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Contacts:

Northeast:

Fort St. John: 250-263-6000
Dawson Creek: 250-719-6500

Northern Interior:

Prince George: 250-565-2150

Northwest:

Terrace: 250-631-4222
Smithers: 250-565-2150



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NEWS FLASH

Changes to Posting of Inspections on the Website:

In June 2010, you were informed that inspection reports were being published on the Northern Health Website to increase the public access to information about community care facilities. This will continue, however, a change is being implemented to NOT include the Licensing Officer's comments at the end of the report. If you would like to have this information shared with your parents, you can supply them with a copy of your report.

This change will apply to all historical and new postings.

If you have any questions, please contact your Licensing Officer.

Licensed Family Child Care Facilities: Support Tool Checklist

Family Child Care Facilities should all have received the support tool checklist. The checklist is not mandatory; however it has the added benefit of assisting operators in maintaining compliance.

On our next inspection, we will review your use of the tool and would appreciate your feedback on how the checklist has supported you. It is our hope this tool will assist you in promoting quality childcare and enhance your understanding of the Community Care and Assisted Living Act and the Child Care Licensing Regulation.

The Licensing team will also be creating resources to support other child care service types. We will keep you posted!!



Healthy Food Environments in Childcare Facilities

Submitted by Lise Luppens, Population Health Dietitian

Want to support the kids in your care to build good eating habits?

There are many resources to assist childcare providers to create nutritious menus for their programs (see “resources” below). In the cases where kids bring food from home, we might be able to gently encourage balanced and nutritious lunches and snacks as well.

However, healthy food environments are about more than just serving “healthy” food - food is only one piece of the puzzle. Even in situations where the food is not provided by your facility, care providers can still:

- Set regular meal and snack times
- Turn the TV off, put away the books, games and devices, and minimize other distractions
- Gather everyone together (including adults) and eat at the table
- Eat with the kids
- Keep meal and snack times pleasant
- Role model eating skills and good table manners
- Help kids listen to their hunger and fullness cues (“Is your tummy full?” “Do you want more?”)
- Show a positive attitude about food and eating

- Follow a Division of Responsibility in Feeding:
 - adults decide what to serve, and when and where to eat
 - kids decide how much to eat from the food that is provided, or whether to eat at all at a specific meal or snack.

What is one small step you would like to take help build a healthy food environment in your program?

Resources

Food Flair

https://www.interiorhealth.ca/YourEnvironment/ChildCareFacilities/Documents/FoodFlair_Resource_Manual_09_08.pdf

Healthy Beginnings 2-5

<http://healthybeginningspreschoolers.ca/>

How to Feed Children (Ellyn Satter Institute)

<http://ellynsatterinstitute.org/hf/howtofeed.php>





FOOD CONTACT SURFACES MUST BE CLEANED AND SANITIZED

HOW OFTEN TO CLEAN AND SANITIZE:

Clean and Sanitize surfaces before use, before preparing ready to eat foods, after any chance of contamination, after preparing raw meat products, or at least hourly

HOW TO CLEAN AND SANITIZE:

STEPS ONE: Wash with hot soapy water

STEP TWO: Rinse with clean water

STEP THREE: Sanitize surface - - Sanitize with 100parts per million (ppm) of bleach solution using one of the following methods:

Wiping cloth soaked in bleach solution

- Always store the wiping cloth IN the bucket of sanitizing solution
- Change solution at least every 2 hours, or as needed
- Allow surface to air dry

Spray surface with bleach solution

- Spray with bleach solution after area has been cleaned
- Allow surface to air dry 2 minutes before wiping with paper towel

To mix a 100 ppm BLEACH SOLUTION:

Mix ½ tsp of unscented household bleach per litre of fresh clean water

Use test papers to confirm proper concentrations

Please label all containers containing bleach

Bleach sanitizer solutions should be made up fresh daily

Temporary Placement Requests

Every Licensed Community Care Facility must meet the requirements set out in the *Community Care and Assisted Living Act* and/or the *Child Care Licensing Regulation* at all times; however, there may be special circumstances where a licensee or applicant has a valid reason to ask for an approval from the licensing requirements. A temporary placement approval is a formal authorization, which allows a licensee of a Community Care Facility, to temporarily place or retain a child who would not otherwise be eligible for the care program.

Section 5 of the *Child Care Licensing Regulation* sets out the process for applications and decision making. A request is only approved when the licensee or applicant can show that there will be no increased risk to the health, safety and well-being of the persons in care. In the case of a request for temporary placement or retention of a child, the licensee or applicant must provide the following information:

- Describe how the placement is in the best interest of the child(ren) in care
- Describe how the limits or ratios specified for the care program with respect to group size, maximum capacity, or staff to child ratios will not be exceeded.
- Describe how there will be no increased risk to health and safety to children in care. Health and safety issues could include: age and development of children; staffing levels; staff qualifications; programming; indoor/ outdoor physical space; equipment and furnishings; and enhancements to safety practices (e.g. supervision, hygiene, emergency plan and fire drill system). If there are no health and safety considerations, please explain why.
- Are there children in care who require extra support?
- Does the child named in the application for temporary placement require extra support?
- What are the training and skills of licensee/manager and staff?
- Does the programming and equipment ensure children's needs are met?
- Provide any additional information supporting your request
- Describe or provide evidence that shows:
 - How you have informed and consulted with families of persons in care about the application
 - That they were informed they could comment on the Temporary Placement/Retention request to the Licensee or directly to Licensing
 - All input obtained from persons noted above by providing a copy or summarizing the responses you received. A letter of support may be required from each person in care's parent/guardian/or representative

All temporary placement/retention requests must be submitted in writing. The application process has changed, so please contact your local licensing officer to obtain the temporary placement package.

Licensees must remain in compliance with the requirements of the legislation until they receive approval from Community Care Licensing.

Temporary Placements and retentions are subject to ongoing review and can be rescinded or varied if it is determined that Provincial standards are not being met and maintained and/or if it is identified that the approval poses an apparent risk to the health and safety of persons in care.

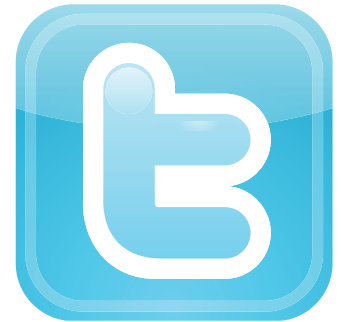
Use of Social Media and Technology in Childcare Settings

Along with everyone else, care providers are blogging, tweeting and posting on sites such as Facebook, Twitter and LinkedIn. In child care settings, there are benefits to personal and professional social media use. It's great to connect with families, network professionally, and to discover teaching ideas. However, the same sharing, networking and access that makes social media convenient and effective, also poses risks. Care providers must be aware of these risks, especially as technology evolves.

The regulation requires that a Licensee maintain the health, safety and dignity of children in care; this includes protecting their privacy and protecting them from situations that could undermine a child's sense of well-being. Planned use of technology in the child care setting can be beneficial and enjoyed by the families utilizing your services. It is important to create policies on the use of social media in a child care program.

Some things to consider prior to allowing the use of social media and technology in your centre:

- Why are you considering the use of social media in your facility?
- What purpose is it serving? Is it necessary or are there other ways to share this type of information?
- Do you have clear policies and procedures for program staff and families around the use of technology in the child care setting? How are these rules communicated to staff and parents? Do you have parent consent to post information about their child, for example their image on social media?
- Are the images appropriate and do they maintain the children's dignity and safety?
- Is the information you share secure? Who has access to it?
- Have you implemented strong security measures?
- What steps would you take if digital information was shared in an inappropriate manner?
- Do the staff have a clear understanding around usage?
- What content is your staff viewing at work; is it appropriate?
- What does personal cell phone usage look like at your facility? If you are not permitting staff to use cell phones at work; do you have a reliable form of communication should someone need to contact one of your staff members? This is particularly true for child care providers who are also parents.



Unmonitored and unregulated use of technology in your facility can be very problematic. Unauthorized information and/or images can easily find its way onto the internet. If clear expectations around the use of technology have not been communicated, staff members could become immersed on their phones and not be actively supervising or interacting with the children in care. Staff to child ratio can be negatively impacted and required ratios contravened because someone must step away to take a call or is distracted and not actively supervising.

Below are some additional tips to consider when using social media professionally or personally:

Know the tools and protect your privacy online

- Use the site's built-in privacy controls to customize your privacy settings. Check and adjust privacy settings regularly.
- There's no guarantee that anything stays private online. It's safest to assume that anything you post could become visible, forwarded, searchable, and impossible to remove from public view.
- Ask your friends and family to be mindful about posting pictures of you to their social media accounts.
- Avoid oversharing (revealing inappropriate details/images about your life)
- Keep personal information private (e.g. your name, age, social insurance number, address)

Keep it professional

- Treat online life like regular life
 - Don't say anything online that you wouldn't say to someone's face.
 - Monitor your online reputation carefully—it is public and will follow you for life.
- The discussions, emails, text messages, or pictures you post create a permanent record, so take a moment to ensure they are appropriate before you click send.
- When interacting online in professional or personal contexts, avoid venting, criticizing, or sharing confidential information about children, parents, colleagues or other professionals.

Be mindful of what information you are allowing online with regards to your facility and the children in your care; too much information is not necessarily a good thing, especially when you don't know who or how far it is reaching. What goes online stays online and can have real consequences that result in criminal charges for cyberbullying, criminal harassment or uttering threats. With the correct policies and procedures in place, the internet can be used in a safe and effective manner.



Serious Incident Reporting

****Reminder****

The incident reporting system is essentially a way of starting a conversation with your Licensing Officer about an incident that you have experienced in your facility. It is important that this conversation happens as soon as possible so that we can ensure an appropriate response plan is in place and if necessary, prevention measures are implemented.

It is important that licensee's take a proactive approach to incident reporting. This means taking action and making changes before they need to be made, rather than waiting until problems develop. When a licensee reports that they have responded to an incident and puts steps into place to prevent future occurrences in a timely manner, it demonstrates the licensee's intent to provide the safest care possible. When a licensee doesn't respond or report incidents in a timely manner, the incident may have an adverse effect on the health and safety of persons in care and often results in a complaint investigation where contraventions are identified.

Here are some examples of reportable incidents that are sometimes overlooked:

1. A licensee becomes ill and is forced to close the program for a day.
 - Reportable as "Service Delivery Problem"
2. A child is acting out and is placed in a highchair until they settle down.
 - Reportable as "Emergency Restraint"
3. A facility has to close because of a water leak.
 - Reportable as "Service Delivery Problem"
4. Several children are absent from the centre today and have similar symptoms.
 - Reportable as "Disease Outbreak"
5. A child bites another child, breaking the skin.
 - Reportable as "Aggressive Behaviour" or "other injury" depending on the situation. This is a good time to talk to your licensing officer.

Regarding: biting. Inform the parents immediately. The parent can make the decision to take the child to a physician for assessment. The risks for exposure may be low, but they are still there and you and your staff need to take appropriate action. Any bites that require medical treatment must be reported to Licensing.

Please contact your licensing officer if you have any questions about Reportable Incidents and Schedule H





SnackMaster

Kids have tiny tummies. Healthy snacks can help give them the nutrition and energy they need to learn and play.

Adults decide **when** and **where** snack time will be, and **what** foods to offer:

- Aim for regular, planned, sit-down snacks together with other kids and adults.
- Offer 2 - 3 snacks per day, between meal times. Avoid letting kids nibble all day.
- For a nutritious snack, include foods from at least two food groups from Canada's Food Guide.

Kids decide **how much** to eat from the foods you offer, **if** they choose to eat at all.

Let kids help you plan snacks. Mix and match from the lists below to create snacks from at least two food groups. See how many fun combinations you can come up with!

Vegetables and Fruit		Grain Products	Milk & Alternatives	Meat & Alternatives
Carrot sticks	Apple slices	Whole grain bread	Milk	Hard-boiled egg
Red, yellow or orange peppers	Orange pieces	Mini bagel	Yogurt	Lean deli meat
Cucumbers	Berries	Tortilla	Cheese strings, cubes or slices	Hummus
Cherry tomatoes	Applesauce (unsweetened)	Mini pita	Cottage cheese	Tuna salad
Broccoli florets	Banana	Whole-grain crackers	Fortified soy beverage	Dried salmon
Dried seaweed	Peach	Mini muffin	_____	Nuts
Cauliflower	Plum	Whole-grain cereal	_____	Peanut butter
Celery sticks	Kiwi slices	Mini pancakes	_____	_____
Jicama sticks	Grapes	_____	_____	_____
Avocado	Pear halves	_____		
Peas	Melon chunks			
_____	_____			
_____	_____			



Sample snacks

(with foods from 2 food groups)

- Cucumber wheels and rice crackers
- Broccoli trees and yogurt dip
- Apple slices and cheese cubes
- Homemade muffin and fortified soy milk
- Celery with peanut butter and raisins
- Tuna salad and crackers
- Cooked rice with raisins and milk
- Pita triangles and hummus dip
- Fruit cubes and cheese cubes on toothpicks
- Boiled egg slices and carrot sticks
- Berries and yogurt
- Whole grain cereal and milk
- Peanut butter on mini pancakes
- Dried seaweed and dried fish



Make healthy homemade snacks even more fun by:

- cutting food into different shapes
- putting foods into colourful containers
- putting fruit and cheese pieces on tooth picks
- adding a colourful napkin
- letting kids help prepare snacks

Be tooth friendly:

- between meals and snack times, offer water for thirst
- limit sticky foods, like raisins and fruit leather - these stay on the teeth and may help cavities grow
- encourage and help kids to brush their teeth



To speak with a Registered Dietitian at Health Link BC, call 811.



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Peanut & Nut Aware Lunches & Snacks

Peanut or nut aware daycare or school? It is important to know how to avoid peanuts and tree nuts when preparing lunches and snacks for your child. These tips can help.

Allergic reactions to peanuts and tree nuts can be fatal.

Read food labels carefully:

- When you buy packaged foods, read labels **every time** you shop. Companies may change ingredients. A product that was safe last week may not be safe this week.
- In Canada, products that contain peanuts or tree nuts must list these items in plain language on the label. You will find this information in ingredient lists or in “contains” statements. For example, a product that has peanut in it would include “peanuts” in the ingredient list, or in a statement like “contains peanuts,” or both.
- You might find the disclaimer “*may contain trace amounts of peanuts or nuts*”. This means that the manufacturer is not sure if that product is peanut or nut-free. To be safe, do not use these products for your child’s lunches.
- Be cautious with packaged foods that do not have an ingredient list.

Be aware of cross-contamination:

- Cross-contamination occurs when foods with peanuts or tree nuts touch other foods or surfaces.
- Prepare your child’s lunch with utensils and on surfaces that have not come into contact with products that contain peanuts or tree nuts.
- Be cautious with foods that come from bulk bins.

What are tree nuts?

Tree nuts include almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachio nuts and walnuts.



What are peanuts?

Peanuts are actually “legumes” and are not part of the tree nut family.



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Lunch & Snack Ideas

Easy, Nutritious & Peanut/Nut Aware

Sandwiches, wraps and pitas:

- Raisin bread with apple butter and cheddar cheese slices. Serve with a boiled egg and carrots sticks.
- Whole wheat wrap with beans, veggies, cheese and salsa. Serve with milk.
- Pita pocket with egg salad and lettuce. Serve with apple and yogurt.
- Mini bagel with chicken or turkey, lettuce and tomato. Serve with yogurt.
- Pita pocket with roast beef, shredded beets and feta cheese. Serve with apple slices.
- Whole wheat bread with hummus and cucumber slices. Serve with banana and milk.
- Whole wheat wrap with smoked or jarred salmon. Serve with celery sticks and cheese.

Leftovers:

- Chili. Serve with corn bread, celery sticks and milk.
- Pasta salad with chicken, cheese cubes, corn and diced peppers.
- Spaghetti with meat balls. Serve with pear and milk.
- Beans and rice. Serve with orange slices and yogurt.
- Tofu or beef stir-fry with noodles. Serve with milk.
- Fish and rice. Serve with salad and soy milk.
- Meat, potatoes and veggies. Serve with cheese cubes.

Snack ideas:

- Fresh fruit and plain yogurt
- Celery sticks and hummus dip
- Cheese and crackers
- Yogurt dip and carrot sticks
- Tuna salad and crackers
- Homemade muffins and milk
- Boiled egg and toast
- Dried fish and crackers
- Cottage cheese and berries
- Cereal and milk
- Apple slices and soy milk
- Cherry tomatoes and cheese cubes

Food Safety

- Keep hot foods hot. Use a wide mouth Thermos® to keep chili and pasta hot.
- Keep cold foods cold. Use a Thermos® to keep milk cold. Use mini freezer packs, ice packs or frozen water bottles in insulated lunch bags.



For more information:

Tree Nuts - One of the ten priority food allergens:
http://www.hc-sc.gc.ca/fn-an/pubs/securit/2012-allergen_treenuts-noix/index-eng.php

Peanuts - One of the ten priority food allergens:
http://www.hc-sc.gc.ca/fn-an/pubs/securit/2012-allergen_peanut-arachide/index-eng.php

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10-421-6044 (IND Rev04/15)