



North Edmonton Family Day Home Agency

Parent E-News November 2025



12704 - 101 Street Edmonton, AB. T5E 4E5 – Office - 780-478-3376 - Fax 780-478-3423 - office@nefdha.com

2025 Statutory Holidays

Tuesday November 11, Remembrance Day, Thursday December 25, Christmas Day, *Friday December 26, Boxing Day

* Starred Dates are only honored if they occur Monday – Fridays. If they fall on weekend there is no day in lieu given, as they are not recognized Statutory Holidays.

Alberta Health Services Dental Clinic



NEFDHA is proud to announce support of our community through partnership with Alberta Health Services by providing dental check-ups and fluoride treatments for both the parent and educator's children between

13 months to five years of age.

Appointments need to be pre-booked.

Spaces are limited.

Date: November 12, 2025

Time: Between 3:30 PM – 6:15 PM

Location: 12704 101 street
North Edmonton Family Day Home Agency

Call 780 478 3376 to register your child.

National Child Day nationalchildday.org



There are 8 million kids in Canada, and they all have something in common—their rights!

This year's theme, #OurRightsOurFuture, highlights that every child in Canada deserves to grow up safe, supported, and empowered to reach their full potential. Children and youth are not just tomorrow's leaders; they are today's innovators, change makers, and voices of courage. When young people are empowered, they create a brighter, more inclusive Canada for us all. National Child Day is part of the global World Children's Day movement to honor global commitments to uphold the United Nations Convention on the Rights of the Child.

Cold Weather is coming

Please provide your educator with clothing to keep your child comfortable in cold weather. Winter boots, hats, mittens, socks, and extra clothing are important to send with your child daily.

Children should be wearing indoor shoes inside the day home in case an evacuation is needed. Shoes or slippers will protect feet in the cold.

Daily outdoor play is an essential part of your educators program. Educators do go outside daily depending on both the outside temperature and wind chill and take into consideration your child's age and ability to move around outside to keep warm.

*It is important to note that cold weather does not cause children to become ill. Research shows children who go outside tend to get sick **less often** than those who stay inside.*

Eligibility Funding for Time Away

If your child is in full time care and going to be away, for a month the Affordability Grant would not be paid because there are "0" hours. Parents are responsible to talk with their Educator regarding expected fees to be paid while you are away. Parents and Educators need to come up with an agreement of fees expected to be paid to hold a spot. Parents are strongly recommended to plan their time away. It is best to split your time between two months, for example the last two weeks of one month and the first two weeks of the following month so you would have hours each month and potentially get the funding from the Government. You need to have over 60 hours to receive the Grant.

For part-time care you will need to have at least 40 hours each month.

If you have low hours for the three consecutive months the Government will want you to change your agreement with the agency.

Child Guidance: When You Have an Immediate Urge to Say NO, there may be an alternative.

When a child asks for something and you feel an immediate urge to say “**NO**”, there may be a much better response that helps build a child’s emotional regulation skills. When a child hears **NO** immediately their brain triggers a stress response, but when you use the magic phrase, “**Ask Me Again after**”, instead of hearing an immediate **NO**, it can offer several benefits to a child: *(in some situations NO is an appropriate immediate response.)*

Promotes Responsibility and Independence - By tying the request to a task (like cleaning up or getting ready), you’re helping the child learn that privileges are earned through responsible actions. It teaches them that **effort leads to reward**, building a sense of accountability.

Builds Patience and Delayed Gratification - Rather than instant gratification or rejection, the child is encouraged to **wait and work toward a goal**, which helps build **self-regulation** and the ability to delay gratification — a key skill for long-term success in school and life.

Encourages Communication and Reflection - Saying “ask me again after...” keeps the conversation open. It models respectful communication and encourages the child to **think critically about their actions** before asking again, rather than simply reacting to a “no.”

Preserves Connection and Reduces Power Struggles - Instead of shutting the child down, this approach **keeps the relationship collaborative rather than combative**. It sends the message: “I’m not saying no forever — I’m giving you a path to yes,” which builds trust and mutual respect.

Teaches Natural Consequences - The child begins to understand cause and effect. For example: “**If I clean up my toys, then I might get a yes.**” This helps them understand that their actions have outcomes, fostering critical thinking and decision-making.

It’s not just about delaying a request — it’s about **shaping behaviour, building emotional intelligence, and keeping communication positive**.

To sum up it’s a good thing and here is why.

It sets clear expectations. Children thrive when they know what’s expected of them. Saying “*ask me again after you clean up your toys*” gives a specific, achievable step instead of a vague or final “no.”

It encourages cooperation, not control. This approach moves away from power struggles. Rather than shutting the child down, you’re giving them a choice and some control over the outcome — **this builds confidence and cooperation**.

It keeps the door open. You’re not dismissing the child. You’re saying: “*I hear you. Let’s take care of one thing first, then we can revisit your request.*” That keeps the child **emotionally connected and motivated** rather than discouraged.

It supports positive behaviour. Children quickly learn: “*If I do what’s asked, I might get what I want.*” That helps reinforce routines (like tidying up or getting ready for bed) **without bribes or threats**.

It teaches life skills - This approach helps children learn:

- Patience
- Task-follow-through
- Respectful communication
- Problem-solving

So yes, this is a very developmentally appropriate and respectful strategy. It’s **a gentle way of guiding children toward responsibility**, while still validating their wants and needs.