

# Step 3

## Steps to Quality Verification for Centers



### Centers

Health and Safety	Documentation:
Director is trained and uses IRIS	Observed use of IRIS by Director or designated staff person.
<b>Items from the Nutrition and Active Physical Play Checklist are observed in practice:</b>	
Infants are fed on demand, rather than on a schedule.	Observed practice and/or teacher interview. Not applicable if no babies are enrolled.
Children are not required to eat either a set amount of food or a particular food.	Observed practice.
Children serve themselves at least part of the meal.	Observed practice. Children 18 months and older self-serve at least one food.
Adults sit at the table with children.	Observed practice. Adults interact with children and children are within sight at all times.
Provision is made to store expressed milk, and for the caregiver to feed expressed milk to support breastfeeding mothers and their babies.	Observed practice or interview to demonstrate staff knowledge of best practices for storing and feeding expressed human milk, per Caring for Our Children Standard 4.3.1.3.
At least two weeks of cycle menus are used.	At least a 2-week cycle for children 1 year old and up. Not applicable if meals are not provided.
Menus are posted for staff and parents.	Menus are posted in a space where parents and staff routinely gather (entryway, each classroom, etc).
Menu planning is based on a nutritionally sound meal pattern, such as the USDA Child Care Meal Pattern Guidelines or MyPlate.	CACFP documentation and/or staff interview (cook, administrator or teacher, etc).
A program policy exists to accept and support breastfeeding mothers and babies.	Policy in parent and staff handbooks and it is shared with parents. Designated area for mothers to breastfeed.

**Items from the Thinking Active Physical Play Inventory are observed in practice.**

Each day, children have opportunity to play in both structured outdoor and indoor physical activity (teacher-directed), and spontaneous, unstructured play (child-chosen).	Observe both types of play offered daily, inside and outside.
Equipment is available for moderate and strenuous vigorous play, including pedaling; climbing; running; lifting; carrying; pushing and pulling; digging; crawling; hanging using upper body; jumping to a distance, from a height, to a height ; balancing; projectile play (aiming, throwing, kicking, bouncing, striking, pitching); rolling; hopping; and sliding.	Available equipment stimulates at least seven of the skills.
A variety of play equipment is accessible (permanent and portable).	Observe a total of three or four examples of permanent and portable equipment.
The daily curriculum includes scheduled active physical play indoors and outdoors.	The written schedule includes active physical play every day.
Each <b>classroom</b> completes a <i>Vision and Action Plan</i> for Food and Nutrition.	Observed plan has been updated in the prior 12 months for 30% of classrooms, drawn randomly.
Each <b>classroom</b> completes a <i>Vision and Action Plan</i> for Active Physical Play.	Observed plan has been updated in the prior 12 months for 30% of classrooms, drawn randomly.
The <b>center</b> completes a <i>Vision and Action Plan</i> for Food and Nutrition.	Observed plan has been updated in the prior 12 months.
The <b>center</b> completes a <i>Vision and Action Plan</i> for Active Physical Play.	Observed plan has been updated in the prior 12 months.
<b>Staffing and Professional Development</b>	
Director has a high school diploma or GED.	IdahoSTARS Professional Development System documentation.
Director completes ET3 or has a current CDA or 12 ECE credits or an approved Director's Credential.	IdahoSTARS Training Log or college transcript documents the indicator.
Teachers complete ET 3 or have a minimum of current CDA or 12 ECE credits.	IdahoSTARS Training Log documents that teachers meet this indicator. Professional Development plans are accepted for up to 50% of teachers.
Director has completed 15 hours approved business management training.	IdahoSTARS Training Log (Component 6) or other training meeting the Component 6 definition completed within the last 10 years.



<b>Child Growth, Development, and Learning</b>	
ERS assessment meets minimum overall and interaction scores.	The overall score and interaction subscale score are 4.0 or higher. For multiple classrooms, the overall scores & interaction scores of the classrooms are averaged. Assessments are conducted on 50% of classrooms, drawn randomly.
Guidance policy reflects positive responsive practice.	Policy in parent and staff handbooks.
Program formally documents each child's progress.	Director interview to describe the system for documenting children's progress and sharing information with parents. Random draw of 10% of files with minimum of five.
<b>Children with Diverse Abilities</b>	
Inclusion statement is included in the program's policy and procedures.	Observed statement in handbook & director interview to describe process for sharing the policies with staff and parents.
Staff agrees to practice confidentiality as outlined in the program's confidentiality statement.	Statement in handbook. 30% of staff files drawn at random have a signed confidentiality agreement.
<b>Strengthening Families and Communities</b>	
A communication system provides regular opportunities for connecting parents and staff.	At least two examples or methods of two-way communication, such as back-and-forth books, conference log, meeting log, email system.
Social and educational events and opportunities to volunteer are provided for families.	Lists of family members who volunteer, activities in which family members are invited, attendance sheets, educational events hosted, etc. One example each for social, educational and volunteer opportunities held on-site in the prior 12 months.
<b>Leadership and Management</b>	
Director completes Program Administration Scale self-assessment.	Program Administration Scale self-assessment updated within the last 12 months.