



Community Care Facilities Licensing Application Guide – Coastal Areas

Group Child Care

Group Child Care (Under 36 months), Group Child Care (30 months to school age)
Multi-Age Child Care, Occasional Child Care, Preschool



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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 licensed Group Child Care program, including:

- Renovating an existing premise in order to open a new child care facility
- 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 has their own requirements. Please check with the municipality in your area for more information.

In the event that your application is inactive (i.e. no contact between you and the Licensing office) for a period of 12 months, you will be contacted for a status update. If we do not receive a response your file will be closed. Should you wish to continue with your application after your file is closed, a new application will be required.



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
 http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007

 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:
 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/assets/gov/family-and-social-supports/child-care/childcare_partnerships_booklet.pdf
- https://www.childcareoptions.ca/wp-content/uploads/2016/05/childcare_partnerships_booklet.pdf

What are the different types of care?

Group Child Care, 30 months to school age is a program that provides care to preschool age children

Group Child Care, Under 36 months is a program that provides care to children who are younger than 36 months of age

Multi-Age Child Care is a program that provides care to children of various ages

Occasional Child Care is a program that provides occasional or short-term care to preschool children who are at least 18 months old

Preschool is a program that provides care to preschool children who are at least 30 months old on entrance to the program, and 36 months old by December 31 of the year of entrance

What qualifications do the staff need?

Each type of care requires a different number of staff, with varying qualifications. Please refer to Schedule E of the *Child Care Licensing Regulation* for specific information.

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

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, however each type of care also has a maximum group size. Please refer to Schedule E of the *Child Care Licensing Regulation* for specific information.

http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#ScheduleE

Group Child Care, Under 36 months

Ages of children in care programs

- 2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
 - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

If your space is large enough for the maximum group size of twelve children, all of the children need to be under the age of 36 months. The qualifications of the staff needed to meet ratio will depend on the size of the group.



Infant/Toddler Educator (I/T certificate)



Early Childhood Educator (ECE certificate)



Early Childhood Educator Assistant (ECEA certificate)

Group size: 1-4 children



Minimum Staff required



If your group has between one and four children, in order to meet the required ratio you will need one Infant/Toddler Educator (with a current I/T certificate) to work with the children.

Group size: 5-8 children



Minimum staff required



If your group has between five and eight children, in order to meet the required ratio you will need **at minimum** one Infant/Toddler Educator (with a current I/T certificate) plus one Early Childhood Educator (with a current ECE certificate) to work with the children.

Group size: 9-12 children



Minimum staff required



If your group has between nine and twelve children, in order to meet the required ratio you will need **at minimum** one Infant/Toddler Educator (with a current I/T certificate) plus one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.

Group Child Care, 30 months to school age

Ages of children in care programs

2.1 (1) Subject to subsection (2), a child is eligible to receive care in a care program if

- (a) the child's age matches the age or is within the age range to which the care program applies, or
- (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.















Early Childhood Educator (ECE certificate)



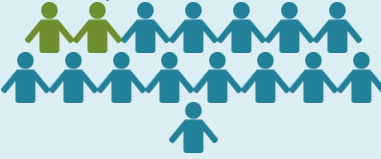





Early Childhood Educator Assistant (ECEA certificate)

If your space is large enough for the maximum group size of twenty-five children, there are **three possible combinations** for your group:

1	All of the children are over the age of 36 months, but not yet in grade 1		
	Group size: 1-8 children 	Group size: 9-16 children 	Group size: 17-25 children 
	Minimum staffing requirements  If your group has between one and eight children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.	Minimum staffing requirements  If your group has between nine and sixteen children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.	Minimum staffing requirements  If your group has between seventeen and twenty-five children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) plus two Early Childhood Educator Assistants (with a current ECEA certificate) to work with the children.
2	One child is younger than 36 months, but turns at least 30 months of age within one month of their start date. The rest of the children are over the age of 36 months, but not yet in grade 1.		

	<p>Group size: 1-8 children</p>  <p>Minimum staffing requirements</p>  <p>If your group has between one and eight children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>	<p>Group size: 9-16 children</p>  <p>Minimum staffing requirements</p>  <p>If your group has between nine and sixteen children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.</p>	<p>Group size: 17-25 children</p>  <p>Minimum staffing requirements</p>  <p>If your group has between seventeen and twenty-five children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) plus two Early Childhood Educator Assistants (with a current ECEA certificate) to work with the children.</p>
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3	<p>Two children are younger than 36 months, but turn at least 30 months of age within one month of their start date. The rest of the children are over the age of 36 months, but not yet in grade 1.</p>		
	<p>Group size: 1-8 children</p>  <p>Staff required to meet the required ratio</p>  <p>If your group has between one and eight children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>	<p>Group size: 9-16 children</p>  <p>Staff required to meet the required ratio</p>  <p>If your group has between nine and sixteen children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.</p>	<p>Group size: 17-25 children</p>  <p>Staff required to meet the required ratio</p>  <p>If your group has between seventeen and twenty-five children, in order to meet the required ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) plus two Early Childhood Educator Assistants (with a current ECEA certificate) to work with the children.</p>

Preschool

Ages of children in care programs

- 2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
 - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

If your space is large enough for the maximum group size of twenty children, each child needs to be at least 30 months old when they start the program, and turning 36 months old by December 31st of the year they start Preschool. (The children can enter the program at 29 months of age, but must turn 30 months of age within one month of their start date).

Example 1: A child's start date for the 2020/2021 preschool session is September 8, 2020.

- They must be at least 29 months of age by September 8, 2020
- They must turn 3 (have their 3rd birthday) by December 31, 2020

Example 2: A child's start date for the 2020/2021 preschool session is January 5, 2021.

- They must be at least 29 months of age by January 5, 2021
- They must turn 3 (have their 3rd birthday) by December 31, 2021

Group size: 1-10 children



Staff required to meet the required ratio



If your group has between one and ten children, in order to meet the required ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children

Group size: 11-20 children



Staff required to meet the required ratio











If your group has between eleven and twenty children, in order to meet the required ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) plus one Early Childhood Educator Assistant (with a current ECEA certificate) to work with the children.

Occasional Child Care






Ages of children in care programs

- 2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
 - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

If you have any children under 36 months of age, your maximum group size is 16 children. All of the children need to be between 18 months old and school age (not yet entered grade 1). The children can enter the program at 17 months of age, but must turn 18 months within one month of their start date.

<p>Group size: 1-4 children</p>  <p>Staff required to meet the required ratio</p>  <p>If your group has between one and four children, in order to meet ratio you will need at minimum one Responsible Adult to work with the children.</p>	<p>Group size: 5-8 children</p>  <p>Staff required to meet ratio</p>  <p>If your group has between five and eight children, in order to meet ratio you will need at minimum two Responsible Adults to work with the children.</p>	<p>Group size: 9-12 children</p>  <p>Staff required to meet ratio</p>  <p>If your group has between nine and twelve children, in order to meet ratio you will need at minimum three Responsible Adults to work with the children.</p>	<p>Group size: 13-16 children</p>  <p>Staff required to meet ratio</p>  <p>If your group has between thirteen and sixteen children, in order to meet ratio you will need at minimum four Responsible Adults to work with the children.</p>
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If you have no children under 36 months of age, your maximum group size is 20 children. All of the children need to be between 18 months old and school age (not yet entered grade 1). The children can enter the program at 17 months of age, but must turn 18 months within one month of their start date.

<p>1-8 children</p> 	<p>9-16 children</p> 	<p>17-20 children</p> 
<p>Staff required to meet ratio</p>  <p>If your group has between one and eight children, in order to meet ratio you will need at minimum one Responsible Adult to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between nine and sixteen children, in order to meet ratio you will need at minimum two Responsible Adults to work with the children.</p>	<p>Staff required to meet ratio</p>  <p>If your group has between seventeen and twenty children, in order to meet ratio you will need at minimum three Responsible Adults to work with the children.</p>

Multi-Age Child Care

Ages of children in care programs


- 2.1** (1) Subject to subsection (2), a child is eligible to receive care in a care program if
- (a) the child's age matches the age or is within the age range to which the care program applies, or
 - (b) the child will be eligible under paragraph (a) within one month after the date the child begins receiving care.

If your space is large enough for the maximum group size of eight children, **and you have a child under the age of 12 months registered**, there are **three possible combinations** for your group:


1

- One child who is under 12 months old
- Two children who are between 12 months and 36 months old (The children can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Five children who are between 36 months and 12 years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)


Under 12 months old



12-36 months old



36 months-12 years old




Staff required to meet ratio:

If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.


2

- One child who is under 12 months old
- One child who is between 12 months and 36 months old (The child can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date)
- Six children who are between 36 months and 12 years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)


Under 12 months old



12-36 months old



36 months-12 years old




Staff required to meet ratio:

If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.


3

- One child who is under 12 months old
- No children between 12 months and 36 months old
- Seven children who are between 36 months and 12 years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date)


Under 12 months old



12-36 months old











36 months-12 years old



Staff required to meet ratio:

If your group has between one and eight children, in order to meet ratio you will need **at minimum** one Early Childhood Educator (with a current ECE certificate) to work with the children.

If your space is large enough for the maximum group size of eight children, **and you do not have a child under the age of 12 months registered**, there are **four possible combinations** for your group:

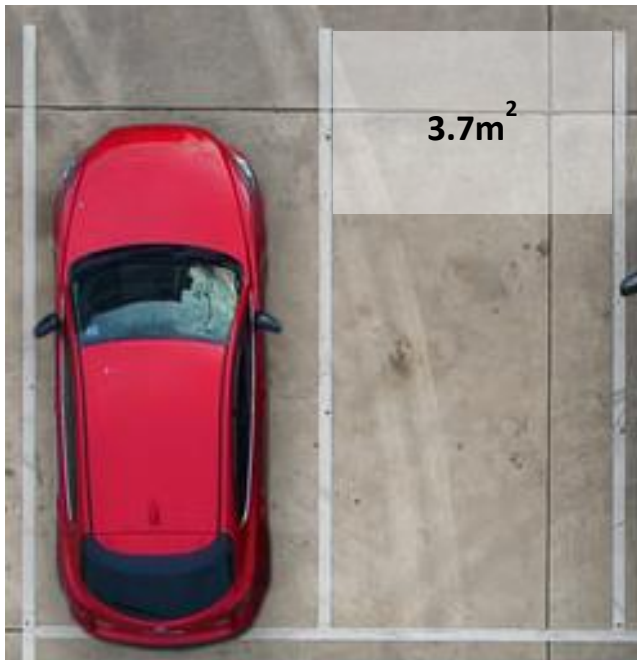
1	<ul style="list-style-type: none"> Three children who are between 12 months and 36 months old (The children can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date) Five children who are between 36 months and twelve years old (The children can enter the program at 11 months of age but must turn at least 36 months of age within one month of their start date) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>12-36 months old</p>  </div> <div style="text-align: center;"> <p>36 months-12 years old</p>  </div> </div> <p>Staff required to meet ratio:</p> <p>If your group has between one and eight children, in order to meet ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>
2	<ul style="list-style-type: none"> Two children who are between 12 months and 36 months old (The children can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date) Six children who are between 36 months and twelve years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>12-36 months old</p>  </div> <div style="text-align: center;"> <p>36 months-12 years old</p>  </div> </div> <p>Staff required to meet ratio:</p> <p>If your group has between one and eight children, in order to meet ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>
3	<ul style="list-style-type: none"> One child who is between 12 months and 36 months old (The child can enter the program at 11 months of age but must turn at least 12 months of age within one month of their start date) Seven children who are between 36 months and twelve years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>12-36 months old</p>  </div> <div style="text-align: center;"> <p>36 months-12 years old</p>  </div> </div> <p>Staff required to meet ratio:</p> <p>If your group has between one and eight children, in order to meet ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>
4	<ul style="list-style-type: none"> No children between 11 months and 36 months old Eight children who are between 36 months and twelve years old (The children can enter the program at 35 months of age but must turn at least 36 months of age within one month of their start date) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>12-36 months old</p>  </div> <div style="text-align: center;"> <p>36 months-12 years old</p>  </div> </div> <p>Staff required to meet ratio:</p> <p>If your group has between one and eight children, in order to meet ratio you will need at minimum one Early Childhood Educator (with a current ECE certificate) to work with the children.</p>

Finding a suitable location: Legislated Requirements

Required Indoor Space

Section 14 (1) of the *Child Care Licensing Regulation* states that a licensee must have at least 3.7m² of usable floor area per child. *The usable space does not include hallways, built-in storage areas, bathrooms, kitchens, or nap areas for children under 36 months of age.*

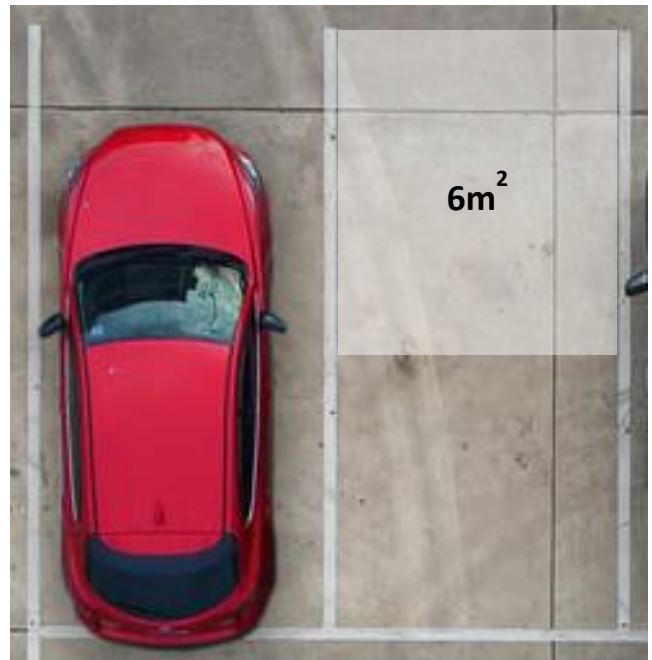
What does 3.7m² look like? 3.7m² (or 40ft²) is approximately 1/3 of the size of a typical parking space...



Required Outdoor Space

The *Child Care Licensing Regulation*, Section 16 (1) (a) states that a licensee must have at least 6m² of outdoor play area per child.

What does 6m² look like? 6m² (or 65ft²) is approximately 1/2 of the size of a typical parking space...



Orientation Sessions

The process of applying for a licence can be challenging, and to help support you we offer free online orientation sessions which we strongly encourage you to attend. Please contact a Licensing office below for registration information.

North Shore Office
604-983-6700

Richmond Office
604-233-3147

Vancouver Office
604-675-3800

Assessing your proposed outdoor play space

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



A garage is not outdoor space. Even with the door open to allow fresh air inside, this is still an **indoor** play area.



A room filled with play equipment may be considered a gross motor space, but is still an **indoor** play area.



Outdoor play spaces provide areas where children can be outside in nature, exploring, running, jumping, and enhancing their physical development. Ideas on how to create your outdoor environment are included in this guide.

Assessing your proposed outdoor play space continued..

The 6m² (or approximately 65 ft²) per child of usable space does not include gardens (e.g. vegetable gardens), sheds, or driveways



In this outdoor space, the area outlined in white would be measured as usable space



In this rooftop outdoor space, the raised garden beds would not be measured as usable space

Healthy Environment Considerations

A Healthy 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

<https://healthyenvironmentforkids.ca/wp-content/uploads/2020/12/Advancing-Environmental-Health-in-Child-Care-Settings.pdf>

It is the responsibility of the applicant to identify 'Healthy Environment' concerns and to consider the impact they may have on the application moving forward. Please note that if 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.



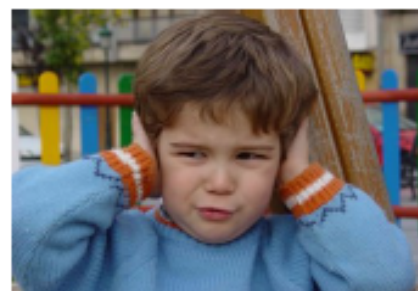
NOISE POLLUTION

A fact sheet series for child care facility operators, architects, and designers

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.



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.

DID YOU KNOW...?

Maximizing the distance from and minimizing the exposure to local noise pollution sources for infants and children is a good way to protect them from the potential adverse effects of noise pollution.

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:

- World Health Organization (WHO) – [Guidelines for community noise](#) (1999)
- WHO – [Environmental noise guidelines for the European region](#) (2018)
- Toronto Public Health – [How loud is too loud? Health impacts of environmental noise in Toronto](#) (2017)
- US Department of Transportation – [The audible landscape: A manual for highway noise and land use](#) (1974)



TRAFFIC-RELATED AIR POLLUTION

A fact sheet series for child care facility operators, architects, and designers

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 (PM_{2.5}) 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 PM_{2.5} 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.

This Fact Sheet is available on the Vancouver Coastal Health website at:

<http://www.vch.ca/Documents/VCHTrafficRelatedAirPollutionFactsheetforChildcareFacilities.pdf>

Safe Drinking Water

Lead can be harmful to human health, even in very small amounts. Infants and young children absorb lead more easily than adults and are more susceptible to its harmful effects, such as effects on behaviour and intelligence.

Drinking water is one possible source of lead. The current guideline for lead in drinking water is a maximum acceptable concentration (MAC) of 0.005 mg/L (5 ppb). Most drinking water supply systems in B.C. have very low levels of lead, however some systems have soft (low in hardness), and slightly acidic (low pH and alkalinity) water. When this type of water sits unused in building piping, such as overnight or over weekends, lead can be released from the plumbing into the water. This is particularly true for older homes and buildings that may have lead or brass plumbing fixtures or fittings, or lead-containing solder.

Section 48 (5) of the *Child Care Licensing Regulation* states a licensee must ensure that safe drinking water is available to children. When applying for a CCF licence it is important to develop a plan that meets the Guidelines for Canadian Drinking Water Quality standards to ensure your facility can provide safe drinking water to children in your care. Baseline water quality tests include pre-and-post-flush water samples on water fixtures used for drinking and food preparation. Below is a listing of some qualified private laboratories that can do the testing at a cost:

Name of Lab	Location	Contact Information
ALS Laboratory Group www.alsglobal.com	8081 Lougheed Hwy, Burnaby, BC, V5A 1W9	604-253-4188
Bureau Veritas Laboratories www.bvlabs.com	4606 Canada Way, Burnaby, BC, V5G 1K5	604-734-7276
Element Vancouver www.element.com	#104-19575 55A Ave, Surrey, BC, V3S 8P8	604-514-3322
Caro Analytical Services www.caro.ca	4011 Viking Way, Richmond, BC, V6V 2K9	604-279-1499

If the results of water quality tests exceed the MAC, inform Licensing and speak to an Environmental Health Officer in your service area to discuss various mitigation strategies you can use to reduce the lead level of the drinking water in your facility.

Service Area	Phone Number
Central Coast and West Chilcotin	604-983-6793
North Shore	604-983-6793
Powell River	604-485-3310
Richmond	604-233-3147
Squamish	604-892-2293
Sunshine Coast	604-885-5164
Vancouver	604-675-3800
Whistler	604-932-3202

Things to consider



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.

How quickly will a Licensing Officer be able to do the initial inspection?

Each application is processed in order of receipt, and while Licensing makes every effort to process applications in a timely manner, there may be a delay between submitting your application and receiving your Initial Inspection. In many cases it may not always be possible to conduct the initial inspection prior to the deadline given for signing a lease or contract. The *Community Care and Assisted Living Act* and the *Child Care Licensing Regulation* can help to provide you with information regarding legislated requirements.

Once you have submitted your application documents to Licensing they will be reviewed. If they are complete a Licensing Officer will contact you to discuss next steps. Please note that submitting an incomplete application will result in processing delays.

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 (*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)*

Ensuring that you submit all of the necessary documents will help to prevent a delay in processing your application. All documents are submitted to Licensing. Once your application documents have been reviewed a Licensing Officer who will guide you through the remainder of the process. Please note that applications are followed up on in the order in which they are received.

Completing an Application for Licence Form

A copy of the Application Form can be downloaded from our website at

<https://www.vch.ca/en/service/community-care-facilities-licensing#resources--45286>

An electronic copy can also be emailed to you.

Please complete all sections of the form.

Description of the Care Program

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.

Vancouver Coastal Health

**APPLICATION FOR LICENCE
COMMUNITY CARE FACILITIES: CHILD CARE**

The personal information collected relates directly to and is necessary for program operation per Section 26 of the *Freedom of Information and Protection of Privacy Act*. Information that appears on a licence may be disclosed per Section 22(4)(i) of the Act, as it is not considered an unreasonable invasion of personal privacy. If you have any questions about the collection and use of this information contact your local Community Care Facilities Licensing Office.

A | Application Information

☐ New application

☐ Amend an existing licence: select amendment type below

Applicant Name

Licence Number

Email

☐ Change of facility name

Phone

Current facility name

List names of previously applied for and/or operated community care facilities

New facility name

☐ Change of care program/type

☐ Change in capacity

☐ Change of room at current location

☐ Change of Manager: New Manager start date:

☐ Other

Current DP # (Vancouver only) Current DP # (Vancouver only)

B | Facility Information

Facility Name

Facility Phone Number

Facility Physical Address

Facility Fax Number

City Province Postal Code

Email Address for correspondence

Facility Mailing Address ☐ Same as Physical Address above or

☐ Potable water is provided

☐ Municipal water ☐ Other (e.g. well, private: please specify)

☐ Municipal sewerage ☐ Other (e.g. septic: please specify)

Premise information: ☐ Leased/Rented ☐ Owned

Providing food service (i.e. a permitted kitchen/delivery from catering company) ☐ Yes ☐ No

Details

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

Suggestions for information to include are (but not limited to):

- Licensee information
- Services proposed e.g. type of care
- Hours of operation
- Staffing
- Capacity
- Security/access information
- Program overview/philosophy

Site Plans

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:

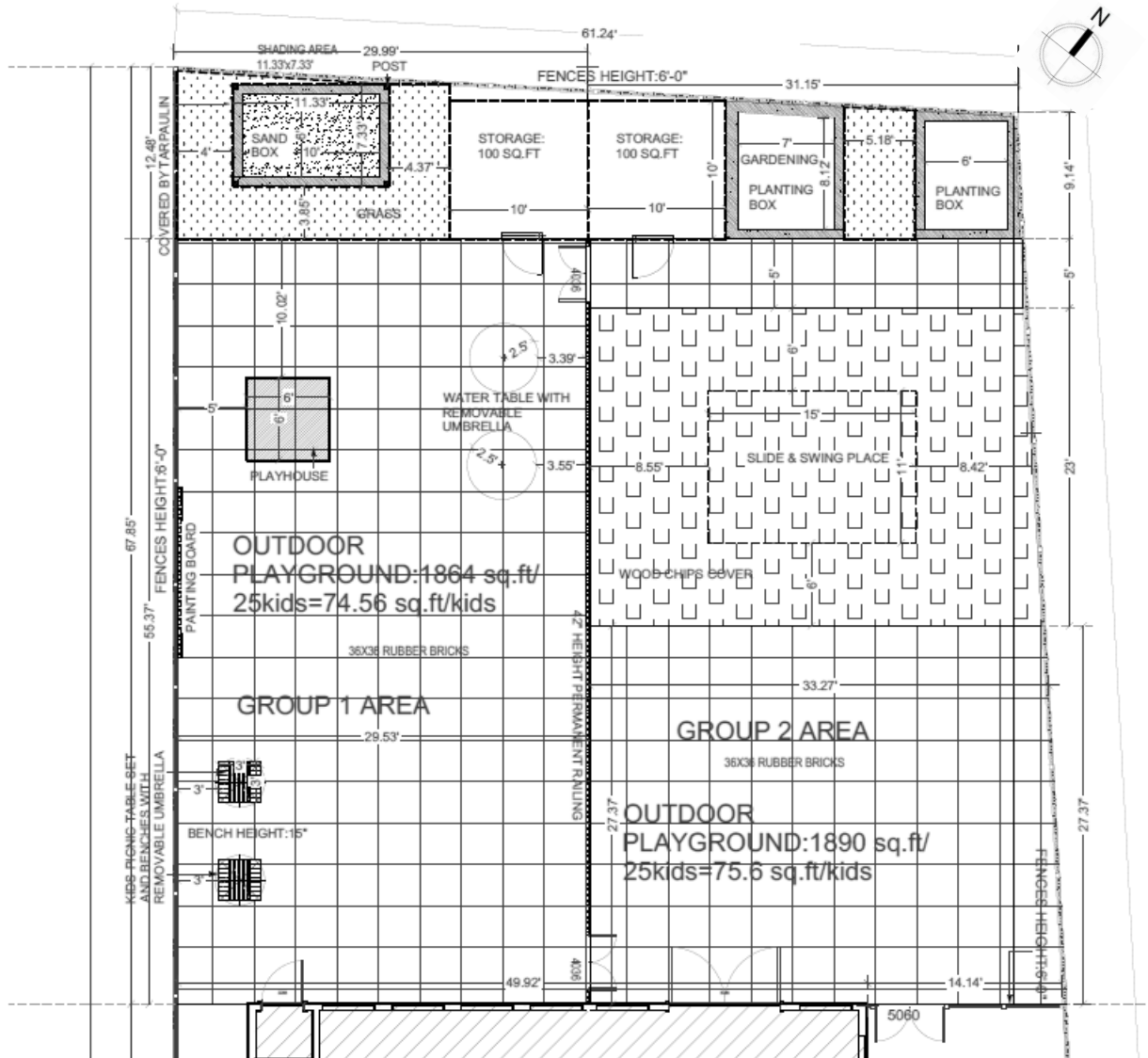
In addition to legislated requirements there are also other things to **consider** when creating your site plans. These would be discussed with your Licensing Officer and could include (but are not limited to) ...

- 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



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:*

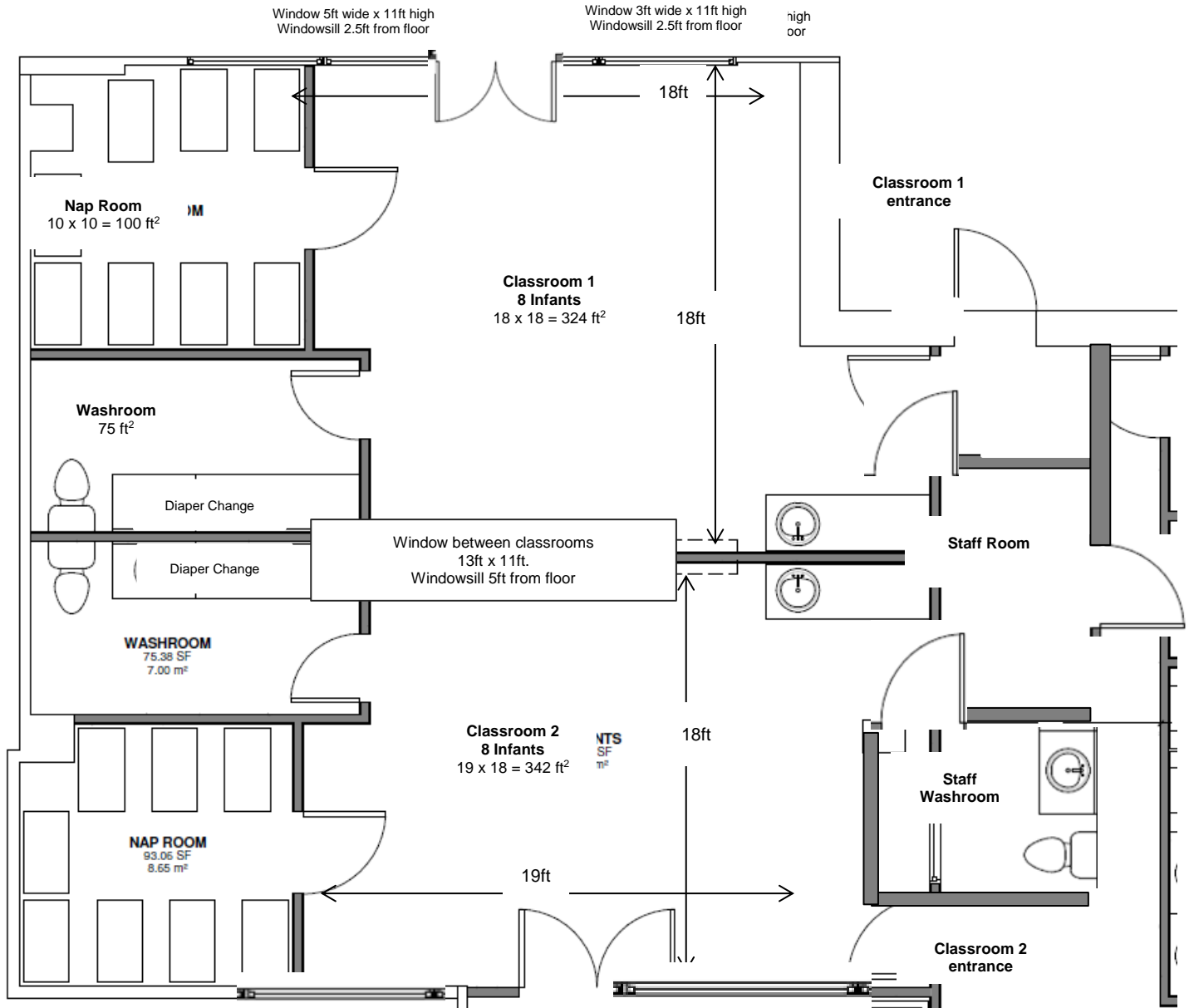
- (a) the inside dimensions of each room and the width of each corridor and stair;*
- (b) the location and size of windows and the height of windowsills from the floor;*
- (c) the location of accommodation reserved for family or employees, and for children who are sleeping;*
- (d) the location of toilets, 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:

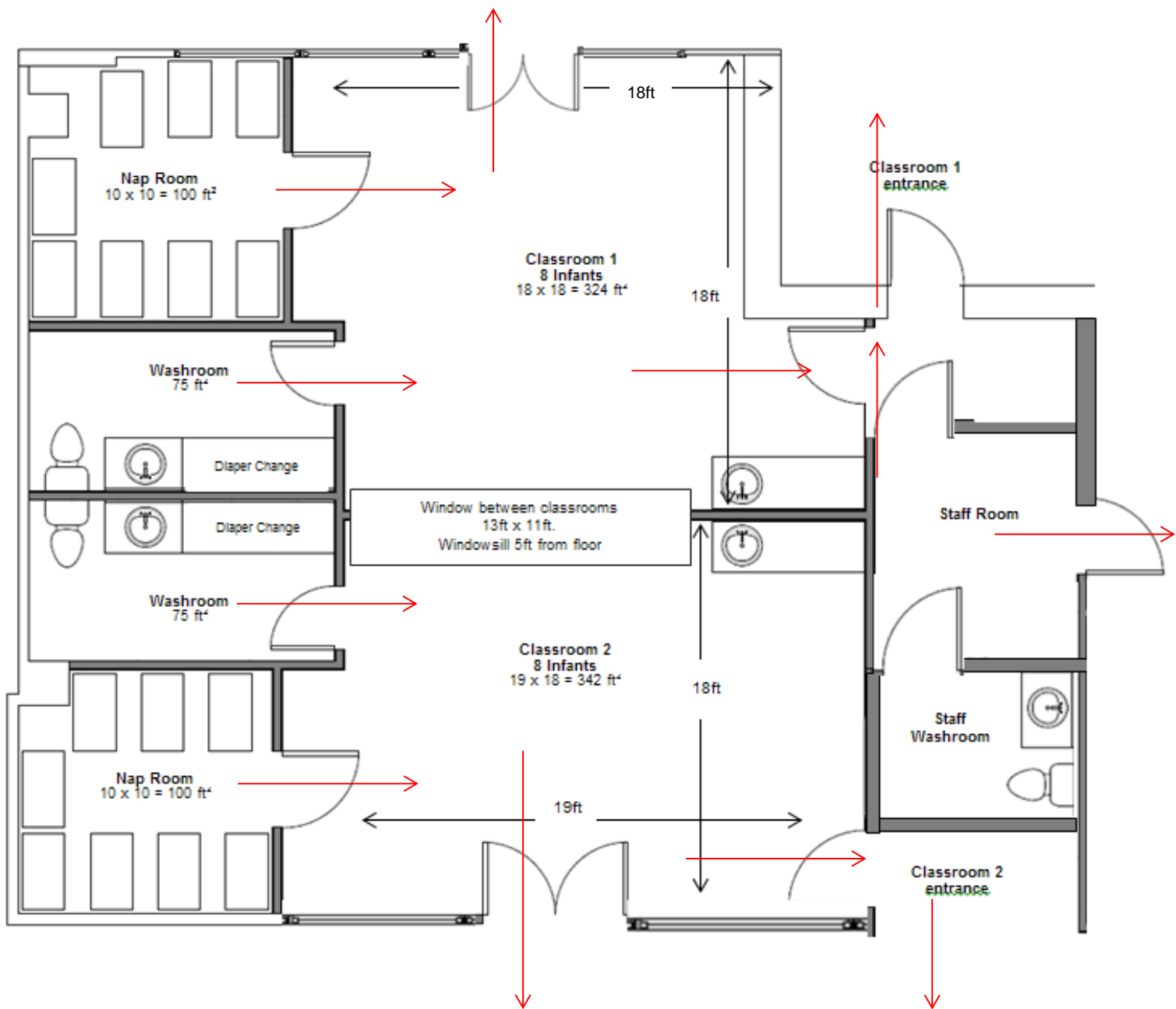
In addition to legislated requirements there are also other things to **consider** when creating your floor plans. These would be discussed with your Licensing Officer and could include (but are not limited to) ...

- 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 showing location of all exits



Design Requirements

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 m² 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.
- (4) A licensee, other than a licensee who provides a care program described as either Preschool (30 Months to School Age) or Group Child Care (School Age), must have in a community care facility a sturdy surface for changing diapers, located outside the food preparation area, next to both
- (a) a covered container for soiled clothing, and
 - (b) a wash basin.

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.
- (2) A licensee must ensure that each piece of furniture or equipment for sleeping
- (a) is used by only one child at a time,
 - (b) is clean and comfortable, and
 - (c) is appropriate for the size, age and development of the children intended to use it.
- (3) A licensee providing a care program to any child younger than 36 months of age must provide a separate sleeping area located away from any activity area.

Design Considerations

Consider who will use the space...



Children



Families



Child Care and Support Staff

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.

Sleeping Area

How will we supervise non-sleepers?

Where will we store bedding?

Storage

Where will we store toys and equipment?

Do we have somewhere for families to leave strollers during the day?

Bathroom(s)

How will we store diapering supplies? What will our diapering area look like?

Can staff supervise the children from outside the bathroom?

Is there enough privacy for children who need it?

Is there enough space for a staff bathroom?

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)?

How will we warm bottles?

Do we have enough counter space?

Laundry/Cleaning

Is the laundry close to the diaper area?

Where will we store cleaning products?

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?

Activity Areas

Do we have enough space?

Are there adequate windows?

Do we have enough equipment for the varying developmental needs of 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



How many toilets do we need?

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.

Do the toilets need to be a child-sized?

While there is no legislated requirement to install child-sized toilets, licensees are required to ensure a healthy and safe environment throughout the facility, and all equipment and furnishings should be suitable for the age and development of the children. Installing adult-sized toilets and step stools could work for children over the age of 3, but could create potential safety concerns for infants and toddlers. Please consult with your Licensing Officer during the planning stages.

Can we install shared washrooms?

Washrooms are based on the requirement outlined in the CCLR Section 14 (2) plus the group size outlined in the CCLR Section 34 (2) (a). For example...

Group	Children	Toilets	Wash basins
Group Child Care, Under 36 m (12 children)			
Group Child Care, 30 m to SA (25 children)			

Sharing washrooms between groups is not in the best interests of the children

Common Design Considerations: Children under 36 months

Main Activity Area:

This area should be designed for a variety of activities, and spaces for crawling, touching, climbing and early walking should be considered. Staff should have a clear view of the activity area with no visual barriers for supervision purposes.

Flooring

Using a mixture of durable washable carpet and easily cleanable linoleum or vinyl tile provides a safe and comfortable environment for infants and toddlers.

Windows

Placing windows at children's eye level allows for views to the outside.

Furniture

Low padded grab bars help infants pull themselves up to a standing position. Toddlers are developing their large muscle coordination and require space for tumbling, climbing and dancing, as well as exploratory activities such as sand and/or water play, and quiet areas for reading and story time, music and listening activities. Toddlers also require appropriately sized furniture such as tables and chairs.

Sleep Area:

Infants

Sleep areas are not measured, however the space should be large enough for all of the children to sleep at the same time if they need to, while providing space to move around between each of the mats/cribs.

The sleep area is required to be located away from the main activity area, and best practice considerations include a ventilated space with natural lighting, as well as the ability to supervise visually and acoustically (be able to see and hear the children).

Cribs/mats

Any equipment used for sleeping should be appropriate for the size, age and development of the children using it.

The Government of Canada publication *"Is your child safe? Sleep Time"* provides valuable information on sleep products and accessories.

<https://www.canada.ca/en/health-canada/services/consumer-product-safety/reports-publications/consumer-education/your-child-safe/sleep-time.html>



Eating Area:

Infants It is recommended that the eating area includes space where adults can sit with a child for bottle feeding, as well as low tables/chairs provided for infants to sit and take food from a spoon or begin to feed themselves.

Toddlers Toddlers generally are able to feed themselves and do well at low tables and chairs.



Support Areas:

Storage *Clothing & Diapers:* Each child will potentially require space to store clothing, diapers, creams, lotions, and blankets.

Food: Food storage must be in good working order, and at a temperature of 4 degrees Celsius or below. Cupboard space is also necessary to store dry foods, and other items that do not require refrigeration.

Strollers: Families may need storage for strollers and/or car seats during the day. In addition facilities often use double or triple strollers to take the children on walks in the community, and will require storage that is large enough to accommodate these. If elevators are being used they should be large enough to accommodate the double or triple strollers.

Sleep Mats and bedding: Facilities may need storage for extra mats/cribs, and children's bedding.

Foyer The foyer is often the space where children and parents sit to change into indoor clothes and shoes when arriving at the facility, or to get dressed when leaving the facility. Consider the seating and storage space when designing this area.

Common Design Considerations: Children 30 months to school age, and Preschool

Main Activity Area:

The play areas should be designed so that a wide variety of activities can take place, often at the same time. Children in this age group need to be able to engage in social interactions, and also enjoy working with small toys such as Lego or puzzles. A mixture of tables and chairs, and open floor space would meet the needs of the group.

Adaptable play areas that can be used as open space for group games, dance or other large muscle activities, and also for small group activities, work well.

Sleep Area:

While not all preschool age children sleep, a sleeping area that can be separated from the main play areas is encouraged. The sleep area may serve as one of the play areas during the day however the design or layout should allow for both the children who want to rest, while accommodating the non-sleepers.

Eating Area:

Children will typically have two snacks and one lunch during the day. The tables and chairs should be located close to the food preparation/ kitchen area and as far away from the bathroom areas as possible. Flooring in the eating area should be durable and washable.

Support Areas:

Storage

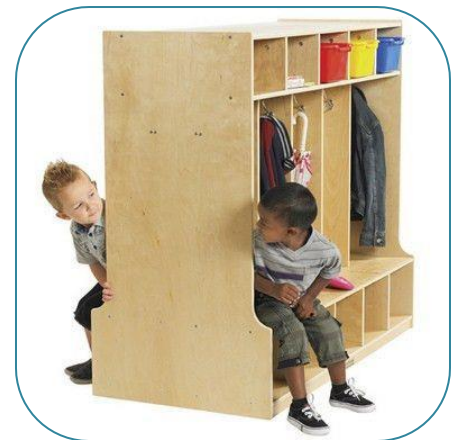
Clothing: Each child will potentially require space to store spare clothing.

Food: Food storage must be in good working order, and at a temperature of 4 degrees Celsius or below. Cupboard space is also necessary to store dry foods, and other items that do not require refrigeration.

Sleep Mats and bedding: Ergonomic storage for mats/cots is important if the equipment will be moved in and out of the activity space daily. Facilities may need storage for children's bedding to accommodate full-time and part-time children.

Cubbies

The location of the cubby area is important as this is the area where families gather and help children to dress. The size of the facility should be taken into account so that the cubby area is large enough to allow for adults and children to use the space at the same time. Providing seating for children to change their foot wear encourages self-help skills, and placing the cubby area near an exit or access for children to the outdoor play area will help to make the transition to and from outdoor time smoother. The size of the cubbies should meet the age and developmental needs of the children, and promote health and safety practices.



Common Design Considerations: Adult Spaces

- Storage** Adults require space to store personal belongings as well as to hang clothing such as coats, and keep spare shoes.
- Bathroom** Ideally staff should have access to an adult bathroom to allow for privacy.
- Staff room** It is important to give careful consideration to providing an allocated space for meal and rest breaks.

Also consider if there is space available for the following:

- Secure storage of records for children and staff.
- Secure storage of administrative records.
- Working space for administrative tasks such as report writing, bookkeeping.
- Access to a photocopier, computer, and phone.
- Private meetings with staff, families and other individuals.



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.



Window, deck and balcony safety

<https://www.vch.ca/en/press-release/warm-weather-ahead-brings-window-safety-warning-doctors-paramedics>

Every year, paramedics respond to medical emergencies involving young children with injuries related to falls from a window or balcony. Children are especially vulnerable to falls because they are curious, they love to climb and often don't recognize when they are putting themselves at risk. Even small children are capable of pushing open an unlocked window, and toddlers, who have a higher centre of gravity, can easily fall headfirst through a window screen if they lean against it. It is important to not underestimate a child's mobility - children begin climbing before they can walk.

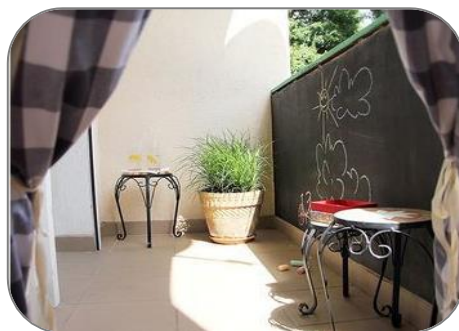
A few simple actions can make your space more secure for children, and prevent devastating falls from windows and decks.



Consider installing window and door safety locks which limit how wide windows and doors can open. Children can fit through spaces as small as 12 cm (five inches) wide. *Note – if you install safety locks ensure there is a safe release option in case of emergency.*



Be aware that window screens will not prevent children from falling through – they keep bugs out, not children in.



Move furniture or planters away from the edges of the balcony or deck as children can use these to climb on. Never leave children unattended on balconies or decks.

Outdoor Play Areas

Requirements:

Child Care Licensing Regulation,

http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section16

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/332_2007#ScheduleG

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.

http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/active_play_june_2016.pdf

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.

Sliding



Benefits:

Slides promote balance and coordination, and increase stretching and flexibility.

Considerations:

- A slide embedded in a hill provides children with an opportunity to climb but with less chance of falling.
- Slides should be longer than the body length of the children to allow for skill development.

Swinging and spinning



Benefits:

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.

Considerations:

- A saucer swing can accommodate more than one child at a time.
- A rope swing allows for both swinging and hanging upside down.



Crawling, crouching and quiet spaces



Benefits:

Crawling or crouching encourages flexibility and bilateral coordination (using both sides of the body at the same time)

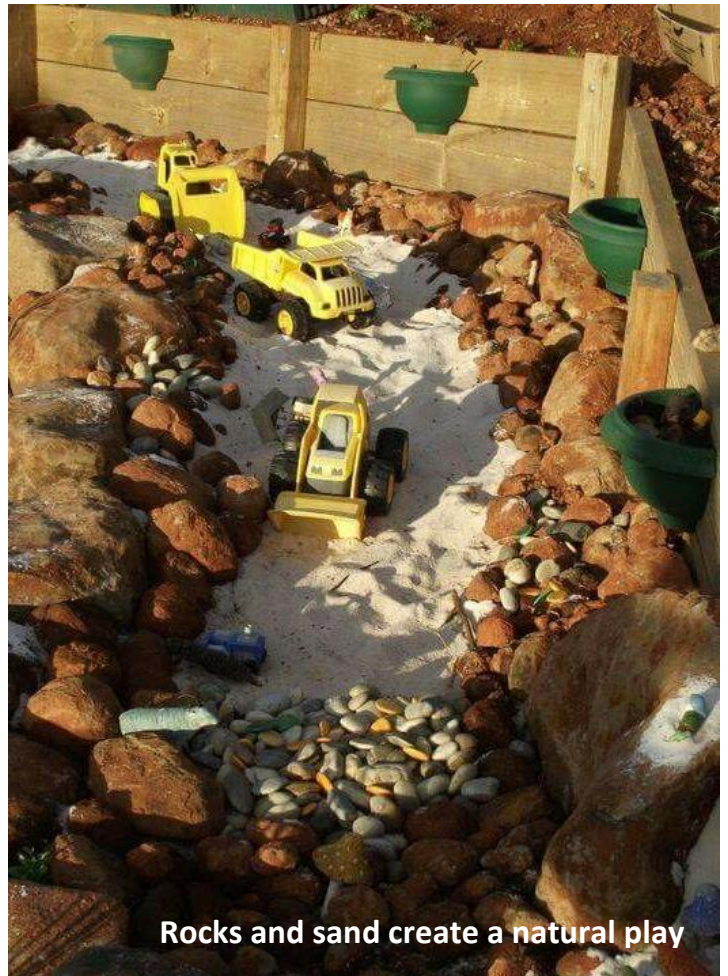
Considerations:

- 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



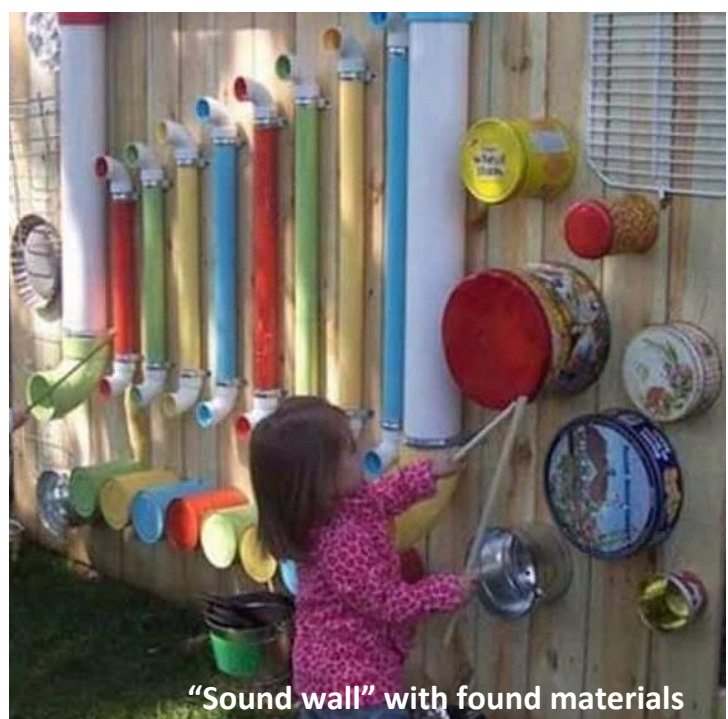
Natural "housekeeping" area



Rocks and sand create a natural play



DIY car track



"Sound wall" with found materials

Natural sandboxes



Benefits:

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'!

Balancing



Benefits:

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.

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



Benefits:

Climbing helps children 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



Benefits:

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



Benefits:

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.

Consideration:

Wagons for pushing and pulling, wheelbarrows for transporting items outside

Using loose parts to enhance your outdoor space

Loose parts such as tree stumps, planks, pipes, cardboard boxes and pool noodles are inexpensive ways to enhance a backyard and provide opportunities for creative play.



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 infants, toddlers, preschoolers and school-age children).
- Is the equipment suitable for the age group of the program?
 - Equipment for toddlers is no more than 0.9 meters (three feet) in height.
 - Equipment for preschool children is no more than 1.5 meters (5 feet) in height.
 - 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

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 detailed plan outlining how you will ensure the health, safety and well-being of children, and meet legislative requirements. The *Child Care Licensing Regulation, Schedule B (6), (7), and (8)* contains information on what will need to be submitted to your Licensing Officer.

http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#ScheduleB



CCLR 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.

Suggestions for information to include in your plan:

The site 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 access the children will use to travel to and from the away play area, eg sidewalks, fenced pathways, plus traffic flow during the time children will be using the away play area.
- How will the children get there – walking, strollers, wagon etc
- Posted speed limits on routes traveled by children and the existence of cross walks, traffic signals and intersections.
- The location of and type of play equipment available to the children.
- The location of, and purpose for, other buildings in the play area including washroom facilities.
- Enclosures, if any, and a description of the type of enclosure.
- The exact location within the away play area that will be used by the children.
- Are there bathrooms available for the children to use while at the play area?

The use pattern

- 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).
- If the proposed away play area is located on school grounds, a traffic pattern that identifies times when traffic will be concentrated in the area. (eg drop off and pick up times).

The supervision/safety plan

- 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.

The program plan

- The number of times during the day children will access the away play area.
- How you intend to meet the intent of Schedule G during the time children spend at the away play area.
- The staffing and supervision plan for while the children are at the away play area
- Any community services that will be used, including pools or recreation centres.
- An alternative area that will be used by the children when weather conditions would make it unreasonable to use the away play area.

Parent Information

- 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.

Permission

- Written documentation allowing the away play area to be used by child care program (if applicable).

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.

The Licensing Process

Documents are submitted to Licensing

- A completed *Application for Licence* form
- A detailed description of the care program to be offered *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)*

Please note: Submitting an incomplete application will delay the process.



A Licensing Officer will contact you to confirm receipt of your application and to let you know if any documents are missing or require revising.

Once all of the documents are complete the Licensing Officer will contact you to discuss next steps, including the 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.

At the Initial Inspection the Licensing Officer will discuss the proposed 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 other 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, working on CCFL paperwork, and preparing for your final inspection.

The Initial Inspection



As mentioned on the previous page, a Licensing officer will contact you to discuss next steps (including your initial inspection). It is important to note that your initial inspection may not take place for a few weeks.

Even if you are building a new licensed premise a Licensing Officer may still conduct an initial inspection to ensure that there are no environmental concerns that might affect your application.

At the Initial Inspection the Licensing Officer will look at the indoor and outdoor space and discuss your plans for any renovations. Based on the floor plans you have submitted and the walk-through of the proposed space, Licensing may also discuss an estimate of the potential licensed capacity, however the actual capacity is calculated at the final inspection once all building/renovations have been completed.

CCFL Paperwork

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

Employee Plan

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*

Templates for many of the documents referred to above can be provided to you.

Policies

Policies and procedures are in place to 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**
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section22
- **Behavioural Guidance**
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section51
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section52
- **Safe Release of Children**
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section57
- **Care and Supervision of Children**
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section39
- **Food and Drink to be given to the Children**
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section48
- **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
- **Repayment Agreement**
http://www.bclaws.ca/civix/document/id/complete/statreg/332_2007#section56.1
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 Policy [CCLR 56 (1) (c)]

Emergencies such as a fire, gas leak, flood, severe storm or earthquake, could happen at any time, and the **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 Policy [CCLR 51 (1) (a)]

The **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 Policy [CCLR 56 (1) (a)]

The **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 Policy [CCLR 56 (1) (d)]

The **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
- Nap time
- Meal time (including bottle feeding if applicable)
- Toileting
- Diaper changing
- 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 Policy [CCLR 56 (1) (e)]

The 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 Policy [DOLSOP Active Play]

The **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 [CCLR 56.1 (2)]

The **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 hiring a Manager:

When a Licensee hires a Manager, it is their responsibility to ensure that the new Manager meets the legislative requirements. Please note that the proposed Manager may be asked to submit the following:

- Assessment of Suitability *(if requested by the Licensing Officer)*
- Open Book Quiz *(if requested by the Licensing Officer)*

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.

Staffing - General

As mentioned earlier all applicants are required to submit an employee plan. It is recommended that this 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

Each type of care program requires specific staff qualifications...

Staff type	Qualifications	Where they typically work
Responsible Adult	Qualified to act as a responsible adult under Section 29 of the CCLR	<ul style="list-style-type: none"> – Group Child Care, School Age – Family Child Care – Occasional Child Care – Childminding
ECE Assistant	Holds an early childhood educator assistant certificate	<ul style="list-style-type: none"> – Group Child Care, Under 36 months – Group Child Care, 30 months to school age – Preschool – Multi-Age Child Care – In-Home Multi-Age Child Care
ECE	Holds a certificate, other than an assistant	
I/T, SN Educator	Has successfully completed a special needs early childhood educator training program or an infant and toddler educator training program	

To be kept on file at the facility:

The licensee is required to maintain staff records at the facility. Once you are licensed 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
- Verification of ECE or ECEA certificate
- Evidence that the staff have complied with the Province's immunization program (and tuberculosis control program if applicable).

For more information about character and skill requirements please see the Child Care Licensing Regulation, Section 19:
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/332_2007#section19

The Final Inspection

Once all CCFL and municipal 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.



The physical space which 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.

Any required administrative records such as policies and procedures, program plan, children's records, staff records (if applicable).

At your final inspection your facility should be completely set up, and ready to receive children. Even if all of the municipal approvals have been received, please do not contact Licensing to arrange your final inspection unless your facility is completely set up, and ready to receive children...

Frequently Asked Questions (FAQ's)

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 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/space-creation-funding/start-up-grants>

Do you still have questions?



If you have general questions you are welcome to email our REACH Intake Team at REACHccfl@vch.ca.

To help support you we also offer online orientation sessions which we strongly encourage you to attend. Please contact one of the Licensing offices below for registration information.

North Shore Office:
604-983-6700

Richmond Office:
604-233-3147

Vancouver Office:
604-675-3800