

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

WAC 110-300-0130 Indoor early learning program space.

(1) Indoor early learning program space must be accessible during program operating hours.

(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.

(3) Early learning program space must allow children to move between areas without disrupting another child's work or play.

(4) A family home licensee must provide a signed and dated declaration form annually stating that the early learning program meets the following requirements, as applicable, in unlicensed space:

(a) Furnace area safety, or smoke or carbon monoxide detector requirements pursuant to WAC [110-300-0170](#)(3);

(b) Guns, weapons, or ammunition storage pursuant to WAC [110-300-0165](#) (2)(e);

(c) Medication storage pursuant to WAC [110-300-0215](#);

(d) Refrigerator or freezer pursuant to WAC [110-300-0165](#) (3)(d);

(e) Storage areas that contain chemicals, utility sinks, or wet mops pursuant to WAC [110-300-0260](#); or

(f) Swimming pools under WAC [110-300-0175](#).

WAC 110-300-0135 Routine care, play, learning, relaxation, and comfort.

(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.

(2) Furniture and equipment must be:

(a) Maintained in a safe working condition;

(b) Developmentally and age appropriate;

(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;

(d) Arranged in a way that does not interfere with other play equipment;

(e) Installed and assembled according to manufacturer's specifications;

(f) Stored in a manner to prevent injury; and

(g) Accessible to the child's height so that he or she can find, use, and return materials independently.

(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.

WAC 110-300-0140 Room arrangement, child-related displays, private space, and belongings.

(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.

(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.

(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.

(4) An early learning provider must have extra clothing available for children who wet, soil, or have a need to change clothes.

(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.

(6) Child usable 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).