



1

GET ORGANIZED

Wash your hands.

Gather what you need:

- ✓ non-absorbent, disposable paper (recommended) or pad
- ✓ fresh diaper
- ✓ clean clothes (if necessary)
- ✓ plastic bag for soiled items
- ✓ disposable wipes
- ✓ gloves (recommended)
- ✓ diaper cream, removed from container and placed on a disposable tissue

Put on disposable gloves.



2

CARRY CHILD TO DIAPERING AREA

Avoid contact with clothing soiled with urine or stool (germs).

- Gently place child on diapering surface.

Always keep a hand on the child.

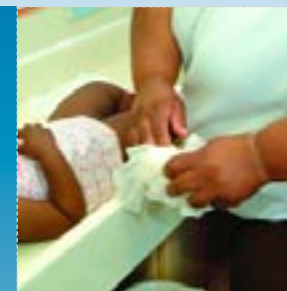
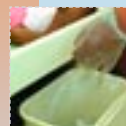
- Remove child's clothes, shoes and socks as needed.
- Place soiled clothes in plastic bag. Close securely for sending home. *Do not rinse.*



3

CLEAN THE CHILD

- Remove stool and urine from front to back.
- Use fresh wipe or dampened paper towel with each front to back cleaning.
- Place soiled wipe or paper towel in plastic-lined, hands-free, covered trash receptacle.



4

REMOVE SOILED DIAPER

IMMEDIATELY put disposable diaper in a plastic-lined, hands-free, covered trash receptacle.

Put soiled reusable diaper and/or soiled clothes in a plastic bag, close securely, for sending home. Do not rinse.

Remove gloves.

Dispose of immediately.

Clean your hands with a disposable wipe.

Clean the child's hands with a fresh disposable wipe.

If disposable paper is used, fold from the feet over any spills under the child.



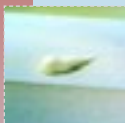
Diapering Procedure



5

PUT A CLEAN DIAPER ON THE CHILD

- Slide fresh diaper under child.
- Use tissue to apply needed diapering cream. Discard tissue in plastic-lined, hands-free, covered trash receptacle.
- Adjust and fasten diaper.
- Finish clothing child.



6

WASH CHILD'S HANDS

Take child to the sink. Hold child and wash child's hands with soap and water.

If child can stand, wash your hands in the adult hand washing sink and then assist child as necessary to wash their hands in the child handwashing sink.

If you are unable to hold the child for handwashing and the child cannot stand at the sink, use commercial disposable wipe to clean child's hands: between fingers, and both sides to the wrist. OR use the three paper towel method: the first damp and soapy for washing, the second damp for rinsing and the third to dry hands.

Return child to supervised area.



CLEAN, RINSE, SANITIZE DIAPERING AREA

7

- If paper liner is used, dispose of paper liner in a plastic-lined, hands-free, covered trash receptacle.
- Spray and wipe **entire** diapering area with detergent solution.
- Rinse with water.
- Spray **entire** diapering area with sanitizing solution.

If a pad is used, spray both sides of the pad and the changing table surface with detergent solution. Rinse with water. Spray both sides of the pad and the changing table surface with sanitizing solution.

Let sanitizing solution sit for 2 minutes. Air-dry or wipe dry.

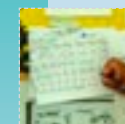


8

WASH YOUR HANDS

- Put cleaning and sanitizing solutions away.
- Wash your hands.

Record diaper change, diaper's contents, and any problems in daily log.



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Display

Item 6

The materials displayed in a classroom can, and should, be used as a teaching tool and to nurture children's pride and achievement. When children see their own work displayed they realize their work is valued and respected by others.

Tips for Display:

- ❖ Ideally, 50% or more of the total display should be individually created children's artwork. Children's displayed work should outnumber commercial display.
- ❖ Many items displayed at child's eye level
- ❖ Displays should be current (within the last 30 days) and age appropriate (suitable for the developmental age group and the individual abilities of the children)
- ❖ There is such a thing as too much display! A display that is "visually noisy" is over stimulating for many children.
- ❖ Representations of children (i.e.: photos, "self portraits", height charts, dictation) should be in the display.
- ❖ Display should be meaningful and relevant so the children can enjoy and learn from it.
- ❖ The display should promote acceptance of diversity (ages, cultures, races, abilities and gender).

If the display is rarely changed it becomes the familiar, expected background that is taken for granted and is no longer noticed.

Washing Your Hands

* Revised: June 2008



1. Turn water on.

- Be sure **clean, disposable paper towels** are available.
- Turn on **warm water**. (80-110 °F in NC)



2. Wet hands.

- Wet hands with water.



3. Apply soap.

- Apply **liquid soap**.



4. Wash hands.

- Wash hands well for at least 15 seconds. Rub top and inside of hands, under nails and between fingers.



5. Rinse hands.

- Rinse hands under running water for at least 10 seconds.



6. Dry hands.

- Dry hands with clean, disposable paper towel.



7. Turn water off.

- Turn off the water using the paper towel.



8. Throw paper towel away.

- Throw the paper towel into a lined trash container.

Teach children to wash their hands:

- Upon arrival to the center

Hello

- Before and after eating



- After using the toilet/diapering



- After coughing or contact with body fluids: runny nose, blood, vomit

- Before and after using water tables
- After outside play
- After handling pets



- Whenever hands are visibly dirty
- Before going home

Bye!

Quality Infant/Toddler Care Routines

Diapering:

- ❖ Diapering table with 6" sides & has a washable pad or disposable paper cover
- ❖ Easily accessible storage of supplies:
 - Wipes
 - Diapers
 - Plastic bags for soiled clothes and dirty diapers
 - Diaper creams
 - Non-porous gloves
 - Soap & water for cleaning/bleach & water for sanitizing
- ❖ Supplies laid out prior to changing
- ❖ Hands free receptacle for diaper disposal
- ❖ Warm water; separate sink is preferable

Feeding:

- ❖ High chairs (infants) or small size table and chairs (toddlers)
- ❖ Method to warm bottles (such as a slow cooker); *no microwaves*
- ❖ Adult seating

Naps:

- ❖ Cribs: (any child 12 months or younger)
 - 36" apart or separated by a solid barrier
 - Slats less than 2 3/8" apart
 - Sheets, pads and blankets
 - Rocking chair
 - Mattress fits properly:
 - No more than 2 fingers can be inserted between it & crib side
 - 20" from top of mattress to rail
- ❖ Cots: (child must be at least 1 year of age)
 - 36" apart or separated by a solid barrier
 - Provide both top and bottom sheet
- ❖ Environment is conducive to sleeping
 - Lights turned down (but staff still able to see children)
 - Soft music
 - Children rocked or patted

Greeting:

- ❖ Greet each child and parent warmly
- ❖ Provide an environment that facilitates a pleasant transition at the parents pace
- ❖ Provide a place for personal supplies (diapers/bottles/change of clothes...)

Infant/Toddler Materials and Furnishings

Furnishings:

- ❖ Low, open shelves
- ❖ Seating for older infants such as bouncy chair/exosaucer
- ❖ Support for non-mobile infants such as swings
- ❖ Some softness in floor covering such as rugs
- ❖ Some 2-D and 3-D displays

Fine Motor:

- ❖ 10 toys for 5 infants; 15 toys for 5 toddlers plus one additional toy for each child over that number
- ❖ Toys should vary in color, size, shape, texture, sound and action
- ❖ Toys need to allow children to grasp, shake, turn, push, pull, poke, put together, scribble...
- ❖ Possible items include (but not limited to): rattles, bead maze, busy box, shape sorter, stacking ring set, nesting cups, containers to fill & dump, textured toys, cradle gyms...

Active Physical Play:

- | | |
|--|---|
| <ul style="list-style-type: none">❖ Infants (suggestions):<ul style="list-style-type: none">○ Blanket or other surface to move about on freely○ Outdoor pad or blanket○ Crib gym○ Small push toys○ Balls○ Sturdy things to pull up on○ Ramps and tunnels | <ul style="list-style-type: none">❖ Toddlers (suggestions):<ul style="list-style-type: none">○ Riding toys w/out pedals○ Large push-pull toys○ Balls & bean bags○ Age appropriate climbing equipment○ Slide○ Balance board○ Cushions or rugs for tumbling○ Large cardboard boxes |
|--|---|

Music & Movement:

- ❖ Musical instruments and/or toys: @ least 10, but no less than 1 per child
- ❖ Record/tape/CD player with variety of music (age appropriate)
 - Variety includes multi-cultural, bi-lingual, multiple genre

Art (not suitable for infants):

- ❖ Crayons, water color markers, paint brushes, finger paints, playdough, collage materials of different textures
- ❖ Provided 1 – 3 times per week
- ❖ Art primarily individualized as opposed to project outcome

Blocks (NA if younger than 12 mos):

- ❖ Soft, light weight
- ❖ Various sizes, shapes, colors
- ❖ Provide accessories such as cars, trucks, planes, people
- ❖ At least two sets (10 or more blocks per set)

Dramatic Play (NA if under 18 months):

- ❖ Infants:
 - Dolls (representing @ least 3 races, cultures or disabilities)
 - Soft animals
 - Pots & pans
 - Toy telephone
- ❖ Toddlers:
 - Dress up clothes
 - Child-size furniture
 - Cooking/eating equipment
 - Dolls
 - Soft animals
 - Small play buildings w/ accessories
 - Toy telephones

Sand & Water (NA if under 18 months):

- ❖ Provided every or every other week
- ❖ Provide toys

Nature/Science:

- ❖ Post pictures of actual animals
- ❖ Provide age appropriate books about nature/science
- ❖ Provide outdoor experiences at least 2X/week
- ❖ Some daily experiences with living plants or animals
- ❖ Talk about nature events daily

Books:

- ❖ At least 6 – 12 appropriate books
- ❖ Wide selection (books about people of varying races, ages and abilities, animals, familiar objects, familiar routines)
- ❖ Read daily!
- ❖ Set books up for toddlers to use independently
- ❖ Change books regularly

Infant Handwashing

When to Wash Infant's Hands

- Upon arrival
- Before and after infant receives bottle or food
- After diapering
- After contact with body fluids
- After outside play
- Before and after water play
- After handling pets
- Whenever hands are visibly dirty
- Before going home

Handwashing Steps

- Turn on warm water (80-110°F in NC).
- Wet hands with water.
- Apply liquid soap.
- Wash hands for 15 seconds. Rub top and inside of hands, under nails and between fingers.
- Rinse hands under running water for at least 10 seconds.
- Dry hands with disposable paper towel.
- Turn off the water using paper towel.
- Throw paper towel into a lined trash container.

Very Young Infants unable to support their heads

The infant is unable to hold head up or stand at sink, or the infant is too heavy for you to hold at sink.

Wash the infants hands with:

- disposable wipes
- or*
- the three towel method (prepared ahead):
 1. dampened and soapy for washing infant's hands
 2. dampened with water for rinsing infant's hands
 3. dry for drying infant's hands
- Then wash your hands



Very Young Infants



Young Infants

Young Infants who can support their heads but not stand at the sink

You are able to hold the infant, but the infant cannot stand at the sink.

- Carry infant to sink.
- Hold infant at the sink and wash infant's hands.
- Then wash your hands.

Caution! Do not push the infant's tummy into the sink.

Back Aid Place your foot on a 12" stool to lift your leg. Rest the infant on your knee at the sink.

Older Infants who can stand at the sink

Infant can stand at a toddler height sink or on a stool at a sink.

- First assist the infant with hand washing.
- Then wash your hands.



Older Infants

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Room Arrangement

Item 4

How can two identical rooms in the same facility with the same materials have such different outcomes? The physical arrangement of furniture and materials may be clues to the answer. How a teacher designs and arranges the classroom sets the tone for many things – play, behavior, supervision, safety.

Tips for Room Arrangement:

- ❖ Create clear visual boundaries, making it apparent to children where learning areas stop and start. Low, open shelves, area rugs and/or furnishings can be used to define the centers. Tall shelves need to be against the wall so the area can be easily supervised.
- ❖ Provide plenty of space for center play allowing for ease of movement by children and adults.
- ❖ Furniture and equipment should be child sized.
- ❖ Separate quiet and loud areas so that children can respect each other's play experiences.
- ❖ Locate sand/water and art centers on uncarpeted areas near a sink.
- ❖ Arrange your room to eliminate runways and walking through a center to reach another activity.

Warning Signs that the Learning Centers are Not Working

Consider making changes if you observe children doing the following:

- ❖ Consistently running in the classroom;
- ❖ Wandering around looking for something to do;
- ❖ Repeating the same activity over and over again;
- ❖ Remaining uninvolved and unable to stick with an activity;
- ❖ Fighting over toys and materials;
- ❖ Using materials destructively;
- ❖ Shouting from one area to the next, creating a high noise level;
- ❖ Crawling under tables or on shelves;
- ❖ Resisting cleaning up; and
- ❖ Consistently depending on adults for the things they need.

SAMPLE MATERIALS IN ACTIVITY CENTERS

FREE PLAY CENTER	MATERIALS (Examples)
Books	<ul style="list-style-type: none"> • At least 25 simple picture books accessible, some on each ECERS-R topic. Many showing diversity in a positive way • Some books on nature, represented realistically • Some books about number
Fine Motor	<ul style="list-style-type: none"> • 5 puzzles, including some that show nature and diversity themes • Lego basic set • Bristle blocks • Beads and thread • Peg with boards • Links
Art	<ul style="list-style-type: none"> • Drawing paper • Colored paper • Crayons • Pencils and colored pencils • Markers(washable) • Chalk with boards • Scissors • Rulers • Glue sticks • Stencils • Collage materials (at least 3 different types) • Play dough and Clay • Watercolor paint sets with brushes • Small individual containers of finger paint, with trays to work on • Easel with paint and brushes • Smocks
Music	<ul style="list-style-type: none"> • Wrist Bells • Hand Bells • Sand Blocks (sets)

	<ul style="list-style-type: none"> • Sound cans • Drums • Xylophone • Listening center with child-safe CD or tape player and a headphone with a selection of 5 CD's or tapes to play by children
Blocks	<ul style="list-style-type: none"> • Wooden Blocks • Small toy vehicles • Small people of different ages and race • Small animals
Sand/Water	<ul style="list-style-type: none"> • Sand with measuring cup, measuring spoons, funnels and sifters
Dramatic Play	<ul style="list-style-type: none"> • Small table and Chairs • Furniture: play stove, refrigerator, doll furnishings, cupboard • Simple dress-up, which can include clothing, shoes, and purse (with 3 specifically male and female examples included) • Play foods, including foods associated with specific cultures • Pots and pans, dishes, cooking and eating utensils, some associated with various cultures • Baby dolls of 3 races • Doll blankets
Nature/Science	<ul style="list-style-type: none"> • 3 plants (placed where children can observe and care for them) • 3 collections of natural objects, such as rocks, shells, pine cones for children to examine • Magnifying glasses (placed with plants or collections) • Magnet set (magnets with metal pieces) • 1 picture matching nature game
Math/Number/Reasoning	<ul style="list-style-type: none"> • Number puzzles • Teddy bear counters and colored bowls for sorting

	<ul style="list-style-type: none"> • Numbers for display • Abacus • Dominoes • Balance scale with objects to weigh and compare • Rulers (1 foot, 1 yard) • Tape measure of different types
TV/Computer	<ul style="list-style-type: none"> • Working computer with developmentally appropriate software that encourages involvement and decision making • Timer to limit use
Writing	<ul style="list-style-type: none"> • Alphabet display in area • Word cards in a box with each child's first and last name on it • Pencils • Stencils • Rulers • Paper • Small pads of paper • Clipboard • Envelope

All materials listed above are suggestions. Please refer to the ECERS-R and *All About the ECERS-R* for types of materials and required minimum number of materials.