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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 facility licensed as School Age Care on School Grounds.

In addition to the requirements in the Child Care Licensing Regulation, applicants should be aware that each municipality may 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:  
http://www.bclaws.ca/civix/document/id/complete/statreg/02075_01

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

DOLSOP Active Play:  

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.
Understanding the program

School Age Care on school grounds. A program that provides at a school, before or after school hours or on a day of school closure, care to children who attend school, including kindergarten.

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

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.
Maximum capacities, and staff to child ratios

Please note that maximum capacity is determined at the final inspection.

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<th>Responsible adults</th>
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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:

**Indoor Space:**
Applicants should be aware that each municipality will have their own requirements. Please check with the municipality in your area for more information.

**Outdoor Space:**
The outdoor space for a program licensed as School Age Care on School Grounds is not required to meet the minimum requirements of at least 6m² of outdoor play area per child.

**Washrooms:**
The Child Care Licensing Regulation, Section 14 (5) states that a licensee providing School Age Care on School Grounds is not required to have specific number of toilets and wash basins, however if care is provided in a building that is not equipped with toilets and wash basins, the licensee must ensure that children’s access to a bathroom is supervised in a manner that is appropriate for the age and development of the children.
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)
- A copy of the Constitution and Bylaws if applicable CCLR Schedule B (11)
- A copy of your Partnership Agreement with the School District

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 application documents, 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

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:

- An outline of the type of child care program CCLR 2 (1) (a-h) and CCLR Schedule E
  - Include proposed capacity
- Hours of operation CCLR 40 (1-4)
- The philosophy of the program CCLR 43
  - How you will provide children with opportunities for social, emotional, physical and intellectual growth?
- An outline of the program CCLR 44 (1) (2) (3)
  - What does a typical day look like? (Provide an example of the daily schedule)
- Will you be providing food to the children? CCLR 48
  - On days of school closure, will you provide the food or ask the parents to provide?
- Staffing CCLR 34 (1-4)
  - The number of staff
  - Staff qualifications and duties CCLR Schedule E
- Closures for vacation, days of school closure etc
The space

The space has to support the individual needs of the children, staff, and other adults who will also use the space.

Examples of considerations, based on best-practice principles include:

- Where will we store the food for snack?
- How will we wash dishes?
- Where should the sign-in area go?
- Do we have enough storage space?
- Where will staff store their belongings?

The age range of the children using school age care places unique demands on the 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 that meet the requirements of Schedule G of the Child Care Licensing Regulation.
- 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.
- Access to the outdoor area, and storage for sports and games equipment.
- Reading areas with comfortable seating.
- Storage for bags/backpacks.
Enhancing your Outdoor Play Area

Section 44 of the Child Care Licensing Regulation outlines the indoor and outdoor program requirements.

44 (1) A licensee must provide to children a comprehensive and coordinated program of indoor and outdoor activities that
   (a) is designed for the development and care of children,
   (b) is appropriate for the age and development of children in each group in the community care facility, and
   (c) complies with the program standards set out in Schedule G.

Adapting your outdoor space when using a school playground can be challenging, however here are some simple things you can do to create additional outdoor experiences for the children.

Quiet Spaces:
- Huts, tents or forts also provide opportunities for children to separate from sensory overload and have time alone outside

Mud Kitchens:
- Use old pots and pans to create a mud kitchen

“Heavy work”:
- Rakes for raking leaves, wagons for pushing and pulling, wheelbarrows for transporting items outside – all of these provide children with the opportunity to engage in muscle-developing “heavy work”, which can also help children with sensory processing issues feel centered
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.
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.
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 anyone with mobility issues?
- 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 steps will we follow when a child is not responding to the staff?
- 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 someone shows up to pick up a child, but they are not on the list of authorized people?
- What will we do if a family asks you to let their child walk home alone?

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
- Bathroom use
- 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 send 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’ meal or snack time, 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?

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

19  (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 (if requested by the Licensing Officer)
- Assessment of Suitability (if requested by the Licensing Officer)
- 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.

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).

The 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.

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.

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