

DAYCARE RESEARCH REPORT

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CURRENT CONTEXT

GOVERNMENT CONSIDERATIONS

According to the *Loi sur les services de garde éducatifs à l'enfance*, “[e]very child has the right to receive customized quality educational childcare.” (Éditeur officiel du Québec, updated Sept. 1, 2014)

By “every child,” the Éditeur officiel du Québec (Ministry of the Family of Quebec) does not include parents of children who are temporary foreign workers, refugees or international students.

The *Loi sur les services de garde éducatifs à l'enfance* makes an explicit commitment to providing care for disabled children although, in practical terms, there is a severe lack of appropriate child to staff ratios that could meet the needs of children with various disabilities at most childcare centres. There are also a lack of resources, information and available spaces for children with physical and developmental disabilities. There are, however, additional funds available from the Ministry of the Family for centres that have children with diagnosed disabilities or who want to make space for them.

QUEBEC'S CURRENT POLITICAL APPROACH TO DAYCARES

There are no moratoriums on daycare creation in Montreal, or Quebec at the moment. I could not locate any published information on the priorities to generate new CPEs, however.

On October 2014 the subsidized fulltime rate went from \$7 a day to \$7.30 a day, suggesting that the liberal government is less interested in subsidizing childcare. Daycare workers are currently organizing and protesting this change. More recent changes in government legislation indicate a shift towards sliding scales for the cost of CPE childcare ranging from \$8 - \$20.

When subsidized care was first initiated, at \$5 a day, the original plan proposed by Pauline Marois in 1994 was that it be eventually free. The Liberal Quebec Government is pushing an austerity budget that proposes further restrictions to people on welfare and many cuts to social programs. All of this will impact the poor and working poor the hardest, many of whom are children or parents.

The liberal government does not restrict the creation of new child care centres, and it does provide grants and subsidies. However, these subsidy amounts are not set in stone and can be subject to change. In general, it is not acting in the interests of people in Quebec especially poor people and this will have an impact on the need for childcare, especially childcare that is provided in the evening.

CURRENT CHILDCARE SITUATION IN QUEBEC FOR UNIVERSITY STUDENT PARENTS

Currently, parents in Quebec who are considered Canadian residents can access subsidized childcare, which is predominantly fulltime care provided between 7am and 6pm Monday to Friday. In 2002, the Quebec government initiated 7 centres that run “after hours”, outside of the 7am – 6pm timetable, acknowledging that many parents work shift work, evenings and overnight. Many of those centres that were part of the evening care initiative continue to operate. Subsidized spots cost \$7.30 per day (subject to further changes based on newly introduced legislation).

The majority of centres begin enrolment at 18 months. Only a small percentage of daycares have facilities to support infant care. Many student parents have infants and need part time infant care, it is for this reason that I recommend that the CSU consider providing infant care, despite the added cost.

As soon as a parent or future parent becomes aware that they may need daycare services they are encouraged to contact many daycares in their area to ensure they will have a spot when they need them. Because the demand for daycare spots is high, centres can be selective about which children they accept, and which children they do not accept. Most of the logistics of accessing childcare is initially conducted in French, mostly over the telephone followed by an in person visit.

Some daycares operate solely on referrals. This means that parents and guardians who are not fluent in French, have less flexible schedules, less social or financial resources, and/or are new to Quebec, face multiple barriers to accessing childcare. This is substantially the case if the parent needs flexible care, care for an infant, or evening care.

Despite the claim that all children are entitled to childcare made by Quebec's Ministry of the Family, families do not have equal access to childcare and the process can be frustrating, confusing, and isolating. This means that many parents and guardians who might otherwise begin their studies, continue their studies or enter the workforce, cannot.

DAYCARE SITUATION AT CONCORDIA

CHILDCARE ON CAMPUS

Concordia University currently has two daycares (CPEs), one on each campus. Spots in these centres are in theory available to faculty, staff, and full-time students. The vast majority of these spots are given to faculty and staff (and not students). It is rare that a student parent is able to put their child in one of these centres. These two CPEs at Concordia do not provide evening or drop-in care.

This is because staff and faculty are more aware of how the system works and they are more able to plan ahead and commit to a regular schedule. Especially considering how Concordia's Daycare system currently has an average waitlist of 2 years. Furthermore, this is compounded by the age limitations that prevent children who are above 5 to attend Concordia's daycare. Clearly the age constraints provide for a limited window of opportunity for student parents to receive the support they need. These numerous bureaucratic barriers cannot be underestimated when exploring the difficulties of student parents searching for childcare.

Currently there are very few subsidized services that offer evening care. The University of Laval student union (CADEUL) is one of those locations, and they have been consulted with throughout the research for this project.

The CSU must consider how to account for the specific needs of parents and children in its community, especially those who may not be able to access current licensed childcare services in Montreal. This will ensure that the parents facing the most barriers are able to receive the most possible support.

The above situation illustrates why the parents facing the most barriers to accessing childcare must be prioritized in order to access the services at all. Deborah, the Director of the Concordia University

Student Parent Centre (CUSP), stated that she was aware of just one parent who had her child enrolled in the downtown location this year. Moreover, in speaking with Deborah, she identified international students as the parents who face the most barriers in their access to childcare who attend Concordia.

Currently there is no student parent centre or designated breast-feeding space at Loyola. There is one breast-feeding space downtown at CUSP. Concordia University has a severe lack of quiet child friendly spaces, where it might also be possible for parents to breast-feed in a quiet environment. This is why part of the proposal includes a quiet breast feeding or relaxing room for parents as a part of the daycare space.

The recommendations you will read in this report propose low staff to child ratios, evening care, drop in options, and small centres, all working towards the goal of consistent, safe, accessible, and relevant childcare for the CSU parent community.

CONCORDIA UNIVERSITY STUDENT PARENT CENTRE

Based on the findings from the 2011 analysis of the student parent experience at Concordia University, sponsored by CUSP and the Dean of Students Office, and in additional conversations with parents who expressed interest and feedback on this project, the greatest need is for semester to semester childcare options, drop in care, evening care and special exam period childcare for infants and children under 3.5 in particular. The summer semester was flagged as a particularly difficult semester for

student parents in finding childcare because many community and school based programs (in particular for school aged children) are closed during the summer.

These priorities have been taken into consideration when generating possible scenarios for the CSU to evaluate meeting the childcare needs for the Concordia student parent community.

PEDAGOGICAL IMPLICATIONS FOR CONCORDIA STUDENTS

Undergraduate students in Child Study and Education and Applied Human Sciences will be able to complete their required internships at the daycare centres. The CSU Daycare has a strong potential to become a location for many experiential learning opportunities for Concordia Students. Students graduating with a major in Child Studies qualify as Early Childhood Educators, which means that these students have both the ability to complete their internships at the centre, as well as to be employed in the future.

PROJECT GOALS

A well-run, well-supported daycare centre simultaneously provides multiple services. A daycare provides safe, reliable, emotive childcare and education to the children in its care. It provides socialization experiences, offering one of the first consistent locations for young children outside of their own homes, breaking isolation for both parents and children, providing resources and emotional support to new parents and children.

A daycare provides experience, reassurance, and new perspectives to families, operating as extensions of family life and as its own environment in its own right. If parents or guardians are struggling with the responsibilities of parenting, budgeting, nutrition, conflict, intergenerational trauma or violence, a daycare centre offers respite, witnessing and new perspectives.

Daycares provide opportunities for parents to work and go to school, as long as the cost of daycare is not too great as to deter parents from taking the risk to work or study. Daycare educators present new ideas, strategies and perspectives to both children and parents that they might not have encountered in their home life. These strategies could relate to conflict resolution, sleep, self-soothing, problem solving, or different artistic and educational experiences among others.

Daycares are built and designed as child-centred spaces. All materials and furniture is child sized, and most materials are accessible to children most of the time. Having a child-scaled environment provides a unique respite for children who find themselves for the most part in an adult sized world. Parents may not have the space for messy art or cooking activities, they may not have many kinds of blocks to build entirely new worlds, or the time to spend creating it. Daycares can provide these resources and enriched activities.

The majority of daycares operate with an emergent curriculum which means all programing (even themed programming) is developed from the specific interests, skills and questions of the children themselves, reflecting their histories, cultures, ideas, and worries back to them and encouraging them to expand and build on their own questions and interests.

Daycare educators have been trained to respond to the needs of children and possess years of experience beyond the experience that most parents have when they begin their journey of parenthood. Educators offer patience, warmth, expansive knowledge and new perspectives to both children and parents which is especially needed in the early years of parenting when parents are sleep deprived and adjusting to their new roles, identities and responsibilities.

SUMMARY OF DAYCARE REQUIREMENTS

PROVINCIAL REGULATIONS AND GOVERNANCE

Daycares in Canada are governed provincially. Each province has its own budgets and laws related to childcare and a ministry that oversees them and determines how much budget they require and what to invest in, as well as how many daycares are needed in a region, whether to limit the amount of daycares in a given area, how many subsidized spots to fund, and how much those subsidies dies should be.

In Quebec, the Ministry of the Family governs daycares. The Ministry of the family approves applications for daycare permits, and applications for subsidization of childcare spots. The Ministry of the Family may fund individual subsidized spaces, or they may give grants for operational costs of a daycare. The priorities of these grants are determined by an advisory committee. There are more details of the advisory committee later in this report.

Centres de la Petite Enfance (CPEs), Home daycares, and non-profit daycares are all licensed through the Ministry of the Family in Quebec. There are two separate processes – the first to apply for a license to operate, and the second to apply for subsidized spots that are facilitated through the Ministry of the Family.

In addition to subsidized daycares in Quebec, there are also daycares that are licensed but not subsidized, and average about \$35 a day. Licensed centres can be home daycares, non-profit daycare centres or CPEs.

All daycares, whether or not they are subsidized must be licensed (permit) which is provided by the ministry (unless it is a home daycare with 5 children or less).

You can apply for a permit to operate a daycare at any time. You file it with the Ministry of the Family. When a daycare is not subsidized, parents can use

their tax credit to offset their daycare costs.

There is a series of laws that dictate space, staffing, staff to child ratios, hygiene standards, routines, developmental standards, equipment, furnishings, and maintenance, heating and lighting, required play areas, planning, equipment, maintenance and safety of a daycare space.

These laws also determine operational and governance structures, training requirements, equivalency requirements, documenting and recording requirements (and how long those documents must be kept on the premises), rules of confidentiality, communication methods and information that must be communicated, registration requirements and rules for discharging a child, the content of the application form and the attendance card the information and documents provided by a licensee during a change of director, rules around subsidies and how much a parent or guardian can be asked to contribute to the daycare in addition to their subsidy.

Daycare laws are also written in accordance with Consumer Protection Act of Quebec. Those laws are in the *Règlement sur les services de garde éducatifs à l'enfance* and *Loi sur les services de garde éducatifs à l'enfance*. Both of these documents are only available in their complete forms in French.

INSPECTIONS The Ministry of The Family hires daycare inspectors to inspect all aspects of the daycare at least once a year to ensure ministry requirements are being met. Most of the time the inspectors are not themselves qualified early childhood educators. The inspector most commonly performs surprise visits to ensure all codes and laws are being followed.

STAFF The majority of staff at a daycare must be qualified which means they must be certified Early Childhood Educators through official CEGEP, college or university programs. More details on qualifications and ratio requirements are included in annex 3 of this document.

Staff, volunteers or students working at the daycare (paid or unpaid) must, by law, complete a police records check. This includes unpaid staff, students, and supply staff. Staff with a record for harming “vulnerable populations” may be restricted from working at the daycare.

Currently, Employment Insurance is linked with the attestation program to become an Early Childhood Educator through the CEGEP system in Quebec (1 year program with 3 years of work experience to become an educator). This means that many people are able to access free or more affordable tuition through Employment Insurance which attract many people to the Early Childhood Education attestation program, particularly women, who are new immigrants to Canada who are in their mid-thirties or older, who were previously educators of various kinds in their home countries.

This creates a very positive outcome, where many daycares have staff who come from a wide variety of backgrounds with differing cultural perspectives on child and family life and who know many languages. This makes daycares potentially more welcoming for racialized and immigrant families that might otherwise feel isolated or excluded from a daycare culture. This also expands the possibilities of languages spoken and encouraged in daycare centres. This also means that many educators possess rich educational knowl-

edge when they enter the field, only to become better and better educators as they continue the work.

LICENSING The Ministry of the Family issues licenses for daycares for up to a five-year period, after which they can be renewed through an application process.

Quebec does not issue provisional or conditional licenses. If a centre is found by the Ministry of the Family to be in non-compliance with the legislated requirements but there are no immediate dangers to the health or well-being of the children, the Ministry of the Family will inform the centre in writing that the daycare is in non-compliance with specific regulation(s) and request that those specific situations be fixed. After this, an inspector will come to make sure that the changes have been made. If there are repeated cases of non-compliance at the same centre, which do not pose any immediate threat, a court hearing may come as a result to settle outstanding compliance issues.

If there is an immediate threat, the ministry will shut down the centre. The daycare can appeal the loss of a license (or a refusal by the Ministry of the Family to renew a license) or they can contest a decision at the Tribunal administratif du Québec. The tribunal's decision is binding.

OVERALL SPACE REQUIREMENTS

The physical space of a daycare is deeply tied to the services they provide, both legally and pedagogically. It is common for daycare educators to consider the child centred environment as the “third teacher” in the room.

A well planned and executed space can calm children, inspire children, help them feel safe and respected. A difficult space can make it hard for children to hear each other and can contribute to children feeling agitated, over stimulated, frustrated, and more angry than they might otherwise feel, which will lead to all sorts of difficult group dynamics and make everyone in the space feel more stressed out and unhappy, which will ultimately affect staff turnover rates, and how comfortable parents feel bringing their children to the daycare.

In one defined childcare setting, there can never be more than 80 children on the premises (more children can be enrolled, but there can't be more than 80 children there at any given time). In a space with 80 children, there must be multiple rooms and play spaces to accommodate such a number of children.

For security (custody disputes, etc.) purposes, there must be a lock system on the door (keybad, buzzer system) to ensure safety of the children.

The space must be kept at 20 degrees C. If the daycare is in a basement, the % of humidity in a basement cannot exceed 50% in any season. The daycare must be maintained at a relative humidity percentage of at least 30% in the winter.

Staff, parents and children must feel comfortable and well supported in the daycare centre. Staff must have rest time, options to have days off, adequate breaks (as per the labour code) and preparation time, respectful and adequate salaries, low and safe ratios.

The daycare must have a kitchen if meals are prepared by the staff or a kitchenette. The kitchen must be closed or isolated by means of a door, a

half-door or a half wall to prevent the children from have free access. The kitchen must have a refrigerator, stove, or a stove and a sink installed in the kitchen or kitchenette.

The daycare must have a cloakroom for use by children, unless it has a locker in a traffic area that is not an issue.

The daycare must have a toilet and sink for every 15 children, for the exclusive use of the center or day care during the hours of delivery care, including at least one toilet and sink are located on each floor where children access when the centre has more than one floor.

There must be separate closed storage for food, accessories and cleaning products and an administration office if there are more than 20 children attending the daycare. There must be a corded phone available at all times to the staff.

On average the windows in the centre cannot be more than 1.2 m from the floor and located entirely above ground level.

Windows directly overlooking the outside with a glass area cannot make up less than 10% of the floor area of a room. A windowless room can be considered part of an adjoining room with windows, provided that 60% of the common wall is completely free. If any part of one of those rooms is more than 6 m from a natural light source, the minimum glass area lighting this room must equal at least 15% of the total floor area.

The daycare must have an artificial lighting system providing a minimum illumination of 320 lux at 1m from the ground.

There must be at least one first aid kit kept unlocked and out of reach of the children at all times, accessible to staff and appropriate, regarding the quantities, the number of children who attend the daycare.

Information that must be posted for parents to read:

- The daycare's routine.
- The daycare's philosophy
- The daycare's goals.
- Rules related to timelines (drop off, pick up, open hours)
- Complaints procedure
- Meals (ingredients included)

PLAY SPACE REQUIREMENTS The daycare is required to have a minimum unobstructed floor / ceiling of 2.30 m at least 75% of its net area and a minimum unobstructed floor / ceiling of at least 2.10 m at any point in this area.

The floors must be covered with a washable material other than carpeting and flooring which cannot consist of concrete, ceramic, terrazzo or other similar material.

If the children are under the age of 18 months (infants), the minimum net area required is 4 m squared per child for every 15 children or less. That space must be divided into at least two parts, one for playing and the other for resting. These parts must be separate, adjacent closed and allow particular, through a glass opening, a direct visual observation of children's playground in the rest room. In each of these pieces, no more than 15 children at a time can be accommodated. A change table reserved for children under 18 months is required, at a suitable height and washable installed near a sink and a container closed for soiled diapers. The same is required in the premises attended by children 18 to 35 months.

If the children are aged 18 months and older, the minimum net area is 2.75 m squared per child. This space can be divided into several parts. In each of these parts, no more than 30 children at a time can be allowed, except for special events.

SLEEPING/NAPTIME REQUIREMENTS Everyday from 12:30 to 3pm is naptime in a daycare. For evening care, sleep time will need to be determined by

the needs of the majority of the children, but it is expected to begin between 7:30 and 9pm.

Every child under 18 months of age requires a bed with posts or bars as defined in Article 37 of Loi sur les services de garde éducatifs à l'enfance and, for each of the other children received, to a cot or a mattress with a washable cover. It is forbidden to use a bunk bed, bassinet or crib. The mats and beds must comply with the Canadian Security Act for Consumer Products

If a daycare wants or needs to move locations, or add rooms to its pre-existing location, they must request permission from the Ministry of the Family. It must also attach the proposed plans to the request. An architect must also approve these plans and evidence of that approval must be submitted to the Ministry of the Family as well.

If you have to close your daycare permanently, you must give parents and the ministry 90 days notice before you close.

EDUCATIONAL REQUIREMENTS Games and educational material must be relevant for the children in attendance and appropriate for the age and number of the children. The seats and tables must be the appropriate height for the children and in sufficient numbers. There must be bedding, washcloths and towels in sufficient quantity and adequate storage (open, visible, accessible shelving) that children can access freely during free play.

The daycare must provide contexts (space and time) that are favourable for play, focusing, eating, conversation and rest. The daycare must create space for emotional development, gross and fine motor development, social development, cognitive development, language development, artistic creation, awareness and respect of diverse cultures especially the cultures reflected in the children's lives themselves.

A daycare must provide play materials and the environment for: symbolic play, play with rules, con-

struction-based play, solitary play, parallel play, associative play, and cooperative play. This is commonly broken down into centres throughout a daycare, commonly the drama centre, block centre, book centre, science centre, art centre, block centre, and fine motor centre. A daycare must employ principles of emergent curriculum in its programming, building and expanding on children's own questions and interests. Before hard skills (learning how to swim, how to ride a bike, how to read), daycares must prioritize the overall social and emotional development of the child, which includes one that involves a significant amount of play. All of these requirements are legally required.

OUTDOOR PLAY REQUIREMENTS An outdoor play area must be surrounded by a security fence at least 1.20 m in height located within 500m of the facility or an outdoor play area must be located in a public park within 500 m of the daycare, enclosed by a fence and accessible during the hours of the delivery of care. The outdoor play area must be a minimum of 4m squared per child. The outdoor play area must be available to the daycare during the hours of operation of the daycare.

Not all children need to be able fit in the space at the same time, but at least a third of the maximum number of children specified in the permit must be able to play at the space at a time. This space must be designed properly and safely and it must be appropriate to the ages of the children. The distance of 500 m is measured in terms of the shortest path for to walk safely. (39. Éditeur official du Québec, "Réglement sur les services de garde éducatifs a l'enfance", last updated Sept. 1, 2014, Quebec.)

Sections 40 to 43 of the *Réglement sur les services de garde éducatifs a l'enfance* do not apply to an outdoor play area located in a public park.

If the daycare uses its own outdoor play space that is not a public park, they must submit a certificate that gives the details of the outdoor play area and play equipment to the Ministry of the Family. The outdoor playspace must meet the requirements of the second paragraph of Article 39 and the first paragraph of Article 40 of the *Réglement sur les services de garde éducatifs a l'enfance*. This certificate is issued by an architect, an engineer or technologist, members of their respective professional associations, or by a landscape architect member of the Association of Landscape Architects Quebec . (#41, Éditeur official du Québec, "Réglement sur les services de garde éducatifs a l'enfance", last updated Sept. 1, 2014, Quebec.)

The outdoor play area and play equipment (if it is not a public park) must meet the standards "CAN / CSA-Z614-Aires and play equipment". It must also comply with this standards with respect to inspections and maintenance. This pertains to safety and accessibility for all children.

Also, it is not required, but recommended that a garden space is made available for educational and nutritional activities.

FOOD REQUIREMENTS The daycare must provide one lunch and two snacks. The equivalent must be provided in the case of evening care.

ROUTINE REQUIREMENTS A regulated daycare in Quebec must provide a continuous period of care for a maximum of 10 hours a day, educational materials about health and safety, toys, art supplies. There is no requirement for a minimum amount of outdoor play in Quebec as there is in other provinces in Canada, but it is recommended that a minimum of 2 hours of outdoor play per day especially in the context of daytime care, weather permitting.

ORGANIZATIONAL STRUCTURES

POSSIBLE SCENARIOS

Based on campus realities, and available space, as well as the value of small group environments for child development and overall stress levels for staff, parents and children, my primary recommendation is for the opening of several small centres (up to 5) all within the same ownership, run using a cooperative or non profit structure, relatively autonomously from each other (an ECE at one centre will not dictate the programming at another centre, for example) but managed by the same body (The CSU or Concordia and the CSU in collaboration). This makes space challenges less difficult (finding space, and managing large groups of staff and children) and enables the possibility for daycares to be opened at both Loyola and Downtown.

It is recommended that a 1:5 ratio be maintained at all times at the centre, regardless of the age of the children. This allows for a safer environment than operating at the legal maximums, it provides safety options in an emergency and gives teachers more space to clean, organize, be available to children and families. The daycare should always close with 2 staff. Staff schedules are staggered throughout the day, starting at 6:30 am and finishing at 11:30 pm (if we operate with a daytime and evening schedule).

In examining pre-existing models of evening care already present in Quebec, there are two models of scheduling at a centre that includes evening and daytime care, fulltime and part time. CADEUL employs a 3 block system, as explained by their financial coordinator, Maxime.

THREE BLOCK SYSTEM Our daycare service would be separate in 3 blocks of 5 hours during the day : 7h am to 12h, 12h to 5h pm and 5 pm to 10. The reason why we want to stay open this late is because some classes finish at 9h30 pm. We will have two types of children in our service: 20 part time and 30

full time in which 10 of these places are reserved for 6 to 18 months old.

Initially there are only 2 blocks from 7 am to 5 pm on Saturday for the weekend program partly because we don't know yet if it's necessary to offer more blocks.

During the week it will be possible for parents to choose which spot they need according to their school schedule. For example: 1 spot on Monday, 2 spots on Tuesday and 2 spots on Friday.

We consider a child full time if they use 2 blocks during the same day no matter how many times they come to the daycare center during the rest of the week. The distribution of time slots can be understood as follows: if a child uses 2 blocks on Monday and Tuesday but only one block on Thursday, he will be considered full time on Monday and Tuesday and part time on Thursday. In the same logic, if a child uses only one block everyday, he will be considered part time every day.

Right now there are no limits on block reservation but we want to open the service to a maximum of people. We are still working on the price considering we didn't get the government subsidies for 2015 but we will try not to charge over 5-6\$ for a block of 5 hours.

TWO BLOCK SYSTEM Garderie Des Moissons in Repentigny was one of the 9 centres that were experimenting in after hours care-evenings overnight, weekends in 2002 (at \$5 a day rate, which was the subsidized rate at the time) as a pilot project hosted by the Ministry of the Family. The night service is still offered at Garderie Des Moissons. They have two shifts, 6:00am to 6:30pm and 2:15pm to 1:00am, and this would be another model to look at to ac-

commodate evening needs of parents. Des Moissons is open from 6am to 1am on weekdays.

There is also CPE Le Casinours, a 24 daycare open to employees of the Montreal Casino, and the CPE Les Petits Mulots, a Quebec area daycare that offers evening hours seven days a week as well as overnight care in the parent's home. These pilots were initiated by the Ministre of the Family and really helped shift working parents in particular.

From discussions with Deborah at CUSP, it appears that whether the CSU daycare model chooses a two or three block system, the CSU daycare needs to remain open to at least 11:15pm to meet the needs of the undergraduate student schedule.

DROP-IN CARE The YMCA also offers an interesting model in considering drop-in care. Parents are required to call a minimum of 48 hours in advance to reserve a timeslot, and there is a maximum amount of time you can reserve (about 2 hours).

FINANCIAL CONSIDERATIONS

The Ministry of Family can give financial support to daycares to help cover their costs, or improve the conditions and the quality of care. The Ministry of Family also approves subsidized “spots” to cover the costs of each child at the daycare. The funding can only apply to services that are overseen by the Ministry of the Family.

If the Ministry of the Family grants subsidized spots to the daycare, they will also set a fixed fee that a parent or guardians can pay for subsidized care. In other cases (where there are no subsidized spots), the service provider shall determine the amount of the parental contribution for the services it provides.

No daycare may request or receive, directly or indirectly:

- A financial contribution from a parent who has been exempted (through the government of Quebec)
- A contribution or additional fees other than those required under sections 82 and 92 (*Loi sur les services de garde éducatifs à l'enfance*) for services prescribed by regulation or a grant agreement.
- An administration fee, registration or management fee for subsidized services, or fees for the registration of a person on a waiting list for obtaining a subsidy.
- Any form of financial bribe to secure or hold a spot.

Once a year, the Ministry of the Family reviews the number of subsidized spots they want to pay for. At this time they will allocate new subsidized spaces in consultation with an advisory committee. The advisory committee determines how many subsidized spots and where they go based on the needs and priorities set by the advisory committee. Each advisory committee is composed of five members: a person designated by the regional conference of elected officials, by the agency for health and social services, by the school boards of the area

concerned, by a representative of early childhood centers in the area concerned, and a person representing child care in the territory concerned and whose care is subsidized. All of these people must work in the region that they are advising about.

The Minister may also request up to two addition organizations, including a family community organization, each to appoint another committee member to the advisory committee.

Unfortunately, in planning a daycare, one cannot know for sure exactly how much the Ministry of the Family will decide to give the daycare, or whether or not it will give subsidized spots. One must consider many different possibilities of financial backing or not, while planning and setting up the centre. We do have the benefit of a projected average cost based on information from other daycare centres in University settings.

AVAILABLE FUNDING

SUBSIDY FUNDING PER CHILD The Ministère de La Famille determines the precise amount per child that a daycare will receive. The projected average is \$830 a month per child.

The Quebec government sets maximum fees for all children in CPEs, daycares and school-aged care that receive funding from the Ministry of the family.

The maximum daily fee is \$7.30 (to be further adjusted by the government). CADEUL at Laval keeps their rate at \$5 – 6 dollars a day to ensure student parents can afford the service.

EXTRA FEES FOR PARENTS If the centre is subsidized there is a maximum amount they are legally allowed to ask for additional money from their clients:

\$2 for a breakfast
\$4 a supplementary snack
\$5 an extra hour in addition to the 10 hours

These maximums do not apply to home daycares.

FUNDING FOR CHILDREN WITH DISABILITIES
Potential Funding for children with disabilities: For every child who meets the Ministry of the Family's definition of "disabled", the Ministry of the Family may provide a one time grant of \$2200 and an additional \$37.30 per day per child. This is in addition to regular operating grants that are available.

SCHOOL AGED FUNDING To support child care institutions who serve kindergarten or elementary school children who can't access any other child care services at their school:

\$2.20/day for every school day and
\$15.35/day for each pedagogical day, (for a maximum of 20 days per child).

School Aged before and after school care operates under the Ministère de l'Education, du Loisir et du Sport (MELS). It is also able to be subsidized at \$7.00 a day. Schools also have to provide this care to parents when there is "adequate" demand. ("Public Investments in Early Childhood Education and Care in Canada 2010")

OTHER SUBSIDIES

CPE start up grant: The CPE start up grant can be available for \$8000 from the Ministère de la Famille.

Further to the above mentioned subsidies, there are other child-care related grants available from the government including staff subsidies, infrastructure subsidies, etc.

In the non-subsidized spots, a parent can still qualify for a tax credit through revenue Quebec to cover some of their daycare costs.

If you're not a Canadian citizen you can't access subsidized daycare.

FINANCE ESTIMATES

SET-UP COSTS (WITHOUT CONSTRUCTION)

GENERAL SPACE	24	50	80
General Space Supplies (plants, fans, humidifier, rocking chair)	\$1000	\$1500	\$2000
Storage Supplies (kids cubbies, shelving and storage)	\$5000	\$5000	\$5000
Parent Space (chairs, pillows, rug)	\$300	\$450	\$600
Book Station (books, shelves, couch, pillows)	\$3500	\$4000	\$5000
Music Station (CD players, CDs, instruments)	\$1000	\$1500	\$2000
Drama & Science Station (dress-up clothes, puppets, science sets)	\$1000	\$1500	\$2000
Art Station (easels, paints, markers, glue, glitter)	\$1500	\$2000	\$3000
Block Station (unit blocks, soft blocks, car carpet, toy cars)	\$1500	\$2000	\$3000
Motor & Sensory Supplies (playhouse, riding car toys, bouncy balls)	\$500	\$750	\$1000
Extra Clothes for Children (rain gear, boots, hats, pants)	\$500	\$1000	\$1500
SUBTOTAL	\$15800	\$19700	\$24600

OFFICE SET-UP	24	50	80
Computers	\$3000	\$3000	\$3000
Phones & Installation	\$500	\$500	\$500
Printer/Fax/Copy	\$1000	\$1000	\$1000
Desks & Chairs	\$1000	\$1000	\$1000
Filing Cabinets	\$500	\$500	\$500
SUBTOTAL	\$6000	\$6000	\$6000

KITCHEN SET-UP	24	50	80
Fridge & Stove	\$1000	\$1000	\$1000
Microwave	\$300	\$300	\$300
Coffee Machine	\$175	\$175	\$175
Knife Set	\$100	\$100	\$100
Pots, Pans, Baking Trays	\$500	\$500	\$500
Plates, Bowls, Mugs, Cups, Platters, Jugs, Cutlery, Containers	\$425	\$425	\$425
Tables & Chairs	\$1500	\$2000	\$2500
Highchairs	\$1000	\$1500	\$2000
SUBTOTAL	\$5000	\$6000	\$7000

TOTAL SET-UP COSTS \$26800 \$31700 \$37600

VARIABLE OPERATING COSTS

STAFF	24	50	80
Educators (6 full time (35 hrs/week), 3 part time (20 hrs/week) at \$17.42/hr for 24)	\$244577	\$489154	\$733731
Head Educators (trained educator with at least 3 years of experience at \$17.42/hr)	\$31704	\$63408	\$95112
Supply Staff & External Labour (educator replacement, other miscellaneous professional services needed)	\$20000	\$40000	\$60000
Staff Training (educator seminars, anti-oppression and communication workshops, etc.)	\$10000	\$20000	\$30000
SUBTOTAL	\$306281	\$612562	\$918843
SUPPLIES	24	50	80
Food (\$2.50/meal x 3/day x 5 days/week x 48 weeks/yr = \$1800 per child per year)	\$43200	\$90000	\$144000
Programming Supplies (replacement books, paints, toys, etc.)	\$5000	\$10000	\$15000
Maintenance & Repair (for general space and all stations)	\$20000	\$40000	\$60000
SUBTOTAL	\$53200	\$110000	\$174000
TOTAL VARIABLE OPERATING	\$359481	\$722562	\$1092843

PROVINCIAL SUBSIDY

Estimated based on total costs of care per child per month and other government determinants such as number of daycares in geographical area, etc.

SUMMARY OF FIRST YEAR ESTIMATES

	24	50	80
Total Set-Up Costs (Without Construction)	\$26800	\$31700	\$37600
Variable Operating Costs	\$359481	\$722562	\$1092843
TOTAL ESTIMATED COSTS	\$386281	\$754262	\$1130443
ESTIMATE OF SUBSIDY	\$239040 \$498000 \$796800		
	(based on \$830/month per child)		

FURTHER INFORMATION

ANNEX I: PHILOSOPHY OF CARE & EDUCATION

While daycare pedagogies and the work of applying for a physical daycare space may initially seem to be two very separate tasks, in the case of daycare, they are intertwined. The physical space of a daycare must meet all safety requirements but it is equally important that it meets all pedagogical and educational requirements of the Ministry of the Family. In the application for a daycare permit, you must provide a philosophy of the daycare. Here is an example of that philosophy:

QUALITY CHILDCARE Quality childcare is based on providing a welcoming, positive, safe, nurturing environment to your child and your whole family. Quality childcare is based on high quality staff who are supported in their work, continually learning new practices, up to date research on child development and staff who are committed to building partnerships with the families and are engaged in the centre.

Quality childcare is also affordable childcare. We support families in their applications for subsidies and the majority of our spots are reserved for subsidies. We believe in providing programming that focuses on child centered learning and play. Quality Childcare includes nutritious meals and snacks for your children provided daily, with that organic and local whenever possible.

INCLUSION All children are welcomed equally and celebrated at our centre.

We understand children within the context of their uniqueness, their history, their interests and their abilities. Children of all abilities and backgrounds are welcome. We work closely with you, the parents to ensure that our environment and programming meets the needs of your child. We receive ongoing training about special needs and disabilities, and

work closely with occupational therapists who provide ongoing support to help us continually work towards an actively inclusive practice.

PARTNERSHIPS WITH PARENTS Our programming is culturally appropriate and relevant. We celebrate your family and your cultures, instead of ignoring or tokenizing your experiences or what your culture may “represent”. We work to address systemic barriers, working to provide an equitable environment for all children and families. We operate with an open door policy. Families are welcome at the centre at any time. We host regular parent and family events throughout the year, and are always looking for new ideas of events, workshops and partnership opportunities.

THE VALUE OF PLAY We believe in the rich value of learning through play. Quality childcare also means providing children with materials to play and create with that are high quality, toys that work well, and art materials that are high quality produce more satisfying experiences and respect the children and the things they create. Our programming and materials are up to date, with current contemporary relevance to you and your families.

We foster growth and learning in all children's social, emotional, physical, cognitive and creative make up in a play-based environment. We use positive reinforcement and positive language to encourage positive self worth in the children. We respect children's feelings and opinions by integrating their ideas at the center of our programming and offering children choices whenever possible.

ANNEX II: APPLICATION FOR A DAYCARE OR CPE PERMIT

In a legal sense, your application to get a permit to operate a daycare is very linked to the physical dimensions and layout of the space. When you apply for a permit, you are applying for a specific permit for a specific location. If you need to move to a new space, you must apply to the ministry to move locations.

You must have a rental agreement (a signed lease) before applying for a permit to operate.

If the CSU wants to open multiple daycare locations, The same person or related persons may hold more than five day care permit whose care is subsidized. (93.2 “Loi sur les services de garde éducatifs à l’enfance”, updated Sept. 1, 2014).

TO REQUEST A DAYCARE PERMIT The request for daycare permits is ongoing throughout the year. The request for a CPE permit is open only at specific times throughout the year. This is case also with requests for subsidization. The person or group applying for the permit is required to submit a request in writing to the Ministry of the Family and provide the following information and documents:

1. Their name and address
2. The name and address of the center
3. A certified copy of its constitution
4. A copy of the declaration of registration or initial declaration included in the register of companies under the Act respecting the legal publicity of enterprises.
5. A certified copy of the resolution authorizing the application
6. The name and address of residence of each member of the Board of Directors and of each share-

holder and, where appropriate, quality officer of the corporation.

7. The name and residence address of each person related to it and is a licensee.
8. Age classes and the maximum number of children per age class to be accommodated;
9. A copy of a title deed duly published, a lease for a minimum period of 5 years or authorization to occupy the premises for free including outdoor play space for at least 5 years.
10. A plan for the development of local signed and sealed by an architect.
11. A plan, to the scale of the outdoor play space showing how it meets all requirements with a location plan space showing its location relative to the facility.
12. Evidence that members of care staff meet the qualification requirements.
13. The educational program to be applied, including the activities that will achieve the objectives set by the Ministry of the Family.
14. Opening hours of the center or nursery
15. The general admission policy and expelling of children that will be applied guidelines.
16. The standard schedule of planned activities to implement the educational program, including all outings and mealtimes and snack times.
17. The procedure for handling complaints that will be applied;
18. If necessary, whether the applicant is already the holder of a license.
19. Two certified copies of its bylaws or, its rules of procedures.

The fee for this application process is \$ 1,515. It is non-refundable and required during the production of the permit application. This amount is adjusted

on April 1 of each year by the rate of increase in the general index of consumer prices for Canada for the period ending December 31 of the preceding year, as determined by Statistics Canada. The Ministry of the Family publishes the results of the adjustment in a notice in the *Gazette officielle du Québec*.

To renew your permit, you must submit the application for renewal at least 90 days before its expiration date. This renewal costs \$500.

One building can't have more than 2 daycares centres in it (owned by the same holder or different holders).

SUBSIDIZED SPOTS (PER CHILD) To provide subsidized spots through the Quebec Government, you must make a "Demande". There is a period of time which is announced as a "call for projects" and that is when daycares are permitted to apply for subsidization.

INCREASING THE NUMBER OF CHILDREN PERMITTED AT A DAYCARE CENTRE When you are granted a license to operate a daycare, you are licensed for a certain number of children. If you want to increase this number, you must make this request in writing to the Ministry of the Family attach a certificate from an architect or other qualified professional establishing that there is indeed adequate space in the centre to accommodate more children and conforms to all spacing requirements drawn out by the Ministry.

DOCUMENTS REQUIRED TO GET THE PERMIT TO OPERATE A DAYCARE Ministry of the Family form, completed and signed (found on <http://www.mfa.gouv.qc.ca/fr/services-de-garde/cpe-garderies/ouverture-sg/Pages/index.aspx>)

ANNEX III: STAFF REQUIREMENTS & RECOMMENDATIONS

When the daycare opens, not everybody needs to meet the staffing qualifications (have their Early Childhood Education Diploma, or University Equivalent that qualifies them to legally work in a daycare centre). In theory this gives time to for "unqualified" staff to become "qualified". The centre has 5 years to meet "qualification" requirements.

During this time, 1 in 3 staff must be "qualified". There must always be someone on the premises who is "qualified." Some daycares that I've been involved in have made commitments to pay for the training of their "unqualified" staff members to ensure continuity of staff and also paid for "professional development" for "qualified" staff. This is a great idea, and allows for staff who face financial barriers to secure employment to be able to access secure employment and better qualities of employment.

It's recommended that the daycare strive to provide at minimum a bilingual (French and English) environment. Additionally, in my consultation with Deborah at CUSP, I became aware that Mandarin, Arabic, Farsi, Hindi and Spanish are common first languages of the Concordia student population, and it would be desirable to as much as possible hire staff who have in depth knowledge of these languages as well. Supporting first language development in daycare settings enriches a child's language development in general. As well, parents will feel more comfortable and will be more informed if they are able to communicate about their children to the educators in their primary language when possible.

All staff members must have up to date First Aid Certification (a length of course that is a minimum

of 8 hours, or a refresher course that is a minimum length of 6 hours) and it is highly recommended the first aid course that specializes in infants and children, even though this is not a legal requirement.

The children in the centre must be officially “grouped” as follows:

- 1 from birth to less than 18 months;
- 2 of 18 months to less than 4 years;
- 3 of 4 years to less than 5 years to 30 September ;
- 4 of 5 and up to 30 September.

There is a lot of pedagogical support for mixed aged groups in childcare settings. We can consider the value of this especially when thinking from a disability justice or inclusion perspective. If children and parents are not pressured to have their children meet particular “developmental milestones” at a given age or stage, and instead groups are made based on the personalities, dynamics and interests of the educators and children, everyone will be more relaxed, engaged, and feeling good where they are, ready to push themselves, and regress into “earlier” behaviours, when it feels right. All this to say, there can be “official” groups and there can also be other ways of grouping children throughout the day.

Maximum Staff Ratios:

0-18 mos 1:5

18 mos - < 4 yrs 1:8

4 yrs - < 5 yrs 1:10

Maximums are not ideal, they are the maximum legal limit. It is ideal to strive for a ratio of 1 staff member to 5 children regardless of the age of the child.

GLOSSARY & REFERENCES

GLOSSARY

CENTRE DE LA PETITE ENFANCE A non profit organization or a cooperative that offers daycare subsidies. It is headed by a board of directors composed of at least seven members, at least two-thirds of parents who use the CPE or future users of the CPE. CPEs are connected to a network through the government of Quebec and as such, they are better funded by the government, but also, you can only apply for a permit to be a CPE when the call for projects is open. CPEs can access a lot more funding than Non profit daycares.

ECE (EARLY CHILDHOOD EDUCATION) Educational certification program for child care workers.

NON PROFIT GARDERIE Non-profit structure, Must have a parent advisory board of at least 5 members, a daycare permit can be offered throughout the year, but there are specific times when subsidies are reviewed.

HOME DAYCARE A daycare operated out of a home setting. These can also be licensed and subsidized.

In Quebec, there are currently more than 221 000 places for children that are at a “**reduced price**” (subsidized in some way) offered in Centres de la Petite Enfance (CPEs), non-profit daycare centres, and home daycares.

A certified daycare is recognizable by a logo: “**Service de Garde Reconnu**” in the window of the daycare. A home daycare can operate legally without a license if there are 5 children or less attending.

REFERENCES

Association Québécois de CPE <http://www.aqcpe.com/>

Canadian Coalition for Accessible Playspaces, “Accessible Playspaces In Canada”

Concordia University Student Parents (CUSP, Student Parents and their children: How can we help them? 2011

Dougherty, Keven, Jelowiciki, Amanada, “Night daycare to make debut” Montreal Gazette, Aug. 31, 2000

Éditeur officiel du Québec, “Règlement sur les services de garde à l'enfance”, A jour au 1er septembre 2014

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Ministère De La Famille

(<http://www.mfa.gouv.qc.ca/fr/Pages/index.aspx>)

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Ministère De La Famille," Reinseignements sur les regles d'organization de la prestation des services d'une garderie"

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"Public Investments in Early Childhood Education and Care in Canada 2010" <http://www.ecd-elcc.ca/eng/ecd/ececc/page09.shtml>

<http://www.ecd-elcc.ca/eng/ecd/ececc/page09.shtml>

Regroupement des centres de la petite enfance de l'ile de Montréal. <http://www.rcpeim.com/>

<http://www.rcpeim.com/>

Regroupement Des Organisms Communautaire Famille de Montréal <http://www.rocfm.org/public/mission.html>
<http://www.rocfm.org/public/mission.html>

<http://www.rocfm.org/public/mission.html>

Tribunal administrative du Quebec <http://www.taq.gouv.qc.ca/en/>
<http://www.taq.gouv.qc.ca/en/>

<http://www.taq.gouv.qc.ca/en/>

William Coop <http://www.william.coop/> - to buy goods and services for a daycare in a group. There is a membership fee of \$200.

CONTACT PEOPLE

Provincial Responsibility for Child Care:

Line Bérube
Sous Ministre
Ministère de la Famille et des Ainés
425, rue Sainte-Amable
Quebec, QC
GIR 4Z1
Telephone: 418 643 1226
Website:
<http://www.mfa.gouv.qc.ca/fr/Pages/index.aspx>

Early Childhood Contact:

Dominique Bélanger
Direction de l'accessibilité et de la qualité des services de garde.
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