



# **Quality Child Care Standards Program For Central Virginia**

2002

*One hundred years from now it will not matter  
 what kind of car I drove  
 how much money was in my bank account  
 nor what my clothes looked like.  
 But the world may be a better place  
 because I was important in the life of a child*

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*“Snowflakes are one of nature’s most fragile things,  
but just look what they can do when they stick together”*

-Vista M. Kelly

*“Coming together is a beginning  
Staying together is progress,  
And working together is success”*

-Henry Ford

The work presented in this manual represents a collaboration among individuals from varying fields who share a common commitment to improving children’s lives.

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Easley Foundation



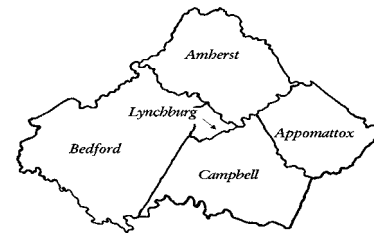
## INTRODUCTION

Success By 6<sup>®</sup> is a community-based public-private partnership of individuals and organizations that share the common vision:

*All children are ready to succeed when they enter school.*

The initiative was pioneered in 1988 by United Way of Minneapolis Area. Today, it can be found in more than 350 United Ways throughout the country. It works to ensure that all children develop the emotional, social, cognitive, and physical capacities and skills they need to achieve well-being and enter school ready to learn. The concept for Success By 6 is rooted in the knowledge that families and communities are paying far too high a price to solve problems that could have been prevented at an early age for much less expense.

The Central Virginia Success By 6 initiative serves the counties of Amherst, Appomattox, Bedford, Campbell, and the cities of Lynchburg and Bedford.



Our Success By 6 initiative focuses on supporting those individuals and agencies who have the most interest and investment in children, and who have the most influence on children.

Our strategies include:

- 1) Enhancing the quality of area child care through the establishment of standards of care and greater emphasis on improving language and social skills.
- 2) Empowering parents to meet the developmental needs of their children by creating and expanding parenting resources and improving parents' access to resources and services.

The **Quality Child Care Standards Program** addresses our first strategy.

### **Background and Support for the Program:**

Research supports the importance of early education. Specifically, research from the Carnegie Foundation indicated that by the time a child is age five, brain development has reached 80%. Findings also support the role of early environmental influences in long-term brain development. Moreover, the established view among child care researchers is that quality care in early childhood is linked with positive effects on children's intellectual, verbal, and cognitive development (e.g., Lamb, 1998; Schweinghart et al., 1993).

Child care providers make a tremendous difference in the lives of the young children in their care, and it is important to invest in these providers and their child care programs. Further, a review of local research supports the *need* for such an investment in Central Virginia. A survey of our region by the Virginia Department of Education indicated that children entering kindergarten were not consistently demonstrating strengths, as a group, in the areas of language and social skills. In fact, 28.9% of the children in Central Virginia are not ready to learn when they enter school. Providing resources and program support to those who care for our young children is essential in improving school readiness.

In 1994, the Lynchburg City-Wide Preschool Task Force examined quality child care in the city of Lynchburg and developed specific recommendations. The Task Force Report (1996) promoted the development of an exemplary community in caring for its youngest citizens by creating an exceptional environment for young children to prepare properly for school, both academically and socially. Although the Task Force focused on the city of Lynchburg, their findings and recommendations are quite applicable to the entire region of Central Virginia.

The quality standards set forth in this manual built upon the foundation established by the Task Force, and the program represents a continuation of the Task Force goals. The Success By 6 Quality Child Care Standards Program was developed by a committee of child care providers, teachers, social service providers, and United Way staff.

### **Goals of the Standards Program**

The primary goals of the Standards Program are to a) identify quality characteristics of child care programs; b) establish a set of standards that are observable and measurable; and c) support the implementation of the standards by local child care providers. It is also expected that established and publicized standards will serve to aid families in their selection of a child care provider. It should be noted that the standards set forth in this manual are designed to guide and support local child care centers, and are intended to enhance, not replace, state licensure requirements.

It is anticipated that those child care providers who participate in the Success By 6 initiative will represent the diversity of programs in our area. This diversity will add to the strength of this program, as child care providers are encouraged to use this initiative as a way to learn from and support each other. Moreover, it is expected that the program will grow and develop with input from participants and other community members.

### **Sources for the Quality Standards:**

City-Wide Preschool Task Force Report (1996). Lynchburg, VA.  
Instant Curriculum (Schiller & Rossano, 1990)  
National Association for the Education of Young Children (NAEYC)  
National Program for Playground Safety  
Virginia Cooperative Extension, Nutrition and Wellness  
Virginia's Standards for Licensed Child Care Centers (2000)

## **OVERVIEW OF QUALITY STANDARDS**

- 1) There is an appropriate, clearly articulated curriculum that outlines the provider's philosophy, goals and objectives, physical environment, teacher's and parents' roles, and behavior guidance philosophy.
- 2) The curriculum builds on a child's social, emotional, cognitive, and physical development.
- 3) Learning activities are concrete, lifelike, and meaningful.
- 4) Goals and plans are based on regular assessment of the children's individual needs, strengths, interests, and progress.
- 5) Children's daily routines supply ample time for children to direct their own activities, with adult support and assistance.
- 6) The physical environment prepared by adults allows for children's active exploration, interaction, and communication among and between children and adults.
- 7) The providers and parents communicate regularly and work together in a partnership.
- 8) The provider takes precautions to promote health and safety, and limits the spread of infectious disease while encouraging self-help skills.
- 9) The provider provides children with health snacks and meals that respect children's schedules, preferences, and growth rates. Mealtimes are used as learning experiences as well as a means to practice social skills.
- 10) The staff and teachers enjoy working with children, are patient, supporting, and affectionate in responding to the children's needs. The staff and teachers are educated in child development and education. The administration supports, accepts, and adopts developmentally appropriate practice and provides continuous training and staff/teacher development.

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### Quality Standard #1: Curriculum Overview

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*There is an appropriate, clearly articulated curriculum that outlines the provider's philosophy, goals and objectives, physical environment, teacher's and parents' roles, and behavior guidance philosophy.*

- The curriculum is included in a parent handbook that is provided to the parents on or prior to the child's first day at the program.
- The curriculum includes the following:

A Statement of Philosophy – The beliefs and theories that guide curriculum development and implementation, including an understanding of how children develop physically, socio-emotionally, and intellectually.

Goals and Objectives – The skills, attitudes, and understandings targeted for mastery.

The Physical Environment – Specific guidance on the importance of room arrangement and how to select and display materials to support the development of trust, independence, and initiative.

The Teacher's Role – A clear definition of teaching strategies that promote learning and growth.

The Parent's Role – A commitment to the joint partnership of parents and teachers in promoting each child's growth and development.

Behavior Guidance Philosophy – A clear statement of the techniques used by the provider to guide positive behavior. Behavior guidance techniques promote the child's self-esteem and development of self-control skills.

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## Quality Standard #2: Curriculum Components

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*The curriculum builds on a child's social, emotional, cognitive, and physical development.*

- The curriculum addresses children's key developmental areas:

Social – to help the preschool child feel comfortable in his environment, trust his environment, make friends, and feel that he is part of a group.

Emotional – to help the preschool child experience pride and self-confidence, develop independence, and self-control, and have a positive attitude toward life.

Cognitive – to help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.

Physical – to help children increase their large and small muscle skills and feel confident about what their bodies can do.

- The program's administration determines which curriculum to implement. Aspects from several curriculums can be used, as the program director or family day home provider desires.
  - Possible curriculums include: High Scope, Reggio, Abekka, High Reach, Mother Goose, Montessori, Creative Curriculum, Active Learning, Instant Curriculum, Big As Life, as well as other supplements to these such as, Emergent Curriculum, and Anti-bias Curriculum. (See Resource List)
  - A provider may also develop their own curriculum, or use another curriculum provided it addresses the above developmental needs.
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### **Quality Standard #3: Learning Activities**

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*Learning activities are concrete, lifelike, and meaningful.*

- Learning activities are coordinated with the curriculum.
  - A variety of activities are included daily that promote physical, cognitive, and social development of children:
    - Toys of multiple shapes, textures, and sizes are used to promote tactile development
    - Physical activities are included that promote fine and gross motor coordination, strength, agility, and dexterity. There is a balance of activities that focus on large and small muscles. For example, art activities promote fine motor development and may include: cutting, pasting, and manipulating small objects. Outdoor equipment promotes gross motor development and could include: tricycles, balls (of multiple sizes) swings, ladders and slides, open spaces to run hop and skip.
    - Children participate in daily outdoor play, weather permitting.
    - Activities represent diverse cultures and promote acceptance of differences. The definition of culture is broad and includes ethnicity, gender, religion, family structure, physical capabilities, and so on.
    - “Real-life” items are included in play areas (e.g., kitchen utensils, garden tools, etc.).
    - There are diverse activities (e.g., kitchen, reading, dramatic arts, water play, sand play, arts, felt boards, etc.).
    - Social skills training is inherent in activities to promote effective communication, cooperation, anger management, and problem solving. Children are involved in solving their conflicts and problems, and such incidents are used to promote social and communication skills. For example, staff or teachers help children to talk through their problems and think of solutions.
    - Art activities include hands-on experience as well as promote appreciation for visual arts, drama, and music.
    - Television activities are limited and related to the curriculum.
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**Quality Standard #4: Individual Needs**

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*Goals and plans are based on regular assessment of the children's individual needs, strengths, interests, and progress.*

- Individual differences are acknowledged by including diverse activities to address a variety of learning styles. Varieties of sensations are incorporated in learning, including seeing, hearing, tasting, smelling, and touching.
  - Children are observed and assessed regularly to identify potential concerns early and to track individual children's progress. Objective assessment of children takes place at least twice a year, and results are recorded in a written format.
  - There is a process for appropriate intervention within the program to help each child reach his or her full potential (for example, providing one on one reading time with a child who has difficulty in this area).
  - There is a process for referring parents to appropriate professionals when more in-depth evaluation and intervention of their child is warranted.
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### **Quality Standard #5: Daily Routines**

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*Children's daily routines supply ample time for children to direct their own activities, with adult support and assistance.*

*The routine fosters social development by creating community support and setting the stage for social interaction.*

- The adults become engaged in supporting and encouraging children's activities rather than managing and doing activities for children.
  - A flexible, yet predictable schedule is provided. Segments occur in a predictable sequence and adults make general plans for each part of day, but the activities vary. A balance is struck between a rigid structure on the one hand and randomness on the other.
  - There are alternating quiet and active activities throughout the day.
  - Children are given access to individual play and group activities appropriate for their developmental level.
  - Opportunities for teams or groups of children to work together collectively are provided regularly (e.g., a mural). Children are encouraged to communicate with each other to complete the activity, with adults supervising and providing guidance and redirection when necessary.
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### **Quality Standard #6: Physical Environment**

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*The physical environment prepared by adults allows for children's active exploration, interaction, and communication among and between children and adults.*

- Adequate age-appropriate toys and educational materials are stored at child accessible heights and each material/type of material has its own storage space.
  - The site is a clean, colorful, appealing environment that stimulates children's creativity and interaction with one another.
  - The environment provides an area for quiet as well as more active play. These areas are separate and well defined (using low shelving, area rugs, even colored tape).
  - A rug with comfortable seating or pillows in a well-lit corner away from noisier activities is provided for reading or relaxing.
  - To help enhance emergent literacy, there is a print rich environment. Examples of this would be to label shelves and other areas of the room with pictures and/or words. A child's name/symbol identifies personal spaces and projects. By doing this, the learning environment is also enhanced.
  - Art work and/posters are at the children's eye level.
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### **Quality Standard #7: Communication with Parents**

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*The providers and parents communicate regularly and work together in a partnership.*

*The goal of the provider-parent partnership is a happy, healthy, and well-adjusted child.*

- There are open and clearly delineated lines of communication. This may be achieved through regular verbal communication, newsletters, incentive charts, journals, information sheets, or folders.
  - It is suggested that there be an annual one-on-one parent conference to discuss each child's progress.
  - Parents are encouraged to take an active role in providing and receiving feedback regarding their child. Parents know the procedures for communication, and procedures for are flexible so those parents who have specific barriers to using one type of communication are still encouraged to have regular contact with the provider.
  - The providers are competent and comfortable in identifying and addressing concerns regarding a child, and have access and/or knowledge of appropriate resources.
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### **Quality Standard #8: Health and Safety**

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*The provider takes precautions to promote health and safety, and limits the spread of infectious disease while encouraging self-help skills.*

- The provider complies with all legal requirements including building codes, sanitation, water quality, and fire protection.
  - Children are under adult supervision at all times.
  - In accordance with communication already in place with parents, a health screening is conducted each morning when greeting the child to reduce spread of infectious diseases.
  - The program requires frequent hand washing of the staff and children.
  - Toys, eating/play areas are disinfected often during the day.
  - The environment is free from hazards that could cause injury or lead to choking (e.g., exposed outlets, exposed fans or heaters, unblocked stairs, clutter, etc).
  - Playgrounds have age appropriate designs. For example, there are separate areas for ages 2-5 and 5-12, platforms allow change of directions to get on/off structure, platforms have guardrails, equipment design prevents climbing out of structure, support structure prevents climbing on it.
  - Appropriate surfacing is provided to cover a six-foot use zone around equipment to prevent injury from falls. Concrete footings are covered and the surface is free of foreign objects.
  - Equipment is free of broken, missing, or protruding parts. There are no noticeable gaps, head entrapments, rust, splinters, cracks or holes.
  - There is a clearly articulated emergency or disaster plan.
  - In accordance with the state law, effective 7/1/02, children under the age of 6 are secured in a child safety or booster seat during transportation in private buses, cars, or vans. Children older than 4 may be restrained by a standards safety belt if that child's size/weight makes a child restraint impractical.
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### **Quality Standard #9: Healthy Meals and Snacks**

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*The provider provides children with healthy snacks and meals that respect children's schedules, preferences, and growth rates. Mealtimes are used as learning experiences as well as a means to practice social skills.*

- The food guide pyramid serves as a basis for most meals, in that there are protein, fruit or vegetable, and grain options. The use of fresh vegetables and whole grain foods is recommended.
  - The menu plan varies from day to day in order to provide a diversity of options.
  - Food options are discussed with the family in order to identify any specific foods that are prohibited due to religious, health, or personal values. A system for ensuring that these food choices are observed is in place.
  - Menu information is available for parents on a monthly, weekly, or daily basis.
  - Meals and snacks are provided in an unhurried atmosphere.
  - There is a designated eating area or table(s) and children are encouraged to use appropriate table manners.
  - Children are encouraged to try new foods, but are never forced to eat something they don't like.
  - Meals and snacks are incorporated into learning activities (for example, introducing a new food for nutritional or cultural awareness, or an activity for children to help in preparing a meal or snack that can aid in motor skills as well as learning to cooperate and follow directions).
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### **Quality Standard #10: Provider Qualities**

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*The staff and teachers enjoy working with children, are patient, supporting, and affectionate in responding to the children's needs. The staff and teachers are educated in child development and education. The administration supports, accepts, and adopts developmentally appropriate practice and provides continuous training and staff/teacher development.*

- Administrators, teachers, and staff treat children and other adults with respect. They demonstrate patience and warmth in their interactions with others. Adults do not argue or yell, but model appropriate anger management and problem solving skills when a conflict arises.
  - The staff and teachers are educated in child development and education. They have experience working with groups of children, preferably in a child care or educational setting, prior to assuming responsibility of a group. If a new staff person or teacher does not have such experience, he or she is placed in a classroom with an experienced teacher for at least three weeks prior to assuming responsibility for their own class.
  - An administrator provides new staff and teachers with an orientation that includes what is expected of the staff person or teacher and to assure that any concerns or questions are answered.
  - The administration supports continuing education for staff and teachers. Staff and teachers participate in monthly training sessions either by attending a conference, having a Child Care Link and Resource Center trainer visit the program for a training session, having another trainer or professional provide a workshop, or having an in-service training.
  - Training focuses on child care topics including, but not limited to: child development, developmentally appropriate practices, behavior guidance, safety, learning environment, communication, professionalism, nutrition, activities, and quality child care.
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## OTHER RECOMMENDATIONS

- *When possible*, child care providers are encouraged to *exceed* basic requirements for staff to children ratios.

### State adult to child ratios:

**Centers:** Birth – 16 months : 1 adult for every 4 children  
16 months – 2 years : 1 adult for every 5 children  
2 years – 4 years : 1 adult for every 10 children  
4 years – age of eligibility to enter school (five years by 9/30): 1 adult for every 12 children

The ratio balance for mixed-age groupings of children ages 3 – 6 years of age shall be one staff member for every 15 children.

**Homes:** A licensed home can care for up to 12 children. A certified or voluntarily registered home can care for 5 or fewer children. The maximum number of children is determined by points. Each caregiver can not go over 16 points.

#### Points per child ages:

Birth – 16 months = 4 points

16 mo. – 2 years = 3 points

2 years – 4 years = 2 points

5 years – 9 years = 1 point

- Providers are encouraged to keep their staff and teacher turnover rates low by providing adequate financial incentives and benefits, as well as creating a satisfying environment in which to work (e.g., keeping lines of communication open between staff, teachers, and administrators).

Additionally, providers are encouraged to create an incentive program for those teachers who demonstrate excellent teaching skills (based on annual reviews, feedback from parents, and child performance). Examples of incentives include “teacher of the month or year” certificates or other recognition and merit-based pay raises.

## **SUPPORT STRUCTURE**

### **Incentives Program**

Participating providers will receive financial support to purchase developmentally appropriate toys and materials for children in order to enhance their child care program. The incentives program will work as follows:

- Providers will be asked for a “wish list” of items to improve their program and meet the standards described in this manual. The list may be adjusted as needs change.
- Upon initiating the program, the providers will receive a small financial incentive to purchase an item from their “wish list”. Providers will be given a set amount, regardless of the number of children they serve.
- Providers will then be assigned a “possible incentive amount” based on the number of children ages 0-6 served.
- Providers will earn points toward this “possible incentive” by making gains toward achieving the Quality Standards.
- Programs will be evaluated quarterly, and incentives will be provided based on the program’s progress. Progress will be based on the Quality Standards Assessment (see Assessment section that follows).
- Providers who meet the Standards and receive the total amount of “possible incentive” will be provided maintenance incentives to continue meeting the standards.
- In addition to direct financial assistance in buying items to improve the program, support may be gained through volunteer activities on United Way’s Day of Caring (for example, to build a fence or assemble equipment). Additionally, assistance in applying for grant or other funding and garnering in-kind support from local businesses will be provided when applicable.
- Providers will also receive financial incentives for completing and returning a standardized assessment of the program and individual child assessments (see Assessment section).

### **Public Acknowledgement**

Participating providers will receive public recognition for striving toward, as well as achieving, the Quality Standards. Sites will be listed on the Success By 6 website, and lists will be provided to local agencies and businesses. Other public recognition may include media coverage and advertisements.

Providers who achieve the Quality Standards will receive a certificate acknowledging their success, as well as a sticker to place on their window to alert parents that they meet the Success By 6 Quality Standards.

### **Training**

Participating providers will attend a training session at the start of the program in order to gain the knowledge and skills to meet the Standards and measure results. Training will be as individualized as possible to acknowledge needs and strengths of individual programs.

### **Individualized Guidance**

Participating providers will receive ongoing guidance from local child care experts. Each participating provider will be assigned a mentor. During the first 3 months, the provider and mentor will meet monthly and have email or phone contact bimonthly. The mentor will provide input on the program, and will serve to connect the provider with other resources as needed. Following the initial 3 months, the mentor and provider will determine how often to have contact. The mentor will be involved in helping the provider evaluate their program, which will occur quarterly until the Standards are met.

### **Support Network**

Providers are encouraged to network with other providers, teachers, and service providers. Participating providers will have access to a message board through the Success By 6 website. This will provide a forum to ask questions and share ideas. Participating providers will also be assigned a “buddy” – who is another participating provider. When possible, “buddies” will share a mentor so that group meetings are possible and providers can learn from and support each other.

## ASSESSMENT

The Success By 6 program is committed to helping providers with measurable improvements in their programs. Moreover, we realize the importance of evaluating the Standards Program itself.

Toward these ends, there are 3 evaluation methods. The first – the Quality Standards Assessment – will be used to evaluate programs’ progress toward meeting the Quality Standards and incentives will be based on this assessment. The other two will be used to help us understand the effectiveness of the Quality Standards Program in enhancing the environment of the program and improving children’s readiness for school. Further, these last two assessments are useful tools for providers to better understand their programs and the children they serve.

### **Quality Standards Assessment**

The Quality Standards Assessment will be used to determine the degree to which the Quality Standards are met (on the scale “not met”, “partially met”, and “fully met”). The questions are based directly on the Quality Standards outlined in the preceding pages.

Baseline (initial) assessment will occur prior to becoming a participant. Providers complete baseline assessments. The Standards Assessment will be used as a tool throughout the provider’s participation to determine the programs’ needs and strengths and to help determine the incentives for which the provider is eligible. The provider and mentor will work together using the Standards Assessment as a guide.

When the provider feels that their program meets all the quality standards, the provider, mentor, and another Success By 6 representative will review the program using the Standards Assessment. Providers will also be required to submit supporting documents (e.g., program curriculum) for review by the Success By 6 committee.

Providers in the maintenance phase of the program will be assessed at six-month intervals by a team of 2 Success By 6 committee members and the provider.

### **Early Childhood Environment Rating Scale (ECERS)**

The ECERS will be used as a standardized assessment tool to evaluate the effectiveness of the Quality Standards Program. Participating providers will be given training on the use of the ECERS, and will receive incentives for the timely return of completed measures. Baseline assessment with the ECERS will occur within 1 month of the initial training session in the fall semester (based on the school system calendar). The ECERS will also be completed at the end of the school year.

### **Individual Child Assessments**

Programs will also be expected to assess the individual needs and strengths of the children they serve (see Quality Standard #4). Assessment tools may vary, but should

measure children's cognitive and social-behavioral development. For those providers who already utilize individual assessment, assessments will be collected from providers at approximately the same time as the ECERS. Providers will remove identifying data (names) so as to maintain confidentiality. For those providers who initially do not use individual assessments, they will work with their mentors to identify an appropriate measure and assessment data will be collected only at the end of the school year. Providers will receive incentives for timely submission of child assessment data.

## RESOURCES

### **Local Agencies**

Child Care Link and Resource Center (434) 528-KIDS ext. 278  
*Assists providers with resources and training.*

Department of Social Services:

Amherst (434) 946-9330

Appomattox (434) 352-7125

Bedford [www.bedfor.va.us/Res/Social/](http://www.bedfor.va.us/Res/Social/) (540) 586-7750

Campbell (434) 332-9585

Lynchburg [www.lynchburgva.gov/socialservices/index.htm](http://www.lynchburgva.gov/socialservices/index.htm) (434) 847-1531 x307

Piedmont Association for Early Childhood Education (PAECE) (434) 385-4014  
*Local chapter of NAEYC. Provides workshops and events to educate area providers about quality care and education.*

Schools

Amherst [www.amherst.k.12.va.us](http://www.amherst.k.12.va.us) (434) 946-9340

Appomattox [www.appomattox.k12.va.us](http://www.appomattox.k12.va.us) (434) 352-8251

Bedford [www.bedford.k12.va.us](http://www.bedford.k12.va.us) (540) 586-1045

Campbell [www.campbell.k12.va.us](http://www.campbell.k12.va.us) (434) 332-3458

Lynchburg [www.lynchburg.org](http://www.lynchburg.org) (434) 522-3700

### **Helpful Websites**

Daycare Provider's Home Page [www.icomm.ca/daycare/](http://www.icomm.ca/daycare/)  
*Provides a ton of creative ideas and activities as well as links to other useful sites.*

National Resource Center for Health and Safety in Child Care: <http://nrc.uchsc.edu>  
*Focus on promoting health and safety in child care settings. Provides information on Virginia's child care licensure regulations, including child day care centers, family day homes, and religiously exempted child day centers. Also provides a very comprehensive list of child care links.*

Virginia State Licensing Program [www.dss.stat.va.us/division/license/](http://www.dss.stat.va.us/division/license/)  
*Department of Social Services Information on licensure requirements in VA. Also provides information on training workshops available.*

National Association for the Education of Young Children (NAEYC) [www.naeyc.org](http://www.naeyc.org)  
*National organization of early childhood educators. Provides information on NAEYC accreditation, including a readiness survey.*

## **Examples of Child Care Curricula**

The following is a list of resources that may help you get started with planning a curriculum for your program. There are many more resources available. The list below contains several books that available in the Child Care Link and Resource Center Resource Library (phone: (434) 528-KIDS ext 278).

- Creating Child-Centered Classrooms by Pamela A. Coughlin, et al. Published by Children's Resources International, Inc.

This curriculum “provides teachers with a guide for the establishment of a classroom environment designed around activity centers, involvement of families in classrooms and the larger school community, and individualization of teaching geared to the needs and interests of each child.”

- Big as Life by Stacey York. Published by Red Leaf Press.

Multicultural/anti-biased ideas are integrated into this curriculum. The purposes of this curriculum are as follows. “1. To offer a curriculum planning process that incorporates the children and their families’ lives. 2. To offer a curriculum that integrates multicultural and anti-bias education. 3. To offer a curriculum that fosters the development of the whole child, with equal emphasis on self-identity, cognitive, language, physical, creative, emotional, and social development. 4. To offer a curriculum that reflects and honors the lives of children and their families.”

- Creative Resources for the Early Childhood Classroom by Judy Herr and Yvonne R. Libby Larson. Published by Delmar.

Helps teachers use a thematic or unit approach to guide their classroom activities. Each theme contains a flowchart, theme goals, concepts, vocabulary words, music, fingerplays, science, dramatic play, art, math, cooking, and other resources. The themes should be tailored to the age appropriateness of the specific children in each teacher’s class.

- The Creative Curriculum for Early Childhood by Diane Trister Dodge. Published by Teaching Strategies, Inc.

“The Creative Curriculum offers teachers the guidance, support, and freedom to be creative and spontaneous with children.” This book helps teachers understand the use of materials to enhance learning and teaching. There is a focus on developmental progress of the children. Interest areas include blocks, house corner, table toys, art, sand and water, library corner, and outdoors.

- Educating Young Children by Mary Hohmann and David P. Weikart. Published by High/Scope Press.

“In the High/Scope approach to early childhood education, adults and children share control. The focus (is) on active learning practices. The adult’s role is to support and guide young children through their active learning adventures and experiences.” – David P. Weikart

- Active Learning for Infants by Debby Cryer, et al. Published by Addison-Wesley Publishing Co. (*Also available for other age groups.*)

In each book there is a planning guide and four activity sections. The infant book includes sections on planning for infants, activities for listening and talking, activities for physical development, creative activities, and activities for learning from the world around them.

- Infant and Toddler Experiences by Fran Hast and Ann Hollyfield. Published by Redleaf Press.

This book offers caregivers, and interested parents ways to respond to infants and toddlers that support development. The focus is on the way the children relate to materials, caregivers, and each other. There are various strategies and experience to use in this book.

## **Recommended Books to Share with Children**

### Infants and Toddlers:

- *1,2,3 by Tana Hoban*
- *Clap Hands (series) by Helen Oxenbury*
- *Curious George's ABC by H.A. Rey*
- *Good Night Moon by Margaret Wise Brown*
- *Mama, Do you love me? By Barbara Josse*
- *My Very First Mother Goose by Rosemary Wells*
- *Peekaboo! Was it You? by Kay Chorao*
- *Play Rhymes by Marc Brown*
- *Read-Aloud Rhymes for the Very Young by Jack Prelutsky*
- *Runaway Bunny by Margaret Wise Brown*
- *Ten, Nine, Eight by Molly Bang*
- *The Three Bears by Byron Barton*
- *Train Leaves the Station by Eve Merriam*
- *Where's Spot? by Eric Hill*
- *Wow! Babies! by Penny Gentieu*

### Preschoolers:

- *Anansi (series) by Eric Kimmel*
- *Arthur (series) by Marc Brown*
- *Barn Dance by Bill Martin, Jr. & John Archambault*
- *Chicka Chicka Boom Boom by Bill Martin, Jr. & John Archambault*
- *Family Pictures by Carmen Lomas Garza*
- *Is Your Mama a Llama? by Deborah Guarino*
- *Julius, the Baby of the World by Kevin Henkes*
- *Maisey (series) by Lucy Cousins*
- *Minerva Louise by Janet Morgan Stoeke*
- *The Napping House by Audrey Wood*
- *Ready, Set, Read: The Beginning Reader's Treasury by Joanna Cole*
- *Swimmy by Leo Lionni*
- *Sylvester and the Magic Pebble by William Steig*
- *Tree of Cranes by Allen Say*
- *Why Mosquitoes Buzz in People's ears by Verna Aardema*

### All Ages:

- *Just So Stories by Rudyard Kipling*
- *Listen to This by Laura Cecil*
- *The People Could Fly: American Black Folktales by Virginia Hamilton*
- *The Polar Express by Chris Van Allsburg*
- *Singing Bee! A Collection of Favorite Children's Songs (Various Artists)*
- *To Ride a Butterfly by Nancy Larrick*
- *The 20<sup>th</sup> Century Children's Book Treasury by Janet Schulman*