

<p>During my observation of the VVC State Preschool Room, I observed one of the teachers aids go outside where it appeared that she was checking the play yard for any hazards. When talking to Becky she explained that the sand box had to be covered up so that no child would play in it until it could be sanitized. It appeared that a rabbit had used the sand box as a litter box. Also in my observation it appeared that the State Preschool used the play yard right outside of their room instead of using the other playground that is used by the Head start classes. This allows the children to access the outside play yard directly form their classroom. The area outside appeared to be free of hazards and had a</p>	<p>101238.2 OUTDOOR ACTIVITY SPACE 101238.2 (a) There shall be at least 75 square feet per child of outdoor activity space based on the total licensed capacity. (b) The outdoor activity space shall be situated to: (1) Provide a shaded rest area for the children. (2) Permit children to reach the outdoor activity space safely. (c) Equipment and activity areas shall be arranged so that there is no hazard from conflicting activities. (d) The surface of the outdoor activity space shall be maintained: (1) In a safe condition for the activities planned. (2) Free of hazards including, but not limited to, holes, broken glass and other debris, and dry grasses that pose a fire hazard. (e) As a condition of licensure, the areas around and under high climbing equipment, swings, slides and</p>	<p>According to our textbook, "The NAEYC (2007) recommends that outdoor areas should provide a minimum of 75 square feet per child of usable space. The space should be open for active play and provide visibility for adult supervision. The outdoor space should be fenced or have appropriate barriers to prevent children form wandering into the street or parking lot or other unsafe location. Fences should be a minimum of 4 feet in height. Gate latches should be self-closing and childproof. Fenced areas should have at least two exits. The outdoor play area should have no dangerous materials such as debris, metal, or broken glass" (Amador, Daeschel, Sorte, 2011, pg. 504)</p>	<p>According to my observation, VVC State Preschool is in compliance of Title 22 regulations. Title 22 states that the equipment and materials in the outdoor play area is arranged so that it is free of hazards. The outdoor area also must have a fence or other appropriate barriers to keep children from wandering off or from other safety dangers. Our textbook explains that there should be a minimum of 75 square feet per child and that the space must be free of hazards and be fenced. VVC provides an outdoor play area that allows the child to be physically active supporting physical development while be safe from potential injury. A child in the VVC State Preschool</p>	<p>One recommendation that I would have for VVC State Preschool is that that they include regulations for different ground coverings in the parent handbook and that they provide this in multiple languages so that all the parents can understand what is being said. This also helps parents and children from other cultures that may not have ever experienced the different ground covering an understanding of how they can enhance a child's sensory learning. Also some cultures may not feel that it is necessary to have a fence around the play yard for safety. Also I would recommend that the VVC State Preschool post in multiple languages the different learning areas that they provide outside.</p>
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Program Observed: VVC State Preschool room

<p>brick wall enclosing the area. There appeared to be several different play areas, sand, table top activities, child sized bikes with a bike path, carpet area with car tracks and cars, beanbag chairs and what appeared to be a little dramatic play area.</p>	<p>other similar equipment shall be cushioned with material that absorbs falls. (1) Sand, woodchips and peagravel, or rubber mats commercially produced for the purposes of (e) above, are permitted. (2) The use of cushioning material other than that specified in (e)(1) above shall be approved by the Department prior to installation. (f) Sandboxes shall be inspected daily and kept free of hazardous foreign materials. (g) The playground shall be enclosed by a fence to protect children and to keep them in the outdoor activity area. The fence shall be at least four feet high.</p>		<p>has the chance to further develop their cognitive development through the different learning areas in the outdoor play yard. Children are free to explore and know that the teachers are providing them a safe learning environment. The child's social and emotional health is also strengthened because they feel that their safety needs are being met and that their teachers are providing them a place to explore without hazards.</p> <p><i>et al</i></p>	
<p>During my observation of the VVC State Preschool, I observed and was told by Becky that the cleaning supplies are in a locked cabinet of the teachers supply area of the room.</p>	<p>Article 7 101238 BUILDINGS AND GROUNDS 101238 (a) The child care center shall be clean, safe, sanitary and in good repair at all times to ensure the safety</p>	<p>According to our textbook, "All cleaning supplies, lotions, bleach, and other potentially toxic materials must be stored outside the children's space or locked in a cabinet</p>	<p>According to my observation, VVC State Preschool is in compliance with Title 22 regulations. Title 22 states that the center should be clean, sanitary and in good</p>	<p>One recommendation that I would have for the VVC State Preschool that they provide handouts to the parents explaining the dangers of keeping cleaning supplies in cabinets that are not</p>

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<p>The classroom animal supplies are also locked in the teachers cabinet. Both the cleaning supplies and the animal supplies appear to be out of reach of the children.</p>	<p>and well-being of children, employees and visitors. (g) Disinfectants, cleaning solutions, poisons and other items that could pose a danger if readily available to children shall be stored where inaccessible to children.</p>	<p>(AAP, et.al., 2002)" (Sorte, Daeschel, Amador, 2011, pg. 500).</p>	<p>repair. The State Preschool room appeared to be clean and sanitary as well as free from any hazards. Title 22 is also clear that all disinfectants and cleaners need to be out of the child's play area or locked up in a cabinet. Our textbook also states that all cleaning supplies, bleach and lotions are to be out of the child's space or locked up in cabinets out of reach of children. VVC State Preschool offers quality care in that they provide a safe learning environment for the children. By locking the cleaning supplies in a cabinet teachers are allowing children to physically explore their learning environment without the potential of a child spilling or ingesting cleaning chemicals that can</p>	<p>locked and where children can reach them. The information needs to be in multiple languages so that all parent's linguistic needs are met. Some families from different cultures may not understand the dangers that leaving these cleaners within the reach of children. They do not understand that their child could swallow the cleaner and suffer a serious injury or that they could suffer a skin injury from contact with the cleaner or toxin.</p>
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			cause serious injury. A child is free to explore the learning areas of the room allowing their cognitive development to expand and grow without coming in contact with chemicals that could be unsafe for them and cause injury. Because the teachers do kept the cleaners locked in a cabinet, the children are free to socialize with their peers and their emotional health is protected and children feel that their safety needs are being met.	
During my observation of the VVC State Preschool Room, I observed what appeared to be the sign-in/sign-out sheet. It is kept on top of the children's cubbies. As the children went outside I observed the teacher taking the sign-in/sign-out book outside with the	101229.1 SIGN IN AND SIGN OUT 101229.1 (a) In addition to the sign-in procedure requirement of Section 101226.1(b), the licensee shall develop, maintain and implement a written procedure to sign the child in/out of the child care center that shall, at a minimum, include the following: (1) The person who signs	According to our textbook, "Most early childhood settings for infants through preschool age require that children be "signed in" upon arrival and "signed out" at departure. This routine documents who transported the child and when and creates a	According to my observation the VVC State Preschool is in compliance with the Title 22 regulations. Title 22 states that center shall develop a procedure for families to sign in and sign out their child from the program. This needs to include the adults full	One recommendation that I would have for the VVC State Preschool would be to have the teachers post the sign in sign out procedure and the reason why the system is needed to protect children from danger. This should be done in multiple languages to met the

<p>children. In addition to my observation in the preschool room, it appears that anyone that wants to go back to the classrooms has to sign in at the front desk and be buzzed back to the classrooms through the locked doors.</p>	<p>the child in/out shall use his/her full legal signature and shall record the time of day. (b) The person who brings the child to, and removes the child from, the center shall sign the child in/out. (c) A person who removes the child from the center during the day, and returns the child to the center the same day, shall sign the child in/out. (d) The sign-in and sign-out sheets with the signatures required by this section and by Section 101226.1 shall be kept for one month and shall be available at the center for review by the Department.</p>	<p>record of the exchanged if there is any confusion. Arrival and departure routines can be complicated, especially is several adults participate in transporting the child. A plan is needed to record arrival and departure if families arrive while the class is in the play yard or away from the classroom” (Sorte, Daeschel, Amador, 2011, pg. 526). Also according to our textbook, “Approaches used to control access depend on the style of the facility and the types of security concerns that may be present in the local neighborhood. Strategies include:</p> <ul style="list-style-type: none">• Restricting entry to one doorway and providing a lobby with locked doors into the program service area	<p>name and the time of day that drop off and pick up occur. Our textbook states that most early childhood programs require a system where families sign in and out their children. It also explains that procedures need to be in place for parents to sign in and out their children while the class is outside in the play yard or out of the classroom. A child in the <u>VVC State Preschool</u> appears to receive quality care when teachers make sure that all children are accounted for and that families are signing in and out their children as well as the teacher only releasing the child to authorized adults from the child’s emergency contact list. A child’s physical health is affected by this</p>	<p>needs of all the families linguistic needs. Another recommendation that I have is for the program to provide an explanation as to why when you walk into the lobby you have sign in and be approved to be buzzed back to the classrooms. Some families form different cultures may not understand this procedure and may even feel offended by it. By explaining that this procedure is in place to keep the children from any potential safety danger may help ease the families discomfort with the procedure.</p>
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		<p>beyond which only approved individuals may enter.</p> <ul style="list-style-type: none">• Require employees to wear identifying uniforms” (Sorte, Daeschel, Amador, 2011, pg. 494).	<p>procedure because they are free to explore their environment knowing that the teacher will keep them safe from harm or from some adult the child does not know taking the child from the program. A child’s cognitive development is affected because children do not have to worry about stranger danger in the class as the teachers will not release the child to just any adult. This allows the child to concentrate on their learning and play. A child’s social and emotional development is affected because children do not have to fear for their safety or that a person they do not know will come into the program and take them away. Also since the sign in sign out procedure is followed children feel</p>	
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			that the teachers care about them. Also because only authorized people can get into the area where the classroom are the children are free to play and learn without fear of danger from strangers.	<i>excellent</i>
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Sorte, JoAnne, Daeschel, Inge & Amador, Carolina. (2011). Nutrition, Health & Safety for Young Children. Upper Saddle River, New Jersey: Pearson Education, Inc.

Wow!
Excellent
You were very
thorough -
Your reflection
on ~~the~~ the
observation, the
regulation, and
supporting textbook
demonstrates your
understanding of
how this influence

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Grading Rubric for the Title 22 Observation Assignment

- Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sounds practice.
- Identify health, safety, and environmental risks in children's programs.
- Evaluate how regulations, standards, policies and procedures related to health, safety, and nutrition support quality in programs and support young children, teachers and families.

Category	Above Average	Average	Below Average
<p>Observation The degree to which the student provides an objective, detailed observation, which demonstrates knowledge of safety or health practices (Points Possible: 10)</p> <p>Points received: <u>10</u></p>	<p>Excellent work in this category. Revisions or enhancements to your Professional Portfolio will consist of adding information to demonstrate knowledge. For example, new observations can be added during your practicum.</p> <p>Student includes all 10 entries. Each observation entry relates to health, is detailed, specific, objective, and meaningful.</p>	<p>Good work in this category, but you will need to make some revisions to this area prior to submitting it in your Professional Portfolio.</p> <p>Student includes 6-8 entries. Observations may be objective but include some subjectivity, lack significant, or are brief.</p>	<p>Poor work in this category. You will need to make <i>substantial</i> revisions to this area before submitting it in your Professional Portfolio.</p> <p>Student includes less than 5 entries. Observations are subjective, very brief, stated in general terms (not specific), and not meaningful.</p>
<p>Support Material: The degree to which the student chooses appropriate textbook material and Title 22 regulations, which relate to the observation. (Points Possible: 5)</p> <p>Points received: <u>5</u></p>	<p>The material that was chosen from the textbook and the Title 22 regulation are closely related to the observation that was made.</p>	<p>The material that was chosen from the textbook might relate to the observation, while the Title 22 regulation might not, or vice versa.</p>	<p>The material that was chosen from the textbook and the Title 22 regulations do not relate to the observation that was made.</p>
<p>Analysis of multiple sources of information on health and safety practices: The degree to which the student makes appropriate use of multiple sources of information in the analysis of the observation in relation to textbook material and Title 22 regulations. (Points Possible 20)</p> <p>Points received: <u>20</u></p>	<p>Student's reflection on the observation, the regulation, and supporting textbook material demonstrates knowledge of how health and safety practices influence the quality of the early childhood programs and/or support development in at least 8 of the 10 entries.</p>	<p>Student's reflection on the observation, the regulation, and supporting textbook material demonstrates knowledge of how health and safety practices influence the quality of the early childhood programs and/or support development in at least 6 or 7 of the entries.</p>	<p>Student's reflection on the observation, the regulation, and supporting textbook material demonstrates knowledge of how health and safety practices influence the quality of the early childhood programs and/or support development in less than 6 of the entries.</p>

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<p>Analysis of material to make recommendations: The degree to which the student demonstrates sound reasoning in the exercise of judgment and decision making when making recommendations to reduce health/safety risks in early childhood programs. (Points Possible 10) Points received: 10</p>	<p>Student's recommendations to improve health or safety risk demonstrate good judgment and decision making skills in at least 8 or the 10 entries. Student also includes <i>cultural and linguistic considerations</i>.</p>	<p>Student's recommendations to improve health or safety risk demonstrate good judgment and decision making skills in 6 or 7 entries.</p>	<p>Student's recommendations to improve health or safety risk demonstrate good judgment and decision making skills in less than 6 entries.</p>
<p>Quality of writing. Writing is proofread and edited for spelling, grammar, and formatting (Points Possible: 5) Points received: 3</p>	<p>The assignment is clearly proofread and edited, with no spelling, grammatical, or formatting mistakes. Student cites sources, using APA format. Reference page is included.</p>	<p>The assignment is clearly proofread and edited, with few spelling, grammatical, or formatting mistakes. Student cites sources, but may not do so correctly. Reference page is included, but not correct.</p>	<p>The assignment is clearly proofread and edited, with many spelling, grammatical, or formatting mistakes. Student may not cite sources. No reference page.</p>

Total Possible Points: 50

Total points received: 50