

Health Safety & Well-Being Assessment (Levels 2-3) Environmental Scan & Community Resource File

Gateways ECE Competencies	<p>HSW1: Articulates components of a safe and healthy environment.</p> <p>HSW2: Maintains a safe & healthy environment.</p> <p>HSW3: Creates a healthy and safe environment.</p> <p>HSW4: Assesses healthy and safe early childhood environments.</p> <p>HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.</p>
IPTS	1A, 1B, 1C, 1D, 1E, 1L, 2A, 2N, 3A, 3C, 3K, 3O, 4A, 4E, 4F, 4G, 4I, 4J, 4K, 4P, 8G, 8H, 8I, 8K, 8P, 8Q, 8S, 9C, 9F, 9J, 9L, 9R
NAEYC Standards	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4b, 4c, 5a, 5b, 5c, 6b

This assessment will evaluate your ability to assess and analyze specific child/family health and nutrition information with the health safety and nutrition polices and procedures of a classroom or school/center. You will use this information and your analysis to inform the design and implementation of recommendations.

Part I: Environmental “Scavenger” Hunt

Through your clinical site or other licensed child care facility:

- Arrange a date/time to visit to complete your environmental Health & Safety Checklist (see attached)
- Before your observation:
 - Locate and study Subpart G: Health and Hygiene from: Illinois Department of Children and Family Services. (2010, December 15). *Licensing standards for day care centers*. Available from <http://www.state.il.us/dcf/docs/407.pdf>
- Complete the Health & Safety Checklist and the Menu Review Checklist provided below, collecting evidence as available (pictures (if allowed, sketches, examples, menus, documents etc)).

Post-Environmental Assessment Reflection:

Summarize the results of your completed Health and Safety Checklist. This summary should include the following:

- An overview of program practices related to:
 - Maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling
 - Emergency medical and first aid procedures
 - Instructions and required documentation for administration of different medicines and approved medical treatments,
 - State and local regulations for meal preparation,
 - Maintaining a healthy, safe and risk-free environment
 - Record keeping
 - Reporting child abuse and neglect
- How children, families, and staff are supported in practices safe and healthy behaviors through daily routines and activities
- A description of how the environment you observed compares to licensing standards provided through the Department of Children and Family Services.
- What additional information would have been beneficial for you to make a full assessment of health and safety factors within the program you observed?

Part II: Recommendations

Based on data collected and suggestions above, make specific recommendations for each for the following, highlighting key areas of supporting health, nutrition, and safety for young children.

Children

- How would you infuse culturally responsive instructional activities into the center curricula to help children understand and build health habits?

- How would you infuse culturally responsive instructional activities into the center curricula to help children understand personal safety?

Families

- Sample statement for new parents or parents considering your center that outlines your vision and commitment to keeping children healthy and safe.

Assessment Rubric

Health, Safety & Wellness Master Competency Rubric					
HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
HSW1: Articulates components of a safe and healthy environment.	Lists and identifies components of a safe and healthy environment; including recognizing, documenting, and reporting suspected abuse and neglect, maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling, and emergency medical and first aid procedures. Identifies how to use this knowledge to support children and families in making decisions that lead to healthy choices, health-promoting behaviors, and personal safety.	Lists and identifies components of a safe and healthy environment; including recognizing, documenting, and reporting suspected abuse and neglect, maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling, and emergency medical and first aid procedures.	Lists and identifies several components of a safe and healthy environment; including recognizing, documenting, and reporting suspected abuse and neglect, maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, and handling, and emergency medical and first aid procedures.	Lists and identifies components of an unsafe and unhealthy environment.	
HSW2: Maintains a safe & healthy environment.	Implements and advocates for basic health, safety, and nutritional practices by providing instructions and required documentation for administration of different medicines and approved medical treatments; aligning with state and local regulations for meal preparation; and maintenance of a safe and risk-free environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action.	Implements basic health, safety, and nutritional practices by providing instructions and required documentation for administration of different medicines and approved medical treatments; aligning with state and local regulations for meal preparation; and maintenance of a safe and risk-free environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action.	Inconsistently implements basic health, safety, and nutritional practices.	Health, safety and nutrition practices implemented are not congruent with standards and expectations for keeping children healthy and safe.	
HSW3: Creates a healthy and safe environment.	Creates and advocates for a safe and healthy environment supportive of children's healthy development and learning, including consistent health	Creates a safe and healthy environment supportive of children's healthy development and learning, including consistent health screening.	Creates a safe and healthy environment supportive of children's healthy development and learning. Develops opportunities for	Perpetuates unsafe and/or unhealthy environments Models or	

Health, Safety & Wellness Master Competency Rubric

HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>screening.</p> <p>Develops and leads opportunities for children, families and staff to practice safe and healthy behaviors through daily routines and activities that both protect children and model positive, life-long healthy habits.</p> <p>Creates systems for and leads others in complying with maintenance of children's health and immunization records.</p>	<p>Develops opportunities for children, families and staff to practice safe and healthy behaviors through daily routines and activities that both protect children and model positive, life-long healthy habits.</p> <p>Creates systems for maintenance of children's health and immunization records.</p>	<p>children, families and staff to practice safe and healthy behaviors through daily routines and activities.</p> <p>Complies with maintaining children's health and immunization records.</p>	<p>encourages unhealthy practices for staff and families</p> <p>Does not comply with maintaining children's health and immunization records.</p>	
<p>HSW4: Assesses healthy and safe early childhood environments.</p>	<p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p> <p>Supports colleagues and families in assessing environmental health, safety, and hazards.</p>	<p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p>	<p>Conducts health and safety assessments of the early childhood environment, consistent with regulations and quality standards. Assessment lacks regularity.</p> <p>Assesses environment for physical dangers by identifying hazards. Assessment lacks regularity.</p>	<p>Health and safety assessments of the early childhood environment lacking.</p> <p>Regulations and quality standards not applied.</p> <p>Hazards in the environment not identified.</p>	
<p>HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment</p>	<p>Creates, implements and advocates for activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p> <p>Families are engaged in activities as appropriate.</p>	<p>Creates and implements activities for children that are culturally appropriate and provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p> <p>Families are engaged in activities as appropriate.</p>	<p>Creates and implements activities for children that provide children opportunities to make healthy, safe and nutritious choices.</p> <p>Learning opportunities emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p>	<p>Creates and implements activities for children that do not support children in making healthy, safe and nutritious choices.</p> <p>Learning opportunities do not emphasize healthy bodies, healthy lifestyles, and a healthy environment.</p>	

Health and Safety Checklist

Date Completed: _____

	Yes	No
A. Food Preparation		
1. Hands are washed before food is prepared		
2. Raw meat and fish handled appropriately		
3. Pot handles turned to back of stove*		
B. Environment		
1. Safety caps on electrical sockets*		
2. Electrical cords are inaccessible or secured*		
3. No peeling or chipped paint in area children have access to		
4. Smoke detectors or sprinklers installed (see Rule in Section 406.8a.4 of Licensing Procedures for specific locations)		
5. Rotary fan is child-safe (blades protected)		
6. No protruding nails on furniture or boards		
7. Dangerous substances are locked away or out of reach (e.g., medicines, cleaning supplies, garden sprays, matches)*		
8. Toys and objects small enough to be swallowed kept away from children		
9. Children are not left in play pens, swings, jumpers, strollers or other restraints for more than half of the observation period		
10. Area used for child care has enough light to read by		
11. Temperature in area used for child care is comfortable (see Rule in Section 406.8a.7 of Licensing Procedures for specific temperatures)		
12. Some fresh air in the area used for child care		
13. Good space for resting (home is quiet)		
14. Quiet area for sick children available and can be easily supervised		
15. Radiators and pipes covered		
C. Routines		
1. Caregiver washes hands with soap and water after each diapering, when helping children with toileting, or when handling soiled clothing		
2. Diapers/soiled clothing are checked and changed as needed (observe at least one checking during observation period, no prolonged odor)		
3. Children's hands are washed after using the toilet or after diaper change		
4. Accessible place for children to wash hands (e.g., steps or stool near sink)		
5. Extra clothes available to change children		
6. Feeding is appropriate: cereal fed with spoon, sandwiches and finger food in small pieces		
7. Children are not left unattended on changing tables		
D. Outdoor Play		
1. Covered sandbox		
2. Soft surface under swings (e.g., grass or dirt)*		
3. Helmets worn when riding two-wheelers or scooters*		
4. No protruding nails on outdoor play equipment		
5. Outdoor play area free of animal feces or broken glass		

Menu Planning Checklist

Yes	No	
		The menus meet the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) Meal Pattern requirements.
		Foods from all of the components required for each meal and snack are included.
		Serving sizes are correct for the ages of the children.
		Foods that have been approved as creditable by the USDA and my state agency are included.
		The menus provide healthful foods.
		A variety of foods each day are planned.
		The main dishes for the week contain a variety of Meat/Meat Alternates.
		A variety of Fruits/Vegetables for the week are planned.
		Several fresh fruits and vegetables in meals and snacks are included.
		A variety of Grains/Breads for the week are planned.
		Some raw vegetables, fruits, and whole-grain breads and cereals for fiber are included.
		The number of fried and high-fat foods on the week's menu are limited.
		The number of sweets such as cookies, cakes, brownies, doughnuts, and sweet cereals are limited.
		Few high salt (sodium) foods such as luncheon meats, wieners, and processed foods are planned.
		Foods that are good sources of vitamin A are included.
		Foods that are good sources of vitamin C are included.
		Foods that are good sources of iron are included.
		Foods that could cause choking in young children are not included.
		Menus are appealing.
		The menus include foods that are different shapes.
		The menus include foods that are different colors.
		The menus include foods that have different textures.
		The menus include foods that have different tastes.
		The likes and dislikes of the children and their parents were taken into account.
		The menus introduced new foods along with familiar foods the children already like.

Adapted from:

National Food Service Management Institute

Available at: <http://theicn.org/documentlibraryfiles/PDF/20100917083425.pdf>