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AI-generated content may be incorrect.**

**Mission Statement**

The Cat and The Fiddle provides a safe, and nurturing environment, where children are encouraged to explore and engage in play-based learning. We believe that through the cultivation of strong social skills, children will develop academic and life skills that will benefit them when they transition into a grade school environment and beyond. We work with each child's developmental stage and strengths, to support their learning. Ultimately, our mission is to cultivate a love for learning, by providing an environment that promotes self-esteem and confidence, and embraces the natural curiosity of children.

**Educational Philosophy**

We believe that each child is a unique individual with his/her own pattern of development and we strive to support each child’s developmental path. I strongly believe that play is imperative for the proper intellectual, social, emotional, and physical development of children; children learn through play and hands on experiences. The foundation of my program is play-based, weaving in a variety of educational principles and values from various philosophies.

As Maria Montessori believes that children learn best through self-driven sensory experiences, I believe that when children are given access to freely explore developmentally appropriate materials in a thoughtfully designed environment, they will build problem-solving skills and confidence. I seek inspiration from Waldorf environments when designing learning areas for my program, such as warm colors and natural materials. I provide an enriched environment with a variety of developmentally appropriate materials, that I update throughout the seasons to reflect the changing world outside of the classroom.

**About Amanda**

I was born and raised in the East Bay area. I have a Bachelor’s degree in Integrative Biology from UC Berkeley, where my focus was Ecology and Evolution. I received my Site Supervisor Teaching Permit in 2024 and continue to take ECE courses to broaden my understanding in this ever-evolving field. I have a genuine love and deep appreciation for wildlife and natural history, and I share this passion in my interactions with children. My hope is to spark curiosity and appreciation for the life that surrounds us.

My journey in home based childcare began in 2018 when I relocated to the quaint and charming gold country town, Pine Grove. I have had a passion for learning and teaching for as long as I can remember. I have fond memories playing school with my younger sister for endless hours as a child. Growing up, I always wanted to be a teacher, but my path took a different route. Developing my own early childhood education program has rekindled my childhood dream and given me a career that fulfills me and gives me purpose.

I strive to cultivate a strong connection to the natural world among the children in my program. I believe it is important for children to understand the natural rhythms of life and our connection to all things, people, animals, and the earth. Nature themed activities are strongly prevalent in my program, as well as gardening, cooking, process art, and using natural raw materials for play such as rocks, wood pieces, shells, and other natural resources. My curriculum is heavily literature based. I believe that books are a significant influence in children’s development, and frequently reading to children is a strong predictor of future literacy and writing skills. Reading aloud to children supports cognitive development, improves language skills, enhances imagination and creativity, and improves concentration and discipline. Through literature we explore morals, ethics, culture, and relationships, plus so much more, through conversations about characters, and story lines, as well as through activities inspired by the content of the literature. By reading aloud to children and bringing books to life, I hope to cultivate a lifelong love of reading.

Ultimately, as an educator, it is my hope that children develop confidence in themselves and a genuine love for learning. I hope that children develop a curiosity to know more about themselves, others and the wonderous world around them and to carry this wonder throughout their lives.

**Enrollment Information**

To begin care in my program, the following forms must be completed:

1. The Cat and The Fiddle Enrollment Form
2. All About Me Form
3. Photo Agreement Form
4. ASQs (completed every 6 months)
5. USDA Food Program Form
6. LIC 995A
7. LIC 627
8. LIC 282
9. LIC 9150
10. LIC 700
11. Immunization Verification

All children’s records are kept confidential in a file cabinet near my desk. Staff will have access to children’s files for medical administration or emergencies. Parents may have access to their child’s records.

We complete a screening tool, the ASQ within 30 days of each child’s enrollment in order to give me information I can use to support each child’s development. If I identify developmental areas of concern, I will ask you complete and ASQ as well, and we will work together to set goals and seek resources. If I feel that a child needs an evaluation for extra help, I will make that recommendation to you, and offer you any community resources and referrals available. ASQs are completed every 6 months.

I will keep immunization records up to date by checking them each September. In order to ensure that I am meeting licensing regulations, I greatly appreciate parent cooperation for this process; if you take your child to the doctor for any shots, please ask for a copy of their record for me on the day of your appointment.

**Business Hours**

We are open Monday- Friday from 6:30 a.m. to 5:30 p.m. However, each family has a specified drop-off and pick up time stated in our contract. If you need a flexible schedule and my capacity will allow that, please ask. However, also keep in mind that I have my own family to attend to and our family time is precious, just like yours is. In consideration of our family time, I may decide to charge a late fee if you are continually late to pick up your children. The exception to this is of course an emergency. The late fee is $10.00 per ½ hour you are late. If you think you might be running a few minutes late, please call us to make sure we have no other commitment we need to engage in. If you need additional hours beyond agreed upon contracted pick up & drop-off times, a rate of $15 per hour will be added to your rate on such days additional time is needed. This must be pre-arranged and approved by provider in advance.

**Daily Communication**

Upon enrollment, we will send you the link to our Instagram page where you will be able to view photos and updates. You’ll be able to get a wonderful sneak peek into what your child’s day looks like, it’s also a fantastic way for out of state relatives to be connected with your little ones as well by seeing what they’re doing and is a great conversation piece for phone calls. I also do my best to communicate with parents individually throughout the day, but this is sometimes very difficult. Parents are always welcome to contact me directly through phone calls, emails, or text messages and I encourage open communication.

**Supporting Children Through Transitions**

• Talk with your child about how you plan to say goodbye and when you will return. Agree to a goodbye routine which you and your child can both count on each day. Some parents choose to read a book, or give a special handshake and hug.

• Make sure that your family’s morning routine is predictable. Staying longer when your child is upset can often cause a child to expect you to stay longer the next time. If that won’t always be possible, it can be confusing and upsetting, and often causes more upset.

• Do your very best to recognize your own emotions and work through them, so you can be calm and confident about your child’s day. I will make every effort to stay in touch over the first few days, and we can often text you a photo and update after drop-off.

• Don’t distract, sneak off, or discount your child’s strong emotions. No matter how upsetting it might be to confront your child’s sadness, take the time to say goodbye. Goodbyes can be sad, and we work very hard to support that reality for children.

• Do not be surprised if the child who was sad at drop-off is highly emotional at pick-up time. You are your child’s safe person, and after a long and busy day, they may let it all out in your presence. Another reality is that your child may not always be immediately ready to go home at the end of the day. Try not to take either reaction as a personal affront. Talk with your child about what they are doing, and if time allows, let them have time to finish what they are doing. We will also help with this transition if needed.

• Even after your child has become used to their routine, life changes (developmental steps, a new sibling, illness, etc.) can cause them to have a rough time at transitions again. Do your very best to be calm and supportive through these moments. If they are upset at drop-off time, reassure them that you will be back to pick them up, acknowledge their feelings, hug them, and then say goodbye. Lingering only causes further sadness and more often than not, they are off and playing before you even get to the bottom of the road!

**Fees, Payments and Business Practices**

Upon enrollment, we agree on a specific weekly schedule. This means that you pick the days and times you need childcare and I hold that spot open for you. Payments are due on Monday of each week, unless other arrangements are made in advance. The full rate is due regardless of attendance, vacation closures or holidays. There are no exceptions to this rule.

My **weekly** rates are as follows:

Full Time Infant (under 2 years): $350/week

Full Time Preschool (3-5 years): $300/week

Part Time Infant (under 2 years): $75/day

Part Time Preschool (3-5 years): $65/day

Full Time School Age After School Program: $225/week

Part Time School Age After School Program: $45/day

Full Time School Age Summer Program: $275/week

Part Time School Age Summer Program: $60/day

**Two Week Trial Period**

This is to determine if my program is a good fit for you and your child. At the end of that time, you will need to decide if my services fit your needs and I will decide if your child is adjusting well to my program. If either party decides at the end of the two week trial period that care is not working, any fees will be due at the time of the notice and must be paid in full.

**Schedule Changes**

In the event that your schedule may change, please try to give me as much notice as possible, so that I may try to accommodate any changes. If I am not able to accommodate your scheduling change, I am happy to give you some names of other Licensed Providers who may have availability.

**Paid Closed Holidays**

We are closed on the following holidays unless further noted and all holidays are paid:

1. New Year's Day
2. Martin Luther King Jr Day
3. President’s Day
4. Memorial Day
5. July 4th
6. Labor Day
7. Thanksgiving Day and Wednesday before
8. Christmas Eve and Christmas Day

I give myself one week of paid vacation during the year and this usually occurs during the summer. I give several months notice for this closure.

You will receive one week of vacation per year that I do not charge for, provided I am given at least 30 days notice prior.

**Preschool Program**

Our pre-school program is designed to encourage curiosity and cultivate a love for learning, while preparing children for kindergarten and beyond.

Our schedule is flexible but generally as follows:

7:30-8:30 - Breakfast

8:30-9:00 - Clean up, free play

9:00-9:30 – Circle Time (Phonics, Numbers, Shapes, Colors, Rhyming, Literacy, Reading and/or Discussion about topic we are learning)

9:30-10:00 – Teacher directed activity or free play (inside or outside)

10:00-10:15 – AM Snack

10:15-11:00 – Free play and stations

11:30-12:30 - Clean up, wash, and Lunch time

12:30 – 2:30 – Quiet Time

2:30-3:00 - PM Snack

3:00-4:00 – Arts, crafts, games, group activity (May be outside)

4:30-5:00 - Outdoor fun, clean up, get ready to go home.

\*As children and the weather vary, so does this schedule. This is just an idea of our daily routine.

Circle time takes place in the morning and includes the day of the week, weather, phonics, rhyming, and number recognition. Additional topics vary depending on the theme of the week, but always consist of additional phonics, literacy, math, reading or science. In addition to academic learning, circle time is an opportunity to practice listening, paying attention, and following directions.

We practice hand washing throughout the day, and stimulate an interest in toilet learning (subject to parent approval).

I offer various sensory/exploration activities throughout the week, inspired by the seasons and literature. My preschool curriculum is secular and incorporates math, literacy and science organically into play-based, hands on learning activities.

Children are encouraged to identify their emotions and to use their developing language skills to express their needs and wants, and engage with their peers. We facilitate group cooperation and demonstrate effective communication skills.

My mission is to strengthen critical thinking skills, problem-solving, group cooperation, and to develop children that feel confident and excited to enter a school environment.

**Kindergarten Readiness**

There are many skills we would like the children to master before they head to kindergarten. Most importantly, we want them to be confident, joyful learners. More than anything else, the social skills that come from being part of a group are what will aid them in being successful learners in kindergarten and beyond. We work hard to communicate both formally and informally with you throughout your child’s enrollment on particular skills we are working with your child to develop, as well as any possible areas of development or behavior that concern us, and we welcome your input about the things you notice at home, as well. If needed, many helpful resources are available through local agencies, and often with just a bit of help early on, a child can work through a skill or area that is challenging to him or her.

Here is a list of the “kindergarten readiness” skills we feel are important goals:

• listen to stories without interrupting

• recognizes rhyming sounds

• pays attention for short periods of time to adult-directed tasks

• understands actions have causes and effects

• shows understanding of general times of the day

• cuts with scissors

• traces basic shapes

• beginning to share with others

• starting to follow rules / directions

• manages bathroom needs

• buttons shirts, pants, coats, and zips up zippers

• speaks understandably

• talks in complete sentences of five to six words

• looks at pictures and then tells stories

• identifies some alphabet letters

• sorts similar objects by color, size and shape

• recognizes groups of one, two, three, four, and five objects

• counts to ten

• bounces a ball

Adapted from the “Kindergarten Readiness Checklist” by Peggy Gisler, Ed. S. and Marge Eberts, Ed. S.

**Guidance / Behavior Management**

At The Cat and The Fiddle, we have super simple rules, and try to always be consistent with children, so the expectations are clearly understood.

1. Be safe with yourself and others.

2. Be kind to others.

3. Be safe with our toys and space.

Our ultimate goal is to make sure our program is a safe place for all. We don’t allow hurtful behavior to persist, whether it be physical: hitting, pushing, biting; or emotional: excluding other children, or name-calling. We are constantly working to create a safe space for all children. We believe that children are just beginning to learn their limits, and our job as parents and teachers is to help them find appropriate boundaries. This doesn’t mean that they won’t stumble, or that we as adults will always have the perfect solution. But often, there can be some simple solutions to what is happening. Perhaps they are tired, hungry, stressed out, or just need some extra attention. We always start with undesirable behavior by talking to the children, and if needed, we remove them from the situation. We do not call it “time-out” … we truly want the child to get their needs met, and “time-out” is often creating the opposite result. We do not want to push away children when they need us the most. Often, “time-in” would be more appropriate explanation for what a child truly needs in the most difficult moments. We will often sit closely and hold a child when they are upset and talk about what they are feeling in that moment. We do offer kids a place to freely go “be by myself” if they chose to have a little down time before they can calmly talk about their feelings and help us problem solve together.

To help children understand the desirable behaviors that are expected of them, we follow a system of “Red and Green Choices”. We talk about these choices at Circle Time and use visual aids to reinforce appropriate and inappropriate actions. We encourage Green Choices through positive reinforcement using our Green Choice sticker reward charts. Each child has their own unique challenges and behaviors that we are working to improve. We communicate consistently to each child, so they understand what they need to work on and how they can earn a reward sticker. Once a child earns 10 stickers they can pick a prize from our Prize Box. They LOVE this!!

**Conflict Resolution**

Like any skill or ability that we would like young children to master, social skills develop over time and on an individual arc of development. A child cannot master a skill before they are ready. As adults, we are tasked with scaffolding their emerging social skills. Through naturally-occurring opportunities, we can best support children in developing conflict resolution skills. Luckily, the preschool years are a rich breeding ground for these “naturally occurring opportunities” for conflict resolution. We take the following steps to conflict resolution:

1. Take the hand of the child who is hurt and go find the other child. Hold the hand of the other child and say, “Emily, tell Julie how you feel.” Then, “Julie, tell Emily how you feel.” Now, do it again – they always have more to say. Do not interrupt the children and do not put words into their mouths. You want them to develop skills to communicate.
2. Next, say to each child, “Anything else?” Provide ample time for each child to respond. If one child interrupts, very calmly respond, “Emily isn’t through.”
3. “Give me three solutions? How can we solve this problem? How could this be different?” This sounds very sophisticated for little kids, but you would be surprised at how quickly they get the idea when adults are supportive. Sometimes a child’s solution will be punitive like, “Well, I could hit her!” At this point, without raising your voice, you say, “That’s not an acceptable solution.” Always go for three solutions.

If a certain behavior or issue has become a concern, we will have a group meeting and work with the children to come up with solutions together.

**Biting Policy**

Biting can be, unfortunately, a developmentally “normal”, yet unsafe behavior up to age three, and sometimes beyond, depending upon individual development. We do our very best to keep all children safe, and this can be a behavior that is extremely upsetting for everyone involved. We work hard to help children through this difficult behavior, and we find ways to help them develop the language and coping skills which will work to curtail biting. Parents often ask if we “expel” children for biting. Rarely does biting become that much of an issue, and we always do our best to support children through what is normally a passing phase. Sometimes children bite simply because they may be teething and that’s a way to ease their pain. In the case of biting or other physically harmful behavior that cannot be managed or curtailed within our environment, we will work with the family and the child to seek out solutions. We reserve the right to terminate care if all other avenues have been exhausted, and the safety of the other children is at stake.

**Termination Notice**

If you feel that my program is not working for you and your family, I will need a two week notice. If your child becomes continually disruptive to the point that I cannot provide adequate care, then I will have to terminate your child's care with a two week notice as well. If termination notice is given by either party, **all childcare charges are due in full at the time of the notice**.

Under certain circumstances listed below, this notice will be waived, and immediate termination of services will result:

1. Child’s behavior is a risk to themselves or other children.
2. Child’s behavior is aggressive to another child.
3. Fees are not paid and are overdue.
4. Parent (or their behavior) is a risk to provider or other children in care.
5. Parent is on premises and visibly under the influence of drugs and/or alcohol.
6. Parent is verbally abusive or threatening to provider.
7. Parent demonstrates any physical, mental, or verbal abuse to any child while at the provider’s home.
8. Child does not show up for childcare for three or more days with no contact from parent.

**Nap / Quiet Time**

Everyone lies down at The Cat and The Fiddle for some rest time. Please don’t ask me to exclude your child from quiet time, even if your child is not of napping age; everyone still needs some quiet time. Naps are provided on mats or on the couch in our living room. Children under age 2 nap in a pack n play in one of our bedrooms. Preschool aged children who do not nap, are able to quietly watch educational children’s programs (ex. PBS Kids).

**Preschool Program**

We are big believers in learning through play! I have created a morning preschool program for the children in my care that is literacy based and inspired largely by the seasons. Each month we focus on several different themes, and we are always working on colors, numbers, letters, and shapes. During Circle Time, we review a daily calendar with the day of the month and week, the weather, and we go through our alphabet, shapes, colors, and numbers, daily. We are also learning how to prepare ourselves for kindergarten by focusing on social skills like sharing, taking turns, being good listeners, how to treat our friends, and so on.

**Child Abuse / Neglect Reporting**

Federal Law (and my conscience) requires me to report any suspected injury, child neglect, abandonment, food poisoning, or death to the proper authorities. I take this duty very, very seriously for the sake of the children. If I report any suspected case of abuse or neglect, I will have done so in good honor. I am a mandated reporter by law.

**Non-Discrimination Statement**

I will not discriminate based on any religion, sex, sexual orientation, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical disability or use of a trained guide dog or service animal of any child or family member. All children's families are represented in the things we see, do, read, and hear.

**Diversity**

We embrace diversity at The Cat and The Fiddle. We are all different and here we celebrate our differences. We respect other cultures, languages, foods, and the diversity in our society. We have different books about different cultures, dolls from other cultures, and we also learn about other cultures through our preschool program.

**Religion / Holidays**

We run a secular program, and I will not practice any forms of religion with your child. However, if your child chooses to say a prayer before a meal (for example) that is fine with me. That choice is between you and your child and I will respect it. We do celebrate Birthdays, Holidays and seasons throughout the year.

**Toys from Home**

All children are welcome to bring a security object from home for nap time. However, please keep other toys at home or in the car. More often than not, these become an issue between children, or may become lost or broken. We strive to have a wide variety of toys for the children to play with each day. We do not generally allow children to carry blankets, bottles, sippy cups, food, pacifiers, or other personal items throughout the play spaces. Cups and pacifiers get “shared”, blankets get tripped on, food gets dropped, and children generally don’t enjoy sharing their toys with the group.

We will work with a child if they find that the group setting is a difficult adjustment at first, with the goal of helping children feel comfortable enough to begin storing their security objects in their cubby, where they can be readily available for rest time, and safely stored during play and activity times.

**What to Bring for your Child**

Please bring an extra set of clothes that can stay here labeled with your child’s name. Please dress your child according to the weather. We need fresh air as a way to release our energy, so we do go outside in all kinds of weather for different activities. They need to be warm so they can stay healthy. Let me know if you need coats, hats, etc., I can be on the lookout for extras.

Please share with me any special issues you may be dealing with at home; it’s important for your child to know that we are a team and on the same page! Remember that we offer a play-based program. Play is messy stuff! Your child will be busy running, painting, working with play dough, digging in the sand, pouring water, and so on.

Special blanket for resting (I have plenty for everyone too!)

Diapers & Wipes if your child uses them.

Water cup.

**Parental Communication / Open Door Policy**

We have an “open door policy”. This means that anytime your child is here, you are more than welcome to stop in. Please remember that naptime is from 12-2 pm, and be respectful of the group’s need for rest. Parents have free access to any child care space that is licensed space. The front door is never locked during business hours and there is never a need to knock. This is everyone’s daycare space and everyone is welcome during business hours.

I encourage open communication between the parents and myself. If you feel there is something you wish to discuss with me, please feel free to do so. I am more than willing to discuss anything with parents regarding your children and my program. You are also welcome to communicate with me through phone calls, emails, texts, and drop-off / pick-up times. I do appreciate that all phone calls happen during business hours, unless there is an emergency.

Open communication with parents and provider is the key in making childcare successful! I will communicate with you regularly regarding your parenting at home and how it can be supported at daycare. As time moves on parenting styles may change, and it is important that you communicate with me when you are trying new things at home that I can also support at daycare. Please feel free to share your concerns, or ask for advice or different resources that are available regarding parenting. Open communication regarding all issues is very important to me.

**Screen Time**

Screen time here is limited. We have found that our rest time goes much smoother when preschool age children are allowed to watch educational programs quietly (e.g. Daniel Tiger, Super Why!).

We may on occasion, watch a movie or educational video that might be related to a holiday or topic that the kids are learning about. Children do not use computers, iPad’s, or any other form of screen.

**Medical Emergencies Information / Disaster Information**

**Injury Prevention**

I will check indoor and outdoor areas, all equipment and supplies for safety hazards daily. When a child has an injury that requires only first aid, I will give written or verbal notice to the child’s parent or guardian.

Treatment of Minor Illness

* I will care for ill children waiting to be picked up on the couch in my living room.
* I will notify you to pick up your child if he/she is running a fever or vomiting.
* I will do the following in case of a minor medical emergency: I will call the parents and go by the information in the child's records

**Injuries Requiring Medical Treatment**

I will do the following in case of a major medical emergency:

* Call 911
* Treat the child to the best of my abilities that I am trained for,
* Call the parents,
* Try to go with the child to the hospital if possible

**Medication Management**

We do not give medication to children who are sick. If your child is ill and requires medication, they need to be at home. However, in very rare circumstances that we do give medication, the following will be followed:

* I will need an LIC9221 form signed beforehand.
* Any medications (anti-biotics, epi-pen, inhaler, bee sting kit, seizure medication, etc.) will be stored inaccessible but not locked.

**Communicable Disease Prevention, Management and Reporting**

I will not accept children with any of the following:

* Fever of or over 101 F.
* Vomiting on two or more occasions in the past 24 hours.
* Diarrhea, three or more watery bowel movements in the past 24 hours.
* Draining rash.
* Eye discharge or pink eye.
* Head Lice or Nits...NO EXCEPTIONS!!!
* Fatigue that prevents regular participation in activities. Runny noses, colds are to be expected with little ones. But please, if your child is not feeling well...keep them home. That's where they want to be anyway when they are not feeling well. If the school calls you to pick up your child because they are running a fever or not feeling well...please don't ask me if they can come to daycare. If they are too sick for school, they are too sick for daycare too.

Coughs: A lot of children have some type of allergy which can cause coughing, if your child is coughing to the point of gagging, or spitting up mucous...you will be called to pick them up. The only way to stop spreading germs and stay healthy is to keep sick kids home until they are over whatever ails them.

I cannot afford to get sick, and I do not want numerous childcare parents angry at me because sick kids come to day care...if they are sick, keep them home, if you bring them sick, you will be called to pick them up!

**Hand Washing**

We practice regular hand washing. Much research has shown that regular hand washing is one of the most effective ways to lower the incidence of colds, flus, and other illnesses in child care. We have the expectation that myself and the children wash hands (at bare minimum!)

* after bathroom use
* before, after eating and cooking activities
* after playing outside
* after any contact with pets
* before they go home
* after wiping faces, blowing noses, etc.
* after coming into contact with any bodily fluids (stool, urine, blood, drool, vomit, mucus)

I will help younger children wash their hands by wetting hands with warm water, applying soap, washing (count to 20 or sing ABCs), rinsing, drying with paper towels, and turning off water with paper towel.

**Food Information / Mealtimes**

Our goal is to serve a variety of healthy child-friendly foods. We serve many fresh and seasonal organic fruits and vegetables, whole grains, and 1% organic milk.. I am by Law required to feed each child two meals and one snack during the day if your child is in our home over 7 hours. I do participate in the USDA Food Program. Parents may bring snacks (store bought) if they wish, but please just let me know so I can tell you how many children will be present.

**Food Allergies & Sensitivities / Substitutions**

If your child has a food allergy or sensitivity, please note this on the enrollment forms, and notify me so that we can arrange to work around it. If a special food or substitution is required, you will need to supply your child’s own lunch / snack. We will need a doctor’s note describing allergy, symptoms, treatment plan, and any needed food substitutions. If you are choosing to bring your child’s own meals for religious, cultural preference’s, or family preference that’s fine too, I will just need a written note from you. Drinking water is available at all times throughout the day. We serve most foods to children individually; however some foods may be served family style which allows each child the opportunity to serve themselves.

I will:

(a)Stir and test for safe temperature any heated food before serving;

(b)Closely supervise all children when eating;

(c)Not force or shame a child to eat or try any food;

(d)Not punish a child for refusing to try or eat foods;

(e)Serve meals in a safe and sanitary manner;

(f) Be respectful of each child’s cultural food practices; and

(g)Sit with children during meals when possible.

**Fire Information**

Fire drills are done every 6 months. Smoke detectors are checked monthly. Fire extinguishers are serviced annually. We have a fire and safety record hanging on the bulletin board at the front door. Our evacuation plan is next to it as well. We always do a fire drill when a new child is enrolled to get them acquainted to our drills and explain to them why they are done. Records of disaster drills are on the form hanging on the bulletin board near the fire extinguisher at the front door.

**Emergency / Disaster Plan**

In the event of a disaster that could pose a health hazard:

1. If it is determined it is safer to evacuate, children will be taken to a place of safety OR a note will be placed on the front door to advise parents where the children have been taken. We will take along our emergency bag (includes first aid supplies, water, snacks, contact numbers, etc.) Our planned evacuation site is Mount Zion Church 13891 Cedar Pine Ln, Pine Grove, CA 95665 (.5 miles from The Cat and The Fiddle).

2. Parents will be contacted by cell once children are safe.

3. We will remain with the children until it is either safe to return, or the child’s guardian has picked him / her up. If we return to the home, parents will be contacted.

**Potty Training and Diapers**

Although you may be anxious to be rid of diapers and ready for your child to be potty trained, there are definite signs that will show you when your child is both physically and emotionally ready to start this process. Attempting to potty train before your child is ready will only cause frustration for everyone concerned and may actually delay the process. Look for these signs and when your child is exhibiting most or all of these signs, he or she is ready to start toilet training.

• Staying dry for a 2 hour period while awake.

• Waking up dry after naps.

• Able to pull down pants and underwear and pull them up again when done.

• Telling you just before going to the bathroom in his/her diaper.

• Is comfortable sitting on the toilet and willingly does so for 1-2 minutes.

• Has regular/ comfortable bowel movements.

• Is cooperative when asked to do tasks

• Follows directions willingly.

When your child is ready, I will assist you in helping your child become toilet trained. Children who need this assistance will need extra clothing that can be kept here. Potty training will require your help at home as well. It's confusing to the child if they are using the toilet at daycare and wearing diapers at home, it sends a mixed message to them.

Diapers and wipes are your responsibility to bring and I must have a supply on hand at all times. I will change diapers on a vinyl mat that will be disinfected with a bleach water solution after each use. Diapers are disposed of in the bathroom garbage. Proper hand washing techniques are followed before and after diaper changes.

Diapers are changed at the first sign of being wet and at least every two hours, needed or not.

**Infant Care**

I prefer not to take children until they are two years old, although I am licensed for infants.

To help prevent the chance of Sudden Infant Death Syndrome all babies in my care and put to sleep on their backs on regular pack and play mattresses. I do not have any cribs or crib bumper pads. I do not put stuffed animals in with them, or tight fitting blankets. All babies are checked on continuously while sleeping. We never prop bottles, we hold babies and cuddle them while feeding.

Babies in my care are encouraged to crawl and explore. That's how they learn! They are not just put into an exersaucer and left alone! Walkers with wheels on them are against the law and are not used, ever, no exceptions! All babies get regular tummy time as part of their daily routine. When babies are awake, we supervise tummy time at least three times per day. While babies are on the play mat on the floor, they are supervised at all times.

**Transportation**

At this time, I provide drop off to Pine Grove Elementary School, and pick up from the Pioneer Elementary Preschool Program. Children that attend Pine Grove Elementary are dropped off by the bus at the Shell station where I meet them and ensure they make it up the hill.

**Staff**

I will provide qualified staff to fulfill the staffing requirements and ratios at all times during operating hours.

My staff and I maintain current Adult/Infant/Child CPR, and First Aid.

All staff must follow the written policies in the staff handbook that they are trained on at the beginning of their employment.

Parents are welcome to review our staff handbook if they so choose.

We have been tested for TB.

Parents may have access to my training records, as well as staff training development records if they would like. I have obtained my B.A. in Integrative Biology, as well as my Child Development Site Supervisor Certificate.

In the event that I have an appointment, a qualified assistant (s) will be present at all times to ensure the safety and quality care for your child.

**Confidentiality**

We respect your right to privacy. We will not share any confidential information among other families without your permission or consent unless mandated by child care licensing regulations, other statutes, or by a court of law (see Mandatory Reporting). We are obligated to protect children’s privacy, which includes withholding the names of children who may have been involved in incidents which occur in the program.

**Right to Change Policies**

We reserve the right to add, delete, modify, or amend the policies set forth in the handbook at anytime and will provide parents’ a new copy as changes are made. A copy of this handbook is always available on my website, <https://www.thecatandthefiddlechildcare.com/>

**Time Slots / Schedule Needed for Childcare**

These are the days and times my child will need childcare, I understand I am paying for a full time slot of Monday-Friday, regardless of my schedule needs:

Monday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tuesday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Wednesday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Thursday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Friday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total flat rate is $\_\_\_\_\_\_\_\_\_\_\_\_ per week.

I understand I will be charged this weekly rate regardless if my child was in attendance or not. I have read all of the Policies and Procedures listed in this contract. By signing this agreement, I agree to all that is listed here. Please initial each page of my Policies and Procedures are return to me. I’m happy to provide you with a copy as well. The days we have discussed for payment are Monday of each week unless otherwise noted. I understand that a late fee may apply if I am late with payment and that fee is $10.00 per day until my account is paid in full.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Thank-you for choosing The Cat and The Fiddle