



Parent Handbook



Licensed Care for infants
to school-age in
**LONDON MIDDLESEX,
LAMBTON AND
HURON COUNTY**

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Welcome to London Bridge Child Care Services Inc

You probably already know this, but it's worth repeating: young children are brilliant humans.

Our work at London Bridge is to nurture their naturally curious minds and kind hearts, while keeping them safe as they play.

Playing is the complex work of childhood, and the care we provide (and advocate for) both guides and honours the learning that play offers. As loving early years professionals we also recognize and respect the unique interests of your child.

Let's watch, talk and listen with your child during these important early years.

We don't rush children through this time. Everything they do - from what they learn, to the relationships they build and the challenges they navigate - lays a foundation for their future.

We are here to help them, and you, through these years, and believe that the care your family receives at London Bridge will span a lifetime.



Who We Are

Our Mission

We nurture curious minds and kind hearts by providing and promoting childcare and education. Our innovative culture values our youngest citizens, engages employees, partners with families, and strengthens community.

Our Vision

London Bridge builds a future where all children, and those who care for them, belong to learning communities that intentionally offer time and space to build relationships, contribute their voice, and realize their potential.

Our Core Values

- Lifelong Learning
- The Pursuit of Excellence
- Fiscal Accountability
- Communication
- Sense of Well-Being
- Relationships

THE UNIQUE WAY WE WORK TO ACHIEVE THAT VISION

Our Belief About Children

We believe in the competencies of all children. We view every child as being full of potential and believe that all children have a natural desire to learn and make meaning of their world. We believe that children have the right to live fully in their own childhood – not to be rushed through it.

Our History

In 1993 we were born over a conversation about what high-quality child care could look like. The organization started by amalgamating several existing child care centres in London, and has grown into a network that includes Early Childhood Learning Centres, and also Extended Day programs (Before and After School care) in Middlesex, Sarnia and Huron County.

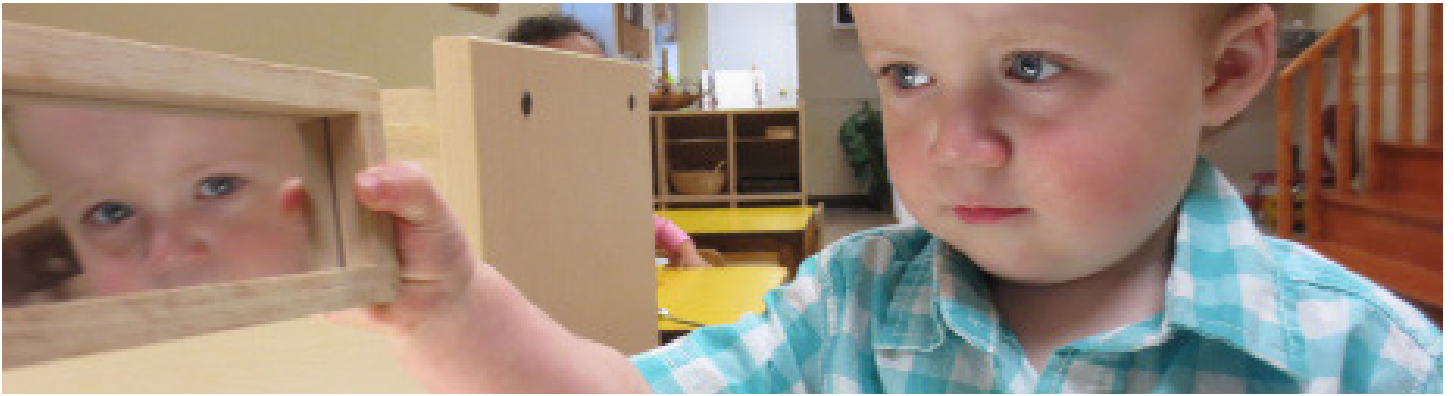
We believe in transparency, social responsibility and the safe and secure provision of quality child care services. At London Bridge a whole team of people supports your child, and your family. This unique structure welcomes your family into a learning community that extends beyond an individual classroom.

Our influences and approach

What your child learns during the Early Years is influenced by the philosophies held by the adults surrounding them. At London Bridge, we are inspired by the schools in Reggio Emilia, Italy, along with *"How Does Learning Happen: Ontario's pedagogy for the early years"*. Our approach to curriculum is emergent, play-based and focuses on children's natural inquiries.

Every employee plays an important role in upholding the following *"Image of the Child"* statement, whether cook, administrator, custodian, educator, or director:

We believe in the competencies of all children. We view every child as being full of potential and believe that all children have a natural desire to learn and make meaning of their world. We believe that children have the right to live fully in their childhood – not to be rushed through it.



We support positive and responsive interactions.

Building relationships are at the core of everything we do, and we focus on strengths and respect individual needs. Families know their child best through regular interactions they provide us with invaluable insight. By working together, and valuing the ideas of children, we build communities that honour our youngest citizens.

We focus on feelings and empathy.

We understand that children learn to regulate their feelings, behaviours and emotions by watching the adults in their lives. Educators acknowledge children's powerful feelings and strong emotions and help them learn socially acceptable ways of dealing with them. We help children know what to do, and avoid putting the focus on what not to do. Children are encouraged to identify their feelings and recognize the impact of their choices on others.

We foster exploration, play and inquiry.

Play is the complex work of childhood. We observe learning unfold as children explore environments provisioned with loose parts that offer limitless possibilities. Children are asked open-ended questions and their actions are named, helping them build vocabulary and give value to their work.

We promote a child's well-being.

To balance the diverse health, safety, nutrition, physical and emotional needs of children we make decisions that are influenced by a child's age, temperament, ability, along with individual family situations. We stay current on best practices and regulations in the Early Years, whether in our kitchens, playgrounds or classrooms.



Children initiate experiences, and adults support them.

Children are given opportunities to build on their ideas, and doing so requires Educators to be present and engaged. Supporting a child is a delicate dance that takes into consideration the environment, the child's disposition, developmental stage, and the emotional climate. As adults we are curious, and we focus on the natural inquisitiveness shown by children.

Environments and experiences are thoughtfully planned.

A responsive schedule is offered and takes into consideration individual needs of children. Learning happens throughout the day, and consists of indoor and outdoor play, meal breaks, rest, and quiet time. Our environments are designed to welcome creativity, problem solving and social interactions. Educators and children act as researchers who work alongside each other, learning something new every day. Time is given to Educators each week to plan, document, study and reflect on all the learning happening inside their room.

Communication & engagement with families is ongoing and crucial.

We work together with families to understand diverse perspectives and come to a shared understanding about decisions made on behalf of children. Communication is both cooperative and collaborative. Regular engagement happens via formal and informal documentation, surveys, conversations and special events.

Local partners are welcomed into our centres to offer support & guidance.

We work in partnership with therapists, resource teachers and local school boards, who specialize in speech, language, autism and other special needs. This approach allows us to better support the development of the whole child.

Staff are continuous, reflective professional learners.

Growing children deserve growing adults, and this belief fuels our financial support for ongoing professional learning for all staff. We offer a comprehensive professional learning program where employees choose from diverse opportunities, with options led by our artist-in-residence and mentor directors. This commitment to professional learning helps deepen understanding of our own practices, fosters innovation and strengthens the profession.

We evolve our processes.

Our approach to early learning is not static, and through reflection comes evolution. By studying our work with others we make discoveries, leading to thoughtful changes in our practice. Each London Bridge Centre archives their initiatives, reflections and plans in a portfolio, reviewing it bi-annually with Educators.

Those Who Nurture Your Child

You'll see the learning and feel the love inside our Centres, and that's not a happy accident. Who we hire and how we learn are essential ingredients in offering you quality care.

We Are a Community of Life Long Learners

Our educators are among the most dedicated and engaged educators in the field. We believe we are better together and regularly gather to study, discuss and collaborate. Opportunities for learning and growth are extended to all teaching and support staff, and everyone participates in our New Employee Training Program. Staff attend ongoing workshops, and communities of practice. We also lead workshops and host conferences attended by educators throughout Canada.

Who We Mentor: Students and Volunteers at London Bridge

Those studying Early Childhood Education and related subjects are welcomed inside our classrooms and linked with a mentor. These students come from local colleges and universities, as well as interested high school co-op programs, and we believe that supporting them helps strengthen and support our profession. Students and volunteers are not responsible for supervising children in our care, and we ensure that they are never left alone with the children.



Our Qualifications and Training

Keeping children safe as they play and learn is essential. With that in mind, London Bridge insists on the following:

- Police Record Checks and Vulnerable Sector Screening (all London Bridge staff, reviewed annually)
- Standard First Aid, CPR, and WHMIS training (all London Bridge staff)
- Anaphylactic allergy training (All London Bridge Staff)
- Safe Food Handlers certification (All cooks)

Who Influences us

London Bridge is influenced by progressive early education models all over the world. In particular, the schools of Reggio Emilia, Italy have been a strong source of inspiration and learning for us (through their use of pedagogical documentation and interpretation). At the heart of our work is a firm belief that children are competent and engaged researchers.

Our Commitments at London Bridge

As a large educational institution, situated in multiple communities, and connected to a growing number of families, we recognize that we have a significant impact. Our programs have a broad reach, and the privilege to work with so many people comes with a great sense of responsibility. We are dedicated to continually learning and evolving our practices within the field of Education. One of the ways we hold ourselves accountable to the significance of our work is by honouring three important Pedagogical Commitments.

How Does Learning Happen?

How Does Learning Happen: Ontario's Pedagogy for the Early Years, by the Ministry of Education, outlines four foundations that are important for children to grow and flourish. This document aims to support educators in growing curriculum through relationships with children, families, and the environment.

Belonging: Every child has a sense of belonging when they are connected to others and contributing to their world.

Well-Being: Every child is developing a sense of self, health, and well-being

Engagement: Every child is an active and engaged learner who explores the world with body, mind, and sense.

Expression: Every child is a capable communicator who expresses themselves in many ways.

Early Years Pedagogy in a More Than Human World

Early Years Pedagogy in a More Than Human World is a belief held by educators that we have a responsibility to shift our way of living in the world. We know that we are currently living in a climate crisis, and have a responsibility to understand the impact that our actions have. As educators raising young children, we need to create a better, more livable future, and this begins in the Early Years. By studying our habits, biases, and current ways of being we can think differently about deepening children's connection to the natural world.

Anti Bias Education

Anti-Bias Education is an approach to Early Childhood Education which is optimistic about children's future, where educators are committed to the belief that each child deserves to develop to their fullest potential. There are 4 core goals of Anti-Bias Education which aims to support a safe and supportive learning environment, in support of respecting and embracing differences, and acting against biases.

Goal 1 - Identity: Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

Goal 2 - Diversity: Each child will express comfort and joy with human diversity, accurate language for human differences; and deep, caring human connections.

Goal 3 - Justice: Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Goal 4 - Advocacy and Action: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.



Diversity, Equity, and Inclusion

As an Educational Institution, we recognize that we are not separate from the harmful history and ongoing injustices that exist in this country. We know that through early years education, we are teaching young people about what it means to be human and we have a responsibility to create spaces that celebrate and encourage diverse life experiences and ideas.



As an organization rooted in colonialism, we must constantly question ourselves and our assumptions, and encourage children to do the same. We know that when we work together to advance equity, celebrate diversity and foster a culture of inclusion we can create vibrant spaces for curious minds and kind hearts to flourish.

We acknowledge we live in a world where inequities continue to exist. There is a long history of racism and discrimination in Canada and we acknowledge that we are showing up late to this work. Our organization occupies land stolen from Indigenous and First Nations people and we have a shared responsibility toward making the promise of Truth and Reconciliation real in our communities.



We acknowledge that systemic inequities based on powerful social constructs continue to exist and impact lived experiences of people within our organization and the communities we serve.

We understand we have a responsibility to identify and address biases, barriers and systems that contribute to inequities.

Challenging and changing inequitable systems is not easy. It requires vulnerability, courage and a continuous commitment to learning and unlearning. As an educational community we understand we have a responsibility to identify racism and other forms of oppression that exist in our policies and practices and do the necessary work to dismantle it. While we see this as a shared responsibility for all of us, we understand that this work will look different for different people.

Diversity, Equity, and Inclusion

We believe that equity, diversity and inclusion are essential in building a more just world.

There is strength in diversity. We believe that when we take steps to recognize, value and celebrate our unique differences and our interconnectedness to the world around us, our capacity for kindness, compassion and empathy grows. This creates a community where people feel welcome, included and safe to be their authentic selves.

We believe that we have a collective responsibility to notice, recognize and respond to barriers that people face because of race, sexual orientation, gender identity, disability, age, religious affiliation, socioeconomic status and other forms of discrimination.

We believe that building an equitable, diverse, and inclusive organization takes openness and collaboration and requires those in positions of privilege to be allies to those who are marginalized. We commit to acting to ensure equity, diversity and inclusion thrive in our communities.

We are steadfast in our resolve to address and repair our own shortcomings as we work towards becoming a more equitable organization. As a learning community, we commit to developing and promoting initiatives that advance equity, diversity, and inclusion in our hiring and promotion, policies, organized events and online communities.

We are committed to working with the goals of Anti-Bias Education and to weaving them throughout our classroom curriculum and our interactions with each other and our communities.

We know that real change takes time, resources and an openness to engage with difficult concepts, tensions and uncertainties.

As an organization, we commit to doing the work required to create the kind of systemic changes that will lead to a more just and inclusive world for all of us.



A Welcoming Place

In our centres we work to create a sense of belonging; places that intentionally offer time and space to build relationships, contribute your voice, and realize your potential. What we want for your children is what we want for you, too.

We Partner With Families

We recognize that as parents you know your child best and we ask that you help us with the early learning process. Your input is valued, and we encourage families to take an active role in their child's education by visiting, observing, reading documentation and asking questions.



Talk To Us

(Policy re: Addressing Parents' Feedback and Concerns, CCEYA (2014) O. Reg. 137/15 s 45.1)

We embrace opportunities to listen and learn alongside the families of the children in our care; both informal and formal at various times throughout the day. We believe that we are able to evolve our understanding when both parties conduct conversations that are grounded in respect. We are committed to conversations that are open and courteous at all times, even in situations when families may come to us with concerns. We promise to listen and recognize that there may be times when concerns are complex and we will do our best to find a resolution. Parents are asked to first address any questions they may have with their child's Educator/s as they are the ones to have an understanding of what is taking place inside each classroom. Educators will listen to their questions/concerns in an attempt to understand the family's perspective. Educators will contact the Centre Director to help facilitate conversations if necessary. If the educators, Centre Director or the families wish to seek further assistance to find a resolution, the centre's Mentor Director (members of London Bridge's Senior Management team) may also be contacted (contact information found on page 15). We strive to respond within 72 business hours if concerns are heightened to require the involvement of the Senior Management Team.

How Children Are Guided

We ground our work in the following principles and ensure that all London Bridge employees live into our belief that children are strong and capable people.

Relationships

We strive to have relationships marked by honesty, empathy, respect, trust and warmth. We do this by having realistic expectations of children, based on knowledge of child development theories and the unique needs of a child.

Time and Space

The physical environment plays a huge role in our experiences. We design our Centres & rooms with attention to detail. Thoughtful routines help a child feel safe and capable.

Community

A child's behaviour is an indication of what is going on in their mind and body. We guide our own responses to a child's behaviour by being gentle and compassionate, acknowledging a child's strong ideas and special vulnerability.

Seeking To Understand

A child's behaviour is an indication of what is going on in their mind and body. We guide our own responses to a child's behaviour by being gentle and compassionate, acknowledging a child's strong ideas and special vulnerability.



Prohibited Practices

The Ministry of Education outlines in the Ontario Child Care and Early Years Act (2014) a list of "prohibited practices" for licensed child care operators. At no time would London Bridge allow for the:

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

Policies and Practices

We prioritize the safety and well-being of all children in our care. We aim to transparently communicate and share these guidelines to help you better understand and actively support your child's journey with us.

In The Event of an Emergency

At London Bridge we strive to create the safest environments possible for your child. In the event of an emergency we will follow our emergency management plan which may include evacuation from the centre to a pre-designated shelter. If this occurs we will make every effort to contact you by phone as soon as possible using the numbers you provided during registration. Therefore it is important that you make sure to keep this information as current as possible.



Sleep Supervision

Parents will be advised of London Bridge's Sleep Supervision Policy upon enrolment and a copy of the full policy will be provided upon request. At that time parents will be consulted regarding their child's sleeping arrangements and at any other appropriate time, such as transitions between programs or rooms or at a parent's request.

Policies and Practices

Food and Nutrition

Our seasonal menus have been created with the input of registered dietitians, our cooks and follow Canada's Food Guide for healthy eating.

Generally, London Bridge supplies all children with nutritious snacks and a lunch each day. We ask that families do not send any food or drink into the centre because we care for children with potentially life threatening allergies.

Lunches From Home

In some circumstances, families may be asked to bring in all or portions of their child's lunch/snacks from home.

These circumstances include:

- children with anaphylactic food allergies
- children with special diets
- children in extended day programs



Prior to doing so, families are first asked to engage in conversations with the Centre Director to discuss specific practices and protocols.

These include:

- an awareness of other allergies and/or restrictions within the centre/school
- proper food preparation and storage
- proper labelling of food and all food containers (if applicable)
- consideration of Canada's Food Guide to Healthy Eating Recommendations
- As per our anaphylactic policy, children with anaphylactic food allergies are required to supply all their own food and drink (excluding water)

Policies and Practices

Outdoor Play

The natural world holds so many wonders that beckon for children to explore with all of their senses. At London Bridge, we believe that children naturally connect with the world around them. Nature inspires children to think, wonder, create and play in unique ways that are appropriate for all ages and stages of development. We feel fortunate to experience so many weather phenomena, and the children remind us to embrace each snowflake, raindrop, cloud, or ray of sun for the learning opportunities they bring. Each day children will spend time outdoors, unless a special weather advisory has been issued by the local health unit. Please ensure that children have appropriate seasonal clothing, so that they are comfortable and happy exploring in all kinds of weather. At London Bridge, we are committed to protecting your child's health and safety by making sun protection a priority. We are pleased to offer a sunscreen program to families during the spring/summer season at no additional cost.



Exploring Local Neighbourhoods

We recognize and honour that children are contributing members of communities that make a difference. In doing so, we collaborate and engage with members of our diverse communities. As part of our regular child care program, the children will occasionally leave the Centre property to go on walks in the neighbourhood and to participate in field trips to places of interest. During these outings employees of the Centre continuously supervise the children and all London Bridge Child care Services policies apply.

Smoke-free Environment

Smoking is not permitted at anytime within our Centres, our playgrounds or our parking lots. Your cooperation is appreciated in ensuring that we offer a smoke-free early learning environment for all children, families and employees.

Health and Well-Being

The health and well-being of those in our child care centres is a primary concern, and reducing the spread of illness is vital for everyone's safety.

When a Child Is Ill

Our first objective is to minimize the possibility that an illness will be brought into the Centre. We ask that you do not bring a sick child to the Centre. Parents, where possible, should also avoid coming into the Centre if suffering from an illness. We recognize that it is not possible to always know whether your child is sick, or just having an "off" day. If you have concerns about your child's health, please discuss these with your child's educators when the child comes into the Centre. If you keep us informed, we will be better able to monitor your child's activities throughout the day, and to react appropriately to her or his needs.

Our second objective is to minimize the spread of any illness that does appear in the Centre. The Centre has specific policies and procedures that determine if a child may be permitted to attend if ill. Our policies are in keeping with guidelines and policies of the local Health Units, and are designed to maintain a safe and healthy environment for all of the children, while recognizing the impact illness has on a parent's schedule. Our policies are reviewed and updated regularly, and are available for your review any time by contacting the Centre Director. You are expected to abide by these policies at all times that your child is enrolled in the Centre.

In general, London Bridge follows the exclusion policies and recommendations of the local Health Unit. Please understand that there may be times when the Centre Director or her/his designate telephones you during the day to ask that you come and take your child home because she or he is not feeling well. In most cases, the decision to call a parent of a sick child is made by the Centre Director when the child exhibits:

- An elevated temperature
- An upset stomach or vomiting
- Any intestinal disturbance with diarrhea
- Any unexplained fatigue, irritability, or loss of appetite
- Any suspicious discharge or drainage from eyes, nose, ears or open sores
- Signs of a newly developing cold or indications that a cold is getting worse
- Severe coughing
- After receiving a general anaesthetic
- Contraction of a contagious condition such as head lice, pink eye, diarrhea, etc.
- An inability to participate in the program because of illness

Health and Well-Being

Administration of Medication

The administering of prescription and non-prescription medicine to any child in our care is tightly controlled and regulated. There are specific policies that determine if a particular medicine may be administered to a child, how each medication is to be stored, who is authorized to administer a medication to a child, and the procedures required of a parent before a medication may be administered.

Our policies are in keeping with guidelines and policies of the local Health Units, and are designed with the best welfare of the child in mind. All policies are reviewed and updated regularly as new information becomes available from the local Health Units. A complete copy of the policy is available for your review at any time by contacting the Centre Director. You are expected to abide by these policies at all times that your child is enrolled with us. Under certain circumstances, certain employees in the Centre are allowed to administer specific medications to the children.

The administration of nonprescription medicine is not allowed at the Centre except in unusual circumstances, and usually requires written instructions from a physician. Furthermore, the Health Unit strongly recommends that the initial dose or doses of any medication be administered by the parents at home, and that the child remains at home for the first 24 hours after a new medication is started, in order to allow the medicine time to take effect and in case there is some form of allergic reaction to the medicine.

In order for our employees to administer any medications, we require written information from the parents providing permission to administer the medication, as well as information on the date, time and dosage to be given. Additional information may be required regarding the nature of the medication and the illness it is being used to treat.

Please note that:

- It is the parent's/guardian's responsibility to notify the Centre if the child is taking any prescription or nonprescription medicine;
- Please fill in the required information on the "medication form", available in the office.
- It is the parent's/guardian's responsibility to hand any prescription or nonprescription medicine directly to a staff member, so that it can be safely stored out of reach of the children and in accordance with the medicine's instructions. **Do not leave medication out on the counter or in your child's bag;**
- **All medication must be in the original container, clearly labelled** with the child's name, the name of the medication, the dosage of the medication to be given, and instructions for storage and administration.

Safe Arrival and Departure

(Policy re: Safe Arrival and Departure Policy CCEYA (2014) O. Reg. 137/15 s. 50)

The Safe Arrival and Departure Policy is a system of procedures, which are performed in partnership with families, to ensure that each child arrives and departs our programs in a safe manner.

Drop offs and Pick Ups

Drop-off and pick-up are important times of the day. We hope you can linger with us; exploring what has been going on inside the program and asking questions about your child's learning. When a child does not arrive in care as expected or is not picked up as expected, employees will follow the safe arrival and departure procedures as set out below.

Safe Arrival

Upon arrival, we ask that you bring your child directly to the educator responsible for the program at that time and share with us about your child's night, their morning, and their health.

Educators will sign-in children upon arrival, and record the time. Educators will document any pertinent information shared by the parent/guardian and record the daily health check.

We understand absences/lateness are unavoidable; whether it is an illness, medical appointment or other events. Parents and/or guardians are responsible for communicating absences or lateness to the program on a timely basis.

If your child does not arrive as expected, we will attempt to connect with you indicating your child has not arrived to the program (by email, phone call, text or other communication apps). It is your responsibility to respond to confirm your child's absence.



Safe Arrival & Departure

Safe Departure

When arriving to pick up your child, we ask that you connect directly with the educator that is currently caring for your child.

Educators will sign-out children upon departure and record the time.

In the event that someone, who has not been pre-authorized, is picking up a child, it is the parent/guardian's responsibility to inform the program. A child will not be released unless communication has been received. If we are unaware of the alternate pick up, a child will not be released until communication has been made with the parent/guardian.

If an educator is unfamiliar with the person picking up your child, the individual will be asked to provide photo ID. We reserve the right to not release a child to any person who is impaired or otherwise unable to suitably and safely care for a child.

Where a parent/guardian has provided written authorization for a school age child to be released from care without supervision, the program shall dismiss the child as per the instructions provided and document the departure. Once dismissed, the centre is no longer responsible for the child.

Where a school age child chooses to leave the program without parent/guardian's authorization, educators will encourage the child to return to program if they remain within visibility and does not impact supervision of the group. If the child proceeds to leave the program/school property, families will be notified for immediate pick up to ensure the safety of the child and others in program. Educators are unable to leave the premise to follow the child who is leaving.

It is imperative that all parent/guardian and emergency contact information is up-to-date with accurate information in order for seamless contact.

After Hours

At time of program closure, employees will commence calling the parent/guardian and emergency contacts to inquire about pick up.

If the child has not been picked up 15 minutes after closing and the employee has been unable to connect with the parent/guardian or emergency contacts, the employee will notify the Centre Director/Designate for further direction.

If the program is unable to reach the parent/guardian or emergency contacts after 1 hour after closing, we will proceed to contact the local Children's Aid Society (CAS). We will follow CAS's direction with respect for next steps.

Centre Waitlist Policy

At London Bridge we understand that securing child care is complex.

Centre Waitlist Policy

All families (including internal families) are not considered to be on a centre waiting list until their application has been completed on the ONElist system. Visit www.ONEhsn.com to register in your area.

Each individual London Bridge centre monitors the ONElist regularly and uses this to fill spaces as they become available. We try and predict our enrolment cycle from 6-18 months in advance.

A family's waitlist status (with status defined by London Bridge as "high probability" or "low probability") is based on numerous factors, regardless of when you applied for care:

- Available space, which is influenced by current and projected enrolment (age groupings as laid out in the Child Care and Early Years Act 2014)
- Preferred or flexible start date
- Whether full time or part-time care is preferred
- Age of the child(ren)

Current London Bridge Families, internal transfers between London Bridge centres, and London Bridge employees are given priority when spaces become available.

*If requested, families can be assigned a numerical position (as required by the Child and Early Years Act, 2014). This numerical position is subjected to all the variables listed above.

If a space becomes available at your preferred location, you will be contacted through the email you submitted through the ONElist. At that time, we would arrange for a tour of the centre. Registration is not confirmed until payment information and online registration has been completed and approved by London Bridge.



Child Care Fees

Tuition Fees

We have been approved for fee reductions as part of the Canada Wide Early Learning and Child Care Agreement (CWELCC).

A detailed fee schedule is available to view at www.londonbridge.com. Once a space has been confirmed you are required to pay fees in advance of care. Fees are to be paid in full by the 1st business day of each month. Payment may be made by preauthorized MasterCard, Visa, or Debit. Please note a transaction fee will be applied if paying by credit card.

Enrolment in the centre is conditional on full and timely payment of all fees. It is your responsibility to keep your account balance current.

We reserve the right to add a "Late Fee Service Charge" to your account, change your method of payment and/or terminate your child care space if your account is not kept current. Furthermore, please note that if you leave the centre with an outstanding balance owing, we will use any and all measures available to us to collect the balance.

If payments are not processed due to non-sufficient funds in your account, a non-base fee of \$25.00 will be charged to your account.

Tuition fees are determined by a number of factors, including the age of the child, and the schedule of enrolment. Additionally, London Bridge Child Care Services Inc. reserves the right to change or adjust the fee schedule at any time.

We operate Monday through Friday. Tuition fees are based on a nine-hour day. You are required to pay fees for any day which your child is schedule to be at the centre, whether they are in attendance or not. This includes all holiday closures (please see list), vacation days, any days your child is away due to illness, absences due to inclement weather, or emergency centre closures and early closure for our annual professional development evening . No rebate or reduction can be given for these absences.

Holiday Closures

Plus any additional days taken in lieu, if a holiday happens to fall on a weekend.

- New Year's Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Civic Holiday
- Labour Day
- Thanksgiving
- Christmas Day
- Boxing Day
- Annual Professional Development Evening - Mid January (early closure)
- City Wide Professional Development Day (centres closed - dates to be determined)

Child Care Fees

Withdraw Policy

We require four weeks written notice when withdrawing your child from the centre. If your child is eligible and will be attending full day kindergarten in the fall, the last day we can provide care will be the Friday prior to Labour Day. If your child is eligible for full day kindergarten and you choose not to send them, please ensure you inform your centre administrator at least four weeks in advance.

CWELCC


Children are eligible for the CWELCC Program for ages 0-5. If your child is in their sixth year, they are eligible as stated below.

- Up to June 30 for those born between January and June
- To the end of the child's birth month for those born between July and December

Tax Receipts

Tax receipts for all accounts that are not outstanding will be provided by London Bridge by the end of February of each year, regardless of whether the child remains enrolled at the centre or has withdrawn part way through the year. Tax receipts for all accounts where the child has been withdrawn, and there is a balance of fees owing are forwarded to and handled by London Bridge Child Care Services, Administrative Office.

Fee Schedule

	AGE CATEGORY: define by the <i>Ontario Child Care & Early Years Act</i>					
	INFANTS Birth to 18 months (approx.)		TODDLERS 18 months to 2.5 years (approx.)		PRESCHOOL, JK, SK 2.5 years and up (approx.)	
EARLY CHILDHOOD LEARNING CENTRES <i>Daily Base Fees</i>	Full Time	Part Time 2-3 days/week	Full Time	Part Time 2-3 days/week	Full Time	Part Time 2-3 days/week
CITY OF LONDON & MIDDLESEX COUNTY	\$28.82	N/A	\$27.88	\$29.30	\$25.88	\$26.93
LAMBTON COUNTY	\$26.46	N/A	\$25.04	\$25.04	\$24.10	\$24.10
HURON COUNTY	\$25.99	\$27.17	\$25.04	\$25.99	\$22.68	\$23.63

EXTENDED DAY & SCHOOL AGED PROGRAMS <i>Daily Base Fees</i>	Before School		After School		Before & After School		PD Days & Summer Camp	
	CWELCC Fees*	Non-CWELCC Fees*	CWELCC Fees*	Non-CWELCC Fees*	CWELCC Fees*	Non-CWELCC Fees*	CWELCC Fees*	Non-CWELCC Fees*
LONDON	N/A	N/A	N/A	N/A	N/A	N/A	\$23.00	\$48.00
MIDDLESEX	\$12.00	\$13.00	\$12.00	\$14.00	\$12.00	\$21.50	\$23.00	\$48.00
LAMBTON COUNTY	\$12.00	\$13.00	\$12.00	\$14.00	\$12.00	\$20.00	\$21.74	\$48.00
HURON COUNTY – Full time schedule	\$9.00	\$12.00	\$9.69	\$12.50	\$12.00	\$19.00	\$21.74	\$48.00
HURON COUNTY – Full time schedule	\$12.00	\$14.00	\$12.00	\$14.00	\$12.00	\$22.50	\$21.74	\$48.00

School Age Program

We partner with local school boards to provide licensed before and after school programs in your child's school

About the Program

London Bridge partners with local school boards in Middlesex, Huron and Lambton Counties to provide care for your child before and/or after school right inside their school. These licensed programs operate during the academic school year from September- June. Children from JK to Grade 6 are eligible to enroll. We also offer full day programs on all non- instructional days (at select locations). We provide safe spaces where we listen to children's ideas and support them as they continue to develop their own sense of self and overall wellbeing. Children will have opportunities to build friendships, engage in indoor and outdoor activities, share their ideas, be creative, and most of all...have fun!



Cancellation Policy

A \$200 administrative fee per child will apply for withdrawing from enrolment between June 30th and August 31. After August 31st, we require two weeks notice when withdrawing your child from the program. London Bridge reserves the right to cancel any program where registration numbers are not adequate to run an effective program.

School Age Programs

Middlesex County – Dorchester
River Heights Public School

Huron County
Bluewater Coast Elementary School
Exeter Elementary School
Precious Blood Catholic School
St. Boniface Catholic School

Lambton County
Holy Trinity Catholic School
King George VI Elementary School
Queen Elizabeth II Elementary School
Sacred Heart Catholic School

School Age Program

School Age Code of Conduct

In our before and after school programs we strive to foster a sense of belonging and well-being for all individuals in our spaces. We understand the importance and value in thinking with others and recognize that our work is not done alone. We work best when we think alongside multiple people such as families, caregivers, schools, resource consultants, Ministry of Education, and Children's Aid Society.

We understand that a child's behavior is an indication of what is going on within their mind and body. We guide our own responses to a child's behavior by being gentle, compassionate, and acknowledging a child's strong ideas. When educators and children engage in conversation, often their behaviours can be redirected. However, there are some incidents that we cannot support in our programs, including (but not limited to):

- When children are harming themselves or others
- Fleeing the program
- Not upholding respectful conversations between peers and educators (e.g. derogatory language, racial slurs, threatening behaviour or communication)
- Disrespecting Classroom and Materials (throwing furniture, destroying materials/classroom etc)



If your child is involved in any of these incidents, and we are not able to redirect, we will call you and ask for you to make arrangements to pick up your child immediately. We reserve the right to reconsider a child(ren)'s care within our program, if partnering with internal and external organizations and resources are not possible. We will ensure reasonable care has been taken in accessing the child and families needs and the program's ability to support those needs.

School Age Summer Camp

London Bridge offers summer camps on a weekly basis during the months of July and August in Middlesex, Huron and Lambton counties.

Cancellation Policy

Registered weeks that are cancelled prior to April 30th will not be charged. For cancellations received between May 1 and June 15, you will be charged 50% of the tuition for the cancelled weeks. After June 15, full fees are required to be paid for the weeks enrolled.

All cancellation requests must be submitted by email by April 30, 2023, directly to the centre administrator. Please put "withdrawal request" followed by your child's first and last name in the subject line.

*London Bridge reserves the right to cancel any program where registration numbers are not adequate to run an effective program. Families will be notified at the registration closing date.

Summer Camp Programs

Middlesex County - Dorchester

River Heights Public School

Huron County

Bluewater Coast Elementary School
Exeter Elementary School

Lambton County

Holy Trinity Catholic School
Gregory A Hogan School



Contact Information

London & Middlesex Early Childhood Learning Centres

ADELAIDE

189 Adelaide St | 519-685-1650
7:00am - 5:30pm

ELMWOOD

89 Elmwood Ave E | 519-438-9141
7:00am - 5:30pm

HURON HEIGHTS

1305 Webster St. | 519-453-9570
7:00am - 5:30pm

LITTLE ACORNS

130 Dufferin Ave | 519-438-4320
*Toddler/Preschool
7:30am - 5:30pm

LONDON DAY NURSERY

387 King St | 519-434-6364
7:30am - 5:30pm

MAITLAND

650 Maitland St | 519-434-6976
7:00am - 5:30pm

EXTENDED DAY PROGRAMS

548-866-0220

River Heights

Program opens at 7:00 am until school begins and from end of school day to our close time of 5:30 pm. Hours for non-instructional school days may vary.

PICCADILLY PLACE

282 Piccadilly St | 519-672-1796
7:30am - 5:30pm

RIVER HEIGHTS

4269 Hamilton Rd | 548-866-0220
7:30am - 5:30pm

ROWNTREE PARK

712 Whetter Ave | 519-686-8944
7:00am - 5:30pm

SPRINGBANK

502 Springbank Dr | 519-472-3301
7:00am - 5:30pm

ST. JOHN

1212 Coronation Dr | 519-474-0966
7:30am - 5:30pm

STONEBROOK

550 Fanshawe Park Rd | 519-660-6141
7:00am - 5:30pm

Administrative Offices

550 Fanshawe Park Road East
519-432-5606
info@londonbridge.com

Contact Information

Huron County Early Childhood Learning Centres

RELOUW (Exeter)

80 Victoria St | 519-235-0710
7:00am - 5:30pm

WEST HURON (Zurich)

33799 Zurich-Hensall Rd | 519-236-7071
7:30am - 5:30pm

EXETER ELEMENTARY (Exeter)

93 Victoria St | 519-235-0710
7:30am - 5:30pm

BLUEWATER COAST (Hensall)

85 York St | 519-235-0710
*Preschool
8:00am - 5:00pm

SCHOOL AGE PROGRAMS

519-852-4436

Exeter Elementary, Precious Blood, West Huron, St. Boniface, and Bluewater Coast

Programs open at 7:00 am until school begins and from end of school day to our close time of 5:30 pm. Hours for non-instructional school days may vary.

Lambton County Early Childhood Learning Centres

OAK AVE

1014 Oak Ave | 519-337-8668
7:30am - 5:30pm

HOLY TRINITY

60 Lorne Cres | 519-337-8668
7:30am - 5:30pm

ST. BARTHOLOMEW

718 Cathcart Blvd. | 519-332-4212
*Toddler/Preschool
7:30am - 5:30pm
CLOSING SPRING 2024

GREGORY A. HOGAN

900 Rapids Pkwy
7:30am - 5:30pm
OPENING SPRING 2024

SCHOOL AGE PROGRAMS

519-328-7256

Holy Trinity, King George VI, Queen Elizabeth II, and Sacred Heart

Programs open at 7:30 am until school begins and from end of school day to our close time of 5:30 pm. Hours for non-instructional school days may vary.