

# **FAMILY DAY CARE RATING SCALE (FDCRS)**

## **Statements of Developmentally Appropriate Practice for items included on the Tennessee Child Care Evaluation Program**

### ***SPACE AND FURNISHINGS FOR CARE AND LEARNING***

#### **1. Furnishings for routine care and learning**

Children in home care should know that their daily needs are valued and the environment is accommodating for them, rather than feeling like a guest in the home. There should be enough furniture for routine care and storing of children's items.

#### **2. Furnishings for relaxation and comfort**

Children need space and opportunity to relax and rest. Soft furniture and toys allow children the opportunity for relaxation and comfort daily. Having space/furnishings for down time contributes to children being able to regulate their behavior. Nurturing, physical contact with infants and toddlers also contributes to their relaxation and comfort.

#### **3. Child-related display**

Every child needs to know that others value his/her play or work. Artwork or other individual work that is created by the children should be displayed and be visible to children at their eye-level. This promotes feelings of positive self-esteem and sends the message to the child that his/her work is valued and appreciated.

#### **4. Indoor space arrangement**

Creative room arrangement promotes a child's positive self-image and encourages a wide variety of age appropriate activities. Adequate space properly ventilated and with temperature control, should be designed to meet the needs of the children in the group. Play spaces should be well organized and promote a variety of activities. Children should be able to move freely without the fear of many restrictions so that their play is non-confining and interactive.

#### **5. Active physical play**

Children need several opportunities during the week to exercise large muscles, run in open spaces, and practice gross motor skills. (Safety is always a number one priority.) Space to develop children's large muscles through a variety of play should be safe with adequate cushioning in fall zones.

#### **6a. Space to be alone (infants/toddlers)**

Places where children can escape from the pressures of group situations are important even for infants and toddlers. Children learn from a young age that constant activity and noise can be uncomfortable. However, children should be removed from the alone space quickly if they are unhappy, and should not be confined in the space for more than thirty minutes.

#### **6b. Space to be alone (2 years and older)**

Some children experience unacceptably high levels of stress when exposed to constant activity and interaction. Places where children can escape from the pressures of group care promote positive self-esteem. Providing opportunities for space and time alone can contribute to positive group and individual behavior.

### ***BASIC CARE***

#### **7. Arriving/leaving**

Parents and children need a warm, welcoming, and pleasant atmosphere to make the daily greeting and departing routine a happy one. Positive greetings help to promote children's self-esteem and create a welcoming environment for parents. The atmosphere should provide an opportunity for the caregiver and parent to share information.

#### **8. Meals/snacks**

Meals and snacks that follow USDA guidelines contribute to the health of children and provide a model for good nutritional habits for life-long practice. Proper hand washing along with careful preparation of food teaches children proper hygiene and promotes sanitary conditions. Young children should be held during bottle-feeding, in order to send a message of value. They should not be put to bed with bottles because doing so contributes to health and dental problems.

#### **9. Nap/rest**

Nap and/or rest time should be appropriately scheduled and supervised for the children in the group. Each child should have his/her own place to rest. They should be helped to understand the importance of rest in promoting physical and emotional health. Caregivers should stay alert to handle potential problems.

#### **10. Diapering/toileting**

Young children need appropriate supervision of the toileting process in order to care for basic needs and to teach the importance of good health habits. Caregivers should maintain sanitary practices by disinfecting the diaper-changing pad. Children and adults should wash hands after each diapering or toileting incident. Provisions, such as soap and steps near the sink, should be convenient and accessible so that children can wash hands. This promotes self-help skills and good personal hygiene. The schedule for toileting should be individualized. Diapering should always be managed in a manner that promotes safety and good health practices.

#### **11. Personal grooming**

Provisions, such as soap, paper towels, and tissues, are essential in maintaining proper personal grooming that includes hand washing. Personal care activities should be used as an educational tool to help children learn about health practices.

## **12. Health**

Preventive measures, such as washing hands after handling pets or wiping noses, help to educate children regarding life-long health practices. Taking appropriate action when children are sick will minimize the spread of germs and is needed to provide a healthy environment.

## **13. Safety**

Protecting children is critical in providing quality care, whether through adequate supervision or minimizing hazards both inside and outside. Caregivers should anticipate potential safety problems and demonstrate, model, and teach children safe practices.

## ***Language and Reasoning***

### **14a. Informal use of language (infants/toddlers)**

Very young children learn language in the context of relationships. They need caregivers who will frequently talk to and with them in appropriate, positive ways.

### **14b. Informal use of language (2 years and older)**

Caregivers should engage children in give and take conversation for enjoyment and learning. Language is a way for children to expand understanding.

### **15a. Helping children understand language (infants/toddlers)**

The use of books, pictures and objects with infants and toddlers is an important means for learning by children as they make sense of the world around them. Books and pictures should be accessible in sufficient number for both independent use and use by a caregiver with children.

### **15b. Helping children understand language (2 years and older)**

The use of books, games and other materials that encourage verbal skills is an important means of learning for children as they make sense of the world around them. Books and materials should be accessible in sufficient number for both independent use and use by a caregiver with children.

## **16. Helping children use language**

Caregivers must provide opportunities throughout the day for children to express themselves verbally. Materials and activities should be provided, in addition to books, which encourage the use of language as children's proficiency increases.

## **17. Helping children reason**

Academic concepts should be presented in appropriate ways. Children learn through interaction with materials and people in a context of play and daily routines.

## ***Learning Activities***

### **18. Eye-hand coordination**

Children need a variety of age appropriate and developmentally appropriate toys and materials that they can manipulate and play with at will. These activities strengthen fine motor control while encouraging and reinforcing skill development that contributes to success in academic readiness.

### **19. Art**

Children need exposure to child-initiated art activities that are open-ended and process oriented. Children's art should be respected and appreciated as individual, creative expression. Materials and opportunities to create art projects at a beginning and more advanced level should be available as children are developmentally ready for them.

### **20. Music and movement**

Music and movement are valuable means of learning. Children need a supportive environment, which includes a caregiver and a variety of tools that encourage their self-expression through music and related activities.

### **21. Sand and water play**

Sand and water play gives children the opportunity to learn concepts through active exploration with their senses. The addition of interesting props extends the learning potential offered through sensory play.

### **22. Dramatic play**

Dramatic play gives children opportunity to discover an array of roles and responsibilities as well as providing a vehicle through which they make sense of their world. Space, time, props, materials, and supportive caregivers enhance dramatic play.

### **23. Blocks**

Block play, with a variety of blocks and accessories, allows children the opportunity to explore spatial, mathematical, and role-play possibilities. Block play requires sufficient space in a protected area to expand on concepts and ideas.

### **24. Use of TV**

TV viewing, which tends to be passive, is less preferable to active involvement with materials and people as a worthwhile use of children's time and energies. TV use should be confined to programming that is age-appropriate and mentally stimulating. Participation should not be required.

### **25. Schedule of daily activities**

The schedule should reflect respect for the children's needs. Balance must be demonstrated that allows for routines and play and planned activities.

**26. Supervision of play indoors and outdoors**

While supervising children at play, both indoors and outdoors, the caregiver should be focused primarily on the children and their activities. He/She should be available to provide assistance, support, and encouragement as needed.

***SOCIAL DEVELOPMENT***

**27. Tone**

Children need to feel that they are getting consistent messages from caregivers. Positive, physical contact coupled with warm, kind words send messages of affection and respect. Each child should receive equal attention throughout the day and should receive praise for positive behavior.

**28. Discipline**

Particularly in home-care situations serving children of mixed ages, it is important that the ages and abilities of children are considered in setting rules and enforcing discipline. Caregivers should not make idle threats but should handle minor problems and use effective, non-punitive means for behavior management.

**29. Cultural awareness**

By exposing children to play materials representing cultural, racial, and ethnic differences between people, caregivers promote acceptance and tolerance. Caregivers further reinforce fairness by encouraging play activities equally for girls and boys.

***Supplementary Items: Provisions for Exceptional Children***

**35. Adaptations for other special needs**

Caregivers able to serve children with special needs should make adjustments in space, schedule, and furnishings as needed. The child must be able to independently use the space and participate in activities.

**40. Caregiver preparation**

Meeting the needs of children with disabilities requires knowledge of routine care needs, developmental levels, knowledge of individual assessments, and integration of the children in ongoing program activities. Communication between the parents and caregiver is an essential part for ensuring that the child will reach his/her full potential.