Department of Public Health & Social Services
Bureau of Social Services Administration
194 Hernan Cortez, Suite 309
Hagatna, GU 96910
Tel. NO. 475-2653/72 Fax: 477-0500

Child Care Inspection and Monitoring Checklist

Name of Facility: Giggles + Scribbles	Location: Tamuning, GU	Date Inspected: 5/30/18

Items	Complies				Comments / Observations
	Yes	No	N/A	NE	
DISPLAY OF DOCUMENTS					
(a) Documents located in a conspicuous location	✓				
(b) License to operate					
(c) Sanitary permit					
(d) Inspection reports/ Grading Placard (Division of Environmental Health (DEH)					
(e) Valid Health Certificate for all staff					
(f) CPR Cards for staff					
(g) Daily Activity schedule					
(h)Fire evacuation plan					
(I)Fire extinguisher signs					
(j)Earthquake preparedness procedures					
(k)Exit signs					
(l)Daily menu, if applicable					
(m)Non-smoking signs					
(n)First Aid Kits					
(o)Communicable Disease Prevention Poster					
(p)Emergency Phone Numbers (GPD, GFD, CPS, Poison Control)					
(q) Incident/ Accident Log Book					
(r) Sign In/out log book					
(s)First Aid Kit					
(t)Other emergency procedures	✓				

HEALTH & SAFETY	Complies				Comments / Observations
	Yes	No	N/A	NE	
(a) Is the facility well- ventilated	✓				
(b) Is the facility clean, neat and sanitary					
(c) Is the facility well-lit					
(d) Are electrical outlets not being utilized covered with Underwriters Laboratories (UL) approved safety caps?					
(e) Are toys safe and are they clean and properly sanitized?					
(f) Are all poisonous, cleaning, pesticides and other dangerous chemicals properly labeled and stored in a safe location and out of the reach of children?					
(g) Is the facility free of furniture and/or equipment that may cause injury to children, such as furniture with sharp corners, glass shelves, standing fans, exposed extension cords and the like?					
(h) Are both the inside of the center and the outdoor areas maintained free of debris, structural hazards, tool and dangerous substances such as medicine, cleaning products, plastic bags, matches and small objects which could be swallowed?					
(i) Are indoor and outdoor areas protected and maintained against flies, roaches, mosquitoes, rodents (includes beehives and geckos)?					
(j) Is there a shaded area for children's protection?					
(k) Are gates and handrails in good, operable condition?					
(l) Are regular fire drills conducted for staff and children at least once a month?					
(m) Does the facility meet the required indoor/outdoor space of 35 square feet for indoors and 75 square feet for outdoors per child					
(n) Are cots, mats, futons, towels, and blankets clean and sanitized?					
Staff To Child Ratio: The number of children per staff does not exceed required ratios as listed.					
Birth to 12 Months 4/1					
13 months to 2 years 6/1					
25 months to 3 years 10/1					
37 months to 4 years 15/1					
4 years and above 20/1	✓				

Staff to Child Ratio Cont.	Complies				Comments / Observations
(a)Children are grouped according to age group and ratio	Yes	No	N/A	NE	
(b) The Director of the center is not counted in the child/ staff ratio.	✓				
(c) Hired staff that do not provide care and education to children shall not be counted under the staff to child ratio (i.e. cooks, maintenance, and housekeeping).					
(d) Staff to child ratio is maintained during all hours of operation.					
(e) No child is left without adult supervision at all times					
(f) Staff shall be within sight and sound of children at all times					
(g) During naptime, Staff to child ratio is maintained and physically present in the same space of the children's sleeping area.					
(h) Are children screened for their well-being each day upon arrival at the center?					
(i) Babies (0-6 months) are held while being fed.					
(j) Is child secured and supervised at changing table or when bathing?					
(k) Do staff guide children away from dangerous actions towards themselves and others?					
(l) Did you observe children with soiled diapers or underwear?					
Child's Records:					
Each Child has Sufficient information from family to enable staff to make decision on behalf of child to include:					
(a) Completed application and copy of child's birth certificate					
(b) A current photo of child in file					
(c) Child's full legal name, birth date, current mailing and physical address, preferred name					
(d) Name and address of parents/ guardians legally responsible for the child					
(e) Telephone numbers or instructions on how to contact parents /guardians during the day					
(f) Name, mailing and physical address, telephone number of person(s) who shall assume responsibility for child if the parents/guardians cannot be reached.					
(g) Name of clinic, telephone number of child's physician and written authorization for emergency care, including health insurance information.					
(h) Permission to administer medications, indicating frequency and dosage, submitted in writing by parents/guardians.	✓				

Child's Records Cont.	Complies				Comments / Observations
(i) Authorization Form to Pick-up-child.	Yes ✓	No	N/A	NE	
(j) Information of Child's allergies, eating, sleeping and toileting habits; fears and preferences.	✓				
Illness & Communicable Disease Control					
(a) General health screening and inspection on each child shall be conducted daily that addresses observed changes in behavior and other signs or symptoms of illness					
(b) A designated Isolation Area for a child who becomes sick is identified and adequately ventilated, equipped with a bed, mat or cot and materials that can be easily sanitized					
(c) Disposables contained in a closed container until it can be cleaned or disposed of properly					
(d) Staff member or available responsible adult shall stays with sick child as parents are contacted and until parents arrive					
(e) Regulations of communicable diseases are followed if symptoms of communicable diseases are observed					
(d) Children with infectious illness or communicable disease shall not return to the child care facility without medical authorization					
Storage Spaces a) Individual storage spaces for children's belongings are available kept clean, neat, and labeled .					
b) Storage spaces for accessible play materials and equipment are available					
c) Storage spaces for other equipment, materials, and supplies secured and out of children's reach					
d) Materials and equipment are readily accessible and available for use.					
Sleeping Equipment & Bedding.					
a) Sleeping equipment is safe, sturdy, clean, age-appropriate and available.					
(b) Individual cot, crib, sleeping bag, mat, or pad, is available for each child.	✓				

Learning Environment	Inadequate	Good ✓	Excellent
Developmentally appropriate practices are implemented	Children are frustrated with activities.	Children seem interested in activities.	Children are engaged in activities and enjoy success in activities.
Positive relationships are promoted among children and staff	Greeting of children is often neglected. Departure is not well organized. Parents now allowed to bring children into the classroom	Staff seems pleased to see children, smile, and use pleasant tone of voice. Children's things ready to go at departure. Parents allowed to bring children into classroom.	Staff say hello and use child's name, use child's primary language. Pleasant departure – children not rushed, hugs and good-byes for everyone. Parents greeted warmly by staff.
Development in the cognitive, social, emotional, language, aesthetic, physical areas are goals	No individual expression in art activities – coloring work sheets, teacher-directed projects where children are asked to copy an example. Few blocks are available. No games, materials, or activities for nature/science accessible. No provision for sand or water play, outdoors or indoors. No music/movement experiences for children	Many and varied art materials accessible a substantial part of the day. Provision for sand and water play either indoors or outdoors. Enough space, blocks, and accessories are accessible for three or more children to build at the same time. Blocks and accessories are organized according to type. Many developmentally appropriate games, materials, and activities from three categories accessible	Provisions made for children four and older to extend art activity over several days – multi-step projects encouraged. At least two types of blocks and a variety of accessories accessible daily – large and small, homemade and commercial. Books, pictures and/or audio/visual materials used to add information and extend children's hands-on experiences
Formal and informal assessments on individual learning and development to ensure appropriate instruction and intervention is in place	Staff talk to children only to control their behavior and manage routines Children's talk is discouraged much of the day.	Many staff-child conversations during free play and routines. Staff encourage	Staff have individual conversations with the children. Children are asked questions to encourage them to give longer

Learning Environment Cont.	Inadequate	Good	Excellent
Health, safety and nutrition are promoted	Inadequate supervision to protect children's safety indoors and outdoors – too few staff, staff occupied with other tasks, no supervision near areas of potential danger, and no check-in or checkout procedures. Sanitary conditions not usually maintained – children and/or adults do not wash hands before handling food, tables not sanitized, toileting/diapering and food preparation areas not separated.	communication with children, including those with disabilities – like remind children to listen to one another , teach all children to sign if classmate uses sign language. Care given to children's appearance – faces washed, soiled clothes changed, aprons used for messy play. Staff anticipate and take action to prevent safety problems – remove toys under climbing equipment, lock dangerous areas to keep children out, wipe up spills to prevent. Most staff sit with children during meals and group snacks.	and more complex answers – like young child is asked "what" or "where" questions, older child is asked "why" or "how questions. Children help during meals/snacks – set table, serve themselves, clear table, and wipe up spills. Meals and snacks are times for conversations – staff encourage children to talk about events of day and talk about things children are interested in, children talk with one another. Play areas are arranged to avoid safety problems – younger children play in separate playground or at a separate time, outdoor play equipment proper size and level of challenge.
Community resources to support program goals such as health, curriculum, transitions, diversity, and inclusion are accessed	No racial or cultural diversity visible in materials – all toys and pictures are on one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent. Staff demonstrate prejudice against others – against child or other adult from different race or cultural group, against person with disability.	Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles . Some props representing various cultures included for use in dramatic play – like dolls of different races, ethnic clothing.	Inclusion of diversity is part of daily routines and play activities – ethnic foods are a regular part of meals/snacks, music tapes and songs from different cultures included at music time. Activities included to promote understanding and acceptance of diversity – parents encouraged to share family customs with children; many cultures represented in holiday celebration.

Learning Environment Cont.	Inadequate	Good ✓	Excellent
Well-maintained indoor and outdoor physical environments are appropriate, safe, accessible	Space lacks adequate lighting, ventilation, temperature control, or sound-absorbing materials. Space in poor repair – peeling paint on walls and ceilings; rough, damaged floors. Space poorly maintained – floors left sticky or dirty; trashcans overflowing. No outdoor or indoor space used for gross motor/physical play.	Good ventilation, some natural lighting through windows. Space is accessible to children and adults with disabilities. Adequate space outdoors and some space indoors. Space is easily accessible for children in group – on same level and near classroom; no barriers for children with disabilities. Space is organized so that different types of activities do not interfered with one another – play with wheel toys separated from climbing equipment and ball play,	Outdoor gross motor space has a variety of surface permitting different types of play – like sand, black top, wood chips, grass. Outdoor area has some protection from the elements – sun and rain. Space for convenient features – close to toilets and drinking water, accessible storage for equipment; class has direct access to outdoors
Well-managed policies and procedures promoting a system where children, families, and staff receive high quality experiences are in place	Schedule is either too rigid, leaving no time for individual interest, or too flexible (chaotic), lacking a dependable sequence of daily events.	Schedule provides balance of structure and flexibility – regularly scheduled outdoor play period may be lengthened in good weather. A variety of play activities occurs each day, some teacher directed and some child initiated. A substantial portion of the day is used for play activities.	Smooth transition between daily events – materials ready for next activity before current activity ends; most transitions handle a few children at a time rather than whole group. Variations made in schedule to meet individual needs – shorter story for child with short attention span; child working on project allowed to continue past scheduled time; slow eater may finish at own pace.

Learning Environment Cont.	Inadequate	Good ✓	Excellent
Individualized Family Service Plans or Individualized Education Plans are supported	No attempt by staff to assess children's needs or find out about available assessments. No attempt to meet children's special needs – needed modifications not made in teacher interaction, physical environment, program activities, schedule	Staff follow through with activities and interactions recommended by other professionals – like medical doctors, educators – to help children meet identified goals. Modifications made in environment, programs, and schedule so that children can participate in many activities with others. Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.	Most of the professional intervention is carried out within the regular activities of the classroom. Children with disabilities are integrated into the group and participate in most activities. Staff contribute to individual assessments and intervention plan.

Materials & Equipment	Inadequate	Good ✓	Excellent
Materials & equipment are age appropriate, durable, and meet the U.S. Consumer Product Safety Commission recommendations	Insufficient basic furniture for routine care, play, and learning – not enough chairs for all children to use at the same time, very few open shelves for toys.	Most furniture is child-sized. All furniture is sturdy and in good repair. Adaptive furniture permits inclusion of children with disabilities with peers – like child using special chair can sit at table with others.	Routine care furniture is convenient to use – mats/cots stored for easy access. Woodwork bench, sand/water table, or easel used.
Materials and equipment provide opportunities for indoor and outdoor play, exploration, expression, experimentation, and discovery	No interest centers defined. Visual supervision of play area is difficult. No outdoor or indoor space used for gross motor/physical play. Very little gross motor equipment used for play. Equipment is generally in poor repair.	Quiet and active centers do not interfere with one another – reading or listening area separated from blocks or housekeeping. Space is organized so that different types of activities do not interfere with one another – play with wheel toys separated from climbing equipment and ball play.	At least five different interest centers provide a variety of learning experiences. Centers are organized for independent use by children – labeled open shelves, labeled containers for toys, open shelves are not over-crowded; play space near toy storage. Outdoor gross motor space has a variety of surfaces permitting different types of play – sand, black top, wood chips, grass. Gross motor equipment stimulates skills on different levels – different sizes of balls, both ramp and ladder access to climbing structure.

Licensing Worker: Heidi Quinata Date inspection: 5/30/18

Findings noted above. Acknowledged Receipt of Report:

Giggles + Scribbles is in full compliance of the Rules and Regulations.

Child Care Center

Arvi P. Gaerlan

Child Care Director

5/30/18

Date