



SCHOOL READINESS PROGRAM ASSESSMENT FAMILY CHILD CARE HOME

FCCH Name	Date of Assessment
	FCCH Operator
Address of FCCH	Telephone Number
Check One:	Initial Review (New Program) _____ Annual Assessment _____
Approved Curriculum:	
Time In	Time Out
Reviewed By	

BUSINESS PRACTICES

48

1. The provider has established business contracts and policies.

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|---|---|---|--|
| 0 | 3 | 6 | a. The provider follows an enrollment process that facilitates an exchange of information between the provider and the family, working to assure a trusting relationship. Discussions include a description of the program and policies as well as family values and wishes around such topics as eating, sleeping, toileting, and discipline. |
| 0 | 3 | 6 | b. The provider has a signed child contract and/or agreement with each family which include the terms for hours, fee, payment schedule, provider's and child's vacation policies, provider's and child's sick leave and absence policies, responsibility for alternative care and termination. |
| 0 | 3 | 6 | c. The provider gives written policies to parents/guardians which include the terms for substitute care arrangement, persons authorized to pick up child, illness, administering medications, emergencies, guidance and discipline policies, parent conferences and visits, and if relevant, transportation and/or field trips. |
| 0 | 3 | 6 | d. Documentation of attendance/absences is maintained daily. Child must be listed by first and last legal name. Sign-in/sign-out sheets are mandatory. Parent or guardian must sign complete name, initials only are not acceptable. |

COMMENTS:

2. Providers who understand child development and who recognize and provide for children’s needs are an important element in determining the quality of the care that the children receive.

- 0 3 6 a. The provider has completed the Florida Department of Children and Families 30 clock hour Family Child Care Provider Training.
- 0 3 6 b. The provider keeps up to date with information related to program quality as evidenced by ten (10) hours documented training annually. (Annual training is in addition to First Aid and Infant/Toddler CPR.)
- 0 3 6 c. The provider has a national CDA or its equivalency or an AS/AA degree or higher in Early Childhood Education or a related field.
- 0 3 6 d. In addition to state of Florida caregiver to child ratio, accredited providers (Gold Seal, APPLE, etc.) must meet credentialing agency ratios in all classrooms.

COMMENTS:

INTERACTION

174

3. Provider interaction encourages the LANGUAGE DEVELOPMENT of children throughout the day’s activities in a warm, nurturing and positive environment.

- 0 3 6 a. The provider acknowledges infants’ vocalizations and sounds, encouraging them to express themselves.
- 0 3 6 b. The provider engages in conversation with child, encouraging them to express themselves.
- 0 3 6 c. The provider is available and responsive to children, encouraging them to share ideas and feelings.
- 0 3 6 d. One-to-one interaction occurs between the provider and the child throughout the day.
- 0 3 6 e. Provider uses child’s name frequently throughout the day.
- 0 3 6 f. Names of objects are frequently used when playing with infants, speaking in sentences using actual names of objects. When diapering, staff engages in meaningful conversation with child, which could include talking about clothing names, body parts and what they are doing.
- 0 3 6 g. The provider promotes children’s learning by describing what they are doing and asking them open-ended questions.
- 0 3 6 h. The provider encourages language development by reading age appropriate books to children on a daily basis.
- 0 3 6 i. Musical experiences are provided daily. Children engage in musical opportunities, such as playing classical music, singing with children, dancing with children and/or using musical instruments with children, etc.

COMMENTS:

4. Provider/child interaction encourages the COGNITIVE AND PHYSICAL DEVELOPMENT of children throughout the day's activities in a warm, nurturing and positive environment.

- | | | | | |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | Children are encouraged by the provider to initiate activities, explore, experiment and learn by doing. There is adequate play time and the provider is observed sitting and playing with the children encouraging their natural curiosity. |
| 0 | 3 | 6 | b. | The provider talks with, holds and plays with infant providing a wide variety of developmentally appropriate experiences. An attempt is made to meet the infant's needs when the provider is interacting with other children. |
| 0 | 3 | 6 | c. | The provider assists children to be comfortable, relaxed, happy and involved in play and other developmentally appropriate activities. |
| 0 | 3 | 6 | d. | The provider listens to children and respects their play interest, responding to their cue for direction of activities. |
| 0 | 3 | 6 | e. | The provider supports children at becoming increasingly independent. Children are encouraged to feed themselves, dress and undress themselves and use equipment independently. |

COMMENTS:

5. Provider/Child interaction encourages the SOCIAL AND EMOTIONAL DEVELOPMENT of children throughout the days activities in a warm, nurturing and positive environment.

- | | | | | |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | The provider's attention is focused on children. <i>Telephone calls, errands, adult use of computer or personal demands do not take priority over children's needs.</i> |
| 0 | 3 | 6 | b. | The provider initiates positive interactions with the children through physical gestures, such as smiles, hugs, holding and verbal exchanges at the child's eye level. |
| 0 | 3 | 6 | c. | Children are nurtured on an individual basis, being given warmth and affection in response to their needs. |
| 0 | 3 | 6 | d. | The provider is available and responds quickly to the individual needs of children. The provider responds to children's cries. |
| 0 | 3 | 6 | e. | The provider encourages positive social behaviors in children. |
| 0 | 3 | 6 | f. | Only positive techniques are used during diapering/toileting. Children are never scolded or shamed about toileting or wet diapers/pants. |

COMMENTS:

6. The provider uses positive techniques in GUIDING THE CHILDREN'S BEHAVIOR throughout the day.

- | | | | | |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | Redirection – An example of redirection is guiding children to new activities when they are fighting over a toy or directing them to another play activity when they are engaged in socially unacceptable behavior, such as biting. |
|---|---|---|----|---|

- 0 3 6 b. Positive encouragement, rather than criticism of the children's behavior – techniques can be verbal and/or non-verbal such as facial expressions, nodding and positive language. The provider helps to build the child's self-esteem and does not compare children's behavior to one another.
- 0 3 6 c. Planning ahead to help prevent potential problems – The provider evaluates the environment and daily routine and is positioned strategically for optimum supervision.
- 0 3 6 d. The provider encourages role models and initiates positive social interactions and assists children to develop alternate means for resolving conflicts.

COMMENTS:

7. The provider recognizes the IMPORTANCE OF THE FAMILY and invites verbal and/or written suggestions made by parents/guardians to develop strategies for working together effectively.

- 0 3 6 a. The provider welcomes parents/guardians to visit unannounced any time their children are in care.
- 0 3 6 b. The provider is available to parents/guardians when children are present or responds to telephone messages in a timely manner.
- 0 3 6 c. The provider has ongoing verbal communication with the child's parent/guardian to review the child's needs and progress.
- 0 3 6 d. The provider shares information with parents/guardians about common child-rearing issues such as challenging behaviors, biting, toilet learning, signs of infectious disease, etc.
- 0 3 6 e. The provider has information available to families about community resources that offer services to parents and their children.

COMMENTS:

PHYSICAL ENVIRONMENT

66

8. The family child care home is welcoming and comfortable with enough materials and experiences to engage children's interests in a variety of ways.

- 0 3 6 a. The indoor environment is clean and in good repair. The toys, walls, carpeting, furniture, beds, mats and bathrooms are clean. The environment has no evidence of peeling paint and has no ripped, heavily stained or soiled carpets and is insect free. The environment has toys and furniture arranged in an orderly fashion allowing for movement.
- 0 3 6 b. The areas of the home used by children are welcoming and friendly, providing a family-like environment, a small preschool-like environment or a combination of the two.

- | | | | | |
|---|---|---|----|--|
| 0 | 3 | 6 | c. | The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc. |
| 0 | 3 | 6 | d. | There is evidence of gender, ethnic or disability acceptance. Dress-up clothes include male and female clothing and accessories. Picture books include people with disabilities and show non-traditional roles. |
| 0 | 3 | 6 | e. | The furniture used by children is appropriate for their age and size. |
| 0 | 3 | 6 | f. | Toys and materials are organized in containers and/or on shelves that allow the children to see the options, make choices and take responsibility for returning materials. Containers and/or shelves are labeled with words and pictures. |
| 0 | 3 | 6 | g. | Toys are in good working order and show apparent regular use. Items are duplicated as needed to avoid conflict between children. |
| 0 | 3 | 6 | h. | The outdoor environment is safe and ready for children to play. Broken equipment has been repaired and the ground is free of trash and debris, fruit, animal feces, ants, etc. Fencing and gates are in good repair. |
| 0 | 3 | 6 | i. | The napping area is quiet and well ventilated. It has reduced lighting and a soothing atmosphere. |
| 0 | 3 | 6 | j. | When napping, an appropriate covering (such as blanket, towel, sheet, etc.) is available for each child. Mats and/or cots are covered with appropriate covering. |
| 0 | 3 | 6 | k. | Coverings must be stored in a sanitary manner. |

COMMENTS:

PROGRAM PLANNING OF DAILY ACTIVITIES

84

9. The family child care home provides opportunities for children to make choices and explore their own interests.

- | | | | | |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | There is evidence that the provider is utilizing a Coalition-approved curriculum. |
| 0 | 3 | 6 | b. | The written schedule/routine (times should be included) is posted and lesson plans include a balance of activities in the following areas: <ul style="list-style-type: none"> • Gross Motor (large muscle) • Fine Motor (small muscle) • Language/Reading • Discovery/Science/Sensory • Creative Art • Music and Movement |
| 0 | 3 | 6 | c. | There is evidence that the schedule/routine is being followed. However, the provider is flexible enough to change the planned or routine activities according to the needs of the children. The provider follows the children's lead, taking advantage of those "teachable moments". |
| 0 | 3 | 6 | d. | The schedule/routine provides a minimum of one continuous hour of child initiated center time in the morning between 8:30 and lunch with an additional hour in the afternoon for extended day programs. |

COMMENTS:

10. The daily written schedule/routine provides children with developmentally appropriate opportunities through the following experiences.

- | | | | | |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | Gross Motor (large muscle) experiences which could include but is not limited to: <ul style="list-style-type: none">• Infants and Toddlers – reaching, climbing, pushing, pulling, crawling through/under, cruising, throwing, music and movement, etc.• Preschool and School Age – throwing, jumping, hanging, climbing, riding, music and movement, etc. |
| 0 | 3 | 6 | b. | Fine Motor (small muscle) experiences which could include but is not limited to grasping, touching, turning, fitting together, filling and dumping, pounding, tracking, cause and effect, eye-hand coordination, matching, etc. |
| 0 | 3 | 6 | c. | Language/Reading experiences that encourage the development of language and communication skills, such as talking, listening, storytelling, reading, writing experimentation, etc. |
| 0 | 3 | 6 | d. | Discovery/Science/Sensory experiences which could include but is not limited to opportunities for seeing, hearing, tasting, feeling, smelling, observing, problem solving, classifying, as well as fluid play, etc. |
| 0 | 3 | 6 | e. | Creative Art experiences which could include but is not limited to children using their imagination and creativity through a variety of activities such as painting, drawing, molding, squishing, cutting, etc. |
| 0 | 3 | 6 | f. | Music and movement experiences which could include but is not limited to, tape recorders, tapes, record players, records, headsets, musical instruments (either purchased or child made), scarves, streamers, jump ropes, etc. Thirty (30) minutes of classical music is played each day. |
| 0 | 3 | 6 | g. | Children have opportunities throughout the day to make choices and explore their own interests. |
| 0 | 3 | 6 | h. | Activities and transitions are smooth and unhurried. Children seem to know the daily routine. |
| 0 | 3 | 6 | i. | Rest time is relaxing and comfortable for children. Non-sleepers can have books and quiet toys to play with during rest time. |
| 0 | 3 | 6 | j. | Babies and toddlers nap according to their individual schedule. If needed, the provider helps them fall asleep through rocking, patting or soft music. |

COMMENTS:

MATERIALS AND EXPERIENCES

108

11. The provider offers materials and activities that build upon the interests and skills of the children.

There are sufficient number of materials/experiences so that each child in care has a minimum of one available and accessible developmentally appropriate experience in each of these areas of development: gross motor, language/reading, discovery/science/sensory, creative art, imaginative play and self help.

GROSS MOTOR (LARGE MUSCLE) DEVELOPMENT

At least one item/experience from four different functions is available and accessible for each age group in care. An item/experience can only count for one function.

0 3 6

Infant Functions

- a. Reaching – activity box, crib gym, etc.
- b. Climbing – pillows, foam cushions, indoor slide, etc.
- c. Pushing – popper, market basket, stroller, etc.
- d. Pulling – stringed pull toys, wagon, etc.
- e. Crawling through/under – boxes, tunnel, etc.
- f. Cruising – holding onto a table, shelving, chairs, etc. Walkers are not to be used. *Crawling and cruising are always a part of the environment but not to be counted as equipment for the above function.*

0 3 6

Toddler and Two Year Old Functions

- a. Climbing – stairs, small gym, etc.
- b. Pushing – doll carriage, shopping cart, mowers, poppers, etc.
- c. Pulling – pull toys, wagon, etc.
- d. Crawling through/under – boxes, tunnel, table, etc.
- e. Stacking – boxes, blocks, etc.
- f. Throwing – soft balls, balled newspaper, bean bags, etc.
- g. Riding – riding toys, kiddie cars, pony on wheels, etc.
- h. Rocking – rocking horse, rocking chair, rocking boat, etc.

0 3 6

Preschool and School Age Functions

- a. Throwing – balls, frisbees, ring toss, horseshoes, etc.
- b. Jumping – hula hoops, jump ropes, basketball, hopscotch, etc.
- c. Climbing – climbers, tree houses, forts, etc.
- d. Balancing – balance beam, board, painted lines, etc.
- e. Swinging/Sliding

COMMENTS:

FINE MOTOR (SMALL MUSCLE) DEVELOPMENT

At least one item/experience from four different functions is available and accessible for each age group in care. An item/experience can only count for one function.

0 3 6

Infant Functions

- a. Grasping – clutching balls, bean bags, rattles, small blocks, etc.
- b. Touching – textured items, feely books, water play, etc.
- c. Turning – activity boxes, toys with turning knobs, etc.
- d. Fitting Together – snap beads, stacking toys, nesting toys, etc.
- e. Filling and dumping – containers with objects, etc.
- f. Pounding – pounding bench, plastic bowls, xylophone, etc.
- g. Tracking – anything that moves.
- h. Cause and effect – pop-up flip box, jack-in-the box.
- i. Eye-Hand Coordination – shape sorter, stacking rings, giant pegs, etc.

0 3 6

Toddler and Two Year Old Functions

- a. Grasping – squeeze toys, small stuffed animals, bean bags, rattles, small blocks, etc.
- b. Pounding – pounding bench with hammer, dishes with spoons, xylophone, pots and pans with spoons, etc.
- c. Turning – Telephone dial, toys with turning knobs, toy radio, and containers with screw lids, etc.
- d. Fitting Together – puzzle, pop beads, etc.
- e. Filling and dumping – sand and water, containers with objects, bucket of balls/beanbags, etc.
- f. Pouring – sand, water, etc. (Beans, Rice and other small items are not appropriate.)
- g. Cause and effect – busy box, jack-in-the box, etc .
- h. Eye-Hand Coordination – shape sorter, stacking rings, pegs and peg board, etc.
- i. Stacking – stacking toys, nesting toys, rings, boxes, etc.
- j. Matching – colors, shapes, size, (any set of objects that can be matched by characteristics), etc.

0 3 6

Preschool and School Age Functions

- a. Sorting – classifying – items that can be sorted or classified by color, size, shape, lotto games, file folder games, etc.
- b. Matching – objects that can be matched by characteristics, pegs and peg boards, puzzles, file folder games, etc.
- c. Math Readiness – beads and laces, sequence puzzles or boards, patterning activities, file folder games, etc. These items can also be kept in the discovery center.
- d. Eye-Hand coordination – pegs and peg boards, lacing sets, puzzles, locks, tracking maze, etc.
- d. Self-help – dress-up dolls, boards, etc. that provide experiences for buttoning, zipping, snapping, etc. Two (2) dress-up dolls with multiple self-help functions can be counted.
- f. Stacking/nesting – items that can be stacked or that nest inside one another, etc.

COMMENTS:

LANGUAGE/READING DEVELOPMENT

At least one item/experience from four different functions is available and accessible for each age group in care. An item/experience can only count for one function.

0 3 6

Infant Functions

- a. The classroom has at least three (3) age appropriate books available per child (e.g. 4 infants will require 12 books).
- b. Looking – mobiles, small hand mirrors, pictures, action toys, bright colorful wall hangings within eye contact of the infant, activity blankets, etc.
- c. Talking – dolls, telephones, puppets, photographs and wall mirrors at infants eye level.

- e. Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.
One of the three listening items is a variety of at least six (6) appropriate records, and /or Tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment.

0 3 6

Toddler and Two Year Old Functions

- a. The environment has a minimum of two (2) age-appropriate books per child and are accessible to children. An additional six (6) books are available to provider. There is a minimum of two (2) types of books, which could include but are not limited to cloth books, hard cardboard books, plastic books, teacher-made books, etc.
- b. Looking – mobiles, small hand mirrors with safety glass, pictures, action toys, bright colorful wall hangings within eye contact of the toddlers, magazines, flannel boards, pets, photographs, etc.
- c. Talking – dolls, telephones, puppets, telephone, photographs, wall pictures, flannel boards with accessories, etc.
- d. Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.

0 3 6

Preschool and School Age Functions

- a. Talking – dolls, telephones, puppets, telephone, photographs, wall pictures, flannel boards with accessories, small hand-held mirrors etc.
- b. Listening – records/tapes/CDs with record/tape/CD player, music boxes, etc.
One of the three listening items/experiences is a variety of at least six (6) appropriate records, and/or Tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment.
- c. Reading Exploration – A minimum of three (3) books per child should be displayed in an inviting manner so that children can see their covers. (At least fifteen (15) age appropriate books in good repair and accessible to the children. There is a minimum of four (4) types of age-appropriate books, which include but are not limited to big books, quality literature books, children’s storybooks, teacher-made books and books written by the children.
- d. Writing Experimentation – a variety of writing materials is accessible to children that encourage scribbling, drawing, copying, inventive spelling, etc. Children are provided with appropriate sized pencils, crayons, markers and clipboards with paper.
- e. Reading Readiness – file folder games, sequencing puzzles, patterning activities, story sequencing, form boards, shape sequencing, etc.
- e. Computer – (optional) must have developmentally appropriate software and a time limit for participation not to exceed 10 minutes.

COMMENTS:

DISCOVERY/SCIENCE/SENSORY EXPERIENCES

0 3 6

Infant, Toddler, Two Year Old, Preschool and School Age Functions

*At least two (2) different items/experiences are available and accessible for **each** category. Items/experiences may only be counted for one category.*

- a. Measuring – items for pouring, scale and items to weigh, ruler, measuring cups and spoons with items to measure, nesting cups, etc.
- b. Observing – natural substance, magnifying glass and things to look at, microscope and slides, binoculars, kaleidoscope, etc.
- c. Problem Solving – simple experiments, sink/float experiences, magnets and items to use with them, scale and objects to weigh, counting frames/ experiences, etc.
- d. Classifying – objects that can be sorted and classified by size, shape, color, likeness and differences, etc.
- f. Exploring – A fluid/sensory play experience is offered daily involving a medium and appropriate accessories is required but may be found elsewhere in the home. Additional experiences could include a sensory experience, indoor gardening, pet care, etc, in the discovery area.

COMMENTS:

BLOCKS

0 3 6

Infant, Toddler, Two Year Old, Preschool and School Age Functions

A minimum of one hundred (100) unit blocks are required for “constructing”. At least two (2) different types of items are available and accessible for each of the other categories. Items may only be counted for one category. Blocks need to be accessible to the children during free-choice time.

- a. Constructing – a minimum of 100 unit blocks.
- b. Creating Scenes – people/animal figures, with simple supporting materials (vehicles, barn), etc. to make familiar scenes.
- c. Engineering – legos, tinker toys, Lincoln logs, erector sets, etc.
- d. Transporting – vehicles in a variety of sizes such as: cars, trucks, trains, buses, bulldozers, space ships, airplanes and boats.

COMMENTS:

CREATIVE ART EXPERIENCES

0 3 6

Infant, Toddler, Two Year Old, Preschool and School Age Functions

At least two (2) items/experiences are available for each category. Each item/experience may count for one category.

- a. Stroking – items/experiences that support the stroking motion. **Painting is available daily and can take place either indoors or outdoors.** *If painting is offered on a surface other than the easel or is offered outdoors, the easel is set up in the home with chalk, markers, etc. instead of paint.*
- b. Smearing – non-toxic shaving cream, paint, paste or glue, finger paint, etc.
- c. Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc.
- d. Tearing/cutting – scissors, magazines, newspaper, wallpaper, tissue paper, etc.
- e. Drawing/Scribbling – large crayons, large markers, large chalk, etc.
- f. Crafting – a minimum of five craft/collage items as well as paste/glue, etc. The paste/glue is usable. Children are given the opportunity to use the paste/glue independently and encouraged to do so.
- g. Paper – an assortment, with a minimum of at least three (3) types of appropriately sized, at least 11”X17” paper, which could include but is not limited to construction paper, drawing paper, easel paper, newspaper, wall paper, paper bags, etc. is available for creative activities. Reminder, the smaller the child, the BIGGER the paper!

COMMENTS:

IMAGINATIVE PLAY

0 3 6

Toddler, Two Year Old, Preschool and School Age Functions

At least six (6) dolls are accessible in the home. At least two (2) different items/experience are accessible for each of the other categories. Each item/experience may count for only one category.

- a. Furniture – stove, sink, refrigerator, table and chairs. It could also have items such as but not limited to a doll bed, high chair, doll stroller, couch etc.
- b. Props- dishes, pots and pans, play food/containers. It could also have items such as but not limited to telephones, cleaning items, iron, ironing board, etc.
- c. Dolls – six (6) soft bodied or washable/vinyl baby dolls, as well as simple removable doll clothes and accessories for caretaking feeding, diapering, sleeping, etc.
- d. Dress-up-clothes – items could include, but is not limited to hats, purses, shoes, accessories, etc. for men and women (neckties, necklaces, high heels are not appropriate for this age). Items must be in clean and in good repair.

COMMENTS:

0 3 6

SELF HELP

Infants, Toddlers, Two Year Olds, Preschool and School Age Functions

The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready.

These items/experiences could include, but are not limited to lacing, buckling, snapping, zipping and buttoning boards and/or dolls, dress-up clothes, etc. They could also include experiences related to daily living activities, such as putting on socks and shoes, dressing themselves, independent hand washing, setting or clearing the table, brushing hair, brushing teeth, etc.

COMMENTS:

OUTDOOR EXPERIENCES

0 3 6

a. There is a minimum of two play choices per child. The play area has open space for active movement, some play equipment and materials and places for open-ended exploration.

0 3 6

b. There are developmentally appropriate outdoor toys and experiences for infants.

- Gross (large muscle) motor – activity gyms, small slides, toys to reach for, push-pull toys, tunnels, etc.
- Fine (small muscle) motor – grasping items, water play, filling and dumping, pounding, tracking, eye-hand coordination, cause and effect, etc.

0 3 6

c. Outdoor play equipment includes a minimum of two developmentally appropriate gross motor opportunities, such as swinging, sliding, climbing, balancing, riding, throwing, etc.

0 3 6

d. At least one creative opportunity is provided for each age group, such as water play with toys, easel painting, water painting, sidewalk chalk, provider and children blowing bubbles, music experiences, outdoor gardening, toys or props that stimulate imaginative play.

COMMENTS:

HEALTH/HYGIENE

102

12. The physical environment promotes good health for each child.

0 3 6

a. Toys and surfaces are cleaned and disinfected as needed. Toys that are mouthed are picked up and put away for sanitizing.

- 0 3 6 b. The provider has an illness policy defining mild symptoms with which children may remain in care and more severe symptoms that require notification of parents or an emergency contact to pick up the child.
- 0 3 6 c. The provider attends to the child's needs (diaper changing, soiled clothing, cleaning faces and hands) promptly.
- 0 3 6 d. Each child's bottles, cups and/or pacifiers are labeled with the child's name.
- 0 3 6 e. Bottles are never placed in cribs or propped up at any time in order to lessen the chance for ear infections, tooth decay, choking and thrush (bottle mouth). Bottle fed children should be held.
- 0 3 6 f. The child's environment is free from noxious odors. The diaper pail is tightly covered, not accessible to children.
- 0 3 6 g. If a child is ready to begin self-toileting, the provider assists the child using only positive techniques.
- 0 3 6 h. The provider and children (including infants) wash their hands with soap and running water immediately before and after meals/snacks, toileting and after nose wiping. Paper towels, individual towels or air dryers are used for drying hands.
- 0 3 6 i. Children have individual or disposable items such as bibs, bottles, washcloths, towels, etc.
- 0 3 6 j. All floors used by the children are kept clean by sweeping, vacuuming and/or mopping as often as necessary.
- 0 3 6 k. The parents are informed of any pets in the home before enrollment.
- 0 3 6 l. If there are pets, they are in good health, appear even tempered and friendly, or they are kept in areas not accessible to children.
- 0 3 6 m. Litter boxes, pet food and dishes as well as pet toys are kept out of the reach of children.
- 0 3 6 n. Gloves are used while changing diapers. New gloves are used for each diaper change and are disposed of properly.
- 0 3 6 o. Diaper changing area is cleaned and sanitized after each diaper change.
- 0 3 6 p. Evidence of current certification in CPR and First Aid.
- 0 3 6 q. Florida state caregiver to child ratio is in compliance.

COMMENTS:

NUTRITION

60

13. Mealtime is a pleasant social and learning experience for the children.

- 0 3 6 a. Meals and snacks meet daily recommended meal patterns. The provider participates in the USDA Child Care Food Program or meets the minimum standard meal program, if applicable.
- 0 3 6 b. Drinking water is available at all times and is offered to children throughout the day.
- 0 3 6 c. A written menu is posted at all times and modified if it changes, if applicable. Special nutritional needs of children are posted in a conspicuous place in the kitchen.
- 0 3 6 d. The provider feeds infants when they are hungry. Infants are held when being bottle fed. The provider is attentive and responsive to infants during feeding time.
- 0 3 6 e. Mealtime is a relaxed and pleasant social experience. Children are not rushed while eating.
- 0 3 6 f. Children always sit down for meals and snacks. They do not walk around with food, drink or bottles.

- 0 3 6 g. Children are given the opportunity to feed themselves with food that is appropriately sized.
- 0 3 6 h. Children are encouraged to taste new foods, but they do not have to eat anything they do not want.
- 0 3 6 i. Appropriate feeding practices are in place. Children sit in appropriately sized chairs at a table or in high chairs for meals and snacks. Appropriate eating and drinking utensils are introduced and used.
- 0 3 6 j. Food and allergy lists of all children enrolled in the family child care home are posted, visible and followed. If no allergies, list "NONE KNOWN".

COMMENTS:

ASSESSMENT SUMMARY

<i>Components</i>		Initial Visit	%	Follow Up Visit	%
Business Practices	48				
Interaction	174				
Physical Environment	66				
Program Planning	84				
Material and Experience	108				
Health/Hygiene	102				
Nutrition	60				
Total	642				

I, _____, acknowledge receipt of the School Readiness Program Assessment conducted by the Early Learning Coalition of Pasco and Hernando Counties, Inc.

SR Provider Specialist Signature

Date

Provider Signature

Date

Coalition Management

Date