

Step 2

Steps to Quality Verification for Centers



| Health and Safety | Documentation: |
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| <p>Items from the Safe Sleeping Checklist are observed in practice</p> | <p>Safe sleep policy in staff and parent handbooks. Notification on infant enrollment forms. One classroom per age group (infant and older) is verified with Safe Sleep Checklist per random draw.</p> |
| <ul style="list-style-type: none"> • Infants up to twelve months of age should be placed for sleep in a supine position (wholly on their back) for every nap or sleep time unless the infants' primary car provider has completed a signed waiver indicating that the child requires an alternate sleep position. • Cribs are completely free of all toys, blankets, quilts, soft bedding, pillows, bumper pads, sheep skins and any other additional equipment attached to or placed above the crib. • At least one alert adult is within sight and sound of each sleeping infant (birth – 12 months). Lighting and sound should allow appropriate supervision. | <p>Observed in practice, unless the program has a prescription with a medical reason from the child's doctor</p> <p>Observed practice. Infants wear clothing to keep them warm without the possible hazard of head covering, strangulation, or entrapment (no cords, strings, ribbons on clothing or pacifiers, and elsewhere).</p> <p>Observed practice. Lighting should be enough light to see the color of the baby's face. Sound: The sleeping environment must be quiet enough so caregivers can hear and observe for any respiratory problems such as choking.</p> |
| <p>For children 13 months and older</p> <ul style="list-style-type: none"> • Each child sleeps on cots, sleeping bags, mats, or pads. • At least one alert adult is present in the room where children ages 13 months and older are sleeping. Lighting and sound should allow appropriate supervision. | <p>Observed practice.</p> <p>Observed practice.</p> |

At least two of these practices are observed in any classroom.

- Bottles and Sippy cups are never used unless an infant or toddler is held or sitting upright at a table or in a high chair. *If this practice is not observed, staff is interviewed for specifics.*

- ❑ Individual children’s bedding is stored separately - without contact with the floor or bedding of others.
- ❑ Sleeping equipment is stored separately. For example, the floor side of one mat does not touch the sleeping surface of another mat.
- ❑ Bedding is washed at least weekly and as needed.
- ❑ Three feet (36”) of spacing is maintained between cots, mats and cribs. If space is limited, place children as far apart as possible and/or alternate children head to feet.

Staffing and Professional Development

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| Directors have completed ET 2 or have a minimum of current CDA or 12 ECE credits or an approved Director's Credential. Teachers have a minimum of current CDA or 12 ECE credits. | IdahoSTARS Training Log documents that teachers and director(s) meet this indicator. Professional Development plans are accepted for up to 50% of teachers |
| Director completes NAEYC Human Resource Management training. | IdahoSTARS Training Log or Professional Development Plan. |

Child Growth, Development and Learning

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| Initial Environment Rating Scale (ERS) assessment supports improvement of health and safety, positive relationships, and a wide variety of learning opportunities. | Environment Rating Scale assessment on one half of classrooms, selected across age groups via random draw. |
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Children with Diverse Abilities

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| Information and resources specific to each community are available. | Community resource list or binder. |
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Strengthening Families and Communities

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| Program communicates with families in a variety of ways. | Evidence of at least two methods of communication, such as social media, newsletters, posted notes, email, message boards outside of classrooms. |
| The Strengthening Families Self-Assessment is completed. | Updated Strengthening Families Self-Assessment. |

Leadership and Management

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| Policy and procedure manual is maintained on-site, with job duties and responsibilities of staff. | Tagged/highlighted manual with job duties and responsibilities of staff. |
| Parent handbook includes policy and procedures around the daily operation of the program management. | Handbook with policy and procedures around daily operation. |