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NAFCC would like to thank you for taking the time and using your skills to do this observation. You are an essential contributor to quality family child care.

We ask that you take time to read through this workbook to re-familiarize yourself with NAFCC’s expectations of you as an observer. By reviewing this workbook, the quality standards will be fresh in your mind as you complete the observation.

This workbook is the tool you will use to record information about both the family child care provider and the program. Use this workbook to document what you see and hear during the observation, and to record the provider’s responses during the interview. It is designed with the section title on the right side so you can easily place it into your three ring binder.

The Quality Standards for NAFCC Accreditation reflect high-quality practice while respecting diverse perspectives. It is important to distinguish between your personal definitions of quality and NAFCC’s standards. As you read and think about the words of the standards, remember to respect the many right ways they can be met. Your goal is to provide the Accreditation Commission with enough information to make an informed decision. You are the eyes and ears of NAFCC. Record what you see and hear. Keep in mind, this process is different from other quality assessment tools.

On the following pages you will find instructions on how to score standards, write documentation, conduct the observation, complete the final interview, and return the materials to NAFCC. If you have any questions regarding the information contained, please feel free to contact the observation specialist.

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

SCORE EACH STANDARD

◊ Complete the scoring boxes for each standard
◊ Every standard must have a score
◊ Mark only one score per standard
◊ Not observed (N/O) is a score
◊ Scores can be based on the provider’s, co-providers’ or assistant’s actions
◊ Determine your score based on all children who are enrolled in the program

Each standard must be scored in one of the following ways:

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

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

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

Not observed (N/O): Not able to observe evidence about the standard. For example: you may not observe diapering standards because the baby or toddler is absent.

WRITE DOCUMENTATION TO SUPPORT THE SCORE

All documentation you write must be legible, specific, clear, accurate, and non-judgmental (objective). You should “paint” a picture of what is happening during the observation to help the Commission make an informed decision.

Scoring and documenting a standard can be based on the actions of the provider or co-providers and assistant. The only exception to this is in the Relationship section. Standards 2.1 through 2.7 must be scored solely on the provider’s or co-providers’ actions.

When you document the actions of a co-provider or assistant, please indicate to whom the documentation refers. If there is one provider use “P.” If there are co-providers use “Co-P1 and Co-P2.” For assistants use their first name.

You may choose to record conversations and activities directly into the observer workbook or in a separate
Recording what you see and hear into a separate notebook is helpful at a busy time when there is a lot of conversation, activity, and interaction which can support more than one standard. You must copy what you have written in your notebook into the observer workbook in the appropriate places. If you use a separate notebook please do not submit it to NAFCC.

There are several times during the observation visit when you must write documentation.

1. **WRITE** documentation for every standard which has lines next to it.

2. **WRITE** documentation for every standard which has been scored with one of the following.

   For standards scored “Partially or sometimes met”, write evidence of how it is met as well as evidence of how it is not met. Place a flag by this standard to remind you to ask for the provider response.

   For standards scored “Not met”, write evidence which supports the score. Place a flag by this standard to remind you to ask for the provider response.

   For standards scored “Not applicable” write why this standard does not apply.

   For standards scored “Not observed” write “N/O” or “Not observed” next to the standard. Place a flag by this standard to remind you to ask for the provider response.

3. **WRITE** provider responses during the interview for every standard flagged as indicated above.

   **Use a felt tip pen.** When the workbook is electronically scanned the Commission will be able to see the difference between the ball point used during the observation and the felt tip used for the interview. Do not change your score based on the provider’s response, unless you are reminded of something you have observed.

   Finally, write down any additional information that is needed to give the Commission a complete picture. Write legibly in any white space, clearly using arrows and numbering, if needed, to show where the comment belongs or use additional paper. Remember that your goal is to clearly document factual, objective evidence.

   **Pay special attention to text boxes.**

   Some standards have a box to the right. Read each box carefully for instructions on how to score the standard or suggestions. When there is a list beginning with “such as” or “suggested materials,” these are not the only things to look for and they do not have to have all of them to meet the standard. Remember **MANY RIGHT WAYS!**
Before the Observation Visit

After Receiving the Packet

◊ Read through the observer workbook
◊ Read the provider’s program information which includes child enrollment, hours of operation and arrival instructions

Schedule the Observation with NAFCC

◊ Do not contact the provider prior to the observation visit
◊ Choose two typical days:
  • Using the provider’s program information and child enrollment information
  • When most of the children and the youngest child are in attendance
  • When you can arrive early enough to observe at least one family’s arrival or departure
◊ Email or call NAFCC within 48 hours of receiving the observer materials and give the dates selected for the visit

A Day or Two Before the Observation

◊ Check your materials to ensure that you have the workbook, ball-point pens, felt-tip pens, the flags, driving directions, the provider’s phone number, and any other personal items you will need for the day
◊ Get a good night’s sleep

Day of the Observation Visit

Arrival

Arrive at the family child care home early enough to observe at least one family’s arrival or departure. Be sure to allow extra travel time if you are not familiar with the route. Greet the provider and ask for suggestions on where to sit so that you will be out of the way. Allow the provider a few minutes to call her back-up caregiver for the interview that afternoon. If the children are interested, show them what you are doing and let them know in a friendly way that you must now begin your work. If parents are present, make eye contact and say a courteous hello, but try not to engage in conversation. You do not want your presence to distort the routine.

Complete the Observation Cover Sheet:

◊ Complete the attendance information. If children are already present, write “P” or “present” under “Time of Arrival”. If you see children arrive, please write their arrival times under “Time of Arrival”.

◊ Complete the “Assistants” and “Others Present” sections, as needed.

◊ Note your mileage before you leave home and when you return home after the visit. Also be sure to include your arrival and departure times throughout the day.
**Observation**

During the observation:
- Spend 4 to 5 hours observing in the family child care home, while children are present. Record your observations in this workbook.
- Try to avoid altering the normal routine. Do not help with the child care nor chat with the provider for more than a few minutes.
- During a slow time, review the provider’s records and complete the Records Checklist Section of this workbook.

**Visit Concerns**

If you have a serious concern about your observation, you can call NAFCC. If you notice any licensing or ratio violations, document this information where appropriate in the observation workbook. If you cannot find where to place the information, include it in the section titled “Summary Impressions”. The only time that you should terminate the observation visit early is if one of the following occurs:

- You observe reportable child abuse or neglect. You must report what you saw to the proper authority and then call NAFCC to report that you terminated the observation.
- You observe the use of alcohol or illegal drugs (adults who are not responsible for caring for children may drink alcohol if not in children’s presence).
- You feel you are in danger.

In all other cases of concern, you should complete the observation so you can fully document the data for the Accreditation Commission. If something happens during your visit causing you to intervene in the program in any way, document what you did and why.

**Break and Interview Preparation**

After you have completed at least 4 hours observing you should leave the provider’s home and find a quiet place to complete the scoring and plan for the interview – and give the provider a break! You should plan to take 1 - 1½ hours for the break. You might take your break after lunch is served and you have completed scoring the meal and snack items. You might go out to your car or to a nearby restaurant. Wherever you go, be sure you are out of the provider’s line of sight.

1. Go through your workbook, page by page, to complete your documentation. Enter any additional information from your notes or observations into the workbook by the standards to which they apply.
2. Make sure you have written documentation for every standard with lines and all standards scored “Partially or sometimes met” and “Not met”.
3. Complete the scoring of each item. Make sure you have marked one score for EACH STANDARD.
4. Use your flags to mark each standard scored “Partially or sometimes met” or “Not met” or “Not observed”. You will need to record the provider’s responses on these standards during the interview. (Items scored “Fully and consistently met” or “Not applicable” do not need to be discussed in the interview).
5. Complete the section summary sheet located at the end of each section.

Remember that providers may not be able to meet every standard during the observation. High-quality family child care will not include every possible activity in half a day. It is important to flag the “not observed” items for the interview, so the provider can respond.
Final Review of Home

When you return from your break, **switch to the felt-tip pen and use it for the rest of the visit.** This is important so the Commissioners will be able to distinguish on their electronically scanned pages what was written before the break and what was written after the break. For the final review of the home, ask the provider to walk you around to show you any items or materials that you may not have already observed.

**Interview - Provider Responses**

After you have completed the Final Review of the Home, find a comfortable place to sit down with the provider for the interview. If there are co-providers, both must be involved in the interview. If possible, conduct the interview at a table where the provider can see you writing down her words. You do not need to show the provider all of the documentation from your observation.

Do not tape record the interview or take pictures. Use your felt tip pen to record the provider’s responses during the interview.

**First, you will ask the provider about all standards that you scored “Partially or sometimes met”, “Not met” or “Not observed”.** You should have flagged these standards while preparing for the interview during the break.

You should say something such as “There are some standards that I was not able to score fully and consistently met. I will read each standard to you. I will read what I documented. Then I will ask you for your response, which I will write for the Commission to read.”

1. **Read the standard.** “The standard says, ‘A signed child care contract with each family.’”

2. **Read what you documented.** “I wrote, ‘No contract with the Smiths.’”

3. **Ask the provider for her response.** “Please respond to this standard.”

4. **Write the provider’s response directly under the relevant standard as she gives it to you.** If there is not space under the standard, use the margins or back of the page, being sure to indicate which standard it belongs with.

Please do not rescore standards at this point unless you remember observing it. For example, the provider’s comments remind you that you did see a math activity when children helped set the table for lunch. You may then rescore it using the felt tip pen, noting what you observed. If you did not see it, leave the score as you originally marked it and the Commission will decide how it should be scored based on your documentation and the provider’s response.

The “Intentional No” is an option to providers when they have valid and well-thought-out reasons for not meeting a non-starred standard. In order to justify an intentional no, the provider must make a sound argument as to how she will meet the intent of the standard. If a provider chooses to take an “Intentional No”, you will need to write “Intentional No” and document her reason for taking it.

The “Intentional No” belongs to the provider. It is not for the observer to offer. When a provider seems stumped and cannot give an explanation for why something is scored less than fully and consistently met, your documentation can read “no reason given”, but do not suggest, offer, or encourage the “Intentional No”.

The Commission will decide if the provider’s rationale and alternative way to meet the standard is appropriate and acceptable.
**INTERVIEW – SCRIPTED QUESTIONS**

Next, you will ask the provider the scripted interview questions.

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

Please read each question as written. Document the provider’s answers in felt-tip pen, word for word, on the lines given, omitting any irrelevant information. If the provider chooses not to answer a question or is unable to understand the question, please indicate that on the lines provided. If the provider asks, you may show what you have written in the interview section.

**OBSERVER’S PLEDGE OF CONFIDENTIALITY**

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

**FINAL WORDS**

Leave the provider with a friendly, professional conversation. Congratulate her on completing the visit and make a genuine positive comment about something she did well. Explain that NAFCC will notify her when the decision has been made. Do not make any comments about whether or not the provider “passed”.

**AFTER THE OBSERVATION VISIT**

**REVIEW YOUR OBSERVATION**

Make any final edits to your documentation. Check to make sure your documentation is legible, specific, clear, accurate, and non-judgmental (objective) and that all instructions have been followed.

**SUMMARY IMPRESSIONS**

The last section of this workbook asks about your overall impressions of this provider and program. If you have time, you can complete it during the break. You can use a ballpoint pen to complete this section. In this section only, you can add your opinions and interpretations. If you have concerns in this section, do not ask the provider about them. The information in this section is for the Commission only.

**SEND THE WORKBOOK TO NAFCC**

◊ Photocopy the entire Observer Workbook.
◊ Keep the copy until you receive your feedback letter from NAFCC.
◊ Within 48 hours of your visit, mail the original workbook by a trackable service such as “certified” or “receipt requested” with the U S Postal Service, UPS, FedEx, or some other delivery service.
◊ Include the signed Conflict of Interest and Request for Payment forms.

Mail to: NAFCC
1743 Alexander Street
Salt Lake City, UT 84119

Destroy your copy of the Observer Workbook after receiving your feedback letter from NAFCC.
**Enrollment Information**

*Update this page with the provider when you arrive, or if she is too busy, at the interview.*

<table>
<thead>
<tr>
<th>Child's First Name</th>
<th>Age in Y/M</th>
<th>Weekly Schedule</th>
<th>Enrollment</th>
<th>Comments (include sibling’s name or provider’s child)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) Maria</td>
<td>5/7</td>
<td>M-F 7:30-1:30</td>
<td>January 02</td>
<td>Marcus’s older sister</td>
</tr>
</tbody>
</table>

If the child is a sibling to another child in the program, please write the sibling’s name under “comments”. Continue on back if needed.

**Assistants:**

<table>
<thead>
<tr>
<th>Assistant’s name</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Observation Cover Sheet

**Provider's Name:** ____________________________

### Attendance Information

(Complete at the beginning of the visit and as children arrive. Write "present" under Time of Arrival if the child is present when you arrive. List only children who attend)

**Write only the arrival and departure times you observe.**

<table>
<thead>
<tr>
<th>Child's First Name</th>
<th>Age</th>
<th>Identifying Information*</th>
<th>Time of Arrival</th>
<th>Time of Departure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) Maria</td>
<td>2/7</td>
<td>Curly Hair</td>
<td>8:45 AM</td>
<td>N/O</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Identifying information is to help you remember who is who. For documentation use the child’s first name.

### Assistants

Write the arrival and departure times of any assistant who is present during the observation. Write "present" under Arrival Time if the assistant is present when you arrive.

<table>
<thead>
<tr>
<th>Assistant's Name</th>
<th>Arrival Time</th>
<th>Departure Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) Linda</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHILD'S FIRST NAME</td>
<td>AGE</td>
<td>REASON FOR ABSENCE</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Standards that apply to children who are not present are still applicable to the program, even though the children are not in attendance. If you do not observe a standard, score it “Not Observed” and write the provider’s response.

**OTHERS PRESENT DURING OBSERVATION**

If other children or adults are present (even briefly) during the observation – describe relationship to provider and any interaction they have with the child care program.

(Example) P’s teenage son said hello and then went to his room.

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

**OBSERVER**

- Time of arrival for the visit
- Time left for break
- Time returned from break
- Time of departure at the end of the visit
- Additional time spent after visit in preparing workbook
- Starting mileage
- Ending mileage
- Total miles
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

<table>
<thead>
<tr>
<th>Food Components</th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12[^1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 milk— fluid milk</td>
<td>1/2 cup</td>
<td>3/4 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>1 fruit/vegetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>juice, fruit and/or vegetable</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>1 grains/bread[^3]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bread or</td>
<td>1/2 slice</td>
<td>1/2 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>cornbread or biscuit or roll or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>muffin or</td>
<td>1/2 serving</td>
<td>1/2 serving</td>
<td>1 serving</td>
</tr>
<tr>
<td>cold dry cereal or</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>hot cooked cereal or</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>pasta or noodles or grains</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
</tbody>
</table>

### Lunch or Supper for Children
All four components must be served if the standard is scored fully met

<table>
<thead>
<tr>
<th>Food Components</th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12[^1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 milk— fluid milk</td>
<td>1/2 cup</td>
<td>3/4 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>2 fruits/vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>juice, fruit and/or vegetable</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
<td>3/4 cup</td>
</tr>
<tr>
<td>1 grains/bread[^3]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bread or</td>
<td>1/2 slice</td>
<td>1/2 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>cornbread or biscuit or roll or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>muffin or</td>
<td>1/2 serving</td>
<td>1/2 serving</td>
<td>1 serving</td>
</tr>
<tr>
<td>cold dry cereal or</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>hot cooked cereal or</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>pasta or noodles or grains</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>1 meat/meat alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meat or poultry or fish[^4] or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alternate protein product or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheese or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>egg or</td>
<td>1/2</td>
<td>3/4</td>
<td>1</td>
</tr>
<tr>
<td>cooked dry beans or peas or</td>
<td>1/4 cup</td>
<td>3/8 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>peanut or other nut or seed butters or</td>
<td>2 Tbsp.</td>
<td>3 Tbsp.</td>
<td>4 Tbsp.</td>
</tr>
<tr>
<td>nuts and/or seeds[^5] or</td>
<td>1/2 oz.</td>
<td>3/4 oz.</td>
<td>1 oz.</td>
</tr>
<tr>
<td>yogurt[^6]</td>
<td>4 oz.</td>
<td>6 oz.</td>
<td>8 oz.</td>
</tr>
</tbody>
</table>

### Snack for Children
Two of the four components must be served if the standard is scored fully met

<table>
<thead>
<tr>
<th>Food Components</th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12[^1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 milk - fluid milk</td>
<td>1/2 cup</td>
<td>1/2 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>1 fruit/vegetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>juice, fruit and/or vegetable</td>
<td>1/2 cup</td>
<td>1/2 cup</td>
<td>3/4 cup</td>
</tr>
<tr>
<td>1 grains/bread[^3]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bread or</td>
<td>1/2 slice</td>
<td>1/2 slice</td>
<td>1 slice</td>
</tr>
<tr>
<td>cornbread or biscuit or roll or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>muffin or</td>
<td>1/2 serving</td>
<td>1/2 serving</td>
<td>1 serving</td>
</tr>
<tr>
<td>cold dry cereal or</td>
<td>1/4 cup</td>
<td>1/4 cup</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>1 meat/meat alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meat or poultry or fish[^4] or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alternate protein product or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheese or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>egg or</td>
<td>1/2</td>
<td>1/2</td>
<td>1 oz.</td>
</tr>
<tr>
<td>cooked dry beans or peas or</td>
<td>1/8 cup</td>
<td>1/8 cup</td>
<td>1/4 cup</td>
</tr>
<tr>
<td>peanut or other nut or seeds or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yogurt[^6]</td>
<td>2 oz.</td>
<td>2 oz.</td>
<td>4 oz.</td>
</tr>
</tbody>
</table>
**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**

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

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

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.

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

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

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

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
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

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

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

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

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

---

**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

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.

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

**TIME OUTDOORS**

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.

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  
☐ Not applicable

This standard is applicable for all ages.  
Children cannot be left alone inside or outside, even when sleeping (see *2.25).
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.

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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Score Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The provider shows interest in what children say and do and listens attentively to them most of the time.</td>
<td>Fully and consistently met, Partially or sometimes met, Not met</td>
</tr>
<tr>
<td>2.2</td>
<td>The provider responds frequently to children's language and babies' vocalizations.</td>
<td>Fully and consistently met, Partially or sometimes met, Not met</td>
</tr>
<tr>
<td>2.3</td>
<td>The provider has conversations with each child.</td>
<td>Fully and consistently met, Partially or sometimes met, Not met</td>
</tr>
<tr>
<td>2.4</td>
<td>The provider is responsive to the needs of children and respects their individual needs for comfort to ensure that their well-being is met.</td>
<td>Fully and consistently met, Partially or sometimes met, Not met</td>
</tr>
</tbody>
</table>

**Sample Examples:**

- Provider shows children that she is paying attention to what they say through her responses, including comments, facial expressions, and gestures.
- The provider responds to babies' language by imitating their sounds some of the time. Score based on all children.
- 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

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
- [x] 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
- [x] 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
- [x] 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.

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
- [x] Not met
- [x] 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

Using Positive Guidance and Discipline

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

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

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

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.
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 ____________________________________________

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

☐ 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

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

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

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”.

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

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

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

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

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

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 outside, the provider is outside.

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

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

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.

**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

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

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

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

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

Happy or content sounds are heard most of the time.

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

2.48 Younger children interact with older children as well as watch them.
- Fully and consistently met
- Partially or sometimes met
- Not met

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

Not applicable if children are at same developmental level.
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.
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.

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
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

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 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

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

- 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
**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: [Describe books]
- [ ] Partially or sometimes met  
  [Describe partial met criteria]
- [ ] Not met  
  [Describe not met criteria]

### 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  
  [Describe fully met criteria]
- [ ] Partially or sometimes met  
  [Describe partially met criteria]
- [ ] Not met  
  [Describe not met criteria]

### Math and Science Activities

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

- [ ] Fully and consistently met  
  [Describe fully met criteria]
- [ ] Partially or sometimes met  
  [Describe partially met criteria]
- [ ] Not met  
  [Describe not met criteria]

**Note:** 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  
  [Describe fully met criteria]
- [ ] Partially or sometimes met  
  [Describe partially met criteria]
- [ ] Not met  
  [Describe not met criteria]

**Note:** 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.
**Music and Movement**

3.21 The provider uses music in a variety of ways.
- [ ] Fully and consistently met
- [ ] Partially or sometimes met
- [ ] Not met

3.22 Children have opportunities to participate in making music.
- [ ] Fully and consistently met
- [ ] Partially or sometimes met
- [ ] Not met

3.23 Children have opportunities to dance or move creatively.
- [ ] Fully and consistently met
- [ ] Partially or sometimes met
- [ ] Not met

**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
- [ ] Partially or sometimes met
- [ ] Not met

Type of screen media used and description: ____________________________

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

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

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.
3.25 **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

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

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
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.

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 __________________
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

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
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

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

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

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.

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.

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.

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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.

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**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

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

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

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

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

Note: 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

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

4.40 There are no movable baby walkers (stationary saucers are permitted).
- Fully and consistently met
- Not met
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 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.
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

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

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

| Parrot species that are commonly kept as pets include: conures, macaws, amazon parrots, cockatoos, grays, 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

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

**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
☐ Not met
☐ Not applicable

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.**

- 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.

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

Swimming Pool or Spa

4.58  **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**

4.59  **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 you use your entire home for your program.
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.
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.
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.

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.

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

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

**CHILD’S RECORDS**

5.12 Daily attendance records (Assure that they are kept, but do not review.)
- Fully and consistently met
- Not met

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

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

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?

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?
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?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

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

_______________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

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

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
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?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

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?

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

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_______________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________

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

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

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?
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

(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?
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
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.)

<table>
<thead>
<tr>
<th>Provider Details</th>
<th>Instructions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>JONES PHARMACY</td>
<td>TAKE ONE TEASPOONFUL THREE TIMES A DAY FOR 10 DAYS. AMOXICILLIN 250MG/5 ML SUSP</td>
<td>Finish all this medication unless otherwise directed by prescriber.</td>
</tr>
<tr>
<td>Smith, John</td>
<td>TAKE ONE TEASPOONFUL THREE TIMES A DAY FOR 10 DAYS. AMOXICILLIN 250MG/5 ML SUSP</td>
<td>Finish all this medication unless otherwise directed by prescriber.</td>
</tr>
<tr>
<td>JONES PHARMACY</td>
<td>PLACE 1 MIL IN EACH CHEEK AFTER FEEDING NYSTATIN 100000U SUS</td>
<td>Finish all this medication unless otherwise directed by prescriber.</td>
</tr>
<tr>
<td>Smith, John</td>
<td>PLACE 5 DROPS IN EACH EAR THREE TIMES A DAY FOR 5 DAYS. CIPRODEX 0.3-0.1% SUS</td>
<td>Finish all this medication unless otherwise directed by prescriber.</td>
</tr>
</tbody>
</table>

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?

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
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_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

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?

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

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

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_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

Thank you very much for all your information.
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) ______________________
**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?**

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

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________

(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?

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_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

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

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_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

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?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
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_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

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

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
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Sample
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.

<table>
<thead>
<tr>
<th>Relaxed and comfortable</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harsh or threatening</td>
<td>Gentle</td>
</tr>
<tr>
<td>Thoughtful and reflective</td>
<td>Careless</td>
</tr>
<tr>
<td>Rude</td>
<td>Considerate</td>
</tr>
<tr>
<td>In control</td>
<td>Out of control</td>
</tr>
<tr>
<td>Tired or weak</td>
<td>Physically competent</td>
</tr>
<tr>
<td>Enjoys children</td>
<td>Does not enjoy children</td>
</tr>
<tr>
<td>Inattentive</td>
<td>Alert</td>
</tr>
<tr>
<td>Patient</td>
<td>Hurried</td>
</tr>
<tr>
<td>Rigid</td>
<td>Flexible</td>
</tr>
</tbody>
</table>

**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 60% 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.