



## Community Care Facilities Licensing Application Guide

# Group Child Care

Group Child Care (Under 36 months, 30 months to school age,  
School Age, Preschool, Multi-Age Child Care, Occasional Child Care)



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## Introduction

### **Community Care Facilities Licensing Mission Statement:**

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

This guide is a resource for applicants wishing to open a licenced Group Child Care including:

- Renovating an existing premise in order to open a new child care
- Building a new purpose-built premise

It is intended to provide you with an understanding of the application process, space and design requirements outlined in the legislation, and links to useful resources to help get you started.

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



## Glossary

**Acronyms**      CCALA – Community Care and Assisted Living Act

CCFL – Community Care Facilities Licensing

CCLR – Child Care Licensing Regulation

DOLSOP – Director of Licensing Standards of Practice

**Legislation**

**CCALA:**

[http://www.bclaws.ca/civix/document/id/complete/statreg/02075\\_01](http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01)

**CCLR**

[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007)

**DOLSOP Safe Play Space:**

[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe\\_play\\_space.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf)

**DOLSOP Active Play:**

[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active\\_play\\_june\\_2016.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf)

**Terms**

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

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

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

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

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

**Program** is the daily indoor and outdoor activities that are planned for children, and meets children's developmental needs as described in Schedule G of the *Child Care Licensing Regulation*.

## Prior to submitting your application to Licensing

The following resources may be helpful as you prepare to submit your application to Licensing:

- <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/open-licensed-child-day-care/licensed-child-care-facility>
- [https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/childcare\\_partnerships\\_booklet.pdf](https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/childcare_partnerships_booklet.pdf)

### What are the different types of care?

**Group Child Care, Under 36 months** is a program that provides care to children who are younger than 36 months of age

**Group Child Care, 30 months to school age** is a program that provides care to preschool age children

**Group Child Care, school age** is a program that provides care to children who attend school, including kindergarten, before or after school hours or on a day of school closure,

**Preschool** is a program that provides care to preschool children who are at least 30 months old on entrance to the program, and 36 months old by December 31 of the year of entrance

**Occasional Child Care** is a program that provides occasional or short-term care to preschool children who are at least 18 months old

**Multi-Age Child Care** is a program that provides care to children of various ages

### What qualifications do the staff need?

Each type of care requires a different number of staff, with varying qualifications. Please refer to Schedule E of the *Child Care Licensing Regulation* for specific information.

[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#ScheduleE](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#ScheduleE)

### How many children can I have?

Your licenced capacity will be determined at the final inspection and is based on usable indoor and outdoor space, however each type of care also has a maximum group size that is outlined in the *Child Care Licensing Regulation*

[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#ScheduleE](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#ScheduleE)



## Group Child Care, Under 36 months

### Ages of children in care programs

- 2.1 (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
  - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

**If your space is large enough for the maximum group size of twelve children**, all of the children need to be under the age of 36 months. The qualifications of the staff needed to meet ratio will depend on the size of the group.



Infant/Toddler Educator (I/T certificate)



Early Childhood Educator (ECE certificate)



Early Childhood Educator Assistant (ECEA certificate)

Group size: 1-4 children



Staff required



If your group has between one and four children, in order to meet ratio you will need one Infant/Toddler Educator (with a current I/T certificate) to work with the children.

Group size: 5-8 children



Minimum staff required



If your group has between five and eight children, in order to meet ratio you will need **at minimum** one Infant/Toddler Educator (with a current I/T certificate) plus one Early Childhood Educator (with a current ECE certificate) to work with the children.

Group size: 9-12 children



Minimum staff required



If your group has between nine and twelve children, in order to meet ratio you will need **at minimum** one Infant/Toddler Educator (with a current I/T certificate) plus one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.

# Group Child Care, 30 months to school age

## Ages of children in care programs

**2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if  
 (a) the child's age matches the age or is within the age range to which the care program applies, or  
 (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.















Early Childhood Educator (ECE certificate)



Early Childhood Educator Assistant (ECEA certificate)

**If your space is large enough for the maximum group size of twenty-five children, there are three possible combinations for your group:**

1	All of the children are over the age of 36 months, but not yet in grade 1		
	<p>Group size: 1-8 children</p> 	<p>Group size: 9-16 children</p> 	<p>Group size: 17-25 children</p> 
	<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 
	<p>If your group has between one and eight children, in order to meet ratio you will need <b>at minimum</b> one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>	<p>If your group has between nine and sixteen children, in order to meet ratio you will need <b>at minimum</b> one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.</p>	<p>If your group has between seventeen and twenty-five children, in order to meet ratio you will need <b>at minimum</b> one Early Childhood Educator (with a current ECE certificate) plus two Early Childhood Educator Assistants (with a current ECEA certificate) to work with the children.</p>

2	One child is younger than 36 months, but turns at least 30 months of age within one month of their start date. The rest of the children are over the age of 36 months, but not yet in grade 1.		
	<p>Group size: 1-8 children</p> 	<p>Group size: 9-16 children</p> 	<p>Group size: 17-25 children</p> 
	<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 
	<p>If your group has between one and eight children, in order to meet ratio you will need <b>at minimum</b> one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>	<p>If your group has between nine and sixteen children, in order to meet ratio you will need <b>at minimum</b> one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.</p>	<p>If your group has between seventeen and twenty-five children, in order to meet ratio you will need <b>at minimum</b> one Early Childhood Educator (with a current ECE certificate) plus two Early Childhood Educator Assistants (with a current ECEA certificate) to work with the children.</p>



3

Two children are younger than 36 months, but turn at least 30 months of age within one month of their start date. The rest of the children are over the age of 36 months, but not yet in grade 1.

Group size: 1-8 children



Staff required to meet ratio



If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

Group size: 9-16 children

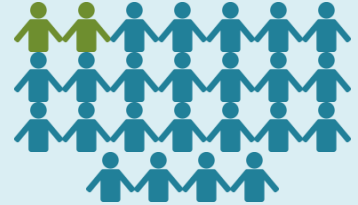


Staff required to meet ratio



If your group has between nine and sixteen children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.

Group size: 17-25 children



Staff required to meet ratio




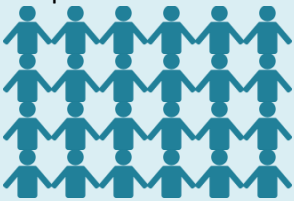


If your group has between seventeen and twenty-five children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) plus two Early Childhood Educator Assistants (with a current ECEA certificate) to work with the children.

# Group Child Care, school age





## Responsible adults

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

**If you have any children in kindergarten or grade one**, your maximum group size is 24 children.

<p>Group size: 1-12 children</p> 	<p>Group size: 13-24 children</p> 
<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 
<p>If your group has between one and twelve children, in order to meet ratio you will need <b>at minimum</b> one Responsible Adult to work with the children.</p>	<p>If your group has between thirteen and twenty four children, in order to meet ratio you will need <b>at minimum</b> two Responsible Adults to work with the children.</p>

**If you do not have any children in kindergarten or grade one**, your maximum group size is 30 children.

<p>Group size: 1-15 children</p> 	<p>Group size: 16-30 children</p> 
<p>Staff required to meet ratio</p> 	<p>Staff required to meet ratio</p> 
<p>If your group has between one and fifteen children, in order to meet ratio you will need <b>at minimum</b> one Responsible Adult to work with the children.</p>	<p>If your group has between sixteen and thirty children, in order to meet ratio you will need <b>at minimum</b> two Responsible Adults to work with the children.</p>

# Preschool

## Ages of children in care programs

- 2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
  - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

**If your space is large enough for the maximum group size of twenty children**, each child needs to be at least 30 months old when they start the program, and turning 36 months old by December 31<sup>st</sup> of the year they start Preschool. (The children can enter the program at 29 months of age, but must turn 30 months of age within one month of their start date).

**Example 1:** A child's start date for the 2020/2021 preschool session is September 8, 2020.

- They must be at least 29 months of age by September 8, 2020
- They must turn 3 (have their 3<sup>rd</sup> birthday) by December 31, 2020

**Example 2:** A child's start date for the 2020/2021 preschool session is January 5, 2021.

- They must be at least 29 months of age by January 5, 2021
- They must turn 3 (have their 3<sup>rd</sup> birthday) by December 31, 2021

Group size: 1-10 children



Staff required to meet ratio



If your group has between one and ten children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children

Group size: 11-20 children



Staff required to meet ratio











If your group has between eleven and twenty children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.

## Occasional Child Care

### Ages of children in care programs

- 2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
  - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

**If you have any children under 36 months of age**, your maximum group size is 16 children. All of the children need to be between 18 months old and school age (not yet entered grade 1). The children can enter the program at 17 months of age, but must turn 18 months within one month of their start date.

Group size: 1-4 children 	Group size: 5-8 children 	Group size: 9-12 children 	Group size: 13-16 children 
<p>Staff required to meet ratio</p>  <p>If your group has between one and four children, in order to meet ratio you will need <b>at minimum</b> one Responsible Adult to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between five and eight children, in order to meet ratio you will need <b>at minimum</b> two Responsible Adults to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between nine and twelve children, in order to meet ratio you will need <b>at minimum</b> three Responsible Adults to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between thirteen and sixteen children, in order to meet ratio you will need <b>at minimum</b> four Responsible Adults to work with the children.</p>

**If you have no children under 36 months of age**, your maximum group size is 20 children. All of the children need to be between 18 months old and school age (not yet entered grade 1). The children can enter the program at 17 months of age, but must turn 18 months within one month of their start date.

1-8 children 	9-16 children 	17-20 children 
<p>Staff required to meet ratio</p>  <p>If your group has between one and eight children, in order to meet ratio you will need <b>at minimum</b> one Responsible Adult to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between nine and sixteen children, in order to meet ratio you will need <b>at minimum</b> two Responsible Adults to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between seventeen and twenty children, in order to meet ratio you will need <b>at minimum</b> three Responsible Adults to work with the children.</p>

# Multi-Age Child Care

## Ages of children in care programs


- 2.1 (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
  - (b) the child will be eligible under paragraph (a) within one month after the date the child begins

If your space is large enough for the maximum group size of eight children, **and you have a child under the age of 12 months registered**, there are **three possible combinations** for your group:

**1**

- One child who is under 12 months old
- Two children who are between 12 months and 36 months old (The children can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Five children who are between 36 months and 12 years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)

Under 12 months old      12-36 months old      36 months-12 years old




Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

**2**

- One child who is under 12 months old
- One child who is between 12 months and 36 months old (The child can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Six children who are between 36 months and 12 years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)

Under 12 months old      12-36 months old      36 months-12 years old

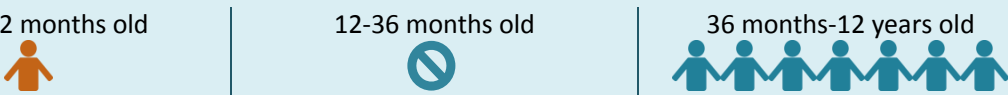


Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

**3**

- One child who is under 12 months old
- No children between 12 months and 36 months old
- Seven children who are between 36 months and 12 years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)

Under 12 months old      12-36 months old      36 months-12 years old





Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

If your space is large enough for the maximum group size of eight children, **and you do not have a child under the age of 12 months registered**, there are **four possible combinations** for your group:

**1**



- Three children who are between 12 months and 36 months old (The children can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Five children who are between 36 months and twelve years old (The children can enter the program at 11 months of age but must turn at least 36 months of age within one month of their start date)

12-36 months old  36 months-12 years old 

Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

**2**



- Two children who are between 12 months and 36 months old (The children can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Six children who are between 36 months and twelve years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)

12-36 months old  36 months-12 years old 

Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

**3**



- One child who is between 12 months and 36 months old (The child can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Seven children who are between 36 months and twelve years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)

12-36 months old  36 months-12 years old 

Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

**4**

- No children between 11 months and 36 months old
- Eight children who are between 36 months and twelve years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)

12-36 months old  36 months-12 years old 

Staff required to meet ratio:  
If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

## Finding a suitable location: Legislated Requirements

### Required indoor space:

All Group Child Care is required to have a minimum of 3.7m<sup>2</sup> of floor area per child. The usable (measured) space does not include hallways, built-in storage areas, bathrooms, kitchens, or nap areas for children under 36 months of age.

### Required outdoor space:

The *Child Care Licensing Regulation, Section 16 (1) (a)* states that the required outdoor space is calculated at 6m<sup>2</sup> per child.

### What does 6m<sup>2</sup> look like?

The average parking space in Canada\* is typically 2.7m wide by 5.5m long for a total of 14.85m<sup>2</sup>. The usable outdoor space requirement per child is 6m<sup>2</sup> which is less than half the size of a typical parking space...

*\*Each municipality has different parking space requirements. The dimensions quoted above are based on the average across the country.*



## Finding a suitable location – some other considerations

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- Consider transportation options such as easily accessible by transit
- What are the environmental issues that could impact positively and negatively on the area? See Appendix for helpful Fact Sheets

## Orientation Sessions

The process of applying for a licence can be challenging, and to help support you three of our Licensing offices offer orientation sessions which we strongly encourage you to attend.

North Shore: 604-983-6700

Richmond: 604-233-3147

Vancouver: 604-675-3800

## Submitting an application

In order to initiate the application process please submit the following;

- A completed *Application for Licence* form (see Appendix A)
- A detailed description of the care program to be offered *Child Care Licensing Regulation (CCLR) Schedule B (2)*
- Site Plans *CCLR Schedule B (6) (a), (b), (c)*
- Floor Plans *CCLR Schedule B (9) (a), (b), (c), (d), (e), (f)*
- Information regarding the premise *CCLR 9.1 (3) (a), (b), (c)*

Ensuring that you submit all of the necessary documents will help to prevent a delay in your application process. A Licensing Officer will contact you within 2-4 weeks of receipt of your full application to confirm that it has been received, and to discuss next steps. Please note that applications are followed up on in the order in which they are received.

### Completing an Application for Licence Form

Please complete all areas of the application form, noting the following:

- If the “Business Type” is a Corporation or Society you may be asked to provide a copy of the constitution and bylaws as per the *Child Care Licensing Regulation, Schedule B (11)*.
- Under Section 9.1 (1) of the *Child Care Licensing Regulation* the licensee cannot be a Limited Liability Partnership.

You will also need to provide one of the following to Licensing as per section 9.1 (3) of the *Child Care Licensing Regulation*:

- Proof of ownership of the proposed premises
- Signed lease agreement
- Document/letter from the owner authorizing you to operate a community care facility on the premises.

### Description of the care program to be offered

This should include (but is not limited to):

- Licensee information
- Services proposed eg type of care
- Hours of operation
- Number of staff
- Capacity
- Security/access information (eg specific door to use)
- Program overview / philosophy



## Site Plans

### Requirements:

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

### Schedule B

- 6 An applicant must provide a site plan, drawn to scale, showing all of the following:
- (a) the proposed location of the community care facility, including the property boundaries;
  - (b) subject to section 8, the location and dimensions of the outdoor play area intended for regular or daily outdoor activities;
  - (c) if children will be attending outdoor play areas or activities located outside the property boundaries on a regular or daily basis,
    - (i) the distances from the community care facility to the outdoor play areas and activities,
    - (ii) the routes to the outdoor play areas and activities, and
    - (iii) any major physical features that may affect the safety of children, including roads and bodies of water, located along the routes to, and in the immediate vicinity of, the outdoor play areas and activities.

### Considerations:

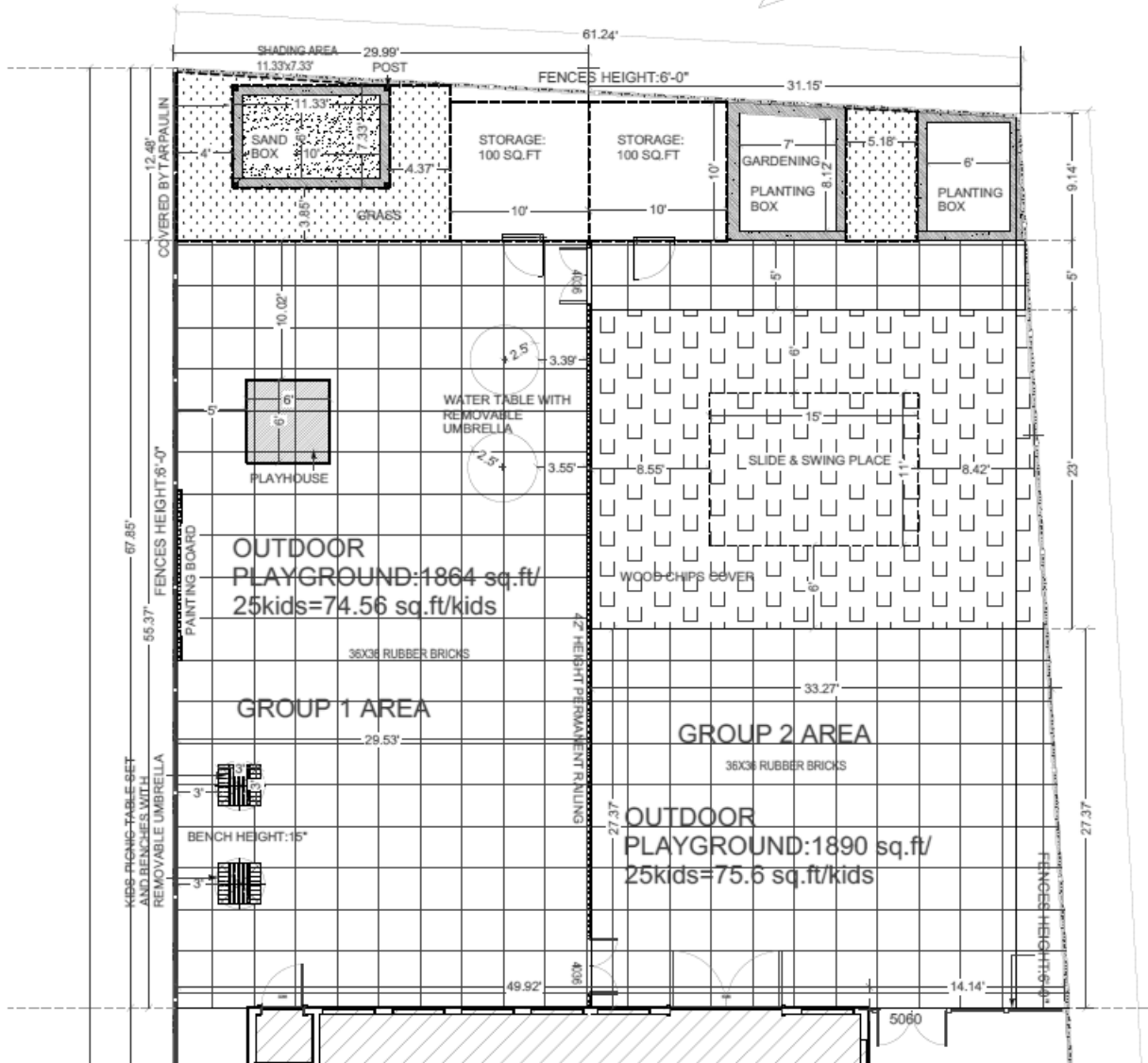
In addition to legislated requirements there are also other things to **consider** when creating your site plans. These would be discussed with your Licensing Officer and could include (but are not limited to) ...

- Is there direct access to the outdoor space to facilitate outdoor play?
- Does the outdoor space have adequate shade/
- Does the outdoor space offer equipment to develop all eight senses?

### Sample site plan showing location of facility, property boundaries



## Sample site plan showing location and dimensions of outdoor play area



## Floor Plans

### Requirements:

Schedule B, Section 9, of the [Child Care Licensing Regulation](#) provides information on floor plan requirements to be submitted to Licensing as part of your application.

### Schedule B

9 An applicant must provide a floor plan showing all of the following:

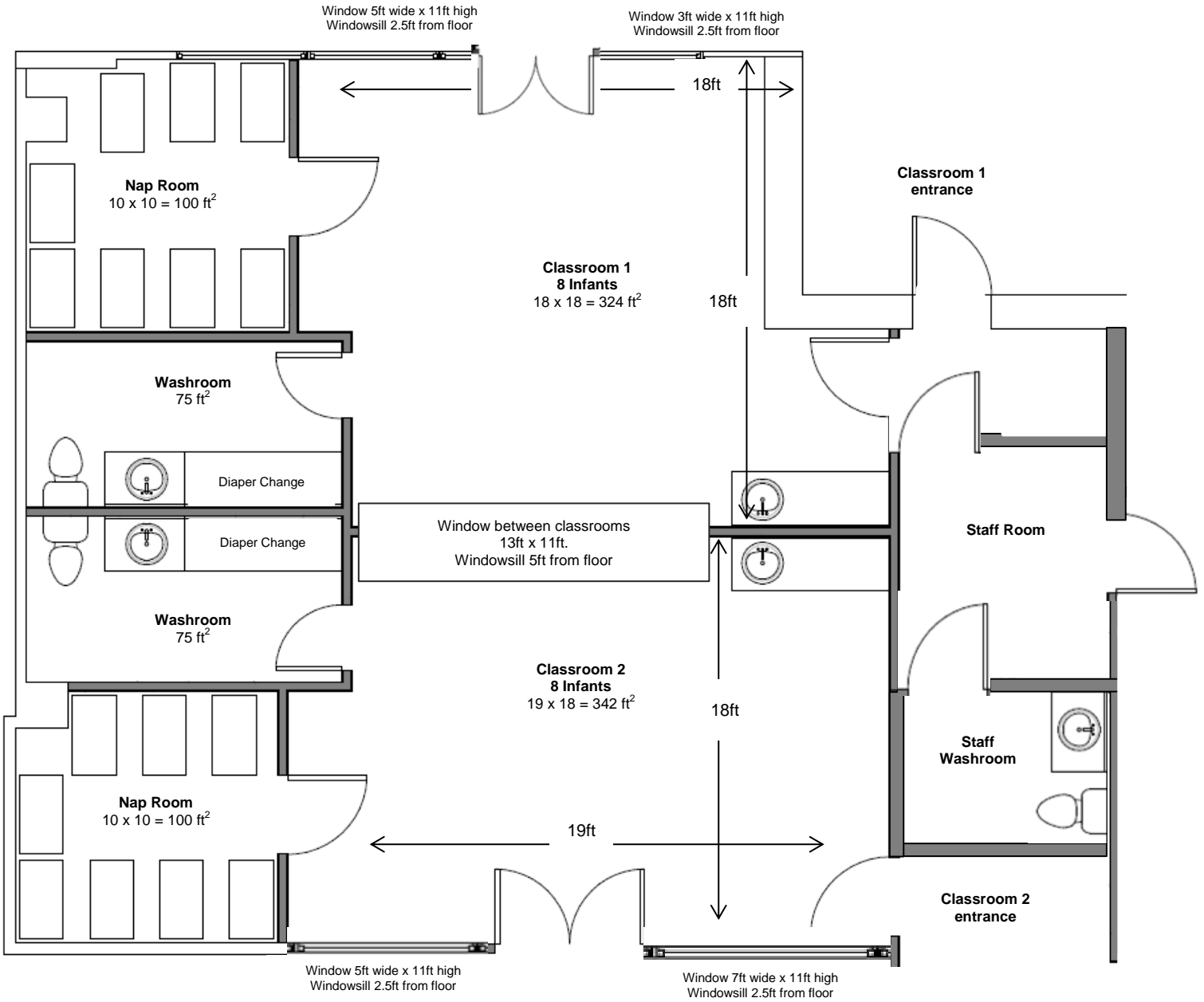
- (a) the inside dimensions of each room and the width of each corridor and stair;
- (b) the location and size of windows and the height of windowsills from the floor;
- (c) the location of accommodation reserved for family or employees, and for children who are sleeping;
- (d) the location of toilets, wash basins and diaper changing surfaces;
- (e) the location and size of the fixed equipment in each room;
- (f) the location of all exits.

**Considerations:**

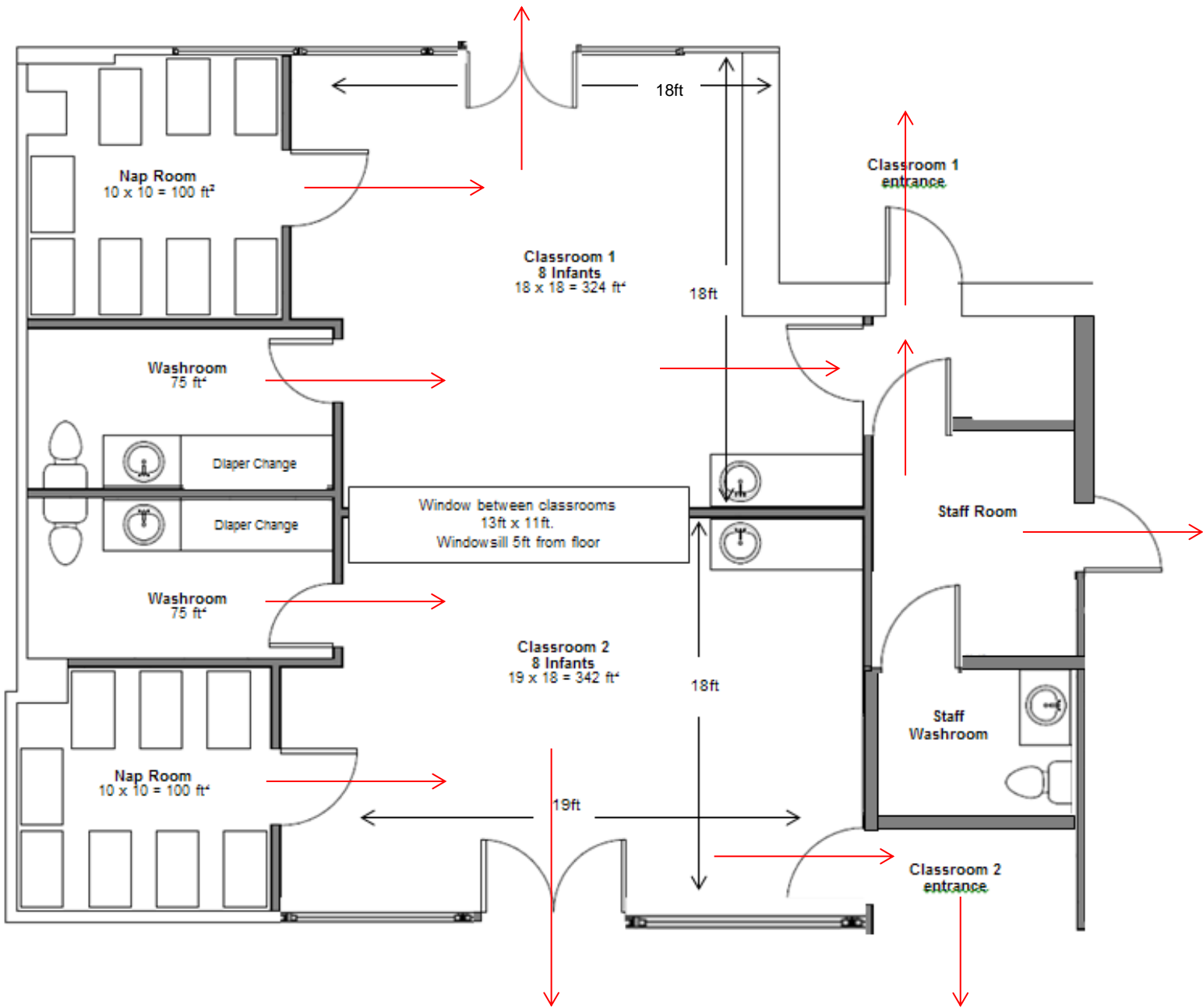
In addition to legislated requirements there are also other things to **consider** when creating your floor plans. These would be discussed with your Licensing Officer and could include (but are not limited to) ...

- Is there adequate natural light in the rooms?
- Can the bathroom be easily supervised while still maintaining privacy for the children? Are there enough toilets for each group?
- Does the flow of the space work for child care?
- Is there adequate storage?

**Sample floor plan**



### Sample floor plan showing location of all exits



# Design Requirements and Considerations:

## Interior space

Designing a child care facility is a complex task. The space must meet the requirements of the *Child Care Licensing Regulation*, as well as the individual needs of the children, staff, and other adults who will also use the space.

### **Requirements:**

Sections 14 and 15 of the [Child Care Licensing Regulation](#) provide information on facility **requirements**

### **Physical requirements of facility**

- 14** (1) *A licensee, other than a licensee who provides a care program described as Family Child Care or Child-minding, must have for each child at least 3.7 m<sup>2</sup> of usable floor area in the community care facility, excluding*
- (a) hallways,*
  - (b) built in storage areas,*
  - (c) bathrooms, and*
  - (d) fixed appliances, or, if not fixed, large appliances that are not normally moved from one area to another.*
- (2) A licensee must have one toilet and wash basin for every 10 children or fewer.*
- (3) A licensee, other than a licensee who provides a care program described as Family Child Care or In-Home Multi-Age Child Care, must ensure that the toilets and wash basins referred to in subsection (2) are on the same floor as the community care facility.*
- (4) A licensee, other than a licensee who provides a care program described as either Preschool (30 Months to School Age) or Group Child Care (School Age), must have in a community care facility a sturdy surface for changing diapers, located outside the food preparation area, next to both*
- (a) a covered container for soiled clothing, and*
  - (b) a wash basin.*

### **Furniture, equipment and fixtures**

- 15** (1) *A licensee must supply equipment, furniture and supplies that are*
- (a) of sturdy and safe construction, easy to clean and free from hazards, and*
  - (b) located so as not to block or hamper an exit in the case of fire or other emergency.*
- (2) A licensee must ensure that each piece of furniture or equipment for sleeping*
- (a) is used by only one child at a time,*
  - (b) is clean and comfortable, and*
  - (c) is appropriate for the size, age and development of the children intended to use it.*
- (3) A licensee providing a care program to any child younger than 36 months of age must provide a separate sleeping area located away from any activity area.*

## Considerations:

Consider who will use the space...



**Children**



**Families**



**Child Care and Support Staff**

The *Child Care Licensing Regulation* provides information on facility **requirements** however there are other **considerations**, based on best-practice principles that Licensing looks at when reviewing plans, and which can help you when designing a child care facility.

### **Sleeping Area**

How will we supervise non-sleepers?  
Where will we store bedding?

### **Storage**

Where will we store toys and equipment?  
Do we have somewhere for families to leave strollers during the day?

### **Bathroom(s)**

How will we store diapering supplies? What will our diapering area look like?  
Can staff supervise the children from outside the bathroom?  
Is there enough privacy for children who need it?  
Is there enough space for a staff bathroom?

### **Kitchen**

Will they bring food from home? If so, how will we store it safely?  
Would staff be able to heat up lunches while still supervising / remaining in ratio?  
Which dishwashing method will we use (dishwasher, or 4 step method)?  
How will we warm bottles?  
Do we have enough counter space?

### **Laundry/Cleaning**

Is the laundry close to the diaper area?  
Where will we store cleaning products?

### **Entrance**

Would this be a good place for a sign in/out area?  
Is there enough space for parents to help their children get ready at drop-off and pick-up time?

### **Activity Areas**

Do we have enough space?  
Are there adequate windows?  
Do we have enough equipment for the varying developmental needs of the children?

### **Eating Areas**

Do we have appropriately sized tables and chairs located near the food preparation area, but away from the bathroom?  
Is our flooring easily cleanable?

## Common Design Considerations: Children under 36 months

### Main Activity Area:

This area should be designed for a variety of activities, and spaces for crawling, touching, climbing and early walking should be considered. Staff should have a clear view of the activity area with no visual barriers for supervision purposes.

**Flooring** Using a mixture of durable washable carpet and easily cleanable linoleum or vinyl tile provides a safe and comfortable environment for infants and toddlers.

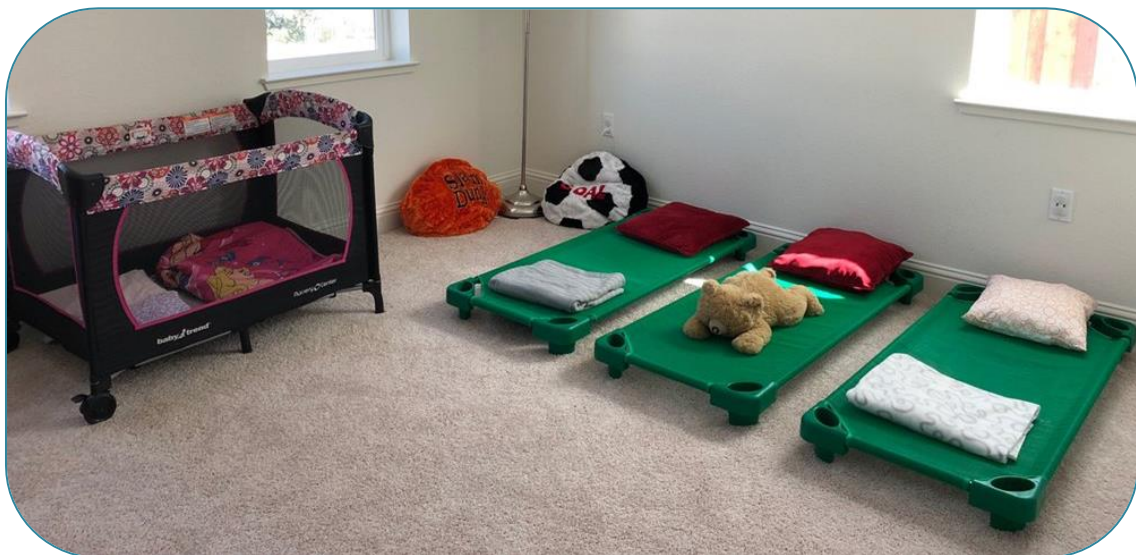
**Windows** Placing windows at children’s eye level allows for views to the outside.

**Furniture** Low padded grab bars help infants pull themselves up to a standing position. Toddlers are developing their large muscle coordination and require space for tumbling, climbing and dancing, as well as exploratory activities such as sand and/or water play, and quiet areas for reading and story time, music and listening activities. Toddlers also require appropriately sized furniture such as tables and chairs.

### Sleep Area:

**Infants** Sleep areas are not measured, however the space should be large enough for all of the children to sleep at the same time if they need to, while providing space to move around between each of the mats/cribs. The sleep area is required to be located away from the main activity area, and best practice considerations include a ventilated space with natural lighting, as well as the ability to supervise visually and acoustically (be able to see and hear the children).

**Cribs/mats** Any equipment used for sleeping should be appropriate for the size, age and development of the children using it. The Government of Canada publication “*Is your child safe? Sleep Time*” provides valuable information on sleep products and accessories.  
<https://www.canada.ca/en/health-canada/services/consumer-product-safety/reports-publications/consumer-education/your-child-safe/sleep-time.html>



## Eating Area:

- Infants** It is recommended that the eating area includes space where adults can sit with a child for bottle feeding, as well as low tables/chairs provided for infants to sit and take food from a spoon or begin to feed themselves.
- Toddlers** Toddlers generally are able to feed themselves and do well at low tables and chairs.



## Support Areas:

- Storage** *Clothing & Diapers:* Each child will potentially require space to store clothing, diapers, creams, lotions, and blankets.
- Food:* Food storage must be in good working order, and at a temperature of 4 degrees Celsius or below. Cupboard space is also necessary to store dry foods, and other items that do not require refrigeration.
- Strollers:* Families may need storage for strollers and/or car seats during the day. In addition facilities often use double or triple strollers to take the children on walks in the community, and will require storage that is large enough to accommodate these. If elevators are being used they should be large enough to accommodate the double or triple strollers.
- Sleep Mats and bedding:* Facilities may need storage for extra mats/cribs, and children's bedding.
- Foyer** The foyer is often the space where children and parents sit to change into indoor clothes and shoes when arriving at the facility, or to get dressed when leaving the facility. Consider the seating and storage space when designing this area.



## Common Design Considerations: Children 30 months to school age, and Preschool

### Main Activity Area:

The play areas should be designed so that a wide variety of activities can take place, often at the same time. Children in this age group need to be able to engage in social interactions, and also enjoy working with small toys such as Lego or puzzles. A mixture of tables and chairs, and open floor space would meet the needs of the group.

Adaptable play areas that can be used as open space for group games, dance or other large muscle activities, and also for small group activities, work well.

### Sleep Area:

While not all preschool age children sleep, a sleeping area that can be separated from the main play areas is encouraged. The sleep area may serve as one of the play areas during the day however the design or layout should allow for both the children who want to rest, while accommodating the non-sleepers.

### Eating Area:

Children will typically have two snacks and one lunch during the day. The tables and chairs should be located close to the food preparation/ kitchen area and as far away from the bathroom areas as possible. Flooring in the eating area should be durable and washable.

### Support Areas:

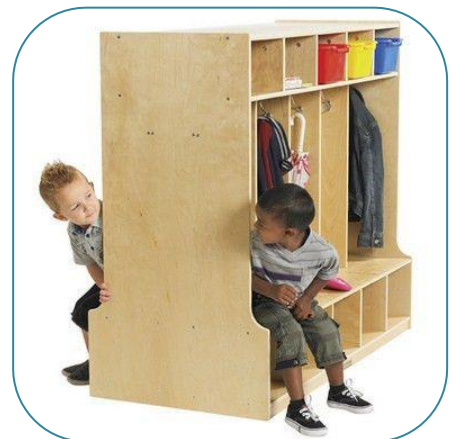
**Storage** *Clothing:* Each child will potentially require space to store spare clothing.

*Food:* Food storage must be in good working order, and at a temperature of 4 degrees Celsius or below. Cupboard space is also necessary to store dry foods, and other items that do not require refrigeration.

*Sleep Mats and bedding:* Ergonomic storage for mats/cots is important if the equipment will be moved in and out of the activity space daily. Facilities may need storage for children's bedding to accommodate full-time and part-time children.

### Cubbies

The location of the cubby area is important as this is the area where families gather and help children to dress. The size of the facility should be taken into account so that the cubby area is large enough to allow for adults and children to use the space at the same time. Providing seating for children to change their foot wear encourages self-help skills, and placing the cubby area near an exit or access for children to the outdoor play area will help to make the transition to and from outdoor time smoother.



## Common Design Considerations: School Age

### Main Activity Area:

The age range of the children using school age care places unique demands on the design space. Some key design considerations for school age space are:

- Flexible use of space to allow for a variety of development stages for children between 5 – 12 years.
- Enough space to accommodate a wide variety of activities including social interactive games, sports and mixed media, arts, as well as space for quiet activities.
- Access for children to food preparation/storage areas.
- Food service that is hygienic but allows children to access food and beverages when they are hungry.
- Immediate access to the outdoor area and storage for sports and games equipment.
- Reading areas with large comfortable chairs or sofas.
- Storage for large bags and backpacks.



## Common Design Considerations: Adults

**Storage** Adults require secure space to store personal affects as well as to hang clothing such as coats, and spare shoes.

**Bathroom** Ideally staff should have their own bathroom to allow for privacy.

**Staff room** it is important to give careful consideration to providing an allocated space for meal and rest breaks.

**Office** Typically office space would be needed for a variety of purposes including:

- Secure storage of records for children and staff.
- Secure storage of administrative records.
- Working space for administrative tasks such as report writing, bookkeeping.
- Space for a photocopier, laminator, computer, telephone and/or fax machine.
- Private meetings with staff, families and other individuals.

It is important to consider the location of the office space so that it can be used to monitor the entrance to the facility and to connect with staff and families on a daily basis.

**Meetings** Consider allocating space to hold staff/family meetings. From time to time, the families of children attending the facility will need to meet with staff, and a private space is useful and functional.



# Design Requirements and Considerations: Outdoor play areas located within the property boundaries

## Requirements:

Child Care Licensing Regulation,

[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section16](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section16)

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/332\\_2007#ScheduleG](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/332_2007#ScheduleG)

Director of Licensing Standards of Practice, Safe Play Space

[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe\\_play\\_space.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf)

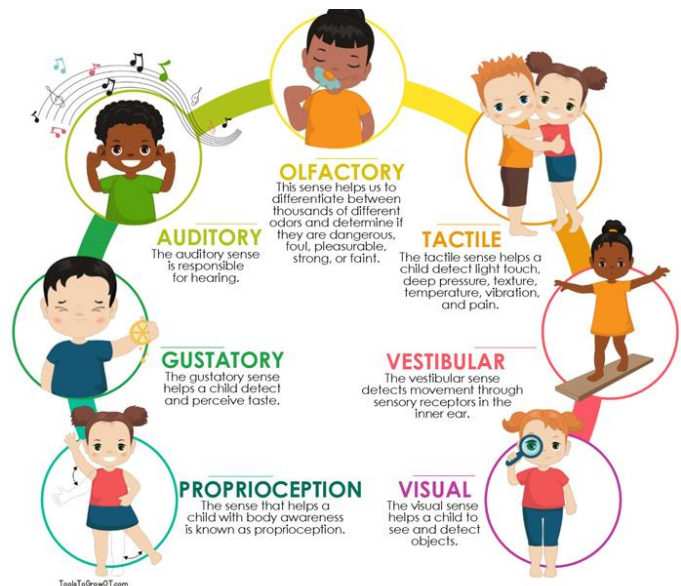
Director of Licensing Standards of Practice, Active Play.

[http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active\\_play\\_june\\_2016.pdf](http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf)

## Considerations:

There are also other things to **consider** when designing your outdoor play area. In order to meet the requirements of Schedule G of the Child Care Licensing Regulation regarding the physical development of children you need to consider how your outdoor space will encourage the development of large and small muscle skills appropriate to each child's level of development.

Did you know that we actually have more than 5 senses? Most people are aware of sight, hearing, smell, taste and touch, but we also have 2 hidden senses **Vestibular** (Body balance and sense of movement) and **Proprioception** (Sensations from our muscles and joints) which can be greatly enhanced by the design of our outdoor environment:



The Vestibular Sense offers information about balance, equilibrium, and spatial relationships.

*Am I upside down or upright? Am I swinging or climbing too high?*

Activities that ask children to balance, spin, or rock all support vestibular development. Consider play equipment that encourages children to move their bodies in different directions such as a swing, climbing wall, balance log, or a horizontal crawl tube.

Proprioception allows children to use their bodies in appropriate, successful, and skillful ways.

*Am I seated correctly on the swing? Am I about to fall? Am I too close to other people?*

Activities which provide the sensation of stretching, pushing, or pulling on muscles and joints activate the sense of proprioception. Consider play equipment that involves jumping, pushing, pulling, and hanging such as a swing, teeter-totter, or overhead ladder.

The centrifugal force experienced when children spin, roll and swing activates the fluid-filled cavities in the inner ear. These activities help the development of both sides of the brain, they help children pay better attention, since both sides of the brain are being used, and they enhance vestibular stimulation, which helps the brain decide if it is ready for more learning. To help you design an outdoor play area that encourages each aspect of a child's physical development here are some examples of outdoor play spaces that have been designed with the vestibular and proprioception senses in mind.

## Sliding



### **Benefits:**

Slides promote balance and coordination, and increase stretching and flexibility.

### **Considerations:**

- A slide embedded in a hill provides children with an opportunity to climb but with less chance of falling.
- Slides should be longer than the body length of the children to allow for skill development.

## Swinging and spinning



### Benefits:

Swinging develops balance, muscle strength and fine motor skills. Holding on to the cord or chain of a swing also strengthens grip strength and finger coordination, an essential milestone for children learning to write.

### Considerations:

- A saucer swing can accommodate more than one child at a time.
- A rope swing allows for both swinging and hanging upside down.



## Crawling, crouching and quiet spaces



### **Benefits:**

Crawling or crouching encourages flexibility and bilateral coordination (using both sides of the body at the same time)

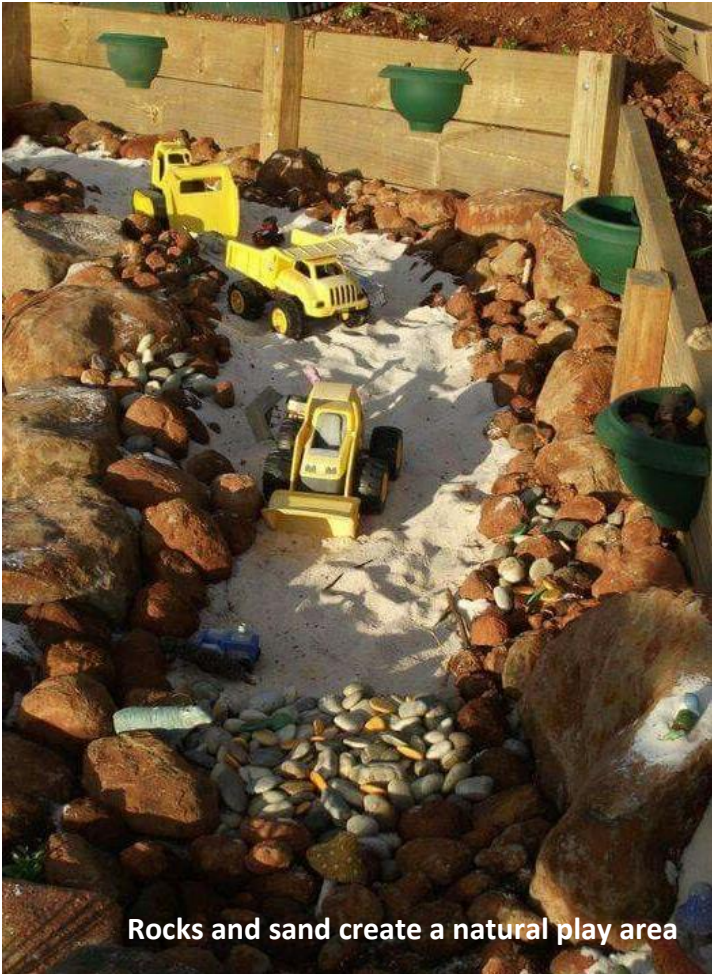
### **Considerations:**

- Huts, tents or forts also provide opportunities for children to separate from sensory overload and have time alone outside
- Tunnels can be easily created without expensive equipment

# Dramatic Play



Natural "housekeeping" area



Rocks and sand create a natural play area



DIY car track



"Sound wall" with found materials



# Natural sandboxes



**Benefits:**

Sand play promotes large muscle skills (as children dig, pour, sift, and scoop), hand-eye coordination and small muscle control.

**Consideration:**

A sandbox doesn't have to be a box!

## Balancing



### Benefits:

Balance is the ability to keep a controlled position during a specific task, and helps us in walking, climbing or even sitting. It also helps us develop coordination.

### Considerations:

- Stepping logs of varying heights can be an inexpensive way of promoting balance.
- Larger logs can be used to sit, stand or climb on

## Climbing



### **Benefits:**

Climbing helps to develop balance, coordination, and fine motor skills such as dexterity, grasping and gripping. It also enhances spatial and directional awareness, and problem-solving skills.

### **Consideration:**

Tree stumps and logs provide opportunities to climb on a natural structure (It is important to provide a resilient surface below for safety).

## Mud kitchens



### **Benefits:**

Mud Kitchens encourage sensory, imaginative, creative and exploratory play. They also enhance the development of fine and gross motor skills, plus social skills.

### **Consideration:**

Using old pots and pans is an inexpensive way to create a mud kitchen

## Heavy Work - pushing and pulling



### Benefits:

Open areas with no fixed equipment provide children with the opportunity to engage in “heavy work” – any activity that pushes or pulls on the body, specifically our joints where the receptors are for proprioception.

### Consideration:

Wagons for pushing and pulling, wheelbarrows for transporting items outside

## When designing your outdoor play area, ask yourself the following questions:

- Does the space contain a variety of landscape features such as grassy bumps, hills, pathways?
- Are there a variety of surfaces (eg grass, sand, smooth, bumpy)?
- Is there adequate shade
- Is fixed equipment placed to avoid direct exposure to the sun?
- Are there any environmental pollutants (eg a parking lot next to the play space)
- Are entrapment spaces (holes or openings) smaller than 9 cm or larger than 23 cm?
- Are there appropriate and secure safety barriers, guardrails and railings for structures that incorporate stairs, landings, ladders, tunnels, bridges, etc?
- Does the play space offer activities to encourage the development of perception and physical skills, including running, walking, climbing, dodging, swinging, sliding, throwing, catching, pulling, and pushing?
- Are there separate areas for active play, social/dramatic play, fine motor play, gross motor play, as well as quiet play?
- Can you see all areas of the play space at all times?
- Is there an appropriate fall zone (use zone) of at least 6 feet extending in all directions from any fixed equipment such as climbers or slides?
- Is all equipment developmentally and age-appropriate (i.e., toys and equipment for infants, toddlers, preschoolers and school-age children).
- Is the equipment suitable for the age group of the program?
  - Equipment for toddlers is no more than 0.9 meters (three feet) in height.
  - Equipment for preschool children is no more than 1.5 meters (5 feet) in height.
  - Equipment for school-age children is no more than 2.3 meters (7 feet) in height.
- Is the fixed equipment installed with protective surfacing such as soft sand, wood chips, pea gravel or rubber material to reduce the risk of injury from falls?
- Is the protective surfacing the appropriate depth for the height of the equipment?
  - Minimum of 15 cm (6 inches) for 1.5-meter (five-foot) equipment height
  - Minimum of 30 cm (12 inches) for 2.3- meter (seven-foot) equipment height.

### Resource:

[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe\\_play\\_space.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf)

## Outdoor Play Areas located outside the property boundaries

Programs often plan to supplement their outdoor play area with using local parks or other play areas, however this can pose an increased risk to the health and safety of the children.

If you are proposing to use a play area located outside your property boundaries Licensing will request that you submit a detailed plan outlining how you will ensure the health, safety and well-being of children, and meet legislative requirements.



The *Child Care Licensing Regulation, Schedule B (6), (7), and (8)* contains information on what will need to be submitted to your Licensing Officer.

[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#ScheduleB](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#ScheduleB)

### CCLR Schedule B

**6** An applicant must provide a site plan, drawn to scale, showing all of the following:

- (a) the proposed location of the community care facility, including the property boundaries;
- (b) subject to section 8, the location and dimensions of the outdoor play area intended for regular or daily outdoor activities;
- (c) if children will be attending outdoor play areas or activities located outside the property boundaries on a regular or daily basis,
  - (i) the distances from the community care facility to the outdoor play areas and activities,
  - (ii) the routes to the outdoor play areas and activities, and
  - (iii) any major physical features that may affect the safety of children, including roads and bodies of water, located along the routes to, and in the immediate vicinity of, the outdoor play areas and activities.

## **Considerations for what you could include in your plan:**

### **The site plan:**

- The name of the area/park and the surrounding streets.
- The route that the children will use to access the away play area and return to the facility, and the approximate distance to the away play area.
- The type of access the children will use to travel to and from the away play area, eg sidewalks, fenced pathways, plus traffic flow during the time children will be using the away play area.
- How will the children get there – walking, strollers, wagon etc
- Posted speed limits on routes traveled by children and the existence of cross walks, traffic signals and intersections.
- The location of and type of play equipment available to the children.
- The location of, and purpose for, other buildings in the play area including washroom facilities.
- Enclosures, if any, and a description of the type of enclosure.
- The exact location within the away play area that will be used by the children.
- Are there bathrooms available for the children to use while at the play area?

### **The use pattern**

- Information about other groups who will be using the away play area (numbers and ages of the children, times that the away play area will be used by other groups).
- If the proposed away play area is located on school grounds, a traffic pattern that identifies times when traffic will be concentrated in the area. (eg drop off and pick up times).

### **The supervision/safety plan**

- The number and ages of children who will be using the away play area.
- The staffing and supervision plan for travelling to and from the away play area.
- The manner in which the health, safety and well-being of children will be maintained.
- Communication equipment that will be readily available for staff supervising the children.
- Information on how you will respond to, and communicate appropriately during, an emergency.

### **The program plan**

- The number of times during the day children will access the away play area.
- How you intend to meet the intent of Schedule G during the time children spend at the away play area.
- The staffing and supervision plan for while the children are at the away play area
- Any community services that will be used, including pools or recreation centres.
- An alternative area that will be used by the children when weather conditions would make it unreasonable to use the away play area.

### **Parent Information**

- A copy of the information that will be shared with parents regarding the safety of the children in care when traveling to and from and, during the use of the away play area.

### **Permission**

- Written documentation allowing the away play area to be used by child care program (if applicable).

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



## Rooftop Play Areas

The design of play spaces above grade can be challenging as it has to meet regulatory and municipal requirements.

Considerations include (but are not limited to):

### Weight

- The design should ensure that heavy items are located over beams and columns for support.
- Lightweight soil, equipment and surfacing (e.g. rubber mat impact protection under play equipment) should be used where possible.



### Wind and anchorage

- Rooftop play areas are more exposed and it is important to provide wind shields such as fences or screens.
- Any equipment, structures, and planting need to be anchored which can provide design challenges as anchorage needs to also retain the integrity of the roof membrane.
- Awnings should be placed to resist wind.

### Safety

- Higher equipment is located towards the centre of the deck.
- All equipment is anchored appropriately.
- Surfaces are non-slip.
- Fencing has a top overhang to prevent climbing.
- Vision panels are provided in the perimeter safety rails or fences to discourage climbing for views.
- Resilient surfacing is used in all potential fall zones per requirements.

### Climate

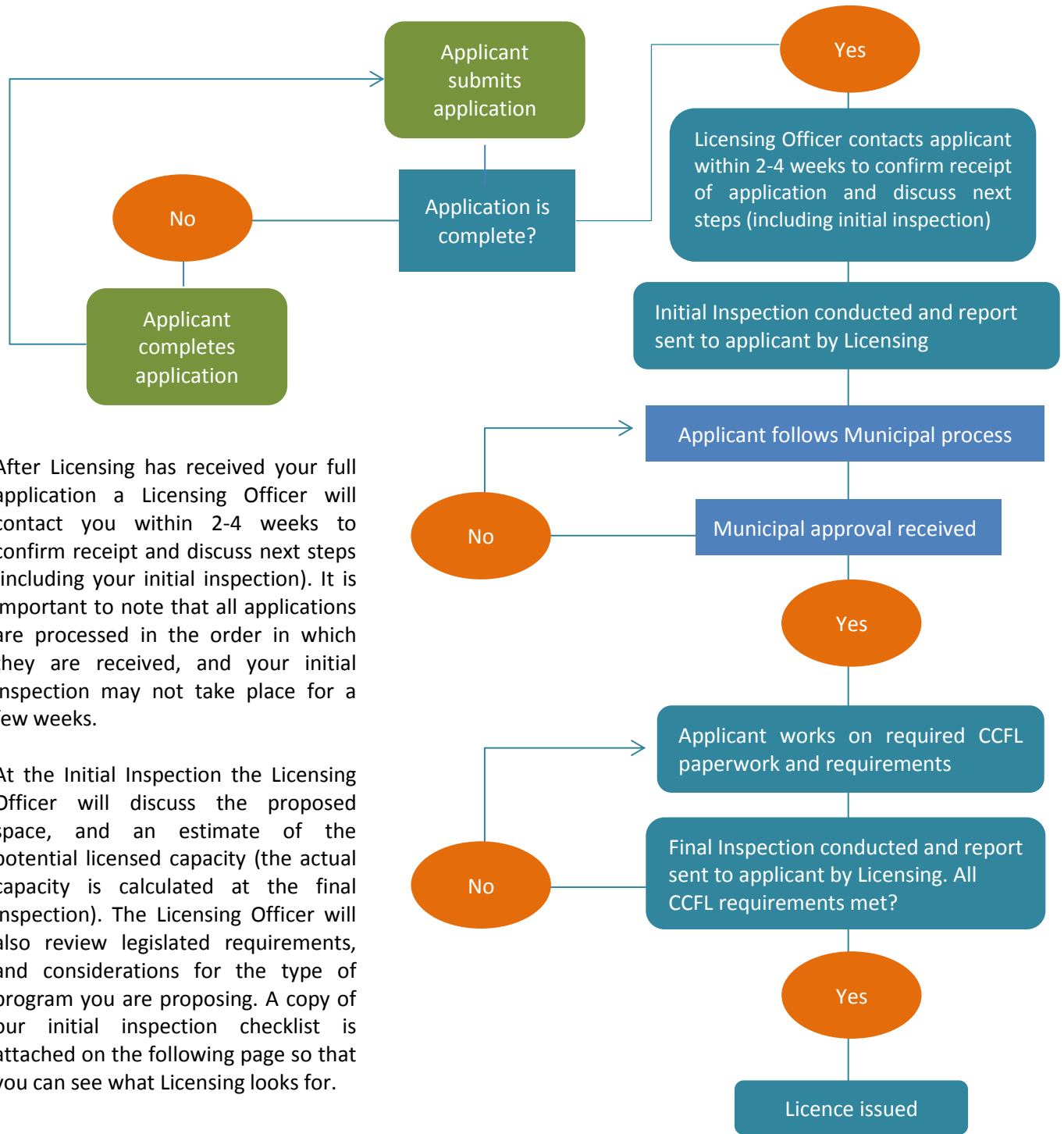
- Shade is provided.
- Non glare surfacing is used on highly exposed sun areas.

### Construction and technical considerations

- Playground is located away from noise and fumes which may be caused by roof top mechanical equipment and building exhaust systems.
- Skylights, roof vents and mechanical equipment are not permitted in play area.
- Roof is protected against leakage.
- Play area has adequate drainage. Clean-outs should be accessible, have appropriate slope to drain all hard surfaces, and have catch basins.
- An elevator able to accommodate replacement sand etc.

Please refer to the VCH Fact Sheets in the Appendix for additional environmental information that might be helpful as you design your rooftop play area.

# The Licensing Process



After Licensing has received your full application a Licensing Officer will contact you within 2-4 weeks to confirm receipt and discuss next steps (including your initial inspection). It is important to note that all applications are processed in the order in which they are received, and your initial inspection may not take place for a few weeks.

At the Initial Inspection the Licensing Officer will discuss the proposed space, and an estimate of the potential licensed capacity (the actual capacity is calculated at the final inspection). The Licensing Officer will also review legislated requirements, and considerations for the type of program you are proposing. A copy of our initial inspection checklist is attached on the following page so that you can see what Licensing looks for.

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

## The Initial Inspection



As mentioned on the previous page, once Licensing has received your full application a Licensing Officer will contact you within 2-4 weeks to schedule your initial inspection (although it is important to note that your initial inspection may not take place for a few weeks).

At the Initial Inspection the Licensing Officer will look at the indoor and outdoor space and discuss your plans for any renovations. Based on the floor plans you have submitted and the walk-through of the proposed space, Licensing may also discuss an estimate of the potential licensed capacity, however the actual capacity is calculated at the final inspection once all building/renovations have been completed.

To help you prepare for the initial inspection we have attached a copy of the checklist that the Licensing Officer will use during the walk-through in the Appendix.

# CCFL Paperwork

As part of the Licensing process you will be required to submit the following:

**An employee plan** that includes all of the following:

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

## Policies

### A statement of projected monthly revenues and expenditures

The statement of projected monthly revenues and expenditures, includes the estimated cost of employee salaries and benefits, food, utilities, taxes, insurance, maintenance, housing (if applicable) and programs. The USB flash drive referred to on page 10 contains a template that you can use or follow.

**If the Licensee and Manager are the same person:**

- 3 references and a criminal record check
- Application for Assessment of Suitability
- Assessment of Suitability
- Open Book Quiz\*

*\* if requested by the Licensing Officer*

**If the Licensee hires a Manager:**

- Licensee Declaration Form

**General staffing documents:**

- Child Care Staff List
- Immunization Guidelines for Employees in Child Care Facilities

GROUP CHILD CARE MONTHLY BUDGET			
NAME OF CENTRE:	_____		
ADDRESS:	_____		
HOURS OF OPERATION:	_____	DATE:	_____
<b>INCOME</b>			
Licensed Number of Children		X Fee	= \$
Special contracts, grants anticipated			
Child Care Operating Fund			
		<b>TOTAL INCOME</b>	\$
<b>EXPENSES:</b>			
<b>SALARIES AND BENEFITS (80-85%)</b>			
	Position	Hours	Salary
1.			\$
2.			
3.			
4.			
	Benefits 20% (El. CPP, Sick Leave, Holidays, Substitutes)		
	Professional Development, Subscriptions		
	Staff Mileage		
		<b>TOTAL</b>	\$
<b>PREMISES (0 - 15%)</b>			
	Rent or Mortgage		\$
	Utilities		
	Janitorial Services		
	Janitorial Supplies (including paper products)		
	Maintenance/Repair & Yard Upkeep		
		<b>TOTAL</b>	\$
<b>PROGRAMMING (5 - 10%)</b>			
	Expendable Supplies		\$
	Snacks/Meals		
	Special Projects/Field Trips		
	Equipment Repair/Replacement		
	Purchased Services		
	Family Resource Materials		
		<b>TOTAL</b>	\$
<b>ADMINISTRATION (5-10%)</b>			
	Staff Administration Time		\$
	Board Expenses		
	Bank Charges/Bad Debt Allowances		
	Bookkeeping/Legal Services		
	Advertising		
	Office Supplies, Postage, Photocopying		
	Insurance		
	Miscellaneous		
		<b>TOTAL</b>	\$
		<b>TOTAL EXPENSES</b>	\$
<b>SURPLUS</b>		\$	

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## Policies

Policies and procedures are in place to communicate important information and expectations to staff and parents.

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

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

- Emergency Training and Equipment  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section22](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section22)
- Behavioural Guidance  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section51](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section51)  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section52](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section52)
- Safe Release of Children  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section56](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56)  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section57](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section57)
- Care and Supervision of Children  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section56](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56)  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section39](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section39)
- Food and Drink to be given to the Children  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section48](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section48)
- Active Play and Screen Use  
[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active\\_play\\_june\\_2016.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf)
- Repayment Agreement  
[http://www.bclaws.ca/civix/document/id/complete/statreg/332\\_2007#section56.1](http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56.1)  
[http://www.bclaws.ca/civix/document/id/complete/statreg/02075\\_01#section19](http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01#section19)

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

## Emergency Training and Equipment

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

An approved **fire drill system** should include, but not be limited to:

- General fire safety
- Safety equipment
- Posting of fire drill system
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

The **emergency plan** will set out procedures to prepare for, mitigate, respond to, and recover from any emergency. Topics should include, but not be limited to:

- Missing / lost child (at the facility and on field trips)
- Natural Disaster (e.g. earthquake, flood, tsunami, wind storm)
- Other emergency (flood, gas leak, bomb threat etc)
- Emergency evacuation plan
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

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

### Being prepared:

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

### Practicing the emergency plan:

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

### Communicating with families:

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



## Behavioural Guidance

Your **Behavioural Guidance** policy includes the strategies you will use to help guide children, plus the strategies that will not be used by staff.

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

### General:

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

### Communication:

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



## Safe Release of Children

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

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

### **Before a child attends:**

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

### **Once the child is attending the program:**

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

### **Maintaining children's records:**

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

### **Communication:**

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





## Care and Supervision

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

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

### General:

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

### During specific activities:

What will supervision look like during...

- Indoor play
- Transitions
- Nap time
- Meal time (including bottle feeding if applicable)
- Toileting
- Diaper changing
- Drop off and pick up time

### Care and Supervision Outside:

What will supervision look like during...

- Regular outdoor play
- Transportation to a play area outside the property boundaries
- Drop off and pick up at a school (if applicable)

### Communication:

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



## Food and Drink to be given to the Children

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

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

### General:

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

### If we will be providing food:

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

### If we will ask families to bring all of the food from home:

- Are there any foods that we would prefer that parents refrain from sending?
- How will we address special dietary needs? Allergies? Sensitivities?
- What will our restrictions be regarding special occasions and celebrations?

### Communication:

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



## Active Play and Screen Use

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

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

### Active Play:

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

### Screen Use:

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

### Communication:

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



## Repayment Agreement

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

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

### General:

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

### Circumstances:

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

### Communication:

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



## Staffing - Manager

During the application process the documents you will need to submit to Licensing, depends on the type of care, and who will be the Manager.

### Character and skill requirements

- 19 (1) A licensee must not employ a person in a community care facility unless the licensee or, in the case of a person who is not the manager, the manager has first met with the person and obtained all of the following:
- (a) a criminal record check for the person;
  - (b) character references in respect of the person;
  - (c) a record of the person's work history;
  - (d) copies of any diplomas, certificates or other evidence of the person's training and skills;
  - (e) Repealed. [B.C. Reg. 178/2016, Sch. 1, s. 7 (a).]
  - (f) evidence that the person has complied with the Province's immunization and tuberculosis control programs.
- (2) A licensee must not employ a person in a community care facility unless the licensee is satisfied, based on the information available to the licensee under subsection (1) and the licensee's or, in the case of an employee who is not the manager, the manager's own observations on meeting the person, that the person
- (a) is of good character,
  - (b) has the personality, ability and temperament necessary to manage or work with children, and
  - (c) has the training and experience and demonstrates the skills necessary to carry out the duties assigned to the manager or employee.
- (4) A licensee must not employ a person in a community care facility as
- (a) an educator or an assistant unless the person holds a certificate issued under Division 2 [Employee Qualifications], which must be verified by the licensee using a system established and maintained by the director of the early childhood educator registry, or
  - (b) a responsible adult unless the person has the qualifications required under Division 2

### If the Licensee and Manager are the same person you will need to submit the following:

- A criminal record check (see below)
- 3 character references
- A record of work history
- Copies of any diplomas, certificates, or other evidence of training and skills
- Evidence of compliance with the Province's immunization program (and tuberculosis control program if applicable).
- Application for Assessment of Suitability
- Assessment of Suitability
- Open Book Quiz (if requested by the Licensing Officer)

### If the Licensee hires a Manager you will need to submit the following:

Who needs to submit	Documents to be submitted
The Licensee	- Licensee Declaration Form
The proposed Manager	- Assessment of Suitability (if requested by the Licensing Officer) - Open Book Quiz (if requested by the Licensing Officer)

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

## Staffing - General

### To submit during the application process:

An employee plan that includes all of the following:

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

Each type of care program requires specific staff qualifications...

Staff type	Qualifications	Where they typically work
Responsible Adult	Qualified to act as a responsible adult under Section 29 of the CCLR	Group Child Care, School Age Family Child Care Occasional Child Care Childminding
ECE Assistant	Holds an early childhood educator assistant certificate	Group Child Care, Under 36 months Group Child Care, 30 months to school age Preschool Multi-Age Child Care In-Home Multi-Age Child Care
ECE	Holds a certificate, other than an assistant	
I/T, SN Educator	Has successfully completed a special needs early childhood educator training program or an infant and toddler educator training program	

### To be kept on file at the facility:

The licensee is required to maintain staff records at the facility. Once you are licensed these will be reviewed during inspections by your Licensing Officer.

Each staff record needs to contain:

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

## Final Inspection

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



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



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

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



## FAQ

### **What happens if my application is not complete?**

Licensing is unable to initiate the application process until your application as outlined on page 12 has been received. If you submit an incomplete application you will be contacted by a Licensing Officer who will outline the items that are missing, however it is important to remember that applications are processed in the order in which they are received and submitting an incomplete package will delay the process. If you are having difficulties with the application process, you are encouraged to contact a licensing officer for your area to discuss the challenges you are facing.

### **How long will it take to process my application?**

There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

### **Can I care for children while I go through the application process?**

You may provide care to a maximum of two children (or not more than one sibling group), unrelated to you by blood or marriage, prior to the issuance of a community care facility licence.

### **When can I begin advertising?**

You are not permitted to open or advertise as a licenced care facility until you have received a community care facility licence. During the application process you can make interested/potential families aware that you are in the process of applying to become licenced.

### **Is a community care facility licence transferrable?**

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

### **What should I do if there is a change in the information I submitted for my application?**

You must notify Licensing of any change in the information you provided when applying for a licence.

### **How much does the application cost?**

There is no fee to submit an application, however the USB flash drive containing all of the materials and templates you need costs \$20. There may also be a cost attached to the municipal inspections – your local municipality can provide information about these.

### **Is there any funding available to help me start up my facility?**

Please refer to the following website for information.

*Childcare BC New Spaces Fund:*

<https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund>

### **How do I contact a Licensing office in my area?**

North Shore Office: 604-983-6700

Powell River Office: 604-485-3310

Richmond Office: 604-233-3147

Sechelt Office: 604-885-5164

Squamish Office: 604-892-2293