

Step 3

Steps to Quality Verification for Home Based Providers



Home Based

Health and Safety	Documentation:
Home-based provider is trained and uses IRIS.	Observed use of IRIS.
Items from the Nutrition and Active Physical Play Checklist are observed in practice:	
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 (if applicable) 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.
Home-based provider completes a Vision and Action Plan for Food and Nutrition and Active Physical Play	Observed plans have been updated in the prior 12 months.
Number of children equals 12 points or 12 children, with a maximum of 4 babies per worker.	Babies are defined as children under one year of age. Point system: 0-24 months (2 pts); 24-36 months (1.5 pts); 3-5 years (1 pts); 6-12 years (.5 points).
Staffing and Professional Development	
Home-based provider completes ET 3 or has a minimum of current CDA or 12 ECE credits.	IdahoSTARS Training Log or college transcript documents the indicator.
Staff (if applicable) completes ET 3 or has a minimum of current CDA or 12 ECE credits.	IdahoSTARS Training Log or college transcript documents the indicator. Staff is defined as any additional person working 15 hours per week or more.
Assistants (if applicable) complete ET1 or have a minimum of a current CDA or 12 ECE credits.	IdahoSTARS Training Log or college transcript, documents this indicator. Assistant is defined as any additional person working at least 12 hours a month, or on the premises daily.

Child Growth, Development, and Learning	
FCCERS-R assessment meets minimum overall and interaction scores.	The overall score and interaction subscale score are 4.0 or higher.
Guidance policy reflects positive responsive practice.	Policy in parent and staff handbooks.
Program formally documents each child's progress.	Provider interview to describe the system for documenting children's progress and sharing information with parents. Random draw of five children's files.
Children with Diverse Abilities	
Inclusion statement is included in the program's policy and procedures.	Statement in handbook & provider interview to describe process for sharing the policies with staff and parents.
Staff (if applicable) agrees to practice confidentiality as outlined in the program's confidentiality statement.	Statement in handbook. Signed confidentiality agreement in all files.
Strengthening Families and Communities	
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.
Leadership and Management	
Home-based provider completes Business Administration Scale self-assessment.	Business Administration Scale self-assessment updated within the last 12 months.