

NAFCC Accreditation

Transfer Workbook

FOR TRAINING PURPOSES ONLY



NAFCC

To transfer your NAFCC Accreditation to your new location...

Provider Name
License Address
Mailing Address (if different)
Phone
Email



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Instructions.

1. You must be the owner/license holder to transfer your accreditation.
2. Complete this Accreditation Transfer Workbook.
 - Where there are lines by a standard, write how you meet the standard in your new location.
 - Score every standard.
3. Make sure your membership is current.
4. Submit with this completed workbook with:
 - new license
 - \$50 transfer fee (See Page 3 to pay by credit card.)

5. Submit workbook to:

Mail:

NAFCC
700 12th Street, Suite
700
Washington, D.C. 20005

Fax:

801-886-2325

Email:

Accreditation@nafcc.org

NAFCC will email a confirmation upon receipt. A new certificate with your new location and original accreditation date will be issued after your materials are received and reviewed. Please allow up to 4 weeks receive your paper certificate. An electronic copy may be obtained by emailing us at accreditation@nafcc.org.

Provider - First Name _____ Last Name _____

P a y m e n t I n f o r m a t i o n

Card # _____

Expiration Date _____

Name on Card (please print)

Billing Address

City

State

Zip

Signature _____

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Instructions for Self-Certified Standards for NAFCC Accreditation

Complete the self-certified standards book and return it to NAFCC. To complete the self-certified standards, **read** each standard, **score** it, and **write** a description of how you meet the standard or explain why you do not meet it. Use examples whenever appropriate. **Sign** the signature page, and **sketch** your child care environment. Complete the self-certified standards in a timely manner. **Mail** them to NAFCC with the parent surveys, your evaluation of the observer and the signed conflict of interest form as soon as your observation visit is over.

Read

- Carefully read each standard.
- Pay close attention to all parts of the standard. Address each part.

To simplify the wording of some of the standards and instructions, "she or he" is changed to "she". This change is in no way intended to exclude male providers; it is merely to simplify the materials.

Score

- Complete the scoring boxes for each standard. Every standard must have a score.
- Mark only one score per standard.
- Scores can be based on your actions or that of the co-providers' or assistant's.
- Determine your score based on all children who are enrolled in your program.

Score each standard in one of the following ways:

Fully and consistently met: There is full and consistent evidence that the standard is met.

- Fully and consistently met
- Partially or sometimes met
- Not met

Partially or sometimes met: There is evidence the standard is met some of the time or some of the definition but not most of the time or most of the definition.

- Fully and consistently met
- Partially or sometimes met
- Not met

Not met: There is little or no evidence the standard is met.

- Fully and consistently met
- Partially or sometimes met
- Not met

Not applicable (N/A): The standard does not apply to the program as it currently operates or to the children currently enrolled.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable= no stairs

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Write

- For every standard which has lines next to it, write a description of how you meet that standard. Use examples whenever appropriate.
- For every standard you score "Partially or sometimes met" or "not met", write an explanation of your score. Use additional paper if needed.

Sign

- Sign the signature page once you have read it and agree.

Sketch

- Using the grid provided, sketch your child care environment.
- The indoor and outdoor sketches should show how rooms are arranged and how space is used throughout the day.
- These sketches can be freehand. They do not need to be perfect but should give the commission a good idea of the layout of your child care environment.

Mail

- Double check that you have completed all instructions as given to avoid a delay in your process.
- Mail your self-certified standards, parent surveys, your evaluation of the observer, and the signed conflict of interest form to NAFCC.

This information is provided for standards *1.4 and *1.5 starting on the next page.

Breakfast for Children All Three Components must be served if the standard is scored fully met			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12¹
1 milk — fluid milk	1/2 cup	3/4 cup	1 cup
1 fruit/vegetable juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	1/2 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
Lunch or Supper for Children All four components must be served if the standard is scored fully met			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12¹
1 milk —fluid milk	1/2 cup	3/4 cup	1 cup
2 fruits/vegetables juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1½ oz. 1½ oz. 1½ oz. 3/4 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.
Snack for Children Two of the four components must be served if the standard is scored fully met			
Food Components	Ages 1-2	Ages 3-5	Ages 6-12¹
1 milk -fluid milk	1/2 cup	1/2 cup	1 cup
1 fruit/vegetable juice, ² fruit and/or vegetable	1/2 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal	1/2 slice 1/2 serving 1/4 cup	1/2 slice 1/2 serving 1/3 cup	1 slice 1 serving 3/4 cup
1 meat/meat alternate meat or poultry or fish ⁴ or cheese or egg ⁵ or cooked dry beans or peas or peanut or other nut or seeds or yogurt ⁶	1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 2 oz.	1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 2 oz.	1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 4 oz.

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Routines

Arrival and Departure

1.1 The provider talks to each child and parent warmly as they arrive or depart.

Fully and consistently met _____

Partially or sometimes met _____

Not met _____

1.2 The provider talks at least briefly to parents as they come and go or arranges another time to talk if needed.

Fully and consistently met _____

Partially or sometimes met _____

Not met _____

Meals and Snacks

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1.3 Food is stored, prepared, and served to children in a sanitary manner.

Fully and consistently met

Partially or sometimes met

Not met

1.4 Meals and snacks are nutritious.

Fully and consistently met Breakfast: _____

Partially or sometimes met Snack: _____

Not met Lunch: _____

See current Child and Adult Care Food Program Guidelines for nutrition requirements and serving quantities on the previous page. If parents supply food, provider assures that it is nutritious by supplementing as necessary.

1.5 **Meals and snacks are sufficient in quantity and available every 3 hours. Indicate the times served below.**

- Fully and consistently met Breakfast Time: _____
- Partially or sometimes met Snack Time: _____
- Not met Lunch Time: _____

1.6 **Information regarding food allergies is posted in the kitchen and where children eat.**

- Fully and consistently met
- Not met

If there are no children with food allergies or special diets enrolled, notification is posted in the food preparation and/or eating areas: "There are no children with food allergies enrolled at this time".

1.7 **The stove and other cooking appliances are used safely or not used while children are present.**

- Fully and consistently met
- Partially or sometimes met
- Not met

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- Stove safety
- Pot handles are turned to the back.
 - Back burners are used when available.
 - Stove knobs are removed or covered when not in use, are out of children's reach, or the stove has safety knobs that cannot be used by children.
 - Children do not play within 3 feet of stove while in use.
 - School-agers may cook on stove if they are carefully supervised.

1.8 **There is conversation during meals and snacks.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Conversations during meal time can occur between children or between the provider and children.



1.9 Children always sit down to eat meals and drink beverages.

- Fully and consistently met
- Partially or sometimes met
- Not met

Children do not have bottles or sippy cups of milk or other beverages while walking around.

1.10 Meals and snacks are not rushed nor are children forced to stay at the table for more than a few minutes after they have finished eating.

- Fully and consistently met
- Partially or sometimes met
- Not met

1.11 There is no use of screen media during meal time.

- Fully and consistently met
- Partially or sometimes met
- Not met

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1.12 Solid food is cut into cubes no larger than 1/4 inch for babies and 1/2 inch for toddlers.

- Fully and consistently met
- Partially or sometimes met
- Not met

1.13 Bottles for babies and toddlers are not heated in a microwave.

- Fully and consistently met
- Partially or sometimes met
- Not met

If there are no bottles, score this standard fully and consistently met.

1.14

Food is not used as a reward or withheld as a punishment. Children are not forced to eat anything.

- Fully and consistently met
- Partially or sometimes met
- Not met

1.15 **The provider helps children age 2 or under learn to feed themselves as they are ready or interested in doing so.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This standard is not applicable when there are no children under age 3 enrolled.

1.16

The provider holds babies under 8 months old during bottle feeding and beyond eight months if the child is unable to hold the bottle, while offering responsive attention.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Responsive attention can include talking, touching, stroking, or making eye contact. (Bottles should not be propped.) This is not applicable if no babies under age 8 months are enrolled.

1.17 **Children are encouraged to drink water and it is available at all times. List times and describe how.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Diapering and Toileting

1.18 **Diapering and toileting areas are separated from food areas.**

- Fully and consistently met
- Not met

1.19 **Toileting is free from punishment.**

- Fully and consistently met
- Partially or sometimes met
- Not met

1.20 **The provider checks diapers at least once every 2 hours and changes if wet or soiled, except during naps. Soiled diapers are changed as soon as possible.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Diapers include pull-ups.
This is not applicable if there are no children in diapers enrolled.

1.21 **The provider cleans and sanitizes diaper changing surface or disposes of paper after each diaper change.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Diapers include pull-ups.
This is not applicable if there are no children in diapers enrolled.

1.22

Children are never left alone on a changing table. The provider keeps one hand on the child while changing diaper or diapering occurs on the floor.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This is not applicable if there are no children in diapers enrolled.

1.23

Containers for soiled diapers are plastic-lined, covered, and hands free, or are located out of reach of children.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Diapers include pull-ups. This is not applicable if there are no children in diapers enrolled.

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1.24

Potty chair is sanitary. It appears clean, has no strap and is sanitized after each use.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Washing Hands

1.25

The provider washes hands with soap and running water and dries with individual disposable or single use cloth towel at the following times:

- Upon arrival at the program, or before the first child arrives
- Before and after: handling food, eating, or feeding a child, giving medication or applying a medical ointment or cream, diapering a child, joining children in water play or play dough that is used by more than one person
- After: using the toilet or helping a child use the toilet, contact with bodily fluids, handling animals and/or their waste, cleaning, handling garbage, coming inside from outdoors
- When needed
- Alcohol based hand sanitizer (60-90% alcohol) is a suitable alternative for hand hygiene only when running water is unavailable. Pre-moistened wipes do not effectively clean hands and should not be used as a substitute for washing hands with soap and water.

- Fully and consistently met
- Partially or sometimes met
- Not met

1.26 **Children's hands are washed with soap and running water and dried with individual disposable or single use cloth towels at the following times:**

- Upon arrival
- Before and after: handling food or playing in water or with sand, or play dough that is used by more than one person
- After: toileting, diapering, contact with bodily fluids, handling animals, cleaning, handling garbage, and playing outdoors
- Alcohol-based hand sanitizer is a suitable alternative for children over the age of 24 months only when running water is unavailable. Pre-moistened wipes do not effectively clean hands and should not be used as a substitute for washing hands with soap and water.

- Fully and consistently met
- Partially or sometimes met
- Not met

1.27 **A secure step or stool is located in front of any sink where children wash their hands, or children can reach faucets without a step. Children may be held while washing hands.**

- Fully and consistently met
- Not met
- Not applicable

This is not applicable if all children can reach the faucet.

1.28 **The sink used for food preparation is not used for hand washing after diapering or toileting, or the sink is cleaned and sanitized after such use.**

Fully and consistently met

Not met

1.29 **Provider offers an opportunity for children to brush their teeth after eating at least once during each day.**

Fully and consistently met

Partially or sometimes met

Not met

1.30 **Toothbrushes are stored in a manner that prevents the bristles from coming into contact with one another, or dripping on one another**

Fully and consistently met _____

Partially or sometimes met _____

Not met _____

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Play Time

1.31 **Children have opportunities to make choices and explore their own interests. They direct their own free play for at least 30 minutes at a time, totaling at least 1 hour during each half day.**

Fully and consistently met _____

Partially or sometimes met _____

Not met _____

Please list the time and activities available. Free play may occur indoors or outdoors.

1.32 **There are activities offered which are appropriate for the abilities and interests of the children.**

Fully and consistently met _____

Partially or sometimes met _____

Not met _____

- 1.33 **The provider supports children’s play, without dominating it, by simply observing, offering materials, joining in, or making gentle suggestions as needed.**
- Fully and consistently met _____
 - Partially or sometimes met _____
 - Not met _____

- 1.34 **The provider offers daily opportunities for children’s pretend play and is involved in the facilitation of children’s creativity throughout the day.**
- Fully and consistently met _____
 - Partially or sometimes met _____
 - Not met _____

Pretend play and dramatic play activities allow children to represent or recreate their experiences, tell a story, or act out a concept. Facilitation includes providing time, space, and dramatic play materials that support and extend children’s interests.

Transitions

- 1.35 **Activities and transitions are generally smooth and unhurried.**
- Fully and consistently met
 - Partially or sometimes met
 - Not met

Smooth transitions are evident when children can usually finish activities at their own pace. The provider signals children when an activity is about to end and allows them a few minutes to finish up. Transitions should meet the needs of all children.

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- 1.36 **The provider encourages children to clean up after themselves, as they are able, and models a positive attitude about cleaning up.**
- Fully and consistently met _____
 - Partially or sometimes met _____
 - Not met _____

The provider helps each child be an effective helper during clean up time.

1.37 **Children do not spend long periods waiting while uninvolved in any activity.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

1.38 **The provider talks to babies and toddlers about what is happening to them during transitions and routines.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This is not applicable when there are no babies or toddlers enrolled.

Time Outdoors

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1.39 **The provider takes children outdoors (when neighborhood conditions are safe) 1 to 2 or more times during the day. List time children go outside and come in.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Weather permitting, i.e. no active precipitation, extreme weather conditions or advisory warnings that may affect the health or safety of the children. If children do not go outside, describe weather, air quality conditions or circumstances that would prevent going outside.

1.40 **Children are dressed appropriately for active outdoor play.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Rest Time

If children do not rest during the observation and they are napping during the interview, score and document with the felt tip pen. If they do not sleep at all score N/O and ask the provider for a response during the interview. These standards are not applicable when there is no rest time scheduled due to part or school age programs.

1.41 **Individual sleeping spaces allow children's faces to be separated by at least 3 feet.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Children are permitted to sleep facing opposite directions, i.e. head to foot.

1.42 **Rest time appears relaxing and comfortable for children. If there are non-sleepers, they can have books and/or quiet activities.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Stressful stimuli, including loud noises, are minimized during rest time. Each child has a comfortable bed, crib, play pen, or other padded surface for rest time.

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1.43 **The provider helps children who fuss for more than 10 minutes after lying down to fall asleep.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Score fully met if children do not fuss.

1.44 **Children do not have bottles or sippy cups of milk, juice, or other beverages while lying down.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no children enrolled who use bottles or sippy cups or if there is no rest time.

1.45 **Sleeping arrangements for babies are safe. Babies under 1 year of age are placed on their backs for sleeping. Babies' sleeping spaces do not have a soft pillow, soft mattress, comforter, stuffed toy, or other soft objects that can conform to the face.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

1.46 **When children are sleeping:**

- **The provider can hear them (monitors are permitted).**
- **The provider visually checks on sleeping babies under the age of 8 months every 15 minutes (visual monitors are not permitted for this infant check).**
- **The provider's own children may sleep in their own beds, regardless of age.**

Fully and consistently met _____

Partially or sometimes met _____

Not met

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Not applicable

This standard is applicable for all ages.

Children cannot be left alone inside or outside, even when sleeping (see *2.25).

Routines – Summary Page

There are **46** standards in this section.

As the observer,

I have scored _____ of the **46** standards **not applicable**.

I have scored _____ of the **46** standards **fully and consistently met**.

I have scored _____ of the **46** standards **partially or sometimes met** and flagged them.

I have scored _____ of the **46** standards **not met** and flagged them.

I have scored _____ of the **46** standards **not observed** and flagged them.

I have flagged _____ standards

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The total number of standards that I have scored partially or sometimes met, not met, and not observed is the same as the number of standards I have flagged.

I have recorded the provider's response to _____ flagged standards.

I have scored each of the **46** standards in this section.

Observer's Initials _____

Relationships

The Provider With Children

Caring and Responding

For standards 2.1-2.7 only, score and record documentation based solely on the actions of the provider or co-providers.



2.1 The provider shows interest in what children say and do and listens attentively to them most of the time.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Provider shows children that she is paying attention to what they say through her responses including comments, facial expression, and gestures.



2.2 The provider responds frequently to children's language and babies' vocalizations.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider responds to babies' language by imitating their sounds some of the time. Score based on all children.

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2.3 The provider has conversations with each child.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.4

The provider is responsive to the needs of children and respects their individual needs for comfort to ensure that their well-being is met.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider shows affection through a gentle touch, kind words, a special look, and other ways

2.5 **The provider acknowledges specific aspects of each child's efforts and accomplishments.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.6 **The provider adapts communication and language to match the needs and understanding of each child.**

- Fully and consistently met
- Partially or sometimes met
- Not met

2.7 **The provider accepts children's feelings.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

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2.8 **The provider builds on children's interests.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider builds on children's interests to extend their interest and involvement through interaction, offering materials, and suggesting activities.

2.9 The provider offers children help when needed.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider does not offer "help" that interferes with a child's experience for success.

2.10 The provider makes tasks easier or more complicated, as needed, to engage children or extend their interest.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.11 The provider adapts the interactions, activities, or environment to meet each child's needs and temperamental differences.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

A variety of temperaments include easy-going, fearful, shy, and energetic. Children with special needs are not set apart in a separate category in NAFCC's Quality Standards. All children have some special needs and the provider should respond to the unique needs of each child.

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2.12 The provider recognizes signs of distress in children and responds and comforts them with stress-reducing activities.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____
- Not applicable _____

Reducing distress includes helping children find quiet activities when they appear over-stimulated. The provider responds to baby's crying promptly and effectively or has a valid reason for not responding. Response is quick for a baby's distress. This standard is not applicable when there is no distress.

2.13 **The provider plays interactive games with children, especially with Infants and toddlers.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.14 **The provider holds or carries babies frequently, depending upon the babies' individual preferences.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____
- Not applicable _____

The amount babies are held depends upon their individual preferences, as shown by expression of discomfort, such as crying or fussing, or their express of well-being, such as smiling and cooing as well as their body language of settling in or pulling away.

Using Positive Guidance and Discipline

2.15 **Expectations are appropriate and are clearly explained to children in a positive, developmentally appropriate way.**

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- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider emphasizes what children should do rather than what they should not do.



2.16 **The provider helps children learn to understand and express their feelings and gain control over their impulses.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.17 **The provider helps children to notice and to understand each other's needs and feelings.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.18 **As opportunities arise, the provider allows children to experience the natural consequences of their own negative behavior in a safe, non-threatening manner.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider allows children to experience natural or logical outcomes of a situation.

2.19 **The provider does not require children to participate in activities except during transitions.**

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- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.20 **The provider minimizes aggression or there is no aggression.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

If there is no aggression, score this standard "Fully Met" and write "no aggression".

2.21 **Children seem to know what is expected of them.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.22 **The provider encourages and helps children resolve disagreements by talking through feelings and solutions.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable

This standard is not applicable when there are no children age 2 and over enrolled.

2.23 **The provider redirects children under age 3 to minimize their frustrations.**

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- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable

This standard is not applicable when there are no children under age 3 enrolled.

2.24 **Timeouts are not used, but rather time is given for each child to cool off or go to a safe place until they are ready to return to the group.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

If there is no time out or time away, score this standard "Fully Met" and write "no time out".

Supervision

2.25

Children under the age of 3 are in the provider's line of sight at all times, except when she attends to her personal needs for up to 5 minutes. The provider assures the safety of all children while attending to her personal needs.

This standard is also in effect when children are sleeping. However, children may sleep out of sight if they can be heard.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.26

Children age 3 and older may be out of the provider's line of sight for short periods of time, as long as the provider is close by and listens carefully to assure all children are safe.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

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2.27

Children under the age of 6 are never inside or outside by themselves. When children are inside, the provider is inside. When children are out side, the provider is outside.

This standard is not applicable if all children enrolled are age 6 and older.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____
- Not applicable _____

2.28

The provider supervises every child as appropriate for his/her activities and abilities.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.29 **Children are not left in equipment that restrains their movement for more than 20 minutes at a time and not more than half the total time during the observation.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Equipment that restrains children includes cribs and play pens, swings, baby seats, exercisers, high chairs. This is applicable even if there are no children under age 3 enrolled.

2.30 **A qualified assistant is present when there are more than 6 children in care, and no more than 12 children are in care at any one time.**

- Fully and consistently met
- Partially or sometimes met
- Not met

This standard is fully met when there are 6 or less children in care

2.31 **When there are 6 or fewer children present, no more than two are under the age of two years. When there are 7 or more children present, no more than 4 are under the age of two.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This standard is Not Applicable when there are no children under the age of two

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The Provider Does No Harm

For this section only, please note that each standard is repeated for the assistant. If there is not an assistant please score those standards "Not applicable".

 2.32 **The provider does not use any form of physical punishment or humiliation.**

- Fully and consistently met
- Partially or sometimes met
- Not met

 2.33 **The assistant does not use any form physical punishment or humiliation.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

2.34

The provider does not handle children roughly.

- Fully and consistently met
- Partially or sometimes met
- Not met

2.35

The assistant does not handle children roughly.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

2.36

The provider does not bully, criticize, shame, tease hurtfully, threaten, or yell at children.

- Fully and consistently met
- Partially or sometimes met
- Not met

FOR TRAINING PURPOSES ONLY

2.37

The assistant does not bully, criticize, shame, tease hurtfully, threaten, or yell at children.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

2.38 **The provider does not take over or dominate play or exert unnecessary control.**

- Fully and consistently met
- Partially or sometimes met
- Not met

2.39 **The assistant does not take over or dominate play or exert unnecessary control.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

2.40 **The provider avoids power struggles with children.**

- Fully and consistently met
- Partially or sometimes met
- Not met

FOR TRAINING PURPOSES ONLY

Power struggles are ongoing competition for power where each person tries to control and subdue the other.

2.41 **The assistant avoids power struggles with children**

- Fully and consistently met
 - Partially or sometimes met
 - Not met
 - Not applicable
-

The Children With Each Other

2.42 **In addition to the time spent at meals, all the children have the opportunity to do things together.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.43 **Children are engaged in conversations with each other that reflect a positive affect.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Happy or content sounds are heard most of the time.

FOR TRAINING PURPOSES ONLY

2.44 **Children share, take turns, and cooperate with each other most of the time.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

While toddlers may share, they are not required to do so.

2.45 **The provider helps children learn to respect each other's possessions and activities.**

- Fully and consistently met
 - Partially or sometimes met
 - Not met
-

2.46 **The children listen to and respond to each other.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

2.47 **Older and more competent children show some evidence that they are learning to help and take care of others.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

Not applicable if children are at same developmental level.

2.48 **Younger children interact with older children as well as watch them.**

FOR TRAINING PURPOSES ONLY

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

Not applicable if children are at same developmental level.

2.49 **The provider responds factually and respectfully when children are curious about people's similarities and differences.**

- Fully and consistently met _____
 - Partially or sometimes met _____
 - Not met _____
-

-
- 2.50 **The provider helps children notice incidents of bias and learn effective ways to stand up for each other and themselves in the face of teasing, bullying, or other forms of discrimination.**
- Fully and consistently met _____
 - Partially or sometimes met _____
 - Not met _____

 - Not applicable _____
-

If there is none of this behavior, score this standard not applicable.

FOR TRAINING PURPOSES ONLY

Relationships – Summary Page

There are 50 standards in this section.

As the observer,

I have scored _____ of the 50 standards **not applicable**.

I have scored _____ of the 50 standards **fully and consistently met**.

I have scored _____ of the 50 standards **partially or sometimes met** and flagged them.

I have scored _____ of the 50 standards **not met** and flagged them.

I have scored _____ of the 50 standards **not observed** and flagged them.

I have flagged _____ standards.

FOR TRAINING PURPOSES ONLY

The total number of standards that I have scored partially or sometimes met, not met, and not observed is the same as the number of standards I have flagged.

I have recorded the provider's response to _____ flagged standards.

I have scored each of the 50 standards in this section.

Observer's Initials _____

Developmental Learning Activities

3.1 **Most of the children’s activities promote many kinds of development simultaneously. The curriculum is integrated and holistic rather than focused on one area of development at a time.**

- Fully and consistently met
- Not met

For example, a play dough activity can include art; math; science; and self, social, and language development.

3.2 **The provider takes advantage of and builds upon the many natural learning experiences and “teachable moments” as they arise.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Teachable moments are spontaneous learning opportunities.

3.3 **There is evidence that the provider plans some activities building on the needs and interests of the children**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

3.4 **Children have equal opportunities to take part in all activities and to use all materials regardless of their gender, race, ethnicity, or ability.**

- Fully and consistently met
- Partially or sometimes met
- Not met

LEARNING ACTIVITIES

FOR TRAINING PURPOSES ONLY

3.5 **The provider helps children talk about what they are doing and thinking by asking open-ended questions.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Open-ended questions encourage children to reflect on and express their own ideas, rather than encouraging a brief one-word answer, a yes/no answer, or a right/wrong answer.

3.6 **The provider helps children learn specific skills and concepts, especially when they are interested or having trouble.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Part of teaching these skills includes building self-help skills when children are ready to learn them.

3.7 **Children are learning to take care of the equipment, materials, and the environment.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

FOR TRAINING PURPOSES ONLY

3.8 **Children appear actively engaged and their faces reflect concentration.**

- Fully and consistently met
 - Partially or sometimes met
 - Not met
-

3.9 **Children are usually permitted to choose to move in and out of an activity, to watch it, or not to participate in it.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Sensory-Motor or Activities

3.10 Children engage in large motor activity for at least 30 minutes during the observation.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

List activities and times of activities.

These activities may occur at one time or be accumulated.

3.11 The provider offers children opportunities to practice small-motor skills

FOR TRAINING PURPOSES ONLY

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

3.12 Non-crawling babies spend 3-5 minutes on their tummies during the observation.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

LEARNING ACTIVITIES

Reading and Writing Activities

3.13

The provider reads to children for at least 30 minutes each day or all the children are able to read. At least 15 minutes must be during the morning. If children have short attention spans, reading can occur during several brief time periods during the observation.

- Fully and consistently met Books: _____
- Partially or sometimes met _____
- Not met _____

This standard cannot be "not observed". If no reading happens during the observation, score it "not met".

3.14 The provider builds on children's emerging interest in print and writing in the context of meaningful ongoing activities.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____
- Not applicable _____

Depending on their developmental levels, the provider encourages children to scribble; to recognize signs, alphabet letters and their sounds; to write their names, notes and stories; to label their drawings; make books; or keep journals. This standard is not applicable when there are no children age 3 and over enrolled.

Math and Science Activities

FOR TRAINING PURPOSES ONLY

3.15 The provider offers children opportunities to explore math and science concepts in everyday contexts.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Math and science can occur in everyday contexts such as setting the table, preparing and cooking food, sorting the mail, gardening, and playing games. Activities include filling and dumping, stacking, comparing differences and similarities, matching, sorting, arranging items in sequence, counting things, measuring, and recognizing and creating patterns.

3.16 The provider offers children opportunities to explore the natural and physical environment.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Children can explore the natural and physical environment in many ways such as watching insects; planting seeds; collecting seeds, leaves, and pods for collage; watching the rain fall, playing with water and sand; or playing with balls and ramps.

3.17 **The provider encourages children age 3 and over to observe and make predictions, and asks them “what if” questions.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

This standard is not applicable when all children enrolled are under age 3.

Art Activities

3.18 **Most art activities are open-ended and child-directed. Children choose from a variety of materials to decide what they create and how they go about the creative process.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

Open-ended and child-directed art allow children to construct their own creations. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of open-ended and child-directed art activities, although they may be useful in other ways. This standard is not applicable when there are no children age 18 months or over enrolled.

3.19 **Evidence of the artwork of children age 3 and older is visible or readily available.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

For example, it may be on the refrigerator or closet doors, in photo albums, scrapbooks, portfolios, wall hangings, child-made games, books, or painted cartons. This standard is not applicable when there are no children age 3 and over enrolled.

3.20 **The provider comments on specific aspects of children’s art, focusing on children’s exploration of the materials and descriptions of their work. The provider does not show preference for work that looks realistic or pretty.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

This standard is not applicable when there are no children over 18 months old enrolled.

FOR TRAINING PURPOSES ONLY

Music and Movement

3.21 **The provider uses music in a variety of ways.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The provider uses music in more than one of the following ways: singing, fingerplays, clapping games, playing musical instruments, and playing recorded music.

3.22 **Children have opportunities to participate in making music.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

The children can make music with their voices by singing, chanting or fingerplays. They can also create music with instruments, whether purchased or home-made.

3.23 **Children have opportunities to dance or move creatively.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

FOR TRAINING PURPOSES ONLY

LEARNING ACTIVITIES

Screen Media

3.24 **Screen media use is limited to no more than one 1/2 hour during the observation visit for educational use or physical activities.**

- Fully and consistently met Type of screen media used and description: _____
- Partially or sometimes met _____
- Not met _____

If no television, video, DVD or other screen media is used during the observation, score this standard Fully met and write "none used" .

3.25 **Children under age 2 are discouraged from using screen media. Engaging alternatives are offered to all children when screen media is offered.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

3.26 **Any screen media or music used with children is free from violent, sexually explicit, stereotyped content (including cartoons) and advertising.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This standard is not applicable when none of these items are available.

3.27 **No child spends more than 15 minutes at a time using a computer during the observation.**

- Fully and consistently met
- Partially or sometimes met
- Not met

FOR TRAINING PURPOSES ONLY

School aged children using a computer for an educational project or children requiring assistive technology need not be limited in the time spent on a computer.

If no child uses a computer, score fully met.

3.28 **At least half the time during the observation, there is no background music, TV/DVD, radio or other recordings.**

- Fully and consistently met
- Not met

Developmental Learning Activities – Summary Page

There are **28** standards in this section.

As the observer,

I have scored _____ of the **28** standards **not applicable**.

I have scored _____ of the **28** standards **fully and consistently met**.

I have scored _____ of the **28** standards **partially or sometimes met** and flagged them.

I have scored _____ of the **28** standards **not met** and flagged them.

I have scored _____ of the **28** standards **not observed** and flagged them.

I have flagged _____ standards

FOR TRAINING PURPOSES ONLY

The total number of standards that I have scored partially or sometimes met, not met, and not observed is the same as the number of standards I have flagged.

I have recorded the provider's response to _____ flagged standards.

I have scored each of the **28** standards in this section.

Observer's Initials _____

Environmental Checklists

The Child Care Space

4.1 **Children can use what they can reach most of the time.**

- Fully and consistently met
- Partially or sometimes met
- Not met

4.2 **Furniture and objects are arranged so the provider seldom has to say “no” to children.**

- Fully and consistently met
- Partially or sometimes met
- Not met

~~FOR TRAINING PURPOSES ONLY~~

4.3 **There is sufficient space to allow children to carry out activities without being cramped.**

- Fully and consistently met
- Partially or sometimes met
- Not met

4.4 **There is a comfortable and cozy place.**

- Fully and consistently met _____
 - Partially or sometimes met _____
 - Not met _____
-

ENVIRONMENT

4.5 **Older children have a place to use materials without interference from younger children. For example: Preschoolers can play with small manipulatives out of reach of toddlers and school-agers have a quiet place to do homework.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

- Not applicable _____

Not applicable if all children are the same developmental level.

4.6 **Children who cannot walk have appropriate space to crawl, to stand up, or to walk holding on to sturdy, low furniture as needed.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

4.7 **There is an active play area, preferably outdoors, with open space for movement.**

- Fully and consistently met
- Partially or sometimes met
- Not met

FOR TRAINING PURPOSES ONLY

4.8 **There is a place for each child's personal belongings.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

ENVIRONMENT

Equipment and Materials

4.9 **There are enough toys and materials, home-made or purchased, to engage all children in developmentally appropriate ways.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Developmentally appropriate ways are consistent with or match abilities of the children enrolled, as well as for each child in the social and cultural context in which they live.

4.10 **Materials and equipment have been adapted as needed to meet children's individual needs.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Individual needs would include: A toddler needing larger crayons than the preschoolers or an advanced child needing higher level books.

4.11 **There is sufficient space for wheelchairs to move around**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____
- Not applicable _____

This is not applicable when there are no children in a wheelchair enrolled.

4.12 **No trampolines are accessible to the children in care, except for therapeutic equipment used with supervision.**

- Fully and consistently met
- Not met

If there are no trampolines, this standard is fully met.

FOR TRAINING PURPOSES ONLY

ENVIRONMENT

4.13 **Any high chair or booster seat used has a wide base or is securely attached to a table or another stable chair. It has a T-shaped restraint/harness that is fastened every time the high chair or booster seat is used.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This standard is not applicable when there are no high chairs or booster seats.

4.14 **Children help themselves to some of the materials and know where to put them away.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

4.15 **Separate containers are provided for different kinds of materials.**

- Fully and consistently met
- Partially or sometimes met
- Not met

FOR TRAINING PURPOSES ONLY

4.16 **Materials reflect the lives of the children enrolled and people diverse in race and ethnicity. They also reflect girls and boys, women and men, and older people in a variety of positive activities.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Examples include books, dolls, puzzles, and pictures. Do not include stereotyped pictures such as Indians with tomahawks.

4.17 **Materials do not portray violence, are not sexually explicit, stereotyped, or are not otherwise inappropriate for children.**

- Fully and consistently met
- Partially or sometimes met
- Not met

This standard also includes cartoons.

Books and Language Materials

4.18 **There are at least 10 books appropriate in level for each age group enrolled.**

- Fully and consistently met
- Partially or sometimes met
- Not met

See glossary for samples of books for each age group.

FOR TRAINING PURPOSES ONLY

4.19 **Some books are accessible to children**

- Fully and consistently met
- Partially or sometimes met
- Not met

Some books are kept on low shelves or in boxes that can be set within children's reach.

4.20 **The books are in readable condition.**

- Fully and consistently met
 - Partially or sometimes met
 - Not met
-

4.21 **There are some materials that promote language.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Suggested materials that promote language include but are not limited to telephones, puppets, interactive games, and written or audio materials in the child's home

4.22 **There are some materials that promote dramatic play.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Suggested dramatic play materials include but are not limited to dolls, blocks, human and animal figures, props for particular themes, materials for creating costumes, and dress-up

Art Materials

4.23 **The provider sets out inviting art materials for the children at least once each day. Children age 3 and over also have access to basic art materials during free play times.**

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____

Suggested art materials include but are not limited to crayons, markers, pencils, paint and brushes, paper of various sizes and colors, play-dough, clay, glue or paste, scissors, collage and construction

FOR TRAINING PURPOSES ONLY

ENVIRONMENT

Indoor Safety and Health Checklist

General Conditions

4.24 **The indoor space is not cold (below 68° F). If the temperature is over 90°F, air conditioning or safe fans are used.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Safe fans are out of children's reach or have covers that prevent little fingers from reaching in.

4.25 **Areas where children read, make art, or play with manipulatives have enough light for children and adults to see and to accomplish the different tasks in each area. There are areas in the child care environment with soft or natural light. There are areas where infants can lie on their backs and look up into lighting that is not bright nor harsh.**

- Fully and consistently met
- Partially or sometimes met
- Not met

4.26 **The home does not smell of urine, feces, garbage, pets, tobacco smoke, air deodorizers, mildew, or other fumes.**

- Fully and consistently met
- Partially or sometimes met
- Not met

4.27 **No one smokes or drinks alcohol in the presence of children**

- Fully and consistently met
- Partially or sometimes met
- Not met

FOR TRAINING PURPOSES ONLY

4.28 **Smoke detectors are located on each floor, near the cooking area, and adjacent to areas where children sleep.**

- Fully and consistently met
- Not met

4.29

Carbon monoxide detectors are located adjacent to areas where children sleep.

- Fully and consistently met
- Not met

This standard is required of all homes, whether or not they have gas appliances and/or attached garages. Even if the home is completely electric or licensing does not require this, it is still required by NAFCC.

4.30

A fully charged and operable ABC-type fire extinguisher is in plain sight and available in or near the kitchen and on each floor of the home used for child care. All extinguishers are inspected and tagged annually. Non-rechargeable extinguishers shall be replaced according to manufacturer's instruction.

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY

4.31

There is a first-aid kit readily accessible but out of reach of children.

- Fully and consistently met
- Not met

4.32

Emergency phone numbers are posted near the telephone.

- Fully and consistently met
- Not met

4.33 **Lower kitchen cupboards are free of dangerous items or cupboards have child-proof latches.**

- Fully and consistently met
- Not met

Home Furnishings and Materials

4.34 **Indoor equipment and materials are in good repair and safe for the ability and levels of the children who use them. Heavy furniture and equipment is stable or securely anchored.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Safe equipment includes sturdy furniture, toys, or play equipment with no sharp corners or rough edges. This standard is applicable only for indoor equipment and materials.

~~FOR TRAINING PURPOSES ONLY~~

4.35 **Indoor climbers, swings, and slides higher than 36" have cushioning materials underneath.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This standard is not applicable when there are no indoor climbers, swings, or slides, or they are less than 36".

4.36 **Toys and surfaces are clean at the beginning of the day. Toys that are mouthed by children are not used by others until sanitized.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Mouthed toys may be put up but do not need to be sanitized during the observation as long as they are not put back in circulation.

4.37

Toy chests are safe.

- Fully and consistently met
- Not met
- Not applicable

Toy chests have safety hinges and air holes. The lid is not heavy or there is no lid.
This standard is not applicable when there are no toy chests.

4.38

Fireplaces, woodstoves, radiators, and space heaters are safely screened and inaccessible or not used when children are present.

- Fully and consistently met
- Not met
- Not applicable

4.39

Every electrical outlet within the reach of children age 5 or under is covered with a choke-proof, child-resistant device, is in use, or otherwise child proof.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when all children enrolled are age 6 or older.

4.40

There are no movable baby walkers (stationary saucers are permitted).

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY

ENVIRONMENT

4.41 **No hot items, including adults' beverages, are in reach of children age 5 or under.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are all children enrolled are age 6 or older.

4.42 **There are no latex balloons within the reach of children age 3 and under.**

- Fully and consistently met
- Not met
- Not applicable

If there are no latex balloons within reach, score this standard fully met.
This standard is not applicable when all children enrolled are age 4 or older.

4.43 **Objects less than 1¼ inches in diameter and 2¼ inches in length are kept out of the reach of children age 2 or under.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when all children enrolled are age 3 or older.

4.44 **Children age 5 or under do not wear necklaces (unless necklace can be easily broken), pacifiers on a cord around the neck, clothing with draw strings around the neck, or the provider takes necessary precautions to avoid strangulation. There are no toys with cords, strings, or straps long enough to wrap around the neck (over 12 inches long).**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when all children enrolled are age 6 or older.

FOR TRAINING PURPOSES ONLY

ENVIRONMENT

Exits and Stairs

4.45 **Each floor used by children has at least two exits that lead to the ground level.**

- Fully and consistently met
- Not met

4.46 **Stairs with more than 3 steps have railings usable by the children.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no stairs or all stairs have 3 or less steps.

FOR TRAINING PURPOSES ONLY

4.47 **Secure and safe gates or barriers close off the top and bottom of all stairs adjoining areas used by children age 3 and under. There are no pressure gates or accordion gates with openings large enough to entrap a child's head.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no stairs adjoining areas used by children or all children enrolled are age 4 and over.

4.48 **Exits are usable by toddlers and older children. Access is unobstructed.**

- Fully and consistently met
 - Not met
-

Pets

4.49

Turtles, iguanas, lizards, or other reptiles are kept behind a glass wall in a tank or container where a child cannot touch them. There are no exotic or poisonous animals, hermit crabs, birds from the parrot family, ferrets, or wolf hybrids.

- Fully and consistently met
- Not met

If none of these pets are present in the home, this standard is fully met.

Parrot species that are commonly kept as pets include **conures, macaws, amazon parrots, cockatoos, greys, lovebirds, cockatiels, budgerigars, caiques, parakeets**

4.50

Pets appear to be in good health, even-tempered, and friendly, or they are kept in areas not accessible to children.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no pets.

FOR TRAINING PURPOSES ONLY

4.51

Litter boxes, pet feces, pet food and dishes, and pet toys are kept out of reach of children.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no pets.

Outdoor Safety and Health Checklist

Complete this checklist for the outdoor play space, even if the play space was not used during your observation. If provider uses a neighborhood play area or a park please check this box.

4.52

Outdoor equipment and materials are in good repair and safe for the ability and levels of children who use them. Heavy equipment is stable or securely anchored.

- Fully and consistently met
- Partially or sometimes met
- Not met

Safe equipment includes sturdy furniture, toys, or play equipment with no sharp corners or rough edges.

This standard is applicable only for outdoor equipment and materials.

4.53 **Outdoor play equipment is spaced to avoid safety hazards for active children. Cushioning materials, such as mats, wood chips, or raked soft sand, are installed under climbers, swings, and slides over 36 inches high and in the fall zones around them.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Grass is not sufficient for falls of more than 3 feet.

4.54 **Play space, including neighborhood playground if used, is free of animal feces, broken glass, and trash.**

- Fully and consistently met
- Partially or sometimes met
- Not met

The outdoor play space is a yard or other nearby area that children use on a regular basis.

4.55 **If there is a sand area or box, it is covered when not in use.**

- Fully and consistently met
- Partially or sometimes met
- No sand
- Not applicable

FOR TRAINING PURPOSES ONLY

This standard is not applicable when there is no sand area or box.

4.56 **A fence or natural barrier encloses the play space, or traffic is not a hazard. Space under porches is closed off.**

- Fully and consistently met
- Partially or sometimes met
- Not met

Swings

4.57 **Swings are safe.**

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

- Swings meet or exceed current standards from the U.S. Consumer Product Safety Commission for outdoor home playgrounds.
- Swings are surrounded by a clearance area and fall zone that extends at least 6 feet beyond the stationary swing.
- Each swing hangs at least 30 inches away from the support poles and frame.
- There are no exposed, moving parts which may present a pinching, crushing, or entanglement hazard, including all swing seat hooks
- All connecting devices or fasteners, such as hooks, are closed, including those at the top of the swing -ropes or chains
- Swing sets must be securely and adequately anchored.

Swimming Pool or Spa



If there is a swimming pool:

- It is inaccessible to children except when supervised by more than one adult, one of whom is a certified lifeguard.
- It has a barrier such as a gate or door which is locked when the pool is not in use.
- In-ground: it is surrounded by a barrier at least 4 feet above grade that children cannot climb.
- Above-ground: pool sides are at least 4 feet high and the ladder is locked or removed when not in use.
- Life-saving equipment is located nearby.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

FOR TRAINING PURPOSES ONLY



If there is a hot tub or spa, it is fenced off or has a locked cover strong enough for an adult to stand on.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

Hot tub or spa has a gate which is locked when it is not in use, or it has a locked cover.

Please sketch an approximate floor plan of your indoor program. Include the placement of toys, books, and other items. We do not need the floor of the entire house, unless the you use your entire home for your program.



EXAMPLE

Please sketch an approximate floor plan of the provider's indoor program. Include the placement of toys, books, and other items. We do not need the floor of the entire house, unless the provider uses her entire home for her program.

FOR TRAINING PURPOSES ONLY

Please sketch an approximate diagram of the provider's outdoor play space. Please include all outdoor structures; storage areas; play structures; paved, cushioned, and grass areas; garden; and toys.

FOR TRAINING PURPOSES ONLY

Environment – Summary Page

There are **59** standards in this section.

As the observer,

I have scored _____ of the **59** standards **not applicable**.

I have scored _____ of the **59** standards **fully and consistently met**.

I have scored _____ of the **59** standards **partially or sometimes met** and flagged them.

I have scored _____ of the **59** standards **not met** and flagged them.

I have scored _____ of the **59** standards **not observed** and flagged them.

I have flagged _____ standards.

FOR TRAINING PURPOSES ONLY

The total number of standards that I have scored partially or sometimes met, not met, and not observed is the same as the number of standards I have flagged.

I have recorded the provider's response to _____ flagged standards.

I have scored each of the **59** standards in this section.

Observer's Initials _____

Records Checklist

During a slow time in your observation, verify that the following records are on file. To respect the privacy of families and the provider, you do not need to check the contents of the documents except to note required dates. For example, you should check that there are signed parent contracts, but do not read their contents. Make notes about any information you do not see, flag those standards, and wait to ask the provider about them during the interview.

Program Records

5.1 **A written menu is posted or given to parents and it is modified if changed.**

- Fully and consistently met
- Not met
- Not applicable

5.2 **Menus for the last month are on file.**

- Fully and consistently met
- Not met

This standard is not applicable if parents bring food.

FOR TRAINING PURPOSES ONLY

5.3 **A log of monthly emergency drill dates and times (covering at least the past two months).**

- Fully and consistently met
- Not met

Electronic menus are acceptable.

5.4 **Current Child Care Liability insurance**

- Fully and consistently met
- Not met

This standard is applicable for all programs.

5.5 **Current Vehicle insurance**

- Fully and consistently met
- Not met

This standard is still applicable when the program does not transport children.

5.6 **Written policies for parents (no need to review content)**

- Fully and consistently met
- Not met

5.7 **If not a family member, assistant has a written job description defining responsibilities.**

- Fully and consistently met
- Not met
- Not applicable

FOR TRAINING PURPOSES ONLY

This standard is not applicable when there are no assistants or the assistants are family members.

Parent and Family Records

5.8 **A signed child care contract with each family**

- Fully and consistently met
- Not met



5.9 **Written permission signed by a parent or guardian, for individuals other than a parent or guardian to pick up child.**

- Fully and consistently met
- Not met

5.10

Permission forms signed by parents for field trips and/or transportation

- Fully and consistently met
- Not met
- Not applicable

5.11

When medication is administered, written directions from the child's parents or the child's health professional are followed.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when medication is not administered. If you do not observe medication administration, score this standard not observed and get the provider's response.

Child's Records

5.12 **Daily attendance records (Assure that they are kept, but do not review.)**

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY

5.13 **Records for each child (Assure that they are kept, but do not review.)**

- Fully and consistently met
- Partially or sometimes met
- Not met

Other Records

5.14

There is a record of rabies and distemper immunizations on file for all cats and dogs.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no cats or dogs.

Records – Summary Page

There are **14** standards in this section.

As the observer,

I have scored _____ of the **14** standards **not applicable**.

I have scored _____ of the **14** standards **fully and consistently met**.

I have scored _____ of the **14** standards **partially or sometimes met** and flagged them.

I have scored _____ of the **14** standards **not met** and flagged them.

I have scored _____ of the **14** standards **not observed** and flagged them.

I have flagged _____ standards.

FOR TRAINING PURPOSES ONLY

The total number of standards that I have scored partially or sometimes met, not met, and not observed is the same as the number of standards I have flagged.

I have asked the provider to respond to _____ flagged standards.

I have scored each of the **14** standards in this section.

Observer's Initials _____

Interview – Scripted Questions

Ask the provider the scripted interview questions starting on this page. Document the provider's answers, word for word, on the lines given, omitting any irrelevant information. If the provider does not answer the question, please include that information.

“Finally, I’d like to ask you a few questions for the last part of the interview.”

Please read each question as written.

-
- 1 **Would you please explain how you go about talking to new parents? From the first time you speak to each other until a new child begins in your program, what do you do?**

-
- 2 **Could you tell me how you plan for your child care program – how you think about what is going on and what you want to accomplish?**

FOR TRAINING PURPOSES ONLY

-
- 3 **Are there ways that parents or family members helped you get ready for accreditation?**

Yes **How did they help?**

No **Do parents support you or your child care in any way?**

4 Do you have any other adults who work with you or help you out on a regular basis?

Yes No

(If yes) Please describe:

How do you share observations of children and families with your assistant?

Could you tell me how you and (assistant's name) talk about what you are going to do from day to day?

In what ways have you worked to make this a good job for your assistant?

FOR TRAINING PURPOSES ONLY

5 (A.) How do you help children learn about people who are different from themselves?

(B.) (If not covered) Are there any ways you help children get to know people in your neighborhood or community?

6 Do you take walks with children or transport them?

No Yes

What precautions do you take to make sure the children are safe?

What do you take with you on trips?

7 Now I want to ask you some questions about (choose a child whom you have the most questions about). Please write the name of the child you are asking the provider about here: _____.

(A.) What does (child's name) especially like to do?

(B.) What does (child's name) find frustrating? What are his/her challenges?

FOR TRAINING PURPOSES ONLY

(C.) What have you learned from this child's parents about him/her, and how have you followed through on this information?

(D.) What have you done recently to support this child?

8 Pretend that suddenly one of the children is seriously injured in an accident. What would you do?

9 Could you tell me about how you keep up with new information about young children and family child care?

(If not answered.) Do you get together with other providers or others who do similar work?

FOR TRAINING PURPOSES ONLY

10 (If children did not go outside during your observation and there is no play area.) "I noticed that the children did not go outside today and I didn't see a play space. Do you have a regular outdoor play space that you take the children to?"

No Yes **Where is that?**

11 This applies to all providers. In the provider's language ask: **Suppose John Smith's mother brought a medicine bottle with the label shown here (choose one of the labels below and place a check mark next to the label you have chosen), could you please explain to me what these directions mean? (Make sure to write the provider's response in English.)**

JONES PHARMACY 2555 Meds Road Pillville, NY 01234 Fill Date: 05/24/12 Smith, John TAKE ONE TEASPOONFUL THREE TIMES A DAY FOR 10 DAYS. AMOXICILLIN 250MG/5 ML SUSP Orig. Date: 05/24/12 Refill: 0 Qty.: 150	(781) 555-5599 Dr. DONNA DOE Refill No.: 880920	SHAKE WELL AND KEEP IN REFRIGERATOR	IMPORTANT FINISH ALL THIS MEDICATION UNLESS OTHERWISE DIRECTED BY PRESCRIBER
---	---	--	---

JONES PHARMACY 2555 Meds Road Pillville, NY 01234 Fill Date: 05/24/12 Smith, John PLACE 1 MIL IN EACH CHEEK AFTER FEEDING NYSTAITIN 100000U SUS Orig. Date: 05/27/12 Refill: 0 Qty.: 120	(781) 555-5599 Dr. DONNA DOE Refill No.: 880920		
---	---	--	--

JONES PHARMACY 2555 Meds Road Pillville, NY 01234 Fill Date: 05/24/12 Smith, John TAKE 1-2 TEASPOONFULS EVERY 4-6 HOURS HISTUSSIN HC SYP Orig date: 05/27/12 Refill: 3 by 05/27/13 Qty.: 30	(781) 555-5599 Dr. DONNA DOE Refill No.: 880920	MAY CAUSE DROWSINESS OR DIZZINESS	Take this medication with a snack or small meal if stomach upset occurs
--	---	--------------------------------------	---

JONES PHARMACY 2555 Meds Road Pillville, NY 01234 Fill Date: 05/24/12 Smith, John PLACE 5 DROPS IN EACH EAR THREE TIMES A DAY FOR 5 DAYS. CIPRODEX 0.3-0.1% SUS Orig. Date: 05/24/12 Refill: 0 Qty.: 3FL Oz	(781) 555-5599 Dr. DONNA DOE Refill No.: 880920	FOR THE EAR	SHAKE WELL
--	---	-------------	------------

FOR TRAINING PURPOSES ONLY

12 **Are there any families and/or children whose home language is different from yours?**

No Yes If yes, please answer the questions below:

(A.) How do you communicate effectively with these parents?

(B.) Do you know words in the home language that you use with the child?

continued on next page

(C.) Do you have written and audio materials in the child's home language.

13 Does the provider speak English?

- Yes No

If no, ask the question in the provider's language, if possible, and write down her words in English:

Suppose that a child is choking and you cannot dislodge the object. You decide to call 911 (or other emergency number). The operator only speaks English. What would you say?

14 How do you take care of yourself so that you are able to continue to provide family child care?

What hobbies or interests outside of FCC do you have? What do you do to re-charge your batteries? What do you do to prevent burn out?

FOR TRAINING PURPOSES ONLY

15 Is there anything else that you would like to add?

Thank you very much for all your information.

Observer's Pledge of Confidentiality

After the interview, sign the Pledge of Confidentiality in front of the provider. You should explain that you agree to respect the confidentiality of the information she has given you and the information you have learned from the observation.

I agree to respect the confidentiality of this provider and the children and families in the program by not discussing any information from this observation with anyone except NAFCC Accreditation Staff or Commissioners.

(Signed)

(Date)

FOR TRAINING PURPOSES ONLY

Summary Impressions

This section asks about your overall impressions of this provider and program. Please add your opinions and interpretations in this section only. If you have concerns in this section, do not plan to ask the provider about them. **The information in this section is for the Commission only.**

1 How did this provider appear to you, overall? Please describe your general impression, in your own words.

2 Do you have any concerns that you have not already stated?

FOR TRAINING PURPOSES ONLY

3 If one or more assistants are present, describe their role and style of interacting with children.

4 Was the use of the child care space in the home balanced to meet the needs of the child care and the provider's family? Please comment.

5

(A) If the provider's own child is in the program, does she show favoritism or ignore the child's needs?

(B) If the provider's own child is in the program, does she support the child in sharing as well as protecting her/his possessions?

(C) If the provider's own family members are present, are they rude or harsh when they interact with the other children and families?

FOR TRAINING PURPOSES ONLY

6

Describe the organization of space used by children - what rooms are used for which activities. Do the areas of the home used by children look like a family home, a preschool, or a combination of the two?

7

Are you worried that any child is not getting what she/he needs?

8 Please note any evidence that suggests your observation does not represent a typical day in this program.

9 Please put a check (✓) somewhere along each line to represent your overall impression of this provider. (This section is not scored but the Accreditation Commission appreciates your impressions.) Write optional comments below.

Relaxed and comfortable _____ Tense

Harsh or threatening _____ Gentle

Thoughtful and reflective _____ Careless

Rude _____ Considerate

In control _____ Out of control

Tired or weak _____ Physically competent

Enjoys children _____ Does not enjoy children

Inattentive _____ Alert

Patient _____ Hurried

Rigid _____ Flexible

FOR TRAINING PURPOSES ONLY

Additional Comments:

Glossary

Age Groups – Age groups in NAFCC accreditation are defined in the following ways:

Babies – under the age of 1

Toddlers – age 1 and older and under the age of 3

Preschoolers – age 3 and older and under the age of 5

School-Agers – age 5 and older and under the age of 12

Ages - Ages in the standards are stated as either “age__and older,” or “under the age of __.”

Ex. Children age 3 and older. This applies beginning on the 3rd birthday.

Ex. Children under the age of 3. This applies until the 3rd birthday.

Assistant: An assistant to the provider works with and under the supervision of the provider. An assistant must be age 16 or older. The assistant is not left in charge of the children unless he or she meets all the qualifications of a substitute.

Books: If there are children in the following age groups, the materials are appropriate for group of children.

Age 3 and under: Books with simple pictures of people, familiar objects, everyday activities and simple stories. Some books are made of durable materials.

Age 2 through 5: Stories about pretend and real situations as well as information books.

Age 5 or over: Materials reflect a variety of reading levels and topics including chapter books, information books, magazines, and comics.

Commission: The NAFCC body responsible for accreditation decisions. Those serving on the Commission have experience with a diversity of family child care homes, Masters Degrees in early childhood education or a closely related field, and expertise in particular content areas such as special needs, language/cultural subgroups, or age groups of children.

Co-Providers: Two providers who share equally in the decision making and responsibility. Each co-provider must be on site and actively involved with the children at least 50% of the time. Both co-providers are scored on all standards during the observation and they both answer the interview questions.

Parents: In this system, the term “parent” includes parents, grandparents, foster parents, same-gender co-parents, and any guardian or other adult committed to caring for the child.

Program: The entire family child care service offered, including the provider, any assistants, the environment, and the business practices.

Provider: The person in charge of the family child care program. If there are co-providers, this term applies to both of them. NAFCC Accreditation requires the provider to be on site and actively involved at least 80% of the time care is offered.

Screen media- any electronic device which has a screen for viewing TV, videos, DVD's, internet, or for playing games.

Substitute: A person who is left in charge of the children when the provider or an assistant is absent. Substitutes must meet the qualifications described in the Quality Standards.

Swing Safety: Swings are surrounded by a clearance area and fall zone that extends at least 6 feet beyond the stationary swing. Each swing hangs at least 30 inches away from the support poles. Swing seats do not have pinch points or “S” hooks. Hooks at the top of the swing ropes or chains are closed (not an open “S”).

Tourist Curriculum: Inappropriate cultural activities in which children are exposed to a sampling of exotic holidays, heroes, events, foods, or customs from other cultures with no real exploration of how people truly live or any understanding of their values.

PROVIDER SELF-CERTIFICATION

Part 1: Relationships



There is a working telephone.

- Fully and consistently met
- Not met

This can be a land line or a cellular phone.



I am available to communicate with parents when children are present, or I regularly check for messages from parents.

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY

P.3 I support children in their growing self-awareness and self-acceptance.

- Fully and consistently met _____
- Not met _____

Self-awareness is a child knowing he or she is a separate person with an identity of his or her own but with connectedness to others.

P.4 **I find an effective way to communicate if I do not speak the language of a parent. I show respect for both languages by learning and using key words or songs in the child's home language.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____

This standard is not applicable if all families speak the same language as the provider.

P.5 **I seek information about each family's cultural traditions and use this information in responding to the children and in planning activities.**

- Fully and consistently met _____
- Not met _____

P.6 **I introduce cultural activities based on the authentic experiences of individuals rather than a "tourist curriculum" of exotic holidays and stereotyped decorations.**

- Fully and consistently met _____
- Not met _____

FOR TRAINING PURPOSES ONLY

P.7 **I plan occasional activities where the child care families can get together.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____

This standard is not applicable if the parents plan these activities.

P.8 **I have the social support of friends, family, other providers and /or community organizations.**

- Fully and consistently met _____
- Not met _____
- _____
- _____

Part 2: The Environment

P.9 **Children wear helmets to ride 2-wheeled bicycles, skateboards, scooters, or skates (in-line or roller).**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable if children do not use these items.

FOR TRAINING PURPOSES ONLY

P.10 **Materials are put away for a while and then brought out again to maintain children's interest.**

- Fully and consistently met _____
- Not met _____
- _____
- _____

There are many ways to rotate items. This standard does not require certain time frames.

P.11 **Art materials are non-toxic.**

- Fully and consistently met
 - Not met
-

P.12 **School agers have space and time to relax after the school day.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____

This standard is not applicable if there are no school agers enrolled.

Part 3: Developmental Learning Activities

P.13 **I offer rich experiences for children, especially babies and toddlers, using their senses—seeing, hearing, tasting, smelling and touching.**

- Fully and consistently met _____
- Not met _____

P.14 **Children age 2 or under can nap when they are sleepy.**

- Fully and consistently met
- Not met
- Not applicable

FOR TRAINING PURPOSES ONLY

This standard is not applicable when all children enrolled are age 3 and over.

P.15 **The time children use screen media is limited to no more than 30 minutes per week for educational or physical activities.**

- Fully and consistently met _____
- Not met _____

This standard is fully and consistently met when children do not use screen media.

P.16 **If a computer is used it promotes children’s active involvement, group participation, learning, creativity, or fun. Each child’s computer time is limited to no more than 15 minutes at a time for a total of no more than 30 minutes per weekly screen media limit.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when children do not use computers, school agers only use computers when they are engaged in educational projects or if children require assistive technology.

P.17 **I actively monitor the children’s use of the internet. Provide examples.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable if the internet is not used.

P.18 **I help children know neighborhood helpers, such as mail carrier, health professionals, fire fighter, or police officer, by meeting them or through pictures, books, videos, or play experiences.**

- Fully and consistently met
- Not met
- Not applicable

P.19 **Most of the children’s activities promote many kinds of development simultaneously—the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social and language development. Provide 3 examples.**

- Fully and consistently met
- Not met

P.20 **I facilitate the involvement of children age 4 and over in special interests: working on projects that may evolve over days or weeks. Provide examples.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____

This standard is not applicable when all children enrolled are under the age of 4.

P.21 **I introduce time concepts through consistent routines, and help children recall past experiences and plan future events. Provide examples.**

- Fully and consistently met _____
- Not met _____

P.22 **I help children gain information and understanding through exploration, books, and other people. Provide an example of each.**

- Fully and consistently met _____
- Not met _____

FOR TRAINING PURPOSES ONLY

P.23 **I encourage children to develop and represent their understanding through a variety of activities.**

- Fully and consistently met _____
 - Not met _____
-

P.24 **I encourage children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.**

- Fully and consistently met _____
- Not met _____

P.25 **I read to children for at least 15 minutes during each half day.**

- Fully and consistently met _____
- Not met _____


P.26 **I take children outside 2 or more times per day, whenever possible.**

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY

Part 4: Safety and Health

Supervision

 P.27 **I provide special supervision during potentially hazardous activities. Provide examples.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____



Children are never left unattended in a vehicle, or they never enter a vehicle. This standard also applies when parents are picking up or dropping off their children, whether or not the children are signed into care.

- Fully and consistently met
- Not met

P.29 I bring the following when I take children on field trips:

- First-aid kit
- Emergency telephone numbers
- Emergency treatment permission forms
- Coins for a pay phone, calling card, or cellular phone
- Note paper and pen
- Diapers and wipes, if needed
- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no field trips. Field trips are defined as an outing where children go to a destination other than their home or school. The outing may or may not require transportation. Walking field trips are included in this definition.

P.30 When children go on field trips, they carry my name and telephone number and their own name where it is not visible in case they do become lost.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no field trips. See standard P.29 for the definition of field trips.

P.31 I have a comprehensive plan which addresses all safety issues and assures that children do not become separated from the group during any transportation, walks, or field trips.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no transportation, walks, or field trips.

FOR TRAINING PURPOSES ONLY

P.32

Children transported by the program (excluding public transportation) use a car seat or seat belt approved for their height and weight. The car seat/ seat belt has been installed correctly according to the instructions of both vehicle and car seat manufacturers.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there is no transportation or all transportation is public.

P.33

Children do not sit in the front seat of a vehicle, unless back seat is not available.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there is no transportation.

Emergency Preparation

P.34

The first aid kit contains:

- First-aid instructions
- Disposable, non-porous gloves
- Tweezers
- Bandage tape
- Sterile gauze
- Scissors
- Soap and water or hydrogen peroxide (only if allowed by state or local regulation)
- Thermometer, baby-safe if children age 3 or under are enrolled (may be kept separately from first-aid kit)

- Fully and consistently met
- Not met

Baby-safe thermometers do not have glass. They tend to be flexible. Generally they take the temperature in the ear, on the forehead, or under the arm.

FOR TRAINING PURPOSES ONLY

P.35

When I have contact with blood, disposable, non-porous gloves are worn and contaminated articles are handled according to universal health precautions.

- Fully and consistently met _____
- Partially or sometimes met _____
- Not met _____



Emergency phone numbers include the following:

- Parents' daytime telephone numbers
- 911 or the local emergency numbers for ambulance
- Two back-up contacts for each child
- A doctor, nurse, or other medical consultant
- Poison control
- An emergency back-up caregiver
- Police and fire department

- Fully and consistently met
- Not met

Where are they kept?

P.37 I help children, as they are able, to learn their full names, addresses, phone numbers, and how to dial 911 or the local emergency number.

- Fully and consistently met
- Not met

P.38 I understand diagnosed special needs, follow all prescribed treatments, and work with parents and other specialist as needed.

- Fully and consistently met
- Partially or sometimes met
- Not met

- Not applicable

FOR TRAINING PURPOSES ONLY

This standard is not applicable when no children in the program are diagnosed with special needs.

Injury Prevention



Storage of the following items is out of children's reach and sight: flammable materials, matches or lighters.

- Fully and consistently met
- Not met

This standard is always applicable.

P.40 **I have an effective system to check for new safety hazards, both indoors and in the regular outdoor play area.**

- Fully and consistently met _____
- Not met _____
- _____
- _____

P.41 **I conduct monthly emergency drills and keep a log which includes the types of drill, dates, and times when drills were practiced.**

- Fully and consistently met _____
- Not met _____
- _____
- _____

P.42 **Poisonous items are kept in a locked or out-of-reach location.**

- Fully and consistently met _____
- Not met _____
- _____
- _____

Poisonous items include, but are not limited to medications, poisons, alcoholic beverages, tobacco, pesticides, cosmetics, cleaning supplies, air fragrance products, and pet food and pet care products.

FOR TRAINING PURPOSES ONLY

P.43 **Firearms are kept unloaded in a locked place inaccessible to children. Ammunition is stored in a separate, locked place.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____
- _____



Children age 3 and older take some responsibility for keeping themselves safe and healthy and seem to understand the reasons for safety rules. Provide examples.

- Fully and consistently met _____
- Not met _____
- Not applicable _____

This standard is not applicable when all children enrolled are under 3.

Home Safety and Health Checklist



Smoke detectors are working. When and how do you check them?

- Fully and consistently met _____
- Not met _____

FOR TRAINING PURPOSES ONLY



Fire extinguishers are ABC-type and are not expired.

- Fully and consistently met _____
- Not met _____

This standard is always applicable, whether or not licensing or safety inspectors require it.



Carbon monoxide detectors are located adjacent to or where children sleep.

- Fully and consistently met _____
- Not met _____

This standard is always applicable, whether or not licensing or safety inspectors require it.



Hot radiators and water pipes are covered or out of reach of children, or they are not very hot to the touch.

- Fully and consistently met _____
- Not met _____

This standard is always applicable. The radiators, water heaters, and water pipes can be out of reach by being built inside a wall.



All tap water used by children does not exceed 120 degrees F.

- Fully and consistently met
- Not met

P.50 Paint on walls, ceilings, woodwork, and any other surface is not peeling or flaking. There are no paint chips or dust on floors or window sills. Walls and ceilings are free of holes or large cracks. There is no exposed asbestos insulation.

- Fully and consistently met
- Not met

P.51 There are no toxic plants within children's reach and I teach children not to pick plants without adult permission.

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY



All cords, including power cords and non-power cords, are safely secured and out of reach of children. No cords are placed under rugs or carpeting.

- Fully and consistently met
- Not met



Windows accessible to children that are more than 3 feet above ground cannot be opened more than 6 inches, or they have safety guards, or they are opened from the top.

- Fully and consistently met
- Not met
- Not applicable

P.54

Windows that are opened have screens in good repair.

- Fully and consistently met
- Not met
- Not applicable

P.55

Locks on bathroom and bedroom doors are inaccessible to children, or locks can be easily opened quickly from the outside.

- Fully and consistently met
- Not met

P.56

A cold pack or equivalent is kept in the freezer or refrigerator.

- Fully and consistently met
- Not met

P.57

If a crib, porta-crib, or playpen is used, it meets current federal safety standards.

- Fully and consistently met
- Not met
- Not applicable

FOR TRAINING PURPOSES ONLY

This standard is not applicable when cribs and porta-cribs are not used.

P.58

Ponds, wells or other hazards are fenced off.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no ponds, wells, or other hazards.

P.59

If there is a swimming pool, children are supervised by more than one adult, one of whom is a certified lifeguard. Life-saving equipment is available in the pool area.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there is no pool.

P.60

Water play is constantly and carefully supervised.

- Fully and consistently met
- Partially or sometimes met
- Not met
- Not applicable

This standard is not applicable when there is no water play.

Health

P.61

No one smokes in the home or vehicle while children are present.

- Fully and consistently met
- Not met

This standard is always applicable. If no one smokes, score this standard fully met.

FOR TRAINING PURPOSES ONLY

P.62

No one drinks alcohol in the presence of children.

- Fully and consistently met
- Not met

P.63

I administer medications and other remedies only with parent's written permission or verbal instructions from the child's health professional. Prescription medications are stored in their original containers only and I follow the instructions on the label.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when no medications or other remedies are ever administered.



P.64 Meals and snacks meet Child and Adult Care Food Program guidelines. If parents bring food, I ensure that it is nutritious by adding elements as needed.

- Fully and consistently met _____
 - Not met _____
- _____
- _____

P.65 When parents bring food or perishable items, including baby bottles, they are refrigerated until served. Baby formula is in factory-sealed containers, powdered formula is used, or parents bring prepared bottles labeled with child's name and date of preparation.

This standard is not applicable when parents never bring food.

- Fully and consistently met
- Not met
- Not applicable

P.66 Food, including breast milk is stored, prepared, and served to children in a safe and sanitary manner.

FOR TRAINING PURPOSES ONLY

- Fully and consistently met
- Not met

P.67 Meals and snacks are available at least every 3 hours.

- Fully and consistently met
- Not met

P.68 **Children are encouraged to drink water and it is available at all times. Cold water faucets that are used for drinking or cooking are flushed for 30-60 seconds every morning before use.**

Fully and consistently met

Not met

P.69 **Hot tap water is never used for cooking or for formula.**

Fully and consistently met

Not met

P.70 **I encourage children to taste new foods, but they do not have to eat anything they do not want.**

FOR TRAINING PURPOSES ONLY

Fully and consistently met

Not met

P.71 **Children have opportunities to help plan and prepare meals and snacks according to their abilities.**

Fully and consistently met

Not met



I feed babies when they are hungry. Please explain.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no babies enrolled.

P.73 I support a parent's choice to breastfeed by offering a place for onsite breastfeeding if needed.

- Fully and consistently met
- Not met

P.74 Upon enrollment, I compare a child's immunization record to the national standards and require parents to schedule any missing immunizations – or parent's written objection is on record.

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY

P.75 Children do not share combs, brushes, toothbrushes, cloth bibs, bottles, washcloths, towels, or bedding.

- Fully and consistently met
- Not met

P.76 **All floors used by children are swept and/or vacuumed daily. Washable floors used by children are mopped daily with a disinfectant solution that is not harmful to children. Washable floors in child diapering and toilet areas are mopped with disinfectant.**

- Fully and consistently met
- Not met

P.77 **Water play containers are emptied and sanitized daily.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there is no water play.

P.78 **When there are children under the age of 3, water play is limited to sprinklers, containers less than 6 inches wide, or water is less than 1 inch deep.**

- Fully and consistently met _____
- Not met _____
- Not applicable _____

This standard is not applicable when all children enrolled are age 3 or over or there is no water play.

FOR TRAINING PURPOSES ONLY

P.79 **Individual children’s bedding is laundered at least once a week, when visibly soiled, or before being used by another child. Each child’s bedding is stored so that it does not come into contact with other bedding.**

- Fully and consistently met
- Not met
- Not applicable

This standard is applicable if parents provide the sheets. It is not applicable when children do not sleep or nap.

P.80 **Dishwashing is sanitary**

- Fully and consistently met
- Not met

Dishes, utensils, cooking and serving items, and bottles are:

- Washed in a dish-washer
- Washed in clean, hot, soapy water, rinsed in hot water, and air dried
- Or disposable dishes, cups, and utensils are used.

Part 5: Professional and Business Practices

Ethics and Legality



I comply with all family child care licensing/regulatory standards in my state.

- Fully and consistently met
- Not met



Telephone calls, errands, or personal demands do not take priority over children's needs.

- Fully and consistently met
- Not met

FOR TRAINING PURPOSES ONLY



I do not operate another business during child care hours.

- Fully and consistently met
- Not met



I maintain confidentiality, respect the privacy of children and families, and do not share any information about the child or family unless required to by state law or with the written permission of the parents.

- Fully and consistently met
 - Not met
-

P.85 **I discuss matters of concern about a child with their parent or my assistant when the child is out of hearing range. Provide example.**

- Fully and consistently met _____
 Not met _____

P.86 **I am intentional and reflective in my work, thinking about what occurs with the children and their families, respecting the dignity, worth, and uniqueness of each child and family member. Provide example.**

- Fully and consistently met _____
 Not met _____

P.87 **I do not discriminate against a child or family based on race, color, sex, religion, national origin, or disability. If the state prohibits discrimination against additional protected classes the provider will follow these laws.**

FOR TRAINING PURPOSES ONLY

- Fully and consistently met
 Not met



P.88 **There is no illegal drug use, child abuse or neglect, or domestic violence in the household.**

- Fully and consistently met
 Not met



P.89 **I know how to detect signs of child abuse and neglect and understand the responsibility and process to report suspicious cases to child protective services.**

- Fully and consistently met
 Not met

Business Contracts and Policies

P.90 **Areas covered in my parent contracts include: hours, fees, payment schedule, provider's and child's vacations, provider's and child's sick leave and absences, responsibility for alternate care, and termination policy.**

- Fully and consistently met
- Not met

 P.91 **I contact a parent as soon as possible if any child is injured beyond a minor scrape or bruise.**

- Fully and consistently met
- Not met

 P.92 **When accidents occur, give the parent a written accident report within 24 hours that includes a description of the accident, action taken, outcome, and how the child responded.**

- Fully and consistently met
- Not met

P.93 **Areas covered in written policies include: illness, administering medication, emergencies, guidance and discipline, people authorized to pick up child, parent participation and conferences, and (if relevant) field trips, substitute care, developmentally appropriate learning activities, use of screen media, religious teaching and activities.**

- Fully and consistently met
- Not met
-

Records



Medical information is on file for each child, including: permission to treat emergency, signed by parents; allergies; chronic illness and other known health problems; immunizations (or written documentation of parent's objection).

- Fully and consistently met
- Not met



Permission forms signed by parents for field trips and/or transportation are kept on file and updated yearly or as needed.

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no field trips or transportation.

FOR TRAINING PURPOSES ONLY

P.96

I use an organized system to keep observational notes on a regular basis of the children in care. These notes include the children's interests, accomplishments, concerns, and behaviors. These notes are used for program planning and parent conversations.

- Fully and consistently met _____
 - Not met _____
- _____
- _____

P.97

Family information including any special needs, fears, food preferences, and important holidays and traditions are kept on file and updated at least yearly or as needed.

- Fully and consistently met
 - Not met
-

P.98 **I give receipts upon payment of fees—or fees are fully subsidized—and give parents my employee identification number with the first receipt and upon request.**

- Fully and consistently met
- Not met

P.99 **I keep records of all business and income expenses.**

- Fully and consistently met
- Not met

P.100 **I have information about community resources that offer services to parents and children and help families access community and medical services as needed. Please explain.**

- Fully and consistently met
- Not met

~~FOR TRAINING PURPOSES ONLY~~

Assistants

P.101 **The assistant is paid at least minimum wage. If the assistant works more than 15 hours a week, I pay employer's share of social security.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no assistants.

P.102 **I comply with all federal and state payroll tax rules and purchase worker's compensation when required under state law.**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no assistants.

P.103 **Assistants who work more than 5 hours a day with the children have a break of at least ½ hour.**

This standard is not applicable when there are no assistants.

- Fully and consistently met
- Not met _____
- Not applicable _____

P.104 **The assistant and I share observations of children and families and plan some activities together. Provide examples.**

This standard is not applicable when there are no assistants.

- Fully and consistently met
- Not met _____
- Not applicable _____

P.105 **I offer the assistant helpful, consistent and constructive feedback.**

FOR TRAINING PURPOSES ONLY

This standard is not applicable when there are no assistants.

- Fully and consistently met
- Not met _____
- Not applicable _____

 P.106 **I encourage the assistant's professional growth.**

This standard is not applicable when there are no assistants.

- Fully and consistently met
- Not met _____
- Not applicable _____



Each assistant has:

- **Current first aid**
- **Pediatric CPR certification with a current date**
- **Health Assessment completed within the past 2 years**
- **TB Screening completed within the past 2 years**

- Fully and consistently met
- Not met
- Not applicable

This standard is not applicable when there are no assistants.

Substitutes

P.108 Any person left in charge of the children:

- is at least 18 years of age
- holds a current certificate in first aid and pediatric CPR
- has an acceptable TB screening on NAFCC form
- has already spent time with the children and understands the program routines, emergency procedures, and children's special health and nutrition needs including allergies

- Fully and consistently met
- Not met
- Not applicable

A substitute is defined as a person who is left in charge of children when the provider or an assistant is absent. This standard is not applicable when substitutes are only used in case of emergency.

FOR TRAINING PURPOSES ONLY

P.109 Children are not left with an assistant or substitute for more than 20% of the time.

- Fully and consistently met
- Not met

P.110 At least one person is available for emergency back-up care and is able to arrive within 10 minutes.

- Fully and consistently met
- Not met

I have read and answered the Self-Certified Standards and hereby state that my responses are true and correct to the best of my knowledge and belief. On every standard that has lines, I have written examples of how I meet the standard.

I hereby certify that if I become accredited, I will continue to meet these standards throughout the time that I am accredited. I will also notify NAFCC if my state license/ registration/certificate is suspended or if I move to a new home.

If I move while accredited, I will complete the Self-Certification of a New Home and submit it with a copy of my new license.

(Provider's Signature)

(Date)

(Provider's printed name)

(Co-Provider's Signature) if applicable

(Date)

FOR TRAINING PURPOSES ONLY

(Co-Provider's printed name)

Please sketch an approximate floor plan of your indoor child care environment. Include the placement of furniture, toys, books, and other items. There is not a need to sketch your entire home, unless you use your entire home for your program.



FOR TRAINING PURPOSES ONLY

Please sketch an approximate diagram of your outdoor child care environment. Please include all outdoor structures; storage areas; play structures; paved, cushioned, and grass areas; garden; and toys.

FOR TRAINING PURPOSES ONLY