

Indoor Space and Furnishings Course Script

Slide #1 Welcome

Welcome to this course titled, ***“Indoor Space and Furnishings”***.

This course is developed as part of the Washington State Department of Children, Youth, and Families (DCYF) alignment process, to prepare providers and licensors in their understanding of the “why”, the “what” and the “how” of complying with the updated Foundational Quality Standards for Early Learning Programs (referred to in each course as the Foundational Quality Standards).

Slide #2 Helpful Hints

WA DCYF is pleased to present this e-Learning course! To help provide a positive learning experience for you, please take a moment to review the following “Helpful Hints” summary, detailing what you can expect from this course. A complete listing of Helpful Hints has been added to the Resources section of your learner’s screen for reference.

- If you would like to access and review the full course text, please visit the Resources section of your learner’s screen. You can view, print, or download a full version of the course text that is narrated within each module. The full text will be included in each course and listed as the first resource in the Resources section of your course frame.
- The time to complete the course will depend on the course topic and the pace at which you advance through the slides.
- To help you get the most out of the course, settings are in place to prevent users from skipping ahead through the slides. You can advance through the course when the narration for each slide concludes by selecting the “Next” button, or, go back to review material already presented by selecting the “Previous” button.
- Web links and additional resources will be utilized in some of the courses to enhance your learning experience. We hope you will take time to explore them to further develop your knowledge about the topics being presented.

Slide #3 Introduction

This course is designed to introduce you to the updated Washington Administrative Code or WAC, as well as outline strategies and examples of WAC compliance. Updated WACs will be detailed in each course as a reference and a full listing of the WAC is included in the Resources section of your learner’s screen. You can print or download this resource at any time, either as a reference while you complete this course, or as a resource after the course is completed.

Slide #4 Learning Outcomes

This course will help early learning professionals understand how to meet, assess for, and demonstrate ongoing compliance with the Foundational Quality Standards.

Upon completion of this course, participants will:

- Demonstrate increased familiarity with the updated WAC components included in this course
- Gain knowledge of the importance of having age appropriate space and developmentally appropriate early learning materials in the early learning environment
- Understand the importance of having child-size furniture, equipment and soft materials to support optimal engagement and learning

Slide #5 Guiding Principles

As we cover the material in this course, please keep in mind the following Guiding Principles. We will revisit these at the end of the course to “check in” with you and give you an opportunity to assess your understanding and application of the course content.

Guiding Principles:

- A well-arranged indoor early learning environment will enhance children’s development.
- Indoor learning environments for young children must promote the children’s safety, physical and emotional health, be inclusive of all children, and adapted to each child’s needs.
- Early learning professionals must be informed and knowledgeable about how to create and maintain environments that ensure children’s optimal development, health and safety.

Slide #6 Terms and Definitions

Take a moment to review and familiarize yourself with the following terms and definitions. For your reference, a listing of these terms has been added to the Resources section of your learner’s screen. You can access the list at any time by visiting the Resources section of your learner’s screen. You can download the file to keep as a future reference or print as a desk guide.

The American’s with Disabilities Act (ADA) is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

Developmentally Appropriate Practice (DAP) means an early learning provider interacts with each child in a way that recognizes and respects the child’s chronological and developmental age; Knowledge about how children grow and learn; Reflects the developmental level of the individual child; and Interactions and activities are planned with the developmental needs of the individual child in mind.

Early learning professionals are all early learning providers, child care licensing staff, and other professionals in the early learning field.

Environment The physical environment, its surroundings, and a specific setting.

RCW means Revised Code of Washington.

WAC means Washington Administrative Code.

Slide #7 Course Introduction

A child's environment has a profound impact on their learning and development. Thoughtfully developed indoor environments enhance children's opportunities to develop and practice skills.

Well-designed environments also help maximize the early learning professional's efforts to support the child's learning and development.

Slide #8 WAC 110-300-0130

The Indoor Space and Furnishings section of The Foundational Quality Standards for Early Learning Programs requires that indoor early learning program space must be accessible during program operating hours. It also requires compliance with the Washington law against discrimination and the ADA. Compliance results in a learning environment welcoming to all people. You can find more information about the Washington law against discrimination and the ADA in the Resources section of your learner's screen.

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.**

Slide #9 WAC 110-300-0130 continued

In family home early learning programs there may be circumstances in unlicensed space that could impact the health and safety of the children enrolled.

These requirements are described in the following WAC:

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

(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\(2\)\(e\)](#);**

Slide #10 WAC 110-300-0130 continued

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

- (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](#).**

The Family Home Declaration of Items in Unlicensed Space form will be given to the family home early learning provider by the licensor. The form is also located on the DCYF website. A link to the Forms and Documents page of the DCYF website is included in the Resources section of your learner's screen.

Slide #11 WAC 110-300-0130 continued

For both family home and center environments, intentionally planning out the location and size of activity spaces improves children's success.

Child behavior tends to be more constructive when there is sufficient space and it is organized to promote developmentally appropriate skills. Intentionally providing adequate space for work and play activities reduces disruptions and promotes more positive social interactions.

For example, consider placing the block area to the side of the room and near other potentially noisy activity stations rather than in the middle of the early learning space. Classroom traffic in the middle of the room increases the likelihood of a child accidentally knocking down the tall tower carefully constructed by a peer.

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

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

Slide #12 WAC 110-300-0130 continued

The indoor learning space must allow:

- The provider to supervise or actively supervise the children, depending on the nature of the activities;
- Children to move freely; and
- 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).

Slide #13 Classroom Space

In the Resources section of your learner's screen you will find the link to a form from the Early Childhood Learning and Knowledge Center (ECLKC). The form will help an early learning provider assess their space to promote movement between work and play areas.

You will also find the web address for a 48-minute webinar related specifically to the family home environment, presented by National Association for Family Child Care (NAFCC)

Take a moment to enjoy this short video clip from The Center for Early Childhood Education, Eastern Connecticut State University regarding classroom space.

Click anywhere on the image below to begin the video

Arranging Classroom Space- 3 min video

<http://www.easternct.edu/cece/guiding-segment-2-objevtive-1-arranging-classroom-space/>

Slide #14 WAC 110-300-0135

Furniture and equipment are another important component of the early learning program environment. Furniture and equipment support a child's development when they are easily accessible to the child and are the right fit.

Children are encouraged to engage in learning and play activities when they have a comfortable place to concentrate on their task. It is important, for example, that a child isn't discouraged because there aren't enough chairs available, they are in disrepair, or

because they can't easily get into or out of the chairs or tables. Bucket style tables are not permitted for this reason.

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.

Slide #15 WAC 110-300-0135 continued

Furniture and equipment in an early learning program can help contribute to a child's independence. A child develops a sense that they are secure and capable when the furniture and equipment in the environment are:

- (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;

Slide #16 WAC 110-300-0135 continued

- (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.

As required in WAC 110-300-0135

Slide #17 WAC 110-300-0135 continued

Let's consider some other factors in indoor early learning environments.

When a child enters a well arranged early learning environment they find materials that are:

- Located at the children's eye level;
- Visible/identifiable (tidy, labeled with pictures or words, or perhaps in clear bins);

- Within a child's reach and easily accessed;
- Developmentally appropriate;
- Related to the current activities or curriculum; and
- Include soft furnishings.

Slide #18 WAC 110-300-0135 continued

Another way early learning programs promote children's health and development is by providing the opportunity for the child to retreat from the stimulating hustle and bustle of the classroom. Private spaces allow the child to become calm, reflect, relax and regroup.

Slide #19 WAC 110-300-0140

Keep in mind that spaces created for privacy must maintain the early learning provider's ability to supervise all children in their care.

A well-designed indoor learning space allows an early learning provider to remain constantly aware of who is coming and going, and to provide supervision of all children at all times.

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

(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.**

Slide #20 Video Clip

Take a moment to enjoy this short video clip from The Center for Early Childhood Education, Eastern Connecticut State University regarding classroom space.

Click anywhere on the image below to begin the video

<http://www.easternct.edu/cece/guiding-segment-2-objective-2-designing-a-classroom->

Slide #21 WAC 110-300-0140 continued

WAC 110-300-0140 lists additional requirements related to indoor space and furnishings.

For instance, early learning providers must have extra clothes available for the children in their care.

Young children learn through play and are likely to get messy, especially during sensory, outdoor play, and at meals. Children may also need a change of clothes due to being wet or soiled.

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

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

Slide #22 110-300-0140 continued

Early learning professionals must also designate an area for storage of each child's belongings, including siblings that are in the same early learning environment. Consider cubbies, well-spaced hooks or individual bins for children's items like coats, extra diapers and clothes. Separate storage space also reduces cross contamination and limits the spread of communicable disease and head lice. Ensure the storage area is individual in nature and is designed to promote the child's independence.

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

(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;**
 - (ii) Promote or encourage children to organize their possessions.**

Slide #23 WAC 110-300-0140 continued

Finally, well equipped early learning environments are:

- Child-sized;
- In good repair;
- Encourage movement; and
- Allow for choice by providing different types of developmentally appropriate activities at the same time.

Materials and displays are appropriately spaced, colorful, changed periodically, and placed at the eye level of the children in the room.

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

(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).**

Slide #25 Test Your Learning!

We've reviewed a lot of information on the indoor learning environment. Before we continue, let's assess your knowledge. Please choose the letter that represents the correct answer.

Room arrangement and space must:

- A. Have tables and shelves located very close together so the children do not need to move far from activity to activity
- B. Allow children to move between areas without disrupting another child's work or play
- C. Have constant activities so that children can be interacting together the entire day

Slide #26 Test Your Learning!

Please select the response that is NOT true.

Furniture and equipment in the early learning program must be:

- A. Arranged in a way that does not interfere with other play equipment
- B. Developmentally and age appropriate
- C. Bucket style
- D. Maintained in a safe working condition

Slide # 27 Closing

This concludes the content portion of this course! Thank you for your participation!

Before this course ends, please take a moment to reflect and set personal goals related to the following Guiding Principles and ways that each of the principles relate to early learning professionals.

Guiding Principles:

- A well-arranged indoor early learning environment will enhance children's development.
- Indoor learning environments for young children must promote the children's safety, physical and emotional health, be inclusive of all children, and adapted to each child's needs.
- Early learning professionals must be informed and knowledgeable about how to create and maintain environments that ensure children's optimal development, health and safety.

What take-a-ways do you have? How will you change your practices as a result of participation in this learning module?

Slide #28 Course Evaluation

Please take a moment to answer the following end-of-course assessment questions by selecting the appropriate choice.

This course improved my understanding of Indoor Space and Furnishings.

- True
- False

Slide #29 Course Evaluation

The information presented in this course was clearly connected to the session and learning outcomes.

- True
- False

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Slide #30 Course Evaluation

There are opportunities for application of this course content in my role as an early learning professional.

- True
- False

Slide #31 Course Evaluation

I would recommend this course to others who work in the field.

- True
- False

Slide #32 End of Course

This concludes this course! If you have questions following this session, please contact your supervisor or licensor. We hope this course has been helpful in providing information about the WAC and how programs can meet the new standards with compliance.

Our goal is that all early learning professionals viewing this course have left with an increased understanding and knowledge of the updated WAC, and that you will be able to either assess programs for compliance or be able to maintain and demonstrate compliance.

Be sure to visit the Learning Management System to review and select additional learning modules that are part of this series.