

Level

ABC CHILD CARE

6-12 YEAR OLD STANDARDS

CENTER - BASED

PART IV

PROGRAM OBSERVATION

ANALYSIS OF PROVIDER CAPABILITY TO MEET ABC LEVEL B RATIOS/GROUP SIZE 6-12 YEAR OLDS

Center-based

STANDARD VI. STAFF-CHILD RATIO: The program is effectively administered with attention to the needs and desires of children, parents and staff.

A. Staffing patterns shall provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult must respond to an emergency. Staff are with children, not distracted by other duties (such as cleaning or cooking). Every attempt shall be made to have continuity of adults who work with children. Staff-child ratios shall be maintained through provision of substitutes when regular staff members are absent.

ABC LEVEL B STAFF-CHILD RATIOS/GROUP SIZE
EACH ROOM meeting these ratios and group sizes will get
2 ADDITIONAL POINTS ADDED TO THE SCORE.

BASIC MINIMAL RATIOS REQUIRED BY STATE
CHILD CARE LICENSING

Ages	Maximum Ratios	Group Size
6-9	1:18	36
9-12	1:20	40

Ages	Ratios
6-12	1:23

Calculate staff-child ratio by group. To determine staff needed for mixed age groups, determine number of children by age; divide children in same age category by maximum ratios for that age; add results for each age to obtain number of staff needed. Fractions shall be rounded up at .1 and above not to exceed basic minimal ratios required by state licensing.

List all rooms Group ID	Staff assigned by name	# children	Age(s) of children	Calculated staff-child ratio (# of children divided by # of assigned staff)	MEETS State Child Care Licensing		MEETS ABC Staff-Child Ratios/ Group Size		# Staff needed to meet ABC ratios	Total Score Add State Licensing + ABC for total score per room
					Yes (0)	No (-2)	Yes (+2)	No (0)		
					If NO, -2 pts. per room. If yes, 0 points per room.		If YES, +2 pts. per room. If no, 0 points per room.		Actual Score Total	
									Possible Score: Total # rooms x 2 = _____	

Comments _____

**ABC CHILD CARE
6-12 YEAR OLD STANDARDS
Center-Based
Part II**

STANDARD VII. STAFF-CHILD INTERACTIONS: Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness.

A. Staff shall frequently interact, be available and be responsive to children through (1) active listening (2) giving feedback	Room ID:				Room ID:				Room ID:				Room ID:			
	Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:	
	Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. Speaks unsolicited to a child.																
2. Responds verbally to child's comments/questions.																
3. Acknowledges a child's comment/request.																
4. Shows patience rather than annoyance with child's questions.																
5. Talks mostly with children/limited conversation with other staff.																
6. Maintains eye contact while talking with children.																
7. Gives appropriate feedback. Example: repeats what child says, asks for additional information, gives relevant comments to children's questions/comments.																

A. Staff shall frequently interact, be available and be responsive to children through (1) active listening (2) giving feedback	Room ID:				Room ID:				Room ID:				Room ID:			
	Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:	
	Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:		Time of observation:	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
8. Attends while child is speaking to adult, i.e. does not walk away or try to do something else (like wiping tables).																
9. Actively listens when a child talks (does not interrupt or cut off child's conversations).																
SCORING: Total points per caregiver																
Total points per room (total caregiver points)	a.				b.				c.				d.			
Total program points for VII A. (a + b + c + d)																Sub-total
Total possible points for VII A: (Total number of caregivers x 9)																

COMMENTS: _____

B. Staff shall begin conversations with individual children in a positive and curious manner to stimulate critical thinking and meaningful conversations. Staff shall encourage conversations between children, actively promoting the development of friendships. Staff use: (1) questions (2) information sharing (3) positive feedback	Room ID:				Room ID:				Room ID:				Room ID:			
	Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. Asks children individually to talk about activities they are doing (share experiences) to adults and other children. Examples: "Was it hard to do?" or "What are you cooking?" "Tell Tom how you made that."																
2. Asks children individually to share their ideas/feelings about activities/happenings to adults and children. Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?"																
3. Asks children individually open-ended questions that require more than just "yes" or "no". Example: "What do you think would happen if...?"																
4. Responds in a calm manner (no screaming or yelling).																
5. Listens to a child's explanation/comments and helps extend his thinking by additional questions. Listens respectfully to each child.																
SCORING: Total points per caregiver																
Total points per room (total caregiver points)	a.				b.				c.				d.			
Total program points for VII B. (a + b + c + d)																Sub-total
Total possible points for VII B: (Total number of caregivers x 5)																

C.	Staff shall help children be independent, making decisions and shall use positive techniques of guidance which encourage children to take responsibility for their own actions/behavior and to understand the need to develop pro-social behaviors. Staff shall provide children choice of activities, and provide an environment free of comparison or criticism.	Room ID:				Room ID:				Room ID:				Room ID:			
		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.	Provides opportunities for children to practice and display their abilities with independent living skills such as housekeeping chores, caring for animals/materials, personal grooming.																
2.	Children are encouraged/ supported to make decisions for themselves. Staff are available in time of need.																
3.	Opportunities are provided for children to become involved in meaningful activities of their own choosing by offering a variety of age-appropriate activities.																
4.	Staff encourages children to treat each other with kindness and respect and to learn appropriate ways to handle rejection, teasing and other actions which may cause hurt feelings.																
5.	When children accidentally damage equipment, have spills, or break things, adult handles privately as routine matters Example: "Mix some water in the glue. It's easy to forget to put the lid on.																
6.	Children have a dependable yet flexible routine.																
7.	When mistakes are made, children are assisted in looking for alternative ways to solve their mistakes or problems.																
8.	Staff has a few, fair, positive, simple, appropriate classroom rules which are posted. Children are																

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		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:									
		Y	N	Y	N	Y	N	Y	N	Y	N						
	encouraged and involved in discussing the rules. Staff practices/models classroom rules (actions speak louder than words).																
9.	Uses positive guidance techniques. Clarification: To receive credit, one positive strategy must be observed. If one instance of negative discipline (as defined in Standard II.A.) is observed, credit is not received.																
10.	Staff responds equitably to all children without comparison ("Why can't you be good like John?") or criticism ("You are so messy. Why can't you be neat?") or harsh treatment.																
11.	Staff helps children develop negotiating skills in solving disputes using words to work out problems.																
12.	Staff uses opportunities during activities to actively teach children how to cooperate with each other.																
13.	Staff steps in quickly when children's responses become physical and discusses inappropriateness of such responses.																
14.	Staff helps children deal with feelings (anger, sadness, frustration) by comforting, identifying feelings and helping children use words to solve their problems.																

C. Staff shall help children be independent, making decisions and shall use positive techniques of guidance which encourage children to take responsibility for their own actions/behavior and to understand the need to develop pro-social behaviors. Staff shall provide children choice of activities, and provide an environment free of comparison or criticism.	Room ID:				Room ID:				Room ID:				Room ID:			
	Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:		Caregiver ID:	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
15. Staff knows where children are and what they are doing at all times, but children may be allowed to pursue activities outside of staff's direct sight.																
SCORING: Total points per caregiver																
Total points per room (total caregiver points)	a.				b.				c.				d.			
Total program points for VII C. (a + b + c + d)																Sub-total
Total possible points for VII C: (Total number of caregivers x 15)																

COMMENTS: _____

STANDARD VIII. ACTIVITIES: Staff encourage children to be actively involved in activities provided, to experience a variety of developmentally appropriate activities and materials, and to use their leisure time to have fun and experience success.

A.	Staff plan and provide a wide variety of self-directed activities that allow children to develop a sense of competence in controlling their environment and leisure time.	Room ID:		Room ID:		Room ID:		Room ID:	
		Area	# of materials	Area	# of materials	Area	# of materials	Area	# of materials
1.	Children are encouraged to be physically active indoors and outdoors at appropriate times through a variety of large muscle activities and vigorous exercise, i.e. running, jumping, throwing, and catching that allow children to move around and "let off steam". Examples: tumbling, dodge ball. If not observed, caregiver interview and lesson plan can be reviewed for planned activities.								
2.	Children are provided time to be alone, to rest, reflect and read.								
3.	Children are provided a place, time and adult guidance/support/assistance to complete homework.								
4.	Each child is provided opportunities to experience success through actively using materials (touching, holding, handling, and experimenting with different ways to use the materials).								
5.	Each child is allowed choices of activities in which to participate and areas of interest in which to work. Each child is provided daily opportunities to select materials/companions and manage play independently, i.e. may participate in group games or may choose to work or play alone.								
6.	Children are not required to sit at tables but have an opportunity to work in many positions. Examples are: on a carpet/rug, on the floor, or sitting at a table or on a cushion, sofa, bean bag, stage, pillows, etc.								
7.	Each child has on-going opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to develop friendships, etc.								
8.	Caregivers and children routinely wash hands with soap and water at appropriate times. Clarification: Caregivers and children should wash hands with soap and water before preparing/eating a meal or snack, after toileting and after contacting bodily fluids or contaminated items as part of the daily routine.								

<p>9. All children must have daily active outdoor play, weather permitting. Clarification: For children 3 years and older, must occur 2 to 3 separate occasions totaling 90-120 minutes. "Weather permitting" means no falling precipitation, thunder, lightning, or inclement weather. Inclement weather is defined by the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education (2010) as a wind chill factor at or below 15 degrees Fahrenheit or at or above a heat index of 90 degrees Fahrenheit.</p> <p>Due to the health effects of ground-level ozone, the SC Department of Health and Environmental Control provides the service of forecasting ozone concentrations to warn the public of unhealthy air and to encourage people to avoid exposure to unhealthy air. If outdoor play is decreased due to weather, indoor active play is increased so the total amount of active play remains the same.</p> <p>The daily schedule is reviewed and children are observed outdoors. The schedule states what caregivers plan to do if there is inclement weather. Caregivers have a plan for 90-120 minutes of indoor active play on their posted schedules in case of rain or inclement weather using indoor materials that promote physical activity and an identified space to use. This would be observed on a day that meets the weather criteria above. Note clarifications for programs offering part day or half day (Standard II. C. 5.)</p>							
<p>10. There is a balance of total group, small group and individual time.</p>							
<p>11. Teacher planned physical activities lasting 5-10 minutes occur at least twice a day in full day schedule, (or once in a part day or half-day program). If not observed, caregiver interview and lesson plan can be reviewed for planned activities.</p>							
<p>12. Staff conducts smooth and unregimented transitions between activities. School-age children help plan and participate in the change of activity, have time to adjust to change from school to center.</p>							
<p>13. Staff provides many ways to express creativity: cooking, paint, clay, crafts, etc. Encourage dancing, creative dramatics, singing, playing instruments.</p>							
<p>14. Activities emphasize cooperation; games and activities do not require excessive competition.</p>							
<p>15. Program includes opportunities to learn about nutrition 1 time per week or more. Clarification: Nutrition education may be provided during large groups, small groups, in centers or during lunch or snack. If not observed, caregiver interview can be used or written plan/schedule can be reviewed.</p>							

SCORING: Total points per room								
Total program points for IX A. (a + b + c + d)								Sub-total
Total possible points for IX A: (Total number of rooms x 15)								

COMMENTS: _____

STANDARD IX. PHYSICAL ENVIRONMENT: The indoor and outdoor physical environment fosters optimal growth, development and personal interest through opportunities for exploration, pleasure, enrichment, and development of friendships.

A. Age-appropriate materials & equipment (indoor) of sufficient quantity, variety and durability shall be readily accessible to children and arranged to promote independent use by children.

Check interest/activity areas below and count materials.

Clarification: Only age-appropriate, fully intact and properly functioning materials that are in children’s reach and accessible can be counted. Enough materials should be available for several children to be engaged in a similar activity, thus reducing competition.

Interest/Activity Areas/Categories	# of different accessible items
Active indoor area (e.g. tumbling, balls, balance beam)	
Building & miniature materials for imaginative play (e.g. legos, unit blocks, tinker toys)	
Dramatic Play and Home Living, role playing with a variety of career awareness materials (e.g. teacher, journalist, restaurant worker, police officer, doctor.)	
Arts, Crafts, and Creative construction (e.g. paints, chalk, markers, pom poms, beadwork, pipe stems, cloth, cardboard tubes, woodworking, modeling clay)	
Quiet Center (e.g. loft, quiet pillow corner, large boxes)	
Literature (e.g. books, flannel board stories, writing centers, listening activities, audio-visual resources)	
Puzzles (e.g. variety of puzzles, problem solving situations)	
Table games (e.g. chess, checkers, monopoly and cards)	
Science, math, social studies and exploration (e.g. experiments, math & science games, plants, animals, computers, gardening)	
Homework area with current resource materials available. (e.g. paper, pens, dictionary, thesaurus, clipboards, textbooks)	
Homelike area (e.g. adult-sized upholstered furniture, tables, lamps)	
Music and Movement (e.g. CD player, CD’s, scarves, ribbons, streamers, rhythm instruments)	
Others (please list)	

	Room ID:		Room ID:		Room ID:		Room ID:	
	Y	N	Y	N	Y	N	Y	N
1. School age children have at least 5 interest/activity areas with a minimum of 5 different materials per interest/activity area set up to encourage children's freedom of choice and opportunities to use materials in activities with adults' assuming roles of resource persons. If there is evidence of excessive competition or children not being engaged credit will not be received.								
2. Age appropriate equipment is used.								
3. Materials are intact and in good repair with no missing parts, sharp edges, or rust.								
4. Materials are arranged so children can get materials by themselves without adult assistance.								
5. Children work independently with equipment/materials by themselves or in small groups.								
6. Children's storage with private compartments or space is provided.								
7. Children are provided play materials that promote physical activity indoors (e.g. balls, music/movement CD's) at appropriate times. Clarification: Play materials must be sufficient for all children to use. Materials for vigorous play may be available in centers or a storage area. If not observed, interview caregiver and see materials to be used in case of inclement weather.								
SCORING: Total points per room								
Total program points for IX A. (a + b + c + d)								Sub-total
Total possible points for IX A: (Total number of rooms x 7)								

STANDARD IX. PHYSICAL ENVIRONMENT - The indoor and outdoor physical environment fosters optimal growth, development and personal interest through opportunities for exploration, pleasure, enrichment, and development of friendships.

B. Materials and equipment - Outdoor	Room ID		Room ID		Room ID		Room ID		
	Y	N	Y	N	Y	N	Y	N	
1. Age appropriate outdoor equipment is used.									
2. Materials are in good repair with no sharp edges, rust or other hazards.									
3. The outdoor play area is clean, safe, and free of hazards such as garbage, glass, cans, overgrowth, broken structures, loose nails, tree limbs and junked equipment/cars.									
4. There is a variety of age-appropriate outdoor portable play materials/equipment on the playground sufficient for all children to be actively involved in vigorous play activities. Children do not just wander around with nothing to do. This can be accomplished by supplementing outdoor portable play materials/equipment with playground equipment (or) planning/leading and involving children in games (or) a combination of portable play materials and any of the others.									
SCORING: Total program points for IX B.	a.		b.		c.		d.		
Total possible points for IX B. (Total number of rooms/areas x 4)								Sub-total	

**ABC LEVEL B CHILD CARE
SCORING SUMMARY
6-12 YEAR OLD STANDARDS**

Facility Name _____ FEIN# _____

Part I: 6 - 12 year old Standards	MEETS	
	YES	NO
Standard I. Regulatory Requirements		
Standard II. Administration		
Standard III. Staff Qualifications and Development		
Standard IV. Health, Safety, and Well-Being		
Standard V. Staff-Parent Interaction		



Part II: 80% overall compliance required (6-12 year olds)	ACTUAL POINTS	POSSIBLE POINTS
Standard VI. Staff-Child Ratios		
VI.A.		
Standard VII. Staff-Child Interactions		
VII.A.		
VII.B.		
VII.C.		
Standard VIII. Activities		
VIII.A.		
Standard IX. Physical Environment		
IX.A.		
IX.B.		
TOTAL		
PERCENT COMPLIANCE: Actual points divided by possible points =		

Provider meets Level B standards for 6-12 year olds **YES** **NO**

If no, state reason why provider does not meet Level B standards. _____