

GENERAL SPECIFICATIONS FOR PLANNING A UTAH HIGH SCHOOL CHILD CARE TRAINING CENTER LABORATORY

I. Child Care Training Center Laboratory Overview and Considerations

There is a tremendous need in our society for quality child care as the number of working families with children under the age of 12 continues to grow. Research tells us that the negative effects of low quality child care can last into adolescence. The need for high quality child care is emphasized in this document, and we have provided resources that will aid you in creating a center with a stellar reputation that meets the social, emotional, physical, and cognitive developmental needs of the children whom you serve. This will contribute to your long-term success in this field, and will provide the families whom you serve with assurance and confidence that they have chosen the optimum place for their children to thrive.

A. The Planning Process and the Program Area Personnel

Because of their knowledge and understanding of the curricula, objectives, and industry, the Family and Consumer Sciences educational teacher(s) should be involved in the facility planning. The teacher should be permitted to give input and explain the space needs for the Child Care Training Center laboratory and its relation to the Early Childhood classroom(s). State and District staff members should also be involved because of their knowledge of state regulations and experience as they have seen many different facilities across the state.

B. Child Care Training Center Laboratory Considerations

The laboratory will be used by students enrolled in courses studying human and early childhood development. A child care training center allows students to interact with children, gain real – life practical experience, and learn in a safe and supportive setting monitored and mentored by a trained professional.

There are many considerations in the Child Care Training Center Laboratory which are listed in detail by category in the pages that follow. In general, when creating a lab setting for children, be aware of the state licensing rules for child care centers found on the Utah Department of Health website (<http://health.utah.gov/licensing/>).

Health, safety and wellness, cleanliness, and sanitation processes are to be considered and continually observed. Pay attention to space, equipment, and safety requirements for indoor and outdoor facilities. The indoor facility should include age appropriate lab area(s), learning area(s), both adult and child sized bathrooms, adult and child storage, observation space, a walled off director office area, an entry space, laundry area, and a food prep area. The indoor area should have a door leading directly to the fenced outdoor play area. Arrival and departure issues for parents should also be considered. Parents need accessible parking and entrances into the facility with a designated space for checking children in and out and receiving or dropping off paperwork.

C. Location Of Space For The Child Care Training Center Laboratory

Easy accessibility is important in choosing the location of the Child Care Training Center Laboratory. The diversity of groups served makes it desirable to locate the facility on the ground floor with a public entrance accessible from the outside. This will permit convenient accessibility for the physically challenged, the students enrolled in the program, and for the persons from the community utilizing the child care laboratory. The location also provides convenient entrances for night classes and training courses that could take place within your center without having to open the main entrance.

Placing the Child Care Training Center Laboratory adjacent to the Center Director's office, the outdoor space, and the Early Childhood classroom(s) provides safety, unity to the program, and allows for better communication, utilization of students, and sharing of equipment among teachers and classrooms.

II. Building Or Remodeling A Child Care Training Center Laboratory

A. Construction and Materials

1. Square Footage

Adequate space for growth and exploration is crucial since most enrolled children spend about nine hours per day at the center – the majority of their waking hours. The quality of their experiences at the center will impact them for years to come. Keep in mind the ratios and maximum group sizes, both required and recommended, while you design your center. Once the plans have been drawn and solidified, you can seek preliminary approval from a Licensing Specialist before proceeding with actual building plans.

- a. Although the licensing regulations require only 35 square feet of indoor space for each child, it is extremely challenging to provide a high quality environment in such limited space. Experts now recommend 50 to 75 square feet per child for quality programming. The research on overcrowding for both children and adults demonstrates the negative impact that the lack of sufficient space has (i.e., increased aggression, conflicts and stress, best practices approach is recommended whenever possible. Any improvement over the 35 square foot minimum is worthwhile.
- b. Recommended outdoor space is 35 to 50 square feet per child for infants and 75 square feet per child for preschool and school-age children. You will want to plan for the largest space possible. Your goal should be to create as many outdoor learning and play options as possible. While a large climbing/slide unit may seem necessary, children do well without one. The space needed for a zone around such a structure often takes up the vast majority of an outdoor play area, leaving children with fewer choices. (In addition, the cost of the structure and the required cushioning in the surrounding area is quite expensive.) A bike path, large sand area, open space for games, natural areas, dramatic play options, and music and art areas offer children a much wider range of choice, often for less money.
 - Provide direct access from each class room to the outdoor play area. The younger the children, the more difficult it is to transition them to the outdoors. Direct access is critical for infant, toddlers, and two year old classrooms.

2. Floors

Flooring materials should be selected that are appropriate for the activities for which the area will be used.

- a. Vinyl, laminate, wood, or tile should be used wherever water or liquids will be spilled on the floor or counters. For example, the use of these materials on kitchen and bathroom floors and walls, counters and splashguards, and in classroom art (or messy activity) areas will promote easy cleanup and the ability to sanitize properly. You will want to pay special attention to bathroom floors and walls to remove any potential source of odors. Remember that tile is much harder than vinyl or laminate flooring.
- b. All classrooms should have a significant amount of soft flooring – either wall-to-wall carpeting with padding or plush area rugs. Carpets and rugs are comfortable, absorb noise, and add coziness to the areas where children will be sitting on the floor ie: circle time and music area, block and building area, dramatic play area, quiet reading area, and other overall play areas . If possible choose commercial grade carpeting with a moisture barrier and antimicrobial enzymes. In the infant and toddler areas where much of their time is

spent on the floor, padded carpet is a must. In areas where children are engaged in small muscle activities, the choice between a short-nap carpet and vinyl floor coverings is somewhat equal; each has advantages.

3. Walls

- a. Painted drywall is the least expensive choice for walls, but will require more frequent maintenance in areas used by the children. In classrooms and hallways, it is best to use other choices on the lower portions of the walls where the walls might possibly get banged up. Possible choices include wood paneling, vinyl, wall coverings, brick, stone, carpet, tile, white boards, mirrors, cork boards and Forbo wall panels also provide easier surfaces to work with and will allow you to easily display items (photographs, children's art work, posters, etc.) at the children's eye level - another indicator of a quality classroom. Adding carpet to the lower portion of classroom walls has some advantages such as it reduces noise, easy to display children's work, will look nice for a longer time, but it will harbor a significantly more amount of germs and dirt.
- b. **Drywall is not a good choice for bathroom walls.** Fiber Reinforced Panels (also known as FRPs) are inexpensive choices for bathroom walls. If tile is used, the grout must be sealed or it will stain and retain odors.

4. Acoustics

The acoustics of the children's spaces are often overlooked when buildings are being designed or remodeled. High levels of noise causes stress for children, who have not yet learned to tune out or cope with excessively high sound levels. Noisy classrooms affect infants and young children's ability to hear their caregivers' voices, hampering their ability to master language. Exposure to stressful sounds (other children crying, loud activities, etc.) from other areas of the center also cause stress for children and caregivers. Full walls, from floor to ceiling, greatly reduce these sounds. The addition of windows and "Dutch" doors provide an open feel that many prefer. To reduce the sound levels in children's areas, you should plan ample amounts of soft sound absorbing materials within the room. Ideally, both the ceilings and floors are treated with sound-absorbing materials. Acoustic tiles can be used on ceilings; acoustic "clouds" can be hung from ceilings and padded carpets installed on floors. Acoustic materials can also be located on the walls (acoustic panels, cork boards, textured materials). Some centers choose to carpet the lower part of the wall, while others think that carpeted walls are too difficult to keep sanitized. There are pluses and minuses to both options.

5. Fixtures

- a. **Activity sink placement:** If possible, the activity sinks in each classroom should be placed in the messy zone of the room, where the vinyl/tile floors are located. Ideally, this is close to the entrance to the room, so children can easily wash their hands as they enter. Try to avoid placing the sink in a corner; you will want to save your corners for quieter activity areas.
- b. **Drinking fountain:** place at least 1 drinking fountain inside and 1 drinking fountain outside.
- c. **Lighting:** A high quality classroom space receives plenty of sunshine and natural light and has windows low enough for children to see outside. If you are building from scratch, install as many low windows as you can. If you are remodeling a space, you may choose to install lofts or platforms that allow the children to see outside at least one of the windows. You will need to use tempered or safety glass in any window less than 36 inches off the floor. Another option when you are remodeling is to replace an exterior door with one that has glass on the bottom half to allow children to see outside. It is also recommended that you have ways to control the amount of light coming into the room through the use of blinds, shades or passive methods such as overhangs and awnings on the outside of the building. Rather than relying exclusively on rows of

fluorescent ceiling lights that are controlled by a master light switch, install a variety of types of lights controlled by more than one switch. Use both direct and indirect light. Options include track lighting, recessed task lights, cove lights, pendants, and wall sconces. Dimmer switches allow caregivers to control the light, creating different moods within the classroom.

B. Center Environment Colors

1. Walls: Using warm neutral colors such as soft grays, beiges, ecru or eggshell works best in children's classrooms. Since so many of the toys, equipment, children's clothing and the display items in classrooms are bright primary colors, more neutral or muted colors on the walls will reduce sensory overload. Avoid the use of large amounts of clear or pure colors. For example, rather than a lemon yellow, choose a light golden or creamy yellow. Choose colors from nature to create a less institutional and more homelike feeling.
2. Floors: Choose mixed hue carpets rather than solid colors. Avoid bright busy carpeting that will add to sensory overload, dark carpets that will make the space look smaller and light colors that show dirt.

C. Center Equipment and furniture

1. Furniture: The use of wood furniture creates a more home-like atmosphere in a classroom and reduces the amount of bright primary colors and sensory overload. If you are using colored furniture stick to all one color (all blue chairs and shelves, etc.) and choose non-primary colors whenever possible. Avoid the "teaching tables" – they take up too much space. Do not purchase infant "group feeding tables," tables that have several seats for children built into them. Because the children are seated too closely together, these tables create health problems (they can eat each other's food) and safety problems (they are able to hurt each other and they cannot get away from the child who is hurting them). Purchase the best quality that you can afford so you don't find yourself replacing items within a year or two. Purchase furniture and materials/toys from early childhood catalogs. This will ensure you are buying items designed to hold up to the constant heavy use they will receive in a center. Materials designed for home use will break quickly and you will find yourself replacing them over and over. Catalog companies generally give good school discounts and/or waive shipping cost when you are buying large quantities; talk with several to find the best prices.

D. Adult Spaces

1. Reception Area: The area in front of the reception desk should have plenty of space and seating for waiting visitors and parents, as well as a bulletin board with current information posted. Shelves and desk organizers for parent notes, notices, and resource information can be built in. At the reception desk, there should be plenty of room for comfortable parent check-in and check-out and the returning or picking up of paperwork and information.
2. Office: The director's office should be located near the reception area so the director is readily available to visitors and parents. It should be walled off with a door to provide privacy for sensitive communications with staff, students and parents. The director should be able to see what is going on throughout the center even when they are in their office. Glass walls or many large windows will allow for this kind of a view.
3. Staff restroom: A restroom that is designated specifically for staff adds to the general feeling of respect for their privacy and a sense that there is consideration for their needs by the administrator(s).
4. Workroom: This area provides a place for staff and students to work on and prepare lessons. It can also provide storage for classroom materials, equipment, theme-based materials that can be shared, and office machines and materials use for preparing curriculum materials. Placing a locker or cabinet area where staff and students can secure their personal belongings could be placed here or in a separate area.

5. A staff locker room or storage space: A place where the students and staff can go to secure their personal belongings. This can also be a communication room where important information is posted away from where the parents will be.
6. Storage: Well-planned storage areas for supplies, equipment, staff belongings, and children's belongings will allow more floor space for play areas, creates a safe environment, and reduces the clutter in the center.
 - Built-in storage such as wall shelves, cubbies and overhead bins may save money on furnishings for storage.
 - Adequate classroom storage for supplies and materials that can be easily accessed by the classroom teachers is fundamental; overhead storage, as well as long closets for oversized items is best.
 - An area for cot storage should be considered when planning the play space so cots don't take away from the square footage needed for quality care.
 - Be sure to plan adequate storage for children's individual belongings (cubbies)
 - Include some locked storage for cleaning supplies in each classroom
 - The office will need secure storage for children's personal records and center business records.
7. Bathrooms (staff and children): The minimum number of restrooms for the size of your center (number of children and adults) will be determined by the Utah State Health Department licensing regulations. Extra toilets for younger children are highly recommended, especially if you are building from scratch.
 - Separate adult and staff restrooms are important to figure into your overall environmental plan.
 - The children's toilets should be lower, with a seat height of ten to twelve inches.
 - For children five and under, having bathrooms in the classrooms will allow caregivers to monitor all children at all times. Easy access to toilets will reduce the number of accidents for younger children. Having restrooms that are shared between classrooms will lower plumbing expenses.
8. Kitchen: The type of kitchen you include in the design of your center will depend on the kind of food service you will provide. You will need to work closely with your local health department and school district nutrition program to ensure you meet their regulations for a Food Service Establishment. If meals are prepared on-site, the kitchen will need some commercial grade equipment and will need to meet strict health department sanitation rules and fire protection codes. The requirements vary based on the size of the center and the type of food service you will be providing. If children are bringing their own meals from home or if the district will be providing the meals, you will not need to meet all of the requirements of a full-fledged kitchen.
 - **Having a sanitizer placed in the kitchen will be very useful for sanitizing toys and equipment.**

E. Age Appropriate and Curriculum Area Classrooms

1. Areas / Regions of Play

When designing each of the classrooms you will want to think about how the furniture, learning centers, and equipment will fit and flow together. Begin by dividing each room into 2 main "regions"—one for wet play and another for dry play with 2 minor regions - quiet and active areas intermingled.

a. The **wet play region** should be located where your sinks are and have flooring that is easily washed.

- This wet play region is used for art, water play, eating, and other possible wet activities like science and sensory play or activities where easy clean-up are desired.
- The wet region also includes the door to the outdoor play area and the high traffic public entry area with space for cubbies and a parent reception area.

- b. The **dry play region** should contain two areas – one for quiet play and one for active play. The quiet area involves a lot of floor play and is usually carpeted to reduce noise and to provide a comfortable and warm surface for play. Padded carpet will also provide some softness in active play areas.
- Plan for placement of the quiet areas to be in the protected corners, away from doors and traffic. If you are building from scratch, keep doors and busy areas out of at least two of the corners in your room to allow for these quiet areas.
 - Activities for the quiet area include: Reading and writing, Space to be alone (resting and hanging out), Math Manipulatives, Group meeting or circle time, Science
 - Plan for placement of the active areas away from quiet areas and areas where children might get bumped while engaged in a project such as in the art area.
 - Activities for the active area include: Dramatic play, Unit blocks, Music and movement, Puppets, Large motor play (wheeled toys, climbers, etc.) * if you do not have more than 35 square feet of space in your classroom, your large motor play options will be extremely limited or impossible.

2. Preschool Area: (3years old to 5 years old)

a. Preschool Areas

1. Play space: The play space for preschoolers should be inviting and stimulating, but also planned with flexibility in mind so it can be used for a variety of activities. Having adequate space to accommodate both large and small groups, as well as active and quiet activities is one of the key elements in this area. The shelves and area dividers should not be higher than 32 inches.
2. Napping area: Since preschool children generally nap at the same time, the activity area can also be used for a rest or napping area. If your classroom has more than the required 35 square feet per child, you should have enough room to place cots or mats around the room with the required two feet of space between them. Include space for a quiet play area for the children who do not nap.
3. Storage: There must be adequate storage provided for children to keep their personal belongings separate from others. During months of inclement weather, the space should be large enough to accommodate their boots, coats, mittens, change of clothing, etc. You can order free-standing cubbies or you can have them built in to the existing walls. A locking cabinet for teacher storage of supplies and materials for curriculum and teacher reference is also necessary.
4. Restrooms: Ideally, restrooms for this age group should be attached to the individual classrooms. If that is not possible because of financial restrictions or existing building limits, having the restrooms as close as possible to each classroom is the next best choice. All fixtures (toilets, sinks, etc.) must be child height.
5. Food service area with a sink: For food experiences and meal-time. Children in preschool benefit from meals served family style in the classrooms. Self-help skills are maximized when children learn to serve themselves. More opportunities for conversation and the development of language skills and vocabulary can take place in this setting.

b. Preschool Indoor Furniture & Equipment

1. A chair for each child in the group, sized so feet touch the floor easily (10 inch chairs for 3 yr. olds, 12 inch chairs for 4 – 5 yr. olds and 12 – 14 inch chairs for kindergarteners).
2. Enough tables to allow all the children to sit at once with their elbows resting on the table and knees comfortable underneath (18 inch high tables for 3 yr. olds; 20 – 22 inch high tables for 4 – 5 year olds).
3. 5 - 6 low (32" or less) shelf units or dividers to create at least four defined learning centers (double sided shelves count as two shelves).
4. Book shelf that displays books with the covers showing.

5. A mat or cot for each child.
 6. A sheet and blanket for each mat or cot.
 7. A cozy area that can accommodate 4 children, with a combination of: easily cleanable soft upholstered furniture, cushions, rugs, large pillows, bean bag chairs, etc.
 8. Wall display equipment at child's eye level (bulletin boards, bulletin board strips, Plexiglas picture holders, mirrors, etc.).
- c. **Preschool Storage Containers.**
1. Storage for mats or cots (if applicable).
 2. A cubby or storage unit for each child's belongings.
 3. Enough bins, baskets, or other containers (labeled with words and pictures) to store & display separated materials in each learning center.
- d. **Preschool Language & Literacy Materials**
1. 40 age-appropriate good quality books, including factual and fantasy books
 2. 4 sets of hands-on alphabet play materials (magnetic letters, letter/alphabet puzzles, alphabet stencils, letter stamps, etc.).
 3. A flannel board & story figures for 4 stories.
 4. 10 hand or finger puppets
 5. Wall display materials (pictures, posters, etc.)
- Optional Language & Literacy supplies:
1. 4 - 8 story books on tape/CD
 2. 2 tape/CD players for children's use
 3. 6 headphone sets
 4. A puppet stage
 5. 2 play microphones
 6. Small individual writing boards (chalkboards, whiteboards, etc.)
 7. Notebooks / journals for each child.
 8. Children Computers and literacy programs
- e. **Preschool Manipulatives / Early Math Materials**
1. 4 fine motor manipulative sets (linking people, stringing bead sets, pegboards with pegs, nuts & bolts, etc.)
 2. 6 puzzles in varying degrees of difficulty
 3. 3 sets of small construction toys with at least 150 pieces each (legos, Lincoln logs, tinker toys, bristle blocks, etc.)
 4. 3 table games (Chutes & Ladders, Memory, Candy Land, etc.)
 5. 3 sets of materials for recognizing written numbers (number puzzles, magnetic numbers, etc.)
 6. 3 sets of materials for counting & comparing quantities (counting bears, felt counting objects, dominos, abacus, etc.)
 7. 3 sets of materials for measuring (measuring cups, measuring spoons, scales, rulers, etc.)
 8. 3 sets of materials for recognizing shapes (parquetry tiles, felt shapes, shape puzzles, geo boards, etc.)
 9. 3 sets of materials for patterning activities (pattern cards with counters, games, etc.)
 10. Children Computers and computer math programs

f. Preschool Block Play Materials

1. A set of at least 250 unit blocks
2. A set of at least 20 large hollow unit blocks
3. 10 small vehicles (cars, trucks, boats, planes, etc.)
4. 10 people figures, including children and adults
5. 10 animal figures of at least 2 different types (farm, zoo, ocean dinosaur, etc.)

Optional play material:

1. A 40 piece snap together road/train set
2. A block play mat or rug
3. Traffic/road signs
4. Construction/hard hats

g. Preschool Dramatic Play Materials

1. 3 pieces of child-sized play furniture (refrigerator, stove/oven, sink, dish cupboard, table & chairs set etc.)
2. Table for 2 – 4 children with chairs
3. 30 pieces of plastic/play food and grocery/food boxes/bottles with word labels (cereal box, orange juice bottle, etc.)
4. 15 play dishes (plates, cups, pots/pans, (pots/pans, mixing bowls, cooking/baking dishes, spatula, large spoons, strainer, etc.)
5. 4 play telephones
6. 5 washable soft toys (dolls, stuffed animals, etc.)
7. 4 dolls with varying skin colors
8. 4 doll accessories (clothes, bottles, blankets)
9. 2 pieces doll furniture (bed, high chair, stroller or carriage, etc.)
10. 3 dress-up items (clothes, hats, shoes, purses, wallets, tote bag, etc.) for both girls and boys including at least 5 different types
11. 4 rotating dramatic play theme prop boxes with occupation dress-up clothes and related props (camping, restaurant, grocery store, fire-fighting, veterinarian, doctor's office, etc.)
12. 2 small doll/figure sets (Fisher Price, dollhouse sets, barn with farm animals, etc.)

Optional Dramatic play supplies:

1. 4 housekeeping items (broom and dustpan, vacuum, ironing board and iron)
2. A coat/clothing rack to hang dress-up clothes on

h. Preschool Music & Movement Materials

1. A CD player
2. 6 music CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
3. 15 musical/rhythm instruments
4. 10 movement to music props (streamers, scarves, etc.)

i. Preschool Art Materials

1. 10 paintbrushes of varying types and sizes
2. 10 paint containers
3. 10 paint sponges
4. 2 paint easels

5. 10 paint smocks
 6. A drying rack
 7. 10 pair of safety scissors
 8. 10 play dough accessories (cookie cutters, blunt knives, rolling pins, etc.)
 9. 24 stamps with stamp pads
- j. Preschool Science & Nature Play Materials
1. 3 nature collections (rocks, leaves, shells, etc.)
 2. 3 nature exploration sets including at least 3 different types (magnifying glasses, scales, magnets & metal items, life cycle, materials, binoculars, etc.)
 3. 5 picture books with real photos that represent nature.
 4. 5 pictures that represent nature realistically
 5. 3 nature sequencing card/picture sets, puzzles or activity sets
 6. A licensing approved classroom pet (fish aquarium, hamsters, etc.) and its home container
 7. A small table to display and/or experiment with materials
- k. Preschool Sensory Play Materials
1. A sensory table or large plastic sensory bin
 2. 10 accessories for digging, holding, pouring, and floating (small shovels, measuring cups and spoons, sand molds, small pitchers, water wheels, sifters, small vehicles such as boats, planes, and cars, etc.)
 3. 6 waterproof smocks
- l. Preschool Materials to Promote the Acceptance of Diversity
1. 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
 2. 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
 3. 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
 4. 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability, etc.
- m. Preschool Professional Resource Materials
1. 2 Resource books for caregivers on preschool development
 2. 2 Resource books for caregivers on quality preschool programming
 3. 2 Resource books for caregivers on age appropriate activities to do with preschoolers
 4. A resource book on language development
 5. A resource book on the development of early math skills
 6. A resource book on the use of blocks in the classroom
 7. A resource book on developmentally appropriate music activities
 8. A resource book on developmentally appropriate music activities

3. Two Year Old Classroom (2 year old to 3 year old)

a. Two Year Old Preschool Areas

1. Play space: Two year old children are learning independence and self-help skills such as feeding themselves and potty training. They need to be able to choose the toys they wish to play with and the activities that interest them. Four or five low shelves (no more than 24 inches tall) should create separate play areas. A toddler loft with stairs and a ramp provides opportunities for more active two year olds to climb and move.
2. Napping area: A separate nap area is generally not needed for this age group, though a quiet space where the children can place a mat or cot to have some downtime / naptime is very useful.
3. Storage: It is important to have individual cubbies for each child who is enrolled to store their belongings. During months of inclement weather, the space should be large enough to accommodate their boots, coats, mittens, change of clothing, etc. You can order freestanding cubbies or you can have them built in to the existing walls. A locking cabinet for teacher storage of supplies and materials for curriculum and teacher reference is also necessary.
4. Diapering and restrooms: Two-year-old children should be able to use the restroom without leaving their classroom since toileting and potty training is a major part of their developmental growth. The bathroom can be in their room or shared with the room next door. Since most two year olds are still in diapers, there should be a commercial diaper table and storage for diapering supplies close by. As in the infant/toddler room, the diapering area should be set up so that the caregiver can easily supervise the other children while diapering.
5. Food Preparation area with sink: For food experiences and meal-time. Two year olds are happier when they are in a familiar space, eating home-style with their designated caregivers. Having to leave their room to eat in a shared cafeteria when they are hungry and tired will cause stress for both children and adults. The transition from lunch to nap time will be significantly more stressful than if children eat in their own rooms. A counter and sink near the tables is helpful.
6. Infants/Toddlers/Two Year Olds Playgrounds: Best practices require separate outdoor play areas for infants and toddlers. This space is often the ideal for two year olds if the main playground contains higher climbing structures or the space is shared with much older children. The outdoor play space should encourage and allow independent exploration and stimulating gross motor play. Most of the choices listed above are appropriate for this playground.
 - If a sand box is included, you will need to choose one with a cover to keep animals out.
 - In addition, if you need cushioning under any play structures or swings, you will want to use cushioning tiles. Sand is not sanitary and pea gravel, shredded bark or rubber are choking hazards.
 - A grass area for infants is very important, as is a shaded area.
 - Placing the outdoor play area directly outside the door to the infant/toddler classroom makes it easier to move children from one area to the other.
 - A covered area right outside the door provides shade and protection from snow.
 - Some adult seating will make the space easier for care givers to use.

b. Two year old Preschool Indoor Furniture & Equipment

Because two year olds are not ready for all preschool materials but are outgrowing infant toys and curriculum, you have to be able to meet the needs of this specific age group by pulling from both the infant equipment list and the preschool equipment list. Please read through each list and choose what is appropriate for your center.

Two year Professional Resource Materials

1. 2 Resource books for caregivers on Two year old development
2. 2 Resource books for caregivers on quality Two year old programming
3. 2 Resource books for caregivers on age appropriate activities to do with Two year olds
4. A resource book on language development
5. A resource book on the development of early math skills
6. A resource book on the use of blocks in the classroom
7. A resource book on developmentally appropriate music activities
8. A resource book on developmentally appropriate music activities

4. Infant and Toddler Class Rooms (6 weeks – 2 years old)

a. Infant and Toddler Areas

1. Play space: The needs of infants and toddlers are unique and the space they will occupy should be designed to be warm and nurturing. Ample space for a variety of activities with a home-like atmosphere needs to be provided. They will need a design that is stimulating as well as a space that is restful which provides ample opportunities for positive interactions with adult caregivers. Three or four low shelves (no more than 24 inches tall) should create separate play areas. A toddler loft with stairs and a ramp provides opportunities for more active play. Everything placed within the area that will be accessible to the infants and toddlers must be washable and sanitized on a regular basis.
2. Crib or sleeping area: The infant sleeping area should be a calm, quiet place within the infant room where infants are visible to caregivers at all times. It should not be separated from the infant room as a whole by solid partitions or walls. If your space is limited stacking or double decker cribs will help conserve the floor space infants need. Only commercial grade cribs should be used.
3. Diapering area with sink: This area should be oriented so that all children are still visible to the staff who is diapering. There should be a commercial diaper table and a compartment or cubby in close proximity for each infant's diapers and wipes. The sink should be designated **for hand washing for diapering ONLY.**
4. Food preparation area with sink: There should be a sink, a small refrigerator, and a counter located a significant distance from the diapering area to prepare food and formula for infants. This sink should be used for food preparation and hand washing for food preparation. If it isn't possible to place this sink away from the diapering sink, a barrier can be installed between the sinks.
5. Storage: Infants have clothing, blankets, supplies (diapers, bottles, etc.) and favorite toys, usually brought in a diaper bag. A cubby or built in storage area for their belongings should be provided and clearly labeled for each infant. Diaper bags should not be accessible to the children since they often contain hazardous items. Space is also needed to safely store car seats where they are not a tripping hazard and can't fall on children.

- b. Infant/toddler Area: Indoor Furniture & Equipment
 - 1. 2 high chairs or 2 individual child size feeding chairs with trays
 - 2. 6 commercial cribs with solid ends OR double-decker cribs
 - 3. 2 evacuation cribs
 - 4. A sheet and blanket for each crib
 - 5. A commercial grade-diapering table with an impermeable mat (no wall mounted units)
 - 6. Diaper disposal container with a hands-free tight-fitting lid
 - 7. A toddler size table and 4 chairs if any children are one year olds
 - 8. 1 bouncing chair or other comfortable seat (not bumbo seats)
 - 9. 2 boppies (C-shaped pillows) with machine washable covers
 - 10. A cozy area that can accommodate 2 children, with a combination of: washable fabric cushions, rugs, mats, etc.
 - 11. 16 soft, washable, toys (animals, blocks, puppets, etc.) that can be washed.
 - 12. Books to read to the children and that the children can look at on their own. (sturdy, thick, plastic, etc.)
 - 13. 2 mobiles or other hanging displays
 - 14. An adult sized glider chair
 - 15. Unbreakable mirror
 - 16. A baby carrier / sling for each caregiver in the room
- c. Infant/toddler Storage Containers
 - 1. Enough bins, baskets, or other containers to store and display materials
 - 2. 3 – 4 low (24" or less) shelf units or dividers to create at least three protected and/or defined areas.
 - 3. A cubby or storage unit for each child
- d. Infant/toddler Language & Literacy Materials
 - 1. 16 vinyl, cloth and/or board books that feature some of each of the following: people of various ages, races and abilities, animals, familiar objects, and familiar routines.
 - 2. Wall display equipment at child's eye level (Plexiglas picture holders, wall mats, etc.)
 - 3. Wall display materials (at least 15 pictures, posters, etc.)
- e. Infant/toddler Manipulatives
 - 1. 14 rattles, grasping toys or manipulatives appropriate for infants up to 6 months of age
 - 2. 13 small, washable, motor skill toys or sets of toys of varying type, color, size, shape, and texture appropriate for children 6 – 12 months of age (busy boxes, nesting toys, stacking toys, cause & effect toys, containers to fill and dump, etc.)
 - 3. 1 discovery center with hanging items for infants to look at and reach for
 - 4. 10 small soft and washable (cloth or vinyl) blocks
- f. Infant/toddler Dramatic Play Materials
 - 1. 4 washable dolls with varying skin tones
 - 2. 8 doll accessories (clothes, bottles, blankets) and/or play food
 - 3. 8 play dishes (pots/pans, etc.)
 - 4. 4 machine washable stuffed animals
 - 5. 4 play telephones that resemble modern phones

Optional:

- 1. 4 hats

- g. Infant/toddler Music & Movement Materials
 - 1. A CD player
 - 2. 8 music tapes/CDs representing at least 3 different music styles (classical, jazz, children's songs, ethnic music, etc.)
 - 3. 8 musical / rhythm toys (shakers, rattles, toys with chimes in them, play pianos, etc.)
 - h. Infant/toddler Science & Nature Play Materials
 - 1. A home/container for a licensing approved classroom pet (fish aquarium, bird feeder, etc.)
 - 2. Commercial stroller that seats four to six children for nature walks
 - 3. 3 photo picture books that represent nature realistically
 - 4. 4 photo pictures that represent nature realistically
 - i. Infant/toddler Sensory Play Materials
 - 1. Containers to fill and dump sensory materials
 - 2. 8 toys with different textures (feely balls, texture pillows, textured floor mats, etc.)
 - 3. Active Physical Play Equipment (Indoor & Outdoor)
- A total of eight items from the following choices:
- 1. Corner climbing unit less than 18 inches high, surrounded by a 3-foot use area covered in a soft surface
 - 2. A crawling tunnel (NOT the Crawl and Climb Caterpillar which is a climber)
 - 3. A wall-mounted pull-up bar or other piece of equipment infants can pull themselves up on
 - 4. Outdoor pad or blanket
 - 5. Crib gym
 - 6. Small push toys (push along trucks, wheeled toys, etc.)
 - 7. Balls of different sizes and textures
- j. Infant/toddler Materials to Promote the Acceptance of Diversity
 - 1. 5 books showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
 - 2. 5 pictures showing diversity in the following areas: race / culture, age, ability, and gender in non-stereotypical role
 - 3. 5 dolls/people figures showing diversity in the following areas: race / culture, age and ability,
 - 4. 3 other materials such as play food or puppets showing diversity in the following areas: race, culture, age, ability,
 - k. Infant/toddler Professional Resource Materials
 - 1. 2 Resource books for caregivers on infant/toddler development
 - 2. 2 Resource books for caregivers on quality infant/toddler programming
 - 3. 2 Resource books for caregivers on age appropriate activities to do with infants and toddlers

F. Outdoor Space/Playgrounds

The ideal outdoor space includes many of the learning centers and activity areas contained in the indoor classroom. Large climbing/slide/swing structures may be part of your plan, but you will not want to limit yourself to only large motor activities. Research tells us that time spent outdoors in environments that include nature reduces behavioral problems and ADD/ADHD symptoms while it increases children's cognitive skills, creativity, language skills and social skills. Plan your outdoor area to encourage staff/students and children to spend a significant amount of time outdoors. You will need a shed or other storage option for portable equipment and accessories. Include as many of the following choices as possible:

- 4 foot fence
- Drinking fountain
- Properly cushioned climbing structures
- A garden area
- Shade trees and sunny areas
- Grassy areas
- Water play areas
- Large sand area. If possible, place a water source close by.
- Bike/trike path or riding area
- Covered play area for permanent shade and protection from rain and/or snow
- Dramatic play—a playhouse and props
- Art area with easels or tables to work on
- Quiet spaces for a few children
- Large open space for group activities
- Music area with outdoor instruments
- Basketball standards
- Hills for climbing, sliding or rolling down
- Picnic tables
- Seating for both children and staff/students
- Restroom directly accessible from the outdoor play area (door opens into playground)

Optional Active Physical Play Equipment (Indoor & Outdoor): choose 15 items from the list below

- ____ Tricycles
- ____ Wagons
- ____ Scooters or other wheeled toys
- ____ Balls of various sizes and types
- ____ Pieces or sets of portable large motor equipment (balance beam, tumbling mats, parachute, bean bags, small basketball hoop and basketballs, crawl-through tunnels*, etc.)
- ____ Bike helmets

III. Program Administration

The caregivers, teachers, and parents are the heart and soul of the child care center. Hiring the right people and training and orienting them to the center's philosophy and goals are a critical step. Before hiring and enrolling, develop job descriptions, a staff handbook, a parent handbook, and an enrollment form packet.

A. Step by Step instructions on creating a child care training center program in your school:

1. Contact the professional resources that are at your disposal (numbers are included below)
2. Review licensing standards for designing and implementing a child care center.
3. Draw up the center environmental plan according to the state licensing standards.
4. Develop statement of purpose and goals for center
5. Create job descriptions for director and staff
6. Draw up personnel policies
7. Create center policy and procedures manual
8. Prepare staff handbooks
9. Prepare contracts for staff
10. Advertise for and hire a center director
11. Review safety standards for outdoor play equipment
12. Order large indoor and outdoor equipment
13. Review safety standards for indoor play equipment
14. Begin ordering classroom furniture and equipment
15. Order small toys and supplies
16. Develop and Prepare parent handbooks (see sample outline below)
17. Prepare enrollment forms and contracts for parents and children
18. Advertise and pre-enroll children
19. Advertise for and hire staff
20. Prepare menus and seek nutritionist approval
21. Schedule final local health and fire inspections
22. Schedule inspections by licensing personnel
23. Move in and set up furniture
24. Set up files and enrollment/accounting data system
25. Prepare for open house

A. Contact the Professionals

1. State of Utah Child Care Licensing

This is the first agency you should contact. Public schools are not required to be licensed but we should function as a licensed child care facility in order to train our student to receive their Child Development Associates Licensure (CDA). Attendance at an orientation is required. Call Carrie at 801-584-8292 for an appointment. The center rules are on the web site, along with other helpful information. www.health.utah.gov/licensing phone: 801-584-8294

2. Utah Child Care Resource and Referral (CCR&R) Network

This is the second agency you should contact. Each CCR&R is familiar with the needs for child care in their area. They can provide you with number of child care providers in your target area and the child vacancy rates. They are also available for discussion and advice. The CCR&Rs provide child care referrals to parents and training and consultation services to child care providers. Training to meet Licensing's Director Qualifications requirement is available.

<https://jobs.utah.gov/occ/occ2/ccrandrcontact.html>

B. Developing a Parent Handbook

Putting your policies in writing through a parent handbook can clarify expectations and reduce conflicts for a child care program. This handy reference can serve as a tool for parents, teachers and program directors, making your position clear about issues related to young children's care and education. Use the following sample as a guideline for creating your own comprehensive parent handbook.

1. Cover Sheet:

Include your center name, address and phone number. Also include your website if you have one.

2. Write an introduction:

Sample: Welcome to _____. This handbook contains information regarding the preschool/child care program. It is very important that you read this handbook and keep it handy as long as your child is enrolled in the program. It will answer many of the questions you may have about our program.

Part One: About the Center

1. Mission/Philosophy

- Your center mission statement should be clearly defined. What is your purpose, what are your goals for the children and families in your center?

2. Hours/Days of Operation

- List your center's hours of operation. Also list all days/holidays your center will be closed (consider using an insert listing specific dates/holidays of the year you are closed) and if applicable days your center will have early dismissal. It is recommended to charge full tuition for the days you are closed.

3. Staff

- If applicable, list the center's educational requirements for staff. Also, list continuing education requirements as well as CPR and First Aid staff training.
- It is recommended to list the staff/child ratios for each group of children you care for (from the rules and regulations handbook). Also, list the maximum group size requirement.

Part Two: Enrollment

1. Eligibility

- List the ages of the children you accept. Also note that you do not deny enrollment on the basis of race, creed, color, national origin, gender, age or disability.
- List the required enrollment forms that need to be completed prior to attendance. Also note that these forms will be updated annually.

Examples:

- Registration/child information form
- Health records
- Immunization records
- Parent consent forms
- Food program form
- Enrollment form

- ❖ Make note that all records are confidential. If information needs to be updated at any other point, it is the parent's responsibility to notify the director in writing.

2. Fees

- **List days and hours of reserved care** – Charge parents for all of the hours of care that they reserve, even if they do not use them. Remind parents they are paying for the “slot” that you hold for their child.
- **List rates and fees and payment schedule**
 - Late pick up fee by the minute or quarter hour
 - Service fee for late payment or bounced check.
 - Supplemental fees (examples – transportation, field trips, onsite services such as music lessons, etc.)
- **Payment Policy** –
 - List when tuition fees are due. It is recommended that payment is made prior to receiving care.
 - List types of payments that are accepted such as electronic funds transfer, credit card, check, etc.
 - List the appropriate name checks need to be made out too and where checks can be dropped off.
- **Part time** – explain how you charge for part time care.

3. Changes in Enrollment

- **Withdrawals**
 - List any requirements for written notices if child is withdrawn from the program.

4. Schedule (explain your procedures on the following topics)

- **Attendance**
 - Explain that the family will be billed for all days the child/ren is scheduled whether or not they use the services (due to vacation, illness etc.).
 - Explain additional fees for care over 10 hours a day. Typically full time care consists of up to 10 hours of care per day.
 - Explain the need for parents/guardians to call to notify staff if child will not be in care a particular day.
- **Part-time schedules**
 - If at all possible try to match part time schedules from separate families to create a full time slot – this will eliminate revenue loss.
 - It is recommended that anything over 3 days will be charged full-time rate (4-day schedules pay full rate).
- **Changing schedule**

Explain how much time you will need in advance for any change in schedule. It is also recommended to not guarantee that the change in schedule can be met but instead will be evaluated on a case by case need.
- **Inclement Weather Closing**

List your procedure for center closing due to inclement weather. Offer specific media details on where parents can listen/watch for your center closing announcement.
- **Signing in and Signing Out**
 - Explain the importance of signing in and out the children. If your center is on the Child and Adult Care Food program this will serve as your record of daily enrollment.
 - Explain where the sign in/out sheets are posted and the clock parents/guardians should use to document time. Consider using a computer/electronic system for more accurate and consistent information; this also adds to the professionalism of your center.
- **Waiting list**
 - Explain your waiting list procedure. List any applicable fees/deposits
 - If you have a priority policy for employees and currently enrolled families for the waiting list it is important to note that.

Part Three: Center-wide Policies and Procedures

1. Authorization to pick up child

- State that children will only be released to persons, 18 years of age and older, that the parents have listed on the appropriate documents. Explain the process to have children released to adults not on “the list”.
 - It also may be necessary to have a legal custodial agreement on file in cases of divorce or separation.
- Explain procedure taken if person picking up the child/ren is impaired due to alcohol/drug use.

2. Birthday Parties

- If your center will not be allowing homemade treats from children you should clarify the treats that are allowed.

3. Children’s Arrival and Parents Departure

- Offer suggestions on successfully dropping children off and successfully picking children up. It is suggested to also list procedure for drop off (walking child into classroom, helping them with their coats, no cell phone rule, etc)

4. Field Trips

- If your center will be going on periodic field trips explain the permission slip policy and also explain how fees for the field trip will be handled.
- Explain how children will be transported to/from field trips.

5. Fire, earthquake, intruder, & other emergency Drills

- List how often emergency tornado drills will occur, where the records of the drills are kept, and the process for the drills.

6. Meals and Snacks

- Give explanation of how meals are prepared (onsite or catered)
- List times of meals. Consider adding when children need to be dropped off by in order to receive meals.
- Discuss how food allergies will be handled.
- Discuss hand washing rules.
- Discuss rules for food brought from home

7. Nap and Rest Time Policy

- List rest time requirements
- Discuss options for non-nappers
- Consider “back rubbing” permission form
- Parent’s responsibility to wash nap items weekly

8. Outdoor Policy

- List your outdoor policy according to the day’s outdoor temperature. National Standards for Child Care recommend that children are taken outside when temperatures are above 15 degrees F (wind chill or temperature) and below 90 degrees F (heat index).
- It is extremely important for children to have outdoor play time on a daily basis. If parents request their child not go outside, it is recommended for parents to obtain a written order from their child’s health care provider. If parents feel their child is too sick to go outdoors then they are probably too sick to be in care.

9. Photo Release

- It is recommended to have a written permission form on file for all children to have their picture taken. Pictures of the children are taken quite often for room display, bulletin boards or sometimes media. Children cannot be photographed without a permission form from their parents/guardians.

10. Promotion /Transition of children

- Explain when children will be transitioned to the next age group (i.e. based on chronological age, staffing, and maturity of child). You may want to explain that parent's wishes are always respected but may not always be granted due to the above.

11. Toys from Home

- Explain your policy for toys brought from home. The majority of centers do not allow this do to the possibility of the toy being broken or misplaced. The exception to this rule could be nap comfort items or toys brought specifically for show and share.

12. Transportation

- Explain your transportation policy if applicable.

13. Visitors

- All visitors should check in at the child care office. Explain that parents are welcome at any time (open door policy) but due to safety reasons you need to know who is in the building at all times.

Part Four: Program

1. Curriculum Overview

- If your center follows a particular curriculum please explain it here.
- It is a good idea to share your center's philosophy of how children learn.

2. Infant/Toddler Daily Schedule

- Include a copy of your infant and toddler room's daily schedules.
- It is recommended you explain that at this age daily schedules are very flexible and are used more for a guideline.

3. Two year old Daily Schedule

- Include a copy of your two year old room's daily schedules.
- It is recommended you explain that at this age daily schedules are very flexible and are used more for a guideline.

4. Preschool Daily Schedule

- Include a copy of your preschool daily schedule.
- It is recommended you explain that at this age daily schedules are very flexible and are used more for a guideline.

5. Program Activities

- List any additional activities your center offers.

Part Five: Guidance and Socialization (Discipline) Policy

1. Positive Guidance

- Explain how your center focuses on positive guidance.

2. List items that will not occur in your center.

- Examples could be any type of physical punishment, withholding things such as food due to unacceptable behavior, using physical restraints, etc.

Part Six: Parents in the Program

1. Daily Communication

- Identify where parent information boards are located within the center. It is recommended to have a parent board for each classroom and a center information board located near the entrance of the building.

2. Grievance Procedure

- Explain your process for handling complaints/concerns

3. Mandated Reporter

- Explain that state law requires you to report any instances of suspected child abuse or neglect

4. Newsletters and Other Forms of Communication

- Explain how and when information will be communicated.

5. Parent/Teacher Conferences

- If you offer parent/teacher conferences please list approximate times of the year you will conduct them.

6. Parent Input

- Include contact information for the parent board representatives (if applicable)
- Include information regarding becoming more involved with the center.
- Explain your grievance policy.

Part Seven: Health and Safety

1. Accident Procedure

- Explain when accident reports will be written up, when parents will be called and when emergency services will be called.

2. Children with Special Needs

- Explain that all children with diagnosed special health needs have a current care plan signed by a health care provider and parent/guardian, as well as a release of information form signed by parent. Care plan must be updated at least yearly.
- Emergency medication and/or equipment specified in the care plan must be available at the program at all times and when child is taken off site during child care hours.

3. Emergency

• Medical Emergency

Explain your procedure for an accident/occurrence that requires immediate medical attention.

• Evacuation

Explain where your point of evacuation will be in the event of an emergency and how parents can contact you if this situation should occur.

- Shelter location for weather related events
- Safe Place for lock down situation.

- Explain your process for dealing with natural disasters.

4. Guidelines for Exclusion Due to Illness

- Offer detailed information regarding your exclusion policies for common illnesses in children such as blood in the stool, diarrhea, fever, pinkeye, rash, respiratory illness, vomiting, etc.
- List illnesses that children are diagnosed with that parents need to inform the center of immediately.
- Explain procedure that will be followed if children become ill while at the center.

5. Handwashing Policy

- List all times children and adults are required to wash hands.

6. Health Policies

- Explain process for notification of communicable diseases.

7. Infant Sleep Policy

- Explain that all infants under the age of 12 months will be placed flat on their backs for sleep in a safety approved crib or playpen. If parents request that their infant is placed in an alternate sleep position or in another device/equipment for sleep, parents must provide a written order from a health care provider stating the medical reason and time frame to follow the order as well as written parental permission. Programs are recommended to consult an attorney to discuss the liability risk of following the request. Programs have the right to refuse care if they do not feel comfortable following the request.

8. Immunization Policy

- Explain that children are required to be up-to-date with their immunizations and parents are expected to provide their child's immunization record.
- If child is unimmunized, the program is advised to consult an attorney before enrolling child to discuss liability risk. According to North Dakota's Century Code, child care programs cannot refuse to provide care to unimmunized children who are otherwise eligible if they present a valid exemption from immunization requirements. If a vaccine preventable disease to which children are susceptible occurs at the program, it is recommended for unimmunized children to be excluded for the duration of the possible exposure.

9. Medication Policy

- Explain your medication policy thoroughly. Written permission and instructions from a health care provider and the child's parent are recommended to be obtained to administer prescription and over-the-counter medications.
- Explain to parents that medication should be given to staff and should not be left in diaper bags/backpacks or placed in cubbies.
- Written parental permission is required to apply any over-the-counter products such as sunscreen, insect repellent, diaper cream/ointment, etc.

By signing below, parents/guardians and provider agree to abide by the policies as stated in this handbook.

_____ Director's Name (print)	_____ Director's Signature	_____ Date
_____ Parent's Name (print)	_____ Parent's Signature	_____ Date
_____ Parent's Name (print)	_____ Parent's Signature	_____ Date

Attention parents:

Licensing requires all parents to be given a copy of our center parent handbook.

IV. Developmentally Appropriate (DAP) Curriculum

Before you prepare staff manuals, parent materials, daily schedules and activity plans, you will need to make decisions about your center's philosophy, goals for children and curriculum. Your curriculum refers to the plans you make and carry out with the children in the classroom and on the playground each day. It should begin with the center's mission statement and/or philosophy, and take into account the materials and equipment used at the center for all activities. The saying, "If you don't know where you're going, you'll never know if you get there," holds true for early childhood programming. The curriculum you use will be your road-map to help guide the development of the children you serve. It should include all areas of child development (cognitive/intellectual, language/literacy, social, emotional, and physical), strategies to increase reasoning or problem-solving skills, and inclusion of cultural awareness. Your curriculum includes:

- Mostly child-directed activities with some caregiver-directed activities
- Materials and equipment
- Interaction between caregivers and children and between the children themselves.

Quality child care begins with planning activities carefully to meet the needs of each child and help each one reach his or her full potential. Developmentally appropriate practice means teachers alter the curriculum and activities to match the child's needs and interests rather than expecting the child to fit into a set curriculum. Informal assessments such as anecdotal records, as well as formal assessments such as the Ages and Stages Questionnaire, should be used to help caregivers plan activities based on the needs, strengths and interests of the individual children. It is recommended that you choose a curriculum that has been developed by early childhood experts and is research-based (meaning the research shows the curriculum results in positive outcomes for children).

NAEYC's (National Association for the Education of Young Children) position statement on DAP curriculum, assessment and program evaluation lists the following characteristics of an effective DAP curriculum:

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidence-based.
- Content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experience banks.
- Curriculum is comprehensive (addresses all areas of development).
- Professional standards validate the curriculum's subject-matter content.
- The curriculum is likely to benefit children.

A small sample of tried and true Curriculum Resources

- Mailbox Curriculum
- Creative Curriculum
- Teaching Strategies, Inc. www.teachingstrategies.com. You can purchase the basic books, the curriculum and associated materials, and/or hire trainers to come to your center 4 day workshops
- High Scope Curriculum www.highscope.org. You can purchase the basic books, the curriculum and associated materials, and/or hire trainers to come to your center to conduct workshops
- Bank Street Curriculum <http://bankstreet.edu/theory-practice/> Explorations with Young Children:
- Montessori Method North American Montessori Center <http://montessoritraining.net/>
The center offers on-line training, college credit, curriculum materials.

In addition to the curriculums listed above, any books purchased from Gryphon House (gryphonhouse.com) or Redleaf Press (redleafpress.org) will provide you with good quality and developmentally appropriate curriculum. Both companies carry many books from the most trusted experts in early childhood education, including Pam Schiller, Margie Carter, Karen Miller, Deb Curtis, Jim Greenman, Diane Trister Dodge, Laura Colker and High Scope staff. Choose “curriculum” books that integrate knowledge of child development, how to meet individual children’s needs, and appropriate activities. Some centers choose to spend thousands of dollars on “canned” curriculums that arrive in the mail with scripts for teachers to follow, art activities and props. Many of these include inappropriate activities and are difficult to tailor to the needs and interests of individual children. Creating a sound library of excellent resource books for your caregivers to use will provide you with a solid base to work for years at a fraction of the cost and result in a higher quality programming.

Both Creative Curriculum and High Scope have curriculums for infants and toddlers. Other excellent choices are Innovations, by Kay Albrecht and Linda Miller, and Prime Times by Jim Greenman, Anne Stonehouse and Gigi Schweikert. There are several curriculums that are highly respected and are usually on the list of “approved” curriculums in states that formally approve curriculums. The table below provides basic information on these curriculums.

v. Daily Health, safety and wellness, cleanliness, and sanitation processes

Health, safety and wellness, cleanliness, and sanitation processes are to be considered and continually observed. Have an emergency procedure plan posted and practiced with the children and staff on a regular basis (licensing says these are to be practiced monthly). Below are checklists to review and mark off on a daily basis to protect, model, teach, and train for the staff, parents, and children within your center.

Health and Safety Checklist

School: _____

Date: _____

Teacher: _____

Observer: _____

Safety Items Posted in the Classroom:	No Concern	N.A.	Needs Improvement/comment
1. Each exit from the classroom is clearly identified with posted exit sign. Staff understands their building's emergency preparedness plan.			
2. Classroom emergency exit route and emergency preparedness flip chart is posted. Drills are documented in the lesson plan.			
3. CPR, First Aid, WIC information, Hand-washing posters are posted. Diapering Procedures are posted above changing areas.			
4. Emergency telephone numbers are posted by the phone.			
5. Hazardous Chemical Notice is posted on the locked cabinet where chemicals are stored.			
6. Breakfast/Snack and lunch menus are posted.			
7. Allergies or special dietary needs are posted in the classroom and are discussed with food service staff			
8. First Aid, CPR, and Food Handler permit cards for Teacher and Assistant are current and posted.			
9. Fanny pack is labeled with a red cross, equipped with supplies and emergency contact information, is hanging near the door out of the reach of children and is taken when leaving the class with children.			
10. All unused outlets are covered with plug covers.			
11. Classroom is equipped with at least one working flashlight.			

Safety Items Posted in the Classroom:	No Concern	N.A.	Needs Improvement/comment
12. Teacher and Assistant know the location of the nearest fire extinguisher and how to use it.			
13. Latex gloves are worn when changing diapers, providing first aid, or coming in contact with bodily fluids. Serving gloves are worn when serving meals.			
14. Only approved cleaning supplies are used and stored in a secured cabinet, away from other usable food items and out of the reach of children.			
15. Sharp objects are stored out of reach of children.			
16. Any written health care plan is supported with a medical statement, and is in place prior to the child's first day of class if needed. All medication is properly labeled with child's name, name of medication, dosage, etc. Medication is stored in the appropriate location. (refrigerator if needed) All medication is kept under lock and key except rescue medication (Epi-pen, inhaler etc.) These are placed out of reach of children but easily accessible for emergency.			
17. Classroom and playground rules are posted and have been discussed with children and documented on the lesson plan.			
18. Refrigerator is equipped with a working thermometer. The temperature is documented daily and is 41 degrees or lower. No portable heater is in the classroom.			
19. Classroom is free of clutter, spills are cleaned, items are in working order, furniture has no sharp corners, items have a place to be stored. There are no tripping hazards or obvious health concerns.			
20. Items on high shelves are secure and earthquake safe, and are at least 18 inches from the ceiling.			

Safety Items Posted in the Classroom:	No Concern	N.A.	Needs Improvement/comment
21. Animals brought into the classroom serve and education purpose and taken home after that purpose has been met.			
22. Objects that can become hot (crock pots, toasters) are stored out of children's reach and supervised carefully during use?			
23. Outdoor play area is free from litter, broken glass, and other debris. (see Playground Safety Checklist)			
24. Meals are served Family Style. (see Family Meal's Checklist)			
25. Meal paperwork is completed correctly.			
26. Infants are held while being fed, and are not put to bed with a bottle.			
27. Each child has a crib or a cot, which is placed at least 3 ft. apart. Infants are placed on their backs to sleep.			
28. Materials with loose pieces, plastic bags, balloons, and other choking hazards are not in the classroom?			
29. Venetian blind cords are secured out of children's reach or replaced with plastic rods.			
30. Children are supervised at all times, both indoors and outside			
31. Items needed for hygiene are within reach and readily available to the children. (tissues, soap, towels)			

Comments:

CDA Child Care Center Checklist

Functional Area 1: Safe

1.1	All toys and materials provided for use by children are safe	Yes	No	Plan
1.2	Supervision is appropriate for developmental level of children	Yes	No	Plan
1.3	Emergency procedures are planned in advanced and are well organized	Yes	No	Plan

Functional Area 2: Healthy

2.1	General hygiene practices are consistently implemented to cut down the spread of infectious disease	Yes	No	Plan
2.2	Health and maintenance habits in children are encouraged	Yes	No	Plan
2.3	Diapering/toileting procedures are organized to maintain health	Yes	No	Plan
2.4	Meals/snacks meet the developmental needs of children	Yes	No	Plan
2.5	Pleasant and appropriate environment conducive to rest is provided daily	Yes	No	Plan

Functional Area 3: Learning Environment

3.1	Well-arranged space which meets the developmental needs of children during routines and play is provided	Yes	No	Plan
3.2	A variety of developmentally-appropriate materials are available	Yes	No	Plan
3.3	Materials for play are well organized	Yes	No	Plan
3.4	Schedule provided meets the children's need for routine and play	Yes	No	Plan

Functional Area 4: Physical

4.1	A variety of activities are offered which enable children to develop their large muscles	Yes	No	Plan
4.2	A variety of activities are offered which enable children to develop their small muscles	Yes	No	Plan
4.3	Program activities adapt to needs the individual needs and special needs of children with disabilities	Yes	No	Plan
4.4	Opportunities are offered to help children develop their senses	Yes	No	Plan

Functional Area 5: Cognitive

5.1	A variety of age-appropriate materials and activities that encourage curiosity, exploration, and problem-solving are accessible to children throughout the day	Yes	No	Plan
5.2	Interactions provide support for play, exploration, and learning	Yes	No	Plan
5.3	Individual learning styles are recognized	Yes	No	Plan

Functional Area 6: Communication

6.1	Communication with each child is frequent	Yes	No	Plan
6.2	Talk with children is developmentally appropriate	Yes	No	Plan
6.3	Children are encouraged to talk	Yes	No	Plan
6.4	Children's attempts to communicate are responded to positively	Yes	No	Plan
6.5	A developmentally-appropriate, print rich environment, in which children learn about books, literature, and writing, is provided	Yes	No	Plan

Functional Area 7: Creative

7.1	Individual expression and creativity are appreciated	Yes	No	Plan
7.2	Many appropriate music experiences are available to children	Yes	No	Plan
7.3	Art experiences are age appropriate and varied	Yes	No	Plan
7.4	Dramatic play experiences, with a variety of age-appropriate props, are available.	Yes	No	Plan
7.5	A variety of age-appropriate block play opportunities are available.	Yes	No	Plan

Functional Area 8: Self

8.1	Children are given the message that each is important, respected, and valued	Yes	No	Plan
8.2	Individual children are able to develop a sense of security	Yes	No	Plan
8.3	Diapering/toileting procedures are developmentally appropriate and set up to encourage self-help skills	Yes	No	Plan

Functional Area 9: Social

9.1	Each child feels accepted in the group	Yes	No	Plan
9.2	Feelings of empathy and respect for others is encouraged	Yes	No	Plan
9.3	Non-biased curriculum is used	Yes	No	Plan
9.4	Children are encouraged to respect the environment	Yes	No	Plan

Functional Area 10: Guidance

10.1	Methods for avoiding problems are implemented	Yes	No	Plan
10.2	Positive guidance techniques are used	Yes	No	Plan
10.3	Guidance practices are related to knowledge of each child's personality and development level	Yes	No	Plan

Functional Area 11: Families

11.1	Various opportunities to appreciate children's families are part of the regular program	Yes	No	Plan
11.2	Information about families' culture, religion, and childrearing practices is in classroom experience	Yes	No	Plan
11.3	Various opportunities are offered to help parents understand in the development of their child and understand their child's point of view.	Yes	No	Plan
11.4	Resources are provided to help families meet their child's needs	Yes	No	Plan

Functional Area 12: Program management

12.1	Manages by using all available resources, to ensure an effective operation.	Yes	No	Plan
12.2	Candidate is a competent organizer, planner, record-keeper, communicator, and cooperative coworker.	Yes	No	Plan

Functional Area 13: Professionalism

13.1	Makes decisions based on knowledge of early childhood theories and practices and promotes child care services.	Yes	No	Plan
13.2	Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.	Yes	No	Plan