

Sunday Child Care Program



Archdiocese of Cincinnati
Office of Evangelization & Catechesis
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TABLE OF CONTENTS

SUNDAY CHILD CARE	1
Considerations for Implementing	2
Suggested Equipment	4
Suggested Toys for Various Age Levels	5
THE DEVELOPING CHILD	6
Infants	6
The Toddler.....	7
The Child of Three	8
FORMS	
Sunday Child Care Registration Form.....	9
Caregiver’s Weekly Report.....	10
Child Care Program – Sign-in Sheet.....	11
Welcome to Our Sunday Child Care	12
Religious Education Program Nursery and Children’s Ministry Incident Report.....	13

SUNDAY CHILD CARE PROGRAM

At Baptism, the parish community agrees to support the parents of young children as they nurture the faith life of their child. One way is to provide a Sunday Child Care Program which will enable parents to participate more fully in the Liturgy. It provides a special place to bring children where they can experience God's love through consistent and loving care by the child care providers. The following are potential benefits to all concerned.

PARENTS

1. Will be able to attend and participate more fully in the Mass. If parents have to struggle with young children at Mass, they may decide to stay home or split duties until the child is older.
2. Husband and wife will be able to attend Mass together.
3. Will be able to be liturgical ministers, e.g., cantors, lectors, extraordinary ministers of Holy Communion.
4. Single parents and those couples where one of the spouses work during Mass time will be able to attend without child care worries.
5. Have a sense that their children are welcome at church thus they feel more comfortable about coming to church.

CHILDREN

1. Can have positive experiences at church.
2. Can experience God's love through consistent and loving care by the child care providers.
3. Have a sense of belonging to the community.
4. Have the opportunity to have their physical needs met.

PARISH COMMUNITY

1. The parish community sees Sunday Child Care as a vital way to support families with young children.
2. Members of the parish can have the opportunity to share God's love with the younger members of the community as caregivers.
3. Members have the opportunity to worship undistracted by cuteness or noise.
4. Facility can be used for other parish programs.

CONSIDERATIONS FOR IMPLEMENTING THE SUNDAY CHILD CARE PROGRAM

Develop Information for Parents

One of the first things to do is to establish a packet of information. The following are a few examples of what might be included;

- the purpose of having Sunday child care
- the importance of parents as primary religious educators of their children.
- simple explanation of what will be happening with the children while parents attend liturgy
- procedures for enrolling children in the program and a registration form
- procedure for signing their children in each week
- safety procedures that are in place
- what parents need to bring with them each week (diapers, change of clothes, etc.)
- what will happen if the child becomes ill or very concerned or anxious for the parent.

Qualifications of Care givers

Since it is difficult for most young children to relate to a number of people, consideration should be given to having a primary caregiver that could be present every week. However, this may not always be possible. It is then advisable to have a coordinator of the program who would be assisted by others on a rotating schedule. The adult caregivers should model Jesus' love, be trustworthy, dependable, and enjoy working with young children. They need to be willing to respond to the children's needs as this is critical for the children to feel secure in their surroundings. It is recommended that there be an 8:1 ratio of children to adults, however, two (2) adults need to be present at all times in accordance with archdiocesan policy. Caregivers should also have attended the orientation for the *Decree on Child Protection* established by the Archdiocese and completed the fingerprinting check.

Activities for Children

Opportunities should be given for the children to explore many materials while in the program. Appropriate activities vary for the different ages of children. Infants need someone to hold them when crying, to talk with them and hand them toys to hold and manipulate. Creepers need a safe space to explore and age-appropriate toys. Toddlers need lots of room to move in as well as age-appropriate toys. They are also ready to take part in simple art activities such as using washable markers, crayons and paper to draw. A variety of toys, simple books, puzzles, and music should be provided.

Facilities

The room that is used for the Sunday Child Care Program should be large and open. If babies and toddlers are placed together, free-standing sturdy shelves can be used as dividers between the areas of each group. Light colors on the wall make the room feel airy and inviting. Part or all of the floor should be covered with a durable carpet. Furniture in the room should be simple in design and sturdily constructed. Furniture should have rounded corners as much as possible. Sharp corners can be dangerous to a child who is still unsteady on his/her feet. Bathroom and sink facilities and an area for changing diapers should be in the room, if not close by. Storage area is a must. A high shelf or locked cabinet should be provided for teacher and craft materials. Having cribs for the sleepy children are ideal; otherwise a play pen could be used. As a safety precaution, electrical outlets should be capped. It is helpful to have a phone in the room or close by for emergencies. Please see below for a list of suggested equipment and appropriate toys.

Budget

After the program has been set up, a budget should be developed to help maintain the supplies and equipment needed. See pages 4 and 5 for a listing of suggested equipment and toys.

Safety Measures

It is important that fire and weather drills be conducted in accordance with local laws. The facilities used should be checked periodically to make sure that they are safe. Toys and equipment should be wiped down after each use and thoroughly sanitized at least 2 to 3 times per year.

Parent Communication

Parents, as well as the caregivers, should receive a copy of your procedures (see above). Parents should also be informed of any changes or specifics in using the nursery as they occur. Parenting programs and articles can be made available to provide parents with information on early childhood development and religious formation.

SUNDAY CHILD CARE PROGRAM

SUGGESTED EQUIPMENT

Diapering

- *Changing table or long sturdy table
- *Changing table pad – washable vinyl
- *Disposable diapers
- *Diaper Wipes
- *Tissues (A MUST)
- *Diaper pail
- *Potty chair or ring
- *Hand Sanitizer

Sleeping

- *Porta-Crib/Play Pen
- *Crib Sheets
- *Lightweight Blankets

Cleaning Supplies

- *Vacuum
- *Disinfectant
- *Disposable Bleach wipes
- *Carpet cleaner

Miscellaneous

- *Outlet Covers
- * Paper Cups
- * Standard First Aid Kit
- * Paper Towels
- *Small step stool for sink access
- *Bookcase or shelving for toys
- *Toddler table & chairs
- *Wastebasket – large one
- * Bulletin Board for notices
- *CD/Tape player and children's musical CD's and tapes

Creative Materials

- *Washable markers/crayons
- *Plain paper
- *Construction paper
- *Stickers

SUNDAY CHILD CARE PROGRAM
SUGGESTED TOYS FOR VARIOUS AGE LEVELS
(Toys should be sanitized as needed)

Under Six Months

Mobiles
Non-breakable music boxes
Rattles/Beads
Soft plastic dolls (washable)
Soft plastic blocks
Soft clutch balls
Bouncing chair
Swing

Six to Twelve Months

Plastic Balls
Rattles
Cubes – rubber or vinyl
Large colored balls
Play trucks
Nesting blocks
Washable vinyl books

Twelve to Eighteen Months

Stacking Rings
Trucks with blocks
Pull-along toys
Balls
Shape sorter
Cloth tunnel

Eighteen to Twenty-Four Months

Wooden Animals
Large plastic animals
Wipe off nursery rhyme books
Cobbler's bench
Hand operated music boxes
Riding toys
Simple 3 & 4 piece puzzles

Two to Three Years

Wooden cars, trucks, trains
Large nut and bolt sets
Building blocks
Toy telephones
Puzzles/Books
Play Doh
Pull-alongs
Washable dolls
Buckets
Nursery Rhyme and other tapes/CD's
Washable puppets
Musical instruments

THE DEVELOPING CHILD

Here is a short synopsis of the developmental stages.

INFANTS (Birth to Walking)

If the infant to the stage of walking could talk to you, she/he would say: "Please take care of me, always react calmly, be happy with me, please feed me, change me when I need it, give me rest, sleep and quiet times, give me colorful and interesting shapes to look at, please talk and sing to me, please love me."

Spiritual Development - At this age, the foundation for a spiritual dimension to life is being laid by the parents. Who the parents are to the child, God is. During this period the love and care provided by parents becomes the emotional foundation for the child's capacity to trust and to be open to others and God.

Physical Development - The infant is developing basic body movement and control, e.g., head control, rolling over, sitting, crawling and walking.

Social Development - The newborn has little social ability, but around six weeks they are beginning what many consider first social smiles. The young child prefers the primary caregiver and favors family members to strangers.

Intellectual Development - An infant does not have the use of reason but learns through the senses and from his/her immediate environment.

Moral Development – Infants need to engage in social interactions to develop self-awareness and trust.

THE TODDLER (Walking to Three Years of Age)

The toddler's language skills are not well developed but they do express themselves through body language, gestures and vocalization. They might be trying to say: "Help me to find out about things, provide opportunities for me to explore the world through my senses, be responsible for me, please love me".

Spiritual Development – Loving and understanding parents/caregivers personify a loving and understanding God. Positive self-image and feelings of self-worth through parental/caregiver approval and recognition are basic to moral development. Children discover others and that others have rights. This fosters a readiness attitude of justice.

Physical Development - Physical movement is becoming more refined. They are walking by themselves and starting to run. Other skills they are developing are drinking from a cup and throwing objects. Random marks with crayon-scribbles are made on walls or paper.

Social/Emotional Development - This age child prefers family members to strangers. Speech is abbreviated and sharing does not come easy. By two they are beginning to imitate the actions of others. Play tends to be solitary or parallel - not yet cooperative. Some display temper tantrums which are generally a way to show their frustration at not being able to do things just their way.

Intellectual Development - Toddlers like to look at books, listen to music and are moving toward the use of reason. They can make some simple connections between ideas and things.

Moral Development – Toddlers continue to learn through their senses and their relationships with others. They should be encouraged to make choices and develop their autonomy.

THE CHILD OF THREE

Three-year-olds are busy discovering themselves and the world around them. They delight in discovering each new thing they can accomplish. "Look at what I did" or "Look at mine" can often be heard.

Spiritual Development – In order for children to understand that God loves them, they must first experience love, not only from their parents, but also from catechists. Three-year-olds are generally trusting and ready to accept what they are told about God. They will model the attitude of adults toward prayer. They also observe and imitate adult actions toward others. The preschool religious education class is often seen by three-year-olds as their “church.” Also, we must remember that the three-year-old accepts everything said by adults as concrete reality. If we refer to the church as God’s house, the child is going to think it has a kitchen, living room and bedroom just like his/her own.

Physical Development – At this age, children are developing coordination. This can be seen when they are walking up and down stairs, alternating feet as they go. They are also running with more smoothness than they did at two. Pouring from a small pitcher, putting on shoes and unbuttoning accessible buttons are now possible.

Social/Emotional Development – Three-year-olds are ritualistic, wanting to do things the same way everyday. Some sort of routine in the classroom helps create a sense of security for them. They are taking an interest in playing with other children but still like parallel or solitary types of activities. "Friends" is a word that is used extensively because they are starting to treat other children as individuals. They are just beginning to understand what it means to take turns and to share toys. This is not to be expected at all times. Sacrificing immediate satisfaction of something on a promise of a later privilege can be seen sporadically. Their sense of independence is getting stronger. "I'll do it myself" is a familiar phrase which they often use.

Intellectual Development - They are using language more fluently and with confidence. Conversations are often one-sided because they are perfecting speech and understanding and also because they are still egocentric. At this age there is an increased interest in listening to stories. A circle can be copied from a picture and an "x" can be made if they see it done. When working with creative materials, the process of using the paint, crayons, paste, etc., are more important to them than the finished product. Three-year-olds learn by experiencing and imitating. Curriculum for three-year-old children should emphasize language, activity, and movement, with major emphasis on large muscle activities. Some appropriate activities include dramatic play, puzzles, blocks and opportunities to talk and listen to simple stories.

Moral Development – Three-year-olds are provided with additional opportunities to develop their senses, feelings and imagination in an environment which encourages curiosity and questioning. They need to feel accepted and to have peer play experiences.

Date _____

Primary Caregiver _____

CAREGIVER'S WEEKLY REPORT

Children in attendance: _____

Staff in attendance: _____

Did you feel that you had enough help?

Adults (yes or no) _____ Youth (yes or no) _____

Please detail any new problems that developed this week or make suggestions to improve the environment in the future.

Please check the supplies that need to be replenished for next Sunday:

Nametags (children)	_____	Nametags (adults)	_____
Diapers	_____	Coloring Pages	_____
Wipes	_____	Markers	_____
Tissues	_____		

Other supplies that will be need (please detail below)

Welcome to Our Sunday Child Care!

We want you and your family to feel comfortable in the nursery. Here is some useful information that will help you to become more familiar with us.

Ages

- The nursery is open to infants and toddlers ages 6 months up to 3 years.

Sunday Care Policy

- In order to maintain safety guidelines, we will have two adults present at all times. These adults will have attended the orientation for the archdiocesan *Decree on Child Protection* and met all other archdiocesan requirements.

Sign-in

- The sign-in sheet will be posted near the door. The parent/guardian who brings the child (or children) should sign him/her (individually if more than one) in to the nursery.
- All children will need to have a registration form filled out and on file in the nursery.
- Print your child's name on the nametag provided and place it on his/her back. We request that parents label all diaper bags, sipper cups, etc., with the child's name.

Dropping Off and Picking Up

- If you arrive before the nursery staff, please stay with your child until the staff arrives. Children are not to be left alone.
- Please do not send older children to drop off or pick up your child. If an adult other than the parent/guardian has permission to pick up the child, please inform the nursery staff.
- Be sure to sign out your child when you pick him/her up.
- Please pick up your child as soon as possible following Mass or other parish activity.

Diaper-Bag Needs

- Diapers
- Plastic bottle or cup
- A change of clothes

Illness

- Please do not bring your child to the nursery if he/she is not feeling good or is running a temperature. Temperature should be normal for at least 24 hours before bringing a child to nursery.
- Nursery staff may not give medication to any child.

Thank you for your family's cooperation. We want all of our infants and toddlers to be happy, healthy, and safe!

**RELIGIOUS EDUCATION PROGRAM
NURSERY AND CHILDREN'S MINISTRY**

INCIDENT REPORT

1. Name of Group _____
Address of Incident _____
(city, state and zip code)
2. Name of Injured Child _____
Birthdate of Child _____ Age _____

DESCRIPTION OF INCIDENT

3. Date of Incident _____ Time of Incident _____
Describe the Incident _____

Other Person Involved/Name _____
How was this person involved? _____
Describe the area of the child's body that was injured _____

Where in the facility did it happen? _____

How did the incident happen? _____

Name of adult supervising child at time of incident _____
How did the child respond after the incident? _____

Was First Aid given or some other action taken? ____ YES ____ NO

If Yes, by whom _____

Describe action taken _____

Signature of Person completing the form _____ Date _____

Signature of Supervising Adult _____ Date _____

PARENT NOTIFICATION

4. This is to confirm that I have received a copy of this report on **(Date)** _____

Parent's Signature _____

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ADDITIONAL COMMENTS

