Vancouver CoastalHealth

Community Care Facilities Licensing Application Guide
Recreational Care
Coastal Areas

August 2023

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Introduction

Community Care Facilities Licensing Mission Statement:

Our community care facilities licensing program protects and promotes the health, safety and well-being of vulnerable children and adults in licensed care facilities. We do this through education, collaboration and regulation

The information provided in this guide will assist applicants wishing to open a facility licensed as **Recreational Care**

In addition to the requirements in the Child Care Licensing Regulation, applicants should be aware that each municipality may have their own requirements. Please check with the municipality in your area for more information.

Glossary

Acronyms
CCALA – Community Care and Assisted Living Act

CCFL – Community Care Facilities Licensing

CCLR – Child Care Licensing Regulation

DOLSOP – Director of Licensing Standards of Practice

Legislation
CCALA:
http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01

CCLR
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007

DOLSOP Active Play:
https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pd

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Terms
For the purposes of this guide, the following definitions apply.

Adults include the individuals who work or volunteer in a facility including early childhood educators, assistants, responsible adults, administrative, clerical and housekeeping staff.

Developmentally Appropriate means that the space, activities, equipment and materials are appropriate for the age and developmental level of the children.

CCFL (Community Care Facilities Licensing) is the program responsible for the licensing and monitoring of child and residential licensed facilities.

Facility refers to a building, or portion of a building, in which licensed care is provided, as well as the outdoor area dedicated to the program.

Program is the daily indoor and outdoor activities planned for children, and meets children's developmental needs.

Understanding the program

Recreational Care. A program that provides, after school hours or on a day of school closure, care on a drop-in basis to children who attend school, including kindergarten.

It is provided by a licensee who is a local government within the meaning of the *Local Government Act*, an Indigenous governing body within the meaning of the *Declaration on the Rights of Indigenous Peoples Act* or a charitable, philanthropic or other not-for-profit organization, and is not provided in a single family dwelling house.

What qualifications do the staff need?

The staff are required to have, at minimum, qualifications that meet the requirements for a Responsible Adult as defined in the *Child Care Licensing Regulation*.

Responsible adults

29   *To qualify for employment in a community care facility as a responsible adult, a person must*
> *(a) be at least 19 years of age,*
> *(b) be able to provide care and mature guidance to children,*
> *(c) have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and*
> *(d) have relevant work experience*

How many children can I have?

Your licensed capacity will be determined at the final inspection.

Staff to child ratios

Please note that maximum capacity is determined at the final inspection

Responsible adults

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        (a) be at least 19 years of age,
        (b) be able to provide care and mature guidance to children,
        (c) have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and
        (d) have relevant work experience.

If you have any children in kindergarten or grade one

Staff required to meet ratio

For every 12 children present at least one supervising responsible adult

If you <u>do not</u> have any children in kindergarten or grade one

Staff required to meet ratio

For every 15 children present at least one supervising responsible adult

Indoor Space

The usable floor area, excluding hallways, built in storage areas, bathrooms, and fixed appliances (or, if not fixed, large appliances that are not normally moved from one area to another) must be sufficient to ensure the health and safety of children participating in the activity.

Applicants should be aware that each municipality may have their own requirements. Please check with the municipality in your area for more information.

Examples of **considerations**, based on best-practice principles include:
- ✓ Where will we store the food for snack?
- ✓ How will we wash dishes?
- ✓ Where should the sign-in area go?
- ✓ Do we have enough equipment storage?
- ✓ Where will staff store their belongings?
- ✓ Does the space allow for a variety of development stages for children between 5 – 12 years?
- ✓ Is there storage for the children's bags/backpacks?

A licensee offering Recreational Care must ensure that the program of activities is modified to address the needs of children participating in the activities, however they do not need to provide both indoor and outdoor activities.

Washrooms

Section 14.1 (3) of the *Child Care Licensing Regulation* states that a licensee providing Recreational Care must have sufficient urinals, toilets and wash basins to meet the needs of children in care. In addition the program must have written policies and procedures respecting how children and youth will be prevented from sharing a bathroom unsupervised.

Healthy Environment Considerations

A Healthy Environment is one where the surroundings support our physical and emotional health.

- Children eat, drink and breathe more per unit of body weight than adults.

- Children behave differently and in ways that result in greater exposure to various substances. For example, children crawl and play on the ground, frequently put their fingers in their mouths, and chew on toys and other objects not necessarily intended for mouthing. As a result, they often experience greater exposures to contaminants in old paint, indoor air, dust, toys, carpets and consumer products combined with exposures from outdoor air, food, soil, and playground equipment.

- Children tend to be more physically active and hence may inhale more contaminants as their breathing rates increase during active physical play.

- Children's developing systems are more vulnerable to contaminants. For example, children's brains and lungs are not fully developed until the end of adolescence. Exposures during development can lead to lifelong impacts.

Information taken from
https://healthyenvironmentforkids.ca/wp-content/uploads/2020/12/Advancing-Environmental-Health-in-Child-Care-Settings.pdf

It is the responsibility of the applicant to identify 'Healthy Environment' concerns and to consider the impact they may have on the application moving forward. Please note that if issues are identified during any stage of the application process, the Municipality and/or Licensing may not be able to move ahead with the application.

TRAFFIC-RELATED AIR POLLUTION

A fact sheet series for child care facility operators, architects, and designers

What is traffic-related air pollution and why is it a health concern?

Traffic-related air pollution is a mixture of gases and chemicals from fossil fuel combustion and road or vehicular emissions. Benzene, carbon monoxide and Particulate Matter of less than 2.5 micrometers diameter ($PM_{2.5}$) may damage one's health. Air pollution tends to be worse on major roads and truck routes, major intersections, steep hills where acceleration occurs, loading areas, railyards, ports, airports, etc. Generally, as distance from the local air pollution increases, traffic-related air pollution concentration decreases.

Traffic-related air pollution can also enter into buildings, leading to indoor traffic-related air pollution exposure for children and others inside buildings.

Children breathe faster than adults so are more sensitive to poor air quality. Air pollution can damage health and development , especially in children with asthma or chronic respiratory illnesses.

What facility design factors help to provide clean air for children?

Outdoor space:

- Locate the outdoor play space on the side of the building away from local air pollution sources.
- Use solid and vegetative barriers to buffer and reduce exposure to air pollution in the outdoor play spaces (*more information sources at the end*).

Indoor space:

- Place building centralized heat, ventilation, air conditioning (HVAC) air intakes as far away as possible from sources of air pollution (e.g. roadways).
- Use an air filter with the highest 'MERV' rating possible to reduce indoor exposure to outdoor $PM_{2.5}$ and ultrafine particles.
- Use an adsorbent media air filter (e.g. activated carbon) to reduce indoor exposure to pollutants like benzene.

We do not recommend air quality testing without sufficient cause for concern as it can be complex and requires significant expertise and expense. Portable air sensors available for consumer purchase are not yet reliable devices.

DID YOU KNOW...?

Maximizing the distance from and minimizing exposure to transportation-related air pollution sources for infants and children is a good way to protect them from potential adverse health effects.

What operational strategies and technologies can I use to provide clean air for children?

- Use the outdoor play spaces onsite that are far away as possible from air pollution sources and with buffer in place.
- Use a centralized HVAC system and set up a work plan such as:
  - ◊ Set up the building air intake to bring in outdoor air at times when the outdoor air quality is better (e.g. not during busy traffic congestion periods like rush hour).
  - ◊ Arrange a maintenance plan to replace air filters regularly (as directed by manufacturer).
- If HVAC system is not in place, consider buying portable air cleaners with HEPA air filters.

NOISE POLLUTION

A fact sheet series for child care facility operators, architects, and designers

What is noise pollution and why is it a health and safety concern?

Noise pollution is unwanted or objectionable environmental sound. Sources include construction, commercial and/or industrial activity, and transportation (such as airplanes, trains, boats, and vehicles). Generally, the heavier and faster vehicles go and the more stops and starts they make - the noisier they are. Major roadways, truck routes, intersections, steep hills, and loading areas are particularly loud locations.

Noise pollution may increase the risk of stress-related chronic diseases such as ischemic heart disease and hypertension in adulthood. At child care facilities, noise pollution may interrupt children's sleep which is important for growth and cognitive development. It may impair staff's communication with children, posing safety risks.

What facility design factors help to provide quiet spaces for children?

Outdoor space:
- Locate the outdoor play space on the side of the building away from noise sources.
- Install landscape noise buffers and other noise barriers to reduce noise exposure in outdoor and indoor spaces (*more information sources at the end*).

Indoor space:
- Design the building layout and orient the rooms to keep sleeping and play areas far away from noise sources.
- Orient windows and the childcare space rooms away from local noise sources or add wing walls.
- Insulate the building and install sound-insulated windows and façade.

DID YOU KNOW...?

Maximizing the distance from and minimizing the exposure to local noise pollution sources for infants and children is a good way to protect them from the potential adverse effects of noise pollution.

What operational strategies can I use to provide quiet spaces for children?

- Use the quietest space available.
- If keeping windows closed is a noise management strategy, ensure comfortable indoor air temperatures are maintained.

We do not recommend noise assessment without sufficient cause for concern as it can be complex and requires significant expertise and expense. Portable noise measuring devices available for consumer purchase are not yet reliable devices.

Note that there are considerations related to air quality and heat addressed in two other fact sheets in this series, including: TRAFFIC-RELATED AIR POLLUTION and EXTREME HEAT.

For additional information and fact sheets, visit:
- World Health Organization (WHO) – Guidelines for community noise (1999)
- WHO – Environmental noise guidelines for the European region (2018)
- Toronto Public Health – How loud is too loud? Health impacts of environmental noise in Toronto (2017)
- US Department of Transportation – The audible landscape: A manual for highway noise and land use (1974)

Safe Drinking Water

Lead can be harmful to human health, even in very small amounts. Infants and young children absorb lead more easily than adults and are more susceptible to its harmful effects, such as effects on behaviour and intelligence.

Drinking water is one possible source of lead. The current guideline for lead in drinking water is a maximum acceptable concentration (MAC) of 0.005 mg/L (5 ppb). Most drinking water supply systems in B.C. have very low levels of lead, however some systems have soft (low in hardness), and slightly acidic (low pH and alkalinity) water. When this type of water sits unused in building piping, such as overnight or over weekends, lead can be released from the plumbing into the water. This is particularly true for older homes and buildings that may have lead or brass plumbing fixtures or fittings, or lead-containing solder.

Section 48 (5) of the *Child Care Licensing Regulation* states a licensee must ensure that safe drinking water is available to children. When applying for a CCF licence it is important to develop a plan to ensure your facility can provide water to children under your care and your staff that meets Health Canada's the *Guidelines for Canadian Drinking Water Quality* standards. Baseline water quality tests include pre-and post-flush water samples on water fixtures which are used for drinking and food preparation. For facilities constructed after 1989, a baseline water quality test may be all that is required to ensure lead concentration is below the guideline level. You may find a qualified private laboratory near you that can do the testing at a cost. Below is a listing of some laboratories commonly accessed in the VCH region:

Name of Lab	Location	Contact Information
ALS Laboratory Group www.alsglobal.com	8081 Lougheed Hwy, Burnaby, BC, V5A 1W9	604-253-4188
Bureau Veritas Laboratories www.bvlabs.com	4606 Canada Way, Burnaby, BC, V5G 1K5	604-734-7276
Element Vancouver www.element.com	#104-19575 55A Ave, Surrey, BC, V3S 8P8	604-514-3322
Caro Analytical Services www.caro.ca	4011 Viking Way, Richmond, BC, V6V 2K9	604-279-1499

To speak to an Environmental Health Officer in your service area please call:

Service Area	Phone Number
Central Coast and West Chilcotin	604-983-6793
North Shore	604-983-6793
Powell River	604-485-3310
Richmond	604-233-3147
Squamish	604-892-2293
Sunshine Coast	604-885-5164
Vancouver	604-675-3800
Whistler	604-932-3202

Things to consider

Will a Licensing Officer be able to guarantee that my space will be licensed?
During the initial inspection, the Licensing Officer is only able to comment on the *suitability* of the space, meaning that it appears that the space could potentially function as a licensed child care space. The process to become licensed includes licensing and municipal inspections, both of which help determine what needs to be done to the physical space before a licence can be issued.

How quickly will a Licensing Officer be able to do the initial inspection?
Each application is processed in order of receipt, and while Licensing makes every effort to process applications in a timely manner, there may be a delay between submitting your application and receiving your Initial Inspection. In many cases it may not always be possible to conduct the initial inspection prior to the deadline given for signing a lease or contract. The *Community Care and Assisted Living Act* and the *Child Care Licensing Regulation* can help to provide you with information regarding legislated requirements.

Once you have submitted your application documents to Licensing they will be reviewed. If they are complete a Licensing Officer will contact you to discuss next steps. Please note that submitting an incomplete application will result in processing delays.

How long does it take to become licensed?
There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

Is there anything else I should know?
One you submit your application documents Licensing will check to make sure that there are no other applications currently in progress for this address. Applications are processed in order of receipt, and if there is already one in progress you will be notified that Licensing is unable to move ahead with your application.

Submitting an application

In order to initiate the application process please submit the following:
- A completed *Application for Licence* form
- A description of the care program to be offered *CCLR Schedule B (2)*
- Site Plans *CCLR Schedule B (6) (a),(c)*

Ensuring that you submit all of the necessary documents will help to prevent a delay in processing your application. All documents are submitted to Licensing. Once your application documents have been reviewed a Licensing Officer who will guide you through the remainder of the process. Please note that applications are followed up on in the order in which they are received.

Completing an Application for Licence Form

A copy of the Application Form can be downloaded from our website at
https://www.vch.ca/en/service/community-care-facilities-licensing#resources--45286

An electronic copy can also be emailed to you. Please complete all sections of the form.

Description of the Care Program

Schedule B (2) of the *Child Care Licensing Regulation (CCLR)* states an applicant must provide a description of the care program to be offered.

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/332_2007#ScheduleB

Suggestions for information to include:
- An outline of the type of child care program *CCLR 2 (1) (a-h) and CCLR Schedule E.* Include proposed capacity
- Hours of operation *CCLR 40 (1-4)*
- The philosophy of the program *CCLR 43*
    - How you will provide children with opportunities for social, emotional, physical and intellectual growth?
- An outline of the program *CCLR 44 (1) (2) (3)*
    - What does a typical day look like? (Provide an example of the daily schedule)
- Will you be providing food to the children? *CCLR 48*
    - On days of school closure, will you provide the food or ask the parents to provide?
- Staffing *CCLR 34 (1-4)*
    - The number of staff
    - Staff qualifications and duties *CCLR Schedule E*
- Closures for vacation, days of school closure etc

Site Plans

Requirements:

Schedule B, Section 6, of the *Child Care Licensing Regulation* provides information on site plan **requirements** to be submitted to Licensing as part of your application.

Schedule B

6 *An applicant must provide a site plan, drawn to scale, showing all of the following:*
      (a) the proposed location of the community care facility, including the property boundaries;

Sample site plan showing location of facility, property boundaries

Outdoor Play Areas located outside the property boundaries

Applicants may decide to use community services such as parks, pools or recreation centres.

Requirements

1. [CCLR Schedule B (6) (c)]
   - The distances from the community care facility to the outdoor play areas and activities,
   - The routes to the outdoor play areas and activities, and
   - Any major physical features that may affect the safety of children, including roads and bodies of water, located along the routes to, and in the immediate vicinity of, the outdoor play areas and activities.
2. [CCLR Schedule B (7)]
   - A safety plan describing how children will be transported to regular or daily outdoor play areas, or regular or daily activities, located outside the property boundaries

Considerations for additional information to include:

- The type of play equipment available to the children.
- The location of, and purpose for, other buildings in the play area including washroom facilities.
- Information about other groups who will be using the away play area (numbers and ages of the children, times that the away play area will be used by other groups).
- The number and ages of children who will be using the away play area.
- The manner in which the health, safety and well-being of children will be maintained.
- Communication equipment that will be readily available for staff supervising the children.
- Information on how you will respond to, and communicate appropriately during, an emergency.
- A copy of the information that will be shared with parents regarding the safety of the children in care when traveling to and from and, during the use of the away play area.

In addition applicants for Recreational Care must also provide Licensing with the form of consent that will be required from parents if children will not be returning to the community care facility on completing activities in the community.
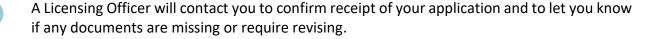

Please note that the plan you submit may not be approved by Licensing if there are health and safety risks to children   15

The Licensing Process

Documents are submitted to Licensing
- A completed *Application for Licence* form
- A description of the care program to be offered *CCLR Schedule B (2)*
- Site Plans *CCLR Schedule B (6) (a),(c)*

Please note: Submitting an incomplete application will delay the process.

A Licensing Officer will contact you to confirm receipt of your application and to let you know if any documents are missing or require revising.

Once all of the documents are complete the Licensing Officer will contact you to discuss next steps, including the initial inspection. All applications are processed in the order in which they are received, and your initial inspection may not take place for a few weeks.

At the Initial Inspection the Licensing Officer will discuss the proposed space, and an estimate of the potential licensed capacity (the actual capacity is calculated at the final inspection). The Licensing Officer will also review legislated requirements, and other considerations for the type of program you are proposing.

Once the initial inspection has been completed you will receive a report outlining the items that were discussed, and also confirming any outstanding issues that will need to be corrected prior to issuing a Licence. If you plan to move ahead with your application a Licensing Officer will guide you through the next steps in the process which include municipal inspections, working on CCFL paperwork, and preparing for your final inspection.

The initial Inspection

At the Initial Inspection the Licensing Officer will discuss the proposed indoor and outdoor space, and an estimate of the potential licensed capacity (the actual capacity is calculated at the final inspection). The Licensing Officer will also review legislated requirements, and considerations for the type of program you are proposing.

Once the initial inspection has been completed you will receive a report outlining the items that were discussed, and also confirming any outstanding issues that will need to be corrected prior to issuing a Licence.

If you plan to move ahead with your application a Licensing Officer will guide you through the next steps in the process which include municipal inspections If applicable), working on CCFL paperwork, and preparing for your final inspection.

Policies

In addition to the paperwork listed on the previous page, during the application process you will need to develop policies and procedures. These communicate important information and expectations to staff and parents.

- A **policy** is a general rule that covers a specific issue or situation
- A **procedure** refers to the steps to take to ensure the policy is being followed.

While it is good practice to have a comprehensive policy and procedure manual, the *Child Care Licensing Regulation* and *Community Care and Assisted Living Act* (CCLR) only require that the following policies, procedures and records be maintained. During the application process you will only need to submit the following policies and procedures for review by your Licensing Officer.

- Emergency Training and Equipment
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section22

- Behavioural Guidance
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section51
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section52

- Safe Release of Children
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section57

- Care and Supervision of Children
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section39

- Food and Drink to be given to the Children
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section48

- Active Play and Screen Use
  https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf

- Repayment Agreement
  http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56.1
  http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01#section19

The following pages provide some questions that will help you to develop your policies.

Emergency Training and Equipment Policy [CCLR 56 (1) (c)]

Emergencies such as a fire, gas leak, flood, severe storm or earthquake, could happen at any time, and the **Emergency Training and Equipment** policy will help staff understand how to protect the children in your care.

An approved **fire drill system** should include, but not be limited to:
- General fire safety
- Safety equipment
- Posting of fire drill system
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

The **emergency plan** will set out procedures to prepare for, mitigate, respond to, and recover from any emergency. Topics should include, but not be limited to:
- Missing / lost child (at the facility and on field trips)
- Natural Disaster (e.g. earthquake, flood, tsunami, wind storm)
- Other emergency (flood, gas leak, bomb threat etc.)
- Emergency evacuation plan
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

Some suggestions for questions to ask yourself as you develop your emergency training and equipment policy …

Being prepared:
- Where will the evacuation plan be posted so that staff can refer to it?
- Where would the meeting place be outside of the facility? Does it work for all types of weather? Do we need permission from anyone to use this as a meeting place?
- How will we evacuate any non-walkers?
- What supplies will we need to prepare in case of emergency for children? For staff?
- Where will the emergency supplies be stored?
- Are we prepared for an earthquake?
- Which records do we need in case of an emergency? How will we store them? Transport them?
- What do we need to have in place for children requiring additional support?
- How will we transport the children if we need to evacuate the premise?
- How often will regular staff, substitute staff and volunteers receive training on the emergency procedures?
- Do we have reliable communication equipment?

Practicing the emergency plan:
- How often will we practice fire drills? Emergency drills?
- How will we alert the children – whistle, bell, other sound?
- Where will we keep records showing that we have practiced drills?

Communicating with families:
- How will we let families know about the emergency procedures, including their child's participation in an emergency drill?

Behavioural Guidance Policy [CCLR 51 (1) (a)]

The **Behavioural Guidance** policy includes the strategies you will use to help guide children, plus the strategies that will <u>not</u> be used by staff.

Some suggestions for questions to ask yourself as you develop your behavioural guidance policy…

General:
- How will we make sure that our policy is age and developmentally appropriate?
- What are some of our preventative strategies?
- What are some of our intervention strategies?
- What steps will we follow when a child is not responding to the staff?
- What will we allow staff to use as guidance techniques?
- What will we **not** allow staff to use as guidance techniques?
- What will we do if a child's behavior may cause harm to the child, other children, or the staff?
- What should staff do if a child doesn't want to participate in an activity?
- How is the policy implemented if a child has a care plan in place? How will we record our compliance with the care plan?
- What should staff do if they observe inappropriate guidance techniques being used by others?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the behavioural guidance policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the behavioural guidance policy?
- How will we communicate the policy to families?

Safe Release of Children Policy [CCLR 56 (1) (a)]

The **Safe Release of Children** policy ensures children are only released to authorized persons in whose care the child will be safe.

Some suggestions for questions to ask yourself as you develop your safe release of children policy…

Before a child attends:
- What information will we need to collect from the family before the child starts?
- What will we do if the family does not return all of the information before the child's first day?
- What will we ask for if a parent tells us that there is a custody agreement in place?
- What if the child is in the care of the Ministry for Children and Family Development?

Once the child is attending the program:
- What happens if an unauthorized person arrives to pick up a child?
- What happens if someone who appears unable to provide safe care arrives to pick up a child (under the influence of alcohol, drugs, other substances or emotionally unwell)?
- What should staff do if someone insists on taking a child, even though staff believe they are unable to provide safe care?
- What happens if a child is not picked up by the time the program closes?
- What if the parent calls to say a new person will be picking up their child today?
- What will we do if someone shows up to pick up a child, but they are not on the list of authorized people?
- What will we do if a family asks you to let their child walk home alone?

Maintaining children's records:
- What will we need to do if a parent tells us that there is a change that needs to be made to the information on file?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Safe Release of Children policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Safe Release of Children policy?
- How will we communicate the policy to families?

Care and Supervision Policy [CCLR 56 (1) (d)]

The **Care and Supervision** policy ensures that staff and families have a clear understanding of the expectations for when children are in the facility, and also on trips outside of the facility.

Some suggestions for questions to ask yourself as you develop your care and supervision policy…

General:
- How will we ensure that children are supervised at all times by adequately qualified employees?
- Is our Care and Supervision Policy age and developmentally appropriate?
- Will substitute staff be used within the facility to replace absent employees?
- How will these substitute staff be oriented to the policies?
- If the staff need a replacement because of urgent and unforeseen circumstances, who is the second adult that is immediately available? What is the procedure for contacting them?

During specific activities:
What will supervision look like during…
- Indoor play
- Transitions
- Nap time
- Meal time (including bottle feeding if applicable)
- Toileting
- Diaper changing
- Drop off and pick up time

Care and Supervision Outside:
What will supervision look like during…
- Regular outdoor play
- Transportation to a play area outside the property boundaries
- Drop off and pick up at a school (if applicable)

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Care and Supervision policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Care and Supervision policy?
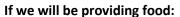- How will we communicate the policy to families?

Food and Drink to be given to the Children Policy [CCLR 56 (1) (e)]

The policy regarding the **food and drink to be given to the children** ensures that staff and families have a clear understanding of what children will consume during their time in the facility.

Some suggestions for questions to ask yourself as you develop your policy on the food and drink to be given to the children…

General:

- Will we provide food or ask families to bring all of the food from home?
- Will we expect staff to eat with the children? Sit with them at meal/snack time?
- What will our mealtime environment look like? Will we play music? Encourage conversation?
- What if a child is not hungry during the 'scheduled' mealtime, but wants/needs to eat sooner/later?
- What if a child refuses to eat?

If we will be providing food:
- How will we promote healthy eating habits?
- How will we ensure that the food and drink is sufficient to meet the developmental needs of the children?
- What will our considerations be for infants and toddlers e.g. storage and preparation of their food, introduction of new foods and feeding guidelines

If we will ask families to bring all of the food from home:
- Are there any foods that we would prefer that parents refrain from sending?
- How will we address special dietary needs? Allergies? Sensitivities?
- What will our restrictions be regarding special occasions and celebrations?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the policy regarding the food and drink to be given to the children?
- What will we do if staff, substitutes and volunteers do not follow/implement the policy regarding the food and drink to be given to the children?
- How will we communicate the policy to families?
- How will we make information available to parents about the food and drink served to their children during the day?

Active Play and Screen Use Policy [DOLSOP Active Play]

The **Active Play and Screen Use** policy ensures that staff and families have a clear understanding of the amount of active play and physical movement children will enjoy during their time in the facility.

Some suggestions for questions to ask yourself as you develop your active play and screen use policy…

Active Play:
- How much active play will we provide?
- How will we encourage
    - Free play
    - Adult-directed games
    - Movement skills
    - Physical Literacy
    - Fundamental Movement Skills

Screen Use:
- How will staff model appropriate screen use?
- Will staff be allowed to have cell phones accessible while working?
- What types of screen time will be permitted within the facility for the children?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Active Play and Screen Use policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Active Play and Screen Use policy?
- How will we communicate the policy to families?

Repayment Agreement [CCLR 56.1 (2)]

The **Repayment Agreement** policy ensures that you have clear business practices in place so that all persons are treated equitably. The requirements aim to build and establish a trusting business-like relationship between parent/guardian and the Licensee/manager.

Some suggestions for questions to ask yourself as you develop your repayment agreement policy…

General:
- Will we ask families to pay a deposit?
- How will we collect fees – weekly, monthly? What payment methods will we use?
- How much notice will the families need to give in order to withdraw from the facility and get their deposit back?

Circumstances:
- How much notice will we give families if we decide we can no longer continue to provide care for a child?
- What if we cannot meet the needs of the family and the parent withdraws?
- On which days will we be closed during the year?
- Under what conditions will we refund the deposit/remaining fees? eg A family leaves the facility because the parent/guardian is no longer working, the facility can no longer meet the needs of the child and discontinues care, a child is ill and can no longer attend the facility…
- Under what conditions will we refund partial fees? eg unexpected facility closure due to power outage

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Repayment Agreement?
- What will we do if families do not follow the Repayment Agreement?
- How will we communicate the policy to families?
- How will we ensure that the enrolling parent/guardian is provided with a written statement clearly describing how refunds of prepayments are addressed?
- Where will we keep a copy of the written statement provided to the enrolling parent/guardian and a record of the name of the parent/guardian (in accordance with the *Child Care Licensing Regulation*)?

Bathroom Supervision Policy [CCLR 56 (1) (a.1)]

Your policy regarding **bathroom supervision** ensures that staff and families have a clear understanding of how children and youth will be prevented from sharing a bathroom unsupervised.

Some suggestions for questions to ask yourself as you develop your policy …

General:
- Will there be some kind of 'sign out' system so that we are aware that children have left the activity to use the bathroom?
- How will we know that there are no youth in the bathroom? Will a specific staff be required to check the bathroom before a child enters?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the policy regarding bathroom supervision?
- What will we do if staff, substitutes and volunteers do not follow/implement the policy regarding bathroom supervision?
- How will we communicate the policy to families?

Staffing

During the application process, all applicants are required to submit an employee plan that includes the following:

- A statement of the duties, qualifications, relevant work experience and suitability of the proposed manager;
- The proposed number of employees, their qualifications and expected duties;
- The supervision and staffing plan, including while children are attending or being transported to and from outdoor play areas or activities located outside the property boundaries

When a Licensee hires a Manager, it is the responsibility of the Licensee to ensure that the new Manager meets the legislative requirements.

Once licensed, the licensee is required to maintain staff records at the facility. These will be reviewed during inspections by your Licensing Officer.

Each staff record needs to contain:

- A current criminal record check (conducted by the Criminal Records Review Program in Victoria)
- Character references
- A record of the staff's work history
- Copies of any diplomas, certificates or other evidence of training and skills
- Evidence that the staff have complied with the Province's immunization program (and tuberculosis control program if applicable).

Final Inspection

Once all CCFL and municipal paperwork and requirements have been met, a Licensing Officer will schedule your final inspection. At this inspection Licensing will review the physical space, and also any required administrative records.

Reviewing the physical space includes a walk-through of the premise, toys and equipment to ensure that they are suitable for the age and development of the children, and are in good repair.

Reviewing the required administrative records includes a review of paperwork such as policies and procedures, program plan, children's records, staff records.

At your final inspection your facility should be completely set up, and ready to receive children.

Frequently Asked Questions (FAQ)

What happens if my application is not complete?
Licensing is unable to initiate the application process until a complete application is received. If you submit an incomplete application you will be contacted by a Licensing Officer who will outline the items that are missing, however it is important to remember that applications are processed in the order in which they are received and submitting an incomplete package will delay the process. If you are having difficulties with the application process, you are encouraged to contact a Licensing Officer to discuss the challenges you are facing.

How long will it take to process my application?
There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

When can I begin advertising?
You are not permitted to open or advertise as a <u>licensed</u> care facility until you have received a community care facility licence. During the application process you can make interested/potential families aware that you are in the process of applying to become licensed.

Is a community care facility licence transferrable?
A community care facility licence is issued for a specific premise (address) and Licensee. When there is a change of Licensee or facility address, a new application for licence is required.

What should I do if there is a change in the information I submitted for my application?
You must notify Licensing of any change in the information you provided when applying for a licence.

How much does the application cost?
There is no fee to submit an application, however there may also be a cost attached to the municipal inspections. Your local municipality can provide information about these.

Is there any funding available to help me start up my facility?
Please refer to the following website for information. https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/space-creation-funding/childcare-new-spaces-fund/school-age-care-on-school-grounds

Do you still have questions?

If you have general questions you are welcome to email our REACH Intake Team at REACHccfl@vch.ca.

To help support you we also offer online orientation sessions which we strongly encourage you to attend. Please contact one of the Licensing offices below for registration information.

North Shore Office:	Richmond Office:	Vancouver Office:
604-983-6700	604-233-3147	604-675-3800