use of each piece of equipment (e.g., using a slide correctly – feet first only- and teaching why climbing up a slide can use injury, possible a head injury).

ITEMS NOT WELCOME

To Keep peace in day home I ask that parents not send toys or other goodies with their children unless it is cleared by me first, with the exception of Show & Tell times and as long as your child understands he/she will have to share his possessions. Items such as guns, knives, swords, or other weapon type apparatus or toys containing these items are NOT permitted at the day home under any circumstances. The day home is not responsible for broken or damaged possessions.

TOILET TRAINING

Children generally achieve toilet training between the ages of 2 to 3 years old. If potty training is begun when your child is ready, the task is easy and quick. It can often be achieved in few days. Some signs to look for include appropriate language skills to communicate the need to use the potty, staying dry for long periods of time, the ability to dress and undress self, and an interest in staying dry or clean. Children should not be compared to how others are doing.

Children train easily when they are ready. Starting too soon is not productive neither is waiting too long start.

Parents must begin the toileting process at home. If successful and we in agreement that your child is ready.

I will toilet train here as well. During this time, we require that children do not wear underwear for health and safety reasons in my child care setting. Please keep in mind that the activity level here can distract your child from responding to an urge to use the potty, more so than at your home. Therefore, I will continue to use pull-ups or diapers until your child can and will announce that he/she must use the bathroom (not just at home, but here, as well) and can control his/her bladder and bowels for a few minutes beyond that announcement.

While your child is learning to use the potty, I suggest: NO overalls, onesies, belts buckles, snaps, buttons, or zippers. This will make it easier for your child to be successful. Please provide extra CLOTHING

CHILD ABUSE

Everyone at Sweet Child Care are mandated reporters and are required to report any suspected abuse, neglect, or maltreatment on part of an employee, parent or volunteer.

Any abuse or maltreatment of child, either as an incident of discipline or otherwise is prohibited. Any means of corporal punishment will not be tolerated. Additionally, withholding or using food, rest or sleep as a punishment is prohibited, if any type of abuse or neglect is suspected it will be reported to Protective Services 240-277-4417 mandated number.

EMERGENCY AND SUBSTITUTION

In case of an emergency, provider's substitute(s) may care for the children in our home until they can be picked up. On occasion, substitute(s) may also provide short-term non-emergency care for the children. Parents will be notified in advance if substitute care is planned.

PROVIDER'S GUIDANCE REGARDING DISCIPLINE:

My goal is to help children learn to control their own behavior. To develop self-control, children receive my support that is individual to the child and adapts as child develops internal controls. This process includes:

1. **Modifying the learning/play environment** (e.g., schedule, routine, activities, transitions) to support the child's appropriate behavior;
2. **Creating a predictable daily routine and schedule.** When a routine is predictable, children are more likely to know what to do and what is expected of them. This way decrease anxiety in the child. When there is less anxiety, there may be less acting out. Reminders need to be given to the children so they can anticipate and prepare themselves for transitions within the schedule. Reminders should be individualized such that each child understands and anticipates the transition;
3. **Using encouragement and descriptive praise.** When clear encouragement and descriptive praise are used to give attention to appropriate behaviors, those behaviors are likely to be repeated, Encouragement and praise should be stated positively and descriptively. Encouragement and praise should provide information that the behavior the child engaged in was appropriate. Examples: "I can tell you are ready for circle time because you are sitting on your name and looking at me. "Your friend looked so happy when you helped him clean up his toys. "You must be so proud of yourself for putting on your coat all by yourself." Encouragement and praise should label the behaviors, not the child (e.g., good listening, good eating, instead of good boy)
4. **Using clear, direct, and simple commands.** When clear commands are used with children, they are more likely to follow them. I tell the child what to do rather than what NOT to do. I limit the number of commands. I use if/then and when/then statements with logical and natural consequences. These practices help children understand they can make choices and that choices have consequences;
5. Showing children **positive alternatives** rather than just telling children "no";
6. **Modeling desired behavior;**
7. **Using planned ignoring and redirection.** Certain behaviors can be ignored while at the same time I am able to redirect the children to another activity. If the behavior cannot be ignored I should prompt the child to use a more appropriate behavior and provide positive feedback when the child engages in the behavior;
8. **Individualizing discipline** based on the individual needs of children. For example, if a child has a hard time transitioning, I can identify strategies to help the child with the transition (individualized warning, job during transition, individual schedule, peer buddy to help, etc.) If a child has a difficult time during a large group activity, the child might be taught ask for a break;
9. **Using "alone time"** for behaviors that are persistent and unacceptable. "Alone time" should only be used in combination with instructional approaches that teach children what to do in place of the behavior problem.

Parent Support: Should behavioral problems exist with a child who is not responding to the above forms of behavior management, I will enlist the help and support of the parents. A child learns best when the guidance is consistent both at home and the daycare

BITING

When a child is bitten, it is a traumatic situation for both children and both sets of parents. Yet, biting is not unusual behavior for pre-verbal children. They may become frustrated when they cannot say “Move,” “I was playing with that,” or “You are too close.” Because they cannot speak, some children will bite.

When a child is bitten, the area is cleaned and ice may be applied. They are held and consoled until they are ready to rejoin the group. The biter is told that biting is not allowed and that it hurts. Perhaps the best way to stop biting is to encourage language development and using words.

NUTRITION AND FOOD SERVICE

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. I have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Meals and snacks are at regularly scheduled times, two hours apart and not more than three hours apart.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. **Lunches and snacks brought from home must be nutritious; the meal must include protein and vegetables, and have little to no crackers/cookies.** Clean, sanitary drinking water is available to children throughout the day. We will discard any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children’s reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child’s health care provider should provide the program in individualized care plan prepared in consultation with family members and specialist involved in the child’s care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child’s allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day.

I will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information. High risk foods, often involved in choking incidents, will not be served, for children younger than three years, these include hotdogs, whole or sliced into rounds;

whole grapes; nuts; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole.

A snack is served midmorning and/or mid-afternoon daily. Two food groups will be represented at each snack time as outlined in USDA guidelines. The program provides whole grains, fresh fruits, vegetables and limits fat, sugars and salt in food served. I serve a wide variety of nutritional snacks, and encourage children to expand their tastes by at least trying a portion of the food offered.

SWEET FAMILY CHILD CARE monitors meals provided from home and supplement as necessary to ensure that children are receiving nutritious, balanced meals and snacks. Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, children who wish to bring treats for the class on their birthday may do so.

I recommend that children consider nutritious snacks as an alternative to candy. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.

I will provide families a list of foods meeting the USDA'S Child and Adult Care Food Program guidelines.

For infants: Bottles should be brought to me "ready to feed", bottles will be refrigerated and warmed with water. Empty bottles will be placed in your child's bag. Meals are served family style with children being encouraged, not forced, to eat. I encourage children to taste each item being served. During snack time, children have the opportunity to develop independence and self-help skills by serving themselves when they are ready to eat.

Special Diets: Parents are responsible for meals and snacks for children on special diets such as kosher, vegan, vegetarian, or any allergies.

NAPS AND REST PERIODS

Rest or naptime is required by State law for all children younger than five years of age who are in care for more than four consecutive hours. SCC reserve the right to require rest/naptime for any child who has not yet started school if we feel it is necessary. Even older children need a break from the day to rest and rejuvenate. Children who do not sleep may get up after 30 minutes, and children who awaken early will be allowed to get up when they awake. SCC will help non-sleeping children find appropriate quiet activities.

A portable crib is provided for infants, Children over the age 18 months will sleep on their sleeping bag.

Nap and rest time at the daycare are from 9:00 and 1:00 (approximately).

DAILY PROGRAM, PHYSICAL ACTIVITY AND LIMITING SCREEN TIME

Our daily program is posted on the weekly activity sheet in the arrival area. The activities are well balanced for group, free play, circle time, art and language, story time, outside, rest time, etc., consist of learning activities that will help your child develop his/her emotional, physical, intellectual and social, skills.

At SFCC daily the children have ample opportunity for Physical Activity such as running, climbing, dancing, skipping, walking, and jumping. All children, birth to older years should participate daily in:

Two or three occasions of active play outdoors, weather permitting

Two or more structured games or activities that promote movement over the course of the day- indoor or outdoor

Many of our outdoor activities include walks to the Local Park and neighborhood. Continuous opportunities to develop and practice age-appropriate gross motor and movement skills

The total time allotted for outdoor play and moderate to vigorous indoor or outdoor physical activity can be adjusted for the age group and weather conditions.

Infants are taken outside two or three times per day, as tolerated.

Toddlers and preschoolers should be allowed sixty to ninety total minutes of outdoor play.

NOTE: Please send labeled clothing appropriate for the weather. During a light rain, we may take a walk, so a raincoat is advisable. On snowy days, send boots, hats, gloves and layers of warm clothing. During the summer, we will have lots and lots of water play.

Television, Computers or other media devices are used only when directly related to facilitate learning experiences; and no screen time for children under the age of two.

EDUCATIONAL PROGRAMS

INFANTS

The infant program serves children from the age of eight weeks until the age of 18 months. The program is designed to promote feelings of belonging and the loving care which help infants to grow and develop to their full potential. Children eat, sleep, and play according to his or her own schedule.

Every infant is an individual with unique abilities, desires and emotions. My program is designed to meet the individual needs of each child and to provide them with educational experiences.

NOTE: Our daily schedule is responsive to the children's needs to rest or be active and includes at minimum a total of 15 minutes of reading opportunities. **No screen time for children under two years of age.**

CHECKLIST: WHAT YOUR CHILD WILL NEED

Individual containers will be available for each child so that items can be left at the program. Please label all belongings.

INFANTS

Disposable diapers and diapers wipes

Bibs

Bottle or cups of ready to feed

Changes of clothes

Pacifiers, if used

Blankets and crib sheet (will take for wash on last day of week care and return on first day of week care.)

Diaper rash cream, if used

TODDLERS

The toddlers program serves children from 18 months to 36 months. The toddler activities are designed to provide stimulating experiences for the children where they can learn through their own inquisitiveness. The emphasis during the toddler years is on building self-confidence and fostering the natural curiosity that toddlers possess.

Throughout the day toddlers enjoy the large variety of play materials that are readily made available to them, as well as creative centers where children can dress-up, build with blocks, and experiment in the sensory table, art, music, language and science activities geared to little hands are also introduced.

Sweet Child Care offers the tenderness, warmth, and patience so essential to this young age.

Children feel comfortable in my toddler settings when their parents leave. Deep respect for each child ensures that your toddler will truly love his or her school environment and, from that, develop a long-lasting love for learning.

NOTE: Our daily schedule is responsive to the children to rest or be active and includes at minimum a total of 15 minutes of reading opportunities. **No screen time for children under two years of age, and limited use of television or computers when not directly related to learning experiences.**

TODDLERS

Disposable diapers and wipes

1 change of clothes including shoes/play clothes for outside

Sleeping bag (will take for wash on last day of week care and return on first week of care.)

Cups ready to feed

PRESCHOOL

The preschool program prepares children socially and academically, as well as, supports and encourages the development of independence, responsibility, and confidence, all of which are essential for the child's ongoing success in kindergarten.

The educational program focuses on each child's social, emotional, intellectual, and physical development by offering concrete, hands on activities for the child to explore.

The preschool curriculum is designed to actively engage each child in developmentally age appropriate activities exploring the content areas of literacy, mathematics, science, social studies, and arts.

Sweet Child Care prepares a curriculum that is exciting and challenging, as well as supportive of each child's own learning style.

In our program the room arrangement creates the optimum learning environment. It allows children easy access to educational toys, materials and books, enabling them to initiate and expand their activities.

NOTE: Our daily schedule is responsive to the children's needs to rest or be active and includes at minimum a total of 15 minutes of reading opportunities. **No screen time for children under two years of age, and limited use of television or computers when not directly related to learning experiences.**

PRESCHOOLERS

1 changes of clothes including shoes/play clothes for outside
Sleeping bag

ASSESSMENT OF CHILD PROGRESS

Thoughtful observation and assessment of children helps me learn more about children's unique qualities, develop individual goals, plan and implement effective curriculum, and make referrals as appropriate. I observe children, talk with them about their ideas, record interesting things they do and say, and document their progress in development and learning.

Working together with families, I am able to create unique environments and experiences to meet the needs of children in their classroom.

I use several formal developmental screening and assessment tools as well as informal observation and documentation. In keeping with Child Care Program philosophy, children are observed and assessed in their authentic play environments. Information gathered is shared with families at least quarterly through conversation, documentation or parent conferences. Formal conferences are offered to each family at least twice annually and compiled assessment information is presented in portfolio format. Additional conferences may be scheduled whenever the need is identified by families or me.

The program's current written Assessment Plan is shared with all families upon enrollment and during age-level transitions. The plan includes the specific screening and assessment

tools being used, the timeline for parent conference for each age level, as well as opportunities for family involvement.

I conduct formal assessment twice a year, (October and May). All the assessments are kept in the child's portfolio, which follow the child from the time enrolled at my care to show the progress in cognitive, language, physical social and emotional areas of development that are consistent with the program curriculum and philosophy.

My program families are part of assessment process with regular communication, partnership and involvement. Once the formal assessments are completed I will schedule a parent conference.

INCLUSION

Sweet Family Child Care includes all children, including those with disabilities and unique learning needs. I use developmentally appropriate practices and consider the unique needs of all children when planning.

I will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators and other professionals

to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child. It is our belief that inclusion in our program will enrich the experience for caregivers, children, and their families.

EARLY INTERVENTION

A child's environment and social experience in their first three years of life is critical to their brain development and can have a decisive, long-lasting impact on their well-being and ability to learn. For many parents, this is enough to make finding high-quality child care a top priority. Sweet Family Child Care responds to the needs and concerns of parents with children of all abilities.

Early intervention services help young children with disabilities achieve their goals in cognitive, social/emotional, communicative, adaptive and physical development. Services may include occupational therapy to help an infant learn to hold her bottle, physical therapy to help her learn to roll over, or speech therapy to help her learn to eat.

ARRIVAL & DEPARTURE

Parents or a Guardian must accompany their child upon arrival and upload relevant information into the digital app for daily reports.

At departure, Parents/Guardians are solely responsible for their child upon arrival. They are NOT to be left alone or permitted to roam freely in the neighborhood; we recommend that children are immediately placed into their car seats once they leave the enclosed play area.

TERMINATION OF CARE:

Parents are required to provide two weeks' notice of termination of care after the two-week trial period has expired. Failure to do so will result in losing any advance pay made equal to the amount of notice not provided

The provider will give parents two weeks' notice of termination of care except under the following circumstances at which time she reserves the right to terminate all care without notice:

- Failure to abide by the policies in this handbook.
- Failure to abide by the terms set out in the child care contract.
- Failure of the make payments on time or not paying for care at all.
- Failure to repeatedly not pick up your child at the agreed upon time.
- Failure to complete all required forms in the Registration Package.
- Inability of the parents and provider to communicate effectively
- Inability of the child to adjust to the child care being provided after a reasonable amount of time.
- Provider's inability to meet the needs of the child after exhaustive
- efforts to do so.
- Child's behavior is disruptive to the rest of the children in the day home.

This parent Handbook may be changed or modified by the provider at any time.

Parents will receive written notice of any alterations at least two weeks before they became effective.

Acknowledgement of Receipt for Sweet Family Child Care Parent Handbook

I acknowledge that I have received a copy of Sweet Family Child Care Parent Handbook. I understand that it contains important information on policies and procedures. I realize the handbook is not intended to cover every situation which may arise, but is simply a general guide to refer to.

I understand that it is my responsibility to familiarize myself with the materials and that I agree to follow the provisions and other policies/rules of the program.

I further understand and acknowledge that the program may change, add or delete any policies or provisions in this handbook as it sees fits in its sole judgment and discretion.

I acknowledge and understand that this Parent Handbook supersedes and replaces any and all prior handbooks or materials previously distributed.

Child's Name: _____

Parent or Guardian Signature

Date