# Table of Contents

## Introduction
CCFL Mission Statement, the purpose of this guide .......................................................... 3

## Glossary
Acronyms, legislation and terminology ............................................................................. 4

## Prior to submitting your application to Licensing
The different types of care, staff qualifications, group size? .................................................. 5
Understanding your group size – Group Child Care ............................................................ 6
Indoor and outdoor space requirements ................................................................................ 7
Assessing your proposed outdoor play space ....................................................................... 8
What is a ‘Healthy Built environment’? ................................................................................ 8
Noise Pollution Fact Sheet .................................................................................................... 9
Traffic-Related Air Pollution Fact Sheet .............................................................................. 10
What you need to consider before you sign a lease, or purchase a premise ....................... 11

## Submitting an application
Directions for completing an “Application for Licence” form .............................................. 12-13
Description of the care program ......................................................................................... 14
Information about the premise ............................................................................................ 14
Site Plans .............................................................................................................................. 15-16
Floor Plans .......................................................................................................................... 16-18

## Design Requirements and Considerations
Interior space requirements ................................................................................................. 19
Consider who will use the space .......................................................................................... 20
Washrooms .......................................................................................................................... 20
Common design considerations – school age ..................................................................... 21
Common design considerations – adult space ..................................................................... 22

## Outdoor play areas located within the property boundaries
Design requirements and considerations ............................................................................. 23
Examples of outdoor play spaces .......................................................................................... 24-33

## Outdoor Play Areas located outside the property boundaries
Considerations for what to include in your plan for Licensing ............................................. 34
Rooftop Play Areas ............................................................................................................... 35

## The Licensing Process
Overview ................................................................................................................................. 36
The initial inspection .............................................................................................................. 36
CCFL Paperwork
Paperwork overview ........................................................................................................37

Policies
Overview .................................................................................................................................38
Emergency Training and Equipment ....................................................................................39
Behavioural Guidance ............................................................................................................40
Safe Release of Children .......................................................................................................41
Care and Supervision .............................................................................................................42
Food and Drink to be given to the Children .........................................................................43
Active Play and Screen Use ...................................................................................................44
Repayment Agreement ..........................................................................................................45

Staffing
Staffing – Manager. What to submit .....................................................................................46
Staffing – General. What to submit, what to keep on file at the facility ..............................47
The final inspection ...............................................................................................................47

FAQ and Orientation Session info .......................................................................................48
Introduction

Community Care Facilities Licensing Mission Statement:

Our community care facilities licensing program protects and promotes the health, safety and well-being of vulnerable children and adults in licensed care facilities. We do this through education, collaboration and regulation.

The information provided in this guide will assist applicants wishing to open a licensed Group Child Care, school age program, including:

- Renovating an existing premise in order to open a new child care
- Building a new purpose-built premise

It is intended to provide you with an understanding of the application process, space and design requirements outlined in the legislation, and links to useful resources to help get you started.

In addition to the requirements in the Child Care Licensing Regulation, applicants should be aware that each municipality will have their own requirements. Please check with the municipality in your area for more information.
Glossary

**Acronyms**

- **CCALA** – Community Care and Assisted Living Act
- **CCFL** – Community Care Facilities Licensing
- **CCLR** – Child Care Licensing Regulation
- **DOLSOP** – Director of Licensing Standards of Practice

**Legislation**

- **CCALA:**
- **CCLR**
- **DOLSOP Safe Play Space:**
  - [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf)
- **DOLSOP Active Play:**
  - [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf)

**Terms**

*For the purposes of this guide, the following definitions apply.*

- **Adults** include the individuals who work or volunteer in a facility including early childhood educators, assistants, responsible adults, administrative, clerical and housekeeping staff.

- **Developmentally Appropriate** means that the space, activities, equipment and materials are appropriate for the age and developmental level of the children.

- **CCFL (Community Care Facilities Licensing)** is the program responsible for the licensing and monitoring of child and residential licensed facilities.

- **Facility** refers to a building, or portion of a building, in which licensed care is provided, as well as the outdoor area dedicated to the program.

- **Program** is the daily indoor and outdoor activities planned for children, and meets children’s developmental needs as described in Schedule G of the *Child Care Licensing Regulation.*
Prior to submitting your application to Licensing

The following resources may be helpful as you prepare to submit your application to Licensing:

- [https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/open-licensed-child-day-care/licensed-child-care-facility](https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/open-licensed-child-day-care/licensed-child-care-facility)
- [https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/childcare_partnerships_booklet.pdf](https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/childcare_partnerships_booklet.pdf)

**Group Child Care, school age** is a program that provides care to children who attend school, including kindergarten, before or after school hours or on a day of school closure.

### What qualifications do the staff need?

The staff are required to have, at minimum, qualifications that meet the requirements for a Responsible Adult as defined in the *Child Care Licensing Regulation*.

**Responsible adults**

29 To qualify for employment in a community care facility as a responsible adult, a person must
(a) be at least 19 years of age,
(b) be able to provide care and mature guidance to children,
(c) have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and
(d) have relevant work experience

### How many children can I have?

Your licensed capacity will be determined at the final inspection and is based on usable indoor and outdoor space.
Group Child Care, school age

Responsible adults

To qualify for employment in a community care facility as a responsible adult, a person must
(a) be at least 19 years of age,
(b) be able to provide care and mature guidance to children,
(c) have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition, and
(d) have relevant work experience.

If you have any children in kindergarten or grade one, your maximum group size is 24 children.

If you do not have any children in kindergarten or grade one, your maximum group size is 30 children.
Indoor and outdoor space requirements:

Required Indoor Space:
The Child Care Licensing Regulation, Section 14 (1) states that a licensee must have at least 3.7m$^2$ of usable floor area per child. Note: The usable space does not include hallways, built-in storage areas, bathrooms, or fixed appliances (or if not fixed, large appliances that are not normally moved from one area to another). Nap areas for children under 36 months of age are also not measured as usable floor space.

Required Outdoor Space:
The Child Care Licensing Regulation, Section 16 (1) (a) states that a licensee must have at least 6m$^2$ of outdoor play area per child.
Assessing your proposed outdoor play space

Applicants sometimes ask Licensing to clarify what counts as “outdoor play space”.

What is a ‘Healthy Built Environment’?

A Healthy Built Environment is one where the surroundings support our physical and emotional health. When looking for a suitable indoor/outdoor space for licensed child care, there are a number of factors to consider.

- Children eat, drink and breathe more per unit of body weight than adults.
- Children behave differently and in ways that result in greater exposure to various substances. For example, children crawl and play on the ground, frequently put their fingers in their mouths, and chew on toys and other objects not necessarily intended for mouthing. As a result, they often experience greater exposures to contaminants in old paint, indoor air, dust, toys, carpets and consumer products combined with exposures from outdoor air, food, soil and playground equipment.
- Children tend to be more physically active and hence may inhale more contaminants as their breathing rates increase during active physical play.
- Children’s developing systems are more vulnerable to contaminants. For example, children’s brains and lungs are not fully developed until the end of adolescence. Exposures during development can lead to lifelong impacts.

Information taken from

It is the responsibility of the applicant to identify Healthy Built Environment (HBE) concerns and to consider the impact they may have on the application moving forward. Please note that if HBE issues are identified during any stage of the application process, the Municipality and/or Licensing may not be able to move ahead with the application.
What is noise pollution and why is it a health and safety concern?

Noise pollution is unwanted or objectionable environmental sound. Sources include construction, commercial and/or industrial activity, and transportation (such as airplanes, trains, boats, and vehicles). Generally, the heavier and faster vehicles go and the more stops and starts they make - the noisier they are. Major roadways, truck routes, intersections, steep hills, and loading areas are particularly loud locations.

Noise pollution may increase the risk of stress-related chronic diseases such as ischemic heart disease and hypertension in adulthood. At child care facilities, noise pollution may interrupt children's sleep which is important for growth and cognitive development. It may impair staff’s communication with children, posing safety risks.

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What facility design factors help to provide quiet spaces for children?

**Outdoor space:**
- Locate the outdoor play space on the side of the building away from noise sources.
- Install landscape noise buffers and other noise barriers to reduce noise exposure in outdoor and indoor spaces *(more information sources at the end).*

**Indoor space:**
- Design the building layout and orient the rooms to keep sleeping and play areas far away from noise sources.
- Orient windows and the childcare space rooms away from local noise sources or add wing walls.
- Insulate the building and install sound-insulated windows and façade.

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What operational strategies can I use to provide quiet spaces for children?

- Use the quietest space available.
- If keeping windows closed is a noise management strategy, ensure comfortable indoor air temperatures are maintained.

We do not recommend noise assessment without sufficient cause for concern as it can be complex and requires significant expertise and expense. Portable noise measuring devices available for consumer purchase are not yet reliable devices.

*Note that there are considerations related to air quality and heat addressed in two other fact sheets in this series, including: TRAFFIC-RELATED AIR POLLUTION and EXTREME HEAT.*

For additional information and fact sheets, visit:
What is traffic-related air pollution and why is it a health concern?

Traffic-related air pollution is a mixture of gases and chemicals from fossil fuel combustion and road or vehicular emissions. Benzene, carbon monoxide and Particulate Matter of less than 2.5 micrometers diameter (PM₂.₅) may damage one's health. Air pollution tends to be worse on major roads and truck routes, major intersections, steep hills where acceleration occurs, loading areas, railyards, ports, airports, etc. Generally, as distance from the local air pollution increases, traffic-related air pollution concentration decreases.

Traffic-related air pollution can also enter into buildings, leading to indoor traffic-related air pollution exposure for children and others inside buildings.

Children breathe faster than adults so are more sensitive to poor air quality. Air pollution can damage health and development, especially in children with asthma or chronic respiratory illnesses.

What facility design factors help to provide clean air for children?

Outdoor space:
- Locate the outdoor play space on the side of the building away from local air pollution sources.
- Use solid and vegetative barriers to buffer and reduce exposure to air pollution in the outdoor play spaces (more information sources at the end).

Indoor space:
- Place building centralized heat, ventilation, air conditioning (HVAC) air intakes as far away as possible from sources of air pollution (e.g. roadways).
- Use an air filter with the highest ‘MERV’ rating possible to reduce indoor exposure to outdoor PM₂.₅ and ultrafine particles.
- Use an adsorbent media air filter (e.g. activated carbon) to reduce indoor exposure to pollutants like benzene.

We do not recommend air quality testing without sufficient cause for concern as it can be complex and requires significant expertise and expense. Portable air sensors available for consumer purchase are not yet reliable devices.

DID YOU KNOW…?
Maximizing the distance from and minimizing exposure to transportation-related air pollution sources for infants and children is a good way to protect them from potential adverse health effects.

What operational strategies and technologies can I use to provide clean air for children?

- Use the outdoor play spaces onsite that are far away as possible from air pollution sources and with buffer in place.
- Use a centralized HVAC system and set up a work plan such as:
  - Set up the building air intake to bring in outdoor air at times when the outdoor air quality is better (e.g. not during busy traffic congestion periods like rush hour).
  - Arrange a maintenance plan to replace air filters regularly (as directed by manufacturer).
- If HVAC system is not in place, consider buying portable air cleaners with HEPA air filters.
What you need to consider before you sign a contract or lease agreement, or purchase a premise...

Will a Licensing Officer be able to guarantee that my space will be licensed?

During the initial inspection, the Licensing Officer is only able to comment on the suitability of the space, meaning that it appears that the space could potentially function as a licensed child care space. The process to become licensed includes licensing and municipal inspections, both of which help determine what needs to be done to the physical space before a licence can be issued.

I need to sign a lease agreement or else I will lose the space. Will the Licensing Officer be able to do the initial inspection this week?

Each application is processed in order of receipt, and while Licensing makes every effort to process applications in a timely manner, it may not always be possible to conduct the initial inspection prior to the deadline given by a landlord for signing a lease. It is the responsibility of the applicant to use the information in both the Community Care and Assisted Living Act and the Child Care Licensing Regulation to help guide decisions about entering into a lease agreement or mortgage.

Once you have submitted an application a Licensing Officer will contact you within 2-5 business days to confirm receipt of your documents and to discuss next steps. Please note that submitting an incomplete application will result in processing delays. Details of the application documents required by Licensing are outlined on page 16.

How long does it take to become licensed?

There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

Is there anything else I should know?

One you submit your application documents Licensing will check to make sure that there are no other applications currently in progress for this address. Applications are processed in order of receipt, and if there is already one in progress you will be notified that Licensing is unable to move ahead with your application.
Submitting an application:

In order to initiate the application process please submit the following:

- A completed Application for Licence form
- A detailed description of the care program to be offered Child Care Licensing Regulation (CCLR) Schedule B (2)
- Site Plans CCLR Schedule B (6) (a), (b),(c)
- Floor Plans CCLR Schedule B (9) (a), (b),(c), (d), (e), (f)
- Information regarding the premise CCLR 9.1 (3) (a), (b), (c)

Ensuring that you submit all of the necessary documents will prevent a delay in your application process. A Licensing Officer will contact you to confirm receipt of your full application, and to discuss next steps. Please note that applications are followed up on in the order in which they are received.

Directions for completing an ‘Application for Licence’ Form

The Application for Licence Form is a legal document and if completing by hand it must be filled out legibly, and in pen. Application forms filled out in pencil, marker or crayon will not be accepted.

Application Information:
- Indicate that this is a ‘New Application’ and include details of any previously applied for and/or operated licensed facilities

Facility Information:
- **Facility Name** is the name that will appear on the licence.
- **Facility Phone Number.** The legislation requires that each facility has reliable communications equipment available to the staff, and the recommendation is that this is a dedicated phone located at the facility. A dedicated phone number also enables Licensing and other agencies to contact the facility directly if needed.
- **Facility Physical Address** is the exact street address of the facility. Please complete all information including postal code.
- **Email Address Correspondence to go to** is the email used by Licensing for any communication.
- **Facility Mailing Address** can be different from the physical street address listed above.
- **Water system** – please provide details about the water system for the proposed facility
- **Premise information** – Section 9.1 (3) of the Child Care Licensing Regulation states
  (3) A person is not qualified to apply for a licence respecting a particular premises unless the person
  (a) owns the premises,
  (b) leases the premises and is not prohibited under the terms of the lease from operating a community care facility on the premises, or
  (c) is authorized in writing by the owner of the premises to operate a community care facility on the premises.
- For Child Care facilities with a proposed capacity of 8+ children, please indicate if you will be providing a food service (either preparing food onsite, or using a catering service). This allows Licensing to connect you with an Environmental Health Officer who can support you through the food service part of the application process.
Manager Information:
- **Manager Name** must be the manager’s legal name and be written as it will appear on the licence.
- Please indicate if the proposed Manager has previously applied to be the Manager of a licensed facility
- Please indicate if the proposed Manager is currently the Manager for any other licensed facility

Licensee Information:
- **Licensee Name** is the legal name of the organization or individual that will be operating the facility.
- Please indicate if the Licensee has previously applied to be the Licensee of a licensed facility
- **Licensee Contact** is the person who the Licensee is authorizing Licensing to communicate with during the application process. The applicant can provide permission for Licensing to share information and communications with other relevant parties such as a project consultant or architect. This permission would need to be in writing, and can be sent to the Licensing Officer by email.
- **Licensee Mailing Address** is the address of the organization or individual that will be operating the facility.
- **Business Type:**
  - **Corporation** – Registered as an incorporated business. As per Schedule B (11) of the Child Care Licensing Regulation, if the Business Type is a Society, you may be asked to provide a copy of the constitution and bylaws.
  - **General Partnership/Limited Partnership** – A General Partnership consists of two or more people or corporations with responsibility for all aspects of the business shared among the partners. A Limited Partnership is one in which there may be one or more general partners and one or more limited partners who cannot act on behalf of the partnership and usually cannot be held responsible for the liabilities of the partnership beyond the amount they invested.
  - **Sole Proprietorship** – One individual.
  - **Not for Profit** – for example a non-profit Society, or a First Nations government/band/tribal council.

  *Please note that under Section 9.1 (1) of the Child Care Licensing Regulation the licensee cannot be a Limited Liability Partnership.*

Proposed Type(s) of Care:
- Check the applicable type of care and include your proposed capacity. Please note that licensed capacity is not determined until the final inspection.

Final Section:
- **Date** is the date that the Licensee representative signs the form, however the Licensing Officer assigned to your application will confirm the date that they received the application.
- **Applicant/Licensee or Licensee Contact** – please print or type the name here
- **Title in the Organization** is the role that the Applicant/Licensee or Licensee Contact holds
- **Signature** can be added electronically or the form can be printed and signed by hand
Description of the care program to be offered

As part of the application process Schedule B (2) of the Child Care Licensing Regulation (CCLR) states an applicant must provide a detailed description of the care program to be offered. 

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/332_2007#ScheduleB

Suggestions for information to include:

- Information about the Licensee (see CCLR 9.1)
- An outline of the type of child care program (see CCLR 2 (1) (a-h) and CCLR Schedule E)
- Hours of operation (see CCLR 40 (1-4))
  - e.g., will you offer weekend care?
- The philosophy of the program (see CCLR 43)
- An outline of the program (see CCLR 44 (1) (2) (3))
  - e.g., what does a typical day look like?
- Will you be providing food to the children? (see CCLR 48)
  - e.g., facility will have a permitted kitchen
  - Food will be delivered daily from a catering company
- The number of staff (see CCLR 34 (1-4))
- Staff qualifications and duties (see CCLR Schedule E)
- Closures for statutory holidays, professional development days, and any other planned closures

Information regarding the premise

An applicant must provide a copy of the purchase agreement or lease for the community care facility or, if the community care facility is not yet built, for the property on which the community care facility will be situated.

- Proof of ownership of the proposed premise/land
- Signed lease agreement
- Document/letter from the owner authorizing you to operate a community care facility on the premises.
Requirements:
Schedule B, Section 6, of the Child Care Licensing Regulation provides information on site plan requirements to be submitted to Licensing as part of your application.

Schedule B
6 An applicant must provide a site plan, drawn to scale, showing all of the following:
   (a) the proposed location of the community care facility, including the property boundaries;
   (b) subject to section 8, the location and dimensions of the outdoor play area intended for regular or daily outdoor activities;
   (c) if children will be attending outdoor play areas or activities located outside the property boundaries on a regular or daily basis,
      (i) the distances from the community care facility to the outdoor play areas and activities,
      (ii) the routes to the outdoor play areas and activities, and
      (iii) any major physical features that may affect the safety of children, including roads and bodies of water, located along the routes to, and in the immediate vicinity of, the outdoor play areas and activities.

Considerations:
In addition to legislated requirements there are also other things to consider when creating your site plans. These would be discussed with your Licensing Officer and could include (but are not limited to) ...

- Is there direct access to the outdoor space to facilitate outdoor play?
- Does the outdoor space have adequate shade/
- Does the outdoor space offer equipment to develop all eight senses?

Sample site plan showing location of facility, property boundaries

Site Plans
Sample site plan showing location and dimensions of outdoor play area

**Floor Plans**

**Requirements:**

Schedule B, Section 9, of the [Child Care Licensing Regulation](#) provides information on floor plan requirements to be submitted to Licensing as part of your application.

**Schedule B**

9 An applicant must provide a floor plan showing all of the following:

(a) the inside dimensions of each room and the width of each corridor and stair;
(b) the location and size of windows and the height of windowsills from the floor;
(c) the location of accommodation reserved for family or employees, and for children who are sleeping;
(d) the location of toilets, wash basins and diaper changing surfaces;
(e) the location and size of the fixed equipment in each room;
(f) the location of all exits.
Considerations:

In addition to legislated requirements there are also other things to consider when creating your floor plans. These would be discussed with your Licensing Officer and could include (but are not limited to) ...

- Is there adequate natural light in the rooms?
- Can the bathroom be easily supervised while still maintaining privacy for the children? Are there enough toilets for each group?
- Does the flow of the space work for child care?
- Is there adequate storage?

Sample floor plan

![Sample floor plan image]
Sample floor plan showing location of all exits
Design Requirements and Considerations:
Interior space

Designing a child care facility is a complex task. The space must meet the requirements of the *Child Care Licensing Regulation*, as well as the individual needs of the children, staff, and other adults who will also use the space.

**Requirements:**
Sections 14 and 15 of the *Child Care Licensing Regulation* provide information on facility requirements.

**Physical requirements of facility**

14  (1) A licensee, other than a licensee who provides a care program described as Family Child Care or Child-minding, must have for each child at least 3.7 m$^2$ of usable floor area in the community care facility, excluding

(a) hallways,
(b) built in storage areas,
(c) bathrooms, and
(d) fixed appliances, or, if not fixed, large appliances that are not normally moved from one area to another.

(2) A licensee must have one toilet and wash basin for every 10 children or fewer.

(3) A licensee, other than a licensee who provides a care program described as Family Child Care or In-Home Multi-Age Child Care, must ensure that the toilets and wash basins referred to in subsection (2) are on the same floor as the community care facility.

**Furniture, equipment and fixtures**

15  (1) A licensee must supply equipment, furniture and supplies that are

(a) of sturdy and safe construction, easy to clean and free from hazards, and
(b) located so as not to block or hamper an exit in the case of fire or other emergency.
Consider who will use the space...

The Child Care Licensing Regulation provides information on facility requirements however there are other considerations, based on best-practice principles, that Licensing looks at when reviewing plans, and which can help you when designing a child care facility.

Activity Areas
- Do we have enough space?
- Are there adequate windows?
- Do we have enough equipment for the varying developmental needs of the children?

Storage
- Where will we store toys and equipment?
- Is there enough storage for the staff to have a safe space for their belongings?

Outdoor Play Area
- Do we have enough storage for our outdoor play equipment?

Kitchen
- Will they bring food from home? If so, how will we store it safely?
- Would staff be able to heat up lunches while still supervising / remaining in ratio?
- Which dishwashing method will we use (dishwasher, or 4 step method)?
- Do we have enough counter space?

Bathroom(s)
- Are there adequate sightlines from outside the bathroom?
- Is there enough privacy for children who need it?
- Is there enough space for a staff bathroom?

Entrance
- Would this be a good place for a sign in/out area?
- Is there enough space for parents to help their children get ready at drop-off and pick-up time?

Janitorial/Cleaning
- Where will we store cleaning products so that they are not accessible to the children?

Eating Areas
- Do we have appropriately sized tables and chairs located near the food preparation area, but away from the bathroom?
- Is our flooring easily cleanable?

Washrooms:

The Child Care Licensing Regulation, Section 14 (2) states that a licensee must have one toilet and wash basin for every 10 children or fewer.
Common Design Considerations: School Age

Main Activity Area:

The age range of the children using school age care places unique demands on the design space. Some key design considerations for school age space are:

- Flexible use of space to allow for a variety of development stages for children between 5 – 12 years.
- Enough space to accommodate a wide variety of activities including social interactive games, sports and mixed media, arts, as well as space for quiet activities.
- Access for children to food preparation/storage areas.
- Food service that is hygienic but allows children to access food and beverages when they are hungry.
- Immediate access to the outdoor area and storage for sports and games equipment.
- Reading areas with large comfortable chairs or sofas.
- Storage for large bags and backpacks.
## Common Design Considerations: Adult space

<table>
<thead>
<tr>
<th>Location</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Storage</strong></td>
<td>Adults require secure space to store personal affects as well as to hang clothing such as coats, and spare shoes.</td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
<td>Ideally staff should have their own bathroom to allow for privacy.</td>
</tr>
<tr>
<td><strong>Staff room</strong></td>
<td>It is important to give careful consideration to providing an allocated space for meal and rest breaks.</td>
</tr>
<tr>
<td><strong>Office</strong></td>
<td>Typically office space would be needed for a variety of purposes including:</td>
</tr>
<tr>
<td></td>
<td>- Secure storage of records for children and staff.</td>
</tr>
<tr>
<td></td>
<td>- Secure storage of administrative records.</td>
</tr>
<tr>
<td></td>
<td>- Working space for administrative tasks such as report writing, bookkeeping.</td>
</tr>
<tr>
<td></td>
<td>- Space for a photocopier, laminator, computer, telephone and/or fax machine.</td>
</tr>
<tr>
<td></td>
<td>- Private meetings with staff, families and other individuals.</td>
</tr>
<tr>
<td></td>
<td>It is important to consider the location of the office space so that it can be used to monitor the entrance to the facility and to connect with staff and families on a daily basis.</td>
</tr>
<tr>
<td><strong>Meetings</strong></td>
<td>Consider allocating space to hold staff/family meetings. From time to time, the families of children attending the facility will need to meet with staff, and a private space is useful and functional.</td>
</tr>
</tbody>
</table>
Outdoor play areas located within the property boundaries

**Design Requirements:**
Child Care Licensing Regulation,
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section16

Director of Licensing Standards of Practice, Safe Play Space
https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf

Director of Licensing Standards of Practice, Active Play.

**Design Considerations:**
There are also other things to consider when designing your outdoor play area. In order to meet the requirements of Schedule G of the Child Care Licensing Regulation regarding the physical development of children you need to consider how your outdoor space will encourage the development of large and small muscle skills appropriate to each child's level of development.

Did you know that we actually have more than 5 senses? Most people are aware of sight, hearing, smell, taste and touch, but we also have 2 hidden senses **Vestibular** (Body balance and sense of movement) and **Proprioception** (Sensations from our muscles and joints) which can be greatly enhanced by the design of our outdoor environment:

The Vestibular Sense offers information about balance, equilibrium, and spatial relationships. 

**Am I upside down or upright? Am I swinging or climbing too high?**
Activities that ask children to balance, spin, or rock all support vestibular development. Consider play equipment that encourages children to move their bodies in different directions such as a swing, climbing wall, balance log, or a horizontal crawl tube.

Proprioception allows children to use their bodies in appropriate, successful, and skillful ways. 

**Am I seated correctly on the swing? Am I about to fall? Am I too close to other people?**
Activities which provide the sensation of stretching, pushing, or pulling on muscles and joints activate the sense of proprioception. Consider play equipment that involves jumping, pushing, pulling, and hanging such as a swing, teeter-totter, or overhead ladder.

The centrifugal force experienced when children spin, roll and swing activates the fluid-filled cavities in the inner ear. These activities help the development of both sides of the brain, they help children pay better attention, since both sides of the brain are being used, and they enhance vestibular stimulation, which helps the brain decide if it is ready for more learning. To help you design an outdoor play area that encourages each aspect of a child’s physical development here are some examples of outdoor play spaces that have been designed with the vestibular and proprioception senses in mind.
Sliding

- A slide stimulates balance, coordination and reflexes.
- Children learn to understand their body, and playing on a slide helps them to get rid of the fear of falling and to know their limits.
- Playing with a slide strengthens the leg muscles and improves the spatial orientation.

Note:
Slides should be longer than the body length of the children to allow for skill development.
Swinging and spinning

- Swinging develops balance, muscle strength and fine motor skills. Holding on to the cord or chain of a swing also strengthens grip strength and finger coordination, an essential milestone for children learning to write.
- Swinging develops decision-making skills as children must think while in motion.
- Spinning helps with postural control and kinesthetic awareness (the act of knowing where your body is in space) is enhanced as the child must determine where he/she is in space and move without collisions.
- Spinning helps the development of both sides of the brain, which helps children’s brains be open for learning.
Crawling or crouching encourages flexibility and bilateral coordination (using both sides of the body at the same time). The two sides of the brain are responsible for controlling opposite sides of the body. As you move front-to-back, back-to-front and side-to-side, the brain is processing these challenging signals.

Considerations:
- Huts, tents or forts also provide opportunities for children to separate from sensory overload and have time alone outside
- Tunnels can be easily created without expensive equipment
Dramatic Play

Natural “housekeeping” area

Rocks and sand create a natural play area

DIY car track

“Sound wall” with found materials
Natural sandboxes

Sand play promotes large muscle skills (as children dig, pour, sift, and scoop), hand-eye coordination and small muscle control.

Consideration:
A sandbox doesn’t have to be a box!
Balance is the ability to keep a controlled position during a specific task, and helps us in walking, climbing or even sitting. It also helps us develop coordination, promotes problem-solving skills, and helps children understand mechanical principles such as gravity, equilibrium, and sports skills.

Considerations:
- Stepping logs of varying heights can be an inexpensive way of promoting balance.
- Larger logs can be used to sit, stand or climb on
Climbing helps to develop balance, coordination, and fine motor skills such as dexterity, grasping and gripping. It also enhances spatial and directional awareness, and problem-solving skills.

**Consideration:**
Tree stumps and logs provide opportunities to climb on a natural structure (It is important to provide a resilient surface below for safety).
Mud kitchens

Mud Kitchens encourage sensory, imaginative, creative and exploratory play. They also enhance the development of fine and gross motor skills, plus social skills.

**Consideration:**
Using old pots and pans is an inexpensive way to create a mud kitchen.
Heavy Work - pushing and pulling

Open areas with no fixed equipment provide children with the opportunity to engage in “heavy work” – any activity that pushes or pulls on the body, specifically our joints where the receptors are for proprioception. Heavy work activities can help children with sensory processing issues feel centered.

**Consideration:**
Rakes for raking leaves, wagons for pushing and pulling, wheelbarrows for transporting items outside.
When designing your outdoor play area, ask yourself the following questions:

- Does the space contain a variety of landscape features such as grassy bumps, hills, pathways?
- Are there a variety of surfaces (eg grass, sand, smooth, bumpy)?
- Is there adequate shade
- Is fixed equipment placed to avoid direct exposure to the sun?
- Are there any environmental pollutants (eg a parking lot next to the play space)
- Are entrapment spaces (holes or openings) smaller than 9 cm or larger than 23 cm?
- Are there appropriate and secure safety barriers, guardrails and railings for structures that incorporate stairs, landings, ladders, tunnels, bridges, etc?
- Does the play space offer activities to encourage the development of perception and physical skills, including running, walking, climbing, dodging, swinging, sliding, throwing, catching, pulling, and pushing?
- Are there separate areas for active play, social/dramatic play, fine motor play, gross motor play, as well as quiet play?
- Can you see all areas of the play space at all times?
- Is there an appropriate fall zone (use zone) of at least 6 feet extending in all directions from any fixed equipment such as climbers or slides?
- Is all equipment developmentally and age-appropriate (i.e., toys and equipment for school-age children).
- Is the equipment suitable for the age group of the program?
  - Equipment for school-age children is no more than 2.3 meters (7 feet) in height.
- Is the fixed equipment installed with protective surfacing such as soft sand, wood chips, pea gravel or rubber material to reduce the risk of injury from falls?
- Is the protective surfacing the appropriate depth for the height of the equipment?
  - Minimum of 15 cm (6 inches) for 1.5-meter (five-foot) equipment height
  - Minimum of 30 cm (12 inches) for 2.3-meter (seven-foot) equipment height.

Resource: [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/safe_play_space.pdf)
Outdoor Play Areas located outside the property boundaries

Programs often plan to supplement their outdoor play area with using local parks or other play areas, however this can pose an increased risk to the health and safety of the children.

If you are proposing to use a play area located outside your property boundaries Licensing will request that you submit a plan outlining how you will ensure the health, safety and well-being of children, and meet legislative requirements.

Considerations for information to include in your plan:

– The name of the area/park and the surrounding streets.
– The route that the children will use to access the away play area and return to the facility, and the approximate distance to the away play area.
– The type of play equipment available to the children.
– The location of, and purpose for, other buildings in the play area including washroom facilities.
– Information about other groups who will be using the away play area (numbers and ages of the children, times that the away play area will be used by other groups).
– The number and ages of children who will be using the away play area.
– The staffing and supervision plan for travelling to and from the away play area.
– The manner in which the health, safety and well-being of children will be maintained.
– Communication equipment that will be readily available for staff supervising the children.
– Information on how you will respond to, and communicate appropriately during, an emergency.
– An alternative area that will be used by the children when weather conditions would make it unreasonable to use the away play area.
– A copy of the information that will be shared with parents regarding the safety of the children in care when traveling to and from and, during the use of the away play area.

Please note that the plan you submit may not be approved by Licensing if there are health and safety risks to children.
Rooftop Play Areas

The design of play spaces above grade can be challenging as it has to meet regulatory and municipal requirements.

Considerations include (but are not limited to):

**Weight**
- The design should ensure that heavy items are located over beams and columns for support.
- Lightweight soil, equipment and surfacing (e.g. rubber mat impact protection under play equipment) should be used where possible.

**Wind and anchorage**
- Rooftop play areas are more exposed and it is important to provide wind shields such as fences or screens.
- Any equipment, structures, and planting need to be anchored which can provide design challenges as anchorage needs to also retain the integrity of the roof membrane.
- Awnings should be placed to resist wind.

**Safety**
- Higher equipment is located towards the centre of the deck.
- All equipment is anchored appropriately.
- Surfaces are non-slip.
- Fencing has a top overhang to prevent climbing.
- Vision panels are provided in the perimeter safety rails or fences to discourage climbing for views.
- Resilient surfacing is used in all potential fall zones per requirements.

**Climate**
- Shade is provided.
- Non glare surfacing is used on highly exposed sun areas.

**Construction and technical considerations**
- Playground is located away from noise and fumes which may be caused by roof top mechanical equipment and building exhaust systems.
- Skylights, roof vents and mechanical equipment are not permitted in play area.
- Roof is protected against leakage.
- Play area has adequate drainage. Clean-outs should be accessible, have appropriate slope to drain all hard surfaces, and have catch basins.
- An elevator able to accommodate replacement sand etc.

Please refer to the VCH Fact Sheets in the Appendix for additional environmental information that might be helpful as you design your rooftop play area.
The Licensing Process

A Licensing Officer will contact you to confirm receipt of your application and discuss next steps (including your initial inspection). All applications are processed in the order in which they are received, and your initial inspection may not take place for a few weeks.

The Initial Inspection

At the Initial Inspection the Licensing Officer will discuss the proposed indoor and outdoor space, and an estimate of the potential licensed capacity (the actual capacity is calculated at the final inspection). The Licensing Officer will also review legislated requirements, and considerations for the type of program you are proposing. Once the initial inspection has been completed you will receive a report outlining the items that were discussed, and also confirming any outstanding issues that will need to be corrected prior to issuing a Licence. If you plan to move ahead with your application a Licensing Officer will guide you through the next steps in the process which include municipal inspections (if applicable), working on CCFL paperwork, and preparing for your final inspection.

To help you prepare for the initial inspection your Licensing Officer will provide a copy of the checklist used during the walk-through.
CCFL Paperwork

As part of the ongoing assessment of suitability during the licensing process you will be required to submit paperwork to Licensing.

All applicants must submit an employee plan, whether they work independently or have staff/substitutes. The plan should include all of the following:

- A statement of the duties, qualifications, relevant work experience and suitability of the proposed manager;
- The proposed number of employees, their qualifications and expected duties;
- The supervision and staffing plan, including while children are attending or being transported to and from outdoor play areas or activities located outside the property boundaries.

A statement of projected monthly revenues and expenditures (Budget)

The statement of projected monthly revenues and expenditures, includes the estimated cost of employee salaries and benefits, food, utilities, taxes, insurance, maintenance, housing (if applicable) and programs.

If the Licensee and Manager are the same person:

- Criminal Record Check processed through the Criminal Records Review Program in Victoria (A Licensing Officer will guide you through the CRC application process)
- Application for Assessment of Suitability (containing the names of 3 references who can be contacted by VCH)
- Assessment of Suitability
- Open Book Quiz*

* if requested by the Licensing Officer

If the Licensee hires a Manager:

- Licensee Declaration Form

General staffing documents:

- Child Care Staff List
- Immunization Guidelines for Employees in Child Care Facilities

All of the documents referred to above will be provided to you during the application process.
Policies

In addition to the paperwork listed on the previous page, you will need to develop policies and procedures, which communicate important information and expectations to staff and parents.

- A **policy** is a general rule that covers a specific issue or situation
- A **procedure** refers to the steps to take to ensure the policy is being followed.

While it is good practice to have a comprehensive policy and procedure manual, the *Child Care Licensing Regulation* and *Community Care and Assisted Living Act* (CCLR) only require that the following policies, procedures and records be maintained. During the application process you will only need to submit the following policies and procedures for review by your Licensing Officer.

- Emergency Training and Equipment

- Behavioural Guidance

- Safe Release of Children

- Care and Supervision of Children

- Food and Drink to be given to the Children

- Active Play and Screen Use
  [https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf)

- Repayment Agreement
  [http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01#section19](http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01#section19)

The following pages provide some questions that will help you to develop your policies.
Emergency Training and Equipment

Emergencies such as a fire, gas leak, flood, severe storm or earthquake, could happen at any time, and your Emergency Training and Equipment policy will help staff understand how to protect the children in your care.

An approved fire drill system should include, but not be limited to:
- General fire safety
- Safety equipment
- Posting of fire drill system
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

The emergency plan will set out procedures to prepare for, mitigate, respond to, and recover from any emergency. Topics should include, but not be limited to:
- Missing / lost child (at the facility and on field trips)
- Natural Disaster (e.g. earthquake, flood, tsunami, wind storm)
- Other emergency (flood, gas leak, bomb threat etc)
- Emergency evacuation plan
- Training of employees in the implementation of the system, and any equipment to be used
- Practicing the system

Some suggestions for questions to ask yourself as you develop your emergency training and equipment policy ...

Being prepared:
- Where will the evacuation plan be posted so that staff can refer to it?
- Where would the meeting place be outside of the facility? Does it work for all types of weather? Do we need permission from anyone to use this as a meeting place?
- How will we evacuate any non-walkers?
- What supplies will we need to prepare in case of emergency for children? For staff?
- Where will the emergency supplies be stored?
- Are we prepared for an earthquake?
- Which records do we need in case of an emergency? How will we store them? Transport them?
- What do we need to have in place for children requiring additional support?
- How will we transport the children if we need to evacuate the premise?
- How often will regular staff, substitute staff and volunteers receive training on the emergency procedures?
- Do we have reliable communication equipment?

Practicing the emergency plan:
- How often will we practice fire drills? Emergency drills?
- How will we alert the children – whistle, bell, other sound?
- Where will we keep records showing that we have practiced drills?

Communicating with families:
- How will we let families know about the emergency procedures, including their child’s participation in an emergency drill?
Behavioural Guidance

Your Behavioural Guidance policy includes the strategies you will use to help guide children, plus the strategies that will **not** be used by staff.

*Some suggestions for questions to ask yourself as you develop your behavioural guidance policy...*

**General:**
- How will we make sure that our policy is age and developmentally appropriate?
- What are some of our preventative strategies?
- What are some of our intervention strategies?
- What steps will we follow when a child is not responding to the staff?
- What will we allow staff to use as guidance techniques?
- What will we **not** allow staff to use as guidance techniques?
- What will we do if a child’s behavior may cause harm to the child, other children, or the staff?
- What should staff do if a child doesn’t want to participate in an activity?
- How is the policy implemented if a child has a care plan in place? How will we record our compliance with the care plan?
- What should staff do if they observe inappropriate guidance techniques being used by others?

**Communication:**
- How will we make sure that staff, substitutes and volunteers are aware of the behavioural guidance policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the behavioural guidance policy?
- How will we communicate the policy to families?
Safe Release of Children

Your Safe Release of Children policy ensures children are only released to authorized persons in whose care the child will be safe.

Some suggestions for questions to ask yourself as you develop your safe release of children policy...

Before a child attends:
- What information will we need to collect from the family before the child starts?
- What will we do if the family does not return all of the information before the child’s first day?
- What will we ask for if a parent tells us that there is a custody agreement in place?
- What if the child is in the care of the Ministry for Children and Family Development?

Once the child is attending the program:
- What happens if an unauthorized person arrives to pick up a child?
- What happens if someone who appears unable to provide safe care arrives to pick up a child (under the influence of alcohol, drugs, other substances or emotionally unwell)?
- What should staff do if someone insists on taking a child, even though staff believe they are unable to provide safe care?
- What happens if a child is not picked up by the time the program closes?
- What if the parent calls to say a new person will be picking up their child today?
- What will we do if a child is in the care of the Ministry for Children and Family Development?

Maintaining children’s records:
- What will we need to do if a parent tells us that there is a change that needs to be made to the information on file?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Safe Release of Children policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Safe Release of Children policy?
- How will we communicate the policy to families?
Care and Supervision

Your Care and Supervision policy ensures that staff and families have a clear understanding of the expectations for when children are in the facility, and also on trips outside of the facility.

Some suggestions for questions to ask yourself as you develop your care and supervision policy...

General:
- How will we ensure that children are supervised at all times by adequately qualified employees?
- Is our Care and Supervision Policy age and developmentally appropriate?
- Will substitute staff be used within the facility to replace absent employees?
- How will these substitute staff be oriented to the policies?
- If the staff need a replacement because of urgent and unforeseen circumstances, who is the second adult that is immediately available? What is the procedure for contacting them?

During specific activities:
What will supervision look like during...
- Indoor play
- Transitions
- Snack time
- Toileting
- Drop off and pick up time

Care and Supervision Outside:
What will supervision look like during...
- Regular outdoor play
- Transportation to a play area outside the property boundaries
- Drop off and pick up at a school (if applicable)

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Care and Supervision policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Care and Supervision policy?
- How will we communicate the policy to families?
Food and Drink to be given to the Children

Your policy regarding the **food and drink to be given to the children** ensures that staff and families have a clear understanding of what children will consume during their time in the facility.

**Some suggestions for questions to ask yourself as you develop your policy on the food and drink to be given to the children...**

**General:**
- Will we provide food or ask families to bring all of the food from home?
- Will we expect staff to eat with the children? Sit with them at meal/snack time?
- What will our mealtime environment look like? Will we play music? Encourage conversation?
- What if a child is not hungry during the ‘scheduled’ mealtime, but wants/needs to eat sooner/later?
- What if a child refuses to eat?

**If we will be providing food:**
- How will we promote healthy eating habits?
- How will we ensure that the food and drink is sufficient to meet the developmental needs of the children?
- What will our considerations be for infants and toddlers e.g. storage and preparation of their food, introduction of new foods and feeding guidelines

**If we will ask families to bring all of the food from home:**
- Are there any foods that we would prefer that parents refrain from sending?
- How will we address special dietary needs? Allergies? Sensitivities?
- What will our restrictions be regarding special occasions and celebrations?

**Communication:**
- How will we make sure that staff, substitutes and volunteers are aware of the policy regarding the food and drink to be given to the children?
- What will we do if staff, substitutes and volunteers do not follow/implement the policy regarding the food and drink to be given to the children?
- How will we communicate the policy to families?
- How will we make information available to parents about the food and drink served to their children during the day?
Active Play and Screen Use

Your Active Play and Screen Use policy ensures that staff and families have a clear understanding of the amount of active play and physical movement children will enjoy during their time in the facility.

Some suggestions for questions to ask yourself as you develop your active play and screen use policy...

Active Play:
- How much active play will we provide?
- How will we encourage
  - Free play
  - Adult-directed games
  - Movement skills
  - Physical Literacy
  - Fundamental Movement Skills

Screen Use:
- How will staff model appropriate screen use?
- Will staff be allowed to have cell phones accessible while working?
- What types of screen time will be permitted within the facility for the children?

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Active Play and Screen Use policy?
- What will we do if staff, substitutes and volunteers do not follow/implement the Active Play and Screen Use policy?
- How will we communicate the policy to families?
Repayment Agreement

Your Repayment Agreement policy ensures that you have clear business practices in place so that all persons are treated equitably. The requirements aim to build and establish a trusting business-like relationship between parent/guardian and the Licensee/manager.

Some suggestions for questions to ask yourself as you develop your repayment agreement policy...

General:
- Will we ask families to pay a deposit?
- How will we collect fees – weekly, monthly? What payment methods will we use?
- How much notice will the families need to give in order to withdraw from the facility and get their deposit back?

Circumstances:
- How much notice will we give families if we decide we can no longer continue to provide care for a child?
- What if we cannot meet the needs of the family and the parent withdraws?
- On which days will we be closed during the year?
- Under what conditions will we refund the deposit/remaining fees? eg A family leaves the facility because the parent/guardian is no longer working, the facility can no longer meet the needs of the child and discontinues care, a child is ill and can no longer attend the facility...
- Under what conditions will we refund partial fees? eg unexpected facility closure due to power outage

Communication:
- How will we make sure that staff, substitutes and volunteers are aware of the Repayment Agreement?
- What will we do if families do not follow the Repayment Agreement?
- How will we communicate the policy to families?
- How will we ensure that the enrolling parent/guardian is provided with a written statement clearly describing how refunds of prepayments are addressed?
- Where will we keep a copy of the written statement provided to the enrolling parent/guardian and a record of the name of the parent/guardian (in accordance with the Child Care Licensing Regulation)?
Staffing - Manager

During the application process the documents you submit to Licensing will depend on the type of care, and who will be the Manager.

Character and skill requirements

(1) A licensee must not employ a person in a community care facility unless the licensee or, in the case of a person who is not the manager, the manager has first met with the person and obtained all of the following:
   (a) a criminal record check for the person;
   (b) character references in respect of the person;
   (c) a record of the person’s work history;
   (d) copies of any diplomas, certificates or other evidence of the person’s training and skills;
   (e) Repealed. [B.C. Reg. 178/2016, Sch. 1, s. 7 (a).]
   (f) evidence that the person has complied with the Province’s immunization and tuberculosis control programs.

(2) A licensee must not employ a person in a community care facility unless the licensee is satisfied, based on the information available to the licensee under subsection (1) and the licensee’s or, in the case of an employee who is not the manager, the manager’s own observations on meeting the person, that the person
   (a) is of good character,
   (b) has the personality, ability and temperament necessary to manage or work with children, and
   (c) has the training and experience and demonstrates the skills necessary to carry out the duties assigned to the manager or employee.

(4) A licensee must not employ a person in a community care facility as
   (a) an educator or an assistant unless the person holds a certificate issued under Division 2 [Employee Qualifications], which must be verified by the licensee using a system established and maintained by the director of the early childhood educator registry, or
   (b) a responsible adult unless the person has the qualifications required under Division 2

If you are applying to be both the Licensee and the Manager you will need to submit the following:
- 3 character references
- A record of work history
- Copies of any diplomas, certificates, or other evidence of training and skills
- Evidence of compliance with the Province’s immunization program (and tuberculosis control program if applicable).
- Application for Assessment of Suitability
- Assessment of Suitability
- Open Book Quiz (if requested by the Licensing Officer)

You will also need to complete a Criminal Record Check – a Licensing Officer will provide the application information to you.

If the Licensee hires a Manager you will need to submit the following:

<table>
<thead>
<tr>
<th>Who needs to submit</th>
<th>Documents to be submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Licensee</td>
<td>- Licensee Declaration Form</td>
</tr>
<tr>
<td>The proposed Manager</td>
<td>- Assessment of Suitability (if requested by the Licensing Officer)</td>
</tr>
<tr>
<td></td>
<td>- Open Book Quiz (if requested by the Licensing Officer)</td>
</tr>
</tbody>
</table>

When a Licensee hires a Manager, it is the responsibility of the Licensee to ensure that the new Manager meets the legislative requirements.
Staffing - General

During the application process, all applicants are required to submit an employee plan that includes the following:

- a statement of the duties, qualifications, relevant work experience and suitability of the proposed manager;
- the proposed number of employees, their qualifications and expected duties;
- the supervision and staffing plan, including while children are attending or being transported to and from outdoor play areas or activities located outside the property boundaries

Once licensed, the licensee is required to maintain staff records at the facility. These will be reviewed during inspections by your Licensing Officer.

Each staff record needs to contain:

- A current criminal record check (conducted by the Criminal Records Review Program in Victoria)
- Character references
- A record of the staff’s work history
- Copies of any diplomas, certificates or other evidence of training and skills
- Evidence that the staff have complied with the Province’s immunization program (and tuberculosis control program if applicable).

Final Inspection

Once all CCFL and municipal paperwork and requirements have been met, a Licensing Officer will schedule your final inspection. At this inspection Licensing will review the physical space, and also any required administrative records.

**Reviewing the physical space** includes a walk-through of the premise, toys and equipment to ensure that they are suitable for the age and development of the children, and are in good repair.

**Reviewing the required administrative records** includes a review of paperwork such as policies and procedures, program plan, children’s records, staff records.

**At your final** inspection your facility should be completely set up, and ready to receive children.
FAQ

What happens if my application is not complete?
Licensing is unable to initiate the application process until a complete application is received. If you submit an incomplete application you will be contacted by a Licensing Officer who will outline the items that are missing, however it is important to remember that applications are processed in the order in which they are received and submitting an incomplete package will delay the process. If you are having difficulties with the application process, you are encouraged to contact a licensing officer for your area to discuss the challenges you are facing.

How long will it take to process my application?
There are a number of steps involved in the application process and the time required for completing these steps will vary for each applicant, depending on the complexity of the application.

Can I care for children while I go through the application process?
You may provide care to a maximum of two children (or not more than one sibling group), unrelated to you by blood or marriage, prior to the issuance of a community care facility licence.

When can I begin advertising?
You are not permitted to open or advertise as a licensed care facility until you have received a community care facility licence. During the application process you can make interested/potential families aware that you are in the process of applying to become licensed.

Is a community care facility licence transferrable?
A community care facility licence is issued for a specific premise (address) and Licensee. When there is a change of Licensee or facility address, a new application for licence is required.

What should I do if there is a change in the information I submitted for my application?
You must notify Licensing of any change in the information you provided when applying for a licence.

How much does the application cost?
There is no fee to submit an application, however there may also be a cost attached to the municipal inspections. Your local municipality can provide information about these.

Is there any funding available to help me start up my facility?
Please refer to the following website for information. https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund

There is a lot of information. What if I still have questions after reading this guide?
The process of applying for a licence can be challenging, and to help support you we offer online orientation sessions which we strongly encourage you to attend. Please contact your local Licensing office for a copy of the current schedule and registration information.

|--------------------------|------------------------|-------------------------|