

**Initial Checklist for**

**Child Care Center Applicant**

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| Applicant Name: | | | |
| Doing Business As: | | | |
| Primary Contact Person’s Name: | | Phone Number: | |
| Physical Address of Child Care Facility (Street, City, Zip Code): | | | |
| Requested Age Range of Children: From       To | | Requested Capacity: | |
| Days of Operation: | | Hours of Operation: | |
| Name of Person Completing this Checklist: | | Date: | |
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| *Instructions: In the Code column, select and enter the appropriate code.*  *Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor* | | | |
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| **Family Engagement** | | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | | |
| **WAC/RCW** | **Description** | | **Code** |
| 110-300-0080 | An early learning provider must assess their program within one year of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children. A provider must complete the strengthening families program self-assessment, or an equivalent assessment, applicable to the early learning program type (center or family home). | |  |
| 110-300-0085(1) | An early learning provider must communicate with families to identify individual children’s developmental goals. | |  |
| 110-300-0085(2) | An early learning provider must attempt to obtain information from each child’s family about that child’s developmental, behavioral, health, linguistic, cultural, social, and other relevant information. The provider must make this attempt upon that child’s enrollment and annually thereafter. | |  |
| 110-300-0085(4)(f) | An early learning provider must:  (f) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order; and | |  |
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| **Interactions and Curriculum** | | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | | |
| **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; | |  |
| 110-300-0300(1)(b) | Plans and documentation required under this section must:  (b) Be available for department review; | |  |
| 110-300-0300(1)(c) | Plans and documentation required under this section must:  (c) Have written permission from a child’s parent or guardian stating that a visiting health professional may provide services to the child at the early learning program, if applicable; | |  |
| 110-300-0300(1)(d) | Plans and documentation required under this section must:  (d) Have verification that early learning program staff involved with a particular child has been trained on implementing the individual care plan for that child, if applicable; | |  |
| 110-300-0300(1)(e) | Plans and documentation required under this section must:  (e) Be updated annually or when there is a change in the child’s special needs; and | |  |
| 110-300-0305(1) | An early learning provider must have a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development. | |  |
| 110-300-0305(4) | A lead teacher or family home early learning provider must be given regularly scheduled time to plan and develop curriculum and activities. Planning may be done during rest time but all supervision requirements pursuant to WAC  110-300-0345 must be met. | |  |
| 110-300-0310(1) | An early learning provider must facilitate activities to support child learning and understanding. | |  |
| 110-300-0315(1) | An early learning provider must be aware of and responsive to children’s developmental, linguistic, cultural, and academic needs. | |  |
| 110-300-0320(1) | An early learning provider must work to maximize children’s interests, engagement with developmentally and culturally responsive activities, and ability to learn from play. | |  |
| 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) | Guidance techniques may include:  (a) 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(3) | An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself.  (a) During separation time, the child must remain under the appropriate level of supervision of a licensee, center director, assistant director, program supervisor, lead teacher or an assistant teacher.  (b) Separation time should be minimized and appropriate to the needs of the individual child. | |  |
| 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)(a) | An early learning provider must:  (a) Not use devices such as a baby monitors, video monitors, or mirrors in place of supervision, unless used pursuant to WAC 110-300-0270(5); | |  |
| 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(3) | An early learning provider must have written permission for water activities from each child’s parent or guardian. | |  |
| 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. | |  |
| 110-300-0354(1) | To define capacity, licensed indoor early learning program space must have a minimum of thirty-five square feet per child in attendance and further comply with the requirements of this chapter. | |  |
| 110-300-0354(1)(a) | Center early learning program space must provide fifteen additional square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area. | |  |
| 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. | |  |
| 110-300-0356(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 110-15 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(6) | A center licensee may combine children of different age groups for periods of no more than the first two hours of the day or the last two hours of the day, not to exceed two hours in any given day, provided the staff-to-child ratio and group size designated for the youngest child in the mixed group are maintained. | |  |
| 110-300-0356(8) | A center licensee must conduct activities for each group of children in a specific room or other defined space within a larger area. | |  |
| 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. | |  |
| 110-300-0360(1) | An early learning provider must have an established program and daily schedule that is familiar to children. | |  |
| 110-300-0360(2) | A schedule must be designed to meet enrolled children’s developmental, cultural, and special needs. The daily schedule must:  (a) Be specific for each age group of children, when applicable;  (b) Offer a variety of activities to meet children’s needs, pursuant to WAC 110-300-0150;  (c) Meet the following daily morning or afternoon active outdoor play time requirements:  (i) Twenty minutes for each three hours of programming for infants (as tolerated) and toddlers;  (ii) Thirty minutes for each three hours of programming for children preschool age and older; and  (iii) Programs that operate more than six hours a day must provide:  (A) Ninety minutes of active play for preschool age and older; and  (B) Sixty minutes of active play for infants and toddlers; and  (iv) Thirty minutes of the active play required by (c)(iii) of this subsection may be moderate to vigorous indoor activities;  (d) Include scheduled and consistent times for meal service;  (e) Include routine transportation times, if applicable;  (f) Include rest periods, if applicable; and  (g) Include evening and overnight care, if applicable. | |  |
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| **Program Administration and Oversight** | | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | | |
| **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. | |  |
| 110-300-0410(5) | An early learning provider must place address numbers or signage on the outside of the house or building that contains the early learning program space. The numbers or signage must be legible and plainly visible from the street or road serving the premises. | |  |
| 110-300-0420(2)(a) | Pursuant to RCW 70.160.050, an early learning provider must:  (a) Prohibit smoking, vaping, or similar activities in licensed indoor space, even during nonbusiness hours; | |  |
| 110-300-0420(2)(b) | Pursuant to RCW 70.160.050, an early learning provider must:  (b) Prohibit smoking, vaping, or similar activities in licensed outdoor space unless:  (i) Smoking, vaping or similar activities occurs during nonbusiness hours; or  (ii) In an area for smoking or vaping tobacco products that is not a “public place” or “place of employment”, as defined in RCW 70.160.020; | |  |
| 110-300-0420(2)(c) | Pursuant to RCW 70.160.050, an early learning provider must:  (c) Prohibit smoking, vaping, or similar activities in motor vehicles used to transport enrolled children; | |  |
| 110-300-0420(2)(d) | Pursuant to RCW 70.160.050, an early learning provider must:  (d) Prohibit smoking, vaping, or similar activities by any provider who is supervising children, including during field trips; | |  |
| 110-300-0420(2)(e) | Pursuant to RCW 70.160.050, an early learning provider must:  (e) Prohibit smoking, vaping, or similar activities within twenty-five feet from entrances, exits, operable windows, and vents, pursuant to RCW 70.160.075; | |  |
| 110-300-0420(3) | An early learning provider must:  (a) Prohibit any person from consuming or being under the influence of alcohol on licensed space during business hours;  (b) Prohibit any person within licensed space from consuming or being under the influence of illegal drugs or prescription drugs to the extent that it interferes with the care for children as required by this chapter;  (c) Store any tobacco or vapor products, or the packaging of tobacco or vapor products in a space that is inaccessible to children;  (d) Prohibit children from accessing cigarette or cigar butts or ashes;  (e) Store any cannabis or associated paraphernalia out of the licensed space and in a space that is inaccessible to children; and  (f) Store alcohol in a space that is inaccessible to children (both opened and closed containers). | |  |
| 110-300-0420(4) | A center early learning provider must prohibit any person from using, consuming, or being under the influence of cannabis in any form on licensed space. | |  |
| 110-300-0450(1) | An early learning provider must supply to each parent or guardian written policies regarding the early learning program. Each enrolled child’s record must have signed documentation stating the parent or guardian reviewed the handbook and early learning program policies. | |  |
| 110-300-0450(2) | An early learning provider must have and follow formal written policies in either paper or electronic format, including:  (a) A nondiscrimination statement;  (b) A family engagement and partnership communication plan;  (c) A parent or guardian’s permission for photography, videotaping, or surveillance of his or her child;  (d) Alcohol, tobacco, cannabis use and prohibition of illegal drugs;  (e) Curriculum philosophy on how children learn and develop, and how this philosophy is implemented;  (f) Child guidance plan, which includes restraint policies and forbidding corporal punishment;  (g) Expulsion policy;  (h) Early learning program staff-to-child ratios and classroom types offered, if applicable;  (i) If the early learning program offers any of the following, they must include a policy for each that applies to their program:  (i) Care for children with specific or special needs;  (ii) Infant and toddler care, covering:  (A) Diapering;  (B) Feeding;  (C) Toilet training;  (D) Child sleep pattern; and  (E) Safe sleep requirements.  (iii) Dual language learning;  (iv) Religious and cultural activities, including how holidays will be celebrated;  (v) Transportation and off site field trips;  (vi) Water activities;  (vii) Overnight care; and  (viii) How weapons on the premises are secured.  (j) Program days and hours of operation, including closure dates and observed holidays;  (k) Enrollment and disenrollment requirements;  (l) Fees and payment plans;  (m) Sign-in and sign-out requirements;  (n) Information required for the child’s record, including:  (i) The importance and plan for keeping the information current;  (ii) A plan to keep the child’s information confidential; and  (iii) Who may legally access the child’s information.  (o) A kindergarten transition plan, if applicable;  (p) What parents or guardians must supply for their child (for example: Extra clothing or diapers);  (q) Permission for a parent or guardian’s access to areas of the early learning program during business hours;  (r) Termination of services policy;  (s) Emergency preparedness plan;  (t) The early learning provider and program staff’s duty to report incidents including reporting suspected child abuse, neglect, sexual abuse, or maltreatment;  (u) Policies regarding mixed age groups, if applicable (including when children may be in a mixed age group);  (v) Description of where the parent or guardian may find and review the early learning program’s:  (i) Health policy;  (ii) Staff policies, if applicable;  (iii) Consistent care policy;  (iv) Menus;  (v) Liability insurance  (vi) Inspection reports and notices of enforcement actions, if applicable; and  (vii) Other relevant program policies. | |  |
| 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(2) | Each child's enrollment record must include the following:  (a) The child's birth date;  (b) An enrolled child’s parent or guardian’s phone numbers, address, and contact information for reaching the family while the child is in care;  (c) Emergency contact information. If no emergency contact is available, a written and signed emergency contact plan may be accepted;  (d) Names and phone numbers of persons authorized to pick up enrolled children;  (e) A plan for special or individual needs of the child, if applicable, including parent or guardian signature, pursuant to WAC 110-300-0300;  (f) Signed parent or guardian permissions, pursuant to WAC 110-300-0450 as applicable for:  (i) Field trips;  (ii) Transportation;  (iii) Bathing;  (iv) Water activities including swimming pools or other bodies of water; and  (v) Photo, video, or surveillance activity.  (g) The beginning and end enrollment date for children no longer in the early learning program’s care;  (h) Physical restraintdocumentation pursuant to WAC 110-300-0335, if applicable;  (i) Expulsion information, documentation, and steps taken to avoid expulsion, if applicable;  (j) Termination of services documentation and communication, if applicable; and  (k) Notification of child developmental screening information given to the child’s parent or guardian, if applicable. | |  |
| 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. | |  |
| 110-300-0460(4) | A health record is required for every child who is enrolled and counted in an early learning program’s capacity. | |  |
| 110-300-0460(4)(a) | A health record must include:  (a) An immunization record, pursuant to WAC 110-300-0210(1); | |  |
| 110-300-0460(4)(b) | A health record must include:  (b) The child's health history including any known health conditions and the child’s individual care plan, if applicable; | |  |
| 110-300-0460(4)(d) | A health record must include:  (d) Documentation of special medical procedure training by parent or guardian, if applicable; | |  |
| 110-300-0460(4)(e) | A health record must include:  (e) Medical and dental care provider names and contact information or what facility the parents or guardians would prefer for treatment; | |  |
| 110-300-0460(4)(f) | A health record must include:  (f) Dates of the child’s last physical exam and dental exam, if available; | |  |
| 110-300-0460(4)(g) | A health record must include:  (g) Consent to seek medical care and treatment of the child in the event of injury or illness, signed by the child's parent or guardian; | |  |
| 110-300-0460(4)(i) | A health record must include:  (i) An incident or injury report, pursuant to WAC 110-300-0475, that includes:  (i) The date and description of the child’s incident or injury;  (ii) Treatment provided to the child while in care;  (iii) The names of the early learning program staff providing the treatment; and  (iv) Evidence that a copy of the incident or injury report was given to the child’s parent or guardian. | |  |
| 110-300-0460(4)(j) | A health record must include:  (j) Documentation that a provider reported food poisoning or contagious diseases to the local health jurisdiction or the department of health, if applicable. | |  |
| 110-300-0465(1) | An early learning provider must keep the records required in this chapter for a minimum of three years unless otherwise indicated. | |  |
| 110-300-0465(3) | (3) Facility and program records from the previous twelve months must be easily accessible and kept on-site or in the program's administrative office for department or other state agency's review. | |  |
| 110-300-0465(4) | (4) Records older than twelve months must be provided within two weeks of a written request by the department. | |  |
| 110-300-0465(5) | (5) An early learning provider must keep the following records available for department review:  (a) The parent or guardian handbook;  (b) Furniture, sleep, and play equipment forms and specifications;  (c) Chromated copper arsenate test results, if applicable;  (d) Annual fire inspection by qualified fire professional, if applicable;  (e) Annual inspection of chimney, wood stove, and fireplace, if applicable;  (f) Monthly inspection to identify fire hazards and elimination of such hazards;  (g) Monthly testing of smoke and carbon monoxide detectors;  (h) Monthly fire extinguisher inspection and annual maintenance;  (i) Food temperature logs, pursuant to CACFP, if applicable;  (j) Child incident and illness logs;  (k) Vaccination records for pets or animals housed at the early learning provider program;  (l) Lead and copper testing results;  (m) Private well and septic systems inspection and testing results, if applicable;  (n) Cleaning log for large area rugs or carpets;  (o) Pesticide use (seven years);  (p) Car insurance policy, if applicable;  (q) Monthly site visit from child care health consultant, if applicable.;  (r)Tacoma smelter inspection results;  (s) Curriculum planning schedule;  (t) Strengthening families program self-assessment or an equivalent assessment;  (u) Documents from department visits (inspections, monitoring, compliance agreements, and safety plans); and  (v) Waivers or variances from department rules, if applicable. | |  |
| 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. | |  |

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| 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; |  |
| 110-300-0470(4)(b) | An early learning provider must practice and record emergency drills with staff and children as follows:  (b) Earthquake, lockdown, or shelter-in-place drill once every three calendar months; |  |
| 110-300-0470(4)(c) | An early learning provider must practice and record emergency drills with staff and children as follows:  (c) Emergency drills must be conducted with a variety of staff and at different times of the day, including in the evening and during overnight hours for early learning programs that care for children during those hours; and |  |
| 110-300-0470(4)(d) | An early learning provider must practice and record emergency drills with staff and children as follows:  (d) Drills must be recorded on a department form and include:  (i) The date and time of the drill;  (ii) The number of children and staff who participated;  (iii) The length of the drill; and  (iv) Notes about how the drill went and how it may be improved. |  |
| 110-300-0475(3) | In addition to reporting to the department by phone or email, an early learning provider must submit a written incident report of the following on a department form within twenty-four hours:  (a) Situations that required an emergency response from emergency services (911), Washington poison center, or department of health;  (b) Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and  (c) A serious injury to a child in care. |  |
| 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. |  |
| 110-300-0480(3) | When an early learning provider supplies the vehicle to transport children in care, the program and provider must:  (a) Follow chapter 46.61 RCW, Rules of the road, and other applicable laws regarding child restraint and car seats;  (b) Assure that the number of passengers does not exceed the seating capacity of the vehicle;  (c) Maintain the vehicle in good repair and safe operating condition;  (d) Maintain the vehicle temperature at a comfortable level to children;  (e) Assure the vehicle has a current license and registration as required by Washington state transportation laws;  (f) Assure the vehicle has emergency reflective triangles or other devices to alert drivers of an emergency;  (g) Assure the driver has a valid driver's license for the type of vehicle being driven and a safe driving record for at least five years;  (h) Prevent any driver with a known condition that would compromise driving, supervision, or evacuation capabilities from operating program vehicles; and  (i) Have a current insurance policy that covers the driver, the vehicle, and all occupants. |  |
| 110-300-0486(1) | An early learning provider must have and follow an expulsion policy, pursuant to WAC 110-300-0340, |  |
| 110-300-0486(2) | An expulsion policy must:  (a) Provide examples of behavior that could lead to expulsion from the early learning program;  (b) Detail steps the provider takes to avoid expelling a child including, but not limited to, environmental and staffing changes;  (c) Detail how the provider communicates to the parent or guardian of a child that steps taken under (b) of this subsection; and  (d) Include information that may benefit an expelled child including, but not limited to, community based resources. |  |
| 110-300-0490(1) | An early learning provider must have and follow a child restraint policy that contains behavior management and practices, pursuant to WAC 110-300-0335. |  |
| 110-300-0490(2) | A restraint policy must be:  (a) Appropriate for children's developmental level, abilities, and language skills;  (b) Directly related to the child's behavior; and  (c) Designed to be consistent, fair, and positive. |  |
| 110-300-0490(3) | Family Home licensees, center directors, assistant directors, program supervisors, lead teachers and other appropriate staff members must be trained annually in the program's child restraint policy. |  |
| 110-300-0495(1) | An early learning program must have and follow a policy that promotes the consistent care of children. |  |
| 110-300-0500(1) | An early learning provider must have and follow a written health policy reviewed and approved by the department that includes the topics listed in subsection (2) of this section. The health policy must be reviewed and approved by the department when changes are made, and as otherwise necessary. |  |
| 110-300-0500(2) | An early learning program's health policy must meet the requirements of this chapter including, but not limited to:  (a) A prevention of exposure to blood and body fluids plan;  (b) Meals, snacks, and food services including guidelines for food allergies and food brought from home;  (c) Handwashing and hand sanitizer use;  (d) Observing children for signs of illness daily;  (e) Exclusion and return of ill children, staff, or any other person in the program space;  (f) Contagious disease notification;  (g) Medical emergencies, injury treatment and reporting;  (h) Immunization tracking,  (i) Medication management, storage, administration and documentation;  (j) Care for pets and animals that have access to licensed space and the health risks of interacting with pets and animals;  (k) How general cleaning will be provided and how areas such as food contact surfaces, kitchen equipment, toys, toileting equipment, and laundry will be cleaned, sanitized and disinfected;  (l) Pest control policies;  (m) Caring for children with special needs or health need, including allergies, as listed in the child's record; and  (n) Dental hygiene and education. |  |
| 110-300-0505(1) | Postings listed in subsection (2) of this section that are part of an early learning program must be clearly visible to parents, guardians, and early learning program staff. |  |
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| **Professional Development, Training, and Requirements** | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | |
| **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(3)(a) | Center directors or assistant directors manage the early learning program and set appropriate program and staff expectations.  (a) A center director must meet the following qualifications:  (i) Be at least eighteen years old;  (ii) Have an ECE State Certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:  (A) A center director must complete an ECE state certificate or equivalent by August 1, 2026;  (B) A center director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.  (iii) Have two years of experience as a teacher of children in any age group enrolled in the early learning program and at least six months of experience in administration or management or a department approved plan;  (iv) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;  (v) If a center director does not meet the minimum qualification requirements, the center early learning program must employ an assistant director or program supervisor who meets the minimum qualifications of these positions;  (vi) Have their continued professional development progress documented annually. |  |
| 110-300-0100(3)(b) | An assistant director must meet the following qualifications:  (i) Be at least eighteen years old;  (ii) Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:  (A) An assistant director must complete an ECE state certificate or equivalent by August 1, 2026;  (B) An assistant director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.  (iii) Have two years of experience as a teacher of children in any age group enrolled in the early learning program or two years of experience in administration or management, or a department approved plan;  (iv) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;  (v) Have their continued professional development progress documented annually. |  |
| 110-300-0100(3)(c)(i)(ii)(iii) | (c) A center director or assistant director or equivalent must provide the following services:  (i) Be on-site for the daily operation of the early learning program fifty percent or more of weekly operating hours up to forty hours per week, or designate a person with the qualifications of an assistant director, program supervisor, or equivalent. A center director may act as a substitute teacher if acting as a substitute does not interfere with management or supervisory responsibilities.  (ii) Comply with foundational quality standards;  (iii) Develop a curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children in the early learning program (or designate a program supervisor with this responsibility); |  |
| 110-300-0100(3)(c)(iv)(v) | (c) A center director or assistant director or equivalent must provide the following services:  (iv) Have knowledge of community resources available to families, including resources for children with special needs and be able to share these resources with families; and  (v) Oversee professional development plans for early learning program staff including, but not limited to:  (A) Providing support to staff for creating and maintaining staff records;  (B) Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and  (C) Observing and mentoring staff. |  |
| 110-300-0100(4)(a) | Center program supervisors plan the early learning program services under the oversight of a center director or assistant director.  (a) A program supervisor must meet the following qualifications:  (i) Be at least eighteen years old;  (ii) Have an ECE state certificate or equivalent by August 1, 2026;  (iii) Have two years of experience as a teacher of children in any age group enrolled in any early learning program;  (iv) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105; and  (v) Have their continued professional development progress documented annually. |  |
| 110-300-0100(4)(b)(i)(ii)(iii) | A program supervisor performs the following duties:  (i) Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program;  (ii) Comply with foundational quality standards;  (iii) Act as a teacher or director as long as it does not interfere with the program supervisor's primary responsibilities; and |  |
| 110-300-0100(4)(b)(iv) | A program supervisor performs the following duties:  (iv) Manage the professional development plans and requirements for staff as needed. |  |
| 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 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 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 45 college quarter credits in early childhood education core competencies. |  |
| 110-300-0100(6)(a) | Lead teachers are responsible for implementing the center or family home early learning program. Lead teachers develop and provide a nurturing and responsive learning environment that meets the needs of enrolled children.  (a) A lead teacher must meet the following qualifications:  (i) Be at least eighteen years old;  (ii) Have a high school diploma or equivalent; and  (iii) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105 |  |
| 110-300-0100(6)(b)(c)(d) | A center lead teacher must meet the following requirements:  (i) Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into the position, whichever occurs later;  (ii) Have an ECE short certificate or equivalent by August 1, 2028, or within two years of receiving an ECE initial certificate; and  (iii) Beginning August 1, 2026, a center lead teacher must:  (A) Have an ECE initial certificate or equivalent within five years of being hired or promoted into this position; and  (B) Have an ECE short certificate or equivalent within two years of receiving an ECE initial certificate.  (c) Have all ECE certificates or equivalent qualifications approved and verified in the department’s electronic workforce registry;  (d) Have their professional development progress documented annually. |  |
| 110-300-0100(7) | Assistant teachers help a lead teacher or licensee provide instructional support to children and implement developmentally appropriate programs in center or family home early learning programs.  (a) An assistant teacher must meet the following qualifications:  (i) Be at least eighteen years old;  (ii) Have a high school diploma or equivalent;  (iii) Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into this position, whichever occurs later;  (iv) Beginning August 1, 2026, an assistant teacher must have an ECE initial certificate or equivalent within five years of being hired or promoted into the position;  (v) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105; and  (vi) Have their professional development progress documented annually. |  |
| 110-300-0100(7)(b) | (b) Assistant teachers may work alone with children with regular, scheduled, and documented oversight and on-the-job classroom training from the classroom's assigned lead teacher who is primarily responsible for the care of the same group of children for the majority of their day. |  |
| 110-300-0100(7)(c) | (c) For continuity of care, assistant teachers can act as a substitute lead teacher up to two weeks. If longer than two weeks, the provider must notify the department with a plan to manage the classroom. |  |
| 110-300-0100(8) | Aides provide classroom support to an assistant teacher, lead teacher, program supervisor, center director, assistant director, or family home licensee. Aides must meet the following qualifications:  (a) Be at least fourteen years old;  (b) Have a high school diploma or equivalent, or be currently enrolled in high school or an equivalent education program;  (c) Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;  (d) Have their professional development progress documented annually; and  (e) Aides may be counted in the staff-to-child ratio if they are working under the continuous oversight of a lead teacher, program supervisor, center director, assistant director, assistant teacher, or family home licensee.  (i) Aides working nineteen or fewer hours per month can be counted towards staff-to-child ratio with applicable preservice requirements pursuant to WAC 110-300-0105 but without in-service training requirements pursuant to WAC 110-300-0107(1)(a).  (ii) Aides who work more than nineteen hours per month and who have a cumulative twelve months of employment must complete applicable preservice requirements detailed in WAC 110-300-0105 and the in-service training detailed in WAC 110-300-0107(1)(a). |  |
| 110-300-0100(9) | Other personnel who do not directly care for children and are not listed in subsections (1) through (8) of this section must meet the following qualifications:  (a) Complete and pass a background check, pursuant to chapter 110-06 WAC;  (b) Have a negative TB test, pursuant to WAC 110-300-0105; and  (c) Complete program based staff policies and training, pursuant to WAC 110-300-0110. |  |
| 110-300-0100(10) | Volunteers help at early learning programs. Volunteers must meet the following qualifications:  (a) Be at least fourteen years old (volunteers must have written permission to volunteer from their parent or guardian if they are under eighteen years old).  (b) Work under the continuous oversight of a lead teacher, program supervisor, center director, assistant director, assistant teacher, or family home licensee.  (c) Regular, ongoing volunteers may count in staff-to-child ratio if they:  (i) Complete and pass a background check, pursuant to chapter 110-06 WAC;  (ii) Complete a TB test, pursuant to WAC 110-300-0105;  (iii) Complete the training requirements, pursuant to WAC 110-300-0106;  (iv) Complete program based staff policies and training, pursuant to WAC 110-300-0110; and  (v) Have their professional development progress documented annually.  (d) Occasional volunteers must comply with (a) and (b) of this subsection and cannot count in staff-to-child ratio. Occasional volunteers may include, but are not limited to, a parent or guardian helping on a field trip, special guest presenters, or a parent or guardian, family member, or community member helping with a cultural celebration. |  |
| 110-300-0105(1) | All applicants, co-applicants, family home licensees, center directors, assistant directors, and program supervisors must complete a department provided orientation for the applicable early learning program. Prior to being in charge of the early learning program fifty percent of the time or more, those newly promoted or assuming a role of one of the roles listed here must complete or be registered in orientation training. |  |
| 110-300-0105(2) | Early learning providers and household members in a family home early learning program must complete a department background check, pursuant to chapter 110-06 WAC. |  |
| 110-300-0105(3) | Early learning providers, including volunteers and household members in a family home early learning program ages fourteen and over, must provide documentation signed within the last twelve months by a licensed health care professional of tuberculosis (TB) testing or treatment consisting of:  (a) A negative TB symptom screen and negative TB risk assessment;  (b) A previous positive FDA approved TB test and a current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program; or  (c) A positive symptom screening or a positive risk assessment with documentation of:  (i) A current negative FDA approved TB test;  (ii) A previous or current positive FDA approved TB test; and  (iii) A current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program. |  |
| 110-300-0106(1) | Early learning providers licensed, working, or volunteering in an early learning program before the date this section becomes effective must complete the applicable training requirements of this section within three months of the date this section becomes effective unless otherwise indicated. State or federal rules may require health and safety training described under this chapter to be renewed annually. Early learning providers hired after the date this section becomes effective must complete the training requirements of subsections (4) through (10) of this section within three months of the date of hire and prior to working in an unsupervised capacity with children. |  |
| 110-300-0106(10) | Early learning providers who directly care for children must complete the prevention of exposure to blood and body fluids training that meets Washington State Department of Labor & Industries’ requirements prior to being granted a license or working with children. This training must be repeated pursuant to Washington State Department Labor and Industries regulations. |  |
| 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. |  |
| 110-300-0106(3) | License applicants, center directors, assistant directors, program supervisors, lead teachers, assistant teachers, and aides must complete the child care basics training as approved or offered by the department:  (a) Prior to being granted a license;  (b) Prior to working unsupervised with children; or  (c) Within three months of the date this section becomes effective if already employed or being promoted to a new role. |  |
| 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(5) | Early learning providers must complete the emergency preparedness training as approved or offered by the department (applicable to the early learning program where they work or volunteer) according to subsection (1) of this section. |  |
| 110-300-0106(6) | Early learning providers licensed to care for infants must complete the prevention and identifying shaken baby syndrome/abuse head trauma training as approved or offered by the department according to subsection (1) of this section. |  |
| 110-300-0106(7) | Early learning providers must complete the serving children experiencing homelessness training as approved or offered by the department according to subsection (1) of this section. |  |
| 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(9) | Family home licensees, center directors, assistant directors, program supervisors, and lead teachers must complete the medication management and administration training as approved or offered by the department prior to giving medication to an enrolled child, or as indicated in subsection (1) of this section. |  |
| 110-300-0107(1) | An early learning provider must complete ten hours of annual in-service training after twelve months of cumulative employment.  (a) A family home licensee, center director, assistant director, program supervisor, lead teacher, and assistant teacher who has not completed the department’s Enhancing Quality of Early Learning (EQEL) in-service training and was licensed, hired, or promoted on or after August 1, 2019, must complete the training within thirty-six months of assuming the role, unless the provider has completed a department approved alternative training. EQEL hours may count towards the ten hours of annual in-service training.  (b) Every thirty-six months, following the completion of EQEL or a department approved alternative training, a family home licensee, center director, assistant director, or program supervisor, must complete a minimum of ten hours of in-service training “child development” and a minimum of ten hours of in-service training on “leadership practices.”  (i) Child development training includes the following Washington State Core Competencies: Child Growth and Development, Curriculum and Learning Environment, Ongoing Measurements of Child Progress, Family and Community Partnerships, Health, Safety, Nutrition, and Interactions.  (ii) Leadership Practices training includes the following Washington State Core Competencies: Program Planning and Development, Professional Development, and Leadership. |  |
| 110-300-0107(3) | Only five in-service training hours that exceed the requirements of subsection (1) of this section may be carried over from one calendar year to the next calendar year. |  |
| 110-300-0110(1) | An early learning provider must have and follow written policies for early learning program staff. Staff policies must include those listed in subsections (2) and (3) of this section and must be reviewed and approved by the department prior to issuing a provider’s initial license. Providers must notify the department when substantial changes are made. |  |
| 110-300-0110(2) | (2) Early learning program staff policies must include, but are not limited to:  (a) All of the information in the parent or guardian handbook except fees;  (b) Job descriptions, pay dates, and benefits;  (c) Professional development expectations and plans;  (d) Expectations for attendance and conduct;  (e) Early learning program staff responsibilities for:  (i) Child supervision requirements, including preventing children's access to unlicensed space;  (ii) Child growth and development;  (iii) Developmentally appropriate curriculum;  (iv) Teacher-child interaction;  (v) Child protection, guidance, and discipline techniques;  (vi) Safe sleep practices, if applicable;  (vii) Food service practices;  (viii) Off-site field trips, if applicable;  (ix) Transporting children, if applicable;  (x) Health, safety, and sanitization procedures;  (xi) Medication management procedures;  (xii) Medical emergencies, fire, disaster evacuation and emergency preparedness plans;  (xiii) Mandatory reporting of suspected child abuse, neglect, and exploitation, per RCW 26.44.020 and 26.44.030 and all other reporting requirements;  (xiv) Implementation of child's individual health care or special needs plan;  (xv) Following nonsmoking, vaping, alcohol and drug regulations;  (xvi) Overnight care, if applicable;  (xvii) Religious, equity and cultural responsiveness;  (xviii) Nondiscrimination;  (xviv) Planned daily activities and routines.  (f) Staff responsibilities if the family home licensee, center director, assistant director, or program supervisor is absent from the early learning program;  (g) A plan that includes how both administrative and child caretaking duties are met when a job requires such dual responsibilities; and  (h) Observation, evaluation, and feedback policies. |  |
| 110-300-0110(4) | An early learning provider must develop, deliver, and document the delivery of early learning staff training specific to the early learning program and premises.  (a) Training topics must include:  (i) Staff policies listed in subsections (2) and (3) of this section;  (ii) Chapter 43.216 RCW; and  (iii) Chapters 110-300 and 110-06 WAC.  (b) Training must be updated with changes in program policies and state or federal regulations. |  |
| 110-300-0111(1) | An early learning provider who oversees staff must:  (a) Establish a work plan with clear expectations;  (b) Be aware of what staff members are doing; and  (c) Be available and able to respond in an emergency as needed to protect the health and safety of children in care. |  |
| 110-300-0115(1) | An early learning provider must establish a records system for themselves, household members, staff, and volunteers that complies with the requirements of this chapter. Early learning program staff records must be:  (a) Verified by the licensee, center director, assistant director, or program supervisor;  (b) Entered and maintained in the electronic workforce registry, if applicable. Paper records may be discarded once entered into the electronic workforce registry and confirmed by the department;  (c) Updated to delete staff names from the electronic workforce registry when no longer employed at the early learning program; and  (d) Kept on-site or in the program’s administrative office in a manner that allows the department to review the records. |  |
| 110-300-0115(2) | Records for each early learning provider and staff member must include:  (a) First and last name;  (b) Date of birth;  (c) Job title;  (d) First and last day of employment, if applicable;  (e) Proof of professional credentials, requirements, and training for each early learning staff member, pursuant to WAC 110-300-0100 through 110-300-0110; |  |
| 110-300-0115(3) | A licensee, center director, assistant director, or program supervisor must maintain the following records for each early learning provider and program staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:  (a) A copy of current government issued photo identification;  (b) Emergency contact information;  (c) Completed employment application or resume;  (d) Annual observation, evaluation, and feedback information;  (e) The licensee’s Social Security Number, Federal EIN, or a written document stating the licensee does not possess either; and  (f) Immunization records including exemption documents (center early learning programs only.) |  |
| 110-300-0120(1) | A licensee must provide for the personal and professional needs of staff by:  (a) Having a secure place to store personal belongings that is inaccessible to children;  (b) Having a readily accessible phone to use for emergency calls or to contact the parents of enrolled children; and  (c) Providing file and storage space for professional materials. |  |
| 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** | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | |
| **WAC/RCW** | **Description** | **Code** |
| 110-300-0221(1)(a) | A center early learning provider must have a designated diaper changing area, including stand-up diapering, for each classroom or for every age grouping of children who require diapering. Only one diaper changing area is required at a family home early learning provider.  (a) A diaper changing area must:  (i) Be separate from areas where food is stored, prepared, or served;  (ii) Have a sink with hot and cold running water, not used for food preparation and clean up;  (iii) Have a sturdy surface or mat that:  (A) Is not torn or repaired with tape;  (B) Is washable;  (C) Has a moisture resistant surface that is cleanable; and  (D) Is large enough to prevent the area underneath the diaper changing area from being contaminated with bodily fluids.  (iv) Be on moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and  (v) Be uncluttered and not used for storage of any items not used in diapering a child. |  |
| 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 |  |
| 110-300-0221(1)(e) | Early learning providers must prevent the viewing of a partially or fully undressed child during diaper changes by members of the public who are not on the early learning premises. For the purpose of this subsection, “members of the public” means anyone not affiliated with the providers’ early learning programs. |  |
| 110-300-0221(2)(a) | If an early learning provider uses a diaper changing station, the station must:  (a) Have a handwashing sink within arms' reach of, or be readily accessible to, an early learning provider to prevent cross contamination; |  |
| 110-300-0221(2)(b) | If an early learning provider uses a diaper changing station, the station must:  (b) Be on moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and either:  (i) A table or counter large enough to accommodate the length of a child, with a protective barrier at least three and one-half inches high on all sides from the surface the child lays on; or  (ii) A wall mounted diaper changing station that meets manufacturer guidelines and specifications in addition to the requirements of this section. |  |
| 110-300-0221(3) | If an early learning provider uses reusable or cloth diapers, the diapers must:  (a) Not be rinsed;  (b) Be placed in a securely sealed moisture impervious bag;  (c) Be stored in a separate disposal container; and  (d) Be delivered to a commercial laundry service or given to the child’s parent or guardian at least daily. |  |
| 110-300-0221(4) | An early learning provider must provide a container designated for disposing of soiled diapers and diapering supplies only. |  |
| 110-300-0221(4)(a) | The diaper disposal container must be:  (a) Hands-free and covered with a lid to prevent cross contamination; |  |
| 110-300-0221(4)(b) | The diaper disposal container must be:  (b) Lined with a disposable plastic trash bag; |  |
| 110-300-0221(4)(c) | The diaper disposal container must be:  (c) Within arm’s length of the diaper changing area. |  |
| 110-300-0275(3) | An early learning provider must not use or allow the use of wheeled baby walkers. |  |
| 110-300-0275(4) | A center early learning provider licensed to care for any infant must employ or contract with a child care health consultant to provide health consultation to support the practices of staff working with infants and to support the needs of individual infants. |  |
| 110-300-0275(5) | The center early learning provider must enter into a department approved written agreement for services with a child care health consultant.  (a) The child care health consultant must be a currently licensed registered nurse who:  (i) Has worked in pediatrics or public health in the past five years or has taken or taught classes in pediatric nursing at the college level in the past five years;  (ii) Has experience with state licensing and public health requirements; and  (iii) Attests in writing to knowledge and experience sufficient to provide service consistent with the health consultant competencies described in the most current version of Caring for Our Children.  (b) The child care health consultant must be available, or make available a designee who meets the requirements of subsection (a) of this section, for consultation by phone as needed. |  |
| 110-300-0275(6)(a) | A center early learning provider must ensure that the child care health consultant:  (a) Conducts at least one on-site visit monthly, if an infant is enrolled, during which the consultant;  (i) Observes and assesses staff knowledge of infant health, development, and safety and offers support through training, consultation, or referral;  (ii) Observes and assesses classroom health practices, including but not limited to, infection control including cleaning, sanitizing, and disinfecting, and provides technical assistance to correct any practices of concern;  (iii) Observes and assesses behavior, development, and health status of individual infants in care and makes recommendations to staff or parents or guardians including if further assessment is recommended, as requested or otherwise determined appropriate. |  |
| 110-300-0275(6)(b) | A center early learning provider must ensure that the child care health consultant:  (b) Provides a dated, signed, written summary to the early learning provider for each visit that includes topics discussed with parents or staff, any areas of concern related to discussion, observation, assessment, or screening outcomes; |  |
| 110-300-0275(6)(c) | A center early learning provider must ensure that the child care health consultant:  (c) Reports each visit to the department. |  |
| 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; |  |
| 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. |  |
| 110-300-0285(2)(a) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (a) A plan to support the needs of a breastfeeding mother and infant by:  (i) Providing an area for mothers to breastfeed their infants; and  (ii) Providing educational materials and resources to support breastfeeding mothers; |  |
| 110-300-0285(2)(b) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (b) Feeding infants and toddlers when hungry according to their nutritional and developmental needs, unless medically directed; |  |
| 110-300-0285(2)(c) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (c) Serving only breast milk or infant formula to an infant, unless the child's health care provider offers a written order stating otherwise; and |  |
| 110-300-0285(2)(d) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (d) When bottle feeding, an early learning provider must:  (i) Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth;  (ii) Hold infants and, when developmentally appropriate, toddlers to make eye contact and talk to them;  (iii) Stop feeding the infant or toddler when he or she shows signs of fullness; and  (iv) Not allow infants or toddlers to be propped with bottles or given a bottle or cup when lying down. |  |
| 110-300-0285(2)(e) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (e) Transitioning a child to a cup only when developmentally appropriate; |  |
| 110-300-0285(2)(f) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (f) Introducing age-appropriate solid foods no sooner than four months of age, based on an infant’s ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full, unless identified in written food plan pursuant to WAC 110-300-0190 or written medical approval; |  |
| 110-300-0285(2)(h) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (h) Not serving one hundred percent juice or any sweetened beverages (for example, juice drinks, sports drinks, or tea) to infants less than twelve months old, unless a health care provider gives written consent, and helping prevent tooth decay by only offering juice to children older than twelve months from a cup; |  |
| 110-300-0285(2)(i) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (i) Increasing the texture of the food from strained, to mashed, to soft table foods as a child’s development and skills progress between six and twelve months of age. Soft foods offered to older infants should be cut into pieces one-quarter inch or smaller to prevent choking; |  |
| 110-300-0285(2)(j) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (j) Allowing older infants or toddlers to self-feed soft foods from developmentally appropriate eating equipment; |  |
| 110-300-0285(2)(k) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (k) Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup, and having an early learning provider sit with and observe each child eating. If high chairs are used, each high chair must:  (i) Have a base that is wider than the seat;  (ii) Have a safety device, used each time a child is seated, that prevents the child from climbing or sliding down the chair;  (iii) Be free of cracks and tears; and  (iv) Have a washable surface; |  |
| 110-300-0285(2)(l) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (l) Not leaving infants or toddlers more than fifteen minutes in high chairs waiting for meal or snack time, and removing a child as soon as possible once he or she finishes eating; |  |
| 110-300-0285(2)(m) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (m) Preventing infants or toddlers from sharing the same dish or utensil; |  |
| 110-300-0285(2)(n) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (n) Not serving any uneaten food from the serving container after the intended meal; and |  |
| 110-300-0285(2)(o) | After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:  (o) Not serving food to infants or toddlers using polystyrene foam (Styrofoam) cups, bowls, or plates. |  |
| 110-300-0290(1) | For infants, an early learning provider must supply a single level crib, playpen, or other developmentally appropriate sleep equipment. Providers must not use sofas, couches, or adult-sized or toddler beds for infant sleeping. |  |
| 110-300-0290(2) | For toddlers, an early learning provider must supply a single level crib, playpen, toddler bed, or other developmentally appropriate sleep equipment. An early learning provider must allow toddlers to follow their own sleep patterns. |  |
| 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(3)(e) | Sleep equipment not covered in WAC 110-300-0265 must:  (e) Have a moisture resistant and easily cleaned and sanitized mattress, if applicable. The mattress must be free of tears or holes and not repaired with tape; |  |
| 110-300-0290(3)(f) | Sleep equipment not covered in WAC 110-300-0265 must:  (f) The sheet must be laundered at least weekly or more often, such as between uses by different children or if soiled; |  |
| 110-300-0290(3)(g) | Sleep equipment not covered in WAC 110-300-0265 must:  (g) Cribs and playpens arranged side by side must be spaced at least thirty inches apart; and |  |
| 110-300-0290(3)(h) | Sleep equipment not covered in WAC 110-300-0265 must:  (h) Cribs and playpens placed end to end must have a moisture resistant and easily cleanable solid barrier if spaced closer than thirty inches. |  |
| 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. |  |
| 110-300-0290(6) | An early learning provider must transition children who are able to climb out of their sleeping equipment to developmentally appropriate sleep equipment. When parents do not agree with transitioning, the provider and parent will cocreate a transition plan. |  |
| 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)(f) | 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:  (f) Allowing infants to follow their own sleep patterns; |  |
| 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)(a) | Developmentally appropriate curriculum may include, but is not limited to:  (a) Developing infant and toddler language and communication by:  (i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings, and desires, and describing actions;  (ii) Giving individual attention to children when needed;  (iii) Playing and reading with children;  (iv) Mirroring similar infant sounds and sharing a child’s focus of attention;  (v) Communicating throughout the day and during feeding, changing, and cuddle times; and  (vi) Providing materials and equipment that promote language development and communication such as soft books, interactive storybook reading, rhymes and songs, and finger puppets. |  |
| 110-300-0296(2)(b) | Developmentally appropriate curriculum may include, but is not limited to:  (b) Developing infant and toddler physical and cognitive abilities by:  (i) Allowing each infant actively supervised tummy time throughout the day when the infant is awake;  (ii) Providing infants and toddlers freedom to explore and learn on their own on the floor;  (iii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and  (iv) Encouraging infants and toddlers to play, crawl, pull up, and walk by using materials and equipment that promotes:  (A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push and pull toys, riding toys, balls, squeezable toys, books, dolls, press-together blocks, and limited use of equipment such as bouncers, swings, or boppies; and  (B) Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes such as measuring cups or spoons, and toys with different shapes and colors to help introduce sorting and categorization. |  |
| 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** | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | |
| **WAC/RCW** | **Description** | **Code** |
| 110-300-0130(1) | Indoor early learning program space must be accessible during program operating hours. |  |
| 110-300-0130(2) | Early learning program space, ramps, and handrails must comply with, be accessible to, and accommodate children and adults with disabilities as required by the Washington Law Against Discrimination (chapter 49.60 RCW) and the ADA, as now and hereafter amended. |  |
| 110-300-0130(3) | Early learning program space must allow children to move between areas without disrupting another child’s work or play. |  |
| 110-300-0135(1) | An early learning provider must have accessible and child-size furniture and equipment (or altered and adapted in a family home early learning program) in sufficient quantity for the number of children in care. Tables must not be bucket style. |  |
| 110-300-0135(2)(a) | Furniture and equipment must be:  (a) Maintained in a safe working condition; |  |
| 110-300-0135(2)(b) | Furniture and equipment must be:  (b) Developmentally and age appropriate; |  |
| 110-300-0135(2)(c) | Furniture and equipment must be:  (c) Visually inspected at least weekly for hazards, broken parts, or damage. All equipment with hazardous, broken parts, or damage must be repaired as soon as possible and must be inaccessible to children until repairs are made according to the manufacturer’s instructions, if available; |  |
| 110-300-0135(2)(d) | Furniture and equipment must be:  (d) Arranged in a way that does not interfere with other play equipment; |  |
| 110-300-0135(2)(e) | Furniture and equipment must be:  (e) Installed and assembled according to manufacturer’s specifications |  |
| 110-300-0135(2)(f) | Furniture and equipment must be:  (f) Stored in a manner to prevent injury; |  |
| 110-300-0135(2)(g) | Furniture and equipment must be:  (g) Accessible to the child’s height so that he or she can find, use, and return materials independently. |  |
| 110-300-0135(3) | An early learning provider must supply soft furnishings in licensed space accessible to children. Soft furnishings may include, but are not limited to, carpeted areas and area rugs, upholstered furniture, cushions or large floor pillows, and stuffed animals. |  |
| 110-300-0140(1) | Early learning materials and equipment must be visible, accessible to children in care, and must be arranged to promote and encourage independent access by children. |  |
| 110-300-0140(2) | An early learning provider must display age and developmentally appropriate early learning materials. Materials must be located at enrolled children’s eye level and related to current activities or curriculum. |  |
| 110-300-0140(3) | An early learning provider must offer, or allow a child to create, a place for privacy. This space must:  (a) Allow the provider to supervise children; and  (b) Include an area accessible to children who seek or need time alone or in small groups. |  |
| 110-300-0140(4) | An early learning provider must have extra clothing available for children who wet, soil, or have a need to change clothes. |  |
| 110-300-0140(5) | An early learning provider must supply individual storage space for each child’s belongings while in attendance. At a minimum, the space must be:  (a) Accessible to the child; and  (b) Large enough and spaced sufficiently apart from other storage space to:  (i) Store the child’s personal articles and clothing; and  (ii) Promote or encourage children to organize their possessions. |  |
| 110-300-0140(6) | Child useable and accessible areas must be arranged to provide sufficient space for routine care, child play, and learning activities. These areas must be designed to:  (a) Allow the provider to supervise or actively supervise the children, depending on the nature of the activities;  (b) Allow children to move freely; and  (c) Allow for different types of activities at the same time (for example: Blocks, puppets, language and literary materials, art materials, clay or play dough, music and movement, or dramatic play). |  |
| 110-300-0150(1) | An early learning provider must supply children in care with early learning materials that are age and developmentally appropriate. For each age group of children in care, a provider must supply a variety of materials that satisfy individual, developmental, and cultural needs. |  |
| 110-300-0150(1)(a) | Early learning materials must be:  (a) Clean; |  |
| 110-300-0150(1)(b) | Early learning materials must be:  (b) Washable or disposable; |  |
| 110-300-0150(1)(c) | Early learning materials must be:  (c) Accommodating to a range of abilities of children in care; |  |
| 110-300-0150(1)(d) | Early learning materials must be:  (d) Available to children in care appropriate to a child’s age and developmental level; |  |
| 110-300-0150(1)(e) | Early learning materials must be:  (e) Nonpoisonous and free of toxins. If an early learning provider is using prepackaged art materials, the materials must be labeled “non-toxic” by the manufacturer and meet ASTM standard D-4236 as described in 16 C.F.R. 1500.14(b)(8)(i); |  |
| 110-300-0150(1)(f) | Early learning materials must be:  (f) In good and safe working condition; |  |
| 110-300-0150(1)(g) | Early learning materials must be:  (g) Accommodating to special needs of children in care; and |  |
| 110-300-0150(2) | An early learning provider must ensure a sufficient quantity and variety of materials to engage children in the early learning program, such as arts and crafts supplies, various textured materials, construction materials, manipulative materials, music and sound devices, books, and social living equipment. Materials must:  (a) Encourage both active physical play and quiet play activities;  (b) Promote imagination and creativity;  (c) Promote language development and literacy skills;  (d) Encourage social skill development;  (e) Promote numeracy (counting and numbers) and spatial ability;  (f) Encourage discovery and exploration; and  (g) Promote learning skills. |  |
| 110-300-0155(1) | If an early learning provider offers screen time to children in care: The screen time available for each child:  (a) Must be educational, developmentally and age appropriate, nonviolent, and culturally sensitive; and  (b) Should be interactive with staff. |  |
| 110-300-0155(2) | Children must not be required to participate in screen time activities. Alternative activities must be provided to children in care when screen time is offered. |  |
| 110-300-0155(3) | Screen time must not occur during scheduled meals or snacks. |  |
| 110-300-0155(6) | There must not be intentional screen time for children under twenty-four months of age. An infant or toddler must be redirected from an area where screen time is displayed. |  |
| 110-300-0160(1) | An early learning provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider’s curriculum, activities, and materials that represent all children, families, and staff. A provider must use equipment and materials that include, but are not limited to:  (a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes;  (b) Diverse music from many cultures in children’s primary languages; and  (c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders. |  |
| 110-300-0160(2) | An early learning provider must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to:  (a) Redirecting an inappropriate conversation or behavior;  (b) Being aware of situations that may involve bias and responding appropriately; and  (c) Refusing to ignore bias. |  |
| 110-300-0220(1)(a) | An early learning provider must provide at least one indoor bathroom in the licensed space that has the following:  (a) One working flush toilet;  (i) Toilets must be an appropriate height and size for enrolled children. A platform may be used to accommodate the height and size of children. Platforms must be easily cleanable and resistant to moisture and slipping.  (ii) Center early learning programs licensed after this chapter becomes effective must have one working flush toilet for every fifteen children and staff. A child in diapers does not count for purposes of toilet calculations until the child begins toilet training.  (iii) Toilets for staff may be located outside of licensed space on the premises. |  |
| 110-300-0220(1)(b) | An early learning provider must provide at least one indoor bathroom in the licensed space that has the following:  (b) One working sink and faucet;  (i) Sinks and faucets must be an appropriate height and size for children. A platform may be used to accommodate the height and size of children. Platforms must be easily cleanable and resistant to moisture and slipping.  (ii) A faucet used for handwashing must provide warm running water.  (iii) Sinks and faucets must be located inside the bathroom or immediately outside the bathroom.  (iv) Sinks and faucets for staff may be outside of licensed space on the early learning premises.  (v) Water controls on bathroom sinks must be accessible for the intended user.  (vi) Bathroom sinks must not be used as a drinking source or for food preparation.  (vii) Center early learning programs must have one working sink and faucet for every fifteen children and staff. |  |
| 110-300-0220(1)(c) | An early learning provider must provide at least one indoor bathroom in the licensed space that has the following:  (c) A means of providing privacy for children who demonstrate the need for privacy while toileting; |  |
| 110-300-0220(1)(d) | An early learning provider must provide at least one indoorbathroom in the licensed space that has the following:  (d) A toilet paper dispenser for each toilet that is appropriate for the height and size of children; |  |
| 110-300-0220(1)(e) | An early learning provider must provide at least one indoor bathroom in the licensed space that has the following:  (e) An operable window or exhaust fan; and |  |
| 110-300-0220(1)(f) | An early learning provider must provide at least one indoor bathroom in the licensed space that has the following:  (f) An easily cleanable floor.  (i) Floors must have a washable surface;  (ii) Be resistant to moisture; and  (iii) Cleaned and disinfected daily, or more often as needed. |  |
| 110-300-0220(2)(a) | If an early learning program space is equipped with a bathtub or shower, the provider must:  (a) Only give a bath or shower to a child with consent from that child’s parent or guardian; |  |
| 110-300-0220(2)(b) | If an early learning program space is equipped with a bathtub or shower, the provider must:  (b) Only use the bath or shower:  (i) To clean a child after an accident, such as diarrhea or vomiting; or  (ii) During overnight care. |  |
| 110-300-0220(2)(c) | If an early learning program space is equipped with a bathtub or shower, the provider must:  (c) Ensure the area around a bathtub or shower is resistant to slipping or equipped with a conveniently located grab bar; and |  |
| 110-300-0220(2)(d) | If an early learning program space is equipped with a bathtub or shower, the provider must:  (d) Keep the bathtub or shower inaccessible to children when not in use by children (in center early learning programs only). |  |
| 110-300-0220(3) | An early learning provider must discuss toilet training procedures with that child’s parent or guardian when a child is ready for training. A provider must facilitate the toilet training process by encouraging the child with:  (a) Positive reinforcement (which may not include food items);  (b) Culturally sensitive methods;  (c) Developmentally appropriate methods; and  (d) A toilet training routine developed in agreement with the parent or guardian. |  |
| 110-300-0220(4) | An early learning provider may use a modified toilet seat if it is cleaned and disinfected using a safe disinfectant at least daily or more often if soiled. |  |
| 110-300-0220(5) | Toilet training equipment must be cleaned in a sink not used for food preparation, handwashing, or cleanup.  (a) A family home early learning program may use a bathtub or multipurpose sink to clean toilet training equipment unless it is used for food preparation.  (b) The sink, basin, or bathtub in a family home early learning program used to clean toilet training equipment must be cleaned and disinfected after each use with a safe disinfectant. |  |
| 110-300-0220(6) | If a child is developmentally ready, and an early learning provider uses a stand-up diapering procedure, it must be done in the bathroom or a diaper changing area. |  |
| 110-300-0235(1) | Hot and cold running water must be directly plumbed to early learning program premises. |  |
| 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(3) | If the test results are at or above the current EPA lead action level, an early learning provider must do the following within twenty-four hours:  (a) Consult with department of health for technical assistance;  (b) Close the early learning program to prevent children from using or consuming water, or supply bottled or packaged water to meet the requirements of this chapter;  (c) Notify all parents and guardians of enrolled children of the test result;  (d) Notify the department of the water test results and steps taken to protect the enrolled children; and  (e) Notify the department once lead and copper levels are below the current EPA action level. |  |
| 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. |  |
| 110-300-0236(1)(a) | An early learning program’s drinking water must:  (a) Be offered multiple times throughout the day and be readily available to children at all times; |  |
| 110-300-0236(1)(b) | An early learning program’s drinking water must:  (b) Be offered in outdoor play areas, in each classroom for centers, and in the licensed space for family homes; |  |
| 110-300-0236(1)(c) | An early learning program’s drinking water must:  (c) Be served in a manner that prevents contamination; |  |
| 110-300-0236(1)(d) | An early learning program’s drinking water must:  (d) Not be obtained from a handwashing sink used with toileting or diapering; |  |
| 110-300-0236(1)(e) | An early learning program’s drinking water must:  (e) Be served fresh daily or more often as needed. |  |
| 110-300-0236(2) | Drinking fountains at an early learning program must:  (a) Not be attached to handwashing sinks or disabled;  (b) Not be located in bathrooms;  (c) Not be a “bubble type” fountain (the water flow must form an arch);  (d) Be cleaned and sanitized daily, or more often as needed; and  (e) Be located above water impervious flooring. |  |
| 110-300-0240(2) | Hard surfaces in early learning programs including, but not limited to, floors (excluding carpet), walls, counters, bookshelves, and tables must be smooth and easily cleanable. |  |
| 110-300-0240(2)(a) | (a) A cleanable surface must be:  (i) Designed to be cleaned frequently and made of sealed wood, linoleum, tile, plastic, or other solid surface materials;  (ii) Moisture resistant; and  (iii) Free of chips, cracks, and tears. |  |
| 110-300-0240(2)(b) | (b) An early learning provider must have at least twenty-four inches of moisture resistant and cleanable material or barrier around sinks, drinking fountains, and toilets. |  |
| 110-300-0240(2)(c) | (c) An early learning provider must clean all surfaces before sanitizing or disinfecting. Surfaces must be cleaned with a soap and water solution or spray cleaner and rinsed. If using a spray cleaner, directions on the label must be followed. |  |
| 110-300-0240(2)(d) | (d) Aerosol sprays and air fresheners must not be used during child care hours. |  |
| 110-300-0240(2)(e) | (e) If a bleach solution is used for sanitizing or disinfecting, an early learning provider must use one that is fragrance-free and follow department of health’s current guidelines for mixing bleach solutions for child care and similar environments. |  |
| 110-300-0240(2)(f) | (f) If an early learning provider uses a product other than bleach, including wipes, to sanitize or disinfect, the product must be:  (i) Approved by the department prior to use;  (ii) Used by trained staff only;  (iii) Registered with the EPA and have safety data sheets (SDS) available;  (iv) Used in accordance with the manufacturer’s label, which must include:  (A) Directions for use;  (B) A description of the safety precautions, procedures, and equipment that must be used for mixing the substitute product concentration, if applicable;  (C) A description of the safety precautions and procedures if the substitute product contacts skin or is inhaled, if applicable; and  (D) A description of the procedures and safety precautions for rinsing cleaned areas and cleaning equipment, if applicable.  (v) Labeled as safe to use on food surfaces if the product will be used to sanitize:  (A) Food contact surfaces; or  (B) Items such as eating utensils or toys used by the child or put into the child’s mouth; and  (vi) Fragrance-free. |  |
| 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)(b) | An early learning provider must develop and follow a cleaning schedule that includes:  (b) Eating utensils, bottles, drinking equipment, and dishes, which must be cleaned and sanitized after each use; |  |
| 110-300-0241(1)(c) | An early learning provider must develop and follow a cleaning schedule that includes:  (c) Pacifiers, which:  (i) Must be cleaned and sanitized after each use by washing and boiling the pacifier or washing the pacifier in the dishwasher; or  (ii) May be reused by an individual child if they have been rinsed after each use and stored in a device or container that prevents contamination. Both the pacifier and the storage device or container must be cleaned and sanitized daily; |  |
| 110-300-0241(1)(d) | An early learning provider must develop and follow a cleaning schedule that includes:  (d) Appliances used to prepare food, which must be cleaned after each use and sanitized daily or more often as needed; |  |
| 110-300-0241(1)(e) | An early learning provider must develop and follow a cleaning schedule that includes:  (e) Refrigerators which must be cleaned and sanitized monthly or more often as needed; |  |
| 110-300-0241(1)(f) | An early learning provider must develop and follow a cleaning schedule that includes:  (f) Freezers, which must be cleaned and sanitized quarterly or more often as needed; |  |
| 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(1)(h) | An early learning provider must develop and follow a cleaning schedule that includes:  (h) Furniture and equipment, which must be cleaned monthly or more often as needed. |  |
| 110-300-0241(10) | Floors must be cleaned by either sweeping or vacuuming at least once per day or more often as needed. Moisture resistant flooring must be cleaned and sanitized at least once per day or more often as needed. |  |
| 110-300-0241(11) | Large area rugs or installed carpet must be cleaned at least once every six months, or when visible dirt or stains are present, using a carpet shampoo machine, steam cleaner, or other method that minimizes the exposure of children in care to pathogens and allergens.  (a) An early learning provider must not use dry shampoos or dry chemical sanitizers or disinfectants, unless approved by the department.  (b) If caring for infants, a provider must either place a safe and clean material over large rugs or carpet, or clean rugs or carpet at least once per month or more often if visible stains are present. |  |
| 110-300-0241(12) | Small area rugs must be shaken outdoors or vacuumed daily, and laundered as needed. |  |
| 110-300-0241(13) | Carpets or area rugs soiled with bodily fluids must be cleaned and disinfected with high heat or an EPA registered product. An early learning provider must limit exposure to blood and body fluids during cleanup. |  |
| 110-300-0241(14) | Children must not:  (a) Be present when carpets are cleaned or vacuumed unless the provider is spot vacuuming, the vacuum has a HEPAfilter, and children are not within the immediate area; or  (b) Use or play on or near carpet areas until dry. |  |
| 110-300-0241(2) | Machine washable clothes provided by the early learning program must be laundered as needed. |  |
| 110-300-0241(3) | Sleeping equipment must be:  (a) Cleaned and sanitized after each use if used by more than one child; or  (b) Cleaned and sanitized weekly or more often as needed if assigned to only one child. |  |
| 110-300-0241(4) | Bedding must be:  (a) Laundered and sanitized after each use if used by more than one child; or  (b) Laundered and sanitized weekly or more often as needed if assigned to only one child. |  |
| 110-300-0241(5) | Sinks that are not used for handwashing after toileting, diapering, or food preparation must be cleaned and sanitized daily or more often as needed. |  |
| 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. |  |
| 110-300-0241(8) | Garbage cans and receptacles must be emptied on a daily basis and cleaned and disinfected as needed. |  |
| 110-300-0241(9) | Diaper receptacles must be emptied, cleaned, and disinfected daily or more often as needed. Contents of a diaper receptacle must be removed from the licensed space, and replaced with a new liner at least daily or more often if odor is present. |  |
| 110-300-0245(1) | Laundry and laundry equipment at an early learning program must be inaccessible to children and separated from areas where food is prepared to prevent cross contamination. |  |
| 110-300-0245(2) | Dirty or soiled laundry must be:  (a) Kept separate from clean laundry;  (b) Cleaned with laundry soap or detergent;  (c) Rinsed; and  (d) Sanitized:  (i) With bleach or a similar sanitizer registered by the EPA; or  (ii) By using a "sanitize" setting on a washing machine or dryer that reaches at least 140 degrees Fahrenheit. |  |
| 110-300-0245(3) | A dryer must be vented to the outside of the building or following the manufacturer’s specifications. |  |
| 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(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. |  |
| 110-300-0265(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(3) | An early learning provider must communicate a child’s sleep needs and patterns with that child’s parent or guardian. |  |
| 110-300-0265(4) | An early learning provider must not place children directly on the floor to rest or sleep. |  |
| 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(6)(b) | Mats, cots, and other sleep equipment used in an early learning program must be:  (b) Cleaned, sanitized, and air dried at least once per week or more often as needed if used by only one child, or after each use if used by more than one child; |  |
| 110-300-0265(6)(c) | Mats, cots, and other sleep equipment used in an early learning program must be:  (c) Stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use. |  |
| 110-300-0265(7) | Floor mats designed for sleeping and mattresses must be at least one inch thick. |  |
| 110-300-0265(8) | Floor mats must be spaced apart from other floor mats, cots, and mattresses to reduce germ exposure and allow early learning providers’ access to each child during sleep time as follows:  (a) There must be at least eighteen inches on each side between each floor mat, cot, or mattress; and  (b) Floor mats, cots, and mattresses must be arranged so children are head to toe, or toe to toe. |  |
| 110-300-0265(9)(a) | Each child’s bedding must:  (a) Have a clean sheet or blanket to cover the sleeping surface and a clean blanket for the child that is suitable given the child’s size and room temperature; |  |
| 110-300-0265(9)(b) | Each child’s bedding must:  (b) Be laundered weekly or more often if soiled, or laundered daily if used by more than one child; |  |
| 110-300-0265(9)(c) | Each child’s bedding must:  (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. |  |
| 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** | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | |
| **WAC/RCW** | **Description** | **Code** |
| 110-300-0145(1) | An early learning provider must visually inspect outdoor program space and equipment daily to ensure outdoor areas and equipment are free of hazards. |  |
| 110-300-0145(11) | Prior to licensing, exiting mechanisms on gates from a licensed outdoor play area to unlicensed space must be equipped with a self-closing and self-latching mechanism (shuts automatically when released from an individual’s control). A gate that is not an emergency exit must be locked or self-closing and self-latching. |  |
| 110-300-0145(12) | Outdoor play areas must have two exits that must not be partially or entirely blocked. At least one of the two exits must not lead back into licensed indoor space. |  |
| 110-300-0145(2) | Outdoor play space must contain a minimum of seventy-five square feet of licensed usable space per child accessing the play space at any given time. An early learning provider may develop an alternate plan if an early learning program does not have enough outdoor play space to accommodate all enrolled children at once, such as, rotating groups of children to play outdoors or using an off-site play area. The department must approve alternate plans to use off-site play spaces. |  |
| 110-300-0145(3) | An early learning program must have shaded areas in outdoor play space provided by trees, buildings, or shade structures. |  |
| 110-300-0145(4) | Outdoor play space must promote a variety of age and developmentally appropriate active play areas for children in care. Activities must encourage and promote both moderate and vigorous physical activity such as running, jumping, skipping, throwing, pedaling, pushing, pulling, kicking, and climbing. |  |
| 110-300-0145(5) | When the licensed outdoor play space is not immediately adjacent to the early learning program site, an early learning provider must use a safe route when moving to and from the licensed outdoor play space. |  |
| 110-300-0145(6) | Licensed outdoor play areas must be enclosed with a fence or barrier that is intended to prevent children from exiting and discourages climbing. If the outdoor play area is enclosed by a barrier that is not a fence, the barrier may be a wall constructed with brick, stone, or a similar material. |  |
| 110-300-0145(7) | Licensed outdoor play areas must be enclosed to deter people without permission from entering the area. |  |
| 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. |  |
| 110-300-0145(9) | The opening between a fence post and gate or fence post and building must have no gap through which a sphere with a diameter of three and one-half inches can pass. |  |
| 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(2) | Permanently anchored outdoor play equipment must not be placed over septic tank areas or drain fields and must be installed according to the manufacturer’s directions. |  |
| 110-300-0146(3) | Handmade playground equipment must be maintained for safety or removed when no longer safe. Prior to construction of new handmade playground equipment, the provider must notify the department and have plans and a materials list available upon request. |  |
| 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. |  |
| 110-300-0147(2) | An early learning provider must dress children for weather conditions during outdoor play time. |  |
| 110-300-0148(1)(a) | A garden in early learning program space must:  (a) Have safeguards in place to minimize risk of cross-contamination by animals; |  |
| 110-300-0148(1)(b) | A garden in early learning program space must:  (b) Use soil free from agricultural or industrial contaminants such as lead or arsenic if gardening directly in the ground; |  |
| 110-300-0148(1)(c) | A garden in early learning program space must:  (c) If gardening in rasied beds use:  (i) New soil that is labeled “organic” or “safe for children” and was obtained from a gardening supply store or other retail store; or  (ii) Composted soil made from material that is safe according to the Washington State University’s extension master gardener composting guidelines; and |  |
| 110-300-0148(1)(d) | A garden in early learning program space must:  (d) Use water that comes from a private well approved by the local health jurisdiction or from a public water system. An early learning provider must make water for gardens inaccessible to children if the provider uses irrigation water. |  |
| 110-300-0148(2) | Garden beds must be made of materials that will not leach chemicals into the soil including, but not limited to, wood treated with chromated copper arsenate, creosote or pentachlorophenol, reclaimed railroad ties, or tires. |  |
| 110-300-0148(4) | Commonplace toxic plants or plants with poisonous leaves (for example: tomato, potato, or rhubarb) may be grown in the garden. An early learning provider must actively supervise children who are able to access a garden where commonplace toxic plants or plants with poisonous leaves are growing. |  |
| 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 shall be 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 shall also be 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(2)(f) | An early learning provider must take steps to prevent hazards to children including, but not limited to:  (f) Preventing children from walking into or through a glass door, window, or other glass barrier, by placing stickers or art work at the children’s eye level on the glass; and |  |
| 110-300-0165(2)(g) | An early learning provider must take steps to prevent hazards to children including, but not limited to:  (g) Cribs, play pens, bassinets, infant beds, and indoor climbing structures must not be placed next to windows, to prevent harm from shattered glass, unless the window is made of safety glass. |  |
| 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)(e) | 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:  (e) Tripping. Tripping hazards must be eliminated. Uneven walkways, damaged flooring or carpeting, or other tripping hazards must be removed or repaired; |  |
| 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)(a) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:  (a) Indoor temperatures for the premises. The temperature of indoor early learning licensed space must be between 68 and 82 degrees Fahrenheit. If indoor licensed space is colder than 68 or hotter than 82 degrees Fahrenheit, an early learning provider must use climate control devices that are inaccessible to children to bring the temperature within the required range. |  |
| 110-300-0165(4)(b) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:  (b) Window openings. Windows within the reach of children must only open up to three and one-half inches or have some barrier or preventative measure to discourage children from exiting through the window. The three and one-half inch opening does not apply to exit windows in family home early learning programs. |  |
| 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)(d) | To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:  (d) Safe noise levels. Noise levels must be maintained at a level in which a normal conversation may occur. |  |
| 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(2)(a) | An early learning provider must have the following in case of an emergency:  (a) A working flashlight or other emergency lighting device must be available for use as an emergency light source. Battery powered flashlights must have an extra set of batteries easily available; |  |
| 110-300-0166(2)(b) | An early learning provider must have the following in case of an emergency:  (b) A working telephone must be available for use with sufficient backup power to function for at least five hours. |  |
| 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. |  |
| 110-300-0175(6) | Five gallon buckets or other similar containers must not be used for infant or toddler water play. |  |
| 110-300-0175(7) | If an early learning provider uses water tables or similar containers, the tables or containers must be emptied and sanitized daily, or more often if necessary. |  |
| 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. |  |
| 110-300-0225(4)(a) | An early learning provider must:  (a) Make reptiles and amphibians that are not part of the early learning program or activities inaccessible to enrolled children due to the risk of salmonella or other diseases; |  |
| 110-300-0225(4)(b) | An early learning provider must:  (b) Require that chickens, ducks, turkeys, doves, pigeons, or other birds are caged, cooped, or penned outside early learning program space when children are in care, at a distance that prevents children from having direct access to the enclosures or waste; |  |
| 110-300-0225(4)(c) | An early learning provider must:  (c) Cage indoor birds; |  |
| 110-300-0225(4)(d) | An early learning provider must:  (d) Prevent debris from spilling out of a container or cage used for pets and animals, if applicable; |  |
| 110-300-0225(4)(e) | An early learning provider must:  (e) Not allow pets and animals in the kitchen during food preparation and ensure pets and animals do not come into contact with food, food preparation, or serving areas while food is served; |  |
| 110-300-0225(4)(f) | An early learning provider must:  (f) Not use a sink that is used for cleaning food or utensils to clean pet supplies; |  |
| 110-300-0225(4)(g) | An early learning provider must;  (g) Not allow animals in rooms or areas typically used by infants or toddlers (center early learning programs only); |  |
| 110-300-0225(4)(h) | An early learning provider must:  (h) Store pet and animal medication separate from human medication. |  |
| 110-300-0225(5)(a) | An early learning provider must require:  (a) Animals and pets to go to the bathroom outdoors if the animals do not have a designated indoor litter area. The designated outdoor area must be inaccessible to children in care; |  |
| 110-300-0225(5)(b) | An early learning provider must require:  (b) Pet containers and cages to be cleaned and disinfected at least weekly, or more often if needed; |  |
| 110-300-0225(5)(c) | An early learning provider must require:  (c) Litter boxes to be kept inaccessible to children and cleaned daily; |  |
| 110-300-0225(5)(d) | An early learning provider must require:  (d) Animal waste and litter to be disposed of as soon as possible and the area disinfected; |  |
| 110-300-0225(5)(e) | An early learning provider must require:  (e) Animal waste to be inaccessible to children; |  |
| 110-300-0225(5)(f) | An early learning provider must require:  (f) Animal waste to be disposed of in a manner that prevents children from coming into contact with the waste material; |  |
| 110-300-0225(5)(g) | An early learning provider must require:  (g) Animal waste, including fish tank water, must be disposed of in unlicensed space or toilets or custodial sinks. Toilets and custodial sink areas must be washed, rinsed, and disinfected after disposal; |  |
| 110-300-0225(5)(h) | An early learning provider must require:  (h) Indoor and outdoor play space to be cleaned and disinfected where animal or bird waste or vomit is present. This must be done as soon as possible or prior to access by children. |  |
| 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) | 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. |  |
| 110-300-0230(2)(a) | A first aid kit must:  (a) Be stored in a location that is easily accessible to staff; |  |
| 110-300-0230(2)(b) | A first aid kit must:  (b) Be inaccessible to children; |  |
| 110-300-0230(2)(c) | A first aid kit must:  (c) Be separate from food or chemicals; |  |
| 110-300-0230(2)(d) | A first aid kit must:  (d) Be kept clean and sanitary; |  |
| 110-300-0230(2)(e) | A first aid kit must:  (e) Be stored in a manner that prevents contamination; |  |
| 110-300-0230(2)(f) | 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. |  |
| 110-300-0230(3) | A first aid kit must include:  (a) Disposable nonporous protective nonlatex gloves;  (b) Adhesive bandages of various sizes;  (c) Small scissors;  (d) Tweezers;  (e) An elastic wrapping bandage;  (f) Sterile gauze pads;  (g) Ice packs;  (h) A disposable or mercury free thermometer that uses disposable sleeves, or is cleaned and sanitized after each use;  (i) A sling, or a large triangular bandage;  (j) Adhesive tape;  (k) A CPR barrier with a one-way valve or both an adult and pediatric CPR mask with a one-way valve;  (l) A current first aid manual; and  (m) Hand-sanitizer (for adult use only). |  |
| 110-300-0250(1) | If an early learning program is served by a private septic system, the septic system must be designed, constructed, and maintained in accordance with state and local health jurisdiction requirements. |  |
| 110-300-0250(2)(a)(b) | (2) Pursuant to WAC 110-300-0146(2), playgournd 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. |  |
| 110-300-0255(1) | An early learning provider must take appropriate steps to safely prevent or control pests that pose a risk to the health and safety of adults and children in and around the licensed space. |  |
| 110-300-0255(1)(a) | Pest control steps must include:  (a) Prevention. A provider must take steps to prevent attracting pests including, but not limited to, identifying and removing food and water sources that attract pests. |  |
| 110-300-0255(1)(b) | Pest control steps must include:  (b) Inspection. Indoor and outdoor areas in and around the licensed space must be inspected for evidence of pests. A provider must document the date and location if evidence is found. |  |
| 110-300-0255(1)(c) | Pest control steps must include:  (c) Identification. Pests found in the licensed space must be identified and documented so the pest may be properly removed or exterminated. |  |
| 110-300-0255(1)(d) | Pest control steps must include:  (d) Management. A provider must document steps taken to remove or exterminate the pests if found in the licensed space. |  |
| 110-300-0255(1)(e) | Pest control steps must include:  (e) Notification. If pesticides are used, the early learning  provider must notify the parents or guardians of enrolled children what pesticide will be applied and where it will be applied no less than forty-eight hours before application, unless in cases of emergency (such as a wasp nest). |  |
| 110-300-0255(1)(f) | Pest control steps must include:  (f) Application. Pesticide must be applied to early learning program space when children are not present. When pesticide is applied, center providers must comply with chapter 17.21 RCW and family home providers must comply with the pesticide manufacturer's instructions. |  |
| 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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| **Environment Nutrition and Health** | | |
| **Codes: C = Compliance N = Non-Compliance NA = Not Applicable ? = Have Question for Licensor** | | |
| **WAC/RCW** | **Description** | **Code** |
| 110-300-0180(1) | An early learning provider must serve meals and snacks to children in care as follows:  (a) Meals and snacks must be served not less than two hours and not more than three hours apart unless the child is asleep.  (b) Children in care for five to nine hours:  (i) At least one meal and two snacks; or  (ii) Two meals and one snack.  (c) Children in care for more than nine hours:  (i) Two meals and two snacks; or  (ii) Three snacks and one meal.  (d) After school snack, dinner, evening snack, and breakfast:  (i) A snack or meal must be provided to a child that arrives to the early learning program after school;  (ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner;  (iii) An evening snack must be provided to children in nighttime care;  (iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child’s usual breakfast time; and  (v) A breakfast or morning snack must be available to children in care. |  |
| 110-300-0180(2) | At least once per day, an early learning provider must offer children the opportunity for developmentally appropriate tooth brushing activities.  (a) Tooth brushing activities must be safe, sanitary, and educational.  (b) Toothbrushes used in an early learning program must be stored in a manner that prevents cross contamination.  (c) The parent or guardian of a child may opt out of the daily tooth brushing activities by signing a written form. |  |
| 110-300-0185(2) | An early learning provider must serve a fruit or vegetable during at least one snack per day. The fruit and vegetable serving may count as one of the two required snack components or as a third snack component. |  |
| 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. |  |
| 110-300-0190(1) | A written food plan must be developed by the provider and a child's parent or guardian, signed by all parties, and followed when accommodating a child's:  (a) Special feeding needs;  (b) Special diets;  (c) Religious or cultural preferences;  (d) Family preference; or  (e) Other needs. |  |
| 110-300-0190(3) | If a parent or guardian provides meals for their child, an early learning provider must:  (a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal; and  (b) Supplement a child’s meal that does not satisfy USDA CACFP requirements if necessary. |  |
| 110-300-0190(4) | On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided must be limited to:  (a) Store purchased fruits and vegetables (uncut);  (b) Foods prepackaged in the original manufacturer containers; or  (c) Snacks prepared, cooked, or baked at home by parents or guardians of a child in care. Prior to serving, an early learning provider must receive written permission from each child’s parent or guardian stating their child may consume food prepared, cooked, or baked by another child’s parent or guardian. |  |
| 110-300-0195(1) | An early learning provider preparing or serving food must comply with the current department of health WashingtonState Food and Beverage Workers’ Manual and supervise services that prepare or deliver food to the early learning program. |  |
| 110-300-0195(3) | An early learning provider must:  (a) Supply durable and developmentally appropriate individual eating and drinking equipment, or developmentally appropriate single use disposable items;  (b) Clean and sanitize eating and drinking equipment after each use. Water cups or bottles must be cleaned and sanitized daily if designated for a single child;  (c) Ensure plastic eating and drinking equipment does notcontain BPA (a chemical used in hard plastic bottles and as a protective lining in food and beverage cans) or have cracks or chips;  (d) Use gloves, utensils, or tongs to serve food;  (e) Serve meals or snacks on plates, dishware, containers,trays, or napkins or paper towels, if appropriate. Food should not be served directly on the eating surface; and  (f) Be respectful of each child's cultural food practices. |  |
| 110-300-0195(4) | An early learning provider must:  (a) Serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves; and  (b) Sit with children during meals. |  |
| 110-300-0196(1) | Food prepared and served from an early learning program must not be tampered with or spoiled. |  |
| 110-300-0196(2) | Food prepared and served from an early learning program must be obtained from an approved source licensed and inspected by the local health jurisdiction, the Washington State department of agriculture (WSDA), or the USDA. Food items not approved to be served to children in care include:  (a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA or WSDA;  (b) Home canned food;  (c) Game meat or other meat that has not been inspected by the WSDA or USDA;  (d) Leftover food that was previously served from outside of the early learning program; or  (e) Food from roadside stands selling without a permit. |  |
| 110-300-0196(3) | Food not prepared on-site by an early learning provider, pursuant to WAC 110-300-0195(2), must be provided by:  (a) A licensed food establishment, kitchen, or catering business that meets food service requirements (chapter 246-215 WAC) and is regularly inspected by a local health jurisdiction;  (b) A parent or guardian for his or her own children; or  (c) A manufacturer of prepackaged food. |  |
| 110-300-0196(4) | Fruits and vegetables (produce) grown on site in a garden as part of an early learning program may be served to children as part of a meal or snack. Prior to preparing and serving:  (a) The produce must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants;  (b) Damaged or bruised areas on the produce must be removed; and  (c) Produce that shows signs of rotting must be discarded. |  |
| 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. |  |
| 110-300-0197(5) | For food requiring temperature control, a center early learning program must maintain a food temperature log by using a calibrated and working metal stem-type or digital food thermometer. |  |
| 110-300-0197(6) | Prior to storing leftover food in a refrigerator or freezer, an early learning provider must label the food with the date the leftover food was opened or cooked. |  |
| 110-300-0197(7) | An early learning provider may serve leftover food that originated from the early learning program if the leftover food was not previously served and:  (a) Refrigerated leftover food must be stored and then served again within forty-eight hours of originally being prepared; or  (b) Frozen leftover food must be promptly served after thawing and being cooked. |  |
| 110-300-0197(8) | Frozen food must be thawed by one of the following methods:  (a) In a refrigerator;  (b) Under cool running water inside a pan placed in a sink with the drain plug removed; or  (c) In a microwave if the food is to be cooked as part of the continuous cooking process. |  |
| 110-300-0198(2) | In an early learning program’s food preparation area, kitchens must:  (a) Have walls, counter tops, floors, cabinets, and shelves that are:  (i) Maintained in good repair including, but not limited to, being properly sealed without chips, cracks, or tears; and  (ii) Moisture resistant.  (b) Have a properly maintained and vented range hood, exhaust fan, or operable window; and  (c) Have a properly maintained and working refrigerator, freezer, or a combination refrigerator and freezer with sufficient space for proper storage and cooling of food. |  |
| 110-300-0198(3) | An early learning provider must:  (a) Have at least eight feet between the food preparation area and any diaper changing tables or counters and sinks used for diaper changing;  (b) Clean and sanitize a sink immediately before using it to prepare food to be served to children in care;  (c) Use a colander or other method to prevent food and kitchen utensils from touching the sink basin; and  (d) Clean dishes, pans, baby bottles, and kitchen utensils as follows:  (i) Cleaning and sanitizing with an automatic dishwasher that uses heat or chemicals to sanitize; or  (ii) Handwashing, rinsing, sanitizing, and allowing to air dry. |  |
| 110-300-0198(4) | Center early learning programs licensed after the date this chapter becomes effective must have:  (a) A handwashing sink separate from dishwashing facilities;  (b) A food preparation sink located in the food preparation area; and  (c) A method to clean and sanitize dishes, pans, kitchen utensils, and equipment in the food preparation area using:  (i) A two-compartment sink and an automatic dishwasher that sanitizes with heat or chemicals; or  (ii) A three-compartment sink method (sink one is used to wash, sink two is used to rinse, sink three contains a sanitizer, and the dishes are allowed to air dry). |  |
| 110-300-0200(1) | Early learning providers must comply with the following handwashing procedures or those defined by the United States Center for Disease Control and Prevention, and  children should strongly be encouraged to:  (a) Wet hands with warm water;  (b) Apply soap to the hands;  (c) Rub hands together to wash for at least twenty seconds;  (d) Thoroughly rinse hands with water;  (e) Dry hands with a paper towel, single-use cloth towel, or air hand dryer;  (f) Turn water faucet off using a paper towel or single-use cloth towel unless it turns off automatically; and  (g) Properly discard paper single-use cloth towels after each use. |  |
| 110-300-0200(2) | An early learning provider must wash and sanitize cloth towels after a single use. Soiled and used towels must be inaccessible to children. |  |
| 110-300-0200(3) | To prevent children from being burned, air hand dryers must have a heat guard (barrier that prevents user from touching heating element) and turn off automatically. |  |
| 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 faciliites 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(3) | When a child becomes ill, an early learning provider (or school nurse, if applicable) must determine whether the child should be sent home or separated from others. A provider must supervise the child to reasonably prevent contact between the ill child and healthy children. |  |
| 110-300-0205(4) | An ill child must be sent home or reasonably separated from other children if:  (a) The illness or condition prevents the child from participating in normal activities;  (b) The illness or condition requires more care and attention than the early learning provider can give;  (c) The required amount of care for the ill child compromises or places at risk the health and safety of other children in care; or  (d) There is a risk that the child’s illness or condition will spread to other children or individuals. |  |
| 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. |  |
| 110-300-0205(6) | At the first opportunity, but in no case longer than twenty-four hours of learning that an enrolled child, staff member, volunteer or household member has been diagnosed by a health care professional with a contagious disease listed in WAC 246-110-010(3), as now and hereafter amended, an early learning provider must provide written notice to the department, the local health jurisdiction, and the parents or guardians of the enrolled children. |  |
| 110-300-0205(7) | An early learning provider must not take ear or rectal temperatures to determine a child’s body temperature.  (a) Providers must use developmentally appropriate methods when taking infant or toddler temperatures (for example, digital forehead scan thermometers or underarm methods);  (b) Oral temperatures may be taken for preschool through school-age children if single use covers are used to prevent cross contamination; and  (c) Glass thermometers containing mercury must not be used. |  |
| 110-300-0205(8) | An early learning provider may readmit a child, staff member, volunteer or household member into the early learning program area with written permission of a health care provider or health jurisdiction stating the individual may safely return after being diagnosed with a contagious disease listed in WAC 246-110-010(3), as now and hereafter amended. |  |
| 110-300-0210(1)(2) | (1) On or before their children’s first day of attending an early learning program, the parents or guardians of enrolled children must give to early learning providers proof of vaccination or acquired immunity for the vaccine-preventable disease, required under RCW 43.216.690 and chapter 246-105 WAC. Early learning providers may accept children without proof of vaccinations or immunity as otherwise indicated in this section.  (2) Early learning providers must receive for each enrolled child upon enrollment and annualy thereafter, as required by RCW 43.216.690 and WAC 246-105-050.  (a) A current, complete, and medically verified 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). |  |
| 110-300-0210(3) | To accept a child who is not current with their immunizations, an early learning provider must give written notice to that child’s parent or guardian stating the child may be accepted if the immunizations are completed consistent with chapter 246-105 WAC and:  (a) Prior to enrollment the parent or guardian provides written proof the child is scheduled to be immunized; or  (b) Parents or guardians provides a signed and dated statement detailing when the child’s immunizations will be brought up to date and stating they understand their child will be excluded from care if the immunizations are not completed within 30 calendar days of the specified due date. |  |
| 110-300-0210(5) | Early learning providers may accept homeless or foster children into care without the records listed in this section if the child’s family, case worker, or health care provider offers written proof that they are in the process of obtaining the child's immunization records. |  |
| 110-300-0215(2) | Medication training. An early learning provider must not give medication to a child if the provider has not successfully completed:  (a) An orientation about the early learning program’s medication policies and procedures;  (b) The department standardized training course in medication administration that includes a competency assessment pursuant to WAC 110-300-0106(10) or equivalent training; and  (c) If applicable, a training from a child’s parents or guardian (or an appointed designee) for special medicalprocedures that are part of a child’s individual care plan. This training must be documented and signed by the provider and the child’s parent or guardian (or designee). |  |
| 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)(iii) | An early learning provider must administer medication to children in care as follows:  (iii) Other nonprescription medication: An early learning provider must receive written authorization from a child’s parent or guardian and health care provider with prescriptive authority prior to administering if the item does not include age, expiration date, dosage amount, and length of time to give the medication:  (A) Vitamins;  (B) Herbal supplements;  (C) Fluoride supplements;  (D) Homeopathic or naturopathic medication; and  (E) Teething gel or tablets (amber bead necklaces are prohibited). |  |
| 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)(b) | (b) Medication documentation (including nonmedical items). An early learning provider must keep a current written medication log that includes:  (i) A child’s first and last name:  (ii) The name of the medication that was given to the child;  (iii) The dose amount that was given to the child;  (iv) Notes about any side effects exhibited by the child;  (v) The date and time of each medication given or reasons that a particular medication was not given; and  (vi) The name and signature of the person that gave the medication. |  |
| 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. |  |
| 110-300-0215(3)(d) | An early learning provider must return a child’s unused medication to that child’s parent or guardian. If this is not possible, a provider must follow the Food and Drug Administration (FDA) recommendations for medication disposal. |  |
| 110-300-0215(3)(e) | An early learning provider must not accept or give to a child homemade medication, such as diaper cream or sunscreen. |  |