Family Services Act

The Family Services Act governs childcare in the Province of NB. The text below briefly explains ….

“The authority for the government’s involvement in child day care facilities is the Family Services Act.
• The act gives the Minister of the Department of Family and Community Services the authority and the responsibility to: approve day care facilities; make standards; perform inspections; direct the operator to make changes; suspend or terminate operations; and enforce the legislation.
• The Day Care Regulation – Family Services Act (Regulations) specifies the responsibilities of the parties involved with approving day care facilities.
• The Regulation and the Child Day Care Facilities Operator Standards (standards) specify the conditions that day care facilities must follow.

The Department of Family and Community Services (Department) is responsible for the Day Care Services Program (program). The purpose of the program is to approve and monitor day care facilities to ensure that children who attend are safe and receive quality care.

Day care facilities are inspected to ensure that they meet the requirements of the Family Services Act, the Day care Regulation and the Child Day Care Facilities Operator Standards before they are “approved” by the Department. Annual inspections are performed by:

• The Public Health Regional Offices – Department of Health and Wellness (Public Health);
• The Office of the Fire Marshal – Department of Public Safety.”

Child Day Care Facilities Operator Standards

Child Day Care Facilities Operator Standards were put in place to ensure that day care operators would provide quality care to all children enrolled and operators must follow and maintain minimum standards to which are laid out within the operator standards in order to be approved for licensing.
Day Care Assistance

The Day Care Assistance Program is designed to help families to get the best possible child care. This program offers parents or guardians financial assistance to help them access quality, affordable care at an approved day care facility.¹

Early Childhood Initiative Program

The Early Childhood Initiative (ECI) is a province-wide integrated service delivery for prevention-focused childhood services, for “priority preschool” children and their families. (“Priority preschool” children include children from the prenatal stage to 5 years whose development is at risk due to physical, intellectual or environmental factors). The Integrated Day Care Services Program (IDCSP) is one of seven components. ECI is coordinated via regional public health nurses. The goal of IDCSP is full participation of priority children in developmentally appropriate child care and improved child outcomes.²

Knowing Your Options

If you are looking for child care, you probably have a good idea of what you want -- a place that is safe, happy, and loving, where children can learn and have fun.

Finding child care that has quality and convenience you want, can be a real challenge. Here are suggested options to look into:

Community Day Care Home the caregiver, who is often a parent, provides care in their home. Community Day Care Homes are licensed within the province of NB, therefore, are required to meet minimum provincial standards. Community Day Care Homes care for small groups of children, usually 6 or less which includes the operator’s own children. Community Day Care Homes offer a cozy, home-like setting and the opportunity for siblings to stay together.

Day Care Centres care for larger groups of children. Age groups separate children and as children grow older, they are moved to a different age group. Day Care Centres are licensed by the province of NB, which requires minimum standards for Good Health and Nutrition, Physical and Emotional Development and Security, Communicative, Social and Cognitive Development, and Respect for and Acceptance of Individual Differences, Cultural and Ethnic Diversity.

¹ Helping Parents Care for their Children, New Brunswick Human Resources Development Brochure.
In-home Care the caregiver comes to or lives in your home. In-home care works well if you need care for an infant or toddler, after-school care, or evening and weekend care. In-home care is convenient, but can be costly. The province does not license In-home Care. There are no other staff members to offer support and guidance to each other. Be sure you are comfortable with your decision and to ask extensive questions when you interview.

**Full-time** any care that is given 5 days a week and all day.

**Part-time** anything less than 5 days a week and can consist of ½ days.

**Preschool Programs** typically operate morning or afternoon sessions and tend to be more structured in the program offered.

**Head Start** The principles and guidelines of Head Start are based on a holistic approach to education which emphasizes the needs of the child within family, school and community through: culture and language, education, health promotion, nutrition, social support programming and parental involvement.3

**After-school care** A facility that operates outside of school hours and provides a relatively unstructured program emphasizing on supervision and recreation for school-age children. (Boys and Girls Club, Day Care, etc)

Note: Some Day Care Facilities and Community Day Care Homes provide care for before and after school, during school closures, teacher workshop days, March break, etc.

---

**Locating Providers and Programs**

To obtain information on locating providers and/or programs for child care within the Fredericton, NB area, contact:

**Family and Community Service**  
P.O. Box 6000  
Fredericton, NB  
E3B 5H1  
Telephone #1-506-453-3174

---

3 Rose Sones, Parents in Aboriginal Head Start, Building Community, 2002, pg. 1
Questions Parents Should Ask

Before meeting with a child care provider, compile a list of approximately 20 questions that you would like answered. Remember that any question is a valid question. A quality child care provider will never accuse you of being overly protective and will appreciate your inquiries.4

Here are some web sites that may help with compiling a list of questions to ask.

www.oregondaycare.com/questions.htm
www.lamaze.com
www.tendertime.com/providerquestionlist.htm
www.lilfaces.bravepages.com/interviewquestions2003-1.htm
www.womencentral.net/childcare-provider.html

Here is a list of sample questions that parents should ask a childcare provider and/or the Director.

Qualifications
1. How long have you worked within this profession and why did you choose it?
2. How many employed staff are ECE certified? What level are they? Are they First-aid/CPR Certified?
3. Do you conduct criminal record checks on your staff?
4. What do you consider to be the most important aspects of quality child care? (Staff Ratio, Group Size, Staff Training etc.)

---

4 For Parents—Questions to Ask Childcare Providers
www.oregondaycare.com/questions.htm
*Guidance: The act or process of guiding; to direct in a course or show the way to be followed.*

Discipline may be confused with and used instead of guidance.

*Discipline: To punish or penalize for the sake of discipline; Punishment.*

*Punishment: severe, rough, or disastrous treatment.*

Guidance/Discipline

5. What is your policy on guidance/discipline?
   a) How do you handle guidance/discipline situations in which there were no injuries?
   b) How do you handle guidance/discipline situations in which there was a child injured? (Biting, hitting, etc.)
   c) Do you ever spank?
   d) Do you use “time-outs”? (Time out should only be used as an extreme measure and the number of minutes for time out should not exceed the age of the child.)
   e) Do you separate unruly children from the others?
   f) Do you cancel contracts of especially unruly children? If so, under what conditions?
   g) What other guidance/discipline methods do you use?
   h) What types of rewards do you use?

Program

5. Tell me about your knowledge of child development.
6. Tell me how my child will spend time while in your care.
7. Do you welcome parental involvement?
8. How often do children play outside? Is there a fenced in area?
9. How many children in each group? What is the child/teacher ratio?
10. Can I visit the centre during the day?
11. How will you introduce my child’s culture into the program?
12. Is the Program geared to individual or group activities? What would you do if my child didn’t want to join the group?
13. Can I bring my child in for a visit/trial period
14. How do you meet the needs of children with diverse abilities?
15. What do you do for Easter, Halloween, Christmas, etc?
16. Does you centre participate in Parent/Teacher conferences?

---

5 Webster’s Dictionary
Nutrition

17. Do you provide hot/cooked meals? If so, how often? Could we have a copy?
   a) Do have someone designated to be the cook? (Who prepares the meals)
      What are their qualifications/what courses have they taken?
   b) What are some typical foods and beverages that you serve?
   c) Do you accommodate special diet requests, such as Kosher, Muslim, vegetarian, food allergies, portion size, etc?
   d) Do you have a nutrition expert on staff, if not, how do you plan meals with nutritional requirements in mind? Do you use the Canada Healthy Food Guide?
   e) What if my child doesn’t like or refuses to eat the meal provided?
   f) Do children have access to water as needed?

Illness

8. What is your Illness Policy?
   a) Do you require that children who have a cold stay home?
   b) Under what conditions would you send a child home due to a suspected illness? How long do they have to stay out?
   c) Do you report infectious diseases?
   d) Do you accommodate parents’ requests to administer prescription medications?

Health and Safety

9. When and how do you think toilet training should be introduced?
10. How often do you clean and sanitize toys indoor/outdoors? How do you sanitize?
11. What is your nap or rest policy: Do the children have to sleep? How long?
12. Are children allowed in the kitchen area while meals are being prepared? At other times?
13. Do you have a fire evacuation plan?
14. Is the main door to the area where the children spend most of their time locked during care hours?

Payment

15. What is your payment policy?
16. What are the fees for childcare? How am I expected to pay (monthly, weekly, etc.)?
17. What if my child does not attend due to illness, vacation, etc. do I still pay?
18. Is there a reduced rate for siblings? Is there a guaranteed placement for siblings?
19. What if I am late to pick up my child? Is there a late fee?

Questions to consider when looking for infant care:

1. Does the center accept infants? What age do you accept?
2. Do you think a baby should be picked up whenever he/she cries?
3. Do you prefer that infants sleep on a schedule?
4. Do infants have their own cribs?
5. Do you allow infants to use cloth diapers, or disposable? Why?
   a) If you allow cloth diapers, do you pre-wash or require a sterilizing tub?
   b) How often are diapers changed?
6. How often do you sanitize toys?
7. What records do you keep on diapering, eating and sleeping?
8. Are infants held when fed? How often are they held and rocked?
9. Is there a place where I can nurse (breast feed) my child?
10. What is the staff’s approach to soothing a crying baby?
11. What type of activities do you do with infants?
12. Do you provide outside playtime for infants? How often will my child be outside?
13. How does your waiting list progress?
14. Tell me how my child will spend time while in your care.

### Potential Questions a Child Care Provider May Ask

When caregivers and parents first meet, there is bound to be a bit of nervousness. Both are wondering is this going to be a good match for everyone involved. Going through the process of a complete and thorough interview can be enormously helpful in finding out if you and the child care provider will work well together. ⁶

Here are some questions a Child Care Provider may ask when meeting with you. Be sure to ask if all information discussed during interview will be held in confidence.

1. What kinds of activities does your child enjoy?
2. Has your child had previous group experience?
3. If so, was it a positive experience?
4. What is their general disposition?
5. What is their general health status? Prone to colds, ear infections?
6. What are your child’s eating, sleeping/napping and toilet habits?
7. Is your child working on any developmental tasks at the moment? (Drinking from a cup, learning to use the toilet?)
8. Have there been any major changes in the child or family’s life recently?
9. Does your child have any special needs or concerns, which could affect their care?
10. Does your child have any food restrictions/allergies?
11. What are the normal days and hours for which care is required?
12. Do you have back-up care in case of sickness?
13. What kinds of child guidance approaches do you use?
14. What is your view on toilet training?
15. What would you like your child to learn while in our care?
16. Why did you choose this facility?

---

⁶ Interviewing Potential Parents for Your Child Care. [www.pfrc.ca/interview/img0.gif](http://www.pfrc.ca/interview/img0.gif)
Questions taken from above web site.
Characteristics of a Quality Child Care program

Low Child/Staff Ratio
Child/staff ratio is the number of children to the number of teaching and care giving staff in a specified classroom. 7

<table>
<thead>
<tr>
<th>Age</th>
<th>Ratio Staff: Child</th>
<th>Maximum Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth – 24 months</td>
<td>1:3</td>
<td>9</td>
</tr>
<tr>
<td>2 Years</td>
<td>1:5</td>
<td>10</td>
</tr>
<tr>
<td>3 Years</td>
<td>1:7</td>
<td>14</td>
</tr>
<tr>
<td>4 Years</td>
<td>1:10</td>
<td>20</td>
</tr>
<tr>
<td>5 Years</td>
<td>1:12</td>
<td>24</td>
</tr>
<tr>
<td>6-12 Years</td>
<td>1:15</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff Training
Early Childhood Certified teachers are specifically educated to provide appropriate learning activities for children 0-12 years of age.

Staff-Child Interaction
Interactions between children and staff should be characterized by warmth, personal respect, individuality and responsiveness. Appropriate affection should be expressed spontaneously and frequently, and children distress should be comforted. 8

Continuity of Care
Studies have proven that for children to fully develop and flourish they need to have consistency in their daily life experiences. High quality centers have low teaching staff turnover.

Well-Designed Space
Space should be arranged to enable children to play together in small and in large groups. It should be attractive, clean and inviting. There should be areas for quiet and active play; an unobstructed view of the children; and equipment for physical activity and development of fine and gross motor skills. Outdoor play areas should be safe, secure and have adequate equipment. 8

---

7 Choosing Quality Child Care – Indicators of Quality Child Care Programs. www.afscme.org/wrkplace/choose02.htm
8 Child Day Care Facilities Operator Standards, yr . section 9, pg.5
**Communication with Parents**
Parents should be well informed about the program through a parent handbook, newsletters, bulletin boards, parent conferences and other similar measures. They should have opportunities to communicate with the staff about their child’s individual needs and program offerings. Parents should be welcomed into the center at all times. Parents can also play an important role by participating on parent boards and committees. 8

**A Safe and Healthy Environment**
Quality programs act to prevent illness and accidents; are prepared to deal with emergencies should they occur; and also educate children about safe and healthy practices. 8

**Meeting Children’s Developmental Needs**
A quality child care program should meet the needs of every individual child with developmentally age appropriate materials and equipment.

Learning centers address a comprehensive range of developmental goals based on the normal tasks of development in the social, emotional, physical, and cognitive domains. By defining goals, teachers can be sure that the environment is organized to help children make progress in all domains. In each program, the organization of learning centers will reflect the particular needs of children in the group, as determined by the teacher’s observations and assessments.9

**Links Between Goals, Learning Centres, and Play** 10

<table>
<thead>
<tr>
<th>Developmental Goals</th>
<th>Social-Emotional</th>
<th>Physical</th>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pro-social skills</td>
<td>• Basic movements</td>
<td>• Memory</td>
<td></td>
</tr>
<tr>
<td>• Social relations</td>
<td>• Physical abilities</td>
<td>• Basic concepts</td>
<td></td>
</tr>
<tr>
<td>• Social perceptions</td>
<td>• Physical-perceptual skills</td>
<td>• Attending skills</td>
<td></td>
</tr>
<tr>
<td>• Expressing self</td>
<td>• Body awareness skills and movements</td>
<td>• Learning-to-learn skills</td>
<td></td>
</tr>
<tr>
<td>• Early moral</td>
<td>• Language</td>
<td>• Sensory-perceptual skills</td>
<td></td>
</tr>
<tr>
<td>understanding</td>
<td></td>
<td>• Problem solving</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th><strong>Learning Centres</strong></th>
<th><strong>Major Types of Play</strong></th>
<th><strong>Social Context of Play</strong></th>
<th><strong>Units of Play</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily living</td>
<td>• Practice</td>
<td>• On-looking</td>
<td>• House-keeping equipment</td>
</tr>
<tr>
<td>• Active role-play</td>
<td>• Productive</td>
<td>• Solitary</td>
<td>• Doll beds, table and chairs</td>
</tr>
<tr>
<td></td>
<td>• Pretend/Dramatic</td>
<td>• Parallel</td>
<td>• Dress-up clothing/props</td>
</tr>
<tr>
<td></td>
<td>• Socio-dramatic</td>
<td>• Cooperative</td>
<td>• Musical instruments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Associative</td>
<td>• Hollow blocks, ramps, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Hollow blocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ramps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Climber</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Playhouse props</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Musical instruments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Balance beam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Trampoline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Water/sand table activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Activities at discovery table, exploring table, theme table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Work jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Puzzles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Modular Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Other specific-purpose materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Unit blocks and accessories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Props</td>
</tr>
</tbody>
</table>
Activity Centres

A classroom design needs to support and encourage physical, intellectual, social and emotional development. An effective and appropriate use of interior space creates a sense of security, which enhances self-esteem, exploration, and independence.\(^\text{10}\)

**Art**

Developmentally appropriate art experiences allow children to gain confidence through achievement, expression through experimentation, and coordination through practice. The most important focus is free exploration of ideas, of processes, and of materials. Appropriate materials include crayons, markers, chalk, pencils, clay, glue, paste, various types of paint, and collage materials. \(^\text{11}\)

**Block Play**

In addition to stacking, simple repetition, bridging and enclosing, children begin to exhibit patterning, symmetry, and balance in their block buildings. Block play provides opportunities for exploration, manipulation, and investigation of fundamental concepts, language and social development, as well as imagination. \(^\text{11}\)

**Dramatic Play**

Acting out familiar situations, children explore their feelings and begin to make sense of the world around them. A defined home living area facilitates role-playing. Important accessories include cooking utensils and equipment, plastic foods, housecleaning tools, telephones, dolls, doll beds, and doll clothes. Dress-up clothes and “prop” boxes stimulate the imagination. \(^\text{11}\)

**Language, Listening, and Music**

Children’s language develops through speaking, listening, reading, and writing experiences. Adult modeling of language and literacy is a major component. Teachers create a rich language environment by using descriptive language, encouraging children to express their thoughts, engaging in meaningful conversation, reading aloud, and providing daily evidence that written communication is important. A listening centre with headphones allows children to focus on sounds and to develop auditory discrimination. Listening, speaking, singing, and using musical instruments provide opportunities for children to appreciate the rhythms, patterns, and beauty of language and music. Interest in sounds and letters lead to exploration of print. Tables and low, open, labeled shelves proved opportunities to use a variety of papers, writing implements, stamp pads, and stampers, scissors, paper punches, tape, and glue. \(^\text{11}\)

**Manipulatives**

A wide variety and quantity of materials to manipulate freely help children develop their physical, perceptual, and cognitive skills and concepts. Manipulatives are items that can be taken apart, put together, arranged, rearranged, nested, stacked, sorted, or constructed.

\(^{10}\) Childcraft Education Corp. [www.childcraft.com](http://www.childcraft.com)
Puzzles, building bricks and shapes, lacing beads and shapes, pegs and pegboards, and dominoes are appropriate manipulative materials. Storing manipulatives in clear, labeled containers on low, easily accessible shelves promotes exploration, independence, and responsibility.

Math
Children learn mathematical concepts by manipulating concrete objects, interacting with the environment, and verbalizing their discoveries and questions. Free exploration of materials, of ideas, and of relationships provides opportunities to observe, sort, pattern, seriate, compare, count, and measure. In addition to the manipulatives mentioned above, appropriate supplements are sorting trays, pattern cards, bingo and lotto games, attribute blocks, counters, and Unifix cubes.

Sand and Water
Sand and water play provides opportunities for imaginative and practical play with unique sensory experiences and cognitive discoveries. Experimentation using sand and water encourages children to fill, empty, pat, pump, squeeze, and pour. Useful and simple accessories include molds, buckets, sifters, pumps, sponges, and measuring devices.

Science
Children use their senses, primarily, and their developing thought processes to experiment and solve problems with familiar, everyday materials in their world. Observing, predicting, classifying, and communicating are basic to the scientific process and help children develop these thought processes. Materials, which promote scientific exploration, include large magnifying glasses, prisms, large magnets, sensory discrimination and sorting materials, and a balance scale. Storing these materials on low, open, labeled shelves enables children to explore and experiment independently.

Woodworking
Working with wood offers exciting challenges and opportunities to explore, discover, and create. Modeling the proper use and care of tools, stressing safety, and constant supervision of the woodworking area are crucial. Fine and gross motor coordination and control improve as children experience the techniques of hammering, sawing, and sanding. The skills involved in construction with wood introduce the processes of forming, building, and transforming materials into 3-dimensional objects. Children enjoy the feeling of accomplishment as they plan, problem solve, and create. Effective woodworking requires a sturdy workbench, real tools of good quality, safety goggles, and an assortment of soft wood.
Making a Decision

Remember that it is okay to be choosy. Review the information you have gathered and call back if you have questions that were not answered. Trust your gut instinct. If you are not comfortable with what you have found thus far, keep looking. If a child care arrangement you like is full, put your name on a waiting list. Even if you must use another program temporarily, you will have this as an option if things don’t work out.11

Helping Your Child Adjust

A new child care arrangement can be very difficult for you and your child in the beginning. Some children may experience different ways of dealing/coping with the new arrangements. It is expected that there will be an adjustment period for every member of your family, child and you. Some children may take longer than others to adjust. All children are unique.

Here are some ideas to help make the transition a little easier for you and your child. (They are in no sub sequential order.)

- Have an orientation visit. Try to go more than once.
- Your child may find it easier to adjust if they have a reminder of home. Such as a photo of you, a favorite toy or blanket.
- Arriving a little early to help your child to settle in. Help undress, get them settled in and interacting with play materials.
- Always say good-bye when leaving. Never sneak away as this can create separation anxiety in your child.
- Reassure your child that you will be back at the end of the day.
- If your child cries during this time it is normal, maybe have a family member drop off your child. Your child may be protesting the drop off and not the child care arrangements.
- If your child becomes ill, be sure to pick your child up immediately as per center policy. Children are prone to becoming ill when exposed to large groups of children.
- Be sure to talk to the child care provider at the end of the day or phone during the day to see how your child is progressing through the adjustment phase.
- Try not to make other changes to your child’s routine while getting adjusted to the new child care arrangements. (Toilet training, new bed times, extra curricular activities, etc.)
- If after 2-3 weeks your child is not settling into the routine of the childcare arrangements, perhaps it may be your current arrangements are not the best choice for your child at this time.

A Guide To Being An Active Child Care Parent

Parents have an ongoing responsibility once child care has been selected. One of the most valuable assets a family can have is quality dependable childcare. Not only is it an asset, it can be stress relieving knowing your child is in a nurturing environment while you are at work/or pursuing an education etc.

The following list is a guide to being an active child care parent:

- An agreement or contract between you and your caregiver will let both of you know your responsibilities as individuals, to and for each other and for your child.
- Give all important, accurate, and current Emergency Information to your caregiver to ensure the safety and security of your child. Update this whenever there is a change or as requested.
- Get involved. (Clean toys, read stories, be a guest speaker, etc.)
- Be on time – inform if you are going to be late.
- Pay on time.
- Communicate – openly and daily.
- Take time to hear about your child’s day.
- Agree on mutual expectations.
- Voice any concerns you may have – in appropriate language and actions.
- Express appreciation. (e.i. Have your child make a thank you card, do something special during child care week, etc.)

Once the child care service begins it will require your ongoing monitoring to ensure that the placement provides a quality experience for your child. Feel free to use the suggested guidelines in the appendix to keep track of your child care arrangements.

Conflict Resolution

If you have a problem or concern at any time here are suggested steps to follow; and if resolution is not to your satisfaction follow on to next step:

1. Discuss the problem /concern with person/people involved
2. Next speak with Administrator/Director/Owner Operator
3. Next address Board of Directors if there is one
4. If licensed contact the regional coordinator

---

12 Child and Family Canada, Making a Quality Child Care Choice. www.cfc.efc.ca
Definitions

Quality child care has always been a challenging and difficult decision for parents/guardians pursuing their career and/or furthering their education\(^\text{13}\). Understanding what services there are and what they mean can play an important part in choosing a child care arrangement for you and your child.

Below is a list of definitions, which will be used throughout the booklet.

1. **Child Day Care Service**: Is the care and supervision of a child for a period of less than twenty-four (24) hours in a day care facility.\(^\text{14}\)

2. **Child Day Care Facility**: A day care facility, including day care centres and community Day care homes operating for full days, half days, before school and after-school.\(^\text{15}\)
   
   i. **Community Day Care Home**: Is a private home in which day care services are provided for a maximum of:
      
      a) Three (3) infants
      
      b) Five (5) children of the ages two (2) to five (5)
      
      c) Nine (9) children who are of the age six (6) and over, or
      
      d) Six (6) children where the children are of the ages five (5) and under and six (6) and over
      
      e) Including those of the operator.\(^\text{15}\)
   
   ii. **Day Care Center**: Is a facility in which day care services are provided for:
       
       a) Four (4) or more infants
       
       b) Six (6) or more children of the ages two (2) to five (5)
       
       c) Ten (10) or more children of the age six and over, or
       
       d) Seven (7) or more children where the children are of the age of five (5) and under and six (6) and over, including those of the operator.\(^\text{15}\)

3. **Early Childhood Educator**: A qualified person who plans and organizes activities for infants, preschool, and after school children that guide, stimulate and develop children’s intellectual, physical social and emotional growth.

4. **Babysitter**: A person who cares for children on an ongoing or short-term basis at home or in the children’s home without requiring a license or any formal training. They are usually self-employed.

5. **Developmentally Appropriate Practice**: Early Childhood Educators have knowledge in child development and apply it when preparing a learning

---

\(^\text{13}\) Quality childcare by Francine Belliveau. [www.canadianparents.com/articles/feature81a.htm](http://www.canadianparents.com/articles/feature81a.htm)

\(^\text{14}\) Child Day Care Facilities Operators Standards, section 1, pg. 1
environment and appropriate experiences/activities for children that are within their ages and stages of development.

6. **Play**: Is usually child initiated and voluntary; play involves pretending; the goals of play are flexible, and stretch the child’s abilities and imagination; in play, the focus is the process rather than the end product. Play encourages children to explore, investigate, discover, create, and invent with both new and familiar materials. It also helps children to take risks and to keep adding to their experiences and understanding of the world.\(^\text{15}\)

7. **Developmental Needs**: Include development of the Physical, Social, Intellectual, Creative, Emotional, and Self-concept.\(^\text{16}\)

8. **Physical Need**: The need to develop a variety of physical skills such as the need for adequate nutrition, rest, health and safety.\(^\text{17}\)

9. **Social Need**: The need to interact with peers and adults, to function as a group member and to learn appropriate behaviors.\(^\text{17}\)

10. **Intellectual Need**: The need to explore, observe, know and understand objects and events in the environment. Includes the need to develop language skills, both the use of words and listening skills.\(^\text{17}\)

11. **Creative Need**: Creative thinking is the ability to use past experiences to generate new ideas or new combinations of ideas. It is basic to all creative self-expression, creative problem solving, invention, discovery, and experimentation and pervades all areas of development.\(^\text{17}\)

12. **Emotional Need**: The need to be and to feel accepted for oneself and to feel respected and secure.\(^\text{17}\)

13. **Self-concept Need**: The need to feel valued as an individual, to develop a positive self-esteem, to feel accepted for one’s differences, with a right to acknowledge one’s own difficulties and celebrate one’s own joys.\(^\text{17}\)

14. **Functional Play**: Also called sensor-motor or practice play, is most common in children in the first two years of life, though obvious in all later stages as well. Children repeatedly practice their mental schemes by interacting with objects, people, and language.\(^\text{17}\)

---


\(^\text{16}\) Child Day Care Facilities Operator Standard, appendix 11.2.7

\(^\text{17}\) Carol Gestwicki, Developmentally Appropriate Practice, Curriculum and Development in Early Education second edition, 1999, pg. 36-38
15. **Symbolic Play:** Also called representational play, appears about age two, and continues in various forms into adulthood. Symbolic play includes constructive play and dramatic play. 

16. **Constructive Play:** Is seen when children use materials or objects to make other things. It is a link between functional play and more sophisticated symbolic play. Children create and construct, using concrete materials to form representations of objects.

17. **Dramatic Play:** Involves the creation of imaginary roles in which children pretend to be someone else. The play often draws on first or second-hand experience in various familiar situations.

18. **On-looker Behavior:** The child who simply watches others at play.

19. **Solitary Play:** The child who plays alone, without any overt interaction with others.

20. **Parallel Play:** Is seen when children share materials or play near each other without attempting to coordinate or connect their play.

21. **Associative Group Play:** Is the first kind of group play. This type of play occurs when children are involved in similar activities near each other, perhaps sharing materials, but without committing to joint focus in their play.

22. **Cooperative Play:** Is the second form of group play, and represents real efforts to negotiate play themes and roles with peers. Conversation among the players establishes the roles and events of the play.
Appendix

Community Services

TELECARE HOTLINE 1-800-244-8353

Dr. Everett Chalmers Regional Hospital 452-5400
Telecommunications Device For the Deaf (TDD)………………452-5565

NB Heart Centre
Saint John…………………………………………………………………648-6100
General Inquiries
Saint John Regional Hospital……………………………………………648-6000

New Brunswick Extra-Mural Program
Fredericton Unit (Patient Inquiries)………452-5800
Regional Pediatric Rehabilitation Services…………900 Handwell…………452-5611
River Valley Health……………………Fredericton………………452-5678
Anew Start Allergy Clinic………………259 Main………………472-3010
FREDERICTON MEDICAL CLINIC……………900 Handwell………………458-0200
Northside Physiotherapy Clinic………………197 Main………………457-9296

SPEECH-LANGUAGE PATHOLOGISTS
Rockwell Elaine……………………..50 Lilac Cr………………457-6045
Speech Institute……………………UNB Campus……………450-7299
Woodworth Ruth…………………….44 Evans………………452-7189

SOCIAL AND HUMAN SERVICE ORGANIZATIONS
Atlantic Human Services………………………………………………454-0439
Family Resource Centre………………678 Union………………474-0252
Fredericton Community Kitchen…………65 Brunswick…………457-1788
Fredericton Emergency Shelter Inc……65 Brunswick………………450-1102
Men’s guest line…………………………………………………………443-9092
Fredericton Food Bank………………860 Grandame………………459-7461
Mother & Child Welcome House…………562 Brunswick…………459-5901
NB Fetal Alcohol Syndrome Effects Network …..Fredericton………………450-4242
Oromocto Food Clothing & Furniture Bank ……74 Iroquois Av………………357-3461
Premier’s Council On The Status of Disabled Persons
Kings Place…………………………444-3000
Salvation Army Family Services………………146 Main………………453-1706
Sexual Assault Crisis Centre………………………………………………454-0437
Child Care Checklist

Once child care service begins it will require your ongoing monitoring to ensure that the placement provides a good experience for your child.\(^{18}\) Feel free to use these guidelines to keep track of your child care arrangements.

Daily Monitoring Guidelines
- Leave yourself time to talk to the caregiver during both drop-off and pick-up. If you have any concerns, talk to the caregiver and try to arrive at a solution that works for both of you.
- Read any posted schedules or messages.
- Talk to your child about how the day went and listen to feelings and thoughts.
- Take time to make sure that the child care setting looks and feels comfortable and clean for children.

Weekly Monitoring Guidelines
- Read newsletters or notices provided by your caregiver.
- Think of three age appropriate activities your child has participated in this week.
- Arrive fifteen minutes early one day to observe your child’s interaction with others.
- Describe to another person how your caregiver carries out a basic routine (feeding, toileting) with your child.
- Ask your child or caregiver what television programs your child watches.
- Find out how often, where and for how long your child is usually outside.
- Ask about your child’s eating habits. Is your child receiving nutritious, well-balanced meals
- Ask about visitors or any new people who assisted in your child’s group at the center.

Monthly Monitoring Guidelines
- Have your spouse, a family member or friend pick up your child; then ask for impressions.
- If your child is in center care, speak with the director to get a sense of the overall operation and current issues.
- Occasionally drop in unexpectedly. Observe the interaction between caregiver and children and the activities they are involved in. Compare your observations with the feedback provided by your caregiver and child.
- Spend one half hour at the start or end of a day or during lunch to watch one activity or routine.

Once or Twice a Year Monitoring Guidelines
- Review the facility’s policies and make suggestions for more.
- Attend an open house, parent meetings or a board meeting (with permission).
- Visit the centre for at least two hours on one occasion.
- Participate in special events, activities, celebrations or lunch.
- Have an in-depth meeting with your caregiver to review your child’s progress, the terms of your agreement and any concerns.

\(^{18}\) Child and Family Canada, The Child Care Partnership

www.cfc-efc.ca

Guidelines taken from above web site