

**Child Care Center Monitoring Checklist**

**(Example)**

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| ***Note:*** *DCYF uses different “checklists” to inspect child care center premises. This is an example of a monitoring checklist, which is used after a provider becomes fully licensed. A monitoring checklist is tailored to the specifics of each individual child care center program by only including the regulations applicable to that program. This example monitoring checklist does not include any changes that occur after July 2022.* | | | | | |
| INSPECTION TYPE: | | INSPECTION DATE: | | | |
| **I. PROVIDER INFORMATION** | | | | | |
| PROVIDER NAME: | | PROVIDER ID: | | | |
| DOING BUSINESS AS: | | CAPACITY: | | | |
| PRIMARY CONTACT PERSON: | | AGE RANGE: | | | |
| FACILITY TYPE: | | LICENSING TYPE: | LICENSE STATUS: | REFERRAL STATUS: | |
| **II. WORKER ASSIGNMENT** | | | | | |
| LICENSOR: | | EMAIL ADDRESS: | TELEPHONE NUMBER: | | |
| LICENSING SUPERVISOR: | | EMAIL ADDRESS: | TELEPHONE NUMBER: | | |
| **III. DAYS AND HOURS OF OPERATION** | | | | | |
| DAYS OF OPERATION: | | HOURS OF OPERATION: | | | |
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| **DEFINITIONS**  **Variance (V):** an official approval by the department to allow an early learning program to achieve the outcome of a rule or rules in this chapter in an alternative way than described due to the needs of a unique or specific program approach or methodology.  **Waiver (W):** an official approval by the department allowing an early learning provider not to meet or satisfy a rule in this chapter due to specific needs of the program or an enrolled child.  **Key Indicators (KI):** Regulations that predict further compliance in each section and if non-compliant will instruct the licensor to inspect all regulations in that section.  **Risk Level Classification:**  IMMEDIATE CONCERN (**I**): Rules of immediate concern are requirements developed by the department to protect the health and safety of children against substantial risk of injury, illness, or death. The provider must correct any violation of rules of immediate concern as soon as possible, but in no case later than the next business day.  SERIOUS CONCERN (**S**): Rules of serious concern are requirements developed by the department to protect the health and safety of children against substantial risk of injury or illness. The provider must correct any violation of rules of serious concern as soon as possible, but in no case later than five business days from the date of non-compliance.  SHORT TERM CONCERN (**S**): Rules of short term concern are requirements developed by the department to protect the health and safety of children against the risk of injury or illness that is likely to occur if a provider fails to comply over a short period of time. The provider must correct any violation of rules of short term concern as soon as possible. The provider must demonstrate compliance to the department within 10 business days from the date of non-compliance.  LONG TERM CONCERN (**L**): Rules of long term concern are requirements developed by the department to protect the health and safety of children against the potential risk of injury or illness that is likely to occur if a provider fails to comply over an extended period of time. The provider must agree to correct any violation of rules of long term concern as soon as possible. The provider must demonstrate compliance to the department within 20 business days from the date of non-compliance. | | | | | |
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| **Interactions and Curriculum** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0300(1)(a) | An early learning provider must develop an individual care plan for each child with special needs and must notify the department when a child with special needs is enrolled or identified in the early learning program. Plans and documentation required under this section must: (a) Meet the requirements of this section; | | | |  |
| 110-300-0325(1) | When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development such as: (a) Using a calm and respectful tone of voice; (b) Using positive language to explain what children can do and give descriptive feedback; (c) Having relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group; (d) Greeting children upon arrival and departure at the early learning program; (e) Using facial expressions such as smiling, laughing, and enthusiasm to match a child’s mood; (f) Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact, including but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating; (g) Validating children’s feelings and show tolerance for mistakes; (h) Being responsive and listening to children’s requests and questions, encouraging children to share experiences, ideas, and feelings; (i) Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories; (j) Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others’ feelings, and controlling impulses to act out feelings; (k) Representing the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and (l) Interacting with staff and other adults in a positive, respectful manner. | | | |  |
| 110-300-0325(2) | An early learning provider must encourage positive interactions between and among children with techniques such as: (a) Giving children several chances a day to interact with each other while playing or completing routine tasks; (b) Modeling social skills; (c) Encouraging socially isolated children to find friends; (d) Helping children understand feelings of others; and (e) Including children with special needs to play with others. | | | |  |
| 110-300-0330(1) | An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt an early learning program’s environment, routines, and activities to a child’s strength’s, developmental level, abilities, culture, community, and relate to the child’s behavior. | | | |  |
| 110-300-0330(2) | Coaching behavior; (b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution; (c) Offering choices; (d) Distracting; (e) Redirecting or helping a child change their focus to something appropriate to achieve their goal; (f) Planning ahead to prevent problems and letting children know what events will happen next; (g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits; (h) Involving children in solving problems; and (i) Explaining to children the natural and logical consequence related to the child’s behavior in a reasonable and developmentally appropriate manner. | | | |  |
| 110-300-0331(4) | If a child is separated from other children, an early learning provider must: (a) Consider the child’s developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and (b) Communicate to the child the reason for being separated from the other children. | | | |  |
| 110-300-0335(2) | Physical restraint must only be used if a child’s safety or the safety of others is threatened and must be: (a) Limited to holding a child as gently as possible to accomplish restraint; (b) Limited to the minimum amount of time necessary to control the situation; and (c) Developmentally appropriate. | | | |  |
| 110-300-0345(2) | An early learning provider must meet capacity, group size, mixed age-grouping, and staff-to-child ratios while children are in care. This includes but is not limited to: (a) Indoor and outdoor play activities; (b) Off-site activities; (c) During transportation; (d) Meal times; (e) Rest periods; (f) Evening or overnight care; (g) When children are on different floor levels of the early learning program. | | | |  |
| 110-300-0345(3) | An early learning provider must supervise children in care by: (a) Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly; (b) Visibly checking children on many occasions with little time in between; (c) Positioning him or herself to supervise all areas accessible to children; (d) Attending to children and being aware of what children are doing at all times; (e) Being available and able to promptly assist or redirect a child as necessary; and (f) Considering the following when deciding whether increased supervision is needed: (i) Ages of children; (ii) Individual differences and abilities of children; (iii) Layout of the indoor and outdoor licensed space and play area; (iv) The risk associated with the activities children are engaged in; and (v) Any nearby hazards including those in the licensed or unlicensed space. | | | |  |
| 110-300-0345(4) | An early learning program staff member may undertake other activities for a temporary time period when not required to be providing active supervision required under subsection (5)(c) of this section. Such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed. | | | |  |
| 110-300-0345(5)(b) | An early learning provider must: (b) Be able to hear when doors in the immediate area are opened to prevent children from leaving unsupervised; | | | |  |
| 110-300-0345(5)(c) | An early learning provider must: (c) Actively supervise children when the children: (i) Interact with pets or animals; (ii) Engage in water or sand play; (iii) Play in an area in close proximity to a body of water; (iv) Use a safe route to access an outdoor play area not immediately adjacent to the early learning program; (v) Engage in planned activities in the kitchen; (vi) Ride on public transportation; (vii) Engage in outdoor play; and (viii) During field trips. | | | |  |
| 110-300-0345(5)(d) | An early learning provider must: (d) Ensure no infant or child is left unattended during: (i) Diapering; (ii) Bottle feeding; or (iii) Tummy time; | | | |  |
| 110-300-0345(5)(e) | An early learning provider must: (e) Provide developmentally appropriate supervision to children while bathing. | | | |  |
| 110-300-0350(2) | During water activities, an early learning provider must: (a) Ensure a one-to-one (1-1) staff-to-child ratio for infants; (b) Hold or have continuous touch of infants, nonambulatory toddlers, and children with special needs as required; and (c) Keep toddlers within arm's length | | | |  |
| 110-300-0350(4) | For water activities on or off the early learning program premises, where the water is more than twenty-four inches deep, an early learning provider must ensure: (a) A certified lifeguard is present and on duty; and (b) At least one additional staff member than would otherwise be required is present to help actively supervise if the children are preschool age or older. | | | |  |
| 110-300-0350(5) | An early learning provider must have life-saving equipment readily accessible during water activities if a pool is six feet or more in any direction and two feet or more in depth. Life-saving equipment may include a ring buoy and rope, a rescue tube, or a throwing line and a shepherds hook that will not conduct electricity. | | | |  |
| 110-300-0356(3) | A center licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff. (a) A center licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in capacity and staff-to-child ratio. (b) A child with special needs who requires individualized supervision pursuant WAC 110-300-0300 does not count in the staff-to-child ratio. (c) A child who turns thirteen years old permitted by chapter 110-290 WAC must be counted in both capacity and staff-to-child ratio. | | | |  |
| 110-300-0356(5) | In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be: (a) Infants (birth through eleven months of age) with a: (i) Maximum group size of eight with a ratio of one staff to four children (1:4); (ii) Maximum group size of nine with a ratio of 1:3; (b) Toddlers (twelve through twenty-nine months of age) with a: (i) Maximum group size of fourteen with a ratio of 1:7; (ii) Maximum group size of fifteen with a ratio of 1:5; (c) Preschoolers (thirty months through six years of age who are not attending kindergarten or elementary school) with a maximum group size of twenty with a ratio of 1:10; and (d) School-age children (5 years through twelve years of age who are enrolled in or attending kindergarten or elementary school) with a maximum group size of thirty with a ratio of 1:15. | | | |  |
| 110-300-0356(10) | When only one center staff is required to care for the only group of children on site for up to an hour at the beginning or end of the day, the center licensee must ensure: (a) That staff member provides an appropriate level of supervision at all times to the children in care; (b) That staff member is free of all other duties while providing care to children; and (c) A second individual with a cleared background check is on site and readily available to respond if needed, or the department approves an alternate plan. | | | |  |
| 110-300-0357(2) | A center early learning program must do the following to mix groups of children birth to thirty-six months old with a maximum group size of eight children: (a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:4. | | | |  |
| 110-300-0357(3) | A center early learning program must do the following to mix groups of children birth to thirty-six months old with a maximum group size of nine children: (a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:3. | | | |  |
| 110-300-0357(4) | A center early learning program must do the following to mix groups of children twelve to thirty-six months old: (a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:7 with a maximum group size of fourteen children. | | | |  |
| 110-300-0357(5) | A center early learning program must do the following to mix groups of children twelve to thirty-six months old: (a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:5 with a maximum group size of fifteen children. | | | |  |
| 110-300-0357(6) | A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty children: (a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10. | | | |  |
| 110-300-0357(7) | A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty-six children: (a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10. | | | |  |
| 110-300-0357(8) | A center early learning program must do the following to mix groups of children four-and-one-half to nine years old with a maximum group size of twenty children: (a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10. | | | |  |
| 110-300-0357(9) | A center early learning program must do the following to mix groups of children four-and-one-half to nine years old with a maximum group size of twenty-six children: (a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and (b) Keep a staff-to-child ratio of 1:10. | | | |  |
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| **Program Administration and Oversight** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0410(4) | (4) An early learning provider must prevent enrolled children from being exposed to the following known hazards within and around the licensed premises: (a) Lead based paint; (b) Plumbing and fixtures containing lead or lead solders; (c) Asbestos; (d) Arsenic, lead, or copper in the soil or drinking water; (e) Toxic mold; and (f) Other identified toxins or hazards. | | | |  |
| 110-300-0455(2) | An early learning provider must keep daily child attendance records, either in paper or electronic format, for each child (including the children of staff in the program). These records must be easily accessible and kept on-site or in the program’s administrative office for department review. These records must clearly document: (a) The name of the child; (b) The date of care; (c) Child arrival and departure times from the early learning program; (d) Signature or electronic signature of parent, guardian or other authorized person at the time of arrival and departure; and (e) A staff signature when a child leaves the early learning program to attend school or participate in off-site activities not offered by the early learning program. | | | |  |
| 110-300-0455(3) | An early learning provider must keep daily staff attendance records for each center classroom or family home program. These attendance records must be on paper or in an electronic format and clearly document: (a) The name of each staff member (including staff assigned to care for children with special needs and one-on-one care) and volunteers; (b) The number of children in each classroom or family home program; (c) The staff-to-child ratio; (d) The date; and (e) Start and end times of the assigned staff or volunteers. | | | |  |
| 110-300-0455(4) | If the attendance records are kept electronically, the electronic system must: (a) Record either an electronic signature, swipe card, personal identification number (PIN), biometric reader, or similar action by the parent or authorized person when signing the child in or out of care (or staff notation of who picked up or dropped off along with time in and out if authorized person does not have electronic signature, swipe card, PIN, biometric reader or similar action); (b) Ensure the authenticity, confidentiality, integrity, security, accessibility, and protection against disproof of the electronic records; (c) Be able to produce an authentic, verifiable and uniquely identified written record for each transaction; (d) Be able to authenticate (prove the identity of) the sender of the record and ensure that the electronic record has not been altered; (e) Be able to capture an electronic record for each transaction conducted; (f) Be able to retain the electronic record in an accessible form for their legal minimum retention period; (g) Be able to search and retrieve electronic records in the normal course of business; and (h) Be able to perform in an accurate, reliable, and consistent manner in the normal course of business. | | | |  |
| 110-300-0455(5) | Electronic attendance records must contain information necessary to reproduce the entire electronic record and associated signatures in a form that permits a person viewing or printing the entire electronic record to verify: (a) The contents of the electronic record; (b) The person signing the electronic record; and (c) The date signatures were executed. | | | |  |
| 110-300-0460(3) | Each child's health record and the information described in subsection (2)(a) through (e) of this section must be available to staff for medical administration or emergencies. | | | |  |
| 110-300-0470(1) | An early learning provider must have and follow a written emergency preparedness plan. The plan must be reviewed and approved by the department prior to when changes are made. Emergency preparedness plans must:  (a) Be designed to respond to fire, natural disasters, and other emergencies that might affect the early learning program;  (b) Be specific to the early learning program and able to be implemented during hours of operation;  (c) Address what the provider would do if the provider has an emergency and children may be left unsupervised;  (d) Address what the early learning program must do if parents are not able to get to their children for up to three days;  (e) Must follow requirements in chapter 212-12 WAC , Fire marshal standards, as now or hereafter amended and the state fire marshal's office requirements if a center early learning program;  (f) Be reviewed at program orientation, annually with all early learning program staff with documented signatures, and when the plan is updated;  (g) Be reviewed with parents or guardians when a child is enrolled and when the plan is updated. | | | |  |
| 110-300-0470(2) | The written emergency preparedness plan must cover at a minimum:  (a) Disaster plans, including fires that may require evacuation:  (i) An evacuation floor plan that identifies room numbers or names of rooms, emergency exit pathways, emergency exit doors, and emergency exit windows for family-home based programs as described in WAC 51-51-0326;  (ii) Methods to be used for sounding an alarm and calling 911;  (iii) Actions to be taken by a person discovering an emergency;  (iv) How the early learning provider will evacuate children, especially those who cannot walk independently. This may include infant evacuation cribs (for center early learning programs), children with disabilities, functional needs requirements, or other special needs;  (v) Where the alternate evacuation location is;  (vi) What to take when evacuating children, including:  (A) First-aid kit(s);  (B) Copies of emergency contact information;  (C) Child medication records; and  (D) Individual children's medication, if applicable;  (vii) How the provider will maintain the required staff-to-child ratio and account for all children;  (viii) How parents or guardians will be able to contact the early learning program; and  (ix) How children will be reunited with their parents or guardians after the event;   (b) Earthquake procedures including:  (i) What a provider will do during an earthquake;  (ii) How a provider will account for all children; and  (iii) How a provider will coordinate with local or state officials to determine if the licensed space is safe for children after an earthquake.  (c) Public safety related lockdown scenarios where an individual at or near an early learning program is harming or attempting to harm others with or without a weapon. This plan must include lockdown of the early learning program or shelter-in-place steps including:  (i) How doors and windows will be secured to prevent access, if needed; and  (ii) Where children will safely stay inside the early learning program;  (d) How parents or guardians will be contacted after the emergency ends. | | | |  |
| 110-300-0470(4)(a) | An early learning provider must practice and record emergency drills with staff and children as follows: (a) Fire and evacuation drill once each calendar month; | | | |  |
| 110-300-0480(2) | During travel to an off-site activity, an early learning provider must: (a) Have the health history, appropriate medication (if applicable), emergency information, and emergency medical authorization forms accessible for each child being transported; (b) Have a phone to call for emergency help; (c) Have a complete first-aid kit; (d) Maintain the staff-to-child ratio, mixed groupings, and active supervision requirements; (e) Have a current first aid and CPR certification pursuant to WAC 110-300-0106 (11); (f) Take attendance using a roll call or other method that assures all children are accounted for each time children begin and end travel to an off-site activity, and every time children enter and exit a vehicle; and (g) Never leave children unattended in the vehicle. | | | |  |
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| **Professional Development, Training and Requirements** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0100(2) | Center early learning program licensees must meet the requirements of a center director, listed in subsection 3 of this section, or hire a center director who meets the qualifications prior to being granted an initial license. Center licensees who fulfill the role of center director in their early learning program must complete all trainings and requirements for center directors. | | | |  |
| 110-300-0100(5) | Any individual hired or promoted into a position detailed in subsections (2), (3), and (4) of this section who does not have an ECE state certificate or equivalent as required under subsections (3)(a)(ii), (b)(ii), and (4)(a)(ii) of this section must instead meet the following requirement as approved and verified in the electronic workforce registry by the department: If a center is licensed for  (a)12 or fewer children then the director, assistant director, or program supervisor must have completed at least this 10 college quarter credits in early childhood education core competencies;  (b) 13 to 24 children, then the director, assistant director, or program supervisor must have completed at least this 25 college quarter credits in early childhood education core competencies;  (c) 25 or more children then the director, assistant director, or program supervisor must have completed at least this 45 college quarter credits in early childhood education core competencies. | | | |  |
| 110-300-0105(2) | Early learning providers and household members in a family home early learning program must complete and pass a department background check, pursuant to chapter 110-06 WAC. | | | |  |
| 110-300-0106(4) | Early learning providers must complete the recognizing and reporting suspected child abuse, neglect, and exploitation training as approved or offered by the department according to subsection (1) of this section. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030. | | | |  |
| 110-300-0106(8) | License applicants and early learning providers licensed to care for infants must complete the safe sleep training as approved or offered by the department. This training must be completed annually and: (a) Prior to being licensed; (b) Prior to caring for infants; or (c) According to subsection (1) of this section. | | | |  |
| 110-300-0106(11) | Family home licensees, center directors, assistant directors, program supervisors, lead teachers, assistant teachers, and any other early learning providers counted in staff-to-child ratio, or who could potentially be counted in ratio, must be trained in first-aid and cardiopulmonary resuscitation (CPR). (a) Proof of training can be shown with a certification card, certificate, or instructor letter. (b) The first-aid and CPR training and certification must: (i) Be delivered in person and include a hands-on component for first aid and CPR demonstrated in front of an instructor certified by the American Red Cross, American Heart Association, American Safety and Health Institute, or other nationally recognized certification program; (ii) Include child and adult first-aid and CPR; and (iii) Infant first-aid and CPR, if applicable. | | | |  |
| 110-300-0106(12) | Early learning providers who prepare or serve food to children at an early learning program must obtain a current food worker card prior to preparing or serving food. Food worker cards must: (a) Be obtained through the local health jurisdiction, in person or online; and (b) Be renewed prior to expiring. | | | |  |
| 110-300-0120(2) | An early learning provider must be excluded from the early learning premises when that provider’s illness or condition poses a risk of spreading a harmful disease or compromising the health and safety of others. The illnesses and conditions that require a staff member to be excluded are pursuant to WAC 110-300-0205. | | | |  |
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| **Environment Infant and Toddler** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0221(1)(b) | An early learning provider must not leave a child unattended on the diaper changing surface or mat during the diaper changing process; | | | |  |
| 110-300-0221(1)(c) | An early learning provider must not use safety belts on diaper changing tables because they are neither cleanable nor safe; and | | | |  |
| 110-300-0275(3) | An early learning provider must not use or allow the use of wheeled baby walkers. | | | |  |
| 110-300-0280(1) | An early learning provider may allow parents to bring from home filled bottles clearly labeled with the date and infant’s first and last name for daily use. Bottles must be immediately refrigerated. | | | |  |
| 110-300-0280(2)(a) | A bottle preparation area must: (a) Include a sink; and | | | |  |
| 110-300-0280(2)(b) | A bottle preparation area must: (b) Be located at least eight feet from any diaper changing tables or counters and sinks used for diaper changing; or | | | |  |
| 110-300-0280(2)(c) | A bottle preparation area must: (c) Be physically separated from the diaper changing area by means of a barrier to prevent cross contamination. If a barrier is used, it must be: (i) Smooth and easily cleanable; (ii) Sealed, if made of wood; (iii) Moisture resistant; (iv) Extend at least twenty-four inches in height from the counter or changing surface; and (v) Solid without cracks, breaks or separation. | | | |  |
| 110-300-0280(3)(a) | To prepare bottles, an early learning provider must: (a) Clean bottles and nipples before use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for one minute, or pursuant to WAC 110-300-0198; | | | |  |
| 110-300-0280(3)(b) | To prepare bottles, an early learning provider must: (b) Clean and sanitize the sink used for preparing bottles; | | | |  |
| 110-300-0280(3)(c) | To prepare bottles, an early learning provider must: (c) Obtain water from a sink used for bottle or food preparation only, or from another approved source, such as bottled water. Water from a handwashing or diaper changing sink may not be used for bottle preparation; | | | |  |
| 110-300-0280(3)(d) | To prepare bottles, an early learning provider must: (d) Use bottles and nipples in good repair (with no cracks); | | | |  |
| 110-300-0280(3)(e) | To prepare bottles, an early learning provider must: (e) Use glass or stainless steel bottles, or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates; | | | |  |
| 110-300-0280(3)(f) | To prepare bottles, an early learning provider must: (f) Prepare infant formula according to manufacturer’s directions and never serve infant formula past the expiration date on the container; | | | |  |
| 110-300-0280(3)(g) | To prepare bottles, an early learning provider must: (g) Not heat a bottle in a microwave; | | | |  |
| 110-300-0280(3)(h) | To prepare bottles, an early learning provider must: (h) Warm bottles under running warm water, in a container of water, or in a bottle warmer; | | | |  |
| 110-300-0280(3)(i) | To prepare bottles, an early learning provider must: (i) Keep bottle nipples covered if bottles are prepared ahead; | | | |  |
| 110-300-0280(3)(j) | To prepare bottles, an early learning provider must: (j) Store prepared and unserved bottles in the refrigerator; | | | |  |
| 110-300-0280(3)(k) | To prepare bottles, an early learning provider must: (k) Not allow infants or toddlers to share bottles or cups when in use; | | | |  |
| 110-300-0280(3)(l) | To prepare bottles, an early learning provider must: (l) Throw away contents of any formula bottle not fully consumed within one hour (partially consumed bottles must not be put back into the refrigerator). | | | |  |
| 110-300-0281(1)(a) | When a parent or guardian provides breast milk, an early learning provider must: (a) Immediately refrigerate or freeze the breast milk; | | | |  |
| 110-300-0281(1)(b) | When a parent or guardian provides breast milk, an early learning provider must: (b) Label the breast milk container with the child’s first and last name and the date received; | | | |  |
| 110-300-0281(1)(c) | When a parent or guardian provides breast milk, an early learning provider must: (c) Store frozen breast milk at zero degrees Fahrenheit or less, and in a closed container to prevent contamination; and | | | |  |
| 110-300-0281(2) | Frozen breast milk must be kept in the refrigerator at a temperature of 39 degrees Fahrenheit for up to twenty-four hours after thawed. | | | |  |
| 110-300-0281(3) | Thawed breast milk that has not been served within twenty-four hours must be labeled “do not use” and returned to the parent or guardian. | | | |  |
| 110-300-0281(5) | An early learning provider must thaw frozen breast milk in the refrigerator, under warm running water, in a container with warm water, or in a bottle warmer. | | | |  |
| 110-300-0281(6) | An early learning provider must not thaw or heat breast milk in a microwave oven or on the stove. | | | |  |
| 110-300-0281(7) | An early learning provider must obtain parental consent prior to feeding infant formula to an otherwise breastfed infant. | | | |  |
| 110-300-0290(3)(a)(b) | Sleep equipment not covered in WAC 110-300-0265 must: (a) Be approved by CPSC or ASTM International safety standards for use by infants and toddlers; (b) Cribs must have a certificate of compliance, sticker, or documentation from the manufacturer or importer stating the crib meets 16 C.F.R. 1219 and 1220; | | | |  |
| 110-300-0290(3)(c) | Sleep equipment not covered in WAC 110-300-0265 must: (c) Have a clean, firm, and snug-fitting mattress designed specifically for the particular equipment; | | | |  |
| 110-300-0290(3)(d) | Sleep equipment not covered in WAC 110-300-0265 must: (d) Have a tight-fitted sheet that is designed for the sleep equipment; | | | |  |
| 110-300-0290(4) | An early learning provider must immediately remove sleeping children from car seats, swings, or similar equipment not designed for sleep unless doing so would put another enrolled child at risk. | | | |  |
| 110-300-0291(1)(a) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (a) Actively supervising infants by visibly checking every fifteen minutes and being within sight and hearing range, including when an infant goes to sleep, is sleeping, or is waking up; | | | |  |
| 110-300-0291(1)(b) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (b) Placing an infant to sleep on his or her back or following the current standard of American Academy of Pediatrics. If an infant turns over while sleeping, the provider must return the infant to his or her back until the infant is able to independently roll from back to front and front to back; | | | |  |
| 110-300-0291(1)(c) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (c) Not using a sleep positioning device unless directed to do so by an infant's health care provider. The directive must be in writing and kept in the infant's file; | | | |  |
| 110-300-0291(1)(d) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (d) Sufficiently lighting the room in which the infant is sleeping to observe skin color; | | | |  |
| 110-300-0291(1)(e) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (e) Monitoring breathing patterns of an infant; | | | |  |
| 110-300-0291(1)(g) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (g) Not allowing blankets, stuffed toys, pillows, crib bumpers, and similar items inside a crib, bassinet, or other equipment if occupied by a resting or sleeping infant; | | | |  |
| 110-300-0291(1)(h) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (h) Not allowing a blanket or any other item to cover or drape over an occupied crib, bassinet, or other equipment where infants commonly sleep; | | | |  |
| 110-300-0291(1)(i) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (i) Not allowing bedding or clothing to cover any portion of an infant's head or face while sleeping, and readjusting these items when necessary; and | | | |  |
| 110-300-0291(1)(j) | An early learning provider must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including: (j) Preventing infants from getting too warm while sleeping, which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch; a sudden rise in temperature; vomiting; refusing to drink, a depressed fontanelle; or irritability. | | | |  |
| 110-300-0296(2)(c) | Developmentally appropriate curriculum may include, but is not limited to: (c) Developing infant and toddler social and emotional abilities by: (i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction; (ii) Immediately investigating cries or other signs of distress; (iii) Providing comfort to an upset or hurt child; (iv) Positively responding to a child’s verbal and non-verbal cues; (v)Intervening during negative peer interactions such as when a child grabs other children’s toys, pulls hair, or bites; (vi) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and (vii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves. | | | |  |
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| **Environment Indoor** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0135(2)(a) | Furniture and equipment must be: (a) Maintained in a safe working condition; | | | |  |
| 110-300-0235(2) | An early learning provider must use a Washington state certified water laboratory accredited by the department of ecology to test the program water supply for lead and copper.  (a) All fixtures used to obtain water for preparing food or infant formula, drinking, or cooking must be tested prior to licensing approval and at least once every six years;  (b) Testing must be done pursuant to current environmental protection agency standards; and  (c) A copy of the water testing results must be kept on the licensed premises or in the program's administrative office. | | | |  |
| 110-300-0235(4) | If an early learning program space receives water from a private well, the well must comply with chapter 173-160 WAC, Minimum standards for construction and maintenance of wells. (a) Well water must be tested at least once every twelve months for E. Coli bacteria and nitrates by a Washington state certified laboratory accredited by the department of ecology to analyze drinking water. To achieve desirable results the test must indicate: (i) No presence of E. coli bacteria; and (ii) The presence of less than ten parts per million (ppm) for nitrates. If test results for nitrates are greater than five but less than ten ppm, the water must be retested within six months. (b) If well water tests positive for E. Coli bacteria, or greater than ten ppm for nitrates, the provider provider must: (i) Stop using the well water in the child care premises within twenty-four hours;  (ii) Inform the local health jurisdiction, the department of health, and the department of the positive test results; and (iii) If directed to do so by the department, discontinue child care operations until repairs are made to the water system and water tests indicate desirable results pursuant to (a) of this subsection. (c) If the department determines that child care operations may continue while an unsafe water system is being repaired or while the provider installs treatment, the provider must: (i) Provide an alternate source of water, approved by the department; and (ii) Retest until water tests indicate desireable results pursuant to (a) of this subsection. | | | |  |
| 110-300-0241(1)(a) | An early learning provider must develop and follow a cleaning schedule that includes: (a) Food preparation areas, tables and chairs, high chairs, and food service counters, which must be cleaned and sanitized before and after each meal and snack with single use paper towels or one-time use wiping cloths; | | | |  |
| 110-300-0241(1)(g) | An early learning provider must develop and follow a cleaning schedule that includes: (g) Toys, which must be cleaned and sanitized as follows: (i) Infant and toddler toys must be cleaned and sanitized at least daily or more often as needed; (ii) All other toys must be cleaned and sanitized weekly or more often as needed; and (iii) When a toy comes into contact with a child’s mouth or bodily fluids it must be removed from use until it can be cleaned and sanitized prior to reuse; | | | |  |
| 110-300-0241(6) | Toileting and diaper changing areas including, but not limited to, toilets, counters, sinks, and floors must be cleaned and disinfected daily or more often as needed. | | | |  |
| 110-300-0241(7) | Diaper changing tables and changing pads must be cleaned and disinfected between children, even if using a nonabsorbent covering that is discarded after each use. | | | |  |
| 110-300-0265(1) | An early learning provider must offer a supervised daily rest period for children preschool age and younger who remain in care for more than six hours per day, or who show a need for rest. | | | |  |
| 110-300-0265(2) | An early learning provider must provide quiet activities for children who do not require rest. Quiet activities must be minimally disruptive to sleeping children. | | | |  |
| 110-300-0265(5) | For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized. | | | |  |
| 110-300-0265(6)(a) | Mats, cots, and other sleep equipment used in an early learning program must be: (a) In good condition, have no tears or holes, and have no repairs with tape; | | | |  |
| 110-300-0265(10) | An early learning provider must not allow children less than six years of age to use loft style beds or upper bunks of bunk beds. | | | |  |
| 110-300-0270(2) | If approved by the department to provide overnight care, an early learning provider must supply every child an individual bed or other sleep equipment that: (a) Is safe and in good working condition; (b) Is made of moisture resistant material that can be cleaned and sanitized; (c) Meets the child’s developmental needs; and (d) Is stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use. | | | |  |
| 110-300-0270(3) | Each child’s bedding must: (a) Have a clean sheet or blanket to cover the sleeping surface and a clean cover for the child except for infants; (b) Be laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children; and (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. | | | |  |
| 110-300-0270(4) | An early learning provider must: (a) Supervise children until they are asleep, except where children demonstrate the need for privacy to change clothes and can safely do so; and (b) Have department approval prior to using night latches, deadbolts, or security chains. | | | |  |
| 110-300-0270(5)(a) | An early learning provider who sleeps while children are in overnight care must: (a) Have written permission and documentation that parents are aware that the provider is sleeping while their children are in care and have read the facilities policies and procedures for overnight care; | | | |  |
| 110-300-0270(5)(c) | An early learning provider who sleeps while children are in overnight care must: (c) Remain on the same floor level as sleeping children at all times; | | | |  |
| 110-300-0270(5)(f) | An early learning provider who sleeps while children are in overnight care must: (f) Have alarms to alert them if a child should leave the room; | | | |  |
| 110-300-0270(5)(g) | An early learning provider who sleeps while children are in overnight care must: (g)Have monitoring devices to assist in hearing and visibly checking on children in each room used for sleeping; | | | |  |
| 110-300-0270(6) | An early learning provider who accepts infants for overnight care must comply with all safe sleep rules pursuant to WAC 110-300-0291 for at least the first fifteen nights a new infant is enrolled in that program. A provider may sleep while the infant sleeps during overnight care if: (a) The provider continues to comply with WAC 110-300-0291(1)(b), (c), (f), (g), (h), and (i) and 0291(2); (b) Once that provider has become familiar with the sleep routines and patterns of that infant; and (c) The provider has observed no apparent health or safety risks while the infant sleeps. | | | |  |
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| **Environment Outdoor and General Safety** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0145(8) | Fences, barriers, and gates must be in good condition, have no gap through which a sphere with a diameter of three and one-half inches can pass, and have a minimum height of forty-eight inches or conform in height to applicable local codes. | | | |  |
| 110-300-0146(1)(a)(b) | Playground equipment and surfacing used by an early learning provider must comply with applicable CPSC guidelines, as now and hereafter amended including, but not limited to, installing, arranging, designing, constructing, and maintaining outdoor play equipment and surfacing. (a) Climbing play equipment must not be placed on or above concrete, asphalt, packed soil, lumber, or similar hard surfaces; (b) The ground under swings and play equipment must be covered by a shock absorbing material (grass alone is not an acceptable) such as: (i) Pea gravel at least nine inches deep; (ii) Playground wood chips at least nine inches deep; (iii) Shredded recycled rubber at least six inches deep; or (iv) Any material that has a certificate of compliance, label, or documentation stating it meets ASTM standards F1292. | | | |  |
| 110-300-0146(4) | Bouncing equipment including, but not limited to, trampolines, rebounders, and inflatable equipment must be inaccessible and locked. This requirement does not apply to bounce balls designed to be used by individual children. | | | |  |
| 110-300-0165(2)(a) | An early learning provider must take steps to prevent hazards to children including, but not limited to: (a) Making inaccessible to infants and toddlers any equipment, material, or objects that may pose a risk of choking, aspiration, or ingestion. For the purposes of this section, equipment, material, or objects that have a diameter or overall dimension of one and three-quarter inches or less are considered items that may pose a risk of choking, aspiration, or ingestion. Small parts from larger equipment, material, or objects that have a diameter or overall dimension of one and three-quarter inches or less, that may become detached from the larger equipment, materials, or object are also considered items that may pose a risk of choking, aspiration, or ingestion; | | | |  |
| 110-300-0165(2)(b) | An early learning provider must take steps to prevent hazards to children including, but not limited to: (b) Eliminating and not using in the licensed space, pursuant to RCW 43.216.380, any window blinds or other window coverings with pull cords or inner cords capable of forming a loop and posing risk of strangulation to children; (i) Window blinds and other window coverings that have been manufactured or properly retrofitted in a manner that eliminates the formation of loops posing a risk of strangulation are allowed; and (ii) A window covering must not be secured to the frame of a window or door used as an emergency exit in a way that would prevent the window or door from opening easily; | | | |  |
| 110-300-0165(2)(c) | An early learning provider must take steps to prevent hazards to children including, but not limited to: (c) Making inaccessible to children straps, strings, cords, wires, or similar items capable of forming a loop around a child’s neck that are not used during supervised early learning program activities; | | | |  |
| 110-300-0165(2)(d) | An early learning provider must take steps to prevent hazards to children including, but not limited to: (d) Making inaccessible to children plastic bags and other suffocation hazards; | | | |  |
| 110-300-0165(2)(e) | An early learning provider must take steps to prevent hazards to children including, but not limited to: (e) Ensuring firearms, guns, weapons, and ammunition are not on the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the premises of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times; | | | |  |
| 110-300-0165(3)(a) | An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to: (a) Cuts, abrasions, and punctures. Equipment, materials, and other objects on the premises that have splintered edges, sharp edges, points, protruding nails, bolts, or other dangers must be repaired, removed, or made inaccessible to children; | | | |  |
| 110-300-0165(3)(b) | An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to: (b) Burns. Equipment, materials, or products that may be hot enough to injure a child must be made inaccessible to children; | | | |  |
| 110-300-0165(3)(c) | An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to: (c) Sheering, crushing, or pinching. Broken or cracked equipment, materials, and objects must be repaired, removed, or made inaccessible to children; | | | |  |
| 110-300-0165(3)(d) | An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to: (d) Entrapment. Washers, dryers, large compost bins, spare or secondary freezers and refrigerators, and other entrapment dangers must be inaccessible to children unless being actively supervised; | | | |  |
| 110-300-0165(3)(f) | An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to: (f) Falling objects. Large objects that pose a risk of falling or tipping must be securely anchored. Large objects include, but are not limited to, televisions, dressers, bookshelves, wall cabinets, sideboards or hutches, and wall units; | | | |  |
| 110-300-0165(3)(g) | An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to: (g) Equipment in poor condition. Equipment in poor condition (loose parts, rusty parts, flaking paint, or other dangers) must be repaired, removed, or made inaccessible to children. | | | |  |
| 110-300-0165(4)(c) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements: (c) Licensed space lighting. Early learning program space must have natural or artificial light that provides appropriate illumination for early learning program activities and supervision. A provider must comply with all light fixture manufacturers' installation and use requirements. A provider must also ensure compliance with the following requirements: (i) Light fixtures must have shatter-resistant covers or light bulbs; (ii) Lights or light fixtures used indoors must be designed for indoor use only; (iii) Free standing lamps must be attached or secured to prevent tipping; and (iv) Halogen lamps and bulbs are prohibited. | | | |  |
| 110-300-0165(4)(e) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements: (e) Safe water temperature. All water accessible to enrolled children must not be hotter than 120 degrees Fahrenheit. | | | |  |
| 110-300-0165(4)(f) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements: (f) Stairway safety. (i) There must not be clutter or obstructions in the stairway; (ii) All stairways (indoor and outdoor), not including play structures, must meet local building codes pursuant to RCW 43.216.340. (A) Open stairways with no walls on either side must have handrails with slats (balusters) that prevent a child from falling off either side of the stairway.  (B) Stairways with a wall on only one side must have a handrail with slats (balusters) on the side without the wall that prevents a child from falling off the stairway. (C) Stairways with a wall on both sides must have a handrail no higher than thirty-eight inches on at least one side of the stairway; and (iii) Stairways must have a pressure gate, safety gate, or door to keep stairs inaccessible to infants and toddlers when not in use. Openings between slats on pressure or safety gates must not be large enough to allow a sphere that is three and one-half inches wide to pass through. | | | |  |
| 110-300-0165(4)(g) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements: (g) Platforms and decks. All platforms and decks used for child care activities must meet local building codes pursuant to RCW 43.216.340. This does not include play equipment. All platforms and decks with a drop zone of more than eighteen inches must have guardrails in sections without steps. | | | |  |
| 110-300-0165(5)(a) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (a) In areas accessible to children, electrical outlets must have automatic shutters that only allow electrical plugs to be inserted (tamper-resistant) or that are covered by blank plates or other tamper-resistant covers appropriate to the electrical outlet; | | | |  |
| 110-300-0165(5)(b) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (b) Outlets near sinks, tubs, toilets, or other water sources must be inaccessible to children or be tamper-resistant and equipped with a ground fault circuit interrupter (GFCI) outlet type; | | | |  |
| 110-300-0165(5)(c) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (c) Electrical cords must be in good working condition, not torn or frayed, and not have any exposed wires; | | | |  |
| 110-300-0165(5)(d) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (d) Electrical cords must be plugged directly into a wall outlet or a surge protector; | | | |  |
| 110-300-0165(5)(e) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (e) Power strips with surge protectors may be used but must not be accessible to children in care; | | | |  |
| 110-300-0165(5)(f) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (f) Extension cords may only be used for a brief, temporary purpose and must not replace direct wiring; | | | |  |
| 110-300-0165(5)(g) | To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements: (g) Electrical devices accessible to children must not be plugged into an electrical outlet near a water source such as sink, tub, water table, or swimming pool. | | | |  |
| 110-300-0166(3)(a) | To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements: (a) Emergency exit doors must remain unlocked from the inside, but may be locked from the outside while the early learning program is open. The door handle must be of the type that can be opened from the inside without the use of a key, tools, or special knowledge, and must automatically unlock when the knob or handle is turned; | | | |  |
| 110-300-0166(3)(b) | To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements: (b) Exit doors that are not designated as an emergency exit door may be locked during operating hours. Locking interior doors in early learning program space must be designed to be unlocked from either side. An unlocking device must be readily available; | | | |  |
| 110-300-0166(3)(c) | To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements: (c) Exit doors must not be partially or entirely blocked; | | | |  |
| 110-300-0170(2) | An early learning provider must arrange for a fire safety inspection annually. A provider must arrange a fire safety inspection with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the state fire marshal form. | | | |  |
| 110-300-0170(3)(a) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (a) Combustible materials. (i) Combustible materials must be properly discarded pursuant to local jurisdictions, removed from the premises, or properly stored in closed metal containers specifically designed to hold such combustible materials. (ii) Combustible materials stored in a closed metal container must not be stored in the premises licensed space or any place that may be accessible to children in care. (iii) Combustible materials include, but are not limited to, lint, gasoline, natural gas, diesel, fuel, propane, rags soaked in combustible materials, oils, chemicals, or solvents. | | | |  |
| 110-300-0170(3)(b) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (b) Furnaces and other heating devices. (i) Paper, rubbish, or other combustible materials must be at least three feet from furnaces, fireplaces, or other heating devices; (ii) Furnaces and other heating devices must be inaccessible to children in care; and (iii) An appliance or heating device that has a surface capable of burning a child or reaching 110 degrees Fahrenheit must be inaccessible to children in care unless a program activity involves such an appliance or device and children are being actively supervised. | | | |  |
| 110-300-0170(3)(c) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (c) Electrical motors. Electrical motor fans and appliances must be regularly cleaned to prevent accumulation of dust or lint. | | | |  |
| 110-300-0170(3)(d) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (d) Open flame devices, candles, matches and lighters. (i) Except for the use of a gas kitchen range, open flame devices must not be used in early learning program space or any other space accessible to children in care during operating hours. (ii) Candles must not be used during operating hours. (iii) Matches and lighters must be inaccessible to children. | | | |  |
| 110-300-0170(3)(e) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (e) Portable heaters and generators. Portable heaters or fuel powered generators must not be used inside early learning program space during operating hours. (i) In case of an emergency, a generator may be used but must be placed at least twenty feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the premises or early learning space; and (ii) Appliances must be plugged directly into a generator or into a heavy duty outdoor-rated extension cord that is plugged into a generator. | | | |  |
| 110-300-0170(3)(f) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (f) Fireplaces, woodstoves, or similar wood burning heating devices. Chimneys, fireplaces, gas burning fireplaces, wood stoves or similar wood-burning devices must be inspected annually by a state or locally certified inspector, unless the provider submits to the department a written statement that the chimney, fireplace, wood stove or similar word-burning device will not be used at any time. | | | |  |
| 110-300-0170(3)(g) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (g) Fire alarms and smoke and carbon monoxide detectors. (i) An early learning provider must have and maintain at least one smoke detector per licensed sleeping area and one per floor. Pursuant to the state building code, center early learning providers must comply with WAC 51-50-0907, as now and hereafter amended, and family early learning providers must comply with WAC 51-51-0314, as now and hereafter amended; and (ii) An early learning provider must have and maintain carbon monoxide detectors. Pursuant to the state building code, center early learning providers must comply with WAC 51-50-0915, as now and hereafter amended, and family early learning providers must comply with WAC 51-51-0315, as now and hereafter amended. | | | |  |
| 110-300-0170(3)(i) | To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements: (i) Extinguishers. An early learning provider must have and maintain working fire extinguishers that are marked with a minimum rating of 2A:10 BC. (i) Fire extinguishers must be located pursuant to the State Building Code chapter 51-54A WAC, as now and hereafter amended, and must be readily available for use in case of an emergency; (ii) Fire extinguishers must be located on each level of the early learning program space used by children and mounted within seventy-five feet of an exit next to the path of the exit; and (iii) If a fire extinguisher is mounted in a closet, there must be a sign indicating the location of the extinguisher and obstructions must not block access to the closet. | | | |  |
| 110-300-0175(1) | To prevent injury or drowning and ensure the health and safety of children, an early learning provider must comply with the requirements described in this section. (1) The following bodies of water must be inaccessible to children in care by using a physical barrier with a locking mechanism in compliance with WAC 246-260-031(4): (a) Swimming pools when not being used as part of the early learning program; (b) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water; and (c) Uncovered wells, septic tanks, wastewater, wastewater tanks, below grade storage tanks, farm manure ponds, or other similar hazards. | | | |  |
| 110-300-0175(2) | Hot tubs and similar equipment must be made inaccessible by using a physical barrier with a locking mechanism. | | | |  |
| 110-300-0175(3) | An early learning provider must comply with the following requirements when using a swimming pool as part of the early learning program: (a) Comply with the supervision requirements of WAC 110-300-0350; (b) Audible alarms must be on all doors, screens, and gates in licensed areas that lead to a swimming pool. The alarm must be sufficient to warn staff when children enter the outdoor area and could access the swimming pool; (c) Swimming pools must be maintained according to manufacturer specifications; (d) Swimming pools must be cleaned and sanitized according to manufacturer instructions, chapter 246-260 WAC, and department of health or local health jurisdiction guidelines; (e) A swimming pool must not be used if the main drain cover is missing; and (f) Children in diapers or toilet training must wear swim pants to lower the risk of contaminating the water. | | | |  |
| 110-300-0175(4) | Filtered wading pools must be inaccessible to children when not in use. Wading pools that do not have a filtering system are not permitted in the early learning program space. | | | |  |
| 110-300-0175(5) | For bodies of water not located in early learning program space, but that are in close proximity, a physical barrier on the property must make such bodies of water inaccessible to children in care. | | | |  |
| 110-300-0225(1) | An early learning provider may have pets or other animals on the early learning program premises. | | | |  |
| 110-300-0225(2) | If an early learning provider keeps pets or animals on the early learning program premises: (a) The provider must have and follow a pet and animal policy; and (b) Provide written notice to children's parents and guardians. | | | |  |
| 110-300-0225(3) | Pets or other animals that have contact with children must: (a) Have all required vaccinations, pursuant to local and county regulations; (b) Show no signs of illness, disease, worms, or parasites. If these symptoms appear, the pet or animal must be removed from the licensed space until appropriately treated for the condition; and (c) Be nonaggressive. If the pet or animal exhibits aggressive behavior, the pet or animal must be removed from the licensed space. | | | |  |
| 110-300-0230(1) | Family home licensees, center directors, assistant directors, program supervisors, lead teachers, assistant teachers, and any other early learning providers counted in staff-to-child ratio, or who could potentially be counted in ratio, must have a current pediatric and adult first-aid and CPR certificate, pursuant to WAC 110-300-0106 (11). | | | |  |
| 110-300-0230(2)(a) | An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must: (a) Be stored in a location that is easily accessible to staff; | | | |  |
| 110-300-0230(2)(b) | An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must: (b) Be inaccessible to children | | | |  |
| 110-300-0230(2)(c) | An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must: (c) Be separate from food or chemicals; | | | |  |
| 110-300-0230(2)(d) | An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must: (d) Be kept clean and sanitary; | | | |  |
| 110-300-0230(2)(e) | An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must: (e) Be stored in a manner that prevents contamination; and | | | |  |
| 110-300-0230(2)(f) | An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must: (f) Have sufficient supplies for the number of enrolled children and staff consistent with the early learning program's licensed capacity, or sufficient supplies for each room in the licensed space. | | | |  |
| 110-300-0250(2)(a)(b) | (2) Pursuant to WAC 110-300-0146(2), playground design must not: (a) Interfere with access to or the operation of a private septic system, including a private septic system's drain field and tanks; or (b) Be located or placed in a way that impacts the private septic system's drain field or tanks as determined by local officials. | | | |  |
| 110-300-0260(1)(a) | An early learning provider must ensure all poisonous or dangerous substances including, but not limited to fuels, solvents, oils, laundry, dishwasher, other detergents, sanitizing products, disinfectants and items labeled “keep out of reach of children” are stored: (a) In a location that is inaccessible to children; | | | |  |
| 110-300-0260(1)(b) | An early learning provider must ensure all poisonous or dangerous substances including, but not limited to fuels, solvents, oils, laundry, dishwasher, other detergents, sanitizing products, disinfectants and items labeled “keep out of reach of children” are stored: (b) Separate and apart from food preparation areas, food items, and food supplies; | | | |  |
| 110-300-0260(1)(c) | An early learning provider must ensure all poisonous or dangerous substances including, but not limited to fuels, solvents, oils, laundry, dishwasher, other detergents, sanitizing products, disinfectants and items labeled “keep out of reach of children” are stored: (c) In their original containers or clearly labeled with the name of the product if not in the original container; | | | |  |
| 110-300-0260(1)(d) | An early learning provider must ensure all poisonous or dangerous substances including, but not limited to fuels, solvents, oils, laundry, dishwasher, other detergents, sanitizing products, disinfectants and items labeled “keep out of reach of children” are stored: (d) In compliance with the manufacturer’s directions (including not storing products near heat sources). | | | |  |
| 110-300-0260(2)(a) | Storage areas and storage rooms must: (a) Be inaccessible to children; | | | |  |
| 110-300-0260(2)(b) | Storage areas and storage rooms must: (b) Have locking doors or other methods to prevent child access; | | | |  |
| 110-300-0260(2)(c) | Storage areas and storage rooms must: (c) Have moisture resistant and easily cleanable floors; | | | |  |
| 110-300-0260(2)(d) | Storage areas and storage rooms must: (d) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); | | | |  |
| 110-300-0260(2)(e) | Storage areas and storage rooms must: (e) Be kept clean and sanitary. | | | |  |
| 110-300-0260(3) | Center early learning program space with storage areas and rooms that contain chemicals, utility sinks, or wet mops must be ventilated to the outdoors with an exterior window or mechanical ventilation to prevent the buildup of odors, fumes, or other hazards. | | | |  |
| 110-300-0260(5) | Saws, power tools, lawn mowers, toilet plungers, toilet brushes, and other maintenance and janitorial equipment must be inaccessible to children. | | | |  |
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| **Enivronment Nutrition and Health** | | | | | |
| **WAC/RCW** | **Description** | | | | **Code** |
| 110-300-0186(1) | An early learning provider must obtain written instructions (the individual care plan) from the child's health care provider and parent or guardian when caring for a child with a known food allergy or special dietary requirement due to a health condition. The individual care plan pursuant to WAC 110-300-0300 must: (a) Identify foods that must not be consumed by the child and steps to take in the case of an unintended allergic reaction; (b) Identify foods that can substitute for allergenic foods; and (c) Provide a specific treatment plan for the early learning provider to follow in response to an allergic reaction. The specific treatment plan must include the: (i) Names of all medication to be administered; (ii) Directions for how to administer the medication; (iii) Directions related to medication dosage amounts; and (iv) Description of allergic reactions and symptoms associated with the child’s particular allergies. | | | |  |
| 110-300-0186(2) | An early learning provider must arrange with the parents or guardians of a child in care to ensure the early learning program has the necessary medication, training, and equipment to properly manage a child’s food allergies. | | | |  |
| 110-300-0196(1) | Food prepared and served from an early learning program must not be tampered with or spoiled. | | | |  |
| 110-300-0197(3) | For all foods offered by the provider or given to an enrolled child by a parent or guardian, the provider must: (a) Provide appropriate refrigeration to preserve foods from spoiling. Foods that may be subject to spoiling include, but are not limited to, meats, cooked potatoes, cooked legumes, cooked rice, sprouts, cut melons, cut cantaloupes, milk, and cheese; and (b) Refrigerate foods requiring refrigeration at 41 degrees Fahrenheit or less and freeze foods required to be frozen at 10 degrees Fahrenheit or less. | | | |  |
| 110-300-0197(4) | Food must be stored as follows: (a) In original containers or in clean, labeled, dated, and airtight food grade containers, if appropriate. (b) Food not required to be refrigerated or frozen must not be stored directly on the floor; (c) In a manner that prevents contamination; (d) Food and food service items (such as utensils, napkins, and dishes) must not be stored in an area with toxic materials (such as cleaning supplies, paint, or pesticides); (e) Food that is past the manufacturer's expiration or “best served by” date must not be served to enrolled children; and (f) Raw meat must be stored in the refrigerator or freezer below cooked or ready to eat foods. | | | |  |
| 110-300-0200(4) | Early learning providers must wash their hands following the handwashing procedures listed above: (a) When arriving at work; (b) After toileting a child; (c) Before and after diapering a child (use a wet wipe in place of handwashing during the middle of diapering if needed); (d) After personal toileting; (e) After attending to an ill child; (f) Before and after preparing, serving, or eating food; (g) Before preparing bottles; (h) After handling raw or undercooked meat, poultry, or fish; (i) Before and after giving medication or applying topical ointment; (j) After handling or feeding animals, handling an animal’s toys or equipment, or cleaning up after animals; (k) After handling bodily fluids; (l) After using tobacco or vapor products; (m) After being outdoors; (n) After gardening activities; (o) After handling garbage and garbage receptacles; and (p) As needed or required by the circumstances. | | | |  |
| 110-300-0200(5) | Early learning providers must direct, assist, teach, and coach, children to wash their hands, using the steps listed above: (a) When arriving at the early learning premises; (b) After using the toilet; (c) After diapering; (d) After outdoor play; (e) After gardening activities; (f) After playing with animals; (g) After touching body fluids such as blood or after nose blowing or sneezing; (h) Before and after eating or participating in food activities including table setting; and (i) As needed or required by the circumstances. | | | |  |
| 110-300-0200(6)(7) | (6) Hand sanitizers or hand wipes with alcohol may be used for adults and children over twenty-four months of age under the following conditions: (a) When proper handwashing facilities are not available; and (b) Hands are not visibly soiled or dirty. (7) Children must be actively supervised when using hand sanitizers to avoid ingestion or contact with eyes, nose, or mouths. (a) Hand sanitizer must not be used in place of proper handwashing. (b) An alcohol-based hand sanitizer must contain sixty to ninety percent alcohol to be effective. | | | |  |
| 110-300-0205(5) | Unless covered by an individual care plan or protected by the ADA, an ill child, staff member, or other individual must be sent home or isolated from children in care if the ill individual has:  (a) A fever 101 degrees Fahrenheit for children over two months (or 100.4 degrees Fahrenheit for an infant younger than two months) by any method, and behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea);  (b) Vomiting two or more times in the previous twenty-four hours;  (c) Diarrhea where stool frequency exceeds two stools above normal per twenty-four hours for that child or whose stool contains more than a drop of blood or mucus;  (d) A rash not associated with heat, diapering, or an allergic reaction;  (e) Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling;  (f) Lice, ringworm, or scabies. Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice, ringworm, or scabies was discovered. The provider may allow an individual with head lice, ringworm, or scabies to return to the premises after receiving the first treatment; or  (g) A child who appears severely ill, which may include lethargy, persistent crying, difficulty breathing, or a significant change in behavior or activity level indicative of illness. | | | |  |
| 110-300-0210(1)(2) | (1) Before attending an early learning program, a child must be vaccinated against or show proof of acquired immunity for the vaccine-preventable disease, pursuant to chapter 246-105 WAC, as now and hereafter amended. An early learning provider may accept children without proof of vaccinations or immunity as otherwise indicated in this section. (2) Pursuant to WAC 246-105-050, an early learning provider must receive for each enrolled child: (a) A current and complete department of health approved certificate of immunization status (CIS) form; (b) A department approved certificate of exemption (COE) form, if applicable; or (c) A current immunization record from the Washington state immunization information system (WA IIS). | | | |  |
| 110-300-0215(3) | Medication administration. An early learning provider must not give medication to any child without written and signed consent from that child’s parent or guardian, must administer medication pursuant to directions on the medication label, and using appropriate cleaned and sanitized medication measuring devices. | | | |  |
| 110-300-0215(3)(a)(i) | An early learning provider must administer medication to children in care as follows: (i) Prescription medication. Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. Prescription medication must be accompanied with medication authorization form that has the medical need and the possible side effects of medication. Prescription medication must be labeled with: (A) A child’s first and last name; (B) The date the prescription was filled; (C) The name and contact information of the prescribing health professional; (D) The expiration date, dosage amount, and length of time to give the medication; and (E) Instructions for the administration and storage. | | | |  |
| 110-300-0215(3)(a)(ii) | An early learning provider must administer medication to children in care as follows: (ii) Nonprescription oral medication. Nonprescription (over-the-counter) oral medication brought to the early learning program by a parent or guardian must be in the original packaging. (A) Nonprescription (over-the-counter) medication needs to be labeled with child's first and last name and accompanied with medication authorization form that has the expiration date, medical need, dosage amount, age, and length of time to give the medication. Early learning providers must follow the instructions on the label or the parent must provide a medical professional’s note; and (B) Nonprescription medication must only be given to the child named on the label provided by the parent or guardian. | | | |  |
| 110-300-0215(3)(a)(vi) | An early learning provider must administer medication to children in care as follows: (vi) An early learning provider must not give or permit another to give any medication to a child for the purpose of sedating the child unless the medication has been prescribed for a specific child for that particular purpose by a qualified health care professional. | | | |  |
| 110-300-0215(3)(c) | Medication must be stored and maintained as directed on the packaging or prescription label, including applicable refrigeration requirements. An early learning provider must comply with the following additional medication storage requirements: (i) Medication must be inaccessible to children; (ii) Controlled substances must be locked in a container or cabinet which is inaccessible to children; (iii) Medication must be kept away from food in a separate, sealed container; and (iv) External medication (designed to be applied to the outside of the body) must be stored to provide separation from internal medication (designed to be swallowed or injected) to prevent cross contamination. | | | |  |