Family Child Care Licensing Manual
(November 2016)

for use with

COMAR 13A.15 - Family Child Care
(as amended effective 7/20/15)

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.01 Activities.
  A. The provider shall prepare, post, and follow a written schedule of daily activities and offer activities that:
    (1) Promote the sound emotional, social, intellectual, and physical growth of each child;
    (2) Are appropriate to the age, needs, and capabilities of the individual child;
    (3) Include opportunities for individual and group participation;
    (4) Include a balance between self-selected and provider-directed activities;
    (5) Include a balance between active and quiet periods;
    (6) Include periods of rest appropriate to the age, needs, and activities of the child; and
    (7) Include outdoor play in the morning and afternoon, except that outdoor play need not be included:
      (a) When the weather is inclement; or
      (b) If the provider is only caring for school age children before school hours.

INTENT: The Provider must provide opportunities for each child to participate in indoor and outdoor activities that are suited to the child's individual interests, abilities, and developmental level.

INSPECTION REPORT ITEM: "Activities"

COMPLIANCE CRITERIA: Indoor and outdoor activities are suited to each child's age and support the child's growth and development.

ASSESSMENT METHOD: Verify through observation and discussion that activities are offered each day that are suitable for each child and consistent with the characteristics listed below.

Note: Daily activities must include active and quiet play. No activity should be overly stressful or cause undue physical or mental fatigue. Activities should promote the following:

- *Self-help skills – Examples include giving toddlers, preschool, and school-age children the opportunity to choose and replace toys and activity materials with little or no assistance from the Provider. Children, who are developmentally ready, should serve and clean up after themselves at meal and snack time, and when possible, dress themselves.*

- *Thinking skills – Examples include opportunities to explore, problem-solve, imitate, use household activities/materials, sort and match various household items, set the table, prepare snacks/meals, and look at books and magazines.*

- *Large and small muscle development – Examples include participation in routine physical activities (such as running, hopping, jumping, manipulating with puzzles, stringing beads, and building with appropriate objects).*

- *Communication skills* – Examples include encouraging children to ask and respond to questions that have more than one-word answers (such as "What does the Provider think will happen if...", or "How does the Provider feel when..."), reading books and stories, singing, pretending, and dancing.

- *Creative skills* – Examples include drawing, painting, telling stories, pretending, dancing, and moving.

<u>Note</u>: For help in planning age-appropriate activities, the Provider may wish to refer to resource guide, "Developmental Characteristics".

B. Screen Time Activities.
  (1) Definitions. In this section, the following terms have the meanings indicated:
    (a) "Interactive technology" means educational and age-appropriate technology, including programs, applications (apps), noncommercial television programming, videos, streaming media, and ebooks, that is designed to:
      (i) Facilitate active and creative use of technology; and
      (ii) Encourage social engagement with other children and adults.
    (b) "Passive technology" means non-interactive television, videos, and streaming media.
  (2) Limited use of appropriate interactive technology may support, but may not replace, creative play, physical activity, hands-on exploration, outdoor experiences, social interactions, and other developmentally appropriate learning activities for children 2 years old or older.
  (3) Viewing Restrictions. Except as set forth in §B(4) of this regulation, a child in attendance who is:
    (a) Younger than 2 years old may not be permitted to view any passive technology; and
    (b) 2 years old or older may not be permitted to view more than 30 minutes of age-appropriate, educational passive technology per week.
  (4) Exceptions.
    (a) An occasional exception to the weekly passive technology viewing limit set forth in §B(3) of this regulation may be made for a special event or project, including a holiday or birthday celebration, or for educational content that is related to the family child care home's curriculum.
    (b) If an exception to the weekly passive technology viewing limit is made, a written record of the exception shall be made and retained on file that documents the:
      (i) Nature and duration of the programming viewed; and
      (ii) Reason for the exception.
  (5) No child may be permitted to view any:
    (a) Passive or interactive technology during a meal or a snack; or
    (b) Media with brand placement or advertising for unhealthy or sugary food or beverages.

(6) The provider shall give the parent of each enrolled child a written screen time policy that addresses the use of passive and interactive technology during child care hours.

INTENT: *Screen time is limited because it is important for infants and young children to:*

- *Have positive interactions with people and not sit in front of a screen that takes time away from social interaction with caregivers/teachers;*
- *Participate in activities that promote brain development such as talking, playing, singing, and reading together; and*
- *Participate in creative play, physical activity, hands-on exploration, outdoor experiences, social interactions, and other developmentally appropriate learning activities.*

INSPECTION REPORT ITEM: *"Activities"*

COMPLIANCE CRITERIA:

- *Children younger than 2 years old are not permitted to view any passive technology;*
- *Children 2 years old or older are not permitted to view more than 30 minutes of age-appropriate, educational passive technology per week;*
- *No child is permitted to view any passive or interactive technology during a meal or a snack;*
- *No child is permitted to view media with brand placement or advertising for unhealthy or sugary food or beverages;*
- *If an exception to the weekly passive technology viewing limit is made, a written record of the exception is on file; and*
- *The parent of each enrolled child received a written screen time policy that addresses the use of passive and interactive technology during child care hours.*

ASSESSMENT METHOD:

- *Observe to determine if a current, written activity schedule is posted, and*
- *The schedule include screen time periods that meet the compliance criteria listed above.*
- *Check the Provider's file for written exceptions to screen time for special events or projects;*
- *Ask the Provider to produce the written screen time policy that addresses the use of passive and interactive technology during child care hours, and show evidence that the parents (of each child enrolled) received the screen time policy.*

Notes:

- *See "Developmental Characteristics", for information, and for some suggestions regarding toys and equipment appropriate to various age groups.*

- *A resource of activities designed to promote child development is included. See* *"Suggested Daily Activities"*

.02 Materials and Equipment.
 A. Activity materials shall:
- (1) **Be developmentally appropriate, in good repair, clean, nontoxic, and free from hazards including lead paint; and**

INTENT: Each activity material or equipment item used by a child must be safe, clean, fully operational, and developmentally appropriate for that child.

INSPECTION REPORT ITEM: "Materials and Equipment"

COMPLIANCE CRITERIA: Each activity and equipment item is safe, suitable, clean, and in proper working condition.

ASSESSMENT METHOD:

- *Observe the condition of activity materials and equipment items.*

- *If items have manufacturer labels, check these labels to determine if any item contains lead, lead paint, or another toxic substance.*

Note:

- *Hazards commonly found in activity materials and equipment include, but are not limited to:*

  - *Sharp, pointed, or serrated edges*
  - *Splinters*
  - *Protruding nails, screws, bolts, boards, etc.*
  - *Choking hazards such as small removable pieces*
  - *Strings, cords, and hooks that can catch on a child's clothing or hair*

- *Some materials and equipment in Montessori programs may appear to be hazardous, but are an important part of the Montessori curriculum.*

- (2) **Support learning in:**
  - a) **Language and literacy;**
  - b) **Mathematical thinking;**
  - c) **Scientific thinking;**
  - d) **Social studies;**
  - e) **Creative arts and dramatic play; and**
  - f) **Gross Motor and small motor skills**

INTENT: Activity materials must be available to encourage and stimulate child growth in physical, cognitive, emotional, and social domains.

INSPECTION REPORT ITEM: "Materials and Equipment"

COMPLIANCE CRITERIA: Available materials are suited to the activity areas specified in this regulation.

ASSESSMENT METHOD: Observe the activity materials available to each child to determine if they are suited to the listed activity areas.

Note: For further guidance see PowerPoint "Program Requirements – Curriculum Easy as ABC, 123".

.03 Rest Periods.
 Each child shall be provided periods of rest appropriate to the age, needs, and activities of the child.

INTENT: For proper development and growth, children must be given regular, adequate rest periods.

INSPECTION REPORT ITEM: "Rest Periods"

COMPLIANCE CRITERIA: Each child is provided appropriate rest periods.

ASSESSMENT METHOD: Observation of rest periods. If observation is not possible, discussion to determine the program's rest schedules.

Note: There is no requirement that children must rest or nap for a specific length of time. The length of time that children nap or rest must be appropriate to their individual needs. However, based on general developmental characteristics, you may wish to use the following suggested nap/rest timeframes for planning your daily program.

- *0 – 2 years old   -   Morning and afternoon naps for 1 to 3 hours*
- *2 – 4 years old   -   Afternoon nap for 1½ – 3 hours*
- *5 – 6 years old   -   Afternoon rest – quiet activities for 30 minutes to one hour*