

NURSERY HANDBOOK

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NURSERY HANDBOOK

We're glad that you have shown interest in joining one of our Ministry Teams. Please take a few minutes to carefully read the *Nursery Handbook* before making your commitment. Please contact the Nursery Coordinator if you have any questions or concerns. We are here to help you find your place in ministry.

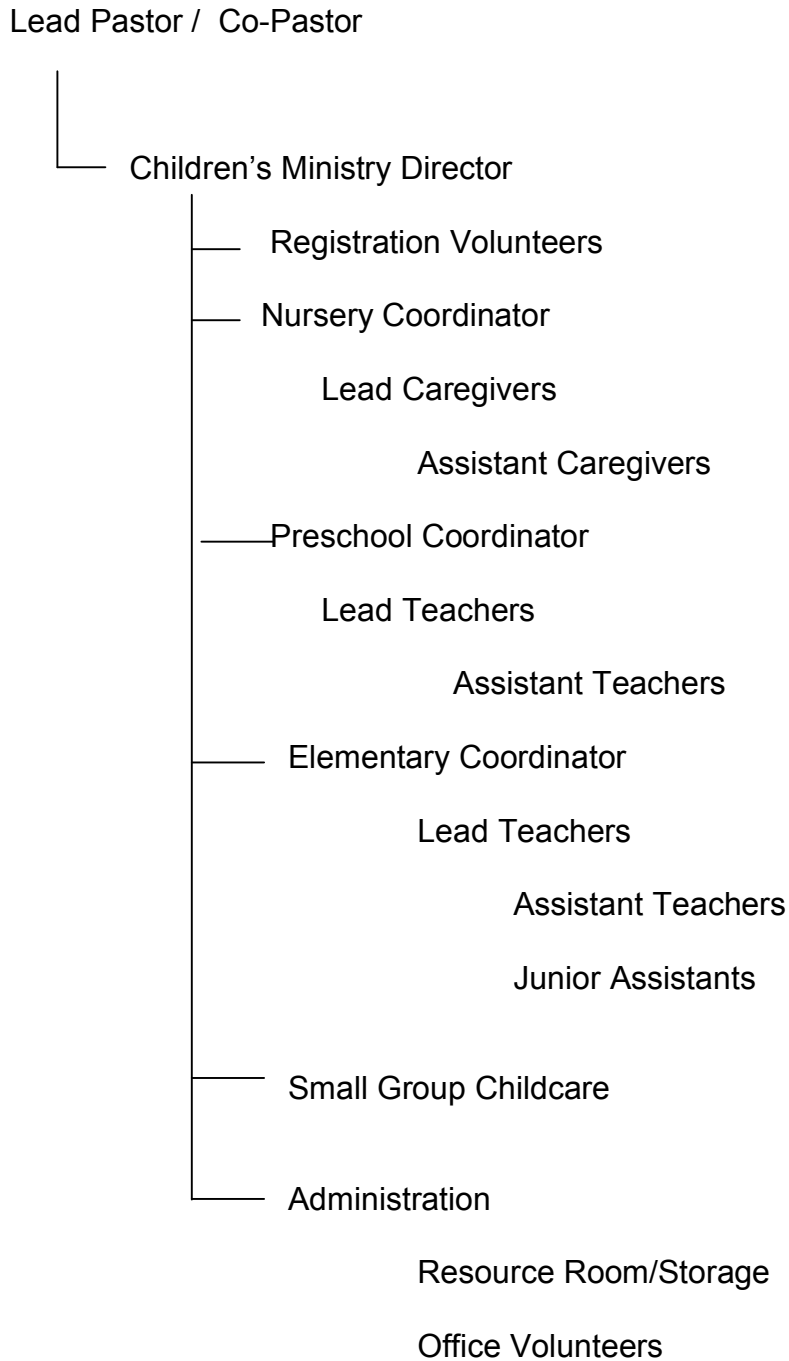
I. THE PURPOSE FOR THE NURSERY MINISTRY

Our main purpose for the Nursery Ministry is to share the love of God with babies and toddlers by caring for them and meeting their needs.

II. STEPS TO JOIN THE CHILDREN'S MINISTRY

- A. Fill out the Children's Ministry application and turn it in to the church office.
- B. Read the *Nursery Handbook* and agree to follow the guidelines. Also commit to the Honor Code.
- C. Go through an interview with the Children's Pastor. Be willing to have a background check.
- D. Complete the Plug-In 1 classes.
- E. Read Ages and Stages.

III. MINISTRY TEAM CHART



IV. RECORDING AND REPORTING NURSERY CARE

A. NAMETAGS

Each child has a nametag sticker on their back. If a child has permission for a room snack or has an allergy, it will be indicated on the nametag.

B. COMMUNICATION WITH PARENTS

Write the name of each baby on a “Note to Parents.” The note is given to the parent when they return for their child.

V. MEETING THE NEEDS OF BABIES AND TODDLERS

A. DIAPER CHANGES

Each child should have their diaper checked at least once during a service. If the diaper is soiled, change it according to our Diaper Changing Policy.

DIAPER CHANGING POLICY

- There should always be at least two adults in the classroom. Adults should be able to see each other at all times, including during diaper changes.
- Diapers are to be changed on the nonporous mat and covered by a disposable cover. Throw the cover away and clean the mat with antibacterial solution after each diaper change.
- Disposable gloves need to be worn and thrown away after each diaper change.
- Remove baby’s diaper, fold, and place in a plastic bag in a covered diaper pail.
- Use disposable cleansing cloths (unless a parent or guardian indicates otherwise) to gently cleanse folds and creases of diapered area.
- Apply powder or lotion only if the parent or guardian has it in the child’s diaper bag.

- Put on fresh diaper and cloth the baby. If the clothing was soiled, put on clean clothing. Place the soiled clothing in a plastic bag for the parent to take home.
- Wash your hands with running water and soap from a dispenser, scrubbing front and back of hands for 15-30 seconds. Dry hands with disposable towel and turn off faucet with towel.
- Write on the “Note to Parents” at what time the baby was changed.
- Diaper pails must be emptied after each service and thoroughly cleaned.

B. TOILET TRAINING

If a child is being toilet trained, request that the parent bring the child in diapers or disposable training pants along with an extra set of clothing. Provide a potty chair or low toilet for the child.

C. FEEDING A BABY A BOTTLE

Only feed a baby a bottle the parents provide. Make sure the bottle has been labeled with the child’s name.

1. Wash hands before feeding a baby.
2. Hold the child in a slightly upright position while holding him or her in your arms.
3. Tilt the bottle so the nipple is always full.
4. Burp the baby after feeding using a cloth the parent provided or a paper towel.

Note: Provide a quiet place for a nursing mother to nurse their baby.

C. FEEDING SNACKS TO TODDLERS

Only feed a baby a room snack if the parent has given permission. We ask parents not to bring in their own snacks.

1. Use premoistened towelettes to clean a child’s hands before eating.
2. Place a clean cloth on the floor for children to sit on while eating.
3. Observe children as they eat. Make sure they do not share drinks or food.

D. SLEEPING

Be sensitive to babies or toddlers that might require rest. They need a quiet and calm place where they can sleep or relax.

E. COMFORT

1. Babies like routine and familiar faces. Do things as consistently as possible. Having regular workers is also important.
2. Talk to children in a quiet, soothing voice.
3. When moving a child, don't rush. Talk to them and tell them what you are going to do.
4. Speak in positive terms. Instead of "Don't take that toy away from him!" say, "Let's play with this toy instead."

G. COMMUNICATION

When a baby cries, they are often trying to tell you that they need something. Ask yourself why the baby might be crying, meet the need, and the baby will usually stop crying.

1. Is the baby hungry?
2. Is the baby in pain?
3. Is the baby too warm or too cold?
4. Is the baby over-stimulated or bored?
5. Is the baby's diaper wet or dirty?
6. Is the baby tired?

VI. SAFETY GUIDELINES

A. INSPECT THE ROOM BEFORE CLASS

- Look for potentially dangerous objects on the floor or furniture.
- Be sure all electrical outlets are covered with safety plugs.
- Be sure all cords are out of reach of children.
- Check that all furniture or climbing toys are placed away from windows.
- Confirm that all cleaning supplies are put away out of the reach of children.
- Look for chipped paint or splinters on furniture and walls and loose wallpaper on walls.
- Remove any broken toys or toys that are inappropriate for babies and toddlers. All toys need to be large enough so they can't be swallowed.

B. USE OF TOYS AND LINENS

- Wash and disinfect any toys used by children. Use the bleach wipes.
- Wash and disinfect any furniture or equipment that was used.
- One of the workers needs to take home the used linens to wash them and return them the next service.

VII. HELPING CHILDREN TO HAVE A POSITIVE EXPERIENCE

Young children are learning the difference between what is right and wrong. Here are some things we can do to help toddlers with behavior

A. Prevent problems

Make sure children have freedom to play with little restraint. Also, having several toys or identical toys can help when children want the same toy as another child.

B. Set clear limits

Try to reserve the word “no” for dangerous situations. Talk to children about what they can do rather than what they can't do. For example, “We use the truck for rolling on the floor, not for hitting your friends.”

C. Redirect behavior

Babies and toddlers are not at the age of develop to reason with. They also should not be expected to share or apologize. Instead, redirect their actions by modeling behavior. Say, “Look, I can roll the ball. Can you roll it back to me?”

D. Offer a choice

Let the child feel like he or she has the ability to choose. For example, "You may play with the ball or the truck. Which one do you want?"

E. Acknowledge feelings

Verbalize back to the child what they are saying or what they are feeling. For example, "I see you fell down. You hurt your knee." It also helps a child to make sense of his or her emotions.

F. Talk through problems

Show the children that you love and care for them by helping them with their problems. Model the correct way of solving problems by staying calm as you describe what you are seeing and how the children are reacting.

VIII. MINISTRY TEAM RESPONSIBILITIES

A. LEAD CAREGIVERS

1. Oversee the operation of the Nursery.
2. Keep a file of curriculum.
3. Keep Care Giving Charts on file.
4. Communicate with parents.
5. Use the check-in and check-out lists to assure everything is done.

B. ASSISTANT CAREGIVERS

1. Assist with childcare.
2. Help fill out Care Giving Charts and Notes to Parents.
3. Help with dismissal and clean up.

IX. NURSERY GUIDELINES

A. IDENTIFICATION

For safety and recognition, wear your identification tag when working.

B. ARRIVAL & DEPARTURE

Team members must arrive 45 minutes before the start of their scheduled service and remain until each child has been picked up.

C. SET UP AND TEAR DOWN

Team members should make sure that everything in their classroom has been properly packed according to the list on the container and taken to the trailer. They should help clean, pick up trash, pack items, and place lost and found items at the registration table.

D. ABSENCES

If you cannot serve on a scheduled date, it is your responsibility to contact your coordinator with a replacement. If you are planning on going on vacation, give your coordinator notice before the schedule is made.

E. CHURCH ATTENDANCE

It is important to stay connected with the vision of the church, so please make sure you are attending at least one service every two weeks.

F. FREE CDS OF THE MESSAGES

You can listen to podcasts on the website or order a CD of the message through the Service Supervisor.

G. DRESS CODE

Be comfortable, neat, and modest. Do not wear jewelry that children could grab hold of.

H. CHILD WELLNESS

Children are not to be in the classroom if they have had any of the following symptoms in the past 24 hours: suspected fever, diarrhea, vomiting, consistent coughing or sneezing, colored nasal discharge, any discharge from the eyes, any communicable disease manifesting in a rash.

I. FIRST AID

Every worker should go through our Child Safety course. The First Aid Kit is kept at the registration desk. Team members are not to administer medication of any kind. CPR and choking procedures are kept at Registration. If a child has a food allergy, the Registration person should inform the Lead Teacher.

J. CARE OF CURRICULUM

We do have some learning activities for older babies and toddlers. Please file activities in the curriculum box.

K. SECURITY TAG SYSTEM

Registration has their own procedures and schedule. We have a security tag system for the safety of the children. Children cannot be released without the security tag. If someone suspicious tries to take a child without the security tag, call the Planet Kids Coordinator or Children's Pastor. Always keep the doors to the classroom shut.

L. CHILD/TEACHER RATIO

Our aim is to have a 1-3 adult/child ratio for children under one year of age.

M. CHILD PROTECTION

There is ALWAYS to be at least two adults present with a child. Never touch a child in any area that would be covered with a bathing suit. If you observe another Ministry Team member showing inappropriate expressions of affection, inform the Nursery Coordinator.

N. REPORTING CHILD ABUSE

If you suspect that a child has been abused, molested or severely neglected, bring it to the attention of the Nursery Coordinator.

O. INCIDENT REPORTS

If an incident occurs, such as a child being accidentally hurt, Incident Report forms must be completed by the teacher, signed by a parent, and given to the Children's Pastor. Incident Report forms are at the Registration desk.

P. EVACUATION ROUTE

In case of fire, children are to line up with an adult leader in the front of the line and an adult in the back of the line. Crawl low under smoke if there is a fire.

Leave the classroom and turn left to exit. The Lead Teacher is responsible to get the registration list and account for each child. Close all doors behind you.

Q. WORKSHOPS & CLASS MEETINGS

All team members should attend workshops and class meetings for ministry training, fellowship, and inspiration.

X. TEACHING TIPS

Additional information will be shared at workshops and meetings.

- A. Use a calm, soothing voice when talking with children.
- B. Look into a baby's eyes when talking to him or her.
- C. Speak positively to children and let them know you believe in them.
- D. Follow guidelines for comforting a child with separation anxiety (see appendix).
- E. Follow procedures for children who bite (see appendix).

Thank you for taking the time to read the Nursery Handbook. It is our desire that you find your place in ministry and know the joy and fulfillment that goes along with being a team member.

COMFORTING A CHILD WITH SEPARATION ANXIETY

Young children are naturally extremely dependent on their caregiver, especially if their parent is their sole caregiver, and separation from that person can be tremendously fearful for them. Children this young are not able to reason that their parent or guardian is returning. All they understand is that when their caregiver is out of sight, they are gone.

- Have a designated area for registration where parents or guardians drop off and pick up their children. Communicate with parents that they are not allowed in the nursery so as not to instigate anxiety in their child or in other children.
- Encourage the parent say a brief goodbye. If the parent prolongs leaving, it extends the child's anxiety. Discourage the parent from trying to sneak out so the child is not caught by surprise. The consistency of the goodbye helps the child to learn how the procedure works.
- Encourage the parent leave even if the child is upset. Don't allow the parent return to the classroom to check on the child. Seeing the parent will cause their child and other children to get upset.
- Assure the parent or guardian that he/she will be contacted if the child does not adjust within five to ten minutes. Do not let the child know that parents will be contacted or they might continue crying until they get the response they know they can get.
- Expect the children to grow in their emotional development. Don't be negative about the child's maturing process.
- Distract the child from thinking about his parents by giving him/her something to do. Don't remind the child of his parents.
- Don't abruptly leave a child, but gradually move away from the child as he or she adjusts to the nursery.
- Avoid upsetting the rest of the children by separating the child experiencing anxiety from the rest of the nursery.
- Sooth the child by holding the child and talk to him or her in quiet voice. If the child feels alone, their anxiety will most likely increase.
- Answer the child's questions quickly and concisely. Don't try to reason intellectually with the child. Do not give estimates of the parent's return.

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- Encourage parents or guardians to be prompt at picking up their child immediately after the service. If they delay the child's departure as other children are leaving the nursery.
- Always assure a child experiencing anxiety that you want to have them back in the nursery. You don't want the child to leave feeling unwanted.

WHAT TO DO WHEN CHILDREN BITE

WHY DO CHILDREN BITE?

Some children bite because they are teething and it feels good to bite down.

Sometimes children bite because they want something and don't know how to express their desire.

Sometimes they are frustrated at the actions of another child and don't know how to make them stop.

Sometimes they bite because their feelings are overwhelming them and they don't know how to handle it.

Sometimes they bite because they want to communicate, but they don't know the words they need.

Sometimes they are using one of their five senses to explore the world around them.

Children do not always understand that their actions are causing pain to another person.

WHAT TO DO WHEN A CHILD BITES

Separate the child from the rest of the group until things calm down. One adult should care for the bitten child while another adult deals with the child who bit.

Focus on treating the injured child, offering comfort and first aid, if needed.

Remove the bitten child from the area, talking calmly about what you are going to do. Let them know that you are going to clean their hurt. Even if the bite did not break the skin, cleanse the area with antiseptic. Offer a bandage or try a cold compress.

Biters should not be punished. Try to help the child understand what happened. Say, "Your teeth hurt your friend. Teeth are for eating. You can't bite people anymore."

Provide an alternative that will help the child remember that teeth are for chewing. Give them a rubber ring or another chewing toy. By the time the biter has been instructed, the bitten child should also be calm and can be reintroduced to the group.

An adult should supervise the biter for the remainder of the service. If biting happens repeatedly, try to identify a pattern of circumstances that may lead to biting.

A report should be made in writing to the parents of the child who was bitten. Avoid naming the child who has been bitten unless the parent asks. Explain why the child bit and what steps were taken for treatment. Add your phone number so the parent can call you with any questions. Because biting is such a typical behavior in toddlers, it is helpful to let the biter's parents know when their child has bitten so they can watch for the behavior and try to correct it at home. Let the parent know that it is common for a toddler to bite