

Building a Partnership: You and Your Child's Caregiver



...for Children

the region's leading resource
in early education and care

About 4C for Children

4C for Children, the pioneering leader, advocate and resource for early childhood education and care in this region since 1972, serves 23 counties from offices in Cincinnati, Dayton (Ohio) and Newport (Kentucky).

Each year this not-for-profit agency...

- assists over 8,000 families of all income levels in finding and choosing quality child care;
- enrolls over 20,000 child care providers in its workshops and trainings;
- works to increase the supply of high-quality early education and care in the region; and
- advocates for children and families at the local, state and federal levels.

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Table of Contents

	Page
An Introduction	1
Hallelujah! I've Found Child Care	2
Get Closer to Your Child's Caregiver	3
Team Up With Your Caregiver	5
Sample Family Child Care Forms:	7
▶ Sample Contract 1	8
▶ Family Child Care Fact Sheet – Sample Contract 2	12
▶ Request to Administer Medication	13
▶ Health and Emergency Information	14
▶ Field Trip Notification and Permission Form	16
▶ All About My Day	17

An Introduction

Congratulations, you've found child care! You've spent many hours interviewing, visiting, and evaluating child care providers, and have finally made your choice.

As care begins, you may still have questions and concerns. For example, how do you and your child establish a strong relationship with this new person in your lives? And what about all those business aspects that could cause some problems?

The goal of this packet is to generate ideas of how to build and maintain a strong partnership. Research indicates that stability of care is best for children, so it's important to respect and value this person who's spending important hours with your child.

Sample family child care forms have also been included that may be helpful to both you and your child care provider to better understand each other's expectations.

Remember, finding a child care provider that meets your expectations and values is no easy task, but you've done it! Time and effort directed at strengthening the partnership between you and the person who cares for your child can produce a long-lasting and satisfying child care setting—one that's best for your child!

For more information about building positive relationships with your caregiver, contact:

Child Care Aware: www.childcareaware.org, 1-800-424-2246

National Network for Child Care: www.nccc.org

National Association for the Education of Young Children (NAEYC): www.naeyc.org, 1-800-424-2460.



Hallelujah! I've Found Child Care: How Do I Know It's Working Out?

How to Work Out Problems Between You And Your Child Care Providers

The most important thing you, as a parent, can do to deal with problems that may arise with your caregiver is to work on establishing and maintaining a good relationship. Anticipating and preparing for problems before they happen can help. A few suggestions:

- Keep your side of the contract. Pay on time, supply things you agreed to provide. Don't add extra responsibilities without discussing them first.
- Talk things over. A short talk each day may be all you need. You may want to talk about your child's stage of development and what his or her needs are at this stage. You might also want to mention anything that has happened in your family's life that may affect your child.
- Consider the caregiver's feelings. Show the caregiver you appreciate what she is doing.
- Participate any way you can. Getting involved in your child's day care can make both you and your child happier. You may feel you can't do much if you work all day, but there are ways. Suggest activity ideas for the children to your provider. Get together with other parents to help plan ways to support the program. Ask your child's caregiver in what other ways you might participate or contribute to the program.

If you feel the caregiver demands more from your child than your child can do at this stage of development:

- Talk with the caregiver about what children your child's age can and cannot do.
- Focus on your child's rhythm and style and explain that you want your child to move at a more comfortable pace.

If communication breaks down between you and your child's caregiver:

- Set up a specific time with her.
- Make a list of questions to ask ahead of time.
- If it is a serious disagreement, take time to cool down before bringing up the problem.
- Stick to the specific problems you are discussing.

If your caregiver and you do not agree on the caregiver's child care methods:

- Separate those you can accept from those you cannot, and discuss these differences with her.
- State how you would like things done and reasons for it. Listen to her reasons.

If you find out your caregiver's home situation has undergone a change that affects your child:

- Explain to the caregiver that you are aware of the new situation and that you feel your child has been affected by it.
- Find out how long the situation will last and decide if your child can remain there until it is over.
- Tell the caregiver how important it is for you to know about anything that affects your child and ask that she keep you informed of this information.

If your child begins to forget his toilet training:

- Find out how the caregiver handles the children's toilet needs.
- Make sure your child understands when and how he can use the facilities.
- Don't get too upset! Young children sometimes forget to go to the bathroom.
- See if there are reasons for your child to be unhappy or disturbed. Discuss these with the caregiver and decide on ways to overcome them.

If your child develops habits you don't like:

- Talk to the caregiver and your child about the problem. See if you can find out what is causing the new habit and what can be changed.
- Work with your child to help him choose better behavior. Encourage the new behavior and ask the caregiver to do the same.
- Remember that children change and develop new habits and ideas over time regardless of where they are.

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Get Close to Your Child's Caregiver

Your relationship with her will be reflected in her bond with your youngster

By Nancy Balaban

"I have a nice, warm feeling toward Marcia, the woman who's in charge of the family day care home where my son goes. Even though I may not tell her personal things, she seems like a real friend. I know our friendship rubs off on my son and makes him feel safe," a mother recently told me. She's right to believe her son benefits from her closeness to his caregiver. Nothing makes a child feel quite as secure as knowing that his parents and the person who cares for him during the week respect and like each other.

If you haven't already built this kind of partnership, you will probably want to make the little extra effort it takes. The rewards for your youngster will make your thoughtfulness worthwhile. Here are nine simple ways to get started.

1. **It's the little things that count.** Nobody likes to be taken for granted. So don't forget ordinary courtesies like always greeting your child's teacher in the morning when you drop him off and at night when you pick him up. If you're going to be late, take the time to phone and explain. Offer to pay for overtime if you've tied her up when she should be "off duty." If you stop for coffee in the morning, remember to bring her a cup once in a while. Find out if she likes cream and sugar-- show her you think about her!
2. **Accentuate the positive.** Use the domino theory in reverse. Build up your caregiver--don't knock her down. Let her know you understand that working all day with children can be trying and tiring. This acknowledgment of her dedication will make her feel appreciated, and that feeling will translate into added enjoyment of her job. When she feels happy about her work, her joy will be contagious and your child will have more fun.
3. **Show your interest.** Ask questions that have more zip than the usual "How did Tony behave today?" "I notice that Tony has been trying to sing a song about cats. Can you tell me what it is?" "What kind of block building did he make?" Asking for particular information gives your caregiver a chance to reflect about your child's development. If she didn't notice what your son or daughter did today, she will surely notice tomorrow and that will bring her into closer touch with your child.
4. **Tell her what's going on at home.** Don't hold back family news that may affect your child's behavior. Inform the caregiver about any important emotional signals you receive: "He had a bad dream last night about wild, fighting horses. It kept us all awake for quite a while. Please let me know if he seems upset today." Alerting the teacher will help her be more sensitive to your youngster's needs. Perhaps your child had a fight with his brother at breakfast, or, more seriously your father-in-law was taken to the hospital last night. Such events often trouble youngsters and should be shared. But don't ever discuss them in front of your child; take the caregiver aside and talk confidentially.
5. **Plan to meet and talk.** Make sure that you have a "formal" conference with your child's teacher at least twice a year. Initiate this meeting if she doesn't ask for it. These planned conferences, in addition to your daily contacts, give you and the caregiver a chance to think together about your child's development and offer an opportunity to smooth out any rough spots that exist. Perhaps your daughter has been fearful of one of the other children and you've been reluctant to discuss it--don't wait! Maybe she isn't making friends--bring it up! Consider the conference a "happiness checkup" for your child.

- 6. Be honest about your child's shortcomings.** If there's something your child does or doesn't do that bothers you, tell your caregiver about it. Chances are the behavior will try her patience too. Jessie's whining drives Beth, her mother, wild, but Beth didn't tell the center director about it for fear she wouldn't accept Jessie into the program. Then, after a few weeks, Beth was distressed to find that the teacher shared her annoyance over Jessie's whining.

Being open about the problem in the first place might have prevented this situation--the teachers could have worked with Beth to change Jessie's approach. Do remember that no child is perfect; each one needs some help growing up.

- 7. Be discreet.** If you have a gripe about your caregiver, don't talk about it in front of your child. You could cause him to worry unnecessarily. Though your complaint seems slight to you, it could seem substantial to your young child.

When kids don't understand exactly what an adult means, they make their own sense out of the words they hear. You may have said, "Miss Martin keeps losing things--first it was your sweater and now it's your hat. It drives me crazy!" But your child may have heard, "Miss Martin might lose me, and Mommy will be crazy." Better to air your grievances to a friend, family member or the caregiver--out of your child's hearing.

- 8. Visit frequently.** Drop by the family day care home or center whenever you can. See for yourself how things are going; you'll get a clearer picture of your child's day. If you tell the caregiver that you plan to do this she won't be startled by your unannounced arrival. Brown-bag it once in a while and stay for lunch. Your child will love it--and so will you!

- 9. Show interest in the child care profession.** If you feel comfortable doing it, clip interesting articles about child psychology and development that you happen to come across, and pass them along to your caregiver. This is a bit tricky because she might take the gesture as a criticism of her work. You need to know her very well before offering her this kind of material.

One great resource for excellent articles is *Young Children*, the journal for professional caregivers and teachers put out by the National Association for the Education of Young children (NAEYC). Many of the pieces might interest you as well as your caregiver. Membership in this organization includes the journal. Consider giving it to your caregiver in appreciation of all she does for your family. (Write: NAEYC, 1834 Connecticut Avenue NW, Washington, DC 20009-5786.)

Taking time to practice some of the above suggestions can make all the difference in the world in how your child feels about child care. And the big plus for you is this: A caregiver with whom you have a close relationship is a wonderful addition to your extended family. These days, when grandparents, aunts and uncles can be spread all over the country, that counts for a lot!

Nancy Balaban, EdD, is the director of the Infant and Parent Development Program at Bank Street College Graduate School of Education in New York City and the author of Learning to Say Goodbye: Starting School and Other Childhood Separations (New American Library).

Reprinted with permission of author Nancy Balaban, *Working Mother*, August, 1991.

Team Up With Your Caregiver

How to create a warm, dependable relationship that works for all of you

by Phyllis La Farge

Tommy, Molly's fifteen-month-old, screamed every time she left the house. It didn't matter that Tommy liked his nanny, Vanessa, who had been taking care of him for five months; he would cling to his mother's legs the minute he saw her put on her coat. She hugged him and kissed him profusely before she gave him to Vanessa, but his display of affection did little to calm him down.

After several weeks of such scenes, Molly had an idea. Maybe if Vanessa took Tommy out before she herself left, he wouldn't notice her absence when he returned. They decided to test this new strategy. Tommy still screamed as he and Vanessa left; however, Vanessa said, he quieted down once they were out of the apartment building. So far so good.

Then came the day when Molly remembered, just as Vanessa and Tommy had left, that she had forgotten to tell Vanessa about a play date she had arranged for Tommy that afternoon. She rushed down in the elevator, dashed out of the building, and found the two of them stopped on the sidewalk, practically in front of her. Tommy was shrieking, and Vanessa, who had come around to the front of the stroller, was scolding him in no uncertain terms: "Now, you quit your crying this minute. A big boy like you should be ashamed." Right on the Spot, Molly fired Vanessa. No caregiver was going to speak to her son that way.

At that moment, it seemed perfectly clear to Molly that she was in the right. But that night she began to rethink the situation and found it much less clear. Was Vanessa truly a *Nanny From Hell*? Had Molly made it sufficiently clear that Tommy was never to be reprimanded for his separation problems? Most important, could the whole painful episode have been avoided?

These are the kinds of questions parents frequently end up agonizing over, whether their child is in a day-care center or a home with an au pair or nanny. Few relationships are as complex and emotionally charged as the one between your caregiver and you, whether you have chosen a day-care center (the most formal setting), a family day-care provider (who cares for several children in her home), or a nanny (who cares for your child in your home).

This relationship calls into play your personality, your opinions about child rearing, your memories of your own upbringing, and your ability to judge others' character. And to complicate matters further, it's organized around the most precious and vulnerable person in your life, your child. You can, however, form a solid partnership with your provider, one based on two-way communication, trust, and respect. All it takes on both sides, according to daycare professionals as well as mothers who have had success in their care arrangements, is a basic appreciation of what the other needs.

Communicate clearly.

Barb Daniels chose Karen Germain as a family-day-care provider for her son, five-year-old Jordan. She believes the key to their fruitful relationship lies in its open, ongoing dialogue, "Karen and I sit and talk all the time," Barb says. "If I have a problem with Jordan, I get her input and give her mine." She adds that the communication is not two-way but three-way. "Karen and I have had some deep conversations. I confide in her a lot, and Jordan does too.

"It's important, at the beginning of the day-care relationship, that you spend as much time as you can with your caregiver while she is looking after your child. That way, each of you can get an idea of how the other does things. Beginning the partnership with this time together can help establish common ground; enabling you to grant her the autonomy she needs to do a good job. "Parents have to give caregivers certain prerogatives and privileges in case they're not there," says Lydia Herbert, a New Yorker who has helped several families raise their children.

Herbert notes that while her employers always allowed her to "assist in disciplining the children," as she puts it, many nannies she knew complained that they were not given similar authority. She adds, however, that the only way shared discipline will work is "if you agree on *everything*."

That sort of consistency is vital to a child's sense of security. It applies not only to discipline but also to such crucial matters as toilet teaching and feeding. Can consistency be absolute when more than one person is caring for a child? Probably not, but it's important that the general approach be the same. If it isn't, the mixed message may confuse the child or give him the idea of playing one disciplinarian against the other.

If problems arise with your child, it's critical that you and the caregiver talk things out and develop a joint strategy aimed at solving the problem. Pat Palfy, head teacher at the Hudson Valley Daycare Center, in Dobbs Ferry, New York, recalls a four-year-old who created a number of disturbances out of what Palfy calls "a lot of pent-up anger." During a discussion of the child's problems with his mother, Palfy said, "I teach that it's all right to be angry but that there are rules."

"I think I'm giving him the opposite message at home--that you can't be angry," the mother replied. After talking the matter over, they agreed to try Palfy's method of dealing with the anger, and the disturbances ceased.

Putting a caregiver on the defensive is never a good idea if your true purpose is to communicate. Barbara Black, a day-care director of the Hampshire Community Action Commission, in Northampton, Massachusetts, encourages parents to reflect on the way they raise issues with caregivers.

There is a great difference, she notes, between the parent who says to a day-care teacher, with barely disguised disapproval, "My kid says he's bored," and a parent who, without judging, invites a teacher to help solve the problem by saying, "Why do you think my kid says he's bored?"

Do unto others...

In the same way, considerate behavior is vital to a successful partnership with your caregiver--and, like communication, thoughtfulness is a two-way street. Genuine consideration is something beyond superficial good manners; it's the ability to imagine how you might feel in your caregiver's position, and vice versa.

The best caregivers think of themselves as offering families support in a way that goes beyond simply caring for a child. It can take a form as tangible as a day-care-center staffer offering a child a ride home in the center's van if the family car has broken down. But the support can also be emotional. Says Palfy, "We've always made an effort to make parents feel important, because when they have to go to work, there's often a certain guilt that develops. We make a strong effort not to be judgmental. Once that feeling comes across, a trust develops."

Of course, you can reciprocate by supporting your caregiver in her efforts; just letting her know that you're on her side can make a world of difference in your relationship. Granted, it's often difficult for time-pressed parents to offer as much support as the caregiver would like, and that is something caregivers need to understand. Clare Higgins, codirector of the Amherst Community Childcare Center, in Amherst, Massachusetts, emphasizes that involvement should be initiated by and not demanded of, parents. "We don't want to end up putting more stress on them," she says.

Whatever parents can give, however--ranging from simply giving heartfelt thanks verbally to helping with a day-care center's newsletter--provides caregivers with the feeling that they're appreciated. If you employ a nanny or an au pair, this support often involves a slightly different approach. For example a young au pair who is adjusting to a new country may need you to be a sort of surrogate parent until she feels comfortable, even if all that is required of you is to be there for conversation. (You can also help her by doing things such as serving a dinner of specialties from her home country.)

Few relationships are as emotionally charged as the one with your caregiver.

When parents misbehave.

On the flip side, parents can be obstacles to an effective partnership when they act inconsiderately. The most common discourtesy occurs when parents who have a child in outside-the-home day care are chronically late in dropping off or picking up their child--or when parents with a school-age child fail to inform the after-school program that the child has a play date and won't be coming. "Because of safety concerns, we'll search till kingdom come for a child we're expecting," says

JoAnn Rasmussen, director of the After School Center at the Springhurst Middle School, in Dobbs Ferry, New York. Parents who don't keep day-care providers well informed

aren't stopping to consider the anxiety that their neglect causes.

In some cases, particularly within the relative informality of in-home day care, parents may be inconsiderate because they lose sight of the business relationship between parent and caregiver. They imagine themselves having the same latitude they would enjoy with a family member or close friend. Karen Germain cites the example of one family that used her services. "The parents were always late. I think they began thinking of me as a close family friend"--the sort of person who can always be expected to pick up the slack. When Germain told them, "after agonizing for months," that she could no longer care for their little girl, the mother said, "I thought you loved our daughter more than that." Germain--though she does, in fact, love children, and considers herself very much a friend to many of her clients--had decided that she no longer wanted to be put in the position of cheating her own family. Therefore, she now sets firm hours from the beginning.

The big payoff.

Clarity, communication, consideration, and consistency--no one ever said that these were easy to achieve in any relationship. But no matter how much effort it takes to forge a bond between a caregiver and parents, it brings an indisputably worthwhile result: a solid partnership that works for everyone--child, caregiver, and parents. As Barbara Black notes, "Kids pick up on what their parents feel. With a good relationship they'll feel safer, and they won't play of their parents against the caregiver."

For the caregiver, a good relationship "builds confidence, and as a result she will probably do a better job," says Nancy Balaban, director of the Infant and parent Development Program at the Bank Street Graduate College of Education, in New York City. And for parents, the big benefit is as obvious as it is priceless--if you are able to leave a young child with a caregiver you fully trust, you can go to work with an untroubled mind and heart.

Phyllis La Farge is a contributing editor of Parents Magazine.

Parents, February, 1993

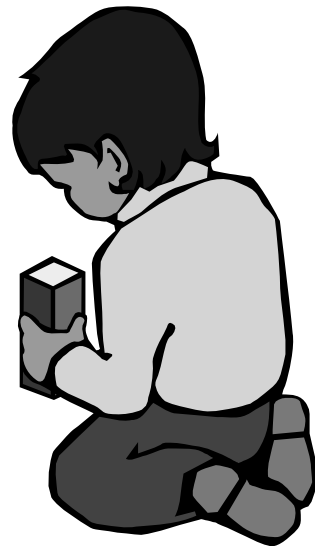
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Sample Family Child Care Forms

A successful child care arrangement is achieved by a strong partnership between parents and provider. That partnership is based on open communication, both verbal and written.

One easy way to offset misunderstandings about policies or procedures in a child care home is the use of written agreements. This section contains several sample forms that can assist you and your family child care provider.



SAMPLE CONTRACT

Hi,

I am so glad to have you as part of our child care family. I hope you and your child will be happy here. Your child is very important to me and I will make every effort to keep your little one(s) happy and hope to help him/her reach the following goals:

- ... develop a good self-image and a wholesome attitude toward his/her body
- ... acquire a thirst for knowledge
- ... develop independence
- ... have learning experiences
- ... to help him/her know that there are friendly adults outside his/her home

I will keep in mind at all times, that the parents are the most important persons in their child's life.

NAME: _____

ADDRESS: _____

PHONE: _____

PARENT RESPONSIBILITY

As parent, you are expected to:

Call by _____ if your child will not be coming to my family child care home.

Call by _____ if you are planning to be late in picking up your child.

Give written permission if someone else is to pick up your child.

Give a _____ termination notice if you no longer need my services.

Give any information needed that might contribute to your child's growth.

Have your child dressed and ready for play upon arrival.

TRANSITION PERIOD

All new children will be on a _____ transition period in my home to allow for adjustments.

Our policy is _____.

Form # 4118: 4/21/01

FEES - FULL TIME

My day begins at ____ a.m. and usually ends at ____ p.m. Some homes charge by the week, my policy is to charge _____ for one child and _____ for two children and _____ for three children. An additional fee of _____ per hour will be charged if the child is not picked up by _____.

FEES - PART TIME

One child _____

Two children _____

Three children _____

Four children _____

Plus _____

If you or your child becomes sick, please notify me by _____.

I will charge _____ per day when the child is absent.

Most child care providers are paid every Monday or first day of care. My payment policy is _____.

FORMS

I must have a form from each parent stating that the child's immunizations are up to date, and he/she is able to participate in our activities.

I must also have emergency phone numbers, doctor's phone number and the hospital you would use in an emergency.

VACATION NOTICE

I will need a notice if you are taking a vacation. Some child care providers receive paid vacation time and paid holidays.

My policy is _____.

In case of my becoming ill or my vacations, you will need to have arranged for a substitute provider. Occasionally it is necessary for me to keep appointments, I will arrange this with you as the need arises.

DAILY PROGRAM

We try to spend at least some part of the day outdoors, weather permitting. We have plenty of large muscle activities. Our inside activities include creative, educational and dramatic play. Games and group activities are encouraged.

MEAL SCHEDULE

My breakfast policy is _____.

Morning snack is usually served around _____.

Lunch is usually served around _____ and is always a well-balanced meal.

Afternoon snack is usually served around _____.

NAPS

All the children are to lie down for a short rest period if they stay here all day.

Our nap policy is _____.

You may help your child feel more comfortable if you try to explain this policy to your child.

SICK CHILDREN

If a child is sick during the day, he/she will be isolated to prevent the spreading of germs. You will be notified. If during the night or weekend your child has been sick, I would like to be notified so I may watch him/her and inform the other parents, if necessary. I must receive written permission from you to dispense any medication. Forms will be provided for you to sign. In the interest of all the children it is best that sick children be kept at home. My sick care policy is _____

CLOTHING

Please send with your child an extra change of weather suitable clothing that I may keep at my home in case we need them for an emergency. I will send these clothes home with you, as they need laundering. Children should wear play clothes and bring clothes weather suitable for outdoors. My diaper policy is _____

TOILET TRAINING

Most child care homes provide assistance to you in training your child. It is especially important that both providers and parents work closely so that a consistent routine is established.

My toilet training policy is _____.

TRANSPORTATION

Periodically we take field trips. I will then need a parent permission slip, to allow your child to ride in my car. I will supply these slips as the need arises. Your child will be properly secured in the vehicle before our field trip begins.

OTHER INFORMATION

Parent's Signature

Date

Provider's Signature

Date

CONTRACT EXPIRES _____

RENEWAL DATE _____

Adapted from: Ramsey County Family Day Care Association and Toys 'N Things, Training and Resource Center

Child's Name _____
Address _____
Phone Number _____

FAMILY CHILD CARE FACT SHEET

SAMPLE CONTRACT

The weekly fee is _____.

The fee is payable on _____, and it includes the following services:

You may bring your child to my home at _____ and pick him/her up, no later than _____.

A fee of _____ per hour will be charged for any additional time.

You will need to furnish the following items of clothing/equipment:

The following people, and these people only, will be permitted to pick up the child in case his mother or father cannot:

NAME _____

ADDRESS _____

PHONE NUMBER _____

RELATION TO FAMILY _____

NAME _____

ADDRESS _____

PHONE NUMBER _____

RELATION TO FAMILY _____

Adapted from: Family Day Care
U.S. Department of HEW

Parent's Signature Date

Provider's Signature Date

CONTRACT EXPIRES _____

RENEWAL DATE _____

REQUEST TO ADMINISTER MEDICATION*
(required as needed)

Child's Name _____

Name of Medication _____

To be given on the following schedule:

Amount:

Time of day:

Number of doses or days:

Parent's or Guardian's Signature

Date

* Be sure that all medication is in the original container, age appropriate and has a current date. Prescription medication must also have child's name and doctor's name on the label.

Form #4131:7/20/00

REQUEST TO ADMINISTER MEDICATION*
(required as needed)

Child's Name _____

Name of Medication _____

To be given on the following schedule:

Amount:

Time of day:

Number of doses or days:

Parent's or Guardian's Signature

Date

* Be sure that all medication is in the original container, age appropriate and has a current date. Prescription medication must also have child's name and doctor's name on the label.

Form #4131:7/20/00

Health and Emergency Information
(required for each child in your care)

Form: 4136: Page 1 of 2: 2/4/05

Child's Name _____ 2. Age _____ 3. Date of Birth _____

4. Child's Address _____ 5. Phone _____

6. Parent's Name _____ Parent's Address _____

(if different from child)

7. Arrival Time _____ Departure Time _____

8. Escort (persons other than parent authorized to pick up child)

Name	Address	Relationship	Phone
_____	_____	_____	_____
_____	_____	_____	_____

Name	Address	Relationship	Phone
_____	_____	_____	_____
_____	_____	_____	_____

9. Parent's School or Employer _____

Name

Address

Phone

Name

Address

Phone

10. Emergency Contacts _____

Name

Address

Phone

Name

Address

Phone

11. Immunization Record: MMR (mumps, measles, rubella) _____ Yes _____ No If yes, dates _____

Oral Polio Series _____ Yes _____ No If yes, dates _____

DPT Series & Boosters _____ Yes _____ No If yes, dates _____

Tuberculin Test _____ Yes _____ No If yes, dates _____

12. Does your child have any allergies? _____
 If yes, describe and list special precautions of treatment
13. Does your child take any medication, regularly? _____
 If yes, specify kind and time(s).
14. Has your child ever been hospitalized? _____
 If yes, give the dates and reasons.
15. Does your child have any chronic physical problems? _____
 If yes, give the dates and reasons.
16. Has child had: Measles ___ Mumps ___ Chicken pox ___ Meningitis ___ Diphtheria ___ Whooping Cough ___ Any other diseases _____
17. Child's Doctor or Clinic _____
 Name Address Phone
18. Medicaid Number _____ 19. Other Medical Insurance _____

Part I: To Grant Consent

In the event reasonable attempts to contact me at _____ or _____ at _____ have
 Phone Other Parent/Guardian
 been unsuccessful, I hereby give my consent for the administration of any treatment deemed necessary by Dr. _____ or in the
 Preferred Physician
 event the designed preferred practitioner is not available, by another licensed physician, and the transfer of the child to _____ or
 Preferred Hospital
 any hospital reasonably accessible. This authorization does not cover major surgery unless the medical opinions of two other licensed physicians,
 Concurring in the necessity for such surgery, are obtained prior to the performance of such surgery. _____
 Parent/Guardian Signature

Part II. Refusal to Consent

I do not give consent for emergency treatment of my child. In the event of illness or injury requiring treatment, I wish the provider to take no
 Action or to _____
 Specific action

 Parent/Guardian Signature

Field Trip Notification and Permission Form

On _____, a group of children in my
(day and date)

family child care program will go on a field trip to:

_____.

Special items / instructions _____

_____.

We will be gone from approximately _____ to _____.

We will go by automobile. Please bring your child's car seat on that day.

Signed _____ Date _____
(Family Child Care Provider)

I hereby give permission for my child to go on the field trip as described above.

Signed _____ Date _____
(Parent or Guardian)

All About My Day



Date: _____
Name: _____

My Day was:

- Full of smiles
- Content
- More tears than usual
- Other _____

What I did today

REST TIME	Dailey Reminders	Diaper/Bathroom Time
to	Diapers Wipes Baby Food	Wet dry bm potty
to	Formula change of clothes	Wet dry bm potty
to	Notes:	Wet dry bm potty
<input type="checkbox"/> I didn't feel like resting today		Wet dry bm potty

- I ate:
- protein
 - fruit
 - vegetable
 - bread
 - milk
 - breakfast
 - AM Snack
 - Lunch
 - PM Snack
 - Dinner

Infant Feedings:

Time	Formulas/Solids	Quantity

Form 4309: 6/10/05

All About My Day



Date: _____
Name: _____

My Day was:

- Full of smiles
- Content
- More tears than usual
- Other _____

What I did today

REST TIME	Dailey Reminders	Diaper/Bathroom Time
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Time	Formulas/Solids	Quantity

Form 4309: 6/10/05

Additional 4C Publications

Available for download at www.4cforchildren.org or by calling 800-256-1296 x1330.

Individual copies of all 4C publications will be sent by mail at no charge.

A fee will be charged to mail multiple copies of the same title.

Building a Partnership: You and Your Child's Caregiver

A guide to creating and maintaining a successful family child care arrangement.

Using Relative Care: A Guide for Working Parents

Explores the advantages and advises how to avoid the possible disadvantages of using relative care.

In-Home Child Care: Exploring the Possibilities

Helps you decide whether in-home child care is best for your family and examines all aspects of locating and evaluating an in-home caregiver.

Is My Child Ready? Self-Care Assessment & School-Age Resources

Suggests guidelines to help assess your child's ability to self-care and gives tips for preparing your child and your home for this important step. Provides a list of community resources concerning a variety of school-age related issues.

A Journey Through the Maze—Service and Support for Your Child With Special Needs

Provides tips to keep in mind as you talk with providers about your child.

The Resource Guide to Babysitting Co-ops, Mother's Groups, Playgroups

Offers information on informal groups—especially for getting one started in your area.