

Relationships

One of the most important aspects of quality home child care is the relationships that caregivers develop with the children and families in their care. The quality of your relationship with the children and their families forms the foundation of support for everything else that happens. Children who receive sensitive, responsive care from their parents and other caregivers in the first years of life enjoy an important head start toward success in their lives. Researchers who examine the life histories of children who have succeeded despite many challenges in their lives have consistently found that these children have had at least one stable, supportive relationship with an adult beginning early in life.

New brain research tells us that the brain continues to grow and develop during the first years of life. In fact 90% of brain growth develops in the first three years. This growth depends on the child's experiences with parents and caregivers who are able to respond to his needs. If the adults in a child's life respond predictably to his cries and provide for his needs, the infant will feel secure and can begin to focus his attention on exploring, allowing his brain to take in all the wonders of the world around him. Children who have positive, secure and consistent relationships with their parent or caregivers learn faster, feel better about themselves, and make friends more easily. These early interactions impact the young child's readiness to succeed in school and also their ability to succeed in other areas late in life.

Caregivers can support the development of positive and responsive interactions between themselves and the child, the child and parent and the caregiver and the parent. Here are a few ideas for how caregivers can assist in supporting healthy attachment and positive growth with infants and toddlers and help them adjust to home child care:

Supporting the Parent/Child Relationship:

- Ask the parent to bring a picture of the child and his family. Take time during the day to comment on who is in the picture.
- Play peek-a-boo with the pictures.
- Comment on where the child's parents are during the day and what they might be doing e.g., "Mommy is at work. Maybe she is talking on the phone or writing with a pencil."
- Comment on parents missing their children when they are apart.
- Use toy telephones to have pretend conversations with parents.

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- Ask the parents to write a brief note to their child to keep in their pocket during the day, such as “Mommy back at 4:30” or “I miss you” and read it to the child during the day.
- Play peek-a-boo games to practise the idea of going away and coming back. Even preschool children enjoy this game.
- Make occasional real phone calls from the child to the parent if it does not upset the child and the parent is able to accept calls. This works for any children if they are upset and a phone call makes them feel better.
- Ask parents to tape record favorite songs or stories from home or to bring tapes or story books or special toys or comfort objects from home.
- Allow children to keep something of their parents with them during the day, such as a scarf.
- Keep the parent “in charge”. Ask them simple caretaking questions e.g., “Do you want Jimmy to wear his snow pants today?” Convey the message that they are the experts in their child’s needs.
- Be sure to tell parents when children talk about them during the day.
- Share the good things with parents at pick-up time.
- Be sure the parent gives their child a proper goodbye and explains how important it is for the child. Assure them that any upset is usually temporary. If the child is upset ask the parent to call you to see how the child is settling.
- Help build excitement when the parent arrives at the end of the day. Explain to the parents that lots of children have difficulty making the transition from home to child care and from child care to home.
- Help parents to enjoy their children. If the parents have time, invite them to sit with you at the play dough table with their child. Any opportunity that involves the parent and the child at play will benefit the relationship.

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Infants

- Your body is the best instrument for building secure infant attachment. Carry a fussy baby on your hips for as many days or weeks it takes until the child becomes comfortable.
- Babies love to be touched and held. Smooch your babies. Burble some loving kisses on the tummy after a diaper change and after you have bathed and freshened up a baby.
- Snuggle the baby on your lap while sharing a picture book and pointing and labeling familiar pictures.
- From time to time, take the baby for a walk around the room. Point out pictures on the wall. Talk about other children playing nearby. Point out how her “friends” are playing with a toy or jabbering with each other.
- Hold the baby up to the mirror and admire how gorgeous her little face is! Wrinkle your nose at the baby as you smile into the mirror and comment about her cute nose, her bright eyes, and her wiggly fingers with dimples. Babies learn to listen for the delight in your voice tones.
- Show patience as you feed the baby. If she is a slow, dribbly eater, try to offer her spoonfuls when she is ready rather than feeding her too fast or too slow. Tuning into infant tempo is a wonderful way to convince a baby that you really understand her personality and her preferred way of taking in food.
- Talk to the baby. Infants need to interact with adults about what they are seeing or experiencing in order for them to learn language skills. Researchers have found that when mothers and caretakers frequently spoke to their infants, the children learned 300 more words by age two.

Toddlers

- As you are aware, toddlers are on the go! They run and run. They are so full of energy! Be sure to eat well and rest so that you can keep up with your toddlers and keep them cheerful. And be sure that you offer lots of body relaxing time. Just rock slowly and read to a toddler who is ready for a cuddle and a quiet, dreamy book-sharing time with you.
- Of course we want to help young ones to learn more mature ways of behaving, but the pace and timing of the teaching and expectations that we have must be attuned to individual abilities and learning styles.

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- Some toddlers may need slow, circular back rubs to soothe them into sleep time. Some enjoy lullabies and want their lullabies to be just so and in a certain order. By providing these familiar routines daily, you enhance the toddler's feelings that all is well in the world.
- Keep on giving your toddlers the message that although they are on the go a lot, your loving ways are still available to them. If a toddler takes a hard tumble, act calmly. If you over-react or if you expect her to be a "big girl" now, you will not be continuing the all-important message...."if you need me to comfort you I am there for you!" Such a message will build self-esteem and secure attachment in toddlers and prepare them for their preschool years.

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"As the children grow in your care.... take time to listen to what children have to say, to recognize the child's accomplishments, to ask them how their day went at school, to value the child's opinions, and to encourage the children to play, to imagine, and to believe in themselves....don't be afraid to spend more time with the children telling jokes and stories, being silly, and singing songs and sharing fun activities,,,, you can make such a huge difference in helping children to become happy and successful persons who are not afraid to follow their dreams."

Cathy Brothers,
Former Executive Director, Mosaic
(Caregiver Appreciation Night, 2003)

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Infant Care:

Caring for an infant in your home is a special delight and responsibility. It requires building a trusting relationship with the parent so that you can work together to meet the child's changing needs. Information specific to the infant's nutritional needs, diapering procedures, developmental stages and ideas for activities are included in this section. There are some regulations in the Day Nurseries Act that pertain only to this age group.

The regulations in the Day Nurseries Act are as follows:

Sleeping

A child under eighteen months must sleep in a crib or playpen that meets the regulations of the **Hazardous Products Act** (see Safety).

Outdoors

Each child under thirty months of age that is in attendance for six hours or more in a day is outdoors for sleep or play for a period of up to two hours each day, weather permitting.

Feeding

Each infant under one year of age is to be fed according to **written** instructions from the parent. These should be revised on a regular basis as the child's needs change. (See the Childs Feeding Schedule, Caregiver Records). The parent is required to bring the food and drink for her child until he is eating table food and drinking from a cup. As long as the child is drinking from a bottle, it is the parent's responsibility to bring the milk or formula. The food and bottles shall be labelled with the child's name. Care in the storage of the food and formula shall be taken so that it retains its nutritive value and to prevent contamination.

Sanitary Precautions

In order to protect the infant as much as possible from the spread of infection and disease, it is very important to follow a careful routine when changing the child's diapers. A suggested routine from the Public Health Department is included in this section.

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Diaper Changing Routine

Procedure

Never leave a child unattended on the change table. Make sure everything you need is within easy reach.

1. Wash hands with soap and water before each change.
2. Assemble supplies including gloves within easy reach. Gloves are not recommended for every diaper change but may be used at your discretion i.e. messy stool.
3. Hold child away from your clothes as you place him/her on the **clean** change pad. Remove diaper and fold soiled with faeces surface **inward**. If safety pins are used, close each pin immediately and place out of a child's reach.
4. Clean child's skin with a moist disposable cloth, wiping from front to back. Remove all faeces; don't forget the skin creases.
5. Wipe hands on a clean disposable cloth and place it in the waste container, lined with a plastic bag.
6. Diaper and dress the child.
7. **Wash the child's hands thoroughly** and return him/her to play or sleep area.
8. Dump faeces from diaper in toilet. Avoid splashing. Place diaper, change pad (if disposable), and wash cloth in waste container lined with a plastic bag.
9. Place any soiled clothing in a plastic bag and return to the parent at end of day. This includes soiled cloth diapers. Do not wash clothes soiled by stool in the washing machine.
10. Wash the change surface if visibly soiled with hot water and detergent, rinsing well. Wipe dry. Use a spray wipe spray technique using a normal strength bleach solution.
11. **Wash your hands thoroughly** with soap and warm water, after removing gloves.
12. Report abnormal skin or stool conditions (rash, unusual faecal consistency, colour, odour or frequency) to parents.

Note

Use skin care products only if authorized by parents, and only for the designated child. Be sure that skin care products are labelled with the child's name.

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Disposable Versus Cloth Diapers

There are advantages and disadvantages for the use of cloth versus disposable diapers. The choice remains with the parent(s) of the child and the caregiver. Whatever the choice, proper handling is important.

Disposable and cloth diapers must be leak proof.

- Empty formed stool from diapers.
- Do not rinse cloth diapers.

Soiled disposable diapers should be placed in a sturdy, covered container with a leak proof plastic bag liner.

Soiled cloth diapers should be placed in an individual clean dry covered diaper pail doubled lined with a plastic bag, so diapers can be sent home with parents. The double plastic bag liner enables parents to transport the diapers home without leaking.

Potty Chairs

Safety and Use Guidelines

1. Comfortable potty chairs adequately spaced allowing the child to rest his/her feet on the floor.
2. Adequate supervision is required while child is on the chair in order to prevent accidents.
3. Sitting the child on the potty chair at about the same time of day to establish a regular routine i.e. after meals.
4. **The child should not be left on the chair for more than five minutes.**
5. Child is not to be restrained while on the chair.
6. Entertainment of child while on the chair is not recommended.
7. Child's hands and those of caregiver should be washed thoroughly afterwards.

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Safety Guidelines

- Empty the contents of potty into the **toilet**.
- Wash potty and spray with an appropriate sanitizing solution (see “Sanitary Practices” - Bleach Solutions.) Allow contact for thirty seconds.
- Dry the potty with a single-use towel and dispose of it in the garbage pail.
- Return the potty to the storage area (in a convenient area inaccessible to children, away from food preparation and storage areas).
- **Wash your hands.**

Remember

- The potty chair must be made of a smooth, durable, and non-porous, cleanable material.

Guidelines for doing Childcare overnight:

- Always discuss sleeping arrangements with parents.
- Children who are not siblings must sleep in separate beds.
- Do not use waterbeds, daycare cots, playpens, or sleepmats for overnight care.
- Cribs must meet the regulations of The Hazardous Products Act.
- All children must have their own bedding, which is laundered weekly.
- A baby monitor must be used if child sleeps on a different level than the caregiver.
- The sleeping room must be finished space (no unfinished attics, hallways, or stairway halls).
- Sleeping room must be attached to the caregiver’s home.
- Standard bed mattresses on the floor can be used

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- Children over 6 years of age may not share a bedroom with a non-related child of the opposite gender. Siblings, with parental consent, may share a double or larger bed.
- The plan for emergency evacuation must include a plan for sleeping room.
- The sleeping room must be free of clutter, medication and personal hygiene items.
- No child may share a bed or the sleeping room with any adult couple or adult of the opposite gender. This does not apply in the case of an infant, or when the special medical needs of the child require that he or she be in the same room as an adult.

Remember, any overnight guests or new residents must meet our reference requirements (Criminal reference check and F & C check) **before** the child spends the night in your home.

Supervision of Volunteers, Students and Other Persons In The Home

Caregivers are solely responsible for each child in their care. Caregivers will review with a parent who is living in their home. Students / Volunteers may come to the home but they are directly supervised by the Home Child Care Caseworker or Caregiver at all times. There is no unsupervised contact.

Staff from outside agencies who may visit a child in the Caregiver home will sign a Release of Information Agreement and specify access to the child. Your Caseworker and Parent of the child will also sign a document agreeing to the access of the child.

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The Child's Stages of Development

0-6 Month

Physical

- develops sucking
- raises self by arms while on stomach
- rolls from back to side
- can sit up with support
- reaches and grasps without using thumb

Emotional

- likes to be held, rocked and spoken to

Speech/Language

- cooing, babbling, laughing
- vocalizes mood
- responds to name

Intellectual

- visually recognizes parents
- follows objects with eyes
- reaches for seen objects and eventually can change from one hand to another
- enjoys music
- searches for source of sound

Social

- smiles
- shows anticipation (e.g. to be picked up)
- makes faces in imitation
- growing interest in play things

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Age 6 - 12 Months

Physical

- rolls from back to stomach
- creeps and crawls
- sits unsupported
- moves from stomach to sitting and from sitting to crawling or to stomach
- pulls to stand at furniture
- walks around furniture; stands alone briefly
- thumb and finger used to grasp

Emotional

- increasing interest in parents; reacts to strangers, may cry if left

Speech/Language

- enjoys babbling with adults
- imitates sounds and eventually words
- uses first words often (e.g. "Ma-ma and Da-da")
- interest in books and pictures
- understands and responds to words and requests (e.g. clap hands to "pat-a-cake")

Intellectual

- very curious and explores objects by staring, mouthing, throwing, banging, etc.
- enjoys repetition (e.g. moving book pages back and forth)
- imitates simple actions

Social

- co-operates in games (e.g. "peek-a-boo")
- repeats actions that produce laughter

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Age 12 - 18 Months

Physical

- can usually walk
- crawls up and down stairs
- climbs on furniture
- squats to play
- stands up by turning onto stomach and pushing up

Emotional

- subdued when parents are absent

Speech/Language

- understands new words
- can identify body parts
- uses words and gestures to communicate
- vocabulary

Intellectual

- likes to explore objects (bang, throw, drop, look at, and feel, etc.)

Social

- active likes to try everything
- plays beside another child “briefly”
- imitates adults around him
- “tests” rules set by adults
- world revolves around child “me” centred

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Age 18 – 30 Months

Physical

- runs
- walks up and down stairs with help
- rides wheel toys by pushing with feet
- climbing, jumping, rolling
- gradually becomes toilet trained

Emotional

- can become very concerned when parents leave - more reaction to strangers
- can tell you about his feelings if encouraged (e.g. “I am happy” or “I am angry”)

Speech/Language

- can follow series of 2 - 3 statements or requests
- recognizes new words daily
- imitates sounds around him
- combination of jargon and words
- gradually starts with 2 - 3 word sentences and builds on this

Intellectual

- enjoys matching games, puzzles, pounding pegs, building blocks, drawing, etc.
- use make-believe play (e.g. enjoys “dress up” activities)

Social

- asserts independence
- enjoys “helping” adults
- learns to understand the meaning of “no”

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Speech and Language

Signs of Problems in Language and Speech Development in Preschool Children

1. At 6 months of age does not turn eyes and head to sound coming from behind or to side.
2. At 10 months does not make some kind of response to his/her name.
3. At 15 months does not understand and respond to "no-no", "bye-bye" and "bottle".
4. At 18 months is not saying up to 10 single words.
5. At 21 months does not respond to directions (e.g. "sit down", "come here" and "stand up").
6. After 24 months has excessive, inappropriate jargon or echoing.
7. At 24 months does not on request point to body parts (e.g. mouth, nose, eyes, ears).
8. At 24 months child has no 2-word phrases.
9. At 30 months has speech that is not intelligible to family members.
10. At 36 months has speech that is not intelligible to strangers.
13. At 3 1/2 years of age consistently fails to produce the final consonant (e.g. "ca" for cat, "bo" for bone, etc.).
14. After 4 years of age is noticeably dysfluent (stutters).
15. After 7 years of age has any speech sound errors.
16. At any age has noticeable hypernasality or hyponasality, or has a voice which is a monotone, of inappropriate pitch, unduly loud, inaudible, or consistently hoarse.

Nelson Textbook of Paediatrics, 12th Edition, Behrman & Vaughan.

The early identification and intervention in speech and language disorders will enable the child to achieve their full potential.

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Why the Early Years Are So Important

Quality home child care is important for children's growth and development today and in the future. Caregivers who develop a close relationship with the children and families in their care, and who provide a program of stimulating activities and experiences appropriate to each child's age, stage and interests, are supporting children's lifelong learning and success.

How do children develop?

To encourage children's best development, we need to understand the ways they grow.

- Children's **physical** development includes learning large muscle skills like jumping and running, and small muscle skills like cutting and pasting.
- **Intellectual** development involves children's increasing ability to think and solve problems.
- **Emotional** development is about learning to experience, identify, express and control feelings.
- **Social** development means learning how to relate to others.

What do children need for healthy development?

- To thrive, children need a healthy physical start, enough to eat, and warmth and affection.
- To help their intellectual development they need a safe and stimulating environment where they can play, learn and explore.
- They need encouragement and guidance from adults.

Why are the early years so important?

The earlier children experience good care, the longer their developmental gains last.

- Early childhood experiences have powerful effects on the development of children's physical and emotional abilities and influence their abilities in math, logic, language and music.
- New research indicates that infant brain development during the first years of life depends on that infant's environmental experience.
- The brain develops according to the quantity and quality of the stimulation it receives.
- Daily exercise increases nerve connections in the brain. This makes it easier for children to learn.

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- There are periods of time known as “windows of opportunity” in the child’s brain development when it is especially open to certain kinds of learning.
- The more words a child hears by age two, the larger his/her vocabulary will grow.
- Research indicates that toddlers taught simple math ideas, like bigger or smaller, and more or less, do better in math when they are older.
- Early music lessons helps to develop skills which later improve a child’s ability to think things through and make decisions.
- The brain continues to develop and mature in many areas, but patterns of behaviour and emotional response set in the early years are more difficult to change or make up for in other ways.

What are the effects of high quality child care?

High quality child care can improve children’s chances for success in later life.

- The care that children receive in the early years influences whether or not they will succeed when they begin school.
- Children who do not get good care when their parents are not available have decreased language and social skills.
- Readiness to learn in kindergarten is the best indicator that children will do well in school. The care that children receive helps them to:
 - understand and use language
 - play and work with other children
 - focus their attention and do things independently
 - control aggression
 - accept adult direction

Why should we care that all children get the best care?

- The social and learning skills children need for success in school and work begin to develop in early childhood
- Several studies show that good preschool programs can improve how children do in school, especially children who face such disadvantages as poverty, poor housing and food, parents with mental illness or other problems.
- Good early child care can reduce later anti-social behaviour, delinquency and crime.

Something to Think About...

“The quality of caring a child receives in the first three years of life is the single most important factor other than genetics influencing that child's development.”

Paul. D. Steinhauer, M.D,
Chair, Voices for Children
(Source: <http://www.cccf-fcsge.ca>)

Planning the Child's Day

Every Home Child Care Caregiver will have a special challenge when planning the day for the children in her care. Each grouping of children is different in age, in likes and dislikes, in temperament and in abilities. Planning a day to meet all these needs takes an understanding person who has a good relationship with the children in her care.

Included in this section of your manual are charts outlining the developmental stages of the children. There are also appropriate activities suggested for each age group. A separate section has been devoted to Infant Care because of the unique needs of this age group.

It is the special qualities that you have as a Caregiver that will help you to combine your common sense with this information in order to create an enjoyable day for the children in your home.

Under the regulations for Home Child Care, a Caregiver is required to provide activities for both active and quiet play. There should be opportunities for both group and individual activities. Each day should give the child a chance to develop physically, socially, intellectually, and emotionally. We also require that all children spend part of their day outside. (For children under 30 months some of this outdoor time could be spent sleeping - under direct supervision)

A preschool child's day must also include a rest or quiet period. This may be a time for sleeping - not to exceed two hours - or it may be a time for quiet activities.

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Planning a child's day is rewarding for the child as well as the Caregiver and the parent. Children play well if they know what is going to happen next. It is important for the Caregiver, with the help of the Home Child Care Caseworker, to plan for each child's day. A day in your home should include activities from each of the following areas:

- Quiet Activities
- Physical Activities
- Social Activities
- Rest

Quiet Activities

- Indoors:
- books
 - puzzles
 - games
 - conversation
 - "lap-time"
 - water play
- Outdoors:
- sand play
 - water play
 - construction toys
 - water painting

Social Activities

- play dough
- cooking
- planting
- block play
- painting
- tidying
- helping with housekeeping
- dress-up puppets
- snack time & meal time

Physical Activities

- play dough
- gluing
- cutting
- cooking
- painting
- colouring
- bead stringing
- weaving
- sewing
- knitting
- walking
- running
- climbing / sports

Rest

- rest or quiet time for preschoolers
- quiet time for school age

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Planning the Child's Play Space

When you decide to do child care in your home, it is important that you consider where the children will play and what they will play with. Some simple adaptations to your home will create space that will be easy for you to supervise and will be free of hazards for children. Although you will be required to "child proof" your home for safety reasons we would like you to create a good play environment for the children.

- Kitchen: creative activities, cooking, water play, table games
- Living Room: quiet games, floor activities, stories, records
- Bedrooms: resting, quiet play, private time (especially older children)
- Basements: larger toys, dress-up, riding toys (not to be used for sleeping)
- Porch: enclosed or covered porches are good play spaces in bad weather good space for toddlers if gated

Some Ways to Adapt Your Home for Children

- remove ornaments and keepsakes from places that are vulnerable to children (it is easier to put them away than to worry about them after they are broken)
- use lower shelves for the children's books, puzzles, records and games
- have places for the toys to go when the children are finished playing
- separate the sets of building toys (use baskets, plastic buckets, cut-off jugs etc.)
- rotate the toys (put some away for awhile)
- encourage the children to play where you can easily supervise them

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Planning For Safe and Exciting Outdoor Play

All children must spend part of the day outdoors. Children under five years must be directly supervised by the Caregiver.

Caregivers, parents and Home Child Care Caseworkers agree to the limitations of older children through the Outdoor Play and Pool Supervision Agreement that is to be completed for all children and updated annually. Although the supervision of older children involves broader boundaries than for younger children, Caregivers are responsible for the children at all times.

Preparing your outdoor space for exciting and rewarding experiences for children requires planning, supervision and safety. The equipment you have in your outdoor play space and the everyday materials you add will create an environment full of variety and change. This will add richness to the children's play. Besides swings, slides and climbers the outdoor area should include such equipment as balls, inner tubes, hoops, jump ropes & parachute sheets.

Sand and Water Play	
<p>Sand toys: ✓containers of different sizes e.g. dish tubs, margarine tubs, film containers</p> <p>Digging tools: ✓e.g. large spoons, coffee scoops, homemade scoops</p> <p>Others: ✓measuring cups, salt & pepper shakers, cars & trucks, plastic flowers</p>	<p>Water toys: ✓things for pouring e.g. clear plastic bottles, measuring cups</p> <p>Things to pour into: ✓e.g. ice cube trays, plastic tubs, doll dishes</p> <p>Air Pressure toys: ✓e.g. meat baster, plastic eyedroppers, hand soap pump</p> <p>Others: ✓washing baby dolls, things that float e.g. corks</p>

Riding Toys give the children a chance to develop gross motor skills and gain physical knowledge of how things work.

Suggested Activities:

- Musical Start and Stop
- Chalk Trails
- Decorate Bikes – have a Parade!
- Obstacle Course
- Car Wash

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It is important to have a space that is safe and easily supervised.

Quiet Play: Set up a spot for Quiet Play, for example, a blanket with books puzzles or play characters, away from the active areas where children can unwind.

Caution!! Caution!! Caution!! Caution!! Caution!!

- All children must always be supervised when playing near water.
- Caregivers should discuss potential neighbourhood dangers, with the children, - nearby creeks, rivers, construction sites, railway tracks, hydro facilities, stray animals.
- Take extra precautions when using barbecues while children are in care.
- Sheds and garages should be locked.
- Safe boundaries and play areas need to be discussed and agreed upon by Caregiver, Parent, and Home Child Care caseworker. Parking lots, driveways, area parks, and visiting neighbourhood children should be included in this discussion. Outdoor Supervision Form must be filled out and updated annually.

Standing and Recreational Bodies of Water:

Regulations from the Ministry of Education prohibit the use of and access to all standing bodies of water (e.g. ponds, rivers, lakes, streams) and recreational in-ground/above-ground swimming, portable/"kiddie"/inflatable wading-type, and hydro-massage pools, hot tubs, and spas located on the premises of any single or multi-dwelling private residence, including a provider's own house, townhouse complex or apartment building where the provider resides, for children under the supervision/care of the contracted Home Child Caregiver in her/his capacity as a child care provider during operating hours.

Swimming pools must be fenced and or emptied and access from the house or yard must be locked. Ornamental ponds shall be treated as a pool.

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The Child's Stages of Development

Preschooler (2 ½ - 5 years)

Physical - (large muscles)

- rapid growth in muscle development and strength
- increasing ability to run, jump, balance
- can pedal tricycle

Physical - (small muscles)

- can do buttons, zipper and snaps
- increasing control of scissors, pencil, crayons paint brush
- can use knife, fork, spoon
- leans to master toilet routine

Emotional/ Intellectual

- shows imagination and fantasy
- shows independence
- can separate from parents
- begins to use language to solve problems
- begins to understand right from wrong
- likes to have adult approval
- able to use simple reasoning
- memory developing
- can experience fears and anxieties
- beginning to understand the concept of time
- can experience feelings of jealousy against a new baby in the family

Language Development

- increasing use of language
- begins to use language to solve problems
- can use language to manipulate
- understands simple rules or limits

Social

- enjoys dramatic play
- begins to enjoy group activities such as circle, and painting
- begins to develop friendships
- goes through stages, from parallel play to group play

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Kindergarten - Grade 1 (5 - 6 years)

Physical Gross Motor - (large muscles)

- bicycle riding
- can skip, hop, run
- can throw and catch

Physical Fine Motor - (small muscle)

- eye/hand coordination improves (pick-up sticks, Perfection, card games)

Emotional/ Intellectual

- understands and wants to adhere to rules and routines of games, school
- good sense of right from wrong
- attention span increasing
- seeks adult models other than parents

Language Development

- learning to read, spell
- interest in language

Social

- beginning of groups such as Brownies, Beavers
- drawing away from adults and formation of a “society for children”

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School Age (7 - 10 years)

Physical Gross Motor - (large muscles)

- refined athletic skills (can kick, bat, do gymnastics)
- can swim, ski, do acrobatics, skate

Physical Fine Motor - (small muscle)

- sophisticated fine motor skills
- can wink, whistle, snap fingers

Emotional/ Intellectual

- sex identification (wants to be like his friend)
- seeks some independence from parents
- takes on new adult models
- able to compete
- good sense of self
- longer attention span
- questions life and death
- begins to understand himself relative to the larger world
- makes collections of stamps, coins, etc.
- can become a “master of denial”

Language Development

- interested in books and reading
- good language skills
- jokes, riddles

Social

- strong group or team feeling (e.g. Cubs, Brownies)
- boys with boys
- girls with girls
- boys tend to be in a large group
- girls tend to choose one or two “best friends”
- strong peer influence “gang”

Supervision And Care Of The Children



Older School Age (11 - 12 years)

Physical Gross Motor - (large muscles)

- may experience periods of clumsiness as body grows
- girls begin to experience pubescent growth spurt (usually up to two years before boys)
- growth in muscles, bone tissue and decrease in fatty tissue
- interested more in activities they feel they're good at
- enjoy and are skilled at sports, cooperative and team games

Physical Fine Motor - (small muscle)

- improved hand writing and the ability to manipulate time, refine objects (e.g. finer needle work, intricate models, electronic building sets, tiny parts, painting, puzzles)

Emotional/ Intellectual

- self-conscious about their body (size and proportion: too big, too small, over or under developed as they perceive themselves)
- aware of own and other's sexuality
- friendships become more intimate, mutually shared and lasting: share secrets, unobservable concepts (e.g. sequences of events; transformations)

Language Development

- increasingly developed vocabulary for both verbalizing and reading
- understand meaning of jokes, riddles, logic problems, word puzzles and create their own

Social

- are increasingly independent
- desire to be given increased opportunities for making own choices and decisions
- understands and accepts moral standards refining right and wrong but may not always act or obey these standards (may consciously do something they know is wrong)
- realize rules serve a purpose and can be changed if they no longer serve that purpose (may attempt to negotiate new rules, boundaries, or privileges as they feel they've outgrown the old ones)
- believe punishment should lead some sort of restitution to the victim or the appropriate action (e.g. buy a new necklace for the one that was lost)