



State of Utah
Department of Workforce Services
QUALITY INDICATORS - FAMILY

***Ratios and Group Size: 6 points each, maximum 12 points**

Indicator	Assessment
Ratios	A ratio, including provider's own children under the age of six, is one caregiver for each six children with no more than two under age two, or two caregivers for every 12 children with no more than four under age two.
Group size	Maximum group size, including provider's own children through age 12, is eight with one caregiver, 16 with two caregivers.

*Based on NAFCC accreditation standards.

Interest Centers: 1.5 points each, maximum 7.5 points

Each provider offers two or more interest centers that are opened simultaneously daily. Interest centers are clearly defined play areas intended for a particular kind of play. Interest centers allow children to be independently engaged in their own cognitive, language, physical, social and emotional development.

Each interest center must:

- Include enough space and materials for at least two children to play independently and uninterrupted; and
- Include materials to support at least one of the following indicators. Shared spaces will count as one interest center, such as combining cozy area and language/literacy.

Indicator	Assessment
1. Block	At least two sets of blocks of different types, such as different sizes or materials (wood, fabric, cardboard) and accessories that include at least five each of cars, people and animals. Does not include interlocking blocks, such as Legos or Lincoln Logs.
2. Art	At least three types of materials from one or more areas plus plain paper. Areas include: drawing materials (such as crayons, markers, etc.), paints, three dimensional materials (such as play dough, clay, wood), collage materials (such as paper, fabric, cardboard, glue), tools (such as scissors, differing play dough accessories, hole punches, glue, tape) No food is used, including beans, pudding, rice, macaroni, etc.
3. Dramatic Play	At least 10 different toys and materials, including accessories and one piece of child-sized house furniture, for one theme, such as housekeeping, different kinds of work, fantasy or leisure (camping, sports). Materials can be for children acting out roles (such as dress up clothes, pots and pans, dolls and accessories, play food, phones), plus

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	using action figures to act out roles (such as small buildings with people and accessories, puppets).
4. Math	At least five different types of materials representing shapes and numbers, such as sorters, puzzles, pegboards, balancing scales, geometric pattern blocks, calculators, etc.
5. Science	At least five different types of materials from at least two areas. Areas include: books including realistic nature photos or drawings, collections (leaves, rocks, shells, etc.), exploration sets (magnifying glasses, scales, magnets, etc.) or sequencing cards, puzzles or activity sets.
6. Music and Movement	At least five materials that allow children to create or listen to music, such as music and rhythm toys, cd player and CD's from different musical styles (classical, children's song, ethnic music, etc.).
7. Sand/Water/Sensory	Bins or table to hold sand, water or other material (cannot be food) and at least five toys of two different types, such as cups, scoops, shovels, cars, etc.)
8. Fine Motor	At least five items or sets of at least two types, such as puzzles, interlocking blocks (such as Legos, Duplos, Lincoln Logs, etc.), and manipulatives (pop beads, stacking rings, lacing beads, magnetiles, etc.)
9. Language and Literacy	At least two age-appropriate books for each child in care at the time of verification. For example: Infants and Toddlers: board, cloth or vinyl books, Preschoolers: picture books, School-Age: fiction and non-fiction books.
10. Cozy Area	Includes at least two items of comfort and softness: such as a couch with pillows or blankets, a mat with stuffed animals, etc. in an area protected from other play.

Additional Indicators: 0.5 point each, maximum 8.5 points

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1. Program has a family welcome area used for sharing information.	At least three items beyond what licensing requires are shared in a location that parents pass on a daily basis. It can be on a bulletin board, brochures or handouts. Information shared can include details such as upcoming activities, community events, training and articles from early childhood resources.
2. There is a personalized storage space for each child's belongings.	Children's personal belongings are stored so that they do not touch. Examples include: bins, baskets, lockers, cubbies, vinyl bags or backpacks, or hooks placed far enough apart.
3. There is indoor space for active physical play.	There is enough floor space for more than half of the children to engage in gross motor play indoors. Light-weight furniture may be rearranged to make room for active play.

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4. Children who are able can independently wash and dry their hands.	Sinks are child height or a sturdy stool is provided, liquid soap and single use towels or air hand dryers are used and within reach of children. If a stool is used, it is always at the sink where children wash hands.
5. Fresh drinking water is available both indoors and outdoors throughout each day.	Permanent structures, such as a drinking fountain, must be operational. Water in a refillable container, such as a pitcher, must be changed daily.
6. Tables and floor space allow children to use materials and equipment without being crowded.	Adults and children can move around freely without causing interruption to play or routines, such as infant care, meals, snacks, etc.
7. Programs have materials that reflect the diversity found in society.	Children can easily see six items that reflect diversity from at least two different categories, such as books, pictures, dolls, puppets, etc. Categories include: gender in non-stereotypical roles, different ethnicities and cultures, individuals of varying ages, family structure and differing abilities.
8. There is an age appropriate print rich environment that promotes early literacy.	At least half of the interest centers are labeled, each child's name in written form used in daily routines, and there are at least two other print items, such as bins labeled with contents or age appropriate posters with words. This does not include print that is at the top of a wall.
9. Photographs of the children together with their families are available for children to see.	Photos of children and their families can be displayed in the play area or available in an accessible photo album.
10. There is at least one table and two chairs that are child height.	The seat of the chair is between nine and 13 inches, with the table surface measuring seven to nine inches higher, where the child's legs can fit in under the table while sitting in the chair (there is not a drawer or other barrier underneath). The table and chairs can be used for eating or play.
11. There is comfortable seating for caregivers that is used in routine care.	There is adult sized comfortable seating in each room where care is provided. This includes comfortable chairs, couches, glider chairs, etc.
12. Sleeping infants are in the same room as the caregiver.	Observe.
13. Caregiver keeps one hand on the child when turning away from the diapering table.	Observe during diaper change. N/A if diapering is done on the floor.
14. Handwashing after diapering is done in a sink that has a clear path from the diapering location and is not done at a food preparation sink.	The caregiver does not touch anything, such as a door knob, child, or safety gate, before washing hands after changing a diaper. The sink where hands are washed is not where any food is prepared, including preparation of bottles for infants or toddlers. Hand sanitizer does not count for handwashing after a diaper change.
15. Covered and hands-free trash receptacle is used to dispose of diapers.	Hands-free means that the provider does not touch anything with his/her hands to dispose of a diaper, such as door knobs, handles, lids or covers.

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16. There is a hard, smooth path or surface and wheeled toys for use in the fenced play area.	The hard, smooth path needs to be large enough for two children to adequately use at the same time. This could be riding in a circle or back and forth passing each other.
17. The outdoor fenced play area has at least two different play surfaces, one hard and one soft.	Hard includes surfaces such as pavement, cement and packed dirt. Soft includes surfaces such as grass, wood chips and sand.
18. There is a permanently covered area in the fenced play area.	Permanent means the structure is anchored in place and is not removed. This could be a covering such as a covered deck, gazebo or shade structure. It does not include fences, playground equipment or the side of a building.
19. Each child enrolled is able to use age-appropriate play equipment in the outdoor fence play area daily.	At least five different types of material for gross motor skill development, such as pulling, pushing, jumping, swinging, climbing, throwing, and steering (i.e. stationary play equipment, balls, hula hoops, wagons, push-pull wheel toys, jump ropes, etc.).
20. A sand/water/sensory table (box) with a variety of toys is available, weather permitting, in the fenced play area.	At least five toys of two different types, such as cups, scoops, shovels, funnels, cars, etc. No food is used in sensory play.
21. The room arrangement allows for safe, independent play for infants and toddlers.	This does not include confining children in a play pen or area separated by a play gate, fence or other barrier.

The above quality indicators were selected because they support a quality physical environment. An on-site verification of an indicator is independent from an observation. High-quality child care is determined not only by the above indicators and materials, but by how they are used and implemented in a program. Having an indicator does not predict the score a program will receive on an observation or that it is a high-quality program.

Equal Opportunity Employer Program

Auxiliary aids and services are available upon request to individuals with disabilities by calling (801) 526-9240. Individuals with speech and/or hearing impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.