



What you will learn about Preventing Injuries

QRIS Indicator for Step 1 Leadership and Management: The program has an emergency plan.

ESSENTIAL KNOWLEDGE: IN ORDER TO PREVENT INJURIES, IT IS IMPORTANT TO UNDERSTAND HOW INJURIES HAPPEN AND TO TAKE PRECAUTIONS TO AVOID INJURIES.

What this looks like in practice

1. Programs utilize community resources that provide written health-and-safety related materials.
2. Child care programs seek consultation or training from a child care health consultant (CCHC).
3. Providers work with parents to incorporate an existing Crying Plan or develop one for the child care setting.

ESSENTIAL KNOWLEDGE: THE TYPES OF INJURIES A CHILD MAY INCUR IS RELATED TO HIS/HER DEVELOPMENT.

What this looks like in practice

1. Providers are aware of individual developmental, medical, and nutritional needs of children.
2. Providers are able to adapt equipment, materials, activities, and foods that are safe and developmentally appropriate for all children.

ESSENTIAL KNOWLEDGE: INJURIES CAN BE PREVENTED IN THE CHILD CARE SETTING.

What this looks like in practice

1. Safety policies have been created to promote injury prevention and require staff to use constant and active supervision in the child care facility.
2. Health-and-safety education is a component of children's daily curriculum and the planned program.
3. Regular safety checks of the indoor and outdoor environments, play equipment, and toys are done to eliminate hazards and to make sure that children are safe.

4. Staff are educated on how to properly use and install safety restraints and follow the manufacturer's recommendations based on a child's height and weight.
5. When transporting children, staff follow recommendations of the National Highway Traffic Safety Administration and American Academy of Pediatrics.
6. Written transportation policies are communicated to parents/guardians, staff, and all who transport children in order to help assure understanding of requirements/recommendations for child passenger safety.
7. Toxic substances are stored separately from stored medications and food, in a safe and secure manner (in a locked room or cabinet fitted with a child-resistive opening device).

ESSENTIAL KNOWLEDGE: EXPOSURE TO MANY BIO CONTAMINANTS CAN BE PREVENTED IN THE CHILD CARE.

1. Child care providers use disposable gloves any time there is potential contact with blood or other body fluids.
2. Child care providers follow recommended diapering procedures, including disinfecting diaper changing areas.
3. Urine, vomit, blood, and other body fluids are treated as potentially infectious.
4. Child care providers follow recommended procedures for cleaning up spills. Use disposable paper towels and once used, place in a leak-proof plastic bag that can be securely sealed or tied.
5. Providers wash hands any time they handle potentially infectious materials, even if they wore gloves.

ESSENTIAL KNOWLEDGE: FACILITIES THAT HAVE EMERGENCY PROCEDURES AND PROPERLY TRAIN STAFF TO MANAGE AN INCIDENT THAT IS THREATENING TO THE HEALTH, SAFETY, OR WELFARE OF CHILDREN AND STAFF, CAN RESPOND TO EMERGENCY MEDICAL SITUATIONS.

What this looks like in practice

1. Staff is trained how to properly employ first aid during an emergency.
2. Unannounced mock drills occur regularly and discussion regarding staff performance and opportunities for improvement follow the drill.
3. First aid kits are routinely restocked.
4. Emergency procedures are reviewed with a child care health consultant and updated annually.
5. Emergency procedures and plans for urgent care are reviewed with each employee upon employment and yearly thereafter.
6. Procedures include records, protocols, and checklists.

7. Providers share written emergency procedures with parents when their child is enrolled in the facility.
8. Staff is trained on emergency/disaster planning and response from emergency management agencies, educators, child care health consultants, health professionals, or emergency personnel.

RESOURCES

Caring for our Children, National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 3rd Edition, <http://cfoc.nrckids.org/>

Idaho Core Competencies for Early Care and Education, September 2014, <http://healthandwelfare.idaho.gov/Portals/0/Children/InfantToddlerProgram/EICC/Oct%2024th%202014-Idaho%20core%20competencies.pdf>

American Academy of Pediatrics

Babies cry, have a plan: Abusive head trauma education

National Highway Traffic Safety Administration