

Level

ABC CHILD CARE
3-5 YEAR OLD STANDARDS
CENTER - BASED
PART III
PROGRAM OBSERVATION

ANALYSIS OF PROVIDER CAPABILITY TO MEET ABC LEVEL B CHILD CARE RATIOS/GROUP SIZE 3-5 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
3-4	1:11	22
4-5	1:13	26
5	1:15	30

Ages	Ratios
3-4	1:12
4-5	1:17
5-6	1:20

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 rom.		Actual Score Total	
									Possible Score: Total # rooms x 2 = _____	

Comments _____

**ABC CHILD CARE
3-5 YEAR OLD STANDARDS
Center-based
Part III**

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			
1. Speaks unsolicited to a child.																	
2. Responds verbally to child's comments/questions.																	
3. Acknowledges a child's comment/request.																	
4. Shows patience and lack of annoyance with child's questions.																	
5. Converses mostly with children/limited conversation with adults.																	
6. Maintains eye contact while talking with children.																	
7. Gives appropriate feedback. Example: repeat what child says, ask for additional information, give 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 to child's verbalizations (does not interrupt or cut off child's verbalizations).																
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 caregiver x 9)																

COMMENTS: _____

B. Staff shall initiate conversations with individual children in a positive and inquisitive manner to stimulate language and thinking skills. 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). Examples: "Was it hard to do?" or "What are you cooking?"																
2. Asks children individually to share their ideas/feelings about activities/happenings. Examples: (ideas) "What will you make/build?" (feelings) "How do you feel about that?"																
3. Asks children individually open-ended questions that begin with "why? what? where? and how?" and encourage a child to think. Example: "What do you think about what Tonya did to her brother?"																
4. Asks children individually open-ended questions that require more than just "yes" or "no". Example: "What do you think would happen if...?"																
5. Limits use of questions that have predetermined answers such as "what color is this?". Substitutes instead one that requires critical thinking. Example: "Can you find other things in the room that are red?"																
6. Engages in information sharing conversations. Example: "This is a lop-ear rabbit. He likes to eat carrots. Watch while I feed him the carrot."																
7. Responds in calm manner (no screaming or yelling).																
8. Listens to a child's explanation/comments even though the child's thinking is faulty. Listens respectfully to child.																
Scoring:																

B. Staff shall initiate conversations with individual children in a positive and inquisitive manner to stimulate language and thinking skills. 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
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 8)																

COMMENTS: _____

C.	Staff shall foster independence, encourage decision-making and use of positive techniques of guidance. Staff: (1) provide opportunities for children to be responsible (2) provide choices (3) avoid 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 be responsible. Examples: picking up toys, wiping spills, personal grooming (toileting, washing hands), obtaining and caring for materials, and other self-help skills.																
2.	Provides children varieties of activities from which to choose: Lets children choose the interest/activity area in which they want to work and also choose the activity in the interest area. This means that staff will not tell children where to go, what to do, or how long to work in an area.																
3.	Staff encourages children to treat each other with kindness and respect; no evidence of ridicule or making fun of others.																
4.	Children's mistakes are handled as routine matters. Example: "You spilled the milk, I'll help you clean it up.																
5.	Room and materials are ready when children arrive.																
6.	Children are told and prepared for what happens next. Example: "After lunch we will take a nap."																
7.	When children do something wrong, the adult shows/helps do it right.																
8.	Staff talks about the behavior she wants to correct instead of judging the child. Examples: "It's O.K.,																

C.	Staff shall foster independence, encourage decision-making and use of positive techniques of guidance. Staff: (1) provide opportunities for children to be responsible (2) provide choices (3) avoid 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
	we all spill. Use the rag to wipe up the spill." Do not judge: "O.K., Clumsy Sam, wipe up the spill."																
9.	Children are told what to do not just what not to do. Instead of "Don't run" say "John, walk in the class, run outside."																
10.	Staff has a few, fair, simple appropriate classroom rules (no more than 5) and states them clearly to children. Examples are: 1) Walk in the room/run outside. 2) Use your hands to help your friends. 3) Use indoor voices in the classroom.																
11.	Staff practices/models classroom rules (actions speak louder than words). Examples: When staff asks children to use indoor voices, she models using indoor voice (quiet, low pitched).																
12.	Staff encourages children and tells them when they have behaved appropriately. Examples: "You put the puzzle back on the shelf, thank you." (Don't say: "That was nice").																
13.	Children's mistakes are handled individually and privately as possible. Staff does not compare children. ("Why can't you be good like John?") or criticizes children ("You are so messy, why can't you be neat?")																
14.	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. Examples:																

C. Staff shall foster independence, encourage decision-making and use of positive techniques of guidance. Staff: (1) provide opportunities for children to be responsible (2) provide choices (3) avoid 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
- Redirection - Anticipation/elimination of potential problems - Children are given choices Example of negative discipline: - Use of threats																
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 14)																

COMMENTS: _____

STANDARD VIII. ACTIVITIES: The activities encourage children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their interests in the context of life in the community and world.

A.	Staff shall plan and carry out a variety of developmentally appropriate activities which address the individual differences of children and provide materials selected to emphasize concrete learning within a planned daily schedule which provides a balance of activities.	Room ID:		Room ID:		Room ID:		Room ID:	
		Y	N	Y	N	Y	N	Y	N
1.	Each child is provided opportunities to learn through actively using materials (touching, holding, handling, and trying different ways to use the materials).								
2.	Caregiver provides concrete activities that are meaningful to children. Some examples are: sand, water, blocks and puzzles. Clarification: All materials observed during the observation must be concrete and meaningful to the children for the room to receive credit. a) No preprinted worksheets or coloring sheets are used as a caregiver directed activity. b) Materials designed for older or younger age groups are not meaningful. Credit is not received if materials are not concrete and meaningful.								
3.	Each child is provided daily opportunities to select materials/companions and manage play independently.								
4.	Children are not required to sit at tables for long periods of time. (Not over 15 to 20 minutes.)								
5.	Each child has an opportunity to work in many positions. Examples are: on a carpet/rug, on the floor, on a platform, standing at a table/easel, sitting at a table or on a cushion, sitting on the lap of a teacher who's reading to them.								
6.	Each child is allowed choices of activities in which to participate and areas of interest in which they work.								
7.	Each child has on-going opportunities to talk with adults and other children to share ideas, share classroom and personal experiences and to gain experience through use of language.								
8.	Materials are used which allow children to use them in many different ways. Examples: playdough can be used to make snakes, used with cookie cutters, used to make "pretend" cake, used to make bracelets or many other uses.								
9.	Group times are relatively short, include experiences children enjoy doing together, and focus on topics of current interest. Clarification: Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. These can be planned during total group activities and may include music/movement activities. If group time not observed, caregiver interview and lesson plan can be reviewed for planned activities.								
10.	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, toileting and after contacting bodily fluids or contaminated items.								

A. Staff shall plan and carry out a variety of developmentally appropriate activities which address the individual differences of children and provide materials selected to emphasize concrete learning within a planned daily schedule which provides a balance of activities.	Room ID:		Room ID:		Room ID:		Room ID:	
	Y	N	Y	N	Y	N	Y	N
11. Morning and afternoon schedules allow a large block of time, 45 minutes to 2 hours, for individual and small group activities conducted in interest/activity areas. Children are read to daily in small groups.								
12. Children have opportunities to learn about nutrition one time a 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.								
13. All children must have daily active outdoor play. Clarification: For children 3-5 years, 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. 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. 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.								
14. Caregivers provide opportunities for children to enhance motor development both indoors and outdoors. Clarification: Children are encouraged to be physically active indoors and outdoors at appropriate times. Monitor may interview caregiver if not observed.								
15. Teacher planned physical activities lasting 5-10 minutes occur at least 2 times per day. Clarification: These can be planned during total group activities and may include music/movement activities. If group time not observed, caregiver interview and lesson plan can be reviewed for planned activities.								
SCORING: Total points per room	a.		b.		c.		d.	
Total program points for VIII A. (a + b + c + d)								Sub-total
Total possible points for VIII A: (Total number of rooms x 15)								

STANDARD IX. PHYSICAL ENVIRONMENT: The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.

Check interest/activity areas observed below and indicate number of different materials in each area.

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.

A. Indoor Physical Environment Calculation

Interest/Activity Areas	# of different accessible materials
House/Creative Dramatics	
Blocks	
Art	
Puzzles/Manipulatives	
Books/Library	
Music	
Science	
Indoor Physical Activity	
Others (please list)	

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.	Room ID:		Room ID:		Room ID:		Room ID:	
	Y	N	Y	N	Y	N	Y	N
1. Room has 5 interest/activity areas with a minimum of 5 different accessible materials per interest/activity area. Credit is not received if there is evidence of excessive competition or children not being engaged.								
2. Age appropriate equipment is used. (Manufacturer's label may note age appropriateness).								
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 are provided play materials that promote physical activity indoors (e.g. scarves,								

bean bags, ribbons, music/movement CD's, musical instruments) 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. (Total number of rooms x 6)								Sub-total

STANDARD IX. PHYSICAL ENVIRONMENT - Outdoor

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. (Manufacturer's label may note age appropriateness).								
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 inground playground equipment (or) leading and involving children in games (or) a combination of portable play materials and any of the others. Clarification: If children are not observed outdoors, interview staff to determine what materials are used outside and how vigorous activity is encouraged by staff.								
SCORING: Total points per room								
Total program points for IX B. (Total number of rooms x 4)								Sub-total

COMMENTS: _____

**ABC LEVEL B CHILD CARE
SCORING SUMMARY
3-5 YEAR OLD STANDARDS**

Facility Name: _____ FEIN# _____

Part I: 3 - 5 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 (3-5 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 3-5 year olds **YES** **NO**

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