

**Division of Early Childhood  
Office of Child Care**

**Child Care Facility Checklist**

This checklist is designed to help the child care applicant/provider in determining whether the requirements of registration or licensure are met and ensure that the needs of all children, including those with special care needs, are considered. This checklist guide does not contain all of the items found in regulations or on an inspection report form. An item marked with a “●” is required by regulation. Items indicated on the checklist by a “⊛” are recognized as best practice and are recommended. Some of the items may not be applicable to every child care program. This is a guidance document and not an inspection document. A “no” response should be assessed by the applicant/provider to determine if corrections or improvements are needed.

<b>I - Environment</b>	<b>Yes</b>	<b>No</b>
● The building/home is in good repair and free from health and safety hazards such as broken windows or doors, unsafe railings, damaged floors or walls, etc.		
● The building/home has working smoke detectors; well-lit, marked exits (when required), and complies with Fire Safety requirements.		
● All electrical outlets, within a child’s reach, are tamper resistant or have safety covers that cannot be removed by a child.		
● The building/home is free of insects and rodents.		
● The building/home is free of lead and there are no signs of flaking, peeling, or chipped paint.		
● All systems and appliances (heating, cooling, toilets, water supply, stove, refrigerator, water heater, etc.) are in good/safe working condition.		
● All areas are well lit and have appropriate ventilation.		
● All areas of the child care facility that are used for child care activities (building, child care rooms, outdoor space) are accessible to all children, staff, and parents/guardians.		
● Tables and chairs are sized for ages of children and are stable.		
● Equipment and furnishings are sturdy and in good repair. There are no tip-over or tripping hazards.		
● There are protective barriers for use at indoor locations that are potentially hazardous and safety caps for wall sockets.		
● There are railings on all stairways.		
● Toilets and sinks are sized according to the ages of children in care or step stools are available to ensure accessibility.		
● There is a designated space for diapering children as needed with an accessible handwashing sink. Accommodations are made for older children that may need diapering due to a special health need.		
● Suitable toileting supplies (paper towels, soap, toilet papers, and trash can) are accessible to the children. A person who uses mobility equipment, such as a wheelchair or walker, can enter and has access to the building and child care space both indoors and outdoors.		
● There are rest furnishings for each child (crib, cot, mat, etc.) that are safe, durable, comfortable, and appropriate to the age and developmental needs of the child. All rest furnishings meet the U.S. Consumer Product Safety standards.		
● There is a space designated for mothers to breastfeed, or express breastmilk, which is not located in a bathroom and has access to running water, electricity and privacy.		
⊛ All areas (classrooms, hallways, bathrooms & outdoors) are large enough so a child or adult who uses mobility equipment can turn around and access fully.		
⊛ Classrooms include a variety of seating options including special chairs for children with varying needs (such as highchairs, accessible chairs, wheelchairs).		
⊛ Flooring surfaces are smooth and non-slip, with few changes in surface levels.		

<b>I – Environment - continued</b>	<b>Yes</b>	<b>No</b>
☼ There is a quiet area (safe zone) available with soothing materials, soft seating, and activities for children who may become overstimulated or tired.		
☼ Outdoor surfaces are even enough so all children can move, run, and play safely.		
☼ A fence surrounds the play area when there are hazards (traffic areas, water, railroad tracks, etc.) that pose a risk to children.		
☼ Step stools and climbing toys have nonslip bottoms.		
☼ There are grab bars next to toilets.		
☼ The environment is not overly visually stimulating.		
☼ Children can play in different areas of the play space, maintain eye contact, and interact with each other.		

<b>II – Interactions</b>	<b>Yes</b>	<b>No</b>
• The provider supervises the children at all times in ways that are age appropriate and responsive to the needs of each child in care.		
• The provider is constantly aware of the children and their activities and makes appropriate adjustments for children with differing abilities so that all children remain meaningfully engaged.		
• The provider conducts a daily quick health check of all children and communicates with the parents concerning any special health care needs.		
☼ The provider greets all children and families by name upon arrival.		
☼ The provider has frequent conversations with children on topics of interest to the children, including at meals and when diapering/changing a child.		
☼ The provider presents information in multiple formats to accommodate different learning styles.		
☼ The provider supplements spoken words with eye contact and positive gestures.		
☼ The provider frequently checks to make sure children understand what was said.		
☼ The provider modifies their method of communication or uses technology to reflect the developmental levels of the children with whom they are speaking.		
☼ The provider reads books with children one-on-one in addition to reading aloud to a group.		
☼ The provider encourages children to use language and other forms of communication to ask for materials, join in activities, or to express needs and wants.		
☼ The parent and provider discuss how the child can be supported during the child care hours to meet needs of the child. If a child has an IEP/IFSP that is shared with the provider, the provider uses the information to develop a plan for the child while in care.		
☼ The provider gives children cues before transitions occur and describes the steps to follow for activities and routines. The provider uses a visual schedule with pictures and words with the children so they can anticipate and learn the routines of the day.		

<b>III – Daily Schedule, Materials and Equipment</b>	<b>Yes</b>	<b>No</b>
• The provider maintains a daily attendance log for all children and it includes the time each child arrived and the time they left care.		
• The daily schedule provides a predictable mix of active and quiet activities.		
• The daily schedule allows flexibility to accommodate varied attention levels and a mix of active and quiet periods.		
• Daily activities are adapted to meet the unique needs of all children in care to enable participation in all aspects of the program.		
• The provider offers a wide range of appealing and interesting sensory materials, such as sand and water play, and frequently expands or changes those materials as needed.		
• The program offers indoor gross motor activities daily.		
• The program provides a variety of indoor/outdoor age appropriate play activities.		
• Toys and books are available in a variety and range that are suitable for different ages and developmental levels, including children with special needs.		

<b>III – Daily Schedule, Materials and Equipment - continued</b>	<b>Yes</b>	<b>No</b>
• The facility has enough materials and activity centers for children with different attention spans.		
⊗ Children are allowed to choose whether, and how, to use materials.		
⊗ Children with special care needs have individual activity plans documented in the providers’ plans for the group that meet the child’s ability and functional level as per the child’s most recent IFSP/IEP or recommendations from early interventionists, if available.		
⊗ The provider individualizes teaching and uses opportunities for repetition with children who may need more time or experiences to learn.		
⊗ The daily schedule allows for flexibility and allows time for staff to attend to medication administration, diaper change, infant feedings, special feedings, and assisting children with mobility and assistive technology devices.		
⊗ Varieties of wheeled toys are available to allow for various levels of motor skill development.		
⊗ The daily schedule is displayed in a way that children understand (for example, pictures.)		

<b>IV - Training</b>	<b>Yes</b>	<b>No</b>
• The provider/staff maintains a training plan that includes topics related to professional, legal, and regulatory guidelines.		
• The provider/staff are trained to handle emergencies including handling serious injuries, death of a child, or medical emergency due to a special health condition.		
• There is a provider/staff person trained and authorized to administer medication present at all times.		
• The child care program has at least one person for every 20 children who is certified in First Aid and CPR.		
• Provider/staff are trained, if applicable, to provide specialized care to a child with special care needs.		
⊗ The provider and staff (as appropriate) review the regulations annually and maintains evidence of review.		
⊗ Provider/staff seeks self-support services, as needed, to reduce staff burnout.		

<b>V – Policies and Resources</b>	<b>Yes</b>	<b>No</b>
• The provider presents a handbook and/or written agreement to all families that outlines policies and procedures for tuition and payments, hours of care, discipline, closings, notifications, reporting, presence of any pets or animals, volunteers and other topics which families may find necessary.		
• Enrollment/registration process and paperwork is the same for all families and children.		
• The provider has developed an emergency plan for addressing serious injuries, death, or health emergencies.		
⊗ The provider has a policy and resources in place for reasonably accommodating all children, including those with special care needs.		
⊗ The provider has a policy in place that allows a family/child to spend time in the child care program before entering into a care agreement to provide opportunity for the parent to make an informed decision.		
⊗ The provider has a resource list available to identify additional supports and resources for the facility and families.		
⊗ The provider has a policy for reviewing children’s medical forms/ special care/disability and functional and communication plans/information to ensure they are up-to-date and followed according to the child’s individual needs.		
⊗ The provider updates the emergency contact list annually or more often as needed.		