

Foundational Quality Standards for Early Learning Programs Covered in this Learning Session

WAC 110-300-0305 Curriculum philosophy and planning

- (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.
- (2) The curriculum philosophy must address all age groups being served, be informed by the Washington state early learning and development guidelines, and may include:
 - (a) How children develop emotionally, socially, cognitively, and physically;
 - (b) What early learning looks like or areas of focus for each age group being served;
 - (c) How the provider will meet cultural, dual language learner, and special needs of children in care;
 - (d) How to guide learning and social interactions;
 - (e) The importance of play to a child's learning process; and
 - (f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.
- (3) Staff must be trained on the program's curriculum philosophy.
- (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.

WAC 110-300-0345 (3)(4)(5) Supervising Children

- (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

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(v) Any nearby hazards including those in the licensed or unlicensed space.

(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.

(5) 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\(5\)](#);

(b) Be able to hear when doors in the immediate area are opened to prevent children from leaving unsupervised;

(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.

(d) Ensure no infant or child is left unattended during:

(i) Diapering;

(ii) Bottle feeding; or

(iii) Tummy time.

(e) Provide developmentally appropriate supervision to children while bathing.

WAC 110-300-0310 Concept development and feedback quality

(1) An early learning provider must facilitate activities to support child learning and understanding.

(2) An early learning provider may facilitate child learning and understanding through a variety of techniques such as:

(a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament;

(b) Helping children enter into and sustain play;

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- (c) Encouraging children to participate by asking questions and providing guidance;
- (d) Providing opportunities for children's creativity;
- (e) Linking concepts and activities to one another and to the children's lives and interests;
- (f) Noticing and responding to teachable moments;
- (g) Clarifying and expanding children's understanding;
- (h) Describing and discussing children's learning processes;
- (i) Encouraging children's efforts and persistence;
- (j) Showing tolerance for mistakes;
- (k) Using diverse vocabulary;
- (l) Leading discussions and activities;
- (m) Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children's home languages when possible; and
- (n) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process.

WAC 110-300-0315 Language modeling and reasoning

(1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs.

(2) An early learning provider must be aware of and responsive to children's needs by engaging in activities such as:

- (a) Asking developmentally appropriate questions for the age group and allow children to answer without interruption from the provider;
- (b) Circulating among the children during free choice activities and talking with children about what they are doing;
- (c) Using teaching techniques such as:
 - (i) Self-talk: When the provider talks about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity;
 - (ii) Parallel-talk: When the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities; or
 - (iii) Language expansion: When the provider adds detail or new words to build on ideas that children are expressing.
- (d) An early learning provider working with preschool and school-age children must use language to develop and encourage reasoning skills by using techniques such as:

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- (i) Talking about logical relationships or concepts during the day including, but not limited to, the daily schedule, the differences and similarities between objects, or people in the classroom;
 - (ii) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;
 - (iii) Providing opportunities for reading and writing activities; and
 - (iv) Asking open ended questions to help children improve skills and acquire knowledge.
- (e) An early learning provider working with non-English speaking children must encourage language development and acquisition by using techniques such as:
- (i) Using words in various languages to talk about the routines;
 - (ii) Reading books out loud or using audio books; and
 - (iii) Playing games in different languages.

WAC 110-300-0320 Facilitating child interests, learning, perspective, and productivity

- (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.
- (2) An early learning provider must maximize children's interests, engagement, and abilities by using techniques such as:
- (a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed;
 - (b) Giving clear instructions and directions; and
 - (c) Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate.
- (3) An early learning provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as:
- (a) Encourage child engagement;
 - (b) Promote each child's self-help and social skills;
 - (c) Organized around child interests and ideas;
 - (d) Allow choice, exploration, and experimentation;
 - (e) Promote active and play-based learning experiences;
 - (f) Allow children freedom to move during activities;
 - (g) Ensure child expression;
 - (h) Utilize interesting and creative materials;
 - (i) Offer hands-on opportunities for children;

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- (j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and
- (k) Orient and guide children toward learning objectives.

WAC 110-300-0325 Creating a climate for healthy child development

(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.

(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.

WAC 110-300-0330 Positive relationships and child guidance

(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 strengths, developmental level, abilities, culture, community, and relate to the child's behavior.

(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.

WAC 110-300-0495 Consistent care policy

(1) An early learning program must have and follow a policy that promotes the consistent care of children.

(2) When possible, an early learning provider must be assigned to work with a consistent group of children for much of the day with a goal of building long-term, trusting relationships.