



North Edmonton Family Day Home Agency

Parent E-News January 2024



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2024 Statutory Holidays

Monday February 19 Family Day Friday March 29 Good Friday Monday May 20 Victoria Day
Monday July 1 Canada Day Monday August 5 Heritage Day Monday Sept 2 Labour Day
Monday Sept 30 National Day for Truth & Reconciliation Monday Oct 14 Thanksgiving
Monday Nov 11 Remembrance Day Wednesday Dec 25 Christmas Day

*Happy New Year
from the staff at NEFDHA.*

*May 2024 be filled with Health,
Happiness and Prosperity!*

*Debi, Lisa, Melissa, Jessica, Ala,
Rachel, Bethany, Harpreet, Leslie,
Janine and Mitzi*



“Children are like snowflakes, each one is unique.”

Colleen Wettlaufer

NEFDHA’s Day Home Specialist

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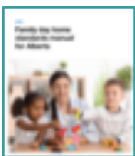
The Electronic Time Sheet

Starting Jan 2, 2024 the agency will only be using an electronic time sheet that does not require your signature. Your educator will use a cell phone or other device to sign your child in and out of care. The electronic time sheet tracks your child’s days and hours in care. It also has your current contact information. *Please up date the office if changes occur.* The electronic time sheet is secure and educators can only access their own time sheet. The time sheet will track who is picking up your child. Your educator will be prompted from a list of persons you have given permission to pick up your child.



Does Your Child Hesitate To Go Outside To Play - Standard 7 from the Family Day Home Standards Manual for Alberta, which in part states “The daily program, which includes both indoor and outdoor activities...”

Outside play is important for a child’s health and development and is a requirement in your family day home. Some children (and adults) do not like to go outside as they do not have proper winter clothing or it can also be due to the fact that they have had little opportunity to go outside in cold weather. For those who don’t like to go outside it is suggested to go slowly when you introduce exposure to the outside. Plan your outside time. Make the experience fun! Ensure everyone is warmly dressed. Talk about clothing, snow is cold with bare hands and with mittens it is not as cold. Introduce gross motor activities (large muscle movements) so no one is standing around getting cold. Children may be sensitive to the wind, ensure they have a warm hat. Children will often rather build with the snow or play a game or gather items outside, not just go for a walk. You can make a difference by showing your enthusiasm for going outside, it will help children to get excited too!



Each month consultants review with Educators a standard or a specific portion of the Family Day Home Standards Manual for Alberta. The standards, and information guide the Educator's program. In order to remain in compliance Educators must meet the standard or information provided. In January consultants will be reviewing this information with Educators.

Quality in child (care page 7)

Standards Manual for Alberta <https://open.alberta.ca/dataset/ae5d6de9-3a2b-4fb5-abd1-7ad4582a709d/resource/fd7124fe-a3bd-4e08-ac4d-05c1147ec386/download/cs-family-day-home-standards-manual-for-alberta-2022-10.pdf>

Family day home Educators operating under a licensed agency are required to implement and follow a program plan that adheres to the Principles and Matters to be Considered as stated in the *Early Learning and Child Care Act*. These provisions emphasize the importance of quality in child care, and highlight key factors of safety, well-being, inclusion, and child development.

Matters to be considered by providers of child care programs

All child care programs, including licensed family day home agencies and individual family day home programs, shall take into consideration the following matters as well as any other matter they consider relevant:

- (a) Children should be encouraged in having care and play experiences that support their development and learning;
- (b) The child is to be protected from all forms of physical punishment, physical and verbal abuse and emotional deprivation;
- (c) Diversity in:
 - (i) The background and circumstances of children in the program and their families, including those who may be experiencing social or economic vulnerability, and
 - (ii) The abilities of the children in the program is to be respected and valued;
- (d) The child's familial and Indigenous or other cultural, social, linguistic and spiritual heritage are central to the child's safety, well-being and development;
- (e) Care of the child must be appropriate to the child's mental, emotional, spiritual and physical needs and stage of development;
- (f) Involvement and engagement of parents supports accountability of child care program, monitoring of child care programs and maintenance of good quality child care programs. and 1.2 in the *Early Learning and Child Care Act* and at the beginning of this Standards Manual.



Positive discipline for young children

<https://caringforkids.cps.ca/handouts/behavior-and-development/positive-discipline-for-young-children>

The goal of discipline is to guide and teach, **not to punish**. The foundation of discipline is a warm and trusting relationship, where you help children learn to:

- Behave appropriately for their age in different situations,
- Recognize, express and manage their emotions,
- Communicate,
- Get along with and trust others,
- Solve problems,
- Explore the world and learn appropriately.

Discipline should be fair and consistent. If you respond differently in similar situations or to similar behaviours, children will be confused. They won't know what to expect.

Physical punishment—spanking, slapping, hitting, or shaming—can hurt children both physically and emotionally, and should never be used. There are much more effective ways to discipline children.

Using positive discipline techniques not only helps to guide children, but also strengthens the connection you have with them.

Connect, then redirect

For young children, behaviour is a way to communicate. When a child behaves in a challenging way, it's important to understand what led to the behaviour. Ask yourself:

Do they need something—food, a nap, or some down time with you?

What happened before and right after the behaviour?

Positive discipline for young children continued.

Is your child responding to something in their environment? Examples include noise, other children, or a perceived threat.

Are they stressed in some way?

Are they expected to do something that is beyond their skill or developmental level? For example, asking toddlers to share.

Understanding the cause of your child's behaviour will help you decide how to respond.

Connect

Connecting emotionally with your child builds a healthy relationship. It's the foundation of positive discipline, and it starts with parents.

Consider how you react and respond to your child's behaviours and emotions. Do you feel upset or frustrated? Are you able to respond in a calm way? Do you raise your voice? Can you respond differently?

Here are some suggestions to help you respond to challenging behaviours in ways that strengthen your relationship with your child:

- Use "I" statements such as: "I don't like it when you do that," instead of "What's wrong with you?"
- Sit with your child and talk about their feelings and behaviour, in an age-appropriate way.
- Acknowledge your child's feelings ("I can see that you're upset"), even when they're misbehaving. It shows you respect them.
- To avoid saying "no" too often, find other ways to express what you're trying to communicate. For example, if a child hits, say: "Hands to your side"; if a child yells, say: "Use a quiet voice."
- Be comforting. For example, get below or at a child's eye level, offer a gentle nod or touch, or an empathetic look.
- Listen, and do not argue. Then repeat what your child says back to them. It shows you're paying attention and have heard what they have to say.
- Be consistent: Say what you mean; mean what you say; and follow through on what you say you were going to do.

All of these suggestions let children know that with some help, they are capable of solving problems and behaving in appropriate ways.

Redirect

Redirection—switching from one activity to another—works well with toddlers and sometimes older children. You can also use "REDIRECT" to remember some helpful parenting habits:

- Reduce the number of words you use when disciplining your child: Make your message clear, firm, and brief.
- Embrace emotions: Acknowledging your child's feelings is validating for them.
- Describe the behaviour you want to see, without lecturing.
- Involve your child in discipline.
- Reframe a 'no' into a 'yes' (with conditions). Wherever possible, tell your child what they can do, as opposed to what they cannot do.
- Emphasize the positive things your child does. If you only pay attention to negative behaviour, you will actually reinforce that behaviour.
- Creatively approach the situation with humour and
- Imagination: "I can see you're angry about having to leave the park. Wouldn't it be wonderful if we could stay all day? Let's think of all the things we can do next time."
- Teach your child how to recognize and name feelings such as frustration, sadness, anger, or disappointment. It will help them learn how to deal with strong emotions.

If you have concerns

Young children won't always behave the way you want or expect them to. From time to time, they may be disruptive or aggressive. Or their behaviour may not be appropriate for the situation.

If you're having trouble dealing with your child's behaviour, it's important to talk to someone before it affects your relationship. If you find yourself feeling negative about the relationship between you and your child, speak with a health professional about what you can do.

North Edmonton Family Day Home Agency's 40th Anniversary and Educator Appreciation

What a special evening we had on October 13th celebrating the agency's 40th anniversary and our Educators who were celebrating their 5, 10 and 15 years of service. We were honoured to have past staff join us, as well as Colleen Wettlaufer from Children's Services. The Santa Maria Goretti Centre was beautifully decorated, the food was amazing and the slide show that highlighted 40 years of past events and friends was fun! Congratulations Maksuda, and Tamalika, who each won a \$50.00 Michaels gift card for participating in our "Mingle" ice breaker draw.



The Benefits of Indoor Plants



Plants can represent great natural additions to your home environment. They can help create a pleasant atmosphere and healthier environment, providing you know which plants to choose.

Plants possess interesting capacities that are perfectly suited for improving a home environment. What's more, they can significantly impact children's health. An Internet search revealed the following facts:

- Plants produce oxygen, which is beneficial for humans.
- Plants improve air quality and can even act as pollution filters.
- Plants can positively impact a room's temperature and humidity level.
- Plants can ease coughs, sore throats, and headaches.
- Plants can reduce fatigue and promote happiness.
- Plants reduce the quantity of dust in a room.
- Plants can reduce the noise level in a closed space.
- Plants can reduce anxiety and stress.

When a child has an opportunity to take care of a plant they learn about the basic needs of a plant. (Light, water, and nutrients). Children will learn the life cycle of a plant. To make it fun for kids, let them be creative with their indoor gardening space. You could use colourful pots and decorations. Allow your child the opportunity to decorate the pot or container with fun stickers, or paint things they could glue on.

Always be mindful of toxic plants! While many plants are beneficial, some are toxic. Be sure to check with a specialist to make sure the plants you purchase are safe and do not represent a risk for children who may touch them or even be tempted to eat their leaves. If in doubt, contact the Poison Control Centre: 1 800 332 1414.