

Missouri Accreditation

of Programs for Children and Youth

Self-Study Manual for Early Childhood Programs (Serving Children 24 Months to 6 Years)

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Missouri Accreditation of Programs for Children and Youth
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Directions:

The Program Director/Administrative staff is responsible for ensuring that all staff know and understand the expectations of all the indicators. The expectation is that every staff member has a working knowledge of the accreditation process, policy and procedures, and the indicators. A team of staff members should complete the self-study using the one to three rating scale. This is the staff member's self-assessment of how the program meets the self-study indicators. It is the responsibility of the Program Director/Administrative staff to submit the self-study through the on-line MARIT system. If the application is accepted a MOA review team will evaluate the program site for compliance with each indicator.

The self-study should be scored using the rating scale of one (1) to three (3)

- 1- Indicator is met
- 2- Indicator is not met
- 3- Indicator is not applicable to the program

A program site must have a completed scored self-study for each of the following age groups served:

- Infant Toddler, birth-23 months
- Early Childhood, 24 months - 6 years
- School Age, kindergarten – 17 years

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

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|--|---|---|
| <p>1. The Adult/Child Ratio must meet Missouri Accreditation policy as follows:</p> <ul style="list-style-type: none"> • Ages 2 years: Groups composed solely of two-year old children shall have no less than 1 adult to 8 children, with a maximum group size of 16 children. One Missouri Accreditation qualified Lead Teacher required for each classroom/age group • Ages 3 through 6 years: Groups composed of 3 through 6 year old children shall have no less than 1 adult to 10 children, with a maximum group of size of 20 children. One Missouri Accreditation qualified Lead Teacher required for each classroom/age group • Mixed ages of children: Groups composed of <u>mixed</u> ages of children 2 years and older shall have not less than 1 adult to 10 children with a maximum of four (4) two (2) year old children, with a maximum group size of 20 children. One Missouri Accreditation qualified Lead Teacher required for each classroom/age group. • Mixed ages of children: Groups composed of mixed age groups of children 3 years and older shall not have less than 1 adult to 10 children maximum group size of 20 children. One Missouri Accreditation qualified Lead Teacher required for each classroom/age group. • Mixed ages of children: Infants may not be in mixed age groups containing more than 4 children. | 1 | 2 |
| <p>2. There is always a Missouri Accreditation qualified adult present, supervising, and children are never left unsupervised for any amount of time.</p> | 1 | 2 |
| <p>3. The staff is positioned to see all areas that are used by children, move around as needed to keep a close eye on children, and are attentive to children's basic safety needs.</p> | 1 | 2 |
| <p>4. Staff anticipates and takes actions to prevent safety problems
(lock dangerous areas to keep children out; wipe up spills to prevent falls).</p> | 1 | 2 |
| <p>5. Toxic substances, dangerous materials and all items marked "keep out of reach of children" are stored in original labeled containers and kept in a locked room or cabinet, inaccessible to children, and away from medications and foods. This includes hand sanitizers marked as "keep out of reach of children."</p> | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

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|--|---|---|---------|
| 6. Bathrooms are sanitary and safe. | 1 | 2 | |
| 7. Toilets and hand-washing facilities are clean. | 1 | 2 | |
| 8. Provisions are available for safely reaching sinks and toilets. | 1 | 2 | |
| 9. Diapering surfaces are cleansed, rinsed, and sanitized after each diaper change, using the 3-step sanitation method. (Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.) | 1 | 2 | 3 (N/A) |
| 10. Soiled diapers are placed in containers with tight fitting lids. | 1 | 2 | 3 (N/A) |
| 11. Child-size toilets (or adapters) and sinks are provided. (Provisions are made so children can reach the sink if not child-size.) | 1 | 2 | |
| 12. Potty chairs must be cleaned, rinsed and sanitized after each use. | 1 | 2 | 3 (N/A) |
| 13. In the event of the Program Director's absence, an appropriate on-site person is designated to assume authority and to take action in an emergency and all staff are able to identify who is in charge. (Give the name of the staff member in the Remarks/Comments section on this page.) | 1 | 2 | |
| 14. Program staff provides an outdoor play area that is protected by fences to prevent access to streets and to avoid other dangers (pits, water, hazards, or wells). | 1 | 2 | |
| 15. Clean sanitary drinking water is made available to children throughout the day. Water is readily available (cups by sink, drinking fountain, or pitcher of water and cups). | 1 | 2 | |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

Staff washes their hands with liquid/foam soap and running water. Using antiseptic waterless washes does not count as substitutes for hand washing with soap and water:

16. Upon arrival to the classroom	1	2	
17. When moving from one room to another	1	2	
18. Before and after serving or preparing food or after handling any food	1	2	
19. When administering medicine	1	2	
20. When treating injuries	1	2	
21. After diapering and assisting children with toileting	1	2	3 (N/A)
22. After nose wiping	1	2	
23. After handling bodily fluids, including blood	1	2	
24. After cleaning or handling the garbage	1	2	
25. After touching contaminated objects (animals, trash can lids, walls, hand rails, sand, dirt or water play)	1	2	
26. After outdoor play	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

Children wash their hands independently or with staff assistance. Hand washing for children requires that both hands be washed with liquid/foam soap and rinsed thoroughly under water for approximately 10 seconds. Using antiseptic waterless washes does not count as substitutes for hand washing.

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|--|---|---|
| 27. Upon arrival for the day | 1 | 2 |
| 28. After toileting or diapering | 1 | 2 |
| 29. After nose wiping | 1 | 2 |
| 30. After sneezing or coughing when hands are contaminated | 1 | 2 |
| 31. Before and after meals and snacks | 1 | 2 |
| 32. After playing in water that is shared by two or more people | 1 | 2 |
| 33. After touching contaminated objects (animals, trash can lids, walls, hand rails, sand, dirt or water play) | 1 | 2 |
| 34. After outdoor play | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

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|---|---|---|---------|
| 35. When cleaning up blood or bodily fluids, staff follows the three-step method.
(Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.) | 1 | 2 | |
| 36. Non-porous gloves are used when blood or blood containing body fluids are involved. | 1 | 2 | |
| 37. A first-aid kit is readily available on-site: in all classrooms, for outdoor play and for field trips. | 1 | 2 | |
| 38. Emergency numbers are visibly accessible. (Local Emergency phone number or 9-1-1 and Poison Control) | 1 | 2 | |
| 39. All areas occupied by the children at any time are smoke-free. | 1 | 2 | |
| 40. A supervised isolation area is provided for ill children until picked up by a parent or emergency back-up person. | 1 | 2 | |
| 41. Pools are filtered and adult/child ratios exceed minimum licensing requirements to ensure children's safety. Unfiltered wading pools/swimming pools are not used. | 1 | 2 | 3 (N/A) |
| 42. An adult with a valid lifeguard training certificate, including CPR, is present at all times when a swimming or wading pool containing a depth of 36" or more of water is being used. | 1 | 2 | 3 (N/A) |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. Health, Safety, and Nutrition

Quality Indicators

Ratings

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|---|---|---|--------|
| 43. Feeding tables are sanitized before and after each meal using the three-step method. (Wash with soapy water, rinse with clean water, sanitize with bleach water solution, and allow the table surface to air dry. A clean paper towel must be used with the first two steps.) | 1 | 2 | |
| 44. If food is provided, it must be prepared and served hygienically | 1 | 2 | |
| 45. Well-balanced, nutritious meals and snacks are served in child-size portions (following the Missouri Eat Smart guidelines). | 1 | 2 | |
| 46. Breakfast – Consists of 1) fluid serving of milk, 2) juice or fruit or vegetable, and 3) bread or bread alternate | 1 | 2 | 3(N/A) |
| 47. Lunch/supper – Consists of 1) fluid serving of milk, 2) meat or meat alternate, 3) two servings from fruit/vegetable components, and 4) bread or bread alternate | 1 | 2 | 3(N/A) |
| 48. Snack – Consists of two items selected from two of the four components: 1) fluid serving of milk, 2) juice or fruit or vegetable, 3) bread or bread alternate, and 4) meat or meat alternate | 1 | 2 | |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

49. Meals and snack times promote good eating habits	1	2
50. Children serve themselves meals and snacks to help with the development of fine motor skills (children must eat "family style").	1	2
51. Children are allowed and encouraged to help set the table for meals and snacks.	1	2
52. Eating utensils are suitable for the size and developmental level of the children.	1	2
53. Meals and snack times are relaxed and characterized by pleasant conversation	1	2
54. Staff sit with children and serve as a good role model	1	2
55. Water tables are emptied daily, or more frequently as needed. Basin and toys are washed, rinsed and sanitized after use.	1	2
56. Toys and materials are routinely picked up to provide walking space and accessibility to exits in an emergency.	1	2
57. Children are provided varied opportunities and materials that increase their awareness of safety rules.	1	2
58. Fire extinguishers are available, charged and tested as required. (current tags)	1	2
59. Staff anticipate and take action to prevent safety problems both indoors and outdoors	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. Health, Safety, and Nutrition

Quality Indicators

Ratings

The following indicators (indicators 60 through 74) apply anytime the children leave the facility, whether the children are walking or being transported in a vehicle:

60. Constant supervision is provided for children of all ages even when away from the facility.	1	2	3 (N/A)
61. Written parental permission for all children is received prior to each trip.	1	2	3 (N/A)
62. All field trips provide developmentally appropriate experiences for all children.	1	2	3 (N/A)
63. Site maintains a written emergency action plan to be followed in the occurrence of an accident.	1	2	3 (N/A)
64. Information is left at the school site and a copy taken on the trip, which includes names of all children and adults, the destination and times.	1	2	3 (N/A)
65. Identifying information (the name of the staff/provider, children and the names, addresses and telephone numbers of each child's parent/guardian) is carried by the child care staff at all times.	1	2	3 (N/A)
66. MOA Adult/child ratios are maintained at any time the children are away from the facility.	1	2	3 (N/A)
67. Face-to-name head counts of children are taken before leaving the facility, during the activity, after taking the children to bathrooms, and when returning to the facility. Written documentation of this will be maintained on site.	1	2	3 (N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

I. **Health, Safety, and Nutrition**

Quality Indicators

Ratings

68. Face-to-name head counts of children are taken before leaving the facility, entering the <u>vehicle</u> , during the activity, after taking the children to bathrooms, after returning to the <u>vehicle</u> and when returning to the facility. Written documentation of this will be maintained on site.	1	2	3 (N/A)
69. The driver of any vehicle used to transport children is no less than 18 years of age and has a valid driver's license as required by Missouri law.	1	2	3 (N/A)
70. All vehicles used to transport children are licensed in accordance with Missouri law and carry appropriate insurance.	1	2	3 (N/A)
71. All children being transported are seated in a permanent seat and restrained by seat belts or child restraint devices as required by Missouri law.	1	2	3 (N/A)
72. Appropriate supervision for children requires adults, in addition to the driver, to be with the children at all times.	1	2	3 (N/A)
73. Children are never left unattended in a vehicle.	1	2	3 (N/A)
74. Vehicles are inspected to ensure that no children are left on or under seats, or anywhere else in the vehicle.	1	2	3 (N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. Children and Family Relationships and Interactions

Quality Indicators

Ratings

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|---|---|---|
| 1. Staff position themselves and move around as needed to maintain interaction with all children, | 1 | 2 |
| 2. Staff frequently makes contact at children's eye level. | 1 | 2 |
| 3. Staff frequently engage in conversation with all children, asking open-ended questions ("how", "why" and "what happens if") to encourage them to give longer and more complex answers. | 1 | 2 |
| 4. Staff talks about logical relationships while children play with materials that stimulate reasoning. | 1 | 2 |
| 5. Staff has individual conversations with children giving specific encouragement and positive feedback about children's actions. | 1 | 2 |
| 6. Staff helps children cope with both success and failure by encouraging and assisting them to express both positive and negative feelings in acceptable words or actions. | 1 | 2 |
| 7. Staff promotes social interaction among all children regardless of differences/abilities. | 1 | 2 |
| 8. Staff varies interactions to be sensitive and responsive to; different abilities, temperaments, activity levels, cognitive and social development, and individual needs | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**

Quality Indicators	Ratings	
9. Staff fosters children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors (frequent social conversation, joint laughter and affection).	1	2
10. Staff develops individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive.	1	2
11. Developmentally appropriate limits and guidelines for behavior have been established and are communicated clearly and consistently to children. These are individualized based on each child's ability to function and understand.	1	2
12. Staff assists children in resolving conflicts by helping them identify feelings, describe problems, and try alterative solutions.	1	2
13. Children have varied opportunities to interact positively, respectfully, and cooperatively with others, learn from and with one another, and resolve conflict in constructive ways.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. **Children and Family Relationships and Interactions**

Quality Indicators

Ratings

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|---|---|---|
| 14. Staff expresses respect for all children by addressing each child by name with minimal use of impersonal collective terms ("group" and "boys and girls"). | 1 | 2 |
| 15. Staff talks frequently with children and listens to children with attention and respect. | 1 | 2 |
| 16. Staff speaks with children in a gentle, reassuring tone. | 1 | 2 |
| 17. Staff play and interact with children in a supportive, friendly, positive and courteous manner. | 1 | 2 |
| 18. Staff coach and support independence in children as they learn to care for toys/materials, to participate in daily clean up and maintenance of the classroom. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. Children and Family Relationships and Interactions

Quality Indicators	Ratings	
19. Staff addresses children's repetitive challenging behavior and/or behaviors where a child endangers them self or other children by assessing the function of the child's behavior, using behavior support strategies or convening families and professionals to develop individualized plans to address behavior.	1	2
20. Staff expectations for behavior are largely appropriate for age and development level of children.	1	2
21. Staff never uses corporal punishment, bribery, shaming, or other humiliating or frightening discipline techniques, physical punishment (shaking or hitting), and do not engage in psychological abuse or coercion.	1	2
22. Staff never uses threats or derogatory remarks and neither do they withhold nor threaten to withhold food, rest, and toileting, as a form of discipline.	1	2
23. Staff refrains from demeaning remarks to other adults or children about anyone's behavior, appearance, or personality.	1	2
24. Staff exhibits nurturing behaviors toward all children (tone of voice, body language, appropriate touching and holding).	1	2
25. Staff creates an environment where children feel safe and secure, and where their feelings and views are accepted. Children seek comfort and security from significant adults.	1	2
26. The program setting is inviting and pleasant, characterized by friendly conversation and appealing sounds. Adult voices do not predominate.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

II. Children and Family Relationships and Interactions

Quality Indicators	Ratings	
27. Staff greets parents with a warm welcome on arrival and/or departure.	1	2
28. Family resource area/bulletin boards are used to promote good communication between programs and family, (age appropriate activities, community services, and upcoming events).	1	2
29. Staff maintains and posts on the family resource area/bulletin board a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request health, mental health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services (First Steps, Parents as Teachers), and basic needs (housing and child care subsidies, United Way 2-1-1). They share the list with families and assist them in locating, contacting, and using community resources that support children and families' well-being and development.	1	2
30. Copies of current lesson plan(s) (listing specific activities), daily schedule(s), and menus are posted in the classroom accessible for parents	1	2
31. Written forms of communication, (newsletters or electronic messages) are used to promote good communication between programs and family.	1	2
32. Staff communicates with families on at least a weekly basis regarding children's activities and developmental milestones, shared care giving issues, and other information that affects the well-being and development of their children.	1	2
33. At all times, the staff interacts in a positive, professional manner with each other.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. Physical Environment

Quality Indicators

Ratings

Facility is safe for children:

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|--|---|---|--------|
| 1. There is enough light so that staff and children can read and use materials without eye strain | 1 | 2 | |
| 2. Natural light can be controlled (adjustable blinds, shades or curtains) | 1 | 2 | |
| 3. There is enough air circulation so that there are not unpleasant or strong odors in the room for long periods of time | 1 | 2 | |
| 4. Space is accessible to all children and adults currently using the classroom (stairways, handrails, ramps, for people with disabilities, access for wheelchairs and walkers) | 1 | 2 | |
| 5. Window screens are secured and in good repair | 1 | 2 | 3(N/A) |
| 6. In areas where children are allowed, electric outlets are covered and exposed wires are secured. | 1 | 2 | |
| 7. All types of cords are secured and not in view or easy reach of children | 1 | 2 | |
| 8. Phones work properly, are easily accessible and there is at least one phone is a land line phone with 9-1-1 (or local emergency number) access. | 1 | 2 | |
| 9. Exits are easily accessible and not blocked | 1 | 2 | |
| 10. Room is at a comfortable temperature (68 °F - 85°F) | 1 | 2 | |
| 11. Classroom space, doorways, bathrooms, and sinks are in working order and accessible or adapted as needed to allow all children to participate or to use with minimal adult assistance. | 1 | 2 | |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators

Ratings

12. Paper towels, soap and toilet paper are provided and easily accessible to all children.	1	2
13. Indoor flooring (including steps, carpets, and rugs) is well maintained, clean, free from tripping hazards, no sharp or frayed edging, and safe for use by all children.	1	2
14. Walls are well-maintained, clean, and safe for use by all children.	1	2
15. Ceilings are well-maintained, no leaks, unattached light fixtures, or loose tiles.	1	2
16. Ample indoor space allows children and adults to move around freely (furnishings do not limit children's movement).	1	2
17. The indoor environment includes soft, comfortable items, (easily washable rugs and cushions) and vinyl beanbags that are clean and well maintained (there are no tears, no exposed foam, no stains, no duct tape, no frayed/loose binding, etc.).	1	2
18. A solitary place is provided and accessible where children may go when they wish to have privacy.	1	2
19. Materials and furniture are arranged in an orderly manner to allow for supervision with defined activity areas for a variety of small group and individual learning experiences.	1	2
20. Indoor space is designed and arranged to accommodate children individually, in small groups and in a large group; space is divided into areas that are supplied with materials organized in a manner to support children's play and learning; provide semiprivate areas where children can play or work alone or with a friend; providing children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space.	1	2
21. Clear pathways are available for children to move from one area to another without disturbing other children's work and play.	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. Physical Environment

Quality Indicators	Ratings		
22. Space is arranged so most activities are not interrupted (shelves placed so children walk around, not through activities; placement of furniture discourages rough play or running).	1	2	
23. All centers are organized for independent use by children (labeled open shelves are not over crowded; play space near toy storage)	1	2	
24. Children needing adaptive equipment (wheelchairs, walker, etc.) can participate without restrictions.	1	2	
25. Accessible quiet area is available to children	1	2	
26. Individual space is provided for each child's belongings.	1	2	
27. Sound absorbent materials (washable rugs, ceiling tiles, etc.) are used to lessen the level of noise.	1	2	
28. If napping occurs each child has an individual cot with two pieces of washable bed linens (blankets, sheets, or sleeping bags)	1	2	3(N/A)
29. Children are provided with clean individual bedding and do not share the same bedding or sleep surface with another child. Bedding is changed and cots sanitized between children.	1	2	3(N/A)
30. Children's bedding is stored separately, so personal items do not touch each other.	1	2	3(N/A)
31. All napping materials are washable, clean, and well maintained. (must be laundered at least weekly)	1	2	3(N/A)

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. Physical Environment

Quality Indicators

Ratings

32. Cots must be arranged at least 24 inches apart.	1	2	3(N/A)
33. Children must be supervised during sleep time and cot arrangement must not hinder observation of children by staff or access to children in an emergency.	1	2	3(N/A)
34. The food preparation area is safe and sanitary.	1	2	3(N/A)
35. Refrigerator, used for children's food and drink storage, is at 41°F or less and is equipped with a readable thermometer.	1	2	3(N/A)
36. Foods for special dietary needs are labeled and posted with child's name and date.	1	2	3(N/A)
37. The preparation area is free of through traffic and hazards.	1	2	3(N/A)
38. Garbage and rubbish shall be removed on a daily basis from rooms that are occupied by children, staff, parents, or volunteers.	1	2	
39. Garbage areas shall be free of litter and waste that is not contained and children shall not be allowed access to garbage waste and refuse storage areas.	1	2	
40. Appropriate outdoor play space shall be arranged so all areas are visible to the staff at all times.	1	2	
41. Outdoor play space is safely accessible or adapted as needed so that all children may participate.	1	2	

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. Physical Environment

Quality Indicators

Ratings

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| 42. The outdoor space must accommodate the type of movement required for the gross motor skills being practiced by the children. It must be large enough to accommodate running and other gross muscle movements. The children's play must not be restricted by the size of the space or by crowded or cluttered conditions. | 1 | 2 |
| 43. Play area is safe for children's activities, well maintained, and free of hazards. | 1 | 2 |
| 44. Play area is organized so that different types of activities do not interfere with one another. | 1 | 2 |
| 45. There is storage space for materials not in use. | 1 | 2 |
| 46. Sand areas and/or boxes need to be completely covered and clean and free of animal excrement and other hazardous materials. | 1 | 2 |
| 47. Outdoor play space has some protection from the elements (shade in summer, sun in winter, windbreak, and good drainage). | 1 | 2 |
| 48. Sufficient amount (3 or more children can use the materials at one time without undue competition) of outdoor equipment. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

III. **Physical Environment**

Quality Indicators

Ratings

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| 49. A variety of equipment that stimulates multiple skills (balancing, tossing, climbing, steering, and pedaling) are available for children to use on a daily basis. | 1 | 2 |
| 50. The surface is maintained under/around <u>outdoor</u> play equipment so there is enough resilient material under/around the equipment to soften falls. (Sand/grass/dirt is not considered a resilient material.) | 1 | 2 |
| 51. The surface under/around <u>indoor</u> climbing equipment is designed to soften falls. | 1 | 2 |
| 52. Furniture is sturdy (will not break, fall or collapse when used) and in good repair (no dirt, broken parts or torn fabric) | 1 | 2 |
| 53. Chairs have a back and have a sitting height that allows the child to sit with his/her feet on the floor or ground. | 1 | 2 |
| 54. Tables are at a height that allow a child to sit comfortably with the table top between underarm and waist, so children can rest their elbows on the table while their legs fit comfortably under the table. | 1 | 2 |
| 55. The staff has access to adult-sized bathrooms. | 1 | 2 |
| 56. The staff has a safe place to store personal belongings (purses are not accessible to children). | 1 | 2 |
| 57. The staff has a place away from children for planning or to take a break. | 1 | 2 |
| 68. The staff has a scheduled planning period. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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| 1. The MOA approved curriculum guides staff to incorporate content, concepts, and activities that integrate key areas including self and social development, language and literacy development, English development, cognitive development, mathematics development, physical development, and health development. | 1 | 2 |
| 2. The staff incorporate activities that integrate mathematics, science, language-writing, language-reasoning, social studies, technology, creative expression, art, health and safety, fine motor, gross motor, music and movement, dramatic play, sand and water play, social, emotional, physical, language, and cognitive development. | 1 | 2 |
| 3. Staff uses curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. | 1 | 2 |
| 4. Objectives/expectations for all children are appropriate for the age and developmental level of each child. | 1 | 2 |
| 5. Staff supports and challenges children's learning during interactions or activities that strike a balance between activities initiated by children and those initiated by staff. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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| 6. Staff schedules daily opportunities for free play that are child directed and at times when all children are in attendance. | 1 | 2 |
| 7. Staff adapts play equipment and the classroom environment so that all children, including those with special needs, can participate. | 1 | 2 |
| 8. Activities follow the children's interests to show the child is valued as an individual. | 1 | 2 |
| 9. Children accept transitions and follow daily routines and manage smooth transitions from one activity to the next through the use of music, songs, etc., (transitions must not take more than 3 minutes) | 1 | 2 |
| 10. Quiet and active centers are placed to not interfere with one another (reading or listening areas are separated from blocks or housekeeping) | 1 | 2 |
| 11. Staff provides a learning environment with a wide variety of stimulating materials. | 1 | 2 |
| 12. Materials accessible for the substantial portion of the day (at least 1/3 of the time children are in care) | 1 | 2 |
| 13. Materials are well organized, in good condition, and a sufficient amount of materials are provided for the number of children in the classroom. (3 or more children can use the materials at one time without undo competition) | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators	Ratings	
14. The schedule provides children learning opportunities, experiences, and projects that may extend over the course of several days and incorporates time for play, creative expression, large group, small group, and child-initiated activity	1	2
15. Whole group activities are limited in number and must be no longer than 15 minutes in length.	1	2
16. Staff organizes space and selects materials in all content and developmental areas to stimulate exploration, experimentation, discovery, and conceptual learning.	1	2
17. Children express feelings through appropriate gestures, actions, and language, modeling vocabulary for expressing feelings through language, written expression, and art.	1	2
18. Children have varied opportunities and are provided equipment to engage in gross motor experiences that stimulate a variety of skills, enhance sensory-motor integration, develop controlled movement (balance, strength, coordination), enable children with varying abilities to have gross motor experiences similar to those of their peers, range from familiar to new and challenging, and help them learn physical games with rules and structure.	1	2
19. Music is available as both a free choice and group activity daily	1	2
20. Staff engages children in music and movement experiences so that they can develop a sense of how their bodies move in relation to others.	1	2
21. Music materials are accessible for children's use (dance props, CD player or other forms of music media accessible to children, instruments that can be played, or children make their own musical instruments from items in the environment)	1	2

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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|---|---|---|
| 22. Various types of music are used with the children (classical and popular music; music from different cultures; some songs sung in different languages) | 1 | 2 |
| 23. A large selection and a variety of art supplies are available for children to use (scissors and other tools, drawing materials, paint materials, three-dimensional materials, and collage materials) | 1 | 2 |
| 24. Children use art supplies for self-selected art works, with very little instruction or direction from the staff. | 1 | 2 |
| 25. Children are allowed to express themselves in all kinds of art, rather than having them produce versions of staff-directed craft projects. | 1 | 2 |
| 26. Most of the classroom display is children's work initiated by the child, including, three-dimensional art and is displayed at the child's eye level. | 1 | 2 |
| 27. Dramatic play area clearly defined, with space to play and organize storage, (clothes are hung and hats are separated(to increase availability of the items and reduce possible hygiene issues (head lice))). | 1 | 2 |
| 28. Dramatic play materials and furniture accessible so children can act out family role themselves (dress up clothing (gender specific), housekeeping props and dolls. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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| 29. Sufficient amount of materials are accessible for the number of children in the classroom (3 or more children can use the materials at one time without undo competition). | 1 | 2 |
| 30. Props provided to represent diversity (dress up clothes, play foods, dolls, cooking and eating utensils from various cultures, races, ages, and abilities (props used by people with special needs) | 1 | 2 |
| 31. Provisions for sand or water play are available daily. | 1 | 2 |
| 32. Variety of toys accessible for play (containers, spoons, funnels, scoops shovels, pots and pans, molds, toy people, animals, trucks) | 1 | 2 |
| 33. Different activities done with sand and water (bubbles added to water, materials in sand table changes) | 1 | 2 |
| 34. Variety of developmentally appropriate fine motor materials of each type (small building toys-interlocking blocks; art materials; and manipulatives-pegs, sewing, stringing beads, puzzles; writing materials) | 1 | 2 |
| 35. Manipulatives are well organized, in good condition and complete sets. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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| 36. Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom (items belonging to a child are labeled with their name, materials are labeled, print is used to describe some rules and routines), and staff help children recognize print and connect it to spoken word. | 1 | 2 |
| 37. Children are provided varied opportunities and materials that support fine-motor development (child-initiated writing, grasping small objects, and fastening clothing). | 1 | 2 |
| 38. All children have opportunities to work with natural materials (soil, sand, water, clay, wood) and other sensory materials, both indoors and outdoors. | 1 | 2 |
| 39. Science center has collections of nature items (rocks, seashells, pine cones) as well as, activities (using magnets, magnifying glasses, scales, and sensory bottles). | 1 | 2 |
| 40. Children have opportunities to use books, pictures and games about science. | 1 | 2 |
| 41. Science materials are available for children to use; they are well organized and in good condition. | 1 | 2 |
| 42. The program provides a variety of materials and activities to help children experience counting and become familiar with written numbers on a daily basis. | 1 | 2 |
| 43. The program provides a variety of materials and activities to help children experience measuring, comparing quantities, and recognizing shapes on a daily basis. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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| 44. Block area is accessible for play a substantial part of the day (at least 1/3 of the time children are in care). | 1 | 2 |
| 45. Some block play occurs outdoors. | 1 | 2 |
| 46. At least two types of blocks (unit, large hollow, or homemade) and a variety of accessories accessible daily. | 1 | 2 |
| 47. Children are provided varied opportunities and materials to build their understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways. (Books, music, musical instruments, toys, play food, posters, ability aids, dolls, field trips, dress-up clothing, group made books or displays that illustrate diversity among children and/or their families) | 1 | 2 |
| 48. Routine tasks are incorporated into the program as a means of furthering children's learning and independence, especially in the areas of self-help and social skills. | 1 | 2 |
| 49. Routines (toileting, eating, dressing, and sleeping) are handled in a relaxed, reassuring, and individualized manner based on developmental needs. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).

IV. Programming/Curriculum

Quality Indicators

Ratings

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| 50. The use of <u>passive</u> media (television, computers, iPads, and other electronic media) is an alternative choice and limited (30 minutes weekly) to developmentally appropriate programming. These types of media are selected with intentionality and are used to expand, enrich, and implement the overall goals and curriculum. | 1 | 2 |
| 51. Staff reads books to children informally (during free play, naptime and as an extension of an activity) | 1 | 2 |
| 52. A variety of age and content appropriate books are in good condition and are available throughout the classroom for children to use each day. (board books, picture books, and beginning readers). | 1 | 2 |
| 53. Children have varied opportunities to retell and reenact events in storybooks and engage in conversations that help them understand the content of the book. | 1 | 2 |
| 54. A child developmental portfolio, which is a collection of anecdotal notes which show evidence of how a child meets his/her developmental goals, must be maintained for every child. The anecdotal notes must be marked with the date collected and how it is associated with the child's developmental goals. These portfolios will be reviewed on site by the review team. | 1 | 2 |

Remarks/Comments: Select one indicator from above and comment on how this indicator will be viewed in your classroom(s).