



Toddler Program Chickadees and Hedgehogs



"If there is one piece of advice, I would offer parents regarding play and early academics, it would be to relax and stop hurrying their children. Children have such deep resources for growth and learning that with good nurture and reasonable help most will succeed wonderfully. Some will need special help and can be given it. This is a hard message to convey, however, especially in America, where we are committed to growing our children faster and better than anyone else."

- Joan Almon, Waldorf Educator

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Please refer to the Sycamore Family Handbook for specific Policies and Procedures that our Childcare Center follows. This document is a summary outline of your child's program.

INTRODUCTION

Fremont Community School (FCS) Sycamore Toddler program is for children who are at least 18 months old, have transitioned to one nap a day, and are walking. Our two different groups of toddlers, the Chickadees and the Hedgehogs, ages 18 to 36 months, are wonderful, creative, and extremely busy little beings.

As toddlers grow, they are ready for a more dynamic curriculum and environment. These children are offered a structured curriculum that focuses on social and emotional well-being, self-help skills, and learning about the world they live in. Their days naturally become more scheduled as they move out of being babies, and our teachers follow this schedule with relevant experiences to build on where children are developmentally. We call this "breathing through the day," with times that are focused - such as storytime and circle time, followed by a period of free play and, of course, meals and naps.

Everything around young children needs to be explored, tasted, and tried out. Children in this age group need to be in an environment that allows them free access to do their exploration in the safest possible way. Our toddler classroom was created so that the children feel this freedom and teachers are there to help them learn new physical and social skills.

Sycamore Childcare Center is committed to getting our toddlers outside as much as possible, rain or shine. We love that this age group has the chance to splash in a warm summer puddle or watch the autumn leaves tumble down. The great outdoors in our fully fenced yard creates a playground that is both safe and natural. Stretching their muscles, feeling the rain, and smelling the flowers feeds the senses of young children and teaches them on every level.

Waldorf Education is one of our greatest inspirations and we weave that philosophy into our curriculum which we mingle with other current thoughts. Amongst the experiences essential for healthy early childhood education, Rudolf Steiner spoke on a number of occasions about including the following:

- Love and warmth
- Care for the environment and nourishment for the senses
- Creative, artistic experience
- Meaningful adult activity as an example for the child's imitation
- Free, imaginative play
- Reverence for childhood
- Gratitude, reverence, and wonder
- Joy, humor, and happiness



Table of Contents

Intro	2	Daily Rhythm	12
Schedules	4	<ul style="list-style-type: none"> ● Arrival / Drop Off ● Circle Time ● Songs / Stories / Rhymes ● Outside Play ● Meals ● Cubbies 	12 12 13 13 13 13
<ul style="list-style-type: none"> ● Chickadees & Hedgehogs/Toddler Room Daily Schedule ● Chickadees & Hedgehogs/Toddler Room Weekly Activity Schedule 	4 5		13 13
Meal Schedules	6		13
Educational Information	8	<ul style="list-style-type: none"> ● Diapering & Bathroom Practices ● Napping ● Pick Up Checklist 	14 15 15
<ul style="list-style-type: none"> ● Educators ● Curriculum, Activities & Room Set Up 	8 8		15 15
Goals & Opportunities	8	Injuries / Incident Logs	16
<ul style="list-style-type: none"> ● Social/Emotional ● Language ● Gross Motor ● Fine Motor ● Self Help ● Cognitive 	9 9 9 9 9 9	Illness	16 16 17 17 17 17
		Medications	16
		Child's Notebook	17
		Last Day / Graduation	17
		Parent Support, Involvement & Community	17
		Field Trips	17
Child Observation & Assessment	10		
<ul style="list-style-type: none"> ● Conflict Resolution ● Positive Discipline 	10 11		10 11



SCHEDULES

Chickadees and Hedgehogs/Toddler Room Daily Schedule

Please Note: This schedule is a guide, and it fluctuates from time to time depending upon the needs of children, families, and staff.

Time	Activity
7:15 – 7:30	Teachers arrive and prepare for children
7:30 – 8:00	Center opens, greetings as children begin to arrive Breakfast is served. Toilet and wash hands
8:00 – 8:45	Indoor Activities Free Play Baking Arts and Crafts
9:00 – 9:30	Clean up, Songs and Story. Wash Hands
9:30 - 9:45	Snack
9:45 – 10:00	Toileting and Diapers
10:00 – 11:00	Outdoor Activities <ul style="list-style-type: none">• Free Play• Water Play• Push Cars and Trucks• Obstacle Course, etc.
11:00 – 11:30	Clean up, Circle Time, Wash Hands
11:30 – 12:00	Lunch
12:00 – 12:30	Toileting and Diapers Get ready to nap
12:30 – 2:00	Naps and rest time. Diapers changed as they wake up.
2:00 – 2:30	Snack
2:30 – 3:30	Outdoor time
3:30 – 3:45	Snack
3:45 – 4:00	Circle time, Songs, etc
4:00 – 5:30	Indoor or Outdoor Time <ul style="list-style-type: none">• Read books, Puppet Shows, Puzzles, Duplo's, Playdoh• "Birdie bites" snack as needed <i>*Free time until Parents arrive to pick up children</i>
5:30	Center closes
5:30- 6:00	Teachers finish logs/reports, clean, close center



Chickadees and Hedgehogs Toddler Room Weekly Activity Schedule

Please Note: This activity schedule is our guide, and it fluctuates week to week depending upon the needs of the season and of our children, families, and staff. The actual schedule for a particular week is available on the Brightwheel App.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Art	Painting	Sensory Play	Drawing Markers, pencils, and crayons	Play Doh	Bread Baking
Circle	Songs and verses about ourselves and the season	Songs and verses about ourselves and the season	Songs and verses about ourselves and the season	Songs and verses about ourselves and the season	Songs and verses about ourselves and the season
Music	Good Morning Merry Sunshine	(As yesterday) Squirrel Nutkin	(As yesterday) Whiskey, Friskey, Hipperty, Hop	(As yesterday) Yellow the Bracken	(As yesterday) What's this I hear
Activity	Trains Cars Trucks	Play Doh	Build forts and houses out of cloth	Dress up and Dance	Painting
Story/ Puppets	Mama Do You Love Me?	Listening to My Body By Gabi Garcia	At School Kindness Starts With You By Jacquelyn Stagg	Everyone Poops	Mama Panya's Pancakes By Mary Chamberlin



Meal Schedules



Meals/Snacks: Sample - Week 1 of Two-Week Rotation

Meal	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM: Breakfast	Oatmeal blueberries (frozen / fresh) Milk (cow / alternate) Warm tea (rosehip)	French toast Orange slices Milk (cow / alternate) Warm tea (rosehip)	Banana Bread Apple slices Milk (cow / alternate) Warm tea (rosehip)	Waffles Melon Milk (cow / alternate) Warm tea (rosehip)	Organic O cereal Banana Orange juice Milk (cow / alternate) Warm tea (rosehip)
9:30 AM: Snack	Granola Yogurt Applesauce Water	Banana mini- muffins Oranges Water	Toast and cream cheese Melon Water	Pita and Hummus Cucumber slices Water	Cottage cheese Canned peaches Water
11:30 AM: Lunch	Pasta with red sauce Cheese Broccoli Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Potato/corn soup Cornbread Veggie/fruit plate Cheese Milk (cow / alternate) Warm tea (rosehip)	Rice and beans Avocado Grated cheese Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Quinoa and tofu Cheese Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Pizza Baked cauliflower Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)
1:30 PM: Snack	Rice Crackers Cheese Apples Water	Sun butter sandwiches Bananas Water	Nuts and dried fruit Cheese Crackers Water	Breadsticks Hummus Oranges Water	Popcorn w/nutritional yeast Sunny butter bananas Water
3:30 PM: Snack	Carrots Crackers Cheese Water	Toast Sun butter Apples Water	Yogurt and granola Applesauce Water	Quesadilla Banana Water	Pumpkin mini muffins Oranges Water



Meals/Snacks: Sample - Week 2 of Two-Week Rotation

Meal	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM: Breakfast	Warm multigrain cereal Mixed berries Milk (cow / alternate) Warm tea (rosehip)	Raisin toast Cream cheese Orange Slices Milk (cow / alternate) Warm tea (rosehip)	Pumpkin muffin Apple slices Milk (cow / alternate) Warm tea (rosehip)	Pancakes Blueberries Milk (cow / alternate) Warm tea (rosehip)	Raisin Bran cereal Dried cranberries Pomegranate seeds Milk (cow / alternate) Warm tea (rosehip)
9:30 AM: Snack	Crackers Bananas Water	Raisin bread toast Cream cheese Water	Carrots Hummus Cheese Water	Zucchini mini- muffins Apples Water	Yogurt Berries Water
11:30 AM: Lunch	Cheesy rice pasta Baked cauliflower Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Lentil soup Toast and Cream cheese Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Veggie chili Cheesy pita Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Quesadilla Cheese Avocado Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)	Grilled cheese sandwiches Hard boiled eggs Veggie/fruit plate Milk (cow / alternate) Warm tea (rosehip)
1:30 PM: Snack	Yogurt and Granola Blueberries Water	Cream cheese sandwiches Apples Water	Applesauce mini muffins Bananas Water	Pita Cream cheese Dried Mango Water	Carrot sticks Hummus Apples Water
3:30 PM: Snack	Pita Cream cheese Apples Water	Crackers Cheese Oranges Water	Carrot sticks Celery with sun butter Water	Yogurt Mixed berries Water	Oatmeal Applesauce Blueberries Water



EDUCATIONAL PROGRAM

Educators

Fremont Community School is committed to hiring highly trained Educators for all positions working with the children at Sycamore Childcare Center. Our connection to each and every family is essential in our work together, and we view our Childcare Center as an extension of each child's home. Creating those connections come through a sharing of ideas, festivals, celebrations, and happenings. Unfortunately, there is not a word for a childcare center that also means "Home Away from Home," but that is how we view ourselves.

Each Educator cares for your child as if they were their own - loving all the things that makes each child unique - helping them to grow and become the best they can become. The first three years of a child's life lay the foundation for who they will become, and FCS takes these early years very seriously. We will fill your child's time at Sycamore with love, warmth, song, dance, and attention to their development.

Curriculum, Activities, and Room Set-up

Classes consist of age-appropriate activities planned by individual teachers by means of a combination of Waldorf and emergent curriculum. These activities center on exposure to many experiences where children learn with a group of peers around the same developmental age. The teachers follow and observe children to provide emergent, as well as a teacher planned curriculum, and other opportunities for children to explore their own interests.

Parents will receive periodic updates through the Brightwheel App detailing activities and curriculum. Play spaces are designed to teach children important skills. For example, block areas help with skill building in math (patterns, counting, measurement, problem solving), language and literacy skills (communication, vocabulary), hand-eye coordination, and social skills. Our goal as teachers of young children is to provide them with the skills needed to build friendships and emotional awareness with the ability and confidence to express their feelings and needs. We also work to provide varied experiences that develop physical and cognitive skills to help build self confidence and trust in their competency in a safe and nurturing environment.

Our curriculum is child-centered, developmentally appropriate, and allows each child to participate at a rate that is both comfortable and challenging for them as an individual. We promote the creation of a strong community and partnership with families. We encourage parent families to share their favorite activities from home that represent the culture of their individual family.

Goals and Opportunities

Our goal as teachers of young children is to provide them with important social skills, varied experiences that develop physical and cognitive skills, and prepare them to be independent and thoughtful human beings all in a safe and nurturing environment. Our curriculum is child-centered, developmentally appropriate, and allows children to participate at a rate that is both comfortable and challenging. In our multiage classroom children gain skills through the added advantage of watching older children and imitating. Teachers make sure every child has age-appropriate challenges and activities.



Social/Emotional

- Awareness of feelings, ability to label them, and appropriate emotional response
- Problem solve creatively with some impulse control/substitution of language for physical actions
- Seek new experiences
- Interact with children and adults cooperatively and respectfully

Language

- Communicate with adults and children verbally and/or sign in a range of contexts
- Listen to directions with one or more steps and follow through
- Recognize and identify adults and children by name
- Name familiar objects in the environment and ask questions about unfamiliar objects
- Learning songs in Spanish

Gross Motor

- Climbing, using hand over hand motions
- Riding bikes and push cars
- Walk through neighborhood while holding hands
- Run with increasing confidence
- Explore moving through space with dance and movement

Fine Motor

- Turn pages in a book
- Draw with markers and crayons
- Work a 3-10-piece puzzle
- Stack blocks in a tower
- Use manipulatives
- Simple sewing

Self-help

- Put away toys, dishes and personal items when requested
- Feed self with spoon, drink with cup without lid
- Gain knowledge about body functions and relation to the potty and possibly have experience using the potty successfully
- Wash one's own hands and wipe face clean after eating messy foods
- Show care for one's own property and the property of others
- Exhibit an understanding of safety rules and their application

Cognitive

- Discriminate between different shapes and colors, identifying some by name
- Identify body parts
- Understand that actions have consequences
- Sort objects by appearance or use



Child Observation and Assessments

Teachers keep ongoing assessments of each child's developmental progress, which enable us to plan programs to meet the individual developmental needs of each child. Teachers collect data from observations and conversations with parents, and other teachers and staff.

Our curriculum is geared to support individual children's development and interests. Conducting observations and completing the assessment tools ensures that the curriculum is appropriate for each child. We assess Toddlers using Birth to Six-Growth and Development Chart from DCYF Washington State Early Learning and Development: Birth through 3rd grade, and HeadStart Early Childhood Learning and Knowledge Center as valuable resources. These research-based resources guide teachers in gathering data relevant to physical, cognitive, social, emotional, and language development, as well as special abilities and interests of infants, toddlers, and preschoolers.

During the parent/teacher conference, teachers and parents share information about the child. The parent and the child's teacher sign the completed conference form at the end of the conference.

The family takes a copy of the report with them, and the signed copy remains in the child's file. Assessment portfolios are confidential and stored in each child's file in a locked cabinet. Parents can access and review the assessment tool upon request. Assessment and other sensitive child and family information remain confidential.

Conflict Resolution

One of the biggest transitions as children grow from toddlerhood to preschool-age is their development as social beings and their interest in building friendships. Along with this skill is their ever-expanding vocabulary. As children learn about each other's boundaries, they continue to test them. Best friends can become "best enemies," and go back to best friends, very quickly as they work out the dance of friendship and self-esteem. As teachers, we believe one of our most important duties (and probably the most complex) is to help children learn the effects their behavior has on others. We assist all children in helping them "find their own voice" and express their needs and feelings to their peers and the adults in their lives.

When children have a conflict, we facilitate by helping them describe what happened, and help their peers to listen and consider each other's point of view. If they struggle to find a solution on their own, children are offered choices of what to do next. We do not insist that children apologize to each other, instead, we help them to work out a genuine response to the conflict.

We have found that "I'm sorry," can turn into a "get out of jail free card" and ultimately, they have not learned how they can really make things better ("I'm sorry" does not make the hurt go away). We will ask children if there is a way that they can help their friend(s) feel better and we also ask the child who was hurt (body, feelings, or property) what they want their friend(s) to do to help them feel better.

Sometimes this will include asking the friend to play with them, making a plan to share a toy, or having the friend get them an ice pack or cup of water. In addition, we offer kind words that they can choose to say such as: "I'll be more careful next time" or "I'll remember to use words instead of taking something that someone else is using." As a result of what children learn about the give and take of relationship building, many of our children remain friends throughout elementary, middle, and high school and beyond.



Positive Discipline

The word discipline tends to be interpreted negatively, as referring to punishment. However, the word discipline (as defined in the Merriam Webster dictionary), means “to train or develop by instruction and exercise, especially in self-control.” This is how we see our role in redirecting, guiding, and managing children’s behavior. By helping children develop self-control through demonstrating and encouraging them to practice.

It is important that children understand that all behavior has a cause and an effect. Disciplinary measures never include corporal punishment, humiliation, or withdrawal of emotional support. When a child’s actions jeopardize their own safety and/or the safety of others, are interfering with the rights of others, or they are breaking classroom or others’ property, we use the following techniques: We explain how and why the child’s actions are inappropriate. Depending on the age of the child and the circumstances, teachers may outline alternatives. We clearly indicate the consequence(s) that will occur if the inappropriate behavior continues.

Consequences are based on relating the outcome to the behavior. For example, if a child intentionally breaks a toy, the teacher may ask them to try to help mend it. If a child is not making safe or kind choices for themselves, teachers redirect the child, or bring the child over to another setting or activity until the child calms down. When this happens teachers decide where a child can play, what activity they do during an increment of time that is age appropriate, and where they sit at meals. Children are given another chance to “try again,” before the consequence is implemented and after being informed of the potential consequence. The goal is for the child to feel successful.

A request for a child to take some time away from the group is made if a child is physically out of control. The goal is for the child to determine when they are ready to return to the activity or group. We do not use the term “time out,” instead we ask them to sit away from the group with their teacher to calm down or to take some space and find their calm and peace in their body. Oftentimes we will give the child an activity to do to help them calm down and re-center. Once the child has recovered their calm, they may rejoin the group.

Our Childcare Center staff are trained on the Positive Discipline approach. You may find more information on this by clicking on this [link](#).



DAILY RHYTHM

Arrival/Drop Off

Having a smooth drop off is an important start to your child's day!

Sycamore Childcare Center and teachers are ready to welcome your child at 7:30am. A teacher receives your child at the front door of the school in accordance with the drop-off policy. Your child **must** be signed in via the QR code which is posted near our front door. This is a licensing requirement. Parents will use their smartphone to check in their child via the Brightwheel Kiosk. Please let the teacher know of any important information regarding your child such as: did not sleep well, grandparent is sick, etc.

Do NOT leave your child unattended during drop off or pick up times. Children must be under the supervision of an adult at all times while at our Childcare Center.

One of the best things you can do for your toddler is to spend time outlining the drop off routine prior to their first day. It is quite common for children to cry at drop off, it is their way of expressing how much they love you. Sticking to the same drop off routine will help your child quickly adjust to their new environment. When you bring them to the center, your child's teacher is there to help, advise, and guide you through challenging goodbyes. Giving them a hug and a kiss goodbye is the best exit strategy and then leave. Lingering tends to make a child more emotional. The teacher will receive the child and will notify you through the Brightwheel App, once the child is happily playing and settled back into the routine of the center.

See the Family Handbook for more information regarding arrival and drop-off tips.

We are more than happy to let you know how your child transitioned to being at our Childcare Center after you left. We realize that goodbyes can be as stressful for parents as they are for children. We are eager to support parents as well as their children with the transition. If you are interested in talking with the staff about your child's activities at our Childcare Center, please contact the Childcare Center Administration to arrange a time for a phone call with the teacher(s). Due to the nature of our Childcare Center day, it is best to minimize demand on the teacher's time during the day so that their full attention can be on the children in their care.

Please let the Administration office know if your child will be out due to illness, vacation or having a fun day at home with a parent or guardian. This allows us to plan for the day and know what is happening with your child. **If you are running late, please send your child's teacher a message via Brightwheel with your expected arrival time.**

Circle Time

Our toddlers have circle time each day before lunch. It provides an opportunity for children to have rituals and routine in our room and bring a sense of security. Circle time includes a variety of movements, games, songs, and discussion time for events (what is new or interesting in their lives) taking turns and sharing.

We learn the names of all the children through song, and we sing simple repetitive songs with clapping and movements. Circle time tends to be shorter with younger children and they are always encouraged to join the circle but are never required to. There are other available activities for them to do if they are uninterested.



Songs, Stories, and Rhymes

There are lots of opportunities for singing, storytelling, and puppet shows. Below is a sample list of songs and stories children grow to learn and love. Feel free to share family favorites that we might use too!

Songs: Welcome song, Twinkle, Twinkle Little Star, Itsy Bitsy Spider, Row, row, row your boat, Ring around the Rosy

Stories: One Fish, Two Fish, Brown Bear, Brown Bear, The Very Hungry Caterpillar, and more!

We will share these songs and stories through the Brightwheel App.

Outside Play Time

Sycamore Childcare Center is very committed to getting children outside in all weather. Our aim is to go outside a minimum of two times a day, once in the morning and once in the afternoon. During pleasant seasons we will spend more time outside. Dressing children properly allows us to be outside regardless of rain or sunshine and the children love it.

While outside, our toddlers will spend their time exploring different activities whether it is playing together, exploring the outside toys, digging in the sandbox, running, engaging in water play, popping bubbles, or jumping in puddles. Please have weather-appropriate clothes available for your child daily, including sun hats and jackets.

When children are outside at our Childcare Center, they are allowed to explore and engage with the natural world in all its many moods. It is vital for children to engage and challenge their physical body. Working on their sense of balance, building agility, and learning their limits are all essential to the development of the young child.

Due to the active and experimental nature of our program children's clothing gets stained and dirty. Our feeling is if the children go home spotless, they have not had enough exploration.

Meals

In the toddler room, the teachers will serve meals and snacks. Teachers sit and eat with the children to model joyful eating.

A weekly menu is available on the Brightwheel App for parents/guardians to review. Breakfast is offered from 7:30-8:00am, morning snack is served at 9:30, lunch is served at 11:30am, afternoon snack is at 2:00pm and late snack is served at 3:30pm, and if still hungry, the children will be given little "birdie bites" before they go home. Children eat meals and snacks in their respective groups. Children wash their hands before and after each meal.

We practice eating "mindfully," meaning for a few minutes we focus quietly on the food in front of us. Though it is important to strive for quiet, the more important element is enjoying the food on our plates.

Cubbies

Each child has their own cubby where they will keep their extra clothes and their nap sack, which the parent provides. Each child's nap sack, labeled with their first name, will hold



their blanket, a soft toy for cuddling (“lovie”), and a bottom nap sheet. Please send items that will easily fit into the nap sack you provide, as we have limited space.

After nap time, with the assistance of the teacher, children clean up their space, which includes putting their belongings back into their nap sacks and putting them away, using the potty (if applicable), washing hands, and getting ready for snack.

****Please label all clothing, blankets, and stuffed animals etc.****
(Precious items are more easily lost if they are not labeled.)

As toddlers learn to take care of their own nap time belongings, they start to recognize their written names and the names of their friends. This also gives them a sense of ownership and belonging, one of the first steps in learning to share. In addition to nap sacks, each child has a cubby for their belongings including diapers, extra clothing/shoes, jackets and weather gear, and wet/soiled clothing (placed in a plastic bag ready to go home).

If your child uses a pacifier, they will be given one at naptime only. Parents must provide multiple pacifiers for their child as once they drop them, we must replace them with a clean one. Pacifiers will be sent home to be washed every day.

Diapering & Bathroom Practices

Diapering is another opportunity to build trust with your child.

Our diaper changes occur at 9:45am, 12:30pm and 3:00pm, and/or as needed. Families supply diapers and wipes. We will gladly use whichever type of disposable diaper you provide. If you use cloth diapers for your child, please send a small diaper pail with a tight-fitting lid and plastic bags as we will be sending dirty diapers home daily for you to clean. Please check the Brightwheel App and restock your child’s supplies when they run low. Diapers, wipes, and diaper cream are stored in the diaper changing area. Please mark all supplies with your child’s name.

If your child has a diaper rash and you would like us to use any diaper cream, please provide it and complete the “Child Care Medication Authorization Form,” found on the Brightwheel App. Additional instructions are found in the Sycamore Childcare Family handbook.

Teachers and toddlers wash their hands before and after each diaper change and the table is washed and sanitized.

The child sized toilet is available to all children who want to use it, and it is sanitized after each use. We teach the children to help take care of their own bodies (i.e., taking their clothes off/putting them on, etc.) as they mature and become capable. We offer the potty during each child’s diaper change. If they choose not to use the toilet, we respond with “okay, maybe next time.”

We are happy to assist when your child is ready to begin potty training. Let us know if you think your child is ready to begin potty training so that we can assist you by helping your child use the potty at school. We do ask that children be peeing and pooping in the potty consistently at home for at least two weeks and are showing an awareness of their body’s potty messages, before coming to the center in underwear. They show this by letting you or the teachers know that they need to use the toilet. As we are always looking to do what is best for your child and your family, we work to keep an open dialog going regarding their progress.



Napping

Discuss with your child what is going to be in their nap sack. Each child may have one small stuffed toy “lovie,” a blanket or nap sack, and a nap sheet that can easily fit into the nap sack parents provide. We do not have space for other items such as pillows. If your child requires a pillow for medical reasons, please discuss that with your child’s teacher. It is helpful that your child comes to school with only items that can stay at school.

Nap/rest time is from 12:30pm to 2:00pm. Teacher’s help children settle onto their mats by tucking them in with their blankets and stuffed animals/dolls and rubbing or patting their backs. Our ultimate goal is for all children to be able to help themselves rest without much assistance to prepare them for the Preschool program.

We play calm, restful music during nap time, and encourage a quiet environment by saying, “It’s time for resting our voices” and “let’s listen to our breathing.” Children have a very long day in childcare. If your child wakes up before 2:00pm, they may join a teacher in the room for some quiet wake-up time activities.

Washington State Child Care Licensing WAC 110-300-0265 states that children “preschool age and younger who remain in care for more than six hours per day, or who show a need for rest” must be provided rest time. (Sleeping is not required.) Nap times are recorded on each child’s nap chart located on the Brightwheel App. We let children follow their own nap and wake schedule, and as much as possible, we allow children to wake up naturally from a nap. We are aware that bedtime at home can sometimes be challenging, and we are happy to assist your family in coming up with workable solutions.

Pick-up Checklist

Always check in with the teacher when picking up your child.

- Sign out using your name and time you picked up via the QR code on the Brightwheel App
- Check your child’s backpack for soiled clothes, cloth diapers, or other items they bring home.
- Please remember to take home and launder napping supplies every Friday.
- Try to arrive well before 5:30 when school closes. Your child has spent many hours with us, and no one likes to be the last person picked up.
- Please note that we close the facility promptly at 5:30, so all parents and children must leave by this time. Late pick up fee is \$5.00 per minute.



Injuries/Incident Logs

It is normal for children to get bumped or bruised in the course of a day of play. If your child has an injury/incident during the day (bumps, scratches, bites, etc.), the time, place and nature of the injury/incident are recorded on the child's log through the Brightwheel App, as well as the treatment and the name of the teacher who witnessed the injury and/or cared for the child.

For serious injuries, teachers will contact the parents. Our Childcare Center will provide parents with a Childcare Injury/Incident report. Our Childcare Center's Administration office will also report the incident to DCYF and submit a copy of the report to DCYF within 24 hours.

Toddlers are learning how to socialize. In the event of a child injuring another child, we may consult with the parents of the child who hurts another; so that we understand more about the child and how we can help them develop their communication and friendship-building skills. Due to confidentiality, we will never divulge the name/s of the other children involved in the incident.

Sycamore Childcare Center is committed to the safety and well-being of everyone at our school.

Illness

Serious illnesses which arise at our Childcare Center will be reported to the parents immediately. If your child is vomiting, has two or more incidents of diarrhea, or has a fever of 100 degrees or more, a teacher will call a parent to arrange for the child to be picked up immediately. A child must have no incidents of sickness related to vomiting or diarrhea in the last 24 hours before being accepted back to school. A child must be fever free (without the use of fever reducers) in the last 48 hours before being accepted back to school. Fatigue or discomfort that limits daily activities is also a sign that they are just not feeling well and should be home. Please have alternative childcare arrangements in place for your child.

Medication

Inform the teacher if your child will need to take any medications while at our Childcare Center.

Parents must provide a completed Child Care Medication Authorization Form for any medications administered at our Childcare Center. This applies to any prescription, homeopathic medication, or over-the-counter medication, and topical, non-medical ointment, repellent, lotion, cream, or powder. We cannot administer medication without this form completed (available on the Brightwheel App), including a parent or guardian's signature.

At our Childcare Center, medications will be reviewed by our Childcare Center's Child Care Health Consultant and administered in accordance with Public Health-Seattle and King County regulations and the policies described below.

Medications will be stored in a locked cabinet in the classroom or locked box in our Center refrigerator, depending on the medication. Medications for external use will be stored separately from medications for internal use.

Any time we administer medications, we record in the child's log on the Brightwheel App.



Child's Notebook

Each child has their own portfolio in which some of their artwork is kept. Materials are added to the notebooks periodically. These books begin when your child first starts at Sycamore and continues with them through each program. When your family leaves Sycamore, at our annual Jump the Log ceremony or before, your child's notebook is given to you as a memory book of their time here with us.

Last Day at our Childcare Center

When your child leaves Sycamore Childcare Center, we look forward to their next adventure (even though we also get misty-eyed at the end of their time here). To help children with this transition from our program to another program, we celebrate every child's "Last Day" as a positive event, which gives children a chance to say goodbye to peers, teachers, and our Sycamore Childcare Community. It is important for children to purposefully say their goodbyes, rather than to leave without the knowledge that it is permanent. Once you have informed the Administration office and the teachers know your child's Last Day, we can help you and your child have a positive experience saying goodbye.

Parent Support, Involvement, & Communication

Fremont Community School, as implied by its name, is more than a place parents send their children each day – it is a community — of parents, children, their teachers, grandparents, and their other care providers. To make Sycamore Childcare Center a community requires a commitment from all those involved, and we encourage parents to participate as fully as possible.

We are a family center and by giving of yourself in some way, you help define our community and create a deeper bond with all its members. There are many ways to do this: some of you can give of your time, wisdom, and experience, while some of you are able to give additional financial support. Know that we welcome your contribution in areas where you feel you have a particular interest or expertise.

We understand that every family has a different gift of resources they can share with Sycamore Childcare Center. We want you to feel comfortable with and good about what you can offer - be it serving on committees or our board, participating in our spring-cleaning effort, helping with maintenance or site improvements, or taking a leadership role with fund-raising or community outreach. We encourage you to partner with us in demonstrating to our children the value of service and giving back.

Field Trips

Although we do not take many field trips with the toddlers, we do have two we really love – May Day and a trip to a local organic farm in the autumn. There will always be an option for your child to remain at our Childcare Center if you are unable to join us on either of these outings, as parents or guardians must accompany their child for the child to attend. It is our hope that families will join us for the few field trips we take.

