

WISHING WELL PRESCHOOL AND CHILD CARE

Family Policy Supplement



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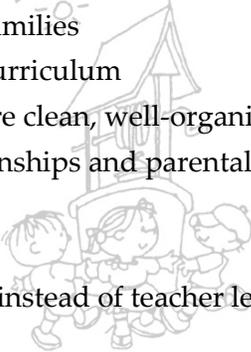
Program Philosophy

Building a better community one child at a time.

Our goal is to provide children with a program that focuses on developmentally appropriate learning experiences by providing each child with the guidance and materials needed to learn and grow. We recognize that children learn best through play, so our program revolves around an emergent curriculum style. The purpose of childcare is to help parents develop a confident and secure child by providing developmentally appropriate curriculum that focuses on physical, mental, social, creative, and emotional development.

We define quality care by:

- Establishing strong bonds and respect between caregiver and child
- Efficient communication with families
- Developmentally appropriate curriculum
- Classroom environments that are clean, well-organized, and constantly changing
- Strong family / caregiver relationships and parental involvement creating a support network for families
- An educated, experienced staff
- Programing that is child based, instead of teacher led



Goals for children:

- Encourage confidence and build self-esteem
- Nurture each child's emotional, physical, cognitive, creative, and social growth
- Encourage a natural curiosity about the world around us to instill a love for learning
- Develop a sense of empathy for others
- Prepare children for kindergarten and elementary school

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Hours of Operation
Monday – Friday
6:30 AM – 5:30 PM
January – December
Licensed Capacity: 88 Children
Federal Tax ID # 74-3190641

HFS. 46 “Licensing Rules for Group Child Care Centers” and a parent handbook are available to each parent. They are located in the front entrance near the office. “Your Guide to Licensed Child Care”, a pamphlet provided to you at your initial visit, provides a summary of these rules. Wishing Well Preschool and Child Care is licensed through the Department of Children and Families

June 2021

Accreditation – Association for Early Learning Leaders

Wishing Well Preschool is a participant of the YoungStar Program. We are a national accredited childcare center receiving a 5-star rating.

As an accredited center, Wishing Well Preschool has been recognized as an early care and education program exemplifying excellence in the care of young children. By achieving accreditation Wishing Well provides a high-quality program for children, professional development opportunities for staff, and an environment for children that is conducive to their individual growth and development that exceeds licensing requirements.

The accreditation process included a self-study process in which administrators, staff, and parents evaluated the program in accordance with Accreditation Standards. After the self-study process was complete, an onsite observation was conducted at Wishing Well Preschool by an early childhood professional. Based on the information collected, Wishing Well Preschool was awarded accreditation through the National Accreditation Commission for Early Care and Education. We are all proud of achieving this level of excellence.

The National Accreditation Commission for Early Care and Education Programs is sponsored by the Association for Early Learning Leaders, a national leader among associations serving childcare owners, directors, and administrators. The organization’s goal is to strengthen and enhance the skills and knowledge of leaders in the field of early childcare and education by providing membership services and benefits. For more information, please visit www.earlylearningleaders.org.

Closings due to Inclement Weather

During inclement weather months, we remain open whenever possible. However, if the DeForest Area School District (DASD) posts a closing (including an early release because of bad weather), Wishing Well Preschool will post the same closing and will follow the same closing time as the public schools. This is any inclement weather closing that is determined to be unsafe by the DASD meaning snow and wind chill warnings.

We will use the television station CBS-Channel 3 for a listing of public-school closings including their website. Wishing Well Preschool will not publicly make a separate announcement but will post the information on Brightwheel. The decision regarding Wishing Well Preschool’s closing for inclement weather is at the discretion of the Administrator when the DASD is not in session. Wishing Well Preschool will not open late due to public school delays; only follow school closings and early release because of inclement weather.

What to Bring to Wishing Well Preschool

Infants: Blanket, multiple changes of clothes, bottles, diapers, ointment powders, security items, family photo

Toddlers: Blanket, change of clothes, diapers, ointment, and powders, sleeping bag, bug repellent, security items, family photo

Pre-School: Change of clothes, sleeping bag, backpack, bug repellent, family photo

All items brought from home should be labeled with your child's name. Wishing Well Preschool provides wipes, formula, rice cereal and baby food. If parents choose to use a brand other than those provided by Wishing Well Preschool, it shall be provided by them with no reduction in tuition fees.

Wishing Well Preschool requires you to take your child's sleeping bag and blanket home each Friday to be washed, or more frequently if soiled. (Failure to do so may result in a laundering fee added to your account.) Crib sheets are provided and laundered each week. Soiled clothing is sent home with parents and immediate replacement of extra clothes is required. If your child does not have extra clothes or runs out of diapers, you will be contacted to bring them in within an hours' notice.

On occasion, your child's teacher may provide an opportunity to bring in an item from home for Sharing Day. Wishing Well Preschool has more than an adequate supply of dolls, trucks, books, and other toys for the children to use daily. It is not recommended children bring similar toys or valuable belongings from home. Wishing Well Preschool assumes no responsibility for lost or damaged items.



During the summer months, Wishing Well 2.0 provides sunscreen for all children unless your child needs a specific brand due to health needs. In this situation, you will need to provide sunscreen for your child. The staff will apply sunscreen to all children under the age of seven prior to outdoor play unless otherwise directed by parents. Children seven year of age or older will be allowed to apply their own sunscreen under the supervision of a childcare teacher. Written authorization by the parent and instructions for applying the sunscreen are required.

Curriculum

Our primary goal is for children to feel safe and secure. Prior to being independent, a child must know that he or she can depend on adults and a predictable environment. Children are treated with respect and kindness. We recognize that children develop at different rates and have different interests. Small group sizes and appropriate teacher-child ratios allow for meeting the individual needs of each child.

Wishing Well Preschool uses an Emergent Curriculum that supports our active learners. This way of planning curriculum that is based on the children's interest and passion at a certain point in time.

Children thrive and learn best when their interests are captured. Learning occurs naturally. Planning emergent curriculum requires observation, documentation, creative brainstorming, flexibility, and patience on the part of the Early Childhood Teacher. Emergent Curriculum is child-directed and teacher facilitated approach to learning. Using emerging interests of the children, teachers plan multiple ways for the children to study the topic of interest. This way of planning responds to children’s interests to create a more meaningful learning experience. Emergent curriculum involves the whole child, meaning the social, emotional, cognitive, and physical realms of development and learning.

We implement developmentally appropriate practices (DAP) into our daily routine and planning. This teaching philosophy is based in research and sound developmental theory about how kids learn and grow from such scholars as John Dewey, Jean Piaget, and Eric Erickson. Essentially, it is respecting children as individuals, childhood as valuable and valid, and learning as part of a larger developmental process. Using DAP means we approach environments and experiences with an awareness and appreciation of where kids are developmentally and how they are wired to learn and progress in a healthy way as a whole child.



As part of our curriculum, each child will develop a portfolio which will include different examples of their work while with us. The portfolios help the children reflect on their experiences and set goals. The portfolios allow teachers to document children’s growth and development as well as plan and implement our program. We use the portfolio to share valuable information about children’s experiences with you throughout the year.

We value consistency in the care your child receives at Wishing Well. As a result, we strive to provide a stable, nurturing environment by ensuring that each classroom has at least one group lead teacher who is responsible for the primary care of the children enrolled. This teacher’s responsibilities include planning, preparing, and implementing the daily activities in the classroom. In addition, we value the importance of continuity of care for children and therefore all children enrolled remain with the same primary caregiver for at least one year before moving to a new group.

Television and Movie Viewing

Since children benefit more from hands-on experiences, television and movie viewing is used only as a supplement to your child’s learning experience. Materials are limited to those which are appropriate and educational. When media materials are used, alternative activities are available to children. Only movies with a rating of G will be shown to the children five years old and younger.



General Daily Schedule

- Early morning free choice to play with friends
- Morning Snack
- Morning Circle Time
- Group Art Project
- Learning Centers / Small Group Activities
- Large Motor / Outdoor Activities
- Kindergarten Readiness Skills
- Lunch
- Clean up / Quiet Time
- Journal Writing
- Nap Time (Children under five-years-old)
- Afternoon Snack
- Afternoon Group Meeting
- Learning Centers / Group Games
- Music and Movement
- Combined Groups / Outside Time

Parents will find a daily schedule posted in their child’s classroom, particular to that group’s needs. Although each classroom’s daily schedule varies, activities alternate between quiet and active, small and large group experiences.

The daily schedule may include play in a prepared environment which includes opportunities for children to choose activities such as blocks, dramatic play, science, games, puzzles, art, water and sand play, listening center, and cognitive skill activity. Group activities such as stories, music, creative dramatics, discussion, and large motor activities are incorporated into their day as well. Additional activities include outdoor play, field trips, and walks near the center.

Please note, the State of Wisconsin DCF requires children be offered something to eat every three hours they are in our care. In addition, a child who is in our care for more than four hours a day and is younger than 5 years of age shall have a quiet rest time per DCF. A child who has not fallen asleep after 30 minutes of quiet rest or who awakens will continue quiet time using equipment or activities which will not disturb other children who are napping.

Television and movies will not be used in place of outdoor and large muscle activity when inclement weather occurs. On days children are unable to go outdoors, staff is required to include alternate large motor activities in their daily schedule.

Wisconsin Model Early Learning Standards

The Wisconsin Model Early Learning Standards (WMELS) specify developmental expectations for children from birth through entrance to first grade. The standards reflect attention to all the domains of a child’s learning and development. The domains include: Health and Physical Development; Social and

Emotional Development; Language Development and Communication; Approaches to Learning; Cognition and General Knowledge. Each domain includes developmental expectations, program standards, performance standards and developmental continuum. Samples of children’s behavior and adult strategies are also provided.

Our teachers have been trained on how to effectively implement WMELS as a means to develop goals and plan activities for the children in their care through the use of the teaching cycle. The teaching cycle includes:

1. Ongoing Assessment - what does your child know, what can they do;
2. Planning and Curriculum Goals – setting goals for your child and planning activities and materials to support learning around those goals;
3. Implementation – teaching through play and interactions with materials and people.

The teaching cycle is used by teachers in your child’s 4K program everyday as an ongoing process.

These standards provide a framework of developmentally appropriate expectations for young children that can guide their work in creating, evaluating, and improving the conditions necessary for children’s optimal development. As a result, children will have more opportunities for positive development and learning in the classroom setting and beyond.

Infant and Toddler Daily Activities

The Infant and Toddler Programs at Wishing Well Preschool strive to meet the ever-changing developmental needs of these young children. In addition to providing a clean, safe, and nurturing environment, the teachers have been trained to stimulate your child’s intellectual and physical development through various developmentally appropriate activities which focus on large and fine motor skills, language development, self-expression, and social interaction.



A consistent routine provides a balance of activities designed to meet individual needs and foster the physical, cognitive, social and emotional growth of infants and toddlers. Play activities, basic routines, and transitions provide opportunities for learning and growing throughout the day. Your child’s day will include music and movement through musical instruments, children’s music, singing, and noise making toys. Language development is reinforced with interaction with adults, board books and picture cards. Arts and exploration are encouraged with finger-paints, mirrored walls and photo books. Gross motor play is achieved through activity walkers, climbing gyms and push / pull toys. Stacking blocks, clutch balls and scarves develop fine motor and self-help skills. Stuffed animals, dolls and soft activity mats provide an opportunity for quiet play.

Caregivers provide and watch over the use of materials which stimulate the senses and interests of the children. Teachers meet individual needs of the children with a flexible schedule and a variety of play activities. They tune into routine needs, but also recognize the need for a balance of quiet and active experiences. Nurturing and responsive caregivers promote the development of mutual respect between children and adults. As your child learns to trust the adults who provide for their physical, psychological, and emotional needs, he / she will be able to develop their own sense of self-esteem and self-worth.

Our classrooms are child-friendly with child-sized chairs, tables, and equipment. Toys and learning areas are carefully arranged with low shelves so children can easily help him or herself to the materials and help put them away as well. Equipment is monitored on an on-going basis to ensure proper working order. Broken or unsafe equipment is always taken out of service immediately to be repaired or replaced.

Infant and Toddler Daily Care Routines

Infants often set their own schedules regarding eating and sleeping schedules. As a result, each infant will be fed according to the child's own feeding schedule. Teachers will utilize the individualized written schedule obtained from the parents at admission keeping in mind that no child may go more than three hours without being offered nourishment while in our care. This form is to be revised every three months or more frequently if it is warranted.



For infants twelve month of age or younger, Wishing Well Preschool provides an iron fortified infant formula which is mixed according to the manufacturer's directions. If a parent chooses to use an alternate brand of formula or breast milk, it must be provided by the parent. Parents are required to provide bottles and nipples used at Wishing Well Preschool. The bottles may remain at school as the teachers will wash and sanitize them between each use. Bottles will be heated under warm water when necessary. Staff will discard left over milk or formula after each feeding.

Children who are unable to hold a bottle will be held whenever a bottle is given; however, infants who show a preference for holding their own bottles may do so. Older infants will be fed in a highchair. Parents need to inform their child's teacher when baby food and solid foods are to be introduced to their child at mealtime. Infants over 12 months of age will be provided with Grade A pasteurized vitamin D milk. Another type of milk or milk substitute may be provided if written directions are provided by the child's physician. Toddlers will follow the group schedule for meals and snacks, but teachers will also accommodate individual needs and schedules.

Naptime is scheduled to suit the individual needs of each child. Each child has their own designated crib, cot, or sleeping bag separated from others and in a quiet area of the classroom. Caregivers are

there to help provide a peaceful nap time and are trained to handle any potential problems which may arise. Our staff is trained in Sudden Infant Death Syndrome (SIDS) reduction and Shaken Baby Syndrome (SBS) upon hire per DCF bureau of licensing requirements.

Unless advised by a physician, all infants are placed in their crib on their back to sleep. All precautionary measures recommended by DCF are adhered to by all staff that cares for infants less than twelve months of age. Babies need to sleep on a firm mattress, and they will not be put on fluffy blankets, pillows, or other soft surfaces for sleeping purposes. Stuffed toys will not be allowed in cribs. The brochure “Back to Sleep: Reducing the Risk of Sudden Infant Death Syndrome” and information regarding SBS is provided to all families of children less than one year of age.

The temperature will be kept moderate in the classroom. Air conditioning is provided during warm summer months. Wishing Well Preschool is a smoke free environment.

Diapering & Toileting of Children

Children’s wet or soiled diapers will be changed at least every two hours, or as needed. Soft, absorbent, disposable towels shall be used for cleaning the child. Staff members will wear gloves when changing soiled diapers. Diaper changing surfaces will be cleaned with soap and water and then disinfected with an approved solution after each use. Disposable diapers will be placed in a plastic lined, covered container and disposed of frequently throughout the day.

Care givers will wash their hands with soap and running water before and after each diapering or assistance with toilet routines. If requested of the staff, parent supplied lotions, powders, or salves will be applied to an infant or toddler during diapering. After diapering or toileting, children’s hands will be washed with soap and water. Toilet training will be initiated when a child is ready. Consultation between the child’s parent(s) and teachers will be conducted prior to any toilet training.

Please note that due to licensing regulations we are not allowed to rinse soiled cloth diapers or underwear. Teachers will attempt to dispose of any excess and then the soiled item will be placed in a plastic bag to be laundered at home. Please talk to your child’s teacher to work out an acceptable accommodation.

Pre-School Program

Our goal is to provide developmentally appropriate opportunities throughout the day based on your child’s individual needs. We strive to develop the foundations for future academic learning, wholesome social relationships, and emotional health.

Through instruction based on Developmentally Appropriate Practices, your child will be introduced to a wide variety of learning opportunities. Your child's day will include many active learning experiences. Children will explore their world through hands on activities such as cooking, science experiments, learning centers and field trips. Teachers will use a variety of teaching styles to teach the same concept or skill, thus meeting the learning needs of all the children in the classroom. Our classrooms display a balance between teacher-directed and child-directed activities. Integrated curriculum based on children's interests and abilities allows children to investigate areas of interest from multiple perspectives.



Learning centers create the foundation of our preschool classrooms and include blocks, art, science and sensorial, home living, reading and small motor development. These independent areas are designed to engage the children in open-ended exploration where they can develop cooperative learning, social interaction, real-life problem solving, and autonomous learning. Your child's day is designed to provide a wide range of activities alternating between quiet and active, indoor and outdoor, yet provide the comfort and securities of a familiar routine. Weekly lesson plans are posted on the Parent Board in your child's classroom and individual copies are available by request.

During the spring and summer months, the children will help prepare our summer garden. Children will have the opportunity to plant seeds, watch them grow, and harvest what they have grown. Children can learn where their food comes from and what it takes to grow it from a seed. Gardening can instill important qualities in young children such as responsibility, teamwork, and problem solving. By cultivating their curiosity about these things, we can help them develop a love of nature and gardening.

Nutrition Policy

Wishing Well Preschool provides your child with nutritious meals prepared by a full-time nutrition coordinator. Breakfast, lunch, and afternoon snack are provided each day to all children in attendance during mealtime. Seasonal menus meeting CACFP guidelines are posted on the bulletin board in your child's classroom. In the event a change needs to be made to the menu, it will be noted on the menu located near the kitchen. Individual copies of the menu are available to parents upon request.

All children who attend Wishing Well Preschool participate in the Child and Adult Care Food Program (CACFP). The CACFP is a federal program of the Food Nutrition Services, United States Department of Agriculture (USDA). This program gives financial assistance to licensed childcare institutions to provide nutritious meals. In Wisconsin, the Department of Public Instruction administers the CACFP.

The primary goal of the CACFP is to improve the diet of children twelve years of age and younger. The CACFP reimbursement helps to offset food costs, so caregivers are better able to furnish high-quality, nutritious meals, and snacks to infants and children in their care. In addition, Wishing Well Preschool

provides one brand of iron-fortified formula (two types), rice cereal and jar food. Table foods will be offered to infants once the parent finds they are developmentally ready. Parents do not need to accept the foods we provide; however, you will be responsible to provide foods that meet the requirements of the CACFP. Parents of infants may select the center provided iron-fortified formula or may opt to provide their own breast milk / formula. Written instructions are required for all infants regarding hours of feeding and quantity of food with an Infant and Toddler Intake Form. This will ensure the routine set by parents at home will be continued while in our care.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA



Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027), found online at: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-cust.html>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Children will be seated at child-sized tables and chairs for lunch and snack. Teachers will join the children to promote good table manners, sanitary habits, conversation, and social skills, and to supervise the children. Each child should decide how much to eat. A child does not have to finish all the food on the plate or drink all the liquid in the cup or bottle. Keep in mind children may eat a different amount of food each day. Food may never be withheld from a child as a form of discipline.

On occasion, we may request you to provide a sack lunch for your child. Sack lunches should only be provided when requested by the teacher, not because of a “picky eater”. We ask you to please follow a nutritious meal pattern when packing a sack lunch. Guidelines can be found in **Appendix A** of this handbook. If this poses a hardship for your family, please speak directly with the administration to make arrangements for your child’s lunch.

If your child has special dietary needs or a food allergy, we require the information be provided on the Health History and Emergency Care Plan form to be shared with your child’s teacher, the Nutrition Coordinator, and the administration. Please discuss substitution options with the center director to ensure compliance with CACFP. A physician’s written authorization is required for requested diets which do not meet the nutritional requirements of the USDA and state childcare licensing regulations.

You may bring in a special treat for birthdays or special days to share with the class during snack time. Please consult with your child’s teacher before bringing the treat to school, as there may be children in attendance with food allergies. They can also ensure there is no more than one celebration per day and let you know how many children will be in attendance on the day chosen.

Appendix A

Child Meal Pattern

Lunch and Supper

(Select all five components for complete meal)

Food Components and Food Items	Ages 1 – 2	Ages 3 – 5	Ages 6 – 12
Fluid Milk	4 fluid ounces	6 fluid ounces	8 fluid ounces
Meat / Meat Alternatives			
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces
Tofu, soy product, or alternate protein products	1 ounce	1 ½ ounce	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces
Large egg	½ egg	¾ egg	1 egg
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup
Peanut butter or soy nut butter, or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp
Yogurt, plain or flavored	4 ounces	6 ounces	8 ounces
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds			
Vegetables	1/8 cup	¼ cup	½ cup
Fruits	1/8 cup	¼ cup	½ cup
Grains			
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice
Whole grain-rich biscuit, roll or muffin	½ service	½ serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal, and/or pasta	¼ cup	¼ cup	½ cup