

“I’M NOT GOING!”



These words are often heard by parents of pre-schoolers during the first couple of weeks of school. Both out-going preschoolers who were looking forward to school, and preschoolers who are a little shy of school, may frustrate their parents by not wanting to go, or not wanting the parent to leave them. Here are some tips to make to make this time easier on you both.

It is important not to be angry or to deny the child’s feelings, but to be accepting of them. Help the child cope by showing confidence in the child, the teachers and the pre-school. Make sure the child knows where you will be going and when you will be coming back. Here are some of the things you might say to your preschooler:

“I know that right now you are feeling a little scared about going to school and that you don’t want me to leave. It is OK to feel that way. I know that your school is a good place and you can have fun there. I know the teachers are nice and they like you and they can help you. I know the other children are nice and are (or can be) your friends. I know that you will miss me but I know you can handle this. I will take you to school, then I will go for a walk during play time and I will come back for you at circle time. When it is time for the children to go home I will take you home with me.”

- ❖ Read a “going to pre-school” book to your child at home. The library has several - ask a librarian or search the library catalogue under “going to, first day of, starting pre-school, nursery school, daycare or school”.
- ❖ At home, pretend play “going to pre-school” with your child. Take turns being the child, the parent and the teacher.
- ❖ Bring a favourite object from home or something of yours that the child can carry around. (Be sure to label it.)
- ❖ Never sneak out, no matter how tempting. Always tell your child and the teacher when you will be coming back. This builds the trust your child needs.
- ❖ Make sure you always come back when you say you will. This builds trust.
- ❖ At home, talk about pre-school with your child. Go over the routines: getting ready to go to school, what happens at school, and going home again.
- ❖ If you can’t come back early every day for gradual entry week, be sure you have another adult come instead. Be sure your child trusts the person and know they are coming instead of you.
- ❖ Spend time with the teachers - your child will follow your example about building trusting relationships.

The teachers can work out a longer gradual entry plan if your child needs it.

GUIDING AND CARING POLICY

Our goal is to assist children to learn self-discipline, self-confidence, self control and sensitivity towards others. We strive to assist this ongoing development in each child by creating many opportunities and supporting positive behavior as well as identifying and preventing potential problems from occurring.

We also introduce and model positive problem solving strategies and techniques to manage and resolve conflicts effectively. We set out clear, consistent and reasonable expectations and limits. In this way children learn to take part in creating a safe and comfortable environment.

SCHEDULE

Mornings: 9:00am-11:30am

Afternoons: 12:30pm-3:00pm



GRADUAL ENTRY APPROACH

This is a process where during the child's first week, a gradual build-up of hours is encouraged with each visit. At the same time, the parent or caregiver gradually decreases the amount of time he/she stays with the child during the entry week.

A gradual entry will allow for the separation between child and parent/caregiver, to occur in a gradual positive manner. This will open up a window of opportunity for a positive relationship to develop between the teachers and child. Because each child adjusts at his/her own pace, gradual entry plans are designed on an individual basis in consultation between the family and teachers.

Britannia Preschool

**"The Early Years, When the
Adventures of Learning Begin"**



Britannia Community Services Centre
Vancouver, B.C. V5L 4X4
P. 604.718.5800 F. 604.718.5858



A WARM WELCOME!

Britannia Preschool has been providing high quality care to the community since 1976. We are a licensed centre for 3 to 5 year olds, facilitated by teachers who are certified and licensed in Early Childhood Education. Our Centre invites students from several post-secondary schools to do their practicum learning and training within the program where Britannia staff can pass on our knowledge and experience. We strive to promote positive developmental outcomes for all children, including children who require additional support in order to reach their full potential.



PHILOSOPHY

Preschool is a place for children to grow and flourish intellectually, artistically, emotionally, physically and socially. During this process children develop language skills, test their abilities, acquire new skills, understand concepts and develop an awareness of themselves and others.

Play is highly valued and encouraged within the preschool.

Children analyze the world through play; so play becomes the opportunity to explore and learn about their world and their place in it.



In order to provide a rich, caring and meaningful learning environment we develop our curriculum based on individual children's needs, interests and levels of development.

Britannia Preschool has access to many community resources located within and around our facility.



The Vancouver Public Library is just steps away where we frequently visit the children's librarian to learn new songs and listen to a variety of stories. The Ice Rink and Pool are also located within our community centre which is available for us to use for special trips or events. We have access to a large backyard space and gymnasiums where children can run, bike, climb and play games with their friends. Our indoor space is always safe and rich with a variety of fun and educational activities to promote holistic learning.

We also invite visitors to our centre, such as instructors from Arts Umbrella who develop and facilitate an Arts and Drama Program that they bring into our centre to share with the children.

Child Care Health Policy

If children have an illness that prevents them from participating or being comfortable in normal program activities, or if staff cannot provide the care required, children will be considered too ill to attend child care. Children must remain home if diagnosed with a contagious disease. Children are allowed back to the Centre once the Medical Health Officer says it is safe for them to return.

Parent/Guardians are required to keep their children home if they display any of the following symptoms:



- Pain – any complaints of unexplained or undiagnosed pain.
- Acute cold with fever, runny nose and eyes, coughing and sore throat.
- Difficulty breathing – wheezing or a persistent cough.
- Fever - 100° F/38.3° C or greater accompanied by general symptoms such as listlessness. This may be an early sign of illness that requires a physician's attention.
- Sore throat or trouble swallowing.
- Infected skin or eyes or an undiagnosed rash.
- Headache and stiff neck (should see a physician).
- Unexplained diarrhea or loose stool, nausea, vomiting or abdominal cramps. These symptoms may indicate a bacterial or viral gastrointestinal infection which is very easily passed from one child to another. Nausea and vomiting may be an early sign of illness that requires a doctor's attention.
- Severe itching of body and scalp.
- Children with known or suspected communicable diseases

A receiving staff member who notices any of these symptoms when a child arrives will ask that the child be taken home or to a doctor for a note confirming that the child is healthy and not infectious.

If a child is showing other symptoms of ill health, the parent or guardian may be asked to provide the Centre with a doctor's note clarifying the child's health. Children with diagnosed communicable diseases will be excluded.

North Shore

Children's Charter



The right to healthy food and warm clothing

The right to make friends

The right to culture, language and beliefs

The right to protection and fair treatment

The right to an education

The right to a safe and caring home

The right to be included equally

The right to non-discrimination

The right to fresh air and clean water

The right to play

The North Shore Children's Charter is based on the 42 Articles listed in the United Nations Convention on the Rights of the Child. They were developed through a collaborative process involving parents, children, community members and representatives from agencies and organizations providing programs and services to North Shore families.



Five Top Reasons to support Child Rights

1. Children growing up in communities that support child rights are more likely to be resilient, self-confident, and respectful of others
2. Children growing up in communities that support child rights are more likely to do better in school
3. Children that know their rights are more likely to respect the rights of others
4. Community support for the well-being of children leads to healthier and safer communities in years to come.
5. A community focus on child rights encourages policy-makers to put the needs of children first.

The North Shore Cares About Child Rights



Kids need to play.... every day!



Did you know....

Play helps children do well at school
Play teaches children to solve problems
Play develops creativity and imagination
Play is key to healthy physical development
Play helps children develop friendships
Play reduces stress and anxiety
Play encourages independence
Play is unstructured and child-directed
Play in outdoor spaces is healthy and fun

Screen time is not natural play!

Child rights are developed to ensure that all children are healthy, safe and valued. In Canada, child rights are formally protected through the criminal code, public policies, the Canadian Charter of Rights and Freedoms and the UN Convention on the Rights of the Child.

The protection of child rights is the responsibility of everyone in the community. The North Shore Child Rights Awareness Campaign focuses on including all the community members in activities and events that will demonstrate the importance of learning about child rights, and actively supporting them.

Children have the right to nutritious food, safe housing and adequate clothing; to make friends and freely meet in groups; to religion, culture and beliefs to justice, protection and fair treatment; to education; to a caring home environment; to be heard; to equal access; to play and rest

Join us in creating a better world for our children, and for their future.

Artwork by

Anya

Grade 2

Lynn Valley School, NV



United Way
of the Lower Mainland





Growing & Learning– the Preschooler

3 to 5 years

Preschool children are curious, enthusiastic and full of energy. Their skills are growing and changing quickly. They are more aware of the needs of others and starting to think before they act. They try hard to be independent, but still need parents and caregivers to guide and support them.

As children reach their fifth birthday, parents often wonder if they are ready for kindergarten. This fact sheet is about child development from the age of three to five

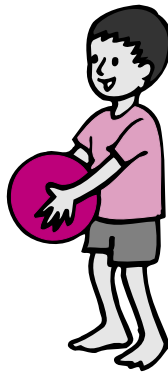
years. It also includes a “**When to be concerned**” section that is mainly for parents of 4 year olds. We know that each child is an individual, and we hope this information will give parents a chance to provide any help their child may need before beginning school.

Do take time to enjoy your preschooler: let them lead you in play, praise them with enthusiasm and listen to their stories. It's an age that passes all too quickly!

MOVING AND PLAYING

a) Gross motor skills

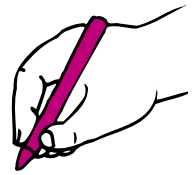
- Jumps over objects;
- Catches a large bounced ball with both hands;
- Walks up stairs with one foot on each step;
- Walks on a straight line;
- Hops forward on one foot;
- Pedals and steers a tricycle easily;
- Throws a ball overhand;
- Climbs up and down equipment with ease;
- Can stand on one foot for at least 5 seconds by 5 years of age.



b) Fine motor skills

- Copies many shapes: a square by 4½ years, a triangle by 5 years;
- Turns pages one at a time;
- Builds a tower of more than 10 blocks;
- Starts to prefer to use right or left hand;

- Begins to hold a crayon using the tripod grasp by 5 years;
- Cuts on a line using scissors.



c) Things I can do myself

- Opens door by turning the handle;
- Washes and dries own hands;
- Dresses and undresses self without help and can work front buttons and zippers by 5 years of age;
- Eats well with fork and spoon;
- Fixes simple food for self such as cereal with milk.

d) Social/play

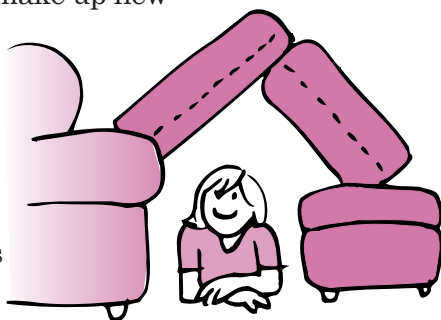
- Watches and plays near other children and may join for a short time in their play at 3 years;
- Protects own toys and may grab, hit or hide toys at times;



- Seems to understand taking turns by 4 years, but is not always willing to do so;
- Takes part in make-believe play, alone or with other children;
- Loves playing with other children and cooperates most of the time but can be bossy;
- Sharing, taking turns and playing cooperatively come more easily by 5 years of age.

What parents can do to help

- Let your child make up new uses for things around the house (e.g. build a fort out of sofa cushions).
- Offer materials such as safety scissors, paper, glue, playdough, and markers to encourage creativity and eye-hand co-ordination. Enjoy these activities with your child.



- Provide three wheeled riding toys that help steering and coordination skills.

- Explore the outdoors with your child. Help them learn to enjoy nature. Give them names for what they see. Help collect rocks, shells, pine cones, etc. Grow plants from seeds.



- Teach your child simple board and card games that emphasize playing and not winning.
- Teach your 4-year-old how to stay safe while exploring the world.
- Visit near-by parks that have outdoor play equipment.
- Expect that your child can learn to take care of toys and to clean up.
- Look for times to help your child grow socially. Have little friends over to play. This helps your child learn to be a friend.
- Teach your child to use words to problem solve when playing with other children.

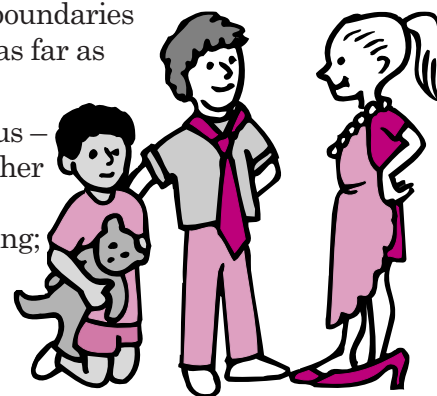


When to be concerned

- Your child cannot stay with one activity for 5-10 minutes.
- Your child chooses to play alone rather than with other children by 4 years of age.
- Your child cannot dress self with large buttons and zippers.
- Your child cannot hold a spoon and fork with fingers to feed self.
- It is hard for your child to hold a large ball with both hands.
- Your child cannot name simple shapes like circles, squares, triangles.
- Your child cannot draw pictures of things you can recognize or cut on a line with scissors.
- Your child has a hard time using the toilet alone by 4 years of age.

FEELINGS

- begins to be interested in other's feelings at 3 years;
- wants to please you and to do things right;
- has trouble dealing with strong emotions (e.g. may burst out crying);
- feels the need to test her will against the parent at 3½ years;
- sometimes has nightmares and may fear the dark, monsters, certain people;
- is full of enthusiasm and excitement at 4 years (e.g. loves new games and new places);
- can be boastful (e.g. – "My dad is stronger than your dad!");
- likes and obeys boundaries and limits (e.g. "as far as the gate");
- is sexually curious – will explore another child's body by looking or touching;
- can talk about feelings and express them in pretend play.



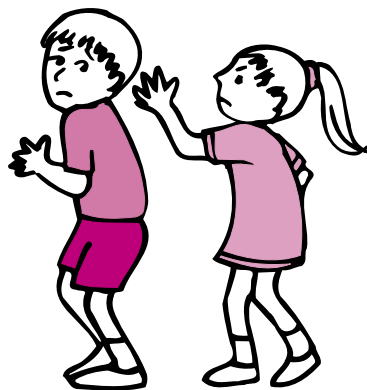
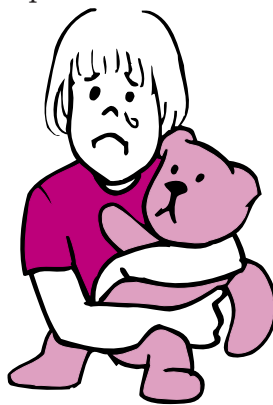
What parents can do to help

- Help your child become your partner. Encourage your child's growing need to be independent, but set clear limits for behaviour. Your courage to say "no!" at times helps your child feel secure, even though he will resist at first.
- Take time to play together. Follow your child's lead. The time you spend as your child's play partner will build a positive relationship.
- Help your child to talk about feelings and teach appropriate ways of showing emotions. (e.g. when she feels angry, she can sing a mad song or punch a pillow).
- Begin in a simple way to talk about sexuality with your preschooler (e.g. teach correct names for all body parts and how babies are made).



When to be concerned

- Your child deals with frustration and anxiety by having angry outbursts or temper tantrums on a daily basis.
- Your child has daily fears or anxieties that affect sleep or waking hours for more than 3 months.
- It is hard for your child to make the change from one activity to another.
- Your child always responds in a negative way when adults give suggestions or instructions.
- Your child hits, kicks, spits or behaves in other impulsive ways. You use management ideas to try to stop the behaviour but they don't work.
- Your child behaves in sexually inappropriate ways even though you have tried to stop the behaviour. e.g. masturbating in public).



LISTENING AND TALKING

a) Understanding Language

- can name 3 things in a common group (e.g. 3 animals) by 4 years of age;
- knows at least 2 things about common objects (e.g. a ball is big, round and "I throw it");
- understands the concepts of "same", "different" and other words for comparing such as big/little, tall/short, fast/slow by 5 years;
- follows directions that have two and three steps;
- tells what happens in the correct order (e.g. when we get up, we get dressed, have breakfast, brush our teeth and go to school);
- remembers and tells about past events in order;
- defines simple words by their use (e.g. a ball bounces, a bed is to sleep on);
- answers who, what, why, where and when questions.



b) Speaking

- Between 4 and 5 years of age most of a child's speech can be understood (90%).
- Uses plurals (balls, dogs), possessives (her, theirs, mommy's) and simple past tense verbs (washed, looked). May put 'ed' on irregular verbs. (e.g. 'runned', 'slepped', 'goed');
- Speaks in complete sentences of 4 to 8 words;
- Able to tell first name, last name, boy or girl, and sometimes phone number;
- Counts by memory to 10;
- Able to sing simple songs and say some rhymes;
- Loves word play and making silly words;
- Uses more words that tell where (e.g. on top of, in, at, down, behind and under);
- By 5 years of age can name the 4 primary colors – red, green, blue, yellow.

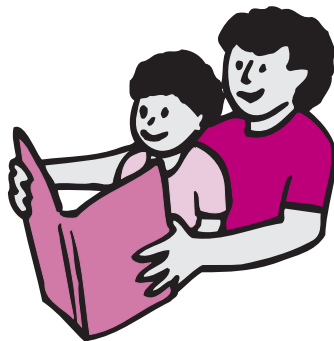


THE 4-5 YEAR OLD MAY STILL

- Have trouble with the speech sounds r, l and th.

What parents can do to help

- Sing songs, tell rhymes and use finger play (e.g. "Head & Shoulders, Knees and Toes").
- Talk with your child about the names of objects, activities and people in daily events.
- Share picture books with your child every day and take turns talking about the pictures.
- Visit the local library, borrow books and listen to story time.
- Help your child understand that events of their day come in order (e.g. have dinner, take a bath, read story, get ready for bedtime).



For more information contact your
**Public Health Nurse or your local
Community Health Office/Centre**

www.vch.ca

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When to be concerned by 4 years of age

- Your child is not using 4-5 words in sentences;
- Your child seems not to hear well;
- Your child stutters;
- Your child's speech is hard to understand;
- Your child is not taking part in conversations with adults or other children;
- Your child does not seem to understand directions or follow routines.
- All 3 year old children should have their vision screened.





How to Keep Your Child Healthy - in Child Care Centres

To Prevent Illness

- Handwashing is the best way to stop the spread of germs. Teach children to wash their hands always before eating and after using the toilet. Show them how to wash thoroughly with warm and soapy water for 10 seconds.
 - Remind children to cover their mouths and noses when they cough or sneeze.
 - Make sure your child gets all immunization shots at the right age. Give the dates of all immunizations to the centre.
 - Talk to the child care centre staff about your child's health. Tell them if your child has been with someone who has an infectious disease like chicken pox, pertussis (whooping cough) or strep throat. The staff will watch your child for signs of the disease.
 - Learn about your centre's rules for dealing with health problems.
 - Help children stay strong and healthy by making sure your child eats nutritious food, gets plenty of exercise and lots of sleep.
- Children with a rash should see a doctor. Keep your child at home until your doctor says it is okay to return to the centre.
 - Children with diarrhea should stay at home until bowel movements are normal or until the doctor says it is okay to return.
 - Sometimes the child care centre staff may call and ask you to pick up your sick child. They do this because:
 - your child will be safer and more comfortable at home
 - your child may pass a disease to other children or caregivers
 - the staff are not able to do their work and also care for a sick child at the centre.

If Your Child is Ill

- Children should stay at home if they don't feel well enough to take part in everyday activities at the centre.
- Children with colds may come to the centre if they feel well enough to take part in the activities. Colds are most infectious **before** the runny nose, cough, or other signs appear.

For more information:
see Sneezes and Diseases, a resource book
for caregivers and parents,
[http://www.vch.ca/your_health/health_](http://www.vch.ca/your_health/health_topics/communicable_diseases/)
[topics/communicable_diseases/](http://www.vch.ca/your_health/health_topics/communicable_diseases/)

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Separation Anxiety

What is happening?

It is normal for some young children to be sad or angry when they are separated from their parents.



This is called separation anxiety. It usually begins at about 6 months of age and can last until 5 years old or longer.

Some children may cry, hold on to their parent, scream, or hide when their parent leaves. Other children have an easier time separating. The way a child acts depends on how well the parent has prepared each of them for separation. It also depends on the child's age, stage of development, past experiences and personality.

Separations give children the chance to learn that they can cope with other caregivers and family members.

Why is it happening?

When parents leave, children may worry about whether parents will return and who will take care of them.

With experience, children begin to realize that when parents leave they will come back.

Remember – separating from your child may be as hard for you as it is for your child.

What can you do?

How to prepare for separations

- Play games showing your baby that things go away but come back again. For example, play peek-a-boo.
- Read stories where a small person or animal goes away from home but everything is okay.
- Practice a situation before it occurs. For example, going to the babysitter.
- Try not to have too many new things happen at one time. For example, toilet training and a new play group.

When you leave your child

Try to be relaxed about separations. This will help your child to relax.

It may be helpful to start separations in your baby's first year. A baby-sitter, family member or friend may watch your child for short times. Your child will learn that you will come back. Take time to get comfortable and confident with the person who will be with your child.

When you leave your child, it is important to say good-bye. If you sneak away your child may be more upset and trust you less. Say "good-bye" and then leave.

Tell your child when you will be back. Use words that your child will understand and make sure you return at that time. For example, say "I'll be back after lunch."

Talk to your children about their feelings but say you know they will be okay.

Tell your caregiver about your child's eating/sleeping habits and favourite activities.

Your child's reaction

Your child may be angry after the first long separation but will soon welcome you back.

Your child may separate easily at first and then later have a hard time. For example, when a new baby is born or a family member is ill.

Tips for starting preschool or daycare

Try to go to the centre with your child and meet the staff before your child is to attend. Talk to your child about the new routine and repeat the caregivers' names often. Be positive and help your child look forward to the experience.

Allow extra time in the morning when starting a new daycare or preschool.

Show an interest in what your child does at preschool/daycare. For example, display artwork at home.

When you first leave your child with another caregiver – try not to go until the caregiver can pay extra attention to your child.

Let your child carry something that is comforting, for example, a favorite toy, blanket or photo of a parent.

The staff at the centre could help make a tape of you talking to your child in your home language to play while you are gone.

You may need to stay in the classroom at first. Help your child to become more independent by taking part less and less in the classroom activities. Also, each day, spend less time in the centre. This is called 'gradual entry'.

You may wish to invite a friend from the centre to play at your house. A close friend can help your child feel more comfortable.

It may help to talk to other parents of young children or child care centre staff for support and ideas. A good place to meet other parents of young children are Health Centre parent groups, Family Places, Neighbourhood Houses and Community Centres.



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**Other information on parenting are available
at your local Community Health Office/Centre
or online at <http://vch.eduhealth.ca>**

For more information contact:

Public Health Nurse at Vancouver Coastal Health..... www.vch.ca

Anxiety BC www.anxietybc.com

Healthy Families BC www.healthyfamiliesbc.ca

VCH Parenting Website <http://parenting.vch.ca/>

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Toilet Training

1. Ready

Children are usually ready for toilet (potty) training sometime around their second birthday. This is also called potty training. Children may be ready when they are able to do most of the following:

- are able to delay going for a few minutes
- can pull down their pants and get on and off the potty
- can say a few words and understand simple directions
- want to “do it myself”
- are interested in the toilet, for example, will follow you into the bathroom to see how a toilet is used
- stay dry for a few hours
- have regular poos, also called bowel movements
- can tell you if they need to use the toilet or potty – by using words or actions.



Children love to copy their parents, older brothers, sisters and friends. They want to be grown up. These feelings help toilet training.

Don't force your child to sit on the potty. If your child is not ready, wait and try again in a few weeks. Let your child know he will succeed eventually and he does not need to hurry.

2. Set

You can prepare your child by:



- teaching names of body parts and functions by commenting as it happens, such as ‘bowel movement’
- Helping child get used to the potty. Some children are afraid of falling from the toilet seat. To help, you can start with a potty chair on the floor. If you decide to use a seat that goes over the toilet, use a footrest.
- having child flush the toilet
- having child wear clothes that are easy to take off.

It's better not to start toilet training if:

- your child or a family member is ill
- you are travelling
- there is a new baby in the family
- your child is at the “no” stage.



3. Go

Once you have decided the time is right and you have set the stage, you are ready to begin.

Have your child sit on the potty several times during the day:

- before and after naps
- before and after bedtime
- ½ hour after meals
- after being dry for 2 hours.

You can read a short story to help your child sit longer on the potty. Don't worry if your child just sits on the potty without pooing or peeing as she is getting used to this idea.

4. You are on your way!!

Every child is unique in when he is ready to start and how long it takes him to learn.

If your child is successful, give lots of praise. If not – do not punish.

Even when children are toilet trained, they may have accidents! They may forget when excited, playing, sick, or upset. Be patient.

Children often learn to control their pooing or bowels before their peeing or bladder. They learn daytime control before nighttime control. Most children are toilet trained by 3 to 4 years of age.

Talk to your public health nurse or health care provider if your child is:

- older than 4 and is not toilet trained during the day
- older than 7 and does not stay dry at night.



Helpful Website

www.aboutkidshealth.ca and search: toilet training

www.caringforkids.cps.ca and search: toilet learning

Other Fact Sheets in the Parenting Your Preschooler series include:

- Positive Discipline for Preschoolers
- Separation Anxiety
- Toddlers & Temper Tantrums
- Toilet Training
- The Morning Struggle, 2 - 5 Years
- Recommended Books for Parenting Your Preschooler

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