



In Space Childcare has a commitment to families and the children in our care. This includes but is not limited to the following:

- The care ratio between Responsible Adults and children is a maximum of 1:12. For K-1 students & 1:15 for Gr. 2-7 students.
- All staff are educated to ECE, ECEA or Responsible Adult level.
- Children will be supervised by a qualified employee from pick up at school at time of school closures, whilst being transported to the facility and thereafter until being picked up by a parent or authorized caregiver.
- There is access to the licensed spaces at the facility between the times on the license upon arrival by In Space children as stipulated on the signed contract. Written authorization will be supplied to our VIHA Licensing officer when received by the licensee from facility managers as soon as possible.
- Children will use the licensed outside areas for a minimum time of one hour per day for active play. These areas are safety checked by staff prior to being used daily.
- There is a monthly fire drill practiced and logged at In Space Childcare as well as annual emergency evacuation procedure.
- Daily Procure attendance will be kept on mobile devices when staff cannot access the main software for signing in and out immediately upon arrival.

At In Space Childcare, staff must at all times provide effective supervision that ensures the well-being, safety, and development of the children in our program. We strongly believe that supervision is the most important element in the safe provision of Child Care. Effective supervision practices reduce the risk of harm to children by preventing injuries and accidents. These practices are also aimed at promoting positive, responsive, and intentional learning environments for children and Child Care providers.

The following is a list of the positive and active supervision practices that are in accordance to the Child Care licensing regulation B.C. (Part 3, Division 4) Supervision of Children at the care facility:

- To ensure that the minimum Flight Crew to child ratio, as outlined in the Child Care licensing regulations schedule E
(A group of less than or equal to 12 children = 1 Flight Crew member For School Gr.)
(A group of less than or equal to 12 children = 1 Flight Crew member For School Gr.)
- (A group size of 13 -24 children = 2 Flight Crew members For School Gr.)
- (A group size of 15 -30 children = 2 Flight Crew members for Gr.2+)



1. To ensure Flight Crew members are present in close proximity to children’s play and continuously monitor, scan, and count all children in care. For example, one of the Flight Crew members monitors the open hall area and the washrooms, while the other staff member monitors the multi-purpose room.
(The above Flight Crew ratio would depend on the number of students coming to the facility on a given day)
2. The Flight Crew are responsible to keep all the other doors in the play area locked and out of reach. The play area would be at all times supervised by a Flight Crew member, ensuring that children do not access any area that is not a part of the Child Care facility.
3. To effectively communicate among the Flight Crew members before any changes in the supervision plan occurs.
(The communication between the Flight Crew members is key to active supervision)
4. To be able to assist children if they need to leave the play area to use the washroom while maintaining the Flight Crew to child ratio, as outlined in the Child Care Licensing Regulations
5. To ensure that a second Flight Crew member is immediately available to supervise children in case the person responsible must leave the site with children for an outdoor activity.
6. To track enrollment and attendance on an on-going basis and confirm with the other Flight Crew members.
7. To ensure families sign children in and out of the program on the designated sign in/out Procure App with a Flight Crew.
8. To be available to support children’s learning by answering questions, modeling, positively commenting and facilitating questions back about what the children are doing.
9. To position oneself in a manner that allows one to be able to scan and move around the environment easily while being aware of the group as a whole and to anticipate potential trouble spots.

Be aware of the physical environment:

- Conduct regular safety checks of the program premises and equipment to remove hazards.
- Position equipment and arranging the environment to allow a clear view of the children’s play and rest areas.
- Know which individuals are authorized to pick-up a child from the program in place of a parent.
- Be aware when children arrive and leave the In Space, ensuring that both the arrival and departure times are accurately recorded.
- Use a consistent system during head counts (counts should be done during all transitions, including when children leave or return to the classroom or playground, during regular play activities, leaving for and returning from school, before entering and after leaving a bus during field trips).
- Effective supervision is one of the most important tasks caregivers and Flight Crew must perform throughout the day. With this in mind, all Flight Crew members must avoid carrying out activities that may draw their attention away from active supervision. For example, any such activity including but not limiting to administrative tasks, texting or reading other content, and visiting with co-workers will be deemed as a “supervision related issue”.

Transportation Policy:

- Ratios will be maintained for all bus routes (before and after school), with appropriate number of Responsible Adults for the children on board.
 - Transfer of Care for all kindergarten children will occur at their classroom when the morning bell goes.
 - Transfer of Care for all other children occurs when school supervision starts at each school.
 - After school there is a staff member present at each of the schools – this is either the driver on site to pick up children, or a Responsible Adult present for transfer of care until the bus arrives.
- If buses are late or pick up is unable to occur, staff will do the following:
- Staff onsite will be notified of the delay
 - If there is no staff on site, the school and parents will be told of the delay.
 - Alternate arrangements will be made. Site Manager will arrange for a second bus or request parents pick up children.
 - Transfer of care procedures for non-kindergarten students happens upon arrival to the school in the morning to the duty teacher.
- If a scheduled child is not present when staff is there for transfer of care, the staff will do the following:
- Contact site manager
 - Site manager to contact parent to find out if in care that day
 - RA to go to office to inquire about whether child was absent that day
 - Bus does not leave until confirmed that the child does not need care that day, or child is in attendance.



In our continuing efforts to ensure the safety and security of all children and Flight Crew, In Space Childcare Inc. has established guidelines to be followed by all employees present at the care facility at any given point of time. These guidelines are based on both the Child Care Licensing Regulation B.C. and In Space Childcare Inc. Standard Operating procedures.

Our vision with regard to health and safety is to support the development of healthy children and provide a safe, healthy and caring community in which they can grow, learn and meet their full potential.

On a working day, there will be a Site Manager along with a qualified responsible adult person present at the care facility at below mentioned days and time; Morning: 7:30 AM to 9:00 AM (Monday to Friday); Evening: 2:30 PM to 5:30 PM (Monday to Friday)

During the times of school closure, for example Pro D Days, Spring or Summer Break Camps, there is to be a qualified Flight Crew member present at the care facility from 7:30 AM to 5:30 PM Monday to Friday. At all times, there would be a minimum Flight Crew to child ratio maintained as outlined in the Child Care licensing regulations schedule E

(A group of less than or equal to 12 children = 1 Flight Crew member "staff member")

(A group size of 13 -24 children = 2 Flight Crew members "staff members")

An additional Flight Crew member would be called upon in case of any breaks allocated Monday to Friday during school closure days. Any staff member involved in supervision of children will have relevant qualifications/experience such as First Aid CPR, Criminal record check and any other documents required by licensing before employment commences.

All employees at In Space Childcare are to them receive a Job description document that would include the use of guidance and positive strategies used towards creating and maintaining a safe and healthy environment for children. Each staff member would be trained on fire, safety and emergency procedures and will be asked to attend monthly training programs. As a Flight Crew member, one of the key responsibilities in terms of health and safety is to complete daily logbook, first aid kit, keys and individual document files and report to the Site Manager at the care facility with all the updates. These are to be logged in the Provided onsite tablet or computer via the Procure App.

As part of the health and safety plan, Flight Crew members are required to transport children to and from other locations using a fully equipped legal vehicle. Each staff member driving a company's vehicle is expected to be fully licensed to drive the eligible vehicle and have no driving convictions noted on their licenses. All company vehicles used to transport children to and from schools would be equipped with relevant booster seats (busses may not require booster seats) and have annual checks to ensure the vehicles remain safe and legal. Busses are to be inspected every 6 months as per government regulations. Vans &

cars equipped to carry under 9 passengers are to be inspected every 8,000 kms as per government recommendations. All vehicles would have special insurance that approves safe transportation of children, for example business insurance.

Regular training sessions would be developed to instruct the Flight Crew members with upcoming projects, planning, and managing activities during play time at the care facility. The Flight Crew would also be responsible to organize the snack and establish contact with parents during pick up and drop off and times. In case of any incident, the Flight Crew will be trained in completing the incident report forms and have a record of all emergency contacts and parents contact information for each child. In incident report must be submitted to the proper authorities within 24 hours, including Island Health Licensing

Following are the health policies established at the care facility in accordance to Child Care Licensing Regulation B.C. Part 4 (General Care Requirements)

- To ensure that any surface used for food preparation, storage, or consumption is not used for any other unhygienic purposes.
- To ensure that any heated water accessible to children is heated to no more than 49 degree Celsius.
- To ensure that each child has healthy food and drink according to the Canada's food guide and promote healthy eating and nutritional habits.
- To ensure that the food and drink given to a child is sufficient in quantity and quality to meet the developmental needs of the child, having regard to age, number of hours present at the facility, and food preferences.
- To ensure hand washing procedures are implemented. Children are encouraged to wash and dry their hands before and after meals, after using the toilet and after messy activities.
- To ensure and maintain up-to-date immunization records for all children attending the Centre. Parents/guardians are requested to supply proof of immunization.
- To ensure that any medication given to a child has been approved by a parent or prescribed by a medical practitioner.
- To notify a parent or emergency contact if the child becomes ill or injured at the facility.



It is the intent of In Space Childcare to ensure parents have reasonable access to his or her child when in the care of the facility.

A record will be kept for every child registered with the name and contact information of parents and emergency contact people who have permission to drop and off and pick up each child daily. You can also find this information in the Sandbox Software on a centres computer or tablet. Written permission will be stored at the facility and a record of every person who does not have permitted access to the child. This can also be found in the Procure App.

A log of signing in and signing out will be completed at the start and end of each session. This is to be completed digitally in the Procure App or Software Reasonable steps will be taken to prevent any mentioned person with no permission of access to the child. Telephone calls will be made to the parent if anyone not known to the caregiver shows up without written permission. Any unauthorized people attempting to pick up a child will be asked for ID and name and details will be logged and reported to the parent and if necessary, the police station by telephone before release.

Included in the policy will be a restriction to anyone other than the parent under minimum age yet authorized by the parent attempting to remove a child from the facility.

In situations where an individual appears to be incapable of providing safe care or when a parent appears to be under the influence, a friend or relative will be called to pick up the individual along with the child.

If the licensee or staff feel threatened by any adult attempting to pick up a child without permission, or under any abnormal threatening circumstances, the police will be called. The Ministry of Child and Development may also be contacted if it is felt the child would be at risk upon release as well as the relevant Licensing Officer at VIHA Licensing Board within 24 hours of the incident. A log will be written about the occurrence and stored for future use in the facility's daily logbook through Procure software. Also, in the logs provided by Island Health were required.



An In Space Childcare Emergency Plan has been deployed at the care facility that consists of written set of instructions outlining emergency procedures, our Flight Crew members responsibilities, effective communication between the person authorized to coordinate the emergency response and all other employees at the care facility and the communication process to notify all related authorities.

Some of the common terms defined for ease of understanding the evacuation plan for all respective authorities at In Space Childcare:

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole Child Care centre (e.g. child-specific incidents) and where 911 is called.

Evacuation Site: The designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the Child Care centre. The evacuation site in case of an emergency would be Aquatic Centre, Nanaimo. The drivers around the care facility would be requested to transport kids to the evacuation site. There may also be some extra Flight Crew members called in to drive the company vehicles and provide support as needed.

Meeting Place: The designated safe place near the Child Care centre where everyone is to initially gather before proceeding to the evacuation site or returning to the childcare centre if evacuation is not necessary. The meeting place at the care facilities are the top left-hand corner of the play yards.

Staff: Individual employed by the license (e.g. Flight Crew, Site Manager, Supervisor)

The In Space Childcare Flight Crew member on-scene will typically serve as the Emergency Response Commander (ERC), until relieved by a Site Manager or Supervisor. The Flight Crew would advise the personnel in the area of any potential threat and/or initiate evacuation procedures.

- The Flight Crew member would need to remain calm, gather all children and record the attendance.
- Exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible)
- Escort children to the meeting place (Top right-hand corner of Basketball court)
- All Flight Crew members would take cell phones – switched on and emergency back packs with important documents and take the car keys along with them.
- The Flight Crew would also carry a first aid kit, disaster bag and emergency contact list of children at the facility.
- Obtain a care giver and head count of all children at the meeting place
- Keep children calm and wait for instruction from a manager at site – CALL 911

Once the children along with the Flight Crew have reached the meeting place, one of the managers at the site would leave a voicemail or send out a message via text or email notifying all the parents.

A complete record would be maintained that would include:

- Type of Emergency
- Date and Time of all the actions initiated
- Details of Staff and Children present at the care facility
- Details of health condition of personal or a reported injury
- The past and present condition of the care facility date and time of all the actions initiated

These records would later be submitted to the licensing department via an e-mail and a phone call to report for an emergency situation at the care facility along with an incident reporting form that would be sent to our licensing officer within 24 hours of the incident.

Notices: If school is closed due to snow, In Space Childcare may also be forced to close too. We may also close, even if schools remain open, based on our judgement call, based on road condition and safety of children etc. Notification of this will be posted on your Procare App as soon as the alert has been recognized. You may also get an email, text or phone call. Parents will be asked to listen to the local radio station (102.3FM) to hear updates regarding school closures. You may also call our business line to speak with us directly after 6:30 a.m.

Fire: Site Managers along with all the Flight Crew members must be knowledgeable about the fire drill system at each location they work at, they must know all where to find the fire extinguishers, fire alarms and evacuation locations. There will be a fire drill system implemented once a month for all children to attend and a training log completed to ensure this has been achieved. All employees will be trained and updated regularly of any changes to the plan and evacuation procedures.

Earthquakes: Earthquake drills will be practiced annually in accordance with In Space Childcare Emergency plan. If outdoors, all children will gather together in an open area away from falling debris and trees, power lines, buildings and walls etc. If the quake happens when the children are indoors, all Flight Crew members and children will be taught to remain calm, crouch low under a table or doorway, away from windows whilst covering their heads. Everyone will be expected to wear shoes at all times to avoid danger, injuries and to allow them to evacuate easily if necessary. A count of all bodies will be made according to the registration log before evacuation.



In Space Childcare will consider a safety plan in the following ways:

Have an emergency plan, posted.

Emergency procedures and posted evacuation routes.

Regular monthly drills of emergency procedures.

A record needs to be kept of these drills that include the date, the time of day, the number of children, staff who participated, the time taken to evacuate the building and any other particulars of the drill.

Emergency phone numbers, posted.

Flight Crew with valid first aid and CPR certification.

First aid supplies.

Emergency records.

Policies for notifying parents.

Policies for reporting injuries.

Emergency equipment.

Emergency transportation.

Plans for specific emergency situations, including injury or illness of staff or children, posted.

It is the intention of the Licensee to ensure:

A floor plan of the childcare facility showing evacuation route and all exits will be visible. Knowledge of how to physically remove all the children from the building will be obtained.

A maximum number of one Flight Crew member per twelve minors will be assigned.

The person present when the fire is detected will be designated to call the fire department.

The floor plan and emergency plan are placed in a conspicuous location in each room of the childcare centre.

Daily attendance records are kept in a readily accessible consistent place.

The fire department will have been consulted for assistance in emergency procedures/ plans.

Established procedures for dealing with sick or injured children and staff are in place.

Flight Crew members responsibilities for notifying parents, attending the child, and transporting sick or injured parties will be previously established.

The safety plan is posted in a prominent location and all Flight Crew members are properly trained in carrying out this procedure.



Active Play

It is the intention of In Space Childcare to promote physical literacy by developing and maintaining a plan integrating a combination of structured and unstructured activities through play.

During months of good weather, sessions will be spent outside in licensed areas of the centre.

These activities will depend on the ages of the children. Group activities will include using different muscle groups incorporating various movements such as jumping, running, catching, throwing, hopping, skipping and balancing etc.

In fine weather, activities will take place outside and will include at least one hour of activity for every three hours that the children are present at the centres. These will consist of lesson plan ideas taken from www.activeforlife.com whilst adhering to DOLSOP standards.

Examples of active play on a weekly basis:

AGES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5-8	Racing Relays	Bowling	Hopscotch	Fort Building	Soccer
8-12	Basketball	Laser Tag	Arcade	Soccer	Dodge Ball

Indoor activities will be structured around available space and indoor equipment usage.

Supplies that will be used for both structured and unstructured play are balls, soft bean bags, hula hoops, chinks, scarfs, cones, balloons, bowling pins, sponges, ropes, buckets and bubbles.

Screen Time Policy

Daily there will be 30 minutes maximum of screen time for educational purposes.



At In Space Childcare, managers and staff must treat all children as individuals, with respect and developmentally appropriate guidance. There is a trusting and safe environment established upon meeting the children for them to learn how to interact well with their peers and develop self-confidence, esteem and self-control. These will include but are not limited to:

- We treat others with respect and use our words to express our feelings to others
- We clean up our toys and games to make space for new ones
- We take turns and share with each other using kind words to ask for an object
- We ask a caregiver for help when we are not sure about something
- We tell a caregiver when we need to leave the room and buddy up with someone
- We refrain from touching others with our hands and feet unless for gentle reasons and with their permission
- We stay together as a group at all times and do not separate ourselves or leave the vision of our caregivers
- We use indoor voices and walking feet inside at all times unless in the classroom
- We treat In Space objects such as toys and books gently to prevent breakage
- We cooperate with the requests of the caregivers to stay safe and keep things calm (this includes not climbing on surfaces off the ground).

Guidance Strategies

There is modelling behavior in effect at all times. All expectations are to be explained clearly using straightforward words and positive statements. Any unacceptable issues are dealt with on a case by case basis focusing on the behavior not the child. Any matters requiring immediate attention or intervention will be addressed by redirecting the child's attention, having them "take a break" if necessary and sitting down with the child(ren) after the event to explain why their behavior was not acceptable and gaining feedback on how they could handle the incident differently next time. Appropriate methods and choices are provided in a patient manner by the caregiver to achieve a satisfactory and positive outcome.

Time In

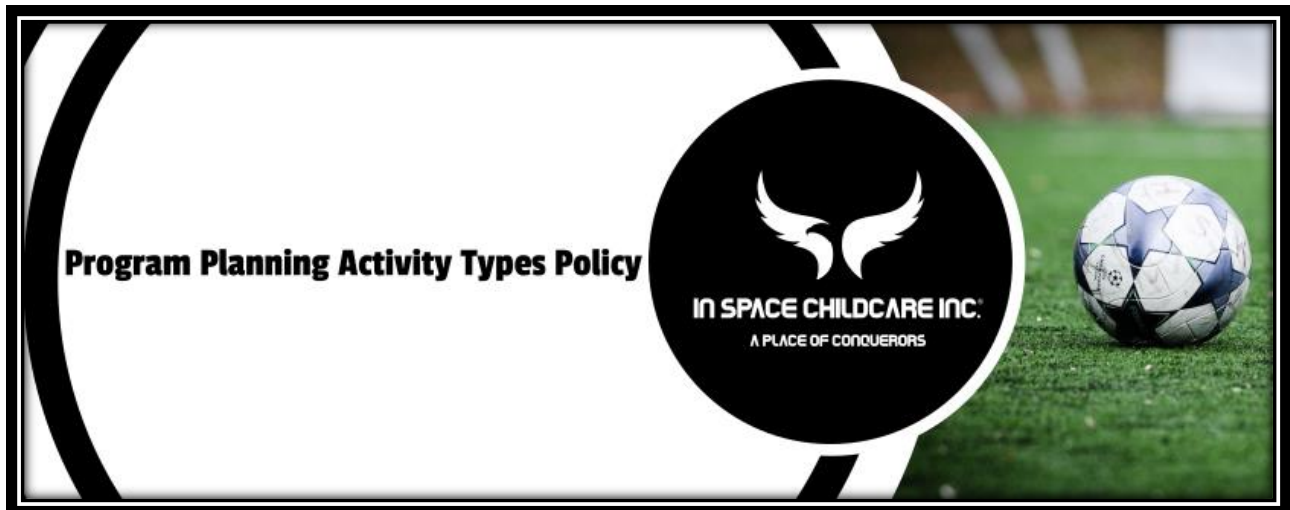
Time In is a comfortable safe place where children are set to release their heightened emotions in a safe way. There will be safe activities to do in that area that will encourage the child to calm his or her body. Once the child is calm a staff member is to have a conversation with them naming the inappropriate behavior and giving guidance on how to better approach it next time. We want our children to come out of this feeling like they are more prepared next time and can feel like having a better day moving forward from this.



In Space Childcare will provide one snack per day during afterschool care only. This is subject to change. Check in with your Procure App. Kids are asked to bring their own lunch and snacks at camp times. Snacks will consist of at least two food groups suitable for dietary requirements specified by parents, including vegetarian, vegan, nut-free and wheat-free. The foods selected will be primarily organic where possible. Parents must complete a form during the child's registration to determine any food allergies/ intolerances before daily menus can be achieved.

Snacks sample	Monday	Tuesday	Wednesday	Thursday	Friday
PM	Banana Mini Apple Tarts Iced Tea	English Muffins/strawberries Pizza	Trail Mix (with Cheerios) Vegetables and Ranch Dip Water	Pancakes with syrup Fruit Juice	Apple Slices Veggie Crackers/Pretzels Water

All snacks will include at least one fruit or vegetable or a pure fruit juice drink. One additional snack out of the other three food groups will be included. I.e., meat, dairy, bread and cereals. Labels will be assessed during purchase to reduce the use of and attempt to avoid sugars (including fructose, glucose, sucrose, corn syrup solids), nitrates, artificial colours and flavours. Children who dislike the snacks provided will be permitted to eat any food from their lunch boxes. Those who do not have ample time to eat snacks can be bagged up and taken away from the facility for consumption later. During full day care e.g., Pro D Days, Spring Summer, & Winter Camps, parents are asked to provide children with plenty of water to drink and large, healthy lunches and as recommended in the Canada Food Guide.



See Following Categories Below:

Creative Art Activities

Leisure Activities

Physical Activities

Transition Activities

Wellness and Nutrition Activities

Creative Art Activities: Creative art activities are a fabulous way to support self-expression and creativity in children. Art is often seen as a form of therapy and can be useful in further developing themes, events and programming. Children will experience self-confidence, creative, problem solving and relationship development while participating in creative art activities.

WHAT: Creative art activities can be individual projects such as Perler Beads or group projects such as drawing. Leaders may choose to develop activities that focus around themes that are currently underway in the program or perhaps assist to make a space more welcoming to the participants.

WHEN: Creative art is important to a care program however it relies on resources, space and time. The set-up and clean up can be quite time consuming therefore it is important to plan in advance for the activity chosen. It may not be realistic to run a creative art activity every day during program so perhaps leaders will decide to instead include it a couple of times per week.

WHY: Creative art activities can support themes and events in a strong way. These types of activities are also known to contribute to children's emotional and physical wellness. Perhaps there is a topic that personally impacts children in your program such as crime or bullying? Creative art programs can open opportunities for children to express their thoughts on these or other issues. Expression is a huge component of creative art and can lead to amazing programming outcomes.

WHO: Children should be encouraged to use the time during a creative art activity productively. Often there is not a lot of time allotted to these activities so leaders should encourage children to work together and maintain focus to achieve the best product possible. Leaders should make sure to stay involved by assisting the children.

HOW: Leaders will need to confirm materials are available for the activity prior to programming. It is important to be realistic about the time it will take for children to complete the activity. Leaders may want to break down a creative art activity over a span of a few days. Leaders should prepare the creative art activity space before having the children begin. During the activity, leaders should assist and share their time with as many children as possible. Individual encouragement is important to provide

to the children throughout the activity. Children should tidy up their space as to eliminate time at the conclusion. When appropriate, display the children art for parents, and participants to see.

Leisure Activities: Leisure activities are non-structural, choice-play opportunities. This time can be used for many different kinds of activities such as board games, reading, puzzles and passive games. These activities will support children's emotional, cognitive, social development. A child will experience a range of structured activities throughout their day, so there should always be time directed to a child's right of choice in play.

WHAT: Leisure activities are defined as free play. During these times in programming, children are able to choose their own activity. These times should have little structure, but leaders should continue to interact with the children.

WHEN: The end of a program is a good time to introduce leisure activities. Children will be calmer and more willing to participate in less active games near the end of the day, as they will have been active at the beginning of the program. As parents/guardians arrive to pick up their children it is easy to conclude a leisure activity and transition smoothly.

WHY: Leisure activities benefit children in decision making, social skill development and emotional development. Children experience a large variety of structured programs throughout the day that may limit their abilities to identify personal desires and choices. Leisure activities will empower children participating in your program to make their own choices and allow them to express themselves in healthy and fun ways.

WHO: During leisure activities, leaders should still engage with the children. It is important that children remain safe and that program rules and regulations are followed during this time. Children should select the activities. Leaders will simply play along or assist with the games.

HOW: Leisure activities are easy to set up. A variety of options should be offered to the children. Each program will have its own variety of resources such as board games, computers, books, toys and more. It is important to offer a variety of options. Leaders should provide a reminder that the children are responsible for cleaning up their activity once finished. If resources are limited, leaders can encourage children to bring their own leisure activity or provide a list of passive games to play in small groups.

Physical Activities: Physical activities should meet part of a child's 60 to 90 minutes a day of exercise requirement. There are three categories that a physical activity falls under: endurance, flexibility and strength. Factors such as inclusion, safety and interactions should always be considered during program development for this type of activity.

WHAT: A physical activity gets children moving and engaged in active games. An endurance activity for children can be soccer, which will elevate their heart rate and keep them moving consistently. Yoga is an example of a flexibility activity that can be done with children. Many options in outdoor play parks offer strength activities such as climbing, pushing and swinging. It is important for all individuals to warm up before physical activities and it is a great transition activity while setting up a game or equipment.

WHEN: This type of activity should be offered at the start of program as children are mainly seated and participating in academic activities throughout the day. Structuring your daily care program plan this way will help children focus on other activities such as Health and Wellness/Nutrition, having allowed them to release built up energy from their school day.

WHY: Physical activities benefit children in many different ways. This type of activity is proven to improve children's health, self-confidence and relationships. During a physical activity, children are able to learn new skills and develop good habits that will remain throughout their lives.

WHO: As a leader you must set an example by participating in the physical activities with the children and maintaining positive reinforcement throughout the activity. Ensure that the activity is developmentally appropriate and can be adapted to make sure that all participants are engaged and active.

HOW: Safety is the number one priority when doing a physical activity with children. Areas should be checked for any dangers prior to the start of program, protective gear should be worn appropriately, and equipment should be age appropriate. Modifying games and offering diverse activities is a good way to ensure that everyone is given a chance to participate. Be flexible and let children choose activities that they would like to play. The more children are involved in programming the more they will be engaged during the activity. To introduce an activity, only explain the fundamentals of the activity and not all the technical details. Children will understand information better if a demonstration is given and it is simplified. The best time to change an activity or wind down an activity is at its peak fun point. If you continue an activity past this point, children may lose interest. If children do become uninterested during an activity, then they may act out during the activity or they may not want to do the activity again at another time.

Transition Activities: Transition Activities are a point in a daily program plan when change is occurring. Examples include changing activities, start and end of programs, moving from one location to another location and more. At these points in program planning, it is important to keep in mind that children must still always be supervised and engaged.

WHAT: Transition times are great opportunities to include additional programming such as songs, games and discussions.

WHEN: Starting a program every day with a circle game, then singing a song in the hallway while walking over to the gymnasium, finally playing “Eye Spy with My Little Eye” while waiting for a parent to arrive for pick up are all examples of transition activities. **WHY:** A leader must keep in mind that some children will react to transitions differently. An older child may become distracted as the younger children take more time to be ready. A younger child may need more assistance to complete the transition. If activities are not planned during a transition, children can become distracted and misbehaviour can occur. If children are kept engaged and active during transition times programming will progress more smoothly.

WHO: Leaders should establish a positive relationship with children by using positive motivation and appropriate guidance during a transition activity. As an example, if a leader is transitioning from the classroom to the library and wants to have the children line up to walk over, they should not rush the children but instead announce the change of location and expectation of behaviour five minutes in advance. To assist them further, a leader could coach them to complete their current activity with positive reinforcement e.g. “Great job everyone!” or “We can do this!”

HOW: It is a good idea for leaders to develop back-up activities such as establishing buddies between older and younger children or having children begin transitioning at different times (younger children lining up before older children). Leaders should be flexible with the time they allot to transitioning. Transitions can be difficult when beginning a program as children are unaware of the routine; however, if these times remain consistent, positive and fun it will lead to a great day.

Wellness and Nutrition Activities: Wellness and nutrition activities are important components of a care program. Children can learn the fundamentals of overall wellness, social relationship building, safety and nutrition. Positive health habits can evolve from sharing information, practicing skills and observing role models during these activities. Topics can vary from positive emotional coping skills, hygiene, road safety, scooter safety, food groups and more. It is important that leaders encourage group activities where possible to ensure that children are engaged and understand the topics.

WHAT: Wellness and nutrition activities can be physical activities, passive games, discussions or other formats. They focus on developing children's overall wellness and nutrition in a variety of age groups.

WHEN: The time allotted for these activities can vary greatly. However, a portion of each daily program plan should be dedicated to this type of activity. Leaders should plan to have as many children participate as possible, so it is useful to schedule these activities near the start of the program when the highest number of children are present.

WHY: Wellness and nutrition is a large factor in an individual's well-being. Children often are aware of things that are good for their health but do not necessarily have the skills, role models, information or tools to create healthy habits. These activities will support healthy choices in a variety of areas in the child's life such as stress management, resiliency, meal planning and oral hygiene.

WHO: Leaders should be comfortable in discussing questions and comments with the group and should also set positive examples to ensure that children are receiving valuable information. Involved the children in choosing topics that interest them. Expressing feelings, working together to solve conflicts, washing hands before handling food and wearing protective gear during sports are examples of things that leaders should be demonstrating to children during the program.

HOW: Wellness and nutrition activities should be as inclusive as possible. At times it may be easier to divide children into smaller groups in order to adapt content to be more specific to needs of the children. Build confidence by offering children choices, encouragement and activities that challenge and build skills. Make activities fun and use different formats such as physical games, worksheets, group discussions and scavenger hunts. Provide resources, if available, to parents so that children can engage them in what they're learning about to further support healthy lifestyle habits outside of the care program. Connect with local community organizations so that parents can learn about the services in their neighbourhood.

