

A GUIDE TO STARTING A FAMILY HOME DAYCARE IN NOVA SCOTIA



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This guide is intended for people who are interested in exploring the possibility of opening a family day care home.

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GLOSSARY

Definitions

An **agency** means a person licensed by the department to manage a family home daycare program.

A **care provider** is a person who is approved by an agency to provide a daycare program in their home.

A **family home consultant** is a person hired by an agency to provide services and support to care providers.

A **family daycare home** means a home in which a family home daycare program is offered.

A **home** refers to the residence (house, apartment, domicile) in which family home daycare is provided.

A **play group** means a play group provided by an agency for children enrolled in the family child care homes managed by the agency.

A **family home daycare program** means a child care program provided by a child care provider in their home.

Regulations means the regulations relating to early learning and child care under the Early Learning and Child Care Act (the «Act») as amended from time to time (*Regulations*).

An **infant** means a child who is younger than 18 months old.

A **toddler** means a child who is between 18 months old and 35 months old, inclusive.

A **preschooler** means a child who is 36 months old or older and is not attending school.

A **school-age child** means a child who is attending school and is not older than 12 on December 31 of the school year.

A **pre-primary child** is a child enrolled in a pre-primary program.

INTRODUCTION

This guide is intended for people who are interested in exploring the possibility of opening a family home daycare and want quick access to basic information to help guide their decision. Where possible, we have identified available resources and links to websites that can support the startup process. We have attempted to provide information to frame the entire process, taking into consideration training and certification requirements, the home and spaces, ministerial regulations, programming, pedagogy, language and the entrepreneurial journey. In addition, this document will serve as a quick reference tool once the service is well-established.

Note to the reader

This is a working document. Please consult the online guide on the CDÉNE and CAPENÉ websites for updates.


[CAPENÉ link](#)
[CDÉNE link](#)

CHAPTER 1

CONTEXT

In Nova Scotia, as in other provinces in Canada, there are a few models of child care: licensed, facility-based child care centres, homes approved by a licensed family home daycare agency and unlicensed child care where children are cared for by an individual in his or her home or in the parents' home.





Approved family home child care is provided in the care provider's home. The primary goals of approved family child care are:

- *offering parents the option of a formal child care service in a home setting where care is monitored to ensure it meets established standards;*
- *provide another child care option for parents eligible for assistance with fees;*
- *support parents who are employed or training for employment;*
- *and promote children's health, safety and well-being.*

source:

ECDS_001_Family Home Day Care Terms & Conditions V9.0

CHAPTER 2

FAMILY HOME DAYCARE

Any care provider failing to comply with any of the provisions of the *Early Learning and Child Care Act* and its regulations or with any term, condition or restriction attached to a child care licence is liable on summary conviction to a penalty of not more than \$100 and in default of payment to imprisonment for not more than 50 days.

Every day that a person fails to comply with any of the provisions of this act or the regulations, or fails to comply with any term, condition or restriction attached to a licence, constitutes a separate violation and the punishment may be imposed as many times as there are separate offences proved.

Source : Early Learning and Child Care Act. R.S., c. 120, s. 1; 2018, c. 33, s. 2.

In Nova Scotia, there are two family home daycare options:

UNLICENSED FAMILY HOME DAYCARE

These services are exempt from the definition of "child care" in the Early Learning and Child Care Act and do not require a licence.

An unlicensed family home child care provider may care for a maximum of six children of any age on a regular basis including their own children or eight school-age children (their own children included). The care provider is not required to follow the provincial regulations of the [Early Learning and Child Care Act](#).

For the purposes of this guide, the focus will be on the family home daycare agency as the preferred model. This model provides additional support to child care providers and families and a high level of monitoring.

FAMILY HOME DAYCARE AGENCY

In the case of a family home daycare agency, the agency is licensed by the Department of Education and Early Childhood Development (DEECD). The agency is then responsible for approving the child care providers who must comply with provincial regulations, i.e., the *Early Learning and Child Care Act*.

A child care provider approved by a family home daycare agency may care for **up to seven children** at a time (ranging from infants to school-age children), including their own children.

The following conditions must be met:

- If you provide care for a mixed age group, only three children can be under the age of three years with no more than two of the children being infants.
- If you provide care for infants only, you can have three infants including your own, and no other children.
- If you provide care for school-age children only, you can have nine children including your own.

source : *Early Learning and Child Care Regulations - Section 15A(1)*

THE ROLE OF THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

The Department of Education and Early Childhood Development (DEECD) ensures that regulated child care programs meet and maintain specific provincial standards, which are set out in the [Early Learning and Child Care Act and Regulations](#). The standards ensure that the health, safety and developmental needs of the children are met. Examples of requirements include:

- group size;
- ratio - the number of children that can be cared for vs. the number of staff required;
- staff qualifications;
- healthy nutrition, including meals and snacks;
- hygiene and cleanliness, including space for washing and bathroom areas;
- emergency and safety procedures, including monthly fire drills;
- behaviour guidance policies;
- indoor and playground equipment, toys and furniture;
- adequate indoor play space and natural light;
- current Criminal Record Check and Child Abuse Registry for all staff (regulated child care facilities are required to maintain both on file for all staff);
- daily [program standards](#).

Source : [Find Child Care](#)

THE ROLE OF AN AGENCY

Agencies must abide by the *Early Learning and Child Care Act*. The following describes the agency's responsibilities:

- recruit and approve care providers and family daycare homes to establish and operate approved family home daycare;
- hire a family home consultant;
- monitor care providers and family daycare homes under its management to ensure that they comply with:
 - the Act and its Regulations;
 - the service agreements signed by each care provider with the agency;
 - any provincial standards or guidelines established by the Minister.
- provide support to care providers and family daycare homes under its management, including all of the following:
 - assisting parents and care providers in matching requirements with services;
 - administrative support and record-keeping;
 - organizing parent committee meetings;
 - providing a lending library;
 - providing regular play groups;
 - coordinating the delivery of professional development courses for agency staff associated with the family home daycare program and care providers; and
 - providing or organizing transportation for care providers and children enrolled in approved family home daycare to attend agency functions.
- Ensure that care providers and family homes meet and continue to meet the requirements for approval;
- ensure that agency staff have current first aid and CPR training; and
- annually assess care providers and family daycare homes under its management.



Agencies must abide by the *Early Learning and Child Care Act*. The following describes the agency's responsibilities

THE ROLE OF A FAMILY HOME CONSULTANT

The family home consultants are required to have a two-year Early Childhood Education diploma and at least two years' experience working in early learning and child care programs.

They must abide by the *Early Learning and Child Care Act*. Some of the primary responsibilities of the family home consultant are to:

- recommend approval of care providers and family daycare homes to an agency;
- monitor approved family home daycare for an agency;
- act as a resource to the care providers under the agency's management and provide advice and guidance; and
- visit each care provider and family daycare home managed by the agency at least once every 30 days to provide them with support and services.

THE ROLE OF THE CHILD CARE PROVIDER

Care providers must ensure their program is in compliance with the *Early Learning and Child Care Act* with the assistance of the family home consultant. The primary duties of the care providers are to:

- provide child care in their own residence;
- ensure the health, safety and well-being of the children in their care;
- promote positive healthy development of the children;
- provide a developmentally appropriate program to the children in their care;
- Ensure that they and their residence meet and will continue to meet the requirements of :
 - the Act and its Regulations;
 - the service agreement to be made between the care provider and the agency; and
 - any provincial standards or guidelines established by the Minister.
- maintain records for the review of the family home consultant and the Department of Education and Early Childhood Development Licensing Officer and Early Childhood Development Consultant in accordance with the regulations and standards; and
- be available for monthly visits from the family home consultants and annual inspections by the agency and/or Department of Education and Early Childhood Development licensing staff.

THE ADVANTAGES OF BEING PART OF AN AGENCY

As a care provider in an approved family daycare home you will have access to:

- program advice and support with respect to the program delivery provided by the agency's family home consultant;
- professional development and training provided by the agency;
- other care providers and family home consultants for interaction and support;
- administrative support and assistance with record keeping;
- early childhood education information and resources;
- a lending library provided by the agency;
- participation in play groups organized by the family home consultant.
- infant incentive funding for the care provider at \$2.00 per day per infant (not including the care provider's own infants)
- providing care to children whose fees may be subsidized by the Department of Education and Early Childhood Development;
- ability to advertise/inform parents that your home is approved, regularly monitored and that the child care meets government regulations/standards;
- parent confidence in knowing that your home is an approved family home daycare; and
- community recognition as an approved family home care provider.

Source: Family Home Day Care Program Frequently Asked Questions, March 2018

THE FRANCOPHONE FAMILY HOME DAYCARE AGENCY

La Garderie familiale de Clare agency is the only Francophone agency in Nova Scotia. It is located in Meteghan, Digby County, and currently supports 14 homes in Yarmouth and Digby counties. This number is subject to change from year to year.

Anyone (even those living outside of Yarmouth or Digby counties) who is interested in becoming an approved care provider with la Garderie familiale de Clare, can contact the agency at:

La Garderie Familiale de Clare
33 Haché Road, Box 448
Meteghan, NS
BoW 2J0
Tel (902) 645-2673
lagarderie@bellaliant.com
[La Garderie Familiale de Clare](#)



CHAPTER 3

WHO CAN BECOME A CHILD CARE PROVIDER?

An agency may approve a person who is at least 18 years old to become a family home child care provider.

ARE YOU READY?

The first question you need to ask yourself when thinking about starting a family home daycare is whether you are ready. Is this kind of work for you? Can you meet the physical and emotional needs of the children and their families? Is your environment suitable for children?

This is a question that needs to be answered by everyone in your immediate family. People in business who work from home sometimes find the experience difficult as the separation between work and family life can be complicated. When you run a daycare in your home, much of the space becomes your workplace. Therefore, your family, partner and children should be consulted when making this decision.

THE ADVANTAGES

Financial: You may not need a loan to start, it can be profitable quickly and there are tax exemptions.

Social: Your children will make new friends and you will be known in the community.

Psychological: Being your own boss, taking pride in your work, making more friends, having people depending on you and the pleasure of being with children.

Other: You work from home and you are present for your children.

THE CHALLENGES

Physical space: There is less time to maintain the house, more clutter, more wear and tear on toys and you live and work in the same space.

Social: There is less interaction with adults, there are adjustments for your family, you may have to refuse to care for your friends' and family's children.

Psychological: You work alone and you may not feel recognized for your work.

Other: Working long hours and after program hours (laundry, cleaning, cooking, grocery shopping).



The first question you need to ask yourself when thinking about starting a family home daycare is whether you are ready.

QUALITIES AND SKILLS

To work as a family home daycare provider, you need **qualities and skills** that allow you to be a good child care provider and manager. Your day-to-day work will be with the children and parents. At the same time, you need to make sure you keep your records up to date.

Here are some of the qualities and skills you should have or develop to feel comfortable in this business:

Qualities

- Enthusiasm
- Flexibility
- Sense of humour
- Desire to take care of others
 - Patient
 - Warm
 - Energetic
 - Sense of play
- Sense of observation

Skills

- Business management
 - Safety practices
 - Child development
 - Meal planning
 - Good communication
- Programming/Curriculum
- Time/stress management
- Self-confidence/self-esteem
 - Supervision of children

TRAINING

Each child care provider is required to complete a family home daycare training course (12 modules for Level 1 Family Home Daycare) no later than one year after the date when they are approved by the agency. There are three modules in total, but only Module 1 is mandatory. Five hours of professional development workshops per year are also required. The training is provided free of charge by the agency.

REQUIRED DOCUMENTS TO WORK AS A FAMILY HOME CHILD CARE PROVIDER

Certain checks are mandatory for child care providers, volunteers and all persons residing in an approved family home.

Vulnerable sector check

Early Learning and Child Care Regulations- Section 43

A **vulnerable sector check** for working with vulnerable persons is required for anyone **18 years or older** who will be in contact with children enrolled in a family home daycare program or who resides in a family home daycare.

To obtain a vulnerable sector check for working with vulnerable persons, contact the Royal Canadian Mounted Police. You will need to provide the following information:

- A description of the position
- The name of the organization staffing the position
- Details about the children or vulnerable persons (i.e. age, or other factors that can show how the person is vulnerable)
- If the position is on a volunteer basis, you must provide a letter from the organization stating the person will not be paid for services or any other personal expenses incurred.

The vulnerable sector check must be updated **every five years** thereafter.

For more information, visit the Royal Canadian Mounted Police website.
<https://www.rcmp-grc.gc.ca/en/types-criminal-background-checks>

First Aid Certificate

Early Learning and Child Care Regulations- Section 28(1)

Each care provider who works directly with children must have a valid first aid certificate that includes infant CPR training from a recognized program.

The first aid certificate must be updated **every three years**.

<https://lifeshield.ca/>

<https://braveheartfirstaid.com/>

<https://www.sja.ca/en/first-aid-training>

<https://www.redcross.ca/in-your-community/nova-scotia/first-aid-and-cpr>

Child abuse register check

Early Learning and Child Care Regulations - Section 43

A **child abuse register check** is required for anyone **13 years or older** who will be in contact with children enrolled in a family home daycare program or who resides in a family home daycare.

You can only apply for a check for your own name. The results of the search will be provided to the individual in the form of a letter that can be forwarded to any agency.

The check must be updated every **three years** thereafter.

For more information and the research application form, visit the Government of Nova Scotia website.

<https://novascotia.ca/coms/families/abuse/ChildAbuseRegister.html> (English)

<https://novascotia.ca/coms/families/abuse/ChildAbuseRegister-FR.html> (French)

CHAPTER 4

WHY OFFER SERVICE IN FRENCH?

By entrusting their child to high- quality French-language child care services, Acadian and Francophone families as well as exogamous families are making an essential investment in the Acadian community of Nova Scotia. Parents are looking for environments where the social and cultural aspects of their child(ren) will be respected and valued to ensure an excellent start to academic success.

Since French is one of Canada's two official languages, it is important that all children have access to equitable services in the language of their choice. Offering high-quality early childhood programs and learning environments in French contributes to the development of a strong cultural identity not only for today's children, but for generations to come. Acadian and Francophone early childhood educators and child care providers understand that the acquisition of knowledge, skills, values, beliefs and habits begins at birth and are therefore uniquely positioned to combat the trend toward linguistic and cultural assimilation of Nova Scotia's Acadian and Francophone population. By addressing the unique linguistic and cultural needs of Nova Scotia's Acadian and Francophone children, they are helping to change the situation and counteract the trend toward the disappearance of the Acadian and Francophone language and culture in the province.

Quality French-language child care services benefit children and their overall development. They play a key role in linguistic and cultural development of young children and contribute to the well-being of society.

Source: Capable, Confident, and Curious: Nova Scotia Early Learning Curriculum Framework, p. 19

BUILDING CULTURAL IDENTITY

When we talk about Acadian and Francophone identity building, we are talking about the process that leads an individual to define and recognize themselves through their Acadian and Francophone culture. It is a dynamic process that lasts a lifetime.

As a child care provider in a family home environment, you contribute fully to making the French language vibrate in the hearts of children and, by extension, of families and the community.

When we live in a minority language environment, we can easily and quickly lose our Acadian and Francophone cultural identity. This is called the process of linguistic assimilation.

It is our actions, our intentional attitudes and the choices we make every day that can make a difference in the presence of French and Acadian and Francophone culture in the homes, schools and communities of our province and country today and in the future.

The process of transmission and safeguarding of the language and culture happens:

- in early childhood;
- in partnership with the family, community and educational services;
- through lifelong fun, positive and life-changing experiences.

As an early childhood professional, your role is to reflect on how to enrich your programming to stimulate the Acadian and Francophone awakening of young children in a fun way and to maximize the contribution of Acadian and Francophone arts and culture. You serve as language role models and cultural facilitators for children. Early childhood services play an important role in the process of building an Acadian and Francophone identity for children, families and the community.

Source: <https://acelf.ca/>



«Educators working in a minority language setting create an environment that fosters child development in the minority language and culture. This awareness and understanding ultimately have a positive impact on the well-being of children and families as a whole.»

Source:

Educator's Guide to Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework, Halifax, The Committee, 2018.

CHAPTER 5

LAWS AND REGULATIONS

A child care provider registered with a family daycare agency agrees to abide by the **Early Learning and Child Care Regulations made under section 15 of the Early Learning and Child Care Act, R.S.N.S. 1989, c. 120**, cited as the **Early Learning and Child Care Regulations**. The complete document and amendments are available on the Government of Nova Scotia website at [Acts, Regulations & Standards | Early Years | NS Dept of Education and Early Childhood Development](#).

They also agree to meet the **ministerial requirements** set by the Government of Nova Scotia. These requirements ensure that family home daycare agencies and child care providers provide a safe and stimulating environment for children. The ministerial requirements are also available on the Government of Nova Scotia website at [Licensee's Manual for Regulated Child Care Settings](#).

MAXIMUM NUMBER OF CHILDREN FOR CARE PROVIDER

Early Learning and Child Care Regulations - Section 15A(1)

As an approved family home child care provider, you may care for **up to seven children** at a time (ranging from infants to school-age children), including your own children.

The following conditions must be met:

- If you provide care for a mixed age group, only three children can be under the age of three years; with no more than two of the children being infants.
- If you provide care for infants only, you can have three infants, including your own, and no other children.
- If you provide care for school-age children only, you can have nine children including your own.

EXTENDED HOURS

Family home child care providers may offer extended hours (if the agency is licensed for extended hours) to accommodate parents who need child care outside of regular business hours.

The agency must develop policies and guidelines for extended hours, including overnight accommodation. Child care providers who wish to offer overnight accommodations must receive approval in advance by the agency and meet additional requirements established by the agency and the department.

MINISTERIAL REQUIREMENTS

For the full list of ministerial requirements for extended hours, see [Section B: Ministerial Requirements for Extended Hours care](#)

LIABILITY INSURANCE

Early Learning and Child Care Regulations - Section 17A

Each facility must be insured under a commercial general liability insurance policy or its equivalent.

BUILDING AND SPACE REQUIREMENTS

Early Learning and Child Care Regulations - Section 20

Each family home must be approved by the agency and must meet certain health and safety criteria as identified in the

« Care Provider Home checklist» in [Appendix A](#).

In the case of an apartment or rental, the landlord must agree in writing to allow family home child care and the apartment must be located on the first or second floor.

FURNISHINGS AND EQUIPMENT

A balanced child care program provides a variety of activities for children of all ages. The use of appropriate materials and equipment creates an inclusive environment that promotes the child's overall development both indoors and outdoors.

MINISTERIAL REQUIREMENTS

For the full list of ministerial requirements for materials and equipment, see the document [Section H: Materials and Equipment Checklists](#). This document provides an excellent variety of materials for a family home daycare to fully support the holistic development of young children. This document lists general recommendations as well as concrete examples of materials and equipment to consider to best support art exploration, creativity, the five senses, construction, language, literacy, role play, fine motor skills, gross motor skills, music, movement, science, nature and quiet play.

EQUIPMENT REQUIREMENTS

Early Learning and Child Care Regulations - Section 21

All play materials and equipment must be developmentally appropriate, safe and sanitary. Play materials must be accessible to all children in a manner that allows children to choose toys for themselves and they must be available in sufficient quantity and variety to meet the needs of all children in each age group.

Furniture must be of appropriate size and each child must have individual utensils and personal hygiene items as well as a bed or mattress that meets the regulations for the age of the child and a clean, sufficiently warm blanket.

OUTDOOR PLAY SPACE REQUIREMENTS FOR FAMILY DAYCARE HOMES

Early Learning and Child Care Regulations - Section 24

Each home must have an outdoor play area accessible to all enrolled children that is located on the home's premises and surrounded by a fence that is at least 1.2 metres (4 feet) high or within a reasonable distance from the family daycare home and approved by the agency.

MINISTERIAL REQUIREMENTS

For a complete list of departmental equipment requirements and indoor/outdoor requirements, see [Section F: Ministerial Requirements for the Daily Program for Licensed Child Care Facilities](#)



All play materials and equipment must be developmentally appropriate, safe and sanitary.

THE «LOOSE PARTS» PHILOSOPHY

Loose parts are materials or natural objects that have no defined purpose and can be moved, put together, taken apart and combined with other materials (Nicholson 1971)

When child care providers integrate loose parts into their environment, they encourage a range of learning activities that support children's overall development.

Here are some suggested loose parts to get you started:

Natural Materials: rocks, sticks, pinecones, acorns, logs, tree cookies, leaves, bark, driftwood, shells, seeds, flowers, sand, mud, water, moss, etc.

Outdoor Enhancements: tires, planks, various lengths of material/tarp, rope/string, buckets, spools, piping, connectors, pallets, milk crates, blocks, etc.

Indoor Enhancements: wine corks, unbreakable mirrors, bottle tops, gems, paper tubes, pom poms, buttons, wooden rings, fabrics, hollow blocks, etc.

Source : [ccc_doc_loose_parts_en.pdf](#)

To learn more about the Loose Parts philosophy, see [Ccc_doc_loose_parts_en.pdf](#) available on the Government of Nova Scotia website at: <https://www.ednet.ns.ca/earlyyears/providers/EarlyLearning-Framework.shtml>

INSPECTIONS

Early Learning and Child Care Regulations - Section 13

Your home will be inspected once a year by the agency, which is licensed by the Department of Education and Early Childhood Development.

The family home consultant will visit you at least once a month to offer advice and support.



When child care providers integrate loose parts into their environment, they encourage a range of learning activities that support children's overall development.

PEDAGOGY AND EDUCATIONAL PROGRAM

DAILY PROGRAMS

Early Learning and Child Care Regulations - Section 18

The daily program for children enrolled in a family home daycare program shall be developmentally appropriate and promote the full participation of **all** children.

Enrolled children must have all the following:

- a) a rest time;
- b) a developmentally appropriate period of outdoor activity in the morning and afternoon, except when extreme weather conditions exist; and
- c) opportunities for physical activity.

MINISTERIAL REQUIREMENTS

For a full list of ministerial daily program requirements, see [Section F: Ministerial Requirements for the Daily Program](#)

This offers additional information about the following items:

- daily routines and transitions;
- program planning;
- learning environments, materials and equipment;
- environmental conditions;
- commercial play structures;
- non-commercial play structures;
- swimming pools (not recommended); and
- trampolines (not allowed).

[See Appendix B for a sample daily schedule.](#)

[See Appendix C for an example of an activity log.](#)

AGENCY PLAY GROUP

Early Learning and Child Care Regulations - Section 18A

Family home care providers can take advantage of play groups organized by the agency. These groups allow child care providers to get out with the children in their care and gather as a group, either at the agency or at another suitable location chosen by the agency for a period of time. A play group must be developmentally appropriate and promote the participation of all children enrolled in the agency's approved family child care homes.

PROVINCIAL PROGRAMS AND INITIATIVES

Over the past few years, the Government of Nova Scotia has put in place a number of provincial programs and initiatives to better meet the needs of staff, families and children in child care. Some of these programs will eventually be extended to family daycare.

THE PYRAMID MODEL *(provincial inclusion program)*

In March 2016, consultation with the child care sector identified the need for:

- a greater emphasis on supporting infant and toddler social and emotional learning;
- addressing programming for children with diverse and special needs; and
- addressing inconsistencies in quality of programming across the province.

In response, Nova Scotia implemented the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children.

The Pyramid Model framework ensures children benefit from evidence-based practices that support social and emotional development, including;

- universal promotion practices for all children;
- practices for children who need targeted social emotional supports; and
- support for children demonstrating persistent challenging behaviour.

Nova Scotia intends to fully implement the Pyramid Model in every licensed child care centre, three-year-old early learning program and pre-primary program across the province. The implementation will take a number of years.

In the coming year, Nova Scotia will work with the Pyramid Model consortium to collaborate on the implementation model in family home child care.

Source: <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/nova-scotia-canada-wide-2021.html>

QUALITY MATTERS

(provincial quality improvement program)

High-quality programs have a significant impact on the healthy development of young children. Therefore, it is essential that quality be at the forefront of educational program development. Quality child care nurtures the growth, development and well-being of children. It sets children up for lifelong learning and success.

Source : *Nova_Scotia_Quality_Matters.pdf*

The **Quality Matters** program was created to strengthen and sustain the quality of early childhood education and care in Nova Scotia. As of 2018, every **licensed facility-based daycare centre** that receives provincial funding must participate in the program.

To meet the federal commitment to quality beyond licensed child care, beginning in 2022 Nova Scotia will use Quality Matters as the overarching approach to quality for all early learning and child care programs.

Nova Scotia will create a Quality Matters in Family Home child care program that reflects the evidence-based aspects of quality applicable to the smaller settings of homes.

Source : <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/nova-scotia-canada-wide-2021.html>

NOVA SCOTIA'S BEFORE AND AFTER PROGRAM

(NS-BAP)

Nova Scotia's Before and After Program is available to families of children from four to 12 years old who are enrolled in the Nova Scotia Pre-primary Program or the public education system.

- This fee-based program is delivered by approved child care, municipal recreation or recognized non-profit recreation providers.
- It is delivered on-site at the school so children and students have a seamless day.
- The program promotes health, well-being and a physically active lifestyle by focusing on physical literacy, movement and outdoor play.

Source : <https://www.ednet.ns.ca/bap>



For more information about the Before and After Program, visit the Government of Nova Scotia website at [Before and After Program | Education and Early Childhood Development](#)

CAPABLE, CONFIDENT AND CURIOUS: NOVA SCOTIA'S EARLY LEARNING CURRICULUM FRAMEWORK

An early learning curriculum framework is a guide for educators who work in early childhood education programs with children from birth to eight years. Nova Scotia's early learning curriculum framework serves the following functions:

- It identifies the concept of the image of the child, which is a shared belief in what we value about children and childhood; describes a vision of children as competent and confident learners with ideas and opinions that have value; and children are seen as co-constructors of their own learning who bring their contexts of family, community, culture and language to learning environments that reflect children's lived experiences.
- It sets out broad learning goals to guide the development of early learning environments rather than indicators to measure children's progress. For example, the learning goal of "well-being" guides the design, content and time for children's play, rather than measuring children's achievement of "well-being."
- It identifies exemplary pedagogical practices for educators that guide them in their work with children.

Though family home care providers are not required to follow the educational framework, it is designed to be of use and interest to other professionals who work with children, i.e., family home child care programs, family resource centres, libraries, parents and families.



Source: Educator's Guide to Capable, Confident, and Curious: Nova Scotia Early Learning Curriculum Framework, 2018

For more information about Nova Scotia's Early Learning Curriculum Framework, visit the Government of Nova Scotia website at [Capable, Confident and Curious - Nova Scotia's Early Learning Curriculum](#)

BEHAVIOUR MANAGEMENT POLICY

BEHAVIOUR GUIDANCE

Early Learning and Child Care Regulations - Section 19

Each child care provider must abide by the agency's behaviour management policy and behave in a manner that does not harm a child attending the daycare program and, in particular, shall not use or permit corporal punishment, including:

- striking a child directly or with any physical object;
- shaking, shoving, spanking and other forms of aggressive physical conduct;
- requiring or forcing a child to repeat physical movements;
- using harsh, humiliating, belittling or degrading responses of any form, whether verbal, emotional or physical;
- confining or isolating a child; and
- depriving a child of basic needs, including food, shelter, clothing and bedding.

The written policy should be reviewed by agency staff, volunteers and child care providers prior to hiring or approval, and repeated annually to ensure that everyone understands what can and cannot be done to manage children's behaviour. The policy should also be reviewed with each child's parents when the child is first enrolled in the program.

NUTRITION

Early Learning and Child Care Regulations - Section 25

Family home child care providers must meet the food and nutrition standards established by the department and must provide a meal during regular mealtimes and a snack if the child is present before or after regular mealtimes.

MINISTERIAL REQUIREMENTS

For a complete list of Ministerial Requirements for Food and Nutrition, see Section C - Ministerial Requirements for Food and Nutrition EN.pdf, which can be found on the Province of Nova Scotia's website [Section C: Ministerial Requirements for Food and Nutrition](#)

HEALTH, SAFETY AND COMMUNICABLE DISEASE CONTROL

HEALTH, SAFETY, AND COMMUNICABLE DISEASE CONTROL

Early Learning and Child Care Regulations - Section 28

Child care providers are responsible for recognizing and responding to symptoms of ill health in children attending the family child care home. They must follow provincial guidelines for promoting and maintaining health and safety and preventing and controlling communicable diseases.

Children are susceptible to a variety of communicable diseases and illnesses. They can catch diseases and illnesses by interacting with other children and staff, and by eating contaminated food. Diapering infants and toddlers is the most important factor associated with high rates of intestinal infection in child care settings.

Source: Guidelines for Communicable Disease Prevention for Childcare Programs and Family Home Day Care Agencies (PDF)

Care providers can help control the transmission of infections by practising good hygiene and universal sanitary precautions.

Section 28 of the Early Learning and Child Care Regulations lists the following conditions to be met:

- each family child care home and play group space must be kept in a clean and sanitary condition at all times;
- each indoor play space must be suitably ventilated and free from odours;
- care providers and volunteers must wash their hands before and after diapering or toileting a child and before and after food preparation;
- toys used by children must be cleaned and sanitized in accordance with the provincial guidelines;
- toys used by infants and toddlers must be checked daily for broken pieces and other hazards;
- each highchair, cot, crib and mat must be sanitized on a regular basis and before being used by another child;
- the counter of the diapering area must be disinfected after each diaper change;
- at least two first aid kits must be available within each facility, family child care home and agency;
- a first aid kit, a list of children in attendance and the children's emergency contact information must all be taken on outings with children;

- if a high chair, infant seat or stroller is equipped with a safety belt, the safety belt must be used;
 - strollers must be equipped with a sunshade;
 - the use of playpens, jolly jumpers and baby walkers is prohibited regardless of the age of the child;
 - medical supplies, medications, and hazardous or toxic materials must be properly labelled and stored safely.

For more information, see the *Guidelines for Communicable Disease Prevention for Childcare Programs and Family Home Day Care Agencies (PDF)* available on the Province of Nova Scotia website:

[Information for Regulated Child Care Settings | Early Learning and Child Care \(ELCC\) | NS Dept of Education & Early Childhood Development](#)

ADMINISTERING MEDICINE TO A CHILD

Early Learning and Child Care Regulations - Section 29

Family home care providers who agree to give medication to children in their care must:

- obtain prior written instructions signed by the child's parent;
- keep a written record of each dose including the date and time the dose was given, the amount of the dose given, the child's name and the child care provider's initials (to be written after the dose is given);
- accept only medication brought to the family daycare home by the parent and provided in the original container (in the case of over-the-counter medicine) or in a container supplied by a pharmacist (in the case of prescribed medicine).

CHILD ABUSE

Early Learning and Child Care Regulations - Section 30

Every child care provider or volunteer has a duty to immediately report any suspicion of abuse of a child 18 years or younger. You can report the abuse anonymously.

If you believe a child is being abused or neglected, contact the child welfare agency in the area where the child lives. It is best to contact the agency by phone or in person.

HOW TO REPORT CHILD ABUSE AND NEGLECT

Find the [Child Welfare Agency](#) in your area. After hours, call **1-866-922-2434** if you think a child is in immediate danger.

There are four different types of child abuse:

- Physical abuse: the intentional use of force on any part of a child's body that results in injury.
- Emotional abuse: anything that causes serious mental or emotional harm to a child, which the parent does not attempt to prevent or address.
- Sexual abuse: the improper exposure of a child to sexual contact, activity or behaviour.
- Neglect: any lack of care that may cause significant harm to a child's development or endangers the child in any way.

For more information, visit the Government of Nova Scotia website:

[Report child abuse or neglect - Government of Nova Scotia](#)

NOTABLE SITUATIONS

Early Learning and Child Care Regulations - Section 30A

A **notable situation** means an accident, communicable disease or other situations that affect or could affect the health, safety or well-being of a child in attendance in a family home daycare.

If a notable situation arises, the child care provider must do all of the following:

- immediately secure any necessary medical assistance and make every effort to notify the parents of any child directly affected;
- prepare a summary report, including a summary of the event and any action taken, the signature of the child care provider and a place for the signature of the parent of each child involved; and
- place a copy of the summary report in the file of each affected child.

SERIOUS INCIDENTS

Early Learning and Child Care Regulations - Section 30B(1)

A **serious incident** is defined as the death of a child while attending family home daycare, any injury to a child while attending a child care program that requires emergency medical attention, a fire or other disaster in a play group space or family daycare home, a concern or an occurrence relating to an element of the physical environment or an operational or safety practice in a family daycare home that poses a risk to the children's health, safety or welfare, or the failure of a child to be accounted for during a given period of time.

If a serious event occurs, the child care provider must take all the following actions:

- immediately obtain necessary medical assistance and make every effort to notify the parents of any child directly involved;
- inform the licensee within 24 hours of the serious incident;
- prepare a summary report including a summary of the event, the action taken, the child care provider's signature, a place for the signature of the parent of each child involved and place a copy in the file of each child involved no later than seven days after the date of the serious incident; and
- notify the department of the serious incident no later than 24 hours after the incident occurred.

EMERGENCY RULES AND PROCEDURES FOR FACILITIES AND FAMILY CHILD CARE HOMES

Early Learning and Child Care Regulations - Section 50A

Each child care provider must establish a fire safety plan to be posted in a prominent place in the home with an up-to-date list of emergency phone numbers including 911, hospital emergency service and poison control numbers. It must also indicate the meeting place outside the home, which will be well-known by the children and must conduct an evacuation drill at least once a month.

For a complete list of emergency and safety requirements, see the

Care Provider Home checklist in [Appendix A](#).

PARENT PARTNERS

FAMILY COMMUNICATIONS PLAN

Early Learning and Child Care Regulations - Section 32A(1)

To facilitate communication and participation between child care providers, parents and families of children enrolled in a child care program, each agency and child care provider must establish a family communications plan. This plan must:

- be approved by the agency;
- provide an overview of how parents and families will access information about their children's experience in the family daycare program; and
- identify opportunities for parents and families to participate in the child care program and develop a connection to their children's learning, development, new interests and skills.

PARENT HANDBOOK

Early Learning and Child Care Regulations - Section 44

Parents and families must have access to a parent handbook that contains key information regarding the agency's policies. This guide must be presented to the parent at the time of their child's enrollment and the agency must receive written confirmation that a parent has received the guide.

INFORMATION THAT MUST BE POSTED

Early Learning and Child Care Regulations - Section 45

To ensure that information is readily available to parents and families, the following items must be posted in a visible location in each home:

- a copy of the Early Learning and Child Care Act and Regulations;
- a copy of the establishment's or agency's licence;
- a copy of the parent handbook;
- a list of current parent committee members and a copy of the most recent parent committee minutes;
- a copy of the most recent inspection conducted by the department;
- a copy of the report of the last visit by the family consultant;
- a copy of the licensee's behaviour management policy;
- a copy of the current menu;
- a copy of the daily program and daily routine;
- a licensing sticker;
- a notice of funding provided to the licensee by the department; and
- any additional information required by the Minister after written notice to the licensee.

PARENT COMMITTEE

Early Learning and Child Care Regulations - Section 47

Each agency shall form a parent committee that is open and accessible to the parents of all children enrolled. A parent committee shall consist of at least five members, as follows:

- at least three parents of children currently enrolled in a child care program administered or managed by the licensee;
- one representative of the agency (who may be the director) who shall attend each meeting of the committee; and
- one child care provider.

RECORDS AND DAILY DOCUMENTATION

Each child care provider must maintain certain records and documentation for all children enrolled in the family home daycare program.

FILES REQUIRED FOR EACH CHILD

Early Learning and Child Care Regulations - Section 31

The child's confidential file must be complete and structured, kept in a safe and secure manner in the child care provider's home and maintained for at least two years after the child's departure date. This file must include a variety of documents and information about the child, including the child's personal information, contact information for parents, physician and emergency contacts, a child health questionnaire, consent forms and others.

For a complete list of required documents and information, see Section 31 of

the *Early Childhood Education and Care Regulations* or the *Family Home Child Care Provider Home Checklist* in [Appendix A](#).

DAILY RECORD OF ATTENDANCE

Early Learning and Child Care Regulations - Section 32

Each child care provider must keep a daily attendance log that indicates the arrival and departure times of each child and the reasons for any absence.

See an example at [Appendix D](#).

DAILY LOG BOOK REQUIREMENT

Early Learning and Child Care Regulations - Section 33

Each care provider must keep a daily record for an infant or toddler enrolled in a child care program and the daily record must:

- provide general information to a parent about the child's day and any unusual occurrences;
- include space or opportunity for the child's parent to comment and ask questions;
- be available to the child's parents each day to allow them to provide special instructions or information about the child; and
- be retained for at least six months by the facility director or care provider.

Whether daily records are digital or physical, the licensee must ensure the records are managed in a secure manner and safeguards are in place to protect the privacy of staff, care providers, parents, families and children.

CHAPTER 6

YOUR SMALL BUSINESS

Family home child care providers are not only responsible for the children enrolled in their program, they are also self-employed individuals responsible for running their own businesses.

The next section of the guide deals with the elements necessary to start and run a small business. Fortunately, child care providers can receive additional support on this topic from the agency itself, as well as from the Conseil de développement économique de la Nouvelle-Écosse (CDÉNÉ).

The CDÉNÉ is a not-for-profit organization dedicated to the economic advancement of the Acadian and Francophone community in Nova Scotia. Founded in 1999, it is the only provincial Francophone economic development organization in Nova Scotia.

The CDÉNÉ delivers solutions to businesses, not-for-profit organizations, job seekers, economic immigrants and communities to ensure their economic success. With their personalized approach and expertise, they can develop solutions that contribute to your success.

CDÉNÉ offers a variety of [services](#) to the Acadian and Francophone community:

- [Employment assistance](#)
- [Community economic development](#)
- [Entrepreneurship](#)
- [Youth entrepreneurship](#)
- [Economic immigration](#)

If you are not sure who to contact, call 1-866-55CDENE or contact the CDÉNÉ by email at info@cdene.ns.ca and they can direct your request.



SETTING UP YOUR SMALL BUSINESS

SOLE PROPRIETORSHIP

A sole proprietorship is owned by one person. As the owner, all decisions and profits belong to you and you alone are responsible for losses, liability and taxes. Profits are taxed as personal income. Sole proprietors do not need to register with the Registry of Joint Stock Companies if they use their personal name. Otherwise, you must register with the Registry of Joint Stock Companies

See [Appendix E](#): Steps to Starting a Family Day Care Centre to better understand your legal and financial responsibilities.

THE BUSINESS PLAN AND BUSINESS MODEL CANVAS

A business plan will help you determine everything you need to start your family home daycare business. All the information about your project will be easy to find in one document. For example, you may need to make improvements to your home to make it ready for children. All renovation plans and price estimates can be included in your business plan. In addition, the business plan will help you secure additional financing if needed.

The Business Model Canvas is a strategic management tool that allows you to visualize and evaluate your business idea or concept. It is a one-page document containing nine boxes that represent different fundamental elements of a business.

See the Business Model Canvas in [Appendix H](#).

BUDGET PROJECTIONS TO CONSIDER

A budget is a tool for developing a medium or long-term plan for your business. It is an estimate of the amount of revenue that will be earned in the future. Carefully list all the expenses you think will be necessary to run your business and list all the revenues you expect from its business operations.

See an example at [Appendix F](#).

CHILD CARE FEES

Childcare fees are set by the babysitters and must be competitive with similar programs in the community.

In Nova Scotia, the average fee for family day care ranges from \$16.37 to \$39.15 per day for infants, toddlers and preschoolers. For school-aged children, the average fee is \$25.95 for a full day, \$16.80 for a half-day, \$8.90 for before school care only and \$9.90 for after school care only.

[The Canada-Nova Scotia Canada-wide Early Learning and Child Care Agreement](#)

CHILD CARE FEE SUBSIDY

Early Learning and Child Care Regulations - Section 55

The Nova Scotia Child Care Subsidy Program helps eligible families pay for regulated child care. The Department of Education and Early Childhood Development provides subsidies to the family home daycare agency on behalf of the parent. The agency is then responsible for transferring the money to the child care providers.

For more information about the Child Care Subsidy, visit the Government of Nova Scotia website:
[Child Care Subsidy](#)

EI BENEFITS FOR SELF-EMPLOYED PEOPLE

Employment Insurance (EI) has a program designed for self-employed people. If you run your own business or control more than 40% of your corporation's voting shares, this program can provide you with access to special benefits as early as 12 months after registering. When you need to take time away from your business to care for yourself, your children or other family members, you could receive financial support of up to 55% of your earnings, up to a maximum amount.

Source: <https://www.canada.ca/en/services/benefits/ei/ei-self-employed-workers.html>

Please note that regular benefits are not available under this program.

CANADA-WIDE EARLY LEARNING AND CHILD CARE AGREEMENT

In July 2021, Nova Scotia signed an agreement between the federal and provincial governments that provides a federal investment of \$605 million and a provincial investment of \$40 million from 2021-22 to 2025-26 for Nova Scotia.

This investment will have a significant positive impact on families:

- Child care costs will be reduced by an average of 25% as of April 1, 2022.
- They will be further reduced by 25% by December 2022, for a total fee reduction of 50% on average.
- Parents will pay an average of \$10 per day for each child in the child care system by 2026.

Source: [The Canada-Nova Scotia Canada-wide Early Learning and Child Care Agreement](#)

FINANCIAL FORECASTS

To determine the profitability of your business and to get an idea of your financial situation at the end of each month, it is highly recommended to complete a cash flow projection. This chart provides a monthly visual overview of all revenues and expenses.

The cash flow shows the amount of money that is received and the amount of money that is spent on operating costs. The balance is represented by the total costs subtracted from the total amount of money received. Costs identified in the budget estimates should be grouped into categories for this table (e.g., total office expenses are grouped as a single number under «office supplies»).

See an example at [Appendix G](#)

ADMINISTRATIVE RESPONSIBILITIES

PREPARING RECEIPTS

Creating a receipt is simpler than creating an invoice because it can be much less detailed. The receipt still contains important information about a transaction. It does not require a unique identification number or customer information, but each receipt must include the following:

- your company name, logo and contact information;
- the date of the sale;
- a detailed list of products and services sold;
- the price of each product and service sold;
- any discount; and
- the total amount paid.

Receipts can be generated by bookkeeping software or prepared by hand using a purchased receipt book.

See sample receipts in [Appendix K](#).

PREPARING INVOICES

Writing an invoice is straightforward but there are a few important elements that must be included in every invoice. These elements are some of the biggest differences between an invoice and a receipt. Invoices generally contain more information about the transaction and its terms than a receipt. These elements are:

- your name or company name;
- the date of the invoice;
- your Business Number (also known as your GST registration number);
- the name of the parent / responsible adult;
- a brief description of the goods or services provided; and
- the total amount to be paid.

See sample invoice in [Appendix J](#).

CALCULATION OF BUSINESS-USE-OF-HOME EXPENSES

Expenses related to your workspace in your home qualify for a tax deduction in proportion to the actual space you use in your home for your business. For example, if your home is 2,000 square feet and your family home day care is 500 square feet, your workspace is 25% of the total square footage of your home. This means that you can deduct 25% of many household expenses as home office expenses on your tax return.

You can deduct certain expenses for heat, electricity, insurance, maintenance, mortgage interest (or rent), municipal taxes and «other expenses» based on the percentage of space used. Note that common rooms such as the kitchen and bathroom do not qualify for this percentage calculation.

See the List of expenses eligible for tax deduction in [Appendix I.](#)

DECLARE YOUR INCOME

The profits from your family home daycare are personal taxable income. Remember to keep all your receipts throughout the year. Consult your accountant for more information.



CHAPTER 7

PARTNERS

To properly support families and access community resources that can support your family home daycare, it is important to be aware of the resources available in your community.

LE CENTRE D'APPUI À LA PETITE ENFANCE DE LA NOUVELLE-ÉCOSSE (CAPENÉ)

CAPENÉ is a Francophone centre for excellence, knowledge, training and resources for early childhood education and development in the Acadian and Francophone communities in Nova Scotia. Its mission is to provide early childhood development programs, training, services and resources in Nova Scotia.

CAPENÉ offers its clientele an extensive collection of educational materials for young children. The library includes children's books, educational toys and games, puzzles, puppets, resource books, activity books, educational kits and CDs, as well as a free Ellison Die Press service.

Its website offers information and suggestions for activities in the Educator's Corner, news from the sector and a complete list of community, provincial and national partners.

[Partners and Resources - Centre d'appui à la petite enfance de la Nouvelle-Écosse](#)



CAPENÉ

Centre d'appui à la petite enfance
de la Nouvelle-Écosse

LA PIROUETTE

La Pirouette is a family resource centre serving Acadian and Francophone children of various ages and their families in five regions across Nova Scotia: Par-en-Bas (Argyle), Baie Sainte-Marie (Clare), Halifax, Arichat and Cheticamp.

La Pirouette offers information, training, family activities, parenting support and support to all those who touch a child's life from the prenatal period onward.

For a complete list of programs and services offered by La Pirouette, visit the website at

[La Pirouette - Centre d'appui à la petite enfance de la Nouvelle-Écosse](http://www.lapirouette.ca)



LA FÉDÉRATION DES PARENTS ACADIENS DE LA NOUVELLE-ÉCOSSE (FPANÉ)

The FPANÉ is a provincial organization that was created by and for Acadian and Francophone parents in Nova Scotia in 1984. For almost 40 years, the FPANÉ has been working to support and accompany parents. Their mission is to represent Francophone parents and offer them programs, services, resources and training in French in order to support and equip them in their role as their child's first educators.

A guide to early childhood services is available on the FPANÉ website at [Early Childhood Services Directory | FPANÉ](http://www.fpane.ca). It identifies selected resources as well as early childhood centres, schools, family resource and service centres in Nova Scotia listed by region.



THE CONSEIL SCOLAIRE ACADIEN PROVINCIAL (CSAP)

The Conseil scolaire acadien provincial is the only Francophone school board in Nova Scotia. It is responsible for teaching French as a first language in the educational programs of the Department of Education and Early Childhood Development and also teaches the English as a first language program in all schools in the province.

The CSAP offers the **Programme prématernelle de la Nouvelle-Écosse - Grandir en français**. This program provides a stimulating play-based French language learning environment that supports young children in their development. Grandir en français provides a fundamental foundation for French language development, academic success and lifelong learning. Funded by the Department of Education and Early Childhood Development, this program is available to all children who meet the CSAP's admission criteria and who are four years old by December 31 of the current year.



For more information, visit the CSAP website at: <https://csap.ca/>

LE CONSEIL DE DÉVELOPPEMENT ÉCONOMIQUE DE LA NOUVELLE-ÉCOSSE (CDÉNÉ)

Le Conseil de développement économique de la Nouvelle-Écosse (CDÉNÉ)
CDÉNÉ is a non-profit organization dedicated to the economic advancement of the Acadian and Francophone community in Nova Scotia. Founded in 1999, it is the only provincial Francophone organization working on economic development in Nova Scotia.

CDÉNÉ delivers solutions to businesses, non-profit organizations, job seekers, economic immigrants and communities to ensure their economic success. Its personalized approach and the expertise of its team members allow them to develop solutions that contribute to the success of their clients.

Visit the CDÉNÉ website for a complete list of programs and services offered at: <https://cdene.ns.ca/en/>



ANNEXES



Appendix A - Care Provider Home Checklist

Appendix B - Daily Routine

Appendix C - Activity Log

Appendix D - Daily Record of Attendance

Appendix E - Starting a Family Home Day Care

Appendix F - Material List

Appendix G - Cash Flow Chart

Appendix H - Business Model Canvas

Appendix I - List of Tax-Deductible Expenses

Appendix J - Invoice

Appendix K - Receipt

Care Provider Home Checklist



Family Home Child Care Care Provider Home Checklist

1 Family Child Care Agency

Agency name: _____

2 Home Child Care Provider Details

Name: _____

Address: _____

City/Town: _____ Postal Code: _____

Phone: _____ email: _____

Number of family members living in the home in addition to provider: _____

3 Inspection Details

Type of Inspection (Initial, Annual, or Unannounced) _____ Date of Inspection _____

Once checklist is complete, ensure the signatures of the following:

Agency Consultant

Family Home Care Provider

- 4** The Family Home Child Care: Provider Home Checklist (the checklist) is provided for Education and Early Childhood Development (EECD) Licensing Officers and Family Home Child Care (FHCC) Agency Consultants use when inspecting family child care homes approved under a licensed FHCC Agency.

The Family Home Child Care: Licensing the Care Provider Home, Supplementary Information for the Provider Home Checklist (supplementary document) provides additional information regarding the intent and expectations surrounding the *Early Learning and Child Care Regulations* reflected in the checklist. The document also provides strategies and resources to assist with implementation of the checklist.

All areas of the checklist and the supplementary document are applicable to the FHCC Agency Consultant during their inspection of the family home. Shading indicates areas which are not relevant to the EECD Licensing Officer's inspection of the family home and therefore are not required to be completed by the EECD Licensing Officer.

5 Proceed to Family Home Child-Care Provider Home Checklist on page 2

PROGRAM

| Y | N | N/A | Daily Program and Routine | REG # |
|-------------------------------|---|-----|--|---|
| | | | The daily program for children enrolled at the family child care home meets the needs and interests of each child and promotes the participation of all children. | 18(1) |
| | | | A daily routine is prepared and available for families to view. | 18(4), MR 4.1, MR 4.2 |
| | | | The daily routine for all children enrolled includes: <ul style="list-style-type: none"> <input type="checkbox"/> a rest period, <input type="checkbox"/> a minimum of 60 minutes of outdoor play, except when extreme weather conditions exist, <input type="checkbox"/> opportunities for physical activity, and <input type="checkbox"/> a minimum of 45 minutes of uninterrupted free play occurs in the morning and afternoon | 18(2)(a)(b)(c) 18(3), 18(4) MR 4.3 (a)(b), MR 4.4 |
| Action required and date due: | | | | |
| Y | N | N/A | Program Planning | REG # |
| | | | Program plans document the daily and on-going activities and are: <ul style="list-style-type: none"> <input type="checkbox"/> available for families to view, and <input type="checkbox"/> retained for one year. | 18(4), MR 5.1 (a)(b) |
| | | | Program plans indicate the care provider offers: <ul style="list-style-type: none"> <input type="checkbox"/> child initiated play experiences, and <input type="checkbox"/> adult initiated experiences, for both indoor and outdoor play. | 18(4), MR 5.2(a)(b) |
| | | | Extra supports are available for all children to successfully participate in the program | 18(4), MR 5.3 |
| Action required and date due: | | | | |
| Y | N | N/A | Extended Hours Care | REG # |
| | | | A care provider may only provide overnight care if approved in advance by the agency. The care provider must meet any additional requirements established by the agency, and any additional requirements established by the Minister after written notice to the licensee. 18(5), MR 9.3 Does this section pertain to this care provider? | |
| | | | Number of hours any child attends does not exceed 65 hrs./week. | 18(5), MR 9.2(i) |
| | | | Care provider-to-children ratios and group sizes are maintained. | 18(5), MR 9.2(ii) |
| | | | The routine and expectations for extended hours is included in the parent handbook. | 18(5), MR 9.2(iii) |
| | | | The program provides an appropriate rest period, including in the evening. | 18(5), MR 9.2(iv) |
| | | | The program offers quiet activities throughout the evening and provides a child-centered and responsive environment for children. | 18(5), MR 9.2(v) |
| | | | Children are provided with healthy meals and snacks in sufficient quantity to meet their needs during the hours they are present. | 18(5), MR 9.2(vi) |
| | | | Program plan allocates a period of time for children to conduct personal hygiene. | 18(5), MR 9.2(vii) |

Action required and date due:

ENVIRONMENT, MATERIALS AND EQUIPMENT

| Y | N | N/A | Learning Environment, Materials & Equipment | REG # |
|---|---|-----|--|------------------------|
| | | | Children's play spaces in the home and outdoors are clean and in good repair. | 18(4), MR 6.1 |
| | | | Children's play space in the home and outdoors are equipped with materials and equipment appropriate for the ages and development of the children attending. | 18(4), MR 6.2 |
| | | | Indoor and outdoor play spaces support: <ul style="list-style-type: none"> <input type="checkbox"/> individual and group play, <input type="checkbox"/> active and quiet play, and <input type="checkbox"/> child-initiated and adult-initiated play. | 18(4), MR 6.4(a)(b)(c) |
| | | | Materials and equipment are sufficient in quantity and quality, based on children present. | 18(4), MR 6.5 |
| | | | Open-ended materials and loose parts are available for use in both the indoor and outdoor play spaces. | 18(4), MR 6.6 |
| | | | Additional materials are stored in areas that are easily accessed from the children's play area. | 18(4), MR 6.8 |

Action required and date due:

| Y | N | N/A | Indoors | REG # |
|---|---|-----|---|----------------|
| | | | FHCC programs must be equipped with indoor play equipment and toys that are: <ul style="list-style-type: none"> <input type="checkbox"/> developmentally appropriate, safe, and sanitary, <input type="checkbox"/> accessible for independent selection, and <input type="checkbox"/> available in a quantity and variety to engage all children in each group of children served. | 21(1)(a)(b)(c) |
| | | | FHCC program provides each child who is in attendance, with: <ul style="list-style-type: none"> <input type="checkbox"/> furnishings of a suitable size, and <input type="checkbox"/> individual utensils and personal hygiene items. | 21(2)(a)(b) |
| | | | Each toddler and preschool child who is in attendance at a FHCC program during the daily rest period, is provided with: <ul style="list-style-type: none"> <input type="checkbox"/> an assigned cot or rest mat with a washable and moisture-resistant cover, and <input type="checkbox"/> a sheet and blanket that are clean and of sufficient warmth. | 21(3)(a)(b) |
| | | | Each infant is provided with a crib or portable crib that meets standards of the federal or provincial legislation respecting cribs, cradles, and bassinets. | 21(4) |

Action required and date due:

| Y | N | N/A | Outdoors | | | | REG # | | | | | | | | |
|-------------------------------|---------|-----------|--|--|--|--|---------------------------------------|---------|-----------|------------|--|--|--|--|-------|
| | | | Outdoor play space used is accessible to all enrolled children, including those with diverse abilities. | | | | 24(1) | | | | | | | | |
| | | | The family home child-care program provides an outdoor play area that is: <ul style="list-style-type: none"> <input type="checkbox"/> on the premises of the family child care home and enclosed by a fence that is at least 1.2m (4ft) high, or <input type="checkbox"/> within a reasonable distance from the family child-care home and that has been determined by the agency (licensee) to be safe and appropriate. | | | | 24(2)(a)(b) | | | | | | | | |
| | | | The outdoor play space used by children in the family home child care program is supervised in accordance with the staff-to-children ratios and group sizes. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Infant</th><th>Toddler</th><th>Preschool</th><th>School Age</th></tr> </thead> <tbody> <tr> <td style="height: 20px;"></td><td></td><td></td><td></td></tr> </tbody> </table> | | | | Infant | Toddler | Preschool | School Age | | | | | 24(3) |
| Infant | Toddler | Preschool | School Age | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Action required and date due: | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Y | N | N/A | Non-Commercial Play Structure | | | | REG # | | | | | | | | |
| | | | Outdoor play structures designed for non-commercial use are: <ul style="list-style-type: none"> <input type="checkbox"/> age appropriate, and <input type="checkbox"/> safe and well maintained. | | | | 18(4), MR 9(2,3) | | | | | | | | |
| | | | Non-commercial play structures meet the following applicable requirements: <ul style="list-style-type: none"> <input type="checkbox"/> critical fall height, <input type="checkbox"/> protective surfacing, <input type="checkbox"/> no encroachment zone, <input type="checkbox"/> no head entrapments, <input type="checkbox"/> entanglement, and <input type="checkbox"/> swing. | | | | 18(4), MR 9.4(a)(b)(c)(d)(e)(f) | | | | | | | | |
| | | | Any wading pool used by a family home child-care program is: <ul style="list-style-type: none"> (a) made of a rigid model construction design, (b) has a depth of less than 12 inches of water, (c) only used under the constant supervision of an adult, (d) emptied and disinfected after each use, and (e) properly stored to prevent water collecting in the pool. | | | | 18(4), MR 10.1 | | | | | | | | |
| | | | If a backyard pool is onsite, family child-care homes met provincial and municipal requirements regarding the installation and use of a swimming pool, and it is separate from the outdoor play spaces used by the children. | | | | 18(4), MR 10.2 | | | | | | | | |
| | | | Large backyard trampolines are not permitted at any family child care home. | | | | 18(4), MR 11 | | | | | | | | |
| | | | Sandbox is maintained as per <i>Guidelines for Communicable Disease Prevention and Control for Childcare Programs and Family Home Child Care Agencies</i> . | | | | N/A | | | | | | | | |
| Action required and date due: | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

HEALTH AND SAFETY

| Y | N | N/A | Behaviour Guidance | REG # |
|---|---|-----|---|----------|
| | | | Each care provider behaves in a manner that does not harm any child who is attending the program. | 19 (1) |
| | | | The care provider has a behaviour guidance policy. | 19 (2) |
| | | | The care provider reviews the behavior guidance policy with parents. | 19(2)(b) |

Action required and date due:

| Y | N | N/A | Supervision of Children | REG # |
|---|---|-----|---|-------|
| | | | The care provider ensures that every child is accounted for at all times during operating hours, including during outings and field trips, and that no child leaves the indoor and outdoor play space without the knowledge of the care provider. | 33A |

Action required and date due:

| Y | N | N/A | Maximum Number of Children for Care Provider | | | | REG # |
|---|---|-----|--|---------|-----------|------------|-----------------|
| | | | The FHCC provider follows the provider to child ratio. <ul style="list-style-type: none">One care provider to every 7 children, including their own children (any age), max group size of 7, Note: No more than 3 children under 3 years and of those 3 children no more than 2 children may be infants.One provider to every 9 school - age children including their own, max group size of 9, andOne provider to every 3 infants, including their own, max group size of 3. | | | | 15A(1)(2)(3)(4) |
| | | | Infant | Toddler | Preschool | School Age | |
| | | | | | | | |

Action required and date due:

| Y | N | N/A | Environmental Conditions | REG # |
|---|---|-----|--|-------------------------|
| | | | Children play indoors if the temperature falls below -25C. | 18(4), MR 7.1 |
| | | | <p>Sun safe practices are used when UV index is high (6-7) or very high (8-10).</p> <ul style="list-style-type: none"> <input type="checkbox"/> children have hats with brims and lightweight clothing, <input type="checkbox"/> children apply (with support from an adult as needed) adequate sunblock with a SPF of at least 30 on all exposed skin before going outside, following the application instructions set out by the manufacturer, and | 18(4), MR 7.2 (a)(b)(c) |

| | | | | |
|--------------------------------------|----------|------------|---|---------------|
| | | | <input type="checkbox"/> outdoor activities are planned for the early morning and late afternoon, when possible, especially when UV index is very high. | |
| | | | Care providers document when adjusting outdoor play times (i.e. extreme weather). | 18(4), MR 7.3 |
| | | | There is access to shade in the outdoor play space. | 18(4) MR 7.4 |
| Action required and date due: | | | | |
| Y | N | N/A | Nutrition | REG # |
| | | | Meals provide servings from each of the food groups. | 25(1), MR 1.1 |
| | | | Menus are posted or made available and identify substitutions. | 25(1), MR 1.4 |
| | | | All menus and any substitutions made are kept on file for one year. | 25(1), MR 1.6 |
| | | | Foods from home are labeled with the child's name and refrigerated, if necessary. | 25(1), MR 6.2 |
| | | | Allergy and anaphylaxis information on any child is posted in food preparation area. | 25(1), MR 6.4 |
| | | | Meal is provided at regular mealtime and a snack before or after the mealtime. | 25(2) |
| Action required and date due: | | | | |
| Y | N | N/A | Infant Feeding | REG # |
| | | | Infants who cannot hold a bottle are held for bottle feeding. | 27(3) |
| | | | Infants are not fed in a crib or by bottle propping. | 27(4) |
| | | | Breast milk is in the refrigerator labeled with contents, date, and child's name. | 25(1), MR 3.3 |
| Action required and date due: | | | | |
| Y | N | N/A | Health, Safety and Communicable Disease Control | REG # |
| | | | The care provider recognizes and responds to symptoms of ill health in children. | 28(2) |
| | | | Each FHCC home is kept in clean and sanitary condition at all times. | 28(4)(a) |
| | | | All indoor play spaces are suitably ventilated and free from odors. | 28(4)(b) |
| | | | Pets and pet supplies are provided for and stored as per <i>Guidelines for Communicable Disease Prevention and Control for Childcare Programs and Family Home Child Care Agencies</i> . | N/A |
| | | | No poisonous plants are accessible to children in the indoor playspace as per <i>Poison Control Centre</i> . | N/A |
| | | | The care provider washes their hands before and after diapering or toileting a child, and before and after food preparation. | 28(4)(c) |
| | | | Toys used by children are cleaned and sanitized in accordance with the provincial guidelines. | 28(4)(d) |
| | | | Toys used by infants and toddlers are checked daily for broken pieces or other hazards. | 28(4)(e) |
| | | | Each highchair, cot, crib, and mat are sanitized on a regular basis and before being used by another child. | 28(4)(f) |

| | | | | |
|-------------------------------|----------|------------|---|-----------------------------|
| | | | The counter of the diapering area is disinfected after each diapering. | 28(4)(g) |
| | | | Care provider has at least two first aid kits approved for emergency treatment. | 28(4)(h) |
| | | | First aid kit and list of children and emergency contacts are taken on all outings. | 28(4)(i) |
| | | | Each highchair, infant seat or stroller is equipped with a safety belt and the safety belt is used. | 28(4)(j) |
| | | | Strollers are equipped with sunshades. | 28(4)(j) (ja) |
| | | | Playpens, jolly jumpers and baby walkers are not used by any age. | 28(4)(j) (jb) |
| | | | Medication and dangerous, noxious materials are properly labeled and safely stored. | 28(4)(k) |
| | | | A care provider who agrees to administer medicine does the following: <ul style="list-style-type: none"> <input type="checkbox"/> obtains prior written instructions signed by parents, <input type="checkbox"/> keeps written record of each dose. (date, time administered, amount given and child's name), <input type="checkbox"/> Initials form after dose is administered, and <input type="checkbox"/> accepts only medicine that is brought to the family child care home by the parent and that is supplied in the original container, in the case of patent medicine, or in a container supplied for the purpose by a pharmacist, in the case of prescribed medicine. | 29(a)(b)(c)(i)(ii)(iii)(iv) |
| Action required and date due: | | | | |
| Y | N | N/A | Smoke and Vape Free | REG # |
| | | | Children in a family child-care home are not exposed to smoke or tobacco or cannabis (including vaping). | 14A(iv), MR 6.1 |
| | | | No one smokes tobacco or cannabis (including vaping) in the presence of children, or while children are in care, whether indoors or outdoors. | 14A(iv), MR 6.3 |
| | | | Smoking and vaping paraphernalia is inaccessible to children | N/A |
| Action required and date due: | | | | |
| Y | N | N/A | Child Abuse | REG # |
| | | | When there is a reasonable belief that a child enrolled in a child care program has been abused within the meaning of the Children and Family Services Act, the care provider must, in addition to the requirements of the Act, follow the Department's child abuse protocol for regulated child care. | 30 |
| Action required and date due: | | | | |
| Y | N | N/A | Notable Situations | REG # |
| | | | If a notable situation arises, in a family home child-care program, the care provider does all the following: <ul style="list-style-type: none"> <input type="checkbox"/> immediately secures any necessary medical assistance and makes every effort to notify the parents of any child directly affected, <input type="checkbox"/> prepares a summary report, which summarizes incident and the actions taken and signed by care provider and parent, and | 30A(2)(a)(b)(c) |

| | | | | |
|--------------------------------------|----------|------------|---|-----------------|
| | | | <input type="checkbox"/> keeps a copy of the summary report on child's file. | |
| Action required and date due: | | | | |
| Y | N | N/A | Serious Incidents | REG # |
| | | | <p>If a serious incident occurs, the care provider does all the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> immediately secures any necessary medical assistance and makes all possible efforts to notify the parents of any child affected, <input type="checkbox"/> notifies the licensee no later than 24 hours after the time the serious incident occurred, <input type="checkbox"/> prepares a summary report which summarizes the incident and the actions taken and signed by the care provider and parent, and <input type="checkbox"/> keeps a copy of the summary report on file. | 30B(2)(a)(b)(c) |
| Action required and date due: | | | | |
| Y | N | N/A | Emergency Evacuation and Fire Safety | REG # |
| | | | <p>The care provider has posted the following in a visible location in the home:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a fire safety plan in a visible location, <input type="checkbox"/> a current list of emergency telephone numbers, and <input type="checkbox"/> the location of a safe meeting place. | 50A(2)(a)(b)(c) |
| | | | The care provider has a monthly record of emergency evacuation drills. | 50A(3) |
| | | | All fire extinguishers are labeled, and properly charged (arrow in green zone), located in the kitchen and on each floor, close to an exit. | N/A |
| | | | There are working smoke detectors on every floor. | N/A |
| | | | All electrical outlets (walls, power bars and extension cords) have safety covers. | N/A |
| | | | Electrical cords are in good condition and out of children's reach. | N/A |
| | | | Heating appliances (e.g. wood stove, fireplace, radiators, furnace, hot water boiler) are appropriately protected from children's access. | N/A |
| | | | Firearms, ammunition are secured as per <i>Firearms Act and Regulations</i> | N/A |
| | | | <p>The driver of a vehicle operated by, or for, a licensee to transport children, delivers each child transported in the vehicle to:</p> <ul style="list-style-type: none"> (a) the care provider, (b) the parent of the child, or (c) a person authorized by the child's parent in writing. | 51(1)(a)(b)(c) |
| Action required and date due: | | | | |

RECORD KEEPING AND COMMUNICATION

| | | | | |
|----------|----------|------------|--|--------------|
| Y | N | N/A | Children's Files | REG # |
| | | | The care provider keeps a file which includes: | 31(1)(a)(i) |

| | | | | |
|--|--|--|--|---------------|
| | | | <ul style="list-style-type: none"> Application form which includes: <ul style="list-style-type: none"> ✓ child's name and date of birth | |
| | | | ✓ parents name, home address, phone numbers, e-mail | 31(1)(a)(ii) |
| | | | ✓ physician's name, address, phone number | 31(1)(a)(iii) |
| | | | ✓ emergency contact info | 31(1)(a)(iv) |
| | | | ✓ names of persons to whom child may be released | 31(1)(a)(v) |
| | | | • Admission date | 31(1)(b) |
| | | | • Parent received parent handbook | 31(1)(c) |
| | | | • Health questionnaire with complete immunization dates | 31(1)(d) |
| | | | • Medication forms | 31(1)(e) |
| | | | • Written instructions signed by the child's parent concerning any special requirements for feeding, diet, rest, or exercise, if applicable | 31(1)(f) |
| | | | • Consent form for the child: <ul style="list-style-type: none"> ✓ to receive emergency treatment | 31(1)(g)(i) |
| | | | ✓ to participate in off-site outings and field trips | 31(1)(g)(ii) |
| | | | ✓ to walk between school and the family child-care home, if applicable | 31(1)(g)(iii) |
| | | | • Incident reports | 31(1)(h) |
| | | | • Child development observations (excluding school age) | 31(1)(i) |
| | | | • Withdrawal date | 31(2) |
| | | | Children's files are kept confidential, complete, and organized. | 31(3) |
| | | | Children's files are stored safely and securely and kept for two years after a child leaves the home. | 31(4) |

Action required and date due:

| Y | N | N/A | Daily Record of Attendance | REG # |
|---|---|-----|--|-------|
| | | | The care provider keeps a daily record of attendance for each child enrolled. | 32(1) |
| | | | Each daily record of attendance includes the child's time of arrival & departure, and reasons for any absence. | 32(2) |
| | | | The care provider keeps a daily logbook, recording any unusual or special events. | 33 |

Action required and date due:

| Y | N | N/A | Infant and Toddler Records | REG # |
|---|---|-----|--|-----------------------------|
| | | | Infant and toddler daily records have: <ul style="list-style-type: none"> <input type="checkbox"/> general information about the child's day and on any unusual occurrences, and <input type="checkbox"/> space for parents to comment and ask questions. | 32A(1)(b), MR 5.1(a)(b) |
| | | | Infant and toddler daily records are: <ul style="list-style-type: none"> <input type="checkbox"/> available daily to the child's parent, <input type="checkbox"/> retained for at least 6 months, and <input type="checkbox"/> kept in a secure place (hard copy and electronic). | 32A(1)(b) MR 5.1(c)(d), 5.2 |

Action required and date due:

| Y | N | N/A | Information for Parents | REG # |
|--------------------------------------|---|-----|--|---------------------|
| | | | The care provider has a family communications plan which is made available for each family. | 32A(1)(b) MR 4.1 |
| | | | A copy of the <i>Early Learning and Child Care Act and Regulations</i> is posted in a visible place. | 45(c), MR 4.2(i) |
| | | | A copy of the parent handbook is posted in a visible place. | 45(c), MR 4.2(iii) |
| | | | A copy of the current members of the parent committee and recent parent meeting minutes are posted in a visible place. | 45(c), MR 4.2(iv) |
| | | | A copy of the LIR report of the most recent family home inspection by the department is posted. | 45(c), MR 4.2 (v) |
| | | | A copy of the report of the most recent visit by the family home consultant to the home is posted. | 45(c), MR 4.2 (vi) |
| | | | A copy of the behavior guidance policy is posted in a visible place. | 45(c), MR 4.2 (vii) |
| | | | A copy of the current menu is posted in a visible place. | 45(c), MR 4.2(viii) |
| | | | EECD Family Home Child-Care Sticker is posted in a visible place. | 45(c), MR 4.2(x) |
| | | | Any notice of additional information required by the Minister is posted in a visible place. | 45(d) |
| Action required and date due: | | | | |

| Agency Consultant Only | | | | | |
|------------------------|---|-----|--|------------------|---|
| Y | N | N/A | Record Checks | REG # | Record Keeping |
| | | | A person who is 18 years old or older who lives in a family child-care home and has contact with children, including volunteers, has an updated satisfactory vulnerable sector check initially and every 5 years. | 43(3) (a)&(b) | <u>Record expiry dates for each person:</u> |
| | | | A person who is 13 years old or older who lives in a family child-care home and has contact with children, including volunteers, has an updated satisfactory Provincial Child Abuse Register check initially and every 3 years. | 43(4) | <u>Record expiry dates for each person:</u> |
| | | | A person who is refused a vulnerable sector check by an authorized body has provided: <input type="checkbox"/> provides evidence of the authorized body's refusal, to the satisfaction of the licensee, and <input type="checkbox"/> the results of a criminal record check in place of the vulnerable sector check. | 43(8) (a)&(b) | <u>Record expiry dates for each person:</u> <input type="checkbox"/> Refusal on file <input type="checkbox"/> Criminal record check in lieu |

| | | | | |
|-------------------------------------|--|---|---------------------|---|
| | | Care provider has participated in training on the behaviour guidance policy prior to employment | 19(2)(a) | <u>Record date of training:</u> |
| | | Care provider has annually signed and dated a form stating they have reviewed the behaviour guidance policy outlined by the licensee | 19(2)© | <u>Record latest date of signing:</u> |
| | | Care provider has completed the approved family home child-care training course no later than 1 year from date of home approval | 42(2)(a) | <u>Record employment start date:</u> <u>Record date of completion:</u> |
| | | Care provider has completed annual professional development workshops, at a minimum of 5 hours per year | 42(2)(b) MR 10.1 | |
| | | Care provider has a valid first aid certificate that includes infant CPR training from recognized program | 28(1) | <u>Record expiry date:</u> |
| | | Care provider has adequate commercial general liability insurance or its equivalent on file | 15(1)(c) | <u>Record expiry date:</u> |
| | | Materials and Equipment Checklists completed annually and available for review. The checklist is provided by the agency consultant, completed by the care provider with support of agency consultant, and signed by both upon completion. Copy of signature page on file with agency. | 18(4) | |
| Action required and date due | | | | |

Children's Files

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| Child's Initials: | | | | | | | | |
| Application form includes: 31(1)(a) (i) child's name & date of birth (ii) parents name, home address, phone numbers, e-mail (iii) physician's name, address, phone number (iv) emergency contact info (v) names of persons to whom child may be released | | | | | | | | |
| Admission date 31(1)(b) | | | | | | | | |
| Parent Handbook 31(1)(c) Written confirmation the parent has received the parent handbook | | | | | | | | |
| Health questionnaire 31(1)(d) | | | | | | | | |
| Immunization complete 31(1)(d) | | | | | | | | |
| Medication 31(1)(e) | | | | | | | | |
| Special Requirements 31(1)(f) Written instruction from parents | | | | | | | | |
| Emergency form signed 31(1)(g)(i) | | | | | | | | |
| Outing form signed 31(1)(g)(ii) | | | | | | | | |
| Permission to walk from school 31(1)(g)(iii) | | | | | | | | |
| Notable and Serious Incident reports 31(1)(h) | | | | | | | | |
| Semi Annual Child Development reports (excluding school age) 31(1)(i) | | | | | | | | |
| Withdrawal date 31(2) | | | | | | | | |

Daily Routine

7:30 to 8:15

Greet Children / Wash Hands / Free Play

8:15 to 8:45

Morning Snack

8:45 to 10:15

Free Play

10:15 to 10:30

Clean-Up Time / Prep For Outside Time

10:30 to 11:30

Outside Time

11:30 to 12:15

Lunch Time

12:15 to 1:00

Rest Time / Quiet Time

1:00 to 2:45

Free Play

2:45 to 3:30

Afternoon Snack

3:30 to 3:45

Clean Up Time / Get Ready For Outside

4:45

Outside Time / Departure

Activity Log

Date : _____

| Activity | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|------------------|------------------|------------------|------------------|------------------|
| | Weather Temp: | Weather Temp: | Weather Temp: | Weather Temp: | Weather Temp: |
| Play/ Structured Activity | AM: PM: | AM: PM: | AM: PM: | AM: PM: | AM: PM: |
| Quiet Time | AM: PM: | AM: PM: | AM: PM: | AM: PM: | AM: PM: |
| Outside Play | AM: PM: | AM: PM: | AM: PM: | AM: PM: | AM: PM: |
| Special Occurrences (Play Dates, Outlings,etc.) | AM: PM: | AM: PM: | AM: PM: | AM: PM: | AM: PM: |
| | | | | | |

Daily Record of Attendance

| Mon | Tues | Wed | Thurs | Fri |
|-----|------|-----|-------|-----|
|-----|------|-----|-------|-----|

Date: _____

| | Child's Name | Arrived | Left | Abs. | Sick | Symptoms if Sick | Vac. |
|--|--------------|---------|------|------|------|------------------|------|
| Children | 1. | | | | | | |
| | 2. | | | | | | |
| | 3. | | | | | | |
| | 4. | | | | | | |
| | 5. | | | | | | |
| | 6. | | | | | | |
| | 7. | | | | | | |
| Children who leave early due to illness (include symptoms) | | | | | | | |
| Children on Medication | | | | | | | |
| Visitors, special events, field trips, playgroups, fire drills, etc.. | | | | | | | |

Special Notes for the week

(Such as new children who started this week, children who are withdrawn this week, notable differences in behaviour, significant home life changes, observations of children)

Starting a Family Home Daycare

| STEPS TO START UP A FAMILY HOME DAYCARE | RESOURCES | COMPLETED |
|--|---|--------------------------|
| 1. Decide on the legal structure that is right for you | <p>Sole proprietors do not need to register if they are using their personal name. Otherwise, you must register with the Registry of Joint Stock Companies.</p> <p>Visit</p> <p>https://beta.novascotia.ca/choose-legal-structure-your-business-or-non-profit</p> | <input type="checkbox"/> |
| 2. Reserve a name for your sole proprietorship or corporation | <p>If you decide to use a name other than your own, you must register with the Registry of Joint Stock Companies. The next step is to reserve a name.</p> <p>https://beta.novascotia.ca/reserve-name-your-business-or-non-profit</p> | <input type="checkbox"/> |
| 3. Register your sole proprietorship or corporation with the name you have chosen. | <p>When your name is approved, you are registering your sole proprietorship or corporation.</p> <p>https://beta.novascotia.ca/register-sole-proprietorship</p> <p>https://beta.novascotia.ca/company-registry-joint-stock-companies-requirements</p> | <input type="checkbox"/> |
| 4. Write a business plan | <p>The CDÉNÉ can help you develop your business plan. 1-866-552-3363 or visit https://cdene.ns.ca/en/</p> | <input type="checkbox"/> |
| 5. Do you need financing? | <p>You may need to do some remodelling to prepare your home for your daycare program. You may want to include it in your business plan. Visit your local banking institution.</p> | <input type="checkbox"/> |
| 6. Open a separate bank account for your business | <p>It's a good idea to keep your personal finances separate from your business finances. Visit your local banking institution.</p> | <input type="checkbox"/> |
| 7. Do you need a GST/HST account? | <p>Canada Revenue Services 1-800-959-5525 and/or Provincial Taxes</p> <p>https://www.canada.ca/en/revenue-agency/services/tax/businesses/topics/registering-your-business/register.html</p> | <input type="checkbox"/> |

Material List

- PRINTER
- COMPUTER
- SCREEN
- MOUSE
- KEYBOARD
- DESK LAMP
- PHONES
- ACCOUNTING SOFTWARE (QUICKBOOKS, SAGE, ETC.)
- PENS, PENCILS, MARKERS
- PAPER
- ENVELOPES
- CALCULATOR
- DESKTOP
- CHAIRS (OFFICE AND VISITOR CHAIRS)
- TRASH AND RECYCLING GARBAGE CANS
- CALENDAR AND PLANNER
- FILING CABINETS
- RECEIPT BOOK
- DESK STORAGE (CARDBOARD BOX)
- CHAIR MAT

Cash flow chart

| | Jan | Feb | March |
|----------------------------------|----------|----------|----------|
| Revenue | | | |
| Services | 0 | 0 | 0 |
| Subsidies | 0 | 0 | 0 |
| Total Revenue | 0 | 0 | 0 |
| Expenses | | | |
| Heating | 0 | 0 | 0 |
| Banking Fees | 0 | 0 | 0 |
| Electricity | 0 | 0 | 0 |
| Income Taxes | 0 | 0 | 0 |
| Insurance (civil responsibility) | 0 | 0 | 0 |
| Office furniture | 0 | 0 | 0 |
| Property Tax | 0 | 0 | 0 |
| Professional Fees | 0 | 0 | 0 |
| Telephone and Internet | 0 | 0 | 0 |
| Maintenance | 0 | 0 | 0 |
| Licences | 0 | 0 | 0 |
| Vehicle payments | 0 | 0 | 0 |
| Total Expenditures | 0 | 0 | 0 |
| | | | |
| Cash balance | 0 | 0 | 0 |
| Accumulated Cash balance | 0 | 0 | 0 |
| | | | |

Business Model Canvas

| | | | | |
|----------------|----------------|-------------------|------------------|-------------------|
| Key Partners | Key Activities | Value Proposition | Client Relations | Customer Segments |
| | Key Resources | | Channels | |
| Cost Structure | | | Revenue Streams | |

Customer segments

Who are our customers and why should they buy from us?

Who do we create value for?

Who are our most important customers?

Value proposition (the product and value you create)

What are we building and for whom?

What do we provide to the customer?

What problems do we solve for a specific customer?

What needs do we address for the customer?

Channels (the way you communicate with your customers)

Through what channels do our customer segments want to be reached?

(e.g., website, app, social - Facebook/Twitter, marketplace - iTunes/Salesforce, etc.)

How are we reaching our customers today? How are our channels integrated?

Which of our channels are most effective/cheapest?

Which ones are the most cost effective?

How do we integrate them into customer routines?

Customer relationships (acquisition, retention and growth)

How will our company acquire, retain and grow customers (through paid and/or free channels)?

What type of relationship does each type of customer expect to build with us?

What type of relationship do we already have with customers?

How does it combine with the rest of our business plan?

How much does it cost us to maintain this relationship?

Revenue Channels

How will we make money? What value do you provide that the customer will be willing to pay for?

What are they already paying today?

How do they pay today (annually/monthly/checks/credit card payments, etc.)

How would they prefer to pay?

Activities needed

What activities are necessary to achieve the business model?

In other words, what activities will enable us to:

Deliver the value proposition?

Maintain our distribution channels?

Build the preservation of customer relationships?

Build our revenue channels?

These activities include operations, marketing, production, problem solving and administration.

The necessary partnerships

Who are our necessary partners?

Who are our necessary suppliers?

What resources do we need from our partners?

What activities that we need will be performed by partners?

Cost

What are the most important costs inherent in our business model?

What are our most expensive resource requirements?

What are the ongoing and changing costs?

When will our revenues exceed our costs?

What is our monthly spending rate or burn rate?

And how long does the money we have collected last?

Tax deductions

Tax deductions proportional to the actual space you use in your home for your business (if you incur the expenses to earn income):

- Heating
- Electricity
- Telephone
- Utilities such as gas
- Water
- Cable and internet
- Insurance
- Maintenance
- Mortgage interest (or rent)
- Property tax

Other expenses eligible for tax deduction

- Expenses that preceded the operation of the business
- Taxes
- Management and administration fees
- Licences
- Bank fees incurred in operating your business
- Bank fees included for processing payments
- Office supplies

Invoice

DAYCARE (CHILD CARE) INVOICE

FROM

Name: _____

Company: _____

Street Address: _____

City, Prov., Postal code: _____

Phone: _____

E-Mail: _____

DATE: _____

INVOICE #: _____

BILL TO

Name: _____

Company: _____

Street Address: _____

City, Prov., Postal code : _____

Phone: _____

E-Mail: _____

| DESCRIPTION | AMOUNT (\$) |
|--------------------------------|-----------------|
| NOTES _____ _____ | |
| | |
| | |
| | |
| | |
| | SUBTOTAL |
| | DISCOUNT |
| | HST |
| | SHIPPING |
| | TOTAL |

THANK YOU FOR YOUR BUSINESS
HST# _____

Receipt

RECEIPT FOR CHILD CARE SERVICES

Date _____

Amount \$ _____

Received from _____

Name of child(ren) _____

For Child Care Services from _____ to _____

Provider's Signature _____

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