



Midland Small Set Nursery School Inc.

Parent Handbook



www.midlandsmallsetnurseryschool.ca

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WELCOME

Midland Small Set Nursery School (Small Set) has been a proud member of the North Simcoe community since 1981.

We take our role as educator and child care provider to heart and offer the children in our care the highest quality of programming. Quality early childhood programs have long been linked to positive outcomes for children.

Our program is led by competent and caring staff who maintain current training in standard First Aid and CPR. We strive to provide a nurturing, responsive learning environment which gives consideration to the individual needs of the children in our care and recognizes that all children are competent, capable, curious and rich in potential.

The school is led by a volunteer board of directors who administer the school on behalf of the families.

We are confident your child will benefit from this program. Preschool classroom skills are a valuable stepping stone on your child's educational path and provide them with essential skills to be successful in a classroom setting.

The information in this booklet is to provide you with a better understanding of Small Set. If you have any questions, please ask any member of the teaching staff. They will be more than happy to assist.

PROGRAM INFORMATION

Program Statement

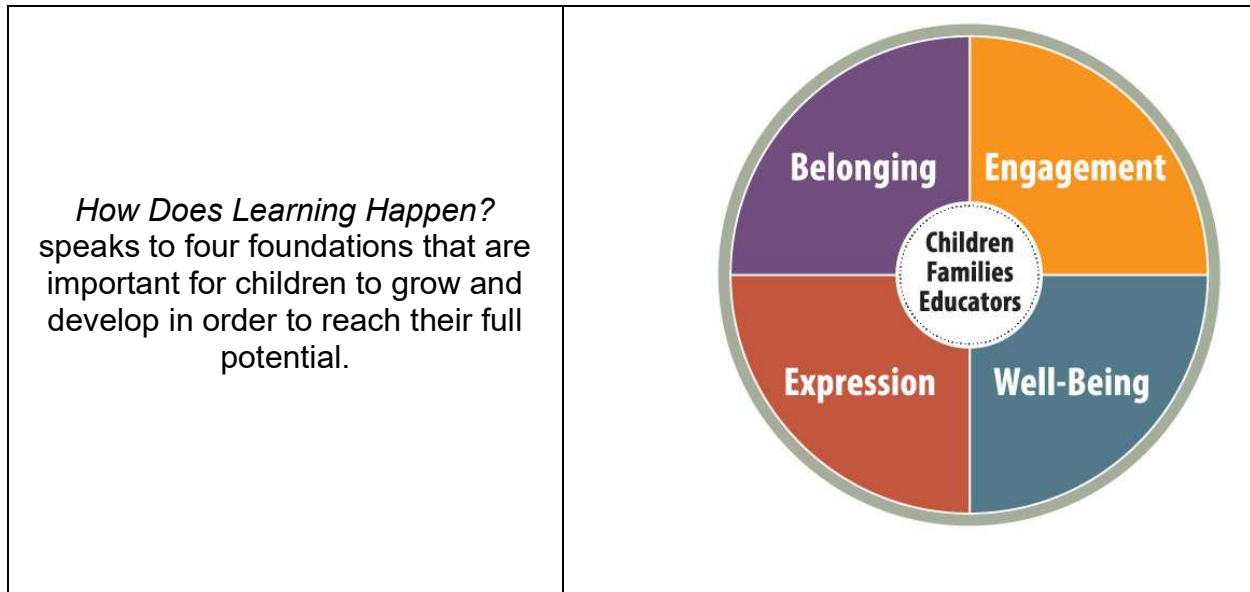
Midland Small Set Nursery School is licensed to enroll a total of 20 students but is currently operating at a total of 16 pre-school children per day (8:1 student/teacher ratio). Our class operates on the second floor of St. Paul's United Church in Midland and is fully licensed by the Ministry of Education, Child Care Quality Assurance and Licensing, Barrie Region and regularly inspected.

Small Set ensures the safety and quality of your child's care by providing a learning program that is consistent with the Ministry of Education policies, curriculum and pedagogy. This is encompassed in the *Child Care and Early Years Act (CCEYA)*. Small Set embraces research found in the following Ontario early learning documents:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- The Early Learning for Every Child Today document (ELECT)



- Think, Feel, Act: Lessons from research about young children



1. **Belonging** refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
2. **Well-being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
3. **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking and innovating, which are essential for learning and success in school and beyond.
4. **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Programs are regularly evaluated to reflect changes within the *Child Care and Early Years Act* and ideologies on Early Childhood Education.

Our nursery school seeks out staff and volunteers who have a high level of commitment to the care of children while involving families and the community. They provide a safe,



wholesome, nurturing and stimulating environment where children can be comfortable to express, engage, belong and enhance their well-being. Our program is designed to:

- encourage children to interact and communicate in a positive way
- support their ability to self regulate
- foster their exploration, play and inquiry
- provide child initiated and adult supported experiences
- reflect a view of the children as competent, capable, curious and rich in potential

Small Set recognizes and values diversity in the community and in carrying out our mandate to treat each individual with respect, equality and dignity. We recognize and value the diverse backgrounds of the children we care for. The school strives to make all feel welcome, providing services that are accessible, procedurally fair, of high and equitable quality for all groups.

Our full Program Statement is appended.

Learning and Developing Through Play

Small Set views play based learning as the process in which children learn naturally and most effectively. It is how they instinctively respond to the environment around them. When children are manipulating objects, acting out roles or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge and expand their own understandings through making connections to prior experiences thereby opening the door to new learning. Play is enjoyable, spontaneous, active and undertaken without external goals and sanctions. All young children are curious, and they explore their world through play. When this natural activity is supported, the child's competence, capacity and potential are maximized. Child-led learning capitalizes on their innate curiosity and creativity. Learning respect for diversity, equality and inclusion is vital for optimal development and learning.

We believe a positive, supportive relationship between the children and staff/volunteers is fundamental. The role of the staff and volunteers is to implement these ideologies by:

- connecting with children by being available, sensitive, responsive and caring
- supporting parents in their role by keeping them involved in their child's interests and progression
- providing a safe environment for your child by preparing spaces that are more conducive to learning
- carefully observing your child to determine what your child is capable of learning in that moment



- actively participating and engaging in your child’s play experiences through observing and documenting their milestones and encouraging age-appropriate development
- recognizing and respecting the unique qualities of each child and their family

Diversity, Equity and Inclusion

Small Set recognizes and values diversity in the community and in carrying out our mandate to treat each individual with respect, equality and dignity.

We recognize and value the diverse backgrounds of the children we care for. The school strives to make all feel welcome, providing services that are accessible, procedurally fair, of high and equitable quality for all groups.

Positive Guidance Techniques

Our small class size and welcoming setting support children to self regulate, deal with stress and remain calm in an environment with fewer distractions. Our staff and volunteers support children’s self-regulation by following the lead of children, observing their interests and taking note of how they interact with others and the physical environment. Through continual observation and attention, our staff and volunteers will assist children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others.

When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulse and understand the consequences of their actions.

At no time while implementing the Program Statement should there be any evidence of Prohibited Practices as set out in section 48 of the CCEYA and outlined later in this document.

Early Intervention Services

Small Set educators and volunteers are committed to creating an inclusive classroom and ready to adapt to meet the needs of every child.

The nursery school works in partnership with a variety of community supports and services that support early childhood intervention services in Simcoe County. We strive to connect families to those community supports and services.

The County of Simcoe provides the early years system with funding to support quality inclusion practices. As this support is funded by the County of Simcoe it is provided at no



additional cost to families. The intention of these practices is to promote and sustain meaningful engagement of children with special needs in early learning environments.

The Special Needs Resource Collaborative of Simcoe County (SNRC) is a multidisciplinary team dedicated to supporting Early Learning and Child Care (ELCC) programs. The collaborative includes Resource Consultants as well as occupational therapists, physiotherapists, and speech and language pathologists.

The SNRC works in partnership with ELCC programs across Simcoe County, including Small Set, to foster inclusive environments, promote safe participation and ensure equitable access to programming for all children.

SNRC services are designed to be flexible and accessible, to be responsive to the evolving needs of ELCC programs, educators and families. Through collaboration and early intervention, the Resource Collaborative strives to empower children of all abilities to thrive in their learning environments.

Small Set is supported by the SNRC and they are available to visit the program and provide general strategies that support inclusion of all children. General support may be provided through:

- collaboration and consultation with educators
- provision of resources e.g.) handouts, videos
- professional development for educators

Educators in collaboration with Resource Consultants may find that some children would benefit from extra support with certain areas of their development. If this happens, a conversation will be initiated with the parents by the Resource Consultant to determine if they would like this type of support for their child.

Small Set educators are able to assist families when seeking referrals for Resource Consultants for in class support.

Children in our program who have specific needs and require supports will have an Individualized Support Plan (ISP) that is collaboratively created by families and educators. The ISP will be shared with all staff and volunteers and reviewed and revised as needed.

We encourage you to share any concerns about your child's development with his/her teacher. Research tells us, the earlier a child receives intervention, the better the outcome. We want to help your child be as ready as possible for kindergarten.



REGISTRATION INFORMATION

Registration

Registration for September enrollment starts each spring. Families currently enrolled in the school will be given priority for the next year's enrollment. At our Spring Open House new families can register for placement.

We continue to register throughout the year depending upon availability.

Registration is available on our website and must be accompanied by:

- copy of child's immunization record
- Children are eligible for enrollment at a minimum age of 30 months up to the age of six years. Children must be actively potty training or potty trained.
- Two-day morning programs are offered either Monday and Wednesday or Tuesday and Thursday mornings from 9:00 am to noon. Three- or four-day options may be available, please inquire.

For parents wishing to volunteer at the school, the following is required:

- copy of parent's immunization record
- criminal reference check including vulnerable sector screening
- copy of valid first aid and CPR training if this has been completed

A letter from Small Set can be provided to those wishing to volunteer. This letter should be attached to your application for criminal reference and vulnerable sector screening checks and will eliminate any costs associated with having those completed.

Fee Schedule and Payment

Total program fees for the year for a two-day morning program are \$900.00. Fees can be paid in full for the entire year at the start of the term, or can be paid equally in ten (10) monthly installments. As a yearly tuition broken down into manageable monthly payments, payments remain the same for each month and there are no refunds for statutory holidays, winter break or spring break as these dates are already calculated into our program schedule. Cancellations due to inclement weather, student illness and/or family vacation time will not be reimbursed.

Installments are due on or before the first day of each month. The [method](#) of payment is pre-authorized debit payments using the Plotoo platform.



A tuition deposit of \$100.00 is due on September 1 and held in trust until the end of the term. The deposit is security to ensure that final accounts are paid in full. Any remaining funds will be applied to the final invoice(s).

If payment is made by a cheque which is returned for insufficient funds a fee of \$40.00 will be charged.

If fees are paid late, your child will not be allowed to attend the program until fee payments are current. If your fees are paid late on two occasions, Small Set reserves the right to insist on the yearly tuition being paid in full before your child can return to school. If the parent does not comply, your membership will be terminated and your child's space vacated.

Child Care tax receipts will be available in February each year.

Financial subsidies may be available through the County of Simcoe. Please inquire.

Small Set is currently participating in the Canada-Wide Early Learning and Child Care program.

Missed Days

If your child is away for any reason on their scheduled day, a makeup day will not be provided. Our registrations occur in a way to ensure accurate staffing ratios for each day that the school is open. Please remember you are paying a yearly tuition and not per day.

Waiting List

If enrollment reaches maximum capacity a waiting list will be implemented and maintained by the registrar. If a space becomes available, the registrar will contact the first family on the list and go down the list and alter it as needed. There will be no fee associated with being on the waiting list.

The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.

Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Our Waiting List Policy is appended.



Withdrawal of Care

We respectfully request one month written notice to terminate your child's enrollment. This includes families who have pre-enrolled but have not yet started.

Fees are owing for the duration of the notice period. The tuition deposit will be credited to the account and any necessary adjustments will be made.

We make every reasonable effort to ensure that all children enrolled in our program can successfully remain in care; however, in some situations, a decision to discharge may be necessary. In partnership with families, we utilize additional resources and support when needed and available. Should a child that demonstrates challenges (developmentally and/or behaviourally) be enrolled in the program, the program will seek to access additional support and resources in a timely manner. However, if it is concluded that the staff and program can no longer meet a child's needs and that there is a safety risk to the child, other children and staff, then the decision to discharge a child may be warranted.

The program also reserves the right to give notice of withdrawal of service if a parent does not abide by all policies and procedures.

WHAT TO EXPECT

Hours of Operation

Small Set operates Monday to Thursday from 9:00 a.m. until 12:00 p.m. Children are dropped off no earlier than 9:00 a.m. and are picked up between 11:55 a.m. and noon.

The school year begins the Monday after Labour Day in September and continues until the third Thursday in June. (Dates are subject to change.)

Closure dates are:

- Thanksgiving Day
- Christmas Break as per the Simcoe County District School Board schedule
- Family Day
- March Break as per the Simcoe County District School Board schedule
- Easter Monday
- Victoria Day



Safe Arrival and Departure

Small Set strives to ensure the safe arrival and departure of the children in its care. Parents or guardians must notify the school of any absences or expected late arrivals via the Lillio application.

When a family has not confirmed a child's absence, an educator will, at their first opportunity, communicate via the Lillio application, email, text, phone call or other means, with a family to confirm the absence. This communication will be the one and only notification that the school will send, regardless of whether a family responds.

When a parent arrives to drop off a child in the morning, they are expected to connect with an educator and communicate any pertinent information e.g.) well-being of the child, any changes in the person picking up the child or any other pertinent details that the teacher should be aware of.

The educators will do a brief visual health check and also communicate any pertinent information to the parent. The educators will utilize the Lillio application to check in the child and record health checks.

Children cannot and will not be released to anyone who is not on the authorized persons list to pick up the child.

The educators will utilize the Lillio application to check out the child from the program for the day.

Where a child does not arrive in care as expected or is not picked up as expected staff must follow the safe arrival and dismissal procedure set out in the appended policy.

Child Belongings and Attire

Each child should bring a bag to school every day containing a change of clothes, socks, underwear, shoes and toiletry needs such as wipes. It is advisable to include a reusable plastic bag which will be used to send wet or soiled clothing home for laundering.

All clothing worn by the children should be considered play clothes. Children will be participating in different activities (e.g.) painting or making a craft) and may get their clothes dirty or stained. Non-marking shoes or sneakers (indoor shoes) are required everyday.

All items brought into the school (e.g.) clothing, snack containers, water bottles etc.) must be clearly labeled with their name. Small Set is not responsible for loss, theft or damage of personal belongings at the school.



Activities off Premises

Activities off premises can provide valuable experiences for children and allow staff the opportunity to extend program activities outside of the regular program location. Off-site excursions offer rich learning experiences that integrate various aspects of children's development while fostering a sense of curiosity, exploration and connection to the world around them.

A walk and visit to the Midland Public Library which is adjacent to the school is part of the regular program for the Tuesday/Thursday group of students.

When other off-site opportunities arise, the group will meet at the location of the activity. Parents will be asked to transport their children to the site and participate in the planned activity.

Small Set does not provide transportation to any off-site locations.

Communication and Participation

Small Set strives to promote a program that fosters collaborative and co-operative relationships. The staff and parents must have a relationship that is comfortable enough to express their needs and desires and the needs and desires of the children enrolled.

It is vitally important that there is open and honest communication between the teacher and the parents/families. Please take advantage of drop off and pick up times to share thoughts, ideas and concerns.

The school utilizes the Lillio application, a child care management application that parents can download and use to receive information about their child, the school and any important information. There is no cost to the parents.

Lillio allows for direct communication between families and educators. Educators will relay all pertinent information through messages, share notes, request extra items for children and send daily picture highlights of their children in class. Our classroom calendar contains all important dates, birthdays of children in class and activity days.

Communication, including a newsletter, will be sent through the Lillio application updating families about upcoming events, sharing important information from community partners and requests for classroom donations of necessary supplies.

You are invited to contribute to these communications and newsletters.

Parents are also invited to participate in an annual survey.



We encourage parents to participate through social gatherings, fundraisers and classroom celebrations. Those parents who have completed all volunteer requirements may participate through volunteering in the classroom. Small Set has an open-door policy allowing parents to visit their child in program at any time.

Small Set values parent participation on the various committees of the board of directors and encourages parents who wish to be involved to reach out to the board chair for more information.

Responsibilities of Children and Parents

At nursery school, as well as at home, we want to encourage children to be independent. Sometimes our helping can hinder a child's freedom and independence. These are difficult decisions but following some of the guidelines below may help.

Let the children be as independent as possible, help them just enough to help themselves and encourage them to solve problems.

Children should be encouraged to learn responsibilities by:

- putting away toys/equipment before proceeding to another activity
- printing their name on their own art work when possible
- hanging up their backpacks and coats
- getting dressed as independently as possible (e.g.) changing their shoes, putting on their coat)
- putting completed art work or activity sheets in their cubby
- using the toilet, flushing and washing hands
- using inside voices and "walking feet"

Donations

Donations are always needed and greatly appreciated to assist in keeping costs low. Items like, but not limited to: Dollar Store and/or Walmart gift cards, paper towels, Kleenex, dish soap, hand soap, play doh, markers, crayons, glue sticks and craft supplies are appreciated.

The educators from time to time may post the need for certain items on the notice board in the classroom.

Parent Issues and Concerns

Parents/guardians are encouraged to take an active role in our nursery school and regularly discuss what their child is experiencing with our program. As outlined in our



program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the staff and the board of directors and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 3-5 business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Community Partnerships and Support

Small Set and the County of Simcoe have had an ongoing relationship for many years. CLH Developmental Support Services, resourced through the County of Simcoe provides early intervention support through Resource Consultants.

There is a partnership with Midland Public Library to provide a program component on a monthly basis.

The school has partnered with Georgian College to provide an integrated communications and marketing strategy.

Small Set has been located within St. Paul's United Church in Midland for the past number of years.



Members of our community volunteer and serve on various committees and support our fundraising efforts.

We encourage our staff, volunteers and families to participate in upcoming community events which are provided through Lillio and newsletters.

Privacy and Confidentiality

Small Set is committed to protecting the privacy and personal information of its employees, the children in our care and their families and confidential business information. Personal information is only collected, used and disclosed by Small Set in accordance with our Privacy and Confidentiality policy and as required by legislation. The policy is available upon request.

HEALTH AND SAFETY

At Small Set we make your child's well-being our top priority. We want the environment to encourage learning while being safe in a welcoming atmosphere.

To ensure that our school provides a safe environment, staff, parents and volunteers must adhere to the same rules, keeping a watchful eye at all times. We need to encourage and model appropriate behaviours. Children need to walk inside the building and save running for gym time. Please ensure children behave respectfully when entering the building by walking to the classroom, using inside voices, and removing wet footwear in the colder months.

A child's activity should be limited or stopped if they are at risk of hurting themselves or others, destroying equipment, have lost self control, or are negatively affecting other children in the classroom.

Duty to Report

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit



Emergency Situations

Small Set has an emergency management policy that provides clear direction for staff, volunteers and students to follow in dealing with emergency situations to support the safety and well-being of everyone involved.

The policy sets out the response in relation to fire, tornado, lock down and other emergencies. Throughout the year, children, teachers and volunteers will participate in fire and tornado drills and discuss the emergency procedures. The school has a designated gathering area to use during an emergency evacuation.

Staff, volunteers and students will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

Small Set will make every effort to provide timely communication with parents. Parents are advised to limit phone calls to the school during an ongoing emergency situation to leave lines open for emergency personnel.

Illness

Although some illness is inevitable in group care, our educators try to minimize this by practicing good hygiene, sanitizing toys and equipment regularly, and making daily health checks. Educators will model and support children with procedures for routine handwashing before and after food handling and eating, as well as toileting.

In order to minimize the spread of contagious illnesses we ask that parents/guardians keep their children home if they are not feeling well. This includes but is not limited to fever over 101F, vomiting, diarrhea, head lice.

If your child becomes ill while at school, parents/guardians will be contacted to make arrangements for their child to be picked up if necessary.

All children in attendance must be healthy enough to participate in all areas of the program.

Staff will communicate to parents if there is an outbreak or communicable disease present at the school. The communication will include the name of the communicable disease or outbreak and symptoms that should be watched for. A warning sign will be posted on the classroom entrance when a child in our care has been confirmed to have a communicable disease or an outbreak is present.



Injury and Incident Reporting

In spite of effective supervision and all the best precautions, minor accidents and illnesses are common occurrences with children. When minor incidents (e.g.) scrapes, bumps, behavioural concerns etc.) do occur, the educators will reassure the child, provide first aid if needed and complete an Incident Report. The report will be shared with parents.

If medical attention is required, the educators will consult with you and/or call for emergency services as needed.

Nutrition and Allergies

Pre-packaged snack items will be provided, unless otherwise instructed by a parent in writing. Parents may outline feeding/dietary instructions on their registration package or as a separate note to be added to file.

Food items from home must:

- be non-perishable as there is no refrigeration, no kitchen prep area or sanitizing area in the school
- come prepackaged in labelled containers
- containers must be labelled with the child's name
- adhere to current allergy policies
- be prepared with safety in mind e.g.) grapes cut

It is the responsibility of the parent to inform Small Set that his/her child has allergies or is anaphylactic or potentially anaphylactic. All staff shall be aware of these children and a list of all children with allergies is posted in the classroom.

No nut/peanut products may be brought into Small Set. If any other food allergies are present, these food items will also not be allowed to be brought into the classroom. A letter stating all known food allergies will be sent home with all parents in September, and/or when a new allergy is made known.

Prohibited Practices

Under the *Child Care and Early Years Act* the following are considered prohibited practices:

- corporal punishment of the child
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting



himself/herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent

- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding, or
- inflicting any bodily harm on children including making children eat or drink against their will

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by the Small Set board of directors. Individuals who violate the prohibited practices are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment.

Small Set understands and complies with all established guidelines for reporting to the Ministry of Education, child protection agencies, and the College of Early Childhood Educators.

Serious Occurrences

In spite of effective supervision and all the best precautions, serious occurrences can sometimes take place.

In accordance with the *Child Care and Early Years Act, (CCEYA)*, Small Set has a plan and policy in place to deal with any serious incidents that may affect or compromise the health, safety and well-being of children in our care. All serious occurrences are reported to the Ministry of Education.

Under the CCEYA, a serious occurrence is:

- the death of a child who received child care at a child care centre
- abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre
- a life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre



- an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
- an unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre

In the event that a serious occurrence occurs at the school, a Serious Occurrence Notification Form will be posted in the classroom for 10 days following the occurrence to support increased transparency and access to information for parents. This posting will give parents brief information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved.

Supervision of Volunteers and Students

All students and volunteers must be supervised at all times by a staff member. All volunteers, including the board of directors, and students over the age of 18 must obtain a criminal reference check and vulnerable sector check. Volunteers and students must read, sign off on and adhere to all policies and procedures.

The supervising staff must:

- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor of any student and or volunteer misconduct or contraventions with the school's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with Small Set's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or board president if they have been left alone with children or have any other concerns about the child care program (e.g.) regarding staff conduct, program statement implementation, the safety and well-being of children etc.).



- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the “Duty to Report” under the *Child and Family Services Act*.
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the Small Set Police Record Check policy.
- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a *Criminal Code (Canada)* offence.


Workplace Violence and Harassment

Small Set is committed to the prevention of workplace violence and harassment. Workplace violence and harassment will not be tolerated from any person in the workplace and the necessary steps will be taken to protect workers from workplace violence or harassment from all sources. The sources of violence or harassment may be internal or external but will not be tolerated in either case.

Everyone in the workplace has a role to play in ensuring it is a place that is safe, healthy and violence and harassment free.



Program Statement Policy

 Midland Small Set Nursery School Inc.	POLICY		Version: 3.2
	Subject Program Statement		Supersedes: 2018-10-09
Ratified by:	Board of Directors	Effective: Ratified on:	2026-01-07 2026-01-07
Review Facilitator:	Board Chair	Originated on:	2006-09-01
Audience:	All Staff, Students, Volunteers, Board of Directors		
Cross Reference:	Program Statement Implementation		

Purpose

To set out the approaches and strategies used by Midland Small Set Nursery School in implementing care, activities and curriculum.

Policy

Small Set ensures the safety and quality of your child's care by providing a learning program that is consistent with the Ministry of Education policies, curriculum and pedagogy. This is encompassed in the *Child Care and Early Years Act (CCEYA)*. Small Set embraces research found in the following Ontario early learning documents.

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Early Learning for Every Child Today (ELECT)
- Think, Feel, Act: Lessons from research about young children



How Does Learning Happen? speaks to four foundations that are important for children to grow and develop in order to reach their full potential.



5. **Belonging** refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
6. **Well-being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
7. **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking and innovating, which are essential for learning and success in school and beyond.
8. **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Programs are regularly evaluated to reflect changes within the *Child Care and Early Years Act* and ideologies on Early Childhood Education.

Our nursery school seeks out staff and volunteers who have a high level of commitment to the care of children while involving families and the community. They are expected to provide a safe, wholesome, nurturing and stimulating environment where children can be comfortable to express, engage, belong and enhance their well-being. Our program is designed to:



- Encourage children to interact and communicate in a positive way
- Support their ability to self regulate
- Foster their exploration, play and inquiry
- Provide child initiated and adult supported experiences
- Reflect a view of the children as competent, capable, curious and rich in potential

Small Set recognizes and values diversity in the community and in carrying out our mandate to treat each individual with respect, equality and dignity. We recognize and value the diverse backgrounds of the children we care for. The school strives to make all feel welcome, providing services that are accessible, procedurally fair, of high and equitable quality for all groups.

Procedures

Health, Safety, Nutrition and Well-being of Children (Sec. 46.3 (a) CCEYA)

At Small Set we make your child's well-being our top priority. We want the environment to encourage learning while being safe in a welcoming atmosphere.

The school is subject to annual Ministry of Inspections and has a suite of policies and practices in place to ensure a safe environment including:

- Emergency Management
- Fire Safety Plan
- Administration of Medication
- Anaphylactic Policy
- Food Storage, Snacks and Allergies
- Outbreak Reporting
- Police Record Check
- Sanitary Practices
- Serious Occurrence

The Simcoe County District Health Unit reviews and provides input into our Outbreak Reporting policy.

Immunizations must be up to date for children, staff and volunteers as directed by the local medical officer of health and immunization records must be submitted. Parents who object to immunization due to religious/conscience or medical reasons must complete a standardized ministry approved form. If a child is not immunized due to conscience or religious belief, parents are required to complete a Statement of Conscience or Religious Belief form, signed by a Commissioner for Taking Affidavits. A Medical Exemption form must be completed by a legally qualified medical practitioner



giving the medical reasons as to why the child should not be immunized. These forms must be submitted prior to the child attending Small Set.

We monitor daily for illnesses and notify parents in a timely manner if your child becomes ill while at school. Parents will be contacted to make arrangements for their child to be picked up if necessary.

In order to minimize the spread of contagious illnesses we ask that parents keep their children home if they are not feeling well. This includes but is not limited to fever over 101, vomiting, diarrhea, head lice. All children in attendance must be healthy enough to participate in all areas of the program.

Our educators will model and support children with procedures for routine handwashing before and after food handling and eating, as well as toileting. We encourage cleaning practices with the support of printed materials regarding hand washing, and disinfect classroom tables before and after snack time, as well as countertops. Educators practice good hygiene, sanitizing toys and equipment regularly.

We model positive behaviour to promote healthy eating habits while providing a pleasant and culturally inclusive atmosphere for children at snack time.

Staff will communicate to parents if there is an outbreak or communicable disease present at the school. The communication will include the name of the communicable disease or outbreak and symptoms that should be watched for. A warning sign will be posted on the classroom entrance when a child in our care has been confirmed to have a communicable disease or an outbreak is present.

Supporting Positive and Responsive Interactions among the Children, Parents, Volunteers and Staff (Sec. 46.3 (b) of CCEYA)

Small Set strives to promote a program that fosters collaborative and co-operative relationships. The staff and parents must have a relationship that is comfortable enough to express their needs and desires and the needs and desires of the children enrolled.

The children are encouraged to express themselves and their interests and to share this with their teachers, parents, volunteers and peers.

Learning and Developing Through Play (Sec. 46.3 (d,e,f,g) of CCEYA)

Small Set views play based learning as the process in which children learn naturally and most effectively. It is how they instinctively respond to the environment around them. When children are manipulating objects, acting out roles or experimenting with different materials, they are engaged in learning through play. Play allows them to actively



construct, challenge and expand their own understandings through making connections to prior experiences thereby opening the door to new learning. Play is enjoyable, spontaneous, active and undertaken without external goals and sanctions. All young children are curious, and they explore their world through play. When this natural activity is supported, the child's competence, capacity and potential are maximized. Child-led learning capitalizes on their innate curiosity and creativity. Learning respect for diversity, equality and inclusion is vital for optimal development and learning.

We believe a positive, supportive relationship between the children and staff/volunteers is fundamental. The role of the staff and volunteers is to implement these ideologies by:

- Connecting with children by being available, sensitive, responsive and caring
- Supporting parents in their role by keeping them involved in their child's interests and progression
- Providing a safe environment for your child by preparing spaces that are more conducive to learning
- Carefully observing your child to determine what your child is capable of learning in that moment
- Actively participating and engaging in your child's play experiences through observing and documenting their milestones and encouraging age-appropriate development
- Recognizing and respecting the unique qualities of each child and their family

Encourage Children to Interact and Communicate in a Positive Way and Support Their Ability to Self Regulate (Sec. 46.3 (c) of CCEYA)

Our small class size and setting support children to self regulate, deal with stress and remain calm in an environment with fewer distractions. Our staff and volunteers support children's self-regulation by following the lead of children, observing their interests and taking note of how they interact with others and the physical environment. Through continual observation and attention, our staff and volunteers will assist children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others.

When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulse and understand the consequences of their actions.

At no time while implementing the Program Statement should there be any evidence of Prohibited Practices as set out in section 48 of the CCEYA:

- Corporal punishment of the child



- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will

Community Partnerships and Support (Sec. 46.3 (i) of CCEYA)

Small Set and the County of Simcoe have had an ongoing relationship for many years. CLH Developmental Support Services, resourced through the County of Simcoe provides early intervention support through Resource Consultants.

There is a partnership with Midland Public Library to provide a program component on a monthly basis.

The school has partnered with Georgian College to provide an integrated communications and marketing strategy.

Small Set has been located within St. Paul’s United Church in Midland for the past number of years.

Members of our community volunteer and serve on various committees and support our fundraising efforts.

We encourage our staff, volunteers and families to participate in upcoming community events which are provided through Lillio and newsletters.

Communication and Engagement with Parents about the Program and their Children

(Sec. 46.3 (h) of CCEYA)



It is vitally important that there is open and honest communication between the teachers and the parents/families. There is an opportunity to take advantage of drop off and pick up times to share thoughts, ideas and concerns.

The school utilizes the Lillio application, a child care management application that parents can download and use to receive information about their child, the school and any important information. There is no cost to parents.

Lillio allows for direct communication between families and educators. Educators will relay all pertinent information through messages, share notes, request extra items for children and send daily picture highlights of their children in class. Our classroom calendar contains all important dates, birthdays of children in class and activity days.

Communication, including a newsletter, will be sent through the Lillio application updating families about upcoming events, sharing important information from community partners and requests for classroom donations of necessary supplies.

You are invited to contribute to these communications and newsletters.

Parents are also invited to participate in an annual survey.

We encourage parents to participate through social gatherings, fundraisers and classroom celebrations. Those parents who have completed all volunteer requirements may participate through volunteering in the classroom. Small Set has an open-door policy allowing parents to visit their child in program at any time.

Small Set values parent participation on the various committees of the board of directors and encourages parents who wish to be involved to reach out to the board chair for more information.

Continuous Professional Learning (Sec. 46.3 (j) of CCEYA)

Our staff are highly trained and competent and the supervisor is a member of the College of Early Childhood Educators. The College of ECEs encourages members to participate in the Professional Learning Portfolio Cycle.

As the legislated municipal service manager, the County of Simcoe provides the Supporting Relationships for Learning program. This program actively engages the teachers in a continuous quality improvement program supported by program Child Care Representatives (CCRs). The CCRs coach and mentor staff to enhance quality pedagogical practices and facilitate capacity building opportunities among early years professionals. The County also provides a number of learning opportunities each year.



Small Set staff will take the initiative to expand their knowledge whenever possible through online learning, monthly meetings, additional course work and training seminars.

Documentation and Annual Review of the Program Statement and Implementation Plan

(Sec. 46.3 (k).4 of CCEYA)

Small Set staff, volunteers and board of directors understand that the Program Statement is a living document which will change on an ongoing basis.

Staff and volunteers must review the Program Statement and Program Statement Implementation policy and all policies and procedures on an annual basis prior to interacting with children. A record of this review will be signed at this time.

Should there be changes throughout the year, all staff, volunteers and parents will be updated and review changes as they happen through newsletters, updates on Lillio and visits to the classroom.

References

The *Child Care and Early Years Act*, and Regulation 137/15

How Does Learning Happen? Ontario's Pedagogy for the Early Years

Early Learning for Every Child Today (ELECT)

Think, Feel, Act: Lessons from research about young children

Initiated: 2006-09-01

Revised: 2018-10-09

2025-03-03


2025-08-22

2026-01-07

Reviewed:



Waiting List Policy

 <p>Midland Small Set Nursery School Inc.</p>	POLICY		Version: 2.1
	Subject Waiting List		Supersedes: 2018-10-09
Ratified by:	Board of Directors	Effective: Ratified on:	2026-01-07 2026-01-07
Review Facilitator:	Administrative Support	Originated on:	2018-10-09
Audience:	All Staff, Students, Volunteers, Board of Directors		
Cross Reference:			

Purpose

This policy and the procedures within provide for a waiting list to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

Policy

It is the policy of Midland Small Set Nursery School Inc. (Small Set) to strive to accommodate all requests for the registration of a child at the child care centre.

Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed. The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

No fee will be charged to parents for placing a child on the waiting list.



Definitions

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as “parent” in the policy).

Regulatory Requirements:

Regulatory Requirements: Ontario Regulation 137/15

Waiting Lists

75.1 (2) Every licensee that establishes or maintains a waiting list described in subsection (1) shall develop written policies and procedures that,

- (a) explain how the licensee determines the order in which children on the waiting list are offered admission; and
- (b) provide that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

Procedures

Receiving a Request to Place a Child on the Waiting List

1. The licensee or designate will receive parental requests to place children on a waiting list via email, telephone or in person.

Placing a Child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child’s position on the list.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to children based on their position on the waiting list according to chronological order.
2. Priority will not be given to children of siblings currently in the program, children of staff or any other situation except chronological order.



Offering an Available Space

1. Parents of children on the waiting list will be notified via email that a space has become available in their requested program. If after 5 business days a response isn't received, the registrar will attempt to contact by telephone.
2. Parents will be provided a timeframe of 7 business days in which a response is required before the next child on the waiting list will be offered the space. If a parent responds after the 7-day period, and another child has accepted the space, the parent will be given the next available space in the program.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.
4. If a family cannot be contacted after multiple attempts (minimum of 5 attempts) via multiple avenues (phone, email, etc.) their name will be removed from the waiting list.

Responding to Parents who Inquire about their Child's Placement on the Waiting List

1. The registrar will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The registrar will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

References

Child Care and Early Years Act and Regulation 137/15



Initiated: 2018-10-09


Revised: 2025-04-07

2026-01-07

Reviewed:2025-09-10



Safe Arrival and Dismissal Policy

 Midland Small Set Nursery School Inc.	POLICY		Version: 2.1
	Subject Safe Arrival and Dismissal Policy		Supersedes: 2024-01-25
Ratified by:	Board of Directors	Effective: Ratified on:	2026-01-07 2026-01-07
Review Facilitator:	Primary Educator	Originated on:	2024-01-25
Audience:	All Staff, Students, Volunteers		
Cross Reference:			

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding safe arrival and dismissal of children.

Policy

Midland Small Set Nursery School Inc. (Small Set) will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.



Small Set will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

Where a child does not arrive in care as expected or is not picked up as expected staff must follow the safe arrival and dismissal procedure set out below.

Definitions

Individual authorized to pick up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child
 - ask the parent/guardian how the child's evening/morning has been and if there any changes to the child's pick-up procedure (i.e.) someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardian will be picking up, the staff must confirm that the person is listed on the student's registration paperwork or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g.) note or email).
 - document the change in pick-up procedure in the daily written record
 - sign the child in on the classroom attendance record

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g.) through Lillio, left a voice message, or advised the closing staff at pick-up), the staff in the classroom must:
 - commence contacting the child's parent/guardian no later than 10:00 a.m. Staff shall contact the parents/guardians, if they cannot be reached the alternative contacts/emergency contacts provided will be contacted.



- parents must provide written consent to opt out of the safe arrival program if they do not wish to be contacted if their child does not arrive to the child care centre as planned.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e.) parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where the child has not been picked up within 15 minutes of the program ending, the teachers shall contact the parent/guardian by calling and advise that the child is still in care and has not been picked up.
 - where the staff is unable to reach the parent/guardian, staff must call the emergency contacts in the child's file. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 12:30 p.m., staff shall ensure that the child is given a snack and activity while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call the emergency contacts on the student's file.



4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g.) the emergency contacts) by 1:00 p.m. the staff shall proceed with contacting the local Children's Aid Society (CAS) 1.800.461.4236 or 705.526.9341. Staff shall follow the CAS's direction with respect to next steps.

References

Child Care and Early Years Act and Regulation 137/15

Initiated: 2024-01-25

Revised: 2025-04-07

2026-01-07

Reviewed: 2025-09-10

