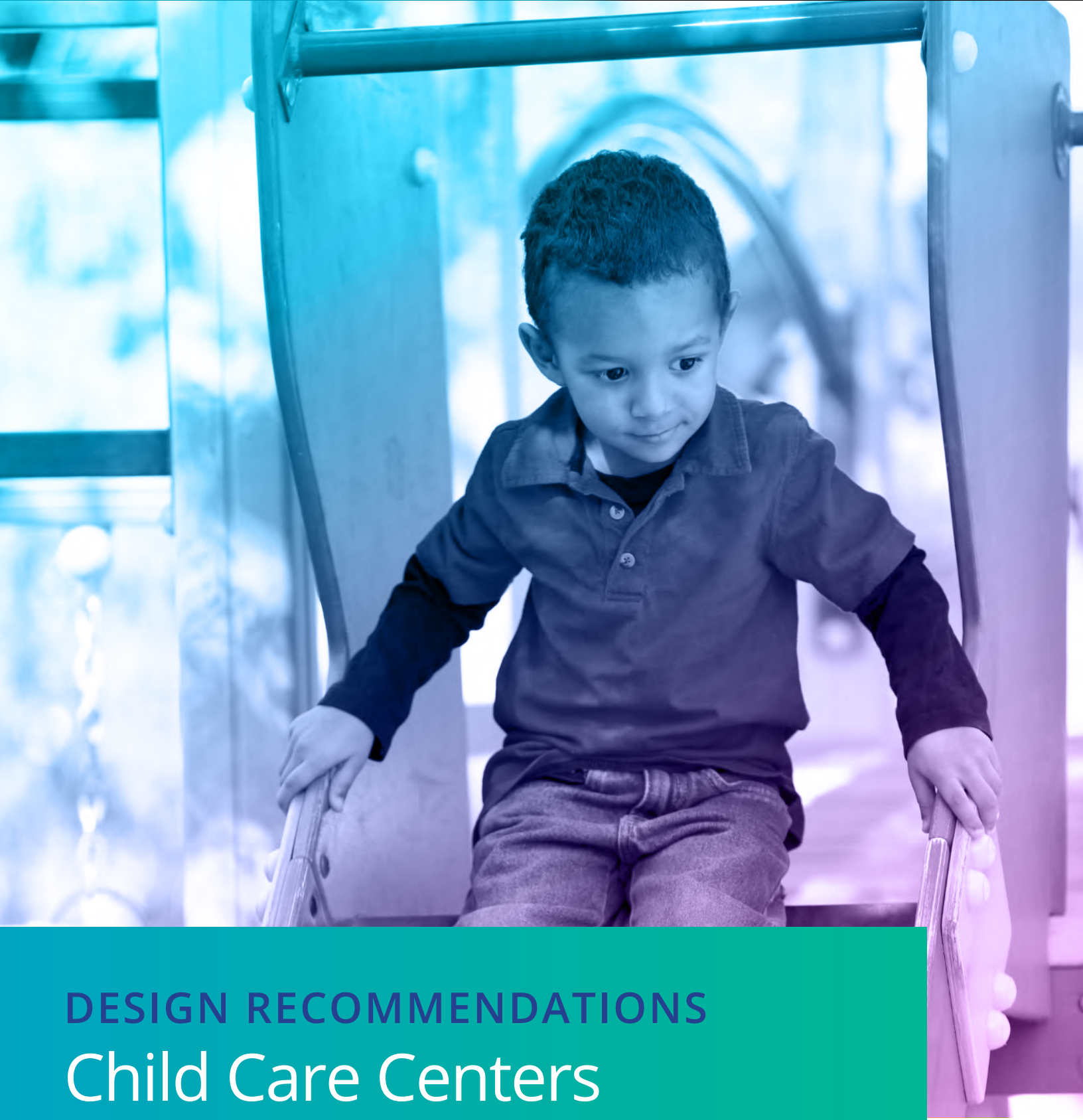


DESIGN RECOMMENDATIONS
Child Care Centers

DECEMBER 2021

PUBLIC HEALTH management corporation

REINVESTMENT FUND

This reference guide provides information on the planning and design of high-quality early childhood spaces that conform to the licensing regulations of the New Jersey Department of Children and Families, Office of Licensing (OOL), the State of New Jersey and within Mercer County.

Contents

Learning Environment Design Review

This reference guide supports the concept that a childcare center should encourage a child's social, physical, intellectual, creative, cultural, and emotional development through play and learning in a healthy, stimulating, aesthetically pleasing environment. The design of center spaces should highlight the high-quality early childhood care, education, mission, and vision of the center. In addition, this reference manual will provoke thought on what you may want to include in your design to develop a high-quality center and meet licensing requirements.

Childcare Center: Any home or facility, by whatever name known, which is maintained for the care, development, or supervision of six or more children under 13 years of age who attend for less than 24 hours a day.

This guide may provide a current operating childcare provider or a prospective provider with information for the planning and design of early childhood spaces that conform to the licensing regulations of the New Jersey Department of Children and Families. This guide applies to providers that seek to:

- expand or renovate interior spaces in a current program
- purchase and renovate existing non-childcare facilities
- design and construct a new center

References throughout this guide will be made to the National Association for the Education of Young Children (NAEYC), the Environment Rating Scale (ERS), and Caring for Our Children (CFOC), Early Head Start/Head Start Performance Standards (EHS/HS), as well as other resources that may apply to centers operating in the State of New Jersey and within Mercer County. In addition to published resources, the authors and consultants experience of working in the early childhood field has contributed to many of the recommendations herein.

NOTE: Information related to the purchase or construction of a center should be reviewed with professionals such as architects, engineers, zoning officials, and other licensing agencies that have jurisdiction over childcare centers **prior** to a purchase or when planning for a construction project.

Goals and Objectives

The goal of this reference guide is to help current and future providers move from an idea to a completed physical space that will allow them to raise the bar in childcare centers. These spaces will display standards of childcare classrooms and ancillary spaces based on the recommended design guidelines that meet and exceed the State of New Jersey Department of Children and Families, Office of Licensing (OOL) regulations for the establishment of a high-quality childcare center. In addition, standards from National Association for EHS/HS program will be incorporated to better allow programs to achieve these expectations. To aid centers in meeting these goals, this guide will strive to:

Design Process

1. Promote easy accessibility to families for function, as well as provide spaces that will encourage family involvement.
2. Promote the design of adjacent childcare space that supports the children's classrooms.
3. Provide learning spaces and common areas that accommodate the required child group sizes and staff-to-child supervision ratios.
4. Provide examples of ancillary and classroom space planning with suggested equipment content and proximities to allow for supervision of children at all times during a day.
5. Incorporate, whenever possible, sustainable, energy-efficient, recycled and durable materials in the design to be responsible stewards of the environment.
6. Help providers think about and consider the following functions in a quality childcare center:
    a. Activity areas that will allow children to choose from a variety of age-appropriate activities.
    b. Location of activities within the classroom that incorporate wet and dry regions, quiet and messy spaces.
    c. Boundaries that allow for movement of children in a safe mode and that do not restrict opportunities or freedom to explore but also allow for privacy.
    d. Classroom storage that is flexible to allow for changes in the room layout, needs of the children, and changes in the children's interests or programming changes.
    e. Equipment and materials that are of high quality that both educate and stimulate children's play.
    f. Safe drop-off/pick-up of children and adequate parking facilities for staff and families.
    g. Security at the center including secure access to the facility and playground areas.
    h. Development of either indoor and/or outdoor gross motor space with consideration of the safety surface and equipment to be utilized. Outdoor spaces should also consider fencing, water play, and shade areas within the playground space.

Best Practices For Childcare Operations

1. Incorporate health and safety guidelines in the design to create quality environments for children. (ITERS-R & ECERS-R Space and Furnishings; Early Head Start 1302.31)
2. Guide the creation of environments that encourage social, physical, intellectual, creative, cultural, and emotional development in appropriate, well-crafted, aesthetically pleasing spaces. (ITERS-R & ECERS-R Space and Furnishings; Early Head Start 1302.31)
3. Enhance the children's perceptual awareness and provide places for wonder, curiosity, and expression of their ideas. (ITERS-R & ECERS-R Activities; Early Head Start 1302.31)
4. Take into consideration all aspects of the environment for its educational potential. (Early Head Start 1302.31)
5. Recognize the safety concerns that may jeopardize the safety of the children in the program. (ITERS-R & ECERS-R Personal Care Routines; Early Head Start 1302.47)
6. Provide a checklist to ensure that all aspects of licensing regulations are considered prior to the final design and construction of the childcare spaces.
7. Consider how the space invites the development of relationships and communication between family members and caregivers. (ITERS-R & ECERS-R Parents and Staff; Early Head Start 1302.34, 1302.50)
8. Consider how to design the space in ways that facilitate the easy performance of personal care routines in order to minimize supervision challenges and transition times. (ITERS-R & ECERS-R Personal Care Routines; Early Head Start 1302.47)

Predevelopment Activities and Best Practice

The Dos of Planning

There are a number of steps that need to be considered prior to renovating, expanding or building a childcare center. Many of these steps listed below require a significant amount of the provider's/owner's time, resources, and funds and should be considered and developed **prior** to moving forward. These steps include, but may not be limited to the following:

1. **DO** Contact OOL to schedule a site visit at the prospective location to determine the feasibility of the potential child care site.
2. **DO** Discuss with local and regional agencies that connect families to childcare centers. Understand the need and type of programs that may be needed and successful in your footprint.
3. **DO** Evaluate the supply of childcare providers in the proposed area of operation by determining the overall childcare needs of the community.
4. **DO** Determine the affordability of your services to families in your current or potential geographic area of operation.
5. **DO** Determine the availability of governmental or other financial assistance for families with lower incomes in your area.
6. **DO** Investigate all zoning, building, fire codes, environmental assessments, and other governmental requirements needed prior to the start of the project. Zoning and building code requirements are significant issues. Prior to beginning a project, you should seek professional assistance from an architect, engineer, and/or attorney to guide you through the process. You should not enter into a lease or a sales agreement until **all of** the above issues are thoroughly investigated.
7. **DO** Develop the project's capital budget. A capital budget process is defined as determining the cost of land, buildings, and equipment needed to bring the project to fruition and within all licensing requirements. It is also suggested that you calculate non-capital startup costs such as the cost of licensing, permits, legal and architecture fees, travel, etc., in developing your center plans.
8. **DO** Estimate the amount of funding available for the project to fund the capital budget from internally generated funds, bank financing, and any grants or awards that may be applied for.
9. **DO** Develop a 3- to 5-year operating budget projection for the center incorporating the information derived from items 1 through 4 above (capacity, ages of children to serve, ratios, etc.). The operating budget will allow you to estimate the center's revenue from tuition and other sources and develop the corresponding costs associated with operating the center. A sample operating budget for a one-year period is attached in Appendix 1.
10. **DO** Evaluate and plan for the impact of the construction, including temporary space requirements and safety issues if the project is a renovation of an existing childcare center.
11. **DO** Interview architects that have experience designing childcare centers if possible, and

request an estimate of fees and timelines for the development of schematic drawings, project specifications, building cost estimates, construction documents, and regulatory review.

12. **DO** Ensure that the new center or classrooms will meet all licensing and regulatory requirements established by the State of New Jersey Department of Children and Families Office of Licensing. (Please refer to the checklist in Appendix 2).
13. **DO** Plan for the center to provide gross motor space that will meet the square footage requirements for licensing of such space. (NJ 3A:52-5.4(a)7(i))

    a. New and relocating centers shall provide a minimum of 350 square feet of net outdoor space.

        - When more than 10 children are using the space at one time, there shall be an additional 35 square feet of net outdoor space for each additional child in addition to the minimum of 350 square feet.

    b. The outdoor space for existing centers shall provide a minimum of 150 square feet of net outdoor space:

        - When more than 5 children are using the gross motor space at one time, there shall be 30 square feet of net outdoor space for each additional child in addition to the required minimum of 150 square feet.

    c. Centers that take children to a community playground shall ensure that the playground surfacing, and all other elements comply with the Playground Safety Subcode before being used by the children.

14. **DO** Develop your organization's vision and mission for the childcare center.
15. **DO** Solicit the input of your childcare staff if the childcare center is currently in operation. What do they envision for the design that will promote the center's educational philosophy while upholding the vision and mission of the program?
16. **DO** Develop a staffing plan for each age group. Employed staff must meet OOL minimum requirements (N.J.A 3A:52-4.6) or exceed the recommended requirements established by Grow NJ Kids, ERS, EHS/HS and/or NAEYC, including staff qualifications.
17. **DO** Ensure that the facility and classrooms will meet Early Head Start design guidelines, should you choose to provide Early Head Start services. Early Head Start Design Guide can be viewed at https://eclkc.ohs.acf.hhs.gov/node/4689

The Licensing Process

You will want to read the Chapter 52: Manual of Requirements for Child Care Centers put out by the State of New Jersey, Department of Children and Families (DCF) Office of Licensing (OOL).

1. These sections are particularly relevant to the regulatory process
    a. 3A:52-2.1 Application for a license
    b. 3A:52-2.2 Issuance of a license
    c. 3A:52-2.3 Location of a Center
2. The OOL requires that all centers be in compliance with local municipality requirements, including zoning, building codes, fire safety, environmental protection, and health regulations. See CHILD CARE CENTER APPLICATION DOCUMENTS for a list of required documents and further clarity on the local regulatory process.

Facility/Building Documents

You will usually need a number of plans, approvals and inspections and documents for your facility, including:

1. Zoning use registration permit
2. Certificate of Occupancy – must submit architectural drawings for approval by your local municipality in compliance with the New Jersey Uniform Construction Code (NJUCC)
3. Architectural plans approval by local municipality and by the DCF Office of Licensing (OOL)
4. Certificate of Life Safety Approval
    a. If operating on a seasonal or short-term basis for eight weeks or less
    b. If program was operating on or before May 16, 1984 and was exempt from the licensing provisions because it was operated by an aid society of a properly organized and accredited church
5. Life Hazard Use Registration certificate (must be posted)
6. Fire safety inspection certificate (must be posted)*
7. Sanitary Inspection Certificate (Only if the program prepares food)
8. Safe Building Interior Certification (SBIC) or other approval issued by the Department of Health that indicates that no further remediation is needed for the interior of the building. (visit https://www.nj.gov/health/ceohs/environmental-occupational/indoor-envi-education-

facilities/index.shtml for more information)

9. Indoor Health Environmental Health Assessment (IEHA) including an inspection for asbestos containing materials (visit https://www.nj.gov/dep/dccrequest/ for more information)
10. For buildings build in 1978 or earlier, a lead paint inspection report of all painted surfaces of the center conducted by a Lead Inspector/Risk Assessor, who is certified by the New Jersey Department of Community Affairs (DCA) (visit https://www.state.nj.us/dca/divisions/codes/offices/leadhazard_abatement.html for more information)
11. Certificate of Compliance with Lead and Copper Sampling (visit https://www.nj.gov/dep/dccrequest/safedrink.html for more information on how to certify safe drinking water)
12. Written certification regarding previous uses where environmental condition precautions apply (visit https://www.state.nj.us/dca/divisions/codes/alerts/childcare.html for more information on environmental requirements)
13. Results of Radon testing for each classroom on the lowest floor level used by children. This is required at least once every five years (must be posted)*

Environmental condition precautions may apply if the building has previously housed any of the following as defined under the Uniform Construction Code, N.J.A.C. 5:23:

- Group F – factory/industrial
- Group H – high hazard
- Group S – storage
- Group B – dry cleaners or nail salons
- Group M – gas stations
- Group A – funeral home

*If all children in the center are over 2 ½ years of age and the program is located in a public school building that is used as a public school, then the fire safety inspection certificate can be submitted to the OOL in lieu of the certificate of occupancy.

Zoning Permit

One of the first and most important steps prior to leasing, renovating, expanding, or building a childcare center is to determine zoning. You will need to discuss with your local municipality to see if a child care center is permitted in this facility as a matter of right (quick over the counter fee and form) or if you will have to apply for a variance which usually takes longer, involves more fees, and may require legal representation.

Questions you want to ask include:

1. Does the current zoning allow a child care center program in this building at this time?
2. What is the zoning application process?
3. Will I need to do an appeal? If so, what is the timeline and process for an appeal?
4. What fees are involved?
5. Will I be required to have legal representation?

Your zoning application process is likely to require clarity regarding number and ages of children you will serve, play yard and fencing details, signage, driveway and parking options and parent drop off plans.

If you are required to go through the appeal process, you will likely need to meet with interested neighbors and civic leagues to request their support.

You need to know that your variance may or may not be granted.

Building Certificate Of Occupancy (CO)

Prior to beginning new construction, expansion, or renovations, you will need to consult with and engage professionals such as architects and/or engineers. You may require an attorney for building acquisition, leases, and zoning. Usually, you want to get the big picture in focus, to be reasonably sure that you know what facility upgrades and costs will be involved and that you can manage these within an acceptable timeline **before** you actually sign a lease or apply for zoning and certificate of occupancy.

Consult with your municipality to locate existing documents for your facility. Check to see if there is already an existing certificate of occupancy (CO) for a child care center for this facility and if so, is it still valid and does it cover your intended use and age groups.

1. Building code challenges for CO include:
    a. fire code upgrades
    b. accessibility requirements
    c. sprinklers (often required, especially for older wood frame buildings)
    d. two means of direct egress from classrooms serving children 2 1/2 years of age. Egress must be at ground level, ramps are acceptable
2. Certificate of Occupancy will include a group designation:

a. E (Educational) for all children over 2 ½ years of age or older
b. I-4 (Institutional) for programs including one or more children under 2 ½ years of age
c. A-3 (Assembly) for buildings/programs for school age children
d. A Certificate of Continued Occupancy (CCO), NJUCC Form F-260 for buildings that have been in use and approved prior to 1977 and is continuing to be used for on the use use group classifications listed above

3. Fire Safety Inspection: Ensure that fire safety equipment, emergency lighting, and lighted exit signs are present and functioning. Each of these systems will need to be inspected by a licensed person before you can receive your CO. Each of these systems must be inspected annually and will need to be budgeted for in the center's operating budget. The inspections may be the responsibility of the owner of the facility or may be passed on to the childcare tenant. This responsibility should be clarified in the lease for the facility.

    a. All providers seeking a license must comply with all applicable provisions of the New Jersey Uniform Fire Code, as specified in N.J.A.C. 5:70. The center shall obtain the building's fire safety inspection certificate issued by the municipality in which it is located, based on a fire inspection conducted within the preceding 12 months. (N.J.A.C. 3A:52(b))

4. The building code requirements differ for each age group designation. Usually, if you are caring for children under 2 ½ years of age (I-4 use group designation), the facility will need:

    a. Direct egress at grade level

5. You are required to get a new CO when you apply for licensure for a new facility and also when your facility:

    a. Changes the building's group classification to one other than the one prescribed on its original CO
    b. Makes a major alteration or renovation, as defined by the NJUCC, of the building or premises in which the center is located
    c. Increases the floor area or the number of stories to the building or premises in which the center is located; or relocates to another site

Building Permits

It is important to submit drawings for approval and to pay related permit application fees **before** you start renovations.

Every municipality has different rules and expectations for building permits. The best way to

determine if you need a building permit is to start by calling or visiting the building department website of the town/municipality.

You may have to provide more information about your plans to the department or your clerk to determine if you need a permit. Not all construction projects require permits, but many do, especially projects that involve structural changes to your property, such as adding bathrooms and additional plumbing. In some towns, even small projects like putting in a playground fence, upgrading windows and adding air conditioning might require a permit.

How to Apply for a Building Permit

It is important to be clear about the process and costs of obtaining required permits. Some people handle this themselves for small projects, but most often providers need the assistance of an architect and/or construction manager. You need clarity in writing about who will be applying for and paying for the permits. This may or may not be built into your construction project agreement.

You or your architect or construction manager will need to contact the building office or clerk of your local government and explain your construction plan so they can determine what permit(s) are needed.

1. Fill out the permit application form with all the requirements mentioned in it. It's a good idea to have the entire scope of your project laid out before you apply for building permits.
2. For some permits, you simply must bring in the required plans and documentation, pay the fee and receive the permit immediately. Other permits may require a detailed review of your architectural drawings. Some situations may involve an appeal for a variance.
3. Submit the permit fee with the application. Building permit fees can vary drastically. On average, building permits can range from $50 for small upgrades on up to $2,000 or more for bigger projects.
4. Once your permit is approved, you will need to keep the permit displayed at the construction site. Depending on your municipality, you may need to schedule inspections of the work to ensure that things are following the plan that was laid out in your application.

Kitchen/Food Preparation Area

If your program plans on preparing meals, the program will be required to obtain a satisfactory Sanitary Inspection Certificate, as specified in N.J.A.C. 8:24 indicating that the kitchen is in compliance with the applicable requirements of the State Sanitary Code. The sanitary inspection must have been completed within the preceding 12 months. (N.J.A.C. 3A:52-5.2(c))

Sanitary Inspection Certificates are issued by the local health department for the township or municipality in which you plan to operate your child care program. You can find a complete list of New Jersey Health Departments here.

Here are some general questions you might ask when planning or deciding if your program will prepare and serve food:

1. Who/what is the health and/or food handling regulatory agency that would have oversight for this proposed child care center facility?
2. What plumbing upgrades and sinks would be required?
3. What documents would I need to obtain and/or to file regarding food handling and health?
4. What are the fees involved?
5. How long does the inspection and certification process take?
6. Are commercial grade appliances required?
7. Which of the following would likely be required for this project in this municipality?
    a. Commercial grade appliances
    b. Backflow diverter device
    c. Garbage disposal
    d. Drain in kitchen floor
    e. Recycling plan
    f. Commercial trash pick-up

Getting an initial sense of these types of issues will be helpful to you in your overall planning, though the application for your given situation may vary.

Classroom Square Footage Requirements and Configuration

Regulatory Requirements

The minimum interior square footage requirements for a childcare center are established by OOL and are currently established at 35 square feet per child. The number of children allowable in each classroom is calculated by taking the square footage of a room and dividing by 35. The indoor space is measured within the permanent stationary partitions or walls of a classroom. Measured space within a classroom excludes halls, restrooms, offices, kitchens, and any locker rooms.

Best Practice Recommendations

When developing a high-quality childcare center, the architect needs to consider calculating the square footage of a classroom space using the dictates of best practice in the profession. To allow for optimal classroom configuration and spacing, the design of classrooms should aim for the average square footage allotments in the table shown to the right.

	State Licensing Requirements	Best Practice
Infants	35	85 – 95
Young Toddlers	35	50 – 65
Older Toddlers	35	50 – 65
Preschool	35	45 – 55
School Age	35	45 – 55

Lessons Learned

A common error in the design of a childcare center or specific classrooms is a lack of consideration of all the factors that will play into the function of a classroom space. Allowing for lockers/cubbies, teacher and food preparation areas, classroom storage, restrooms, infant cribs, etc. is critical in the final design to meet or exceed best practice in the childcare center and licensing requirements. In addition, ancillary spaces such as reception areas, offices, staff lounge, resource library, storage, janitor closet, trash/recycling collection, and adult restrooms must also be accounted for in the final square footage design and calculation. Appendix 3 demonstrates a sample space plan that was used to calculate the area/square footage requirements needed for a new or expanding center.

In addition to the square footage requirements listed, the size and the configuration of the classrooms are vital to the design.

1. The design should avoid creating spaces that may cause supervision issues. L-shaped rooms or walls within the room that inhibit the supervision of children should be avoided. Renovations or expansion into existing facilities may prevent ideal layouts from being present. When this occurs, other means for supervision must be employed. (ITERS-R & ECERS-R Indoor Space and Personal Care Routines; Early Head Start 1302.47)
2. If possible, avoid a design that produces long, narrow rooms. This configuration makes it difficult to place learning centers and activities. (ITERS-R & ECERS-R Indoor Space; Early Head Start 1302.47)
3. Attempt to avoid any columns within the classroom, since they create supervision and safety issues. (ITERS-R & ECERS-R Indoor Space; Early Head Start 1302.47)
4. Consider that active older infants and toddlers need adequate space and furnishings to engage in active gross motor play within the classroom. (ITERS-R & ECERS-R Activities; Early Head Start 1302.31)

Design Considerations

General Design

Each age group's classroom will be the primary space where the children will spend most of their day with creative experiences, active play, eating, and resting. The design of a space must consider the safety of children and teachers and allow for proper supervision of the children at all times. The quality and selection of the equipment for each classroom age group should provide for all areas of interest as prescribed by the Early Childhood Environmental Rating System (ECERS), Infant/Toddler Environmental Rating Scale (ITERS) and NAEYC to ensure the goal of a high-quality program for children.

Regulatory Requirements

1. A minimum of 30-35 square feet of usable space (free and open, not including storage spaces) per child. (N.J.A.C. 3A:52-3.3(a)3(i-ii))
2. Gross motor space of 350 square feet plus an additional 35 square feet per child when more than 10 children use the space at the same time (N.J.A.C. 3A:52-5.4(a)7(i))
3. The building, land, walkways, and outdoor play area shall be free from hazards to the health, safety, or well-being of the children (N.J.A.C. 3A:52-5.3(b))
4. All fencing shall be maintained in proper condition. (N.J.A.C. 3A:52-5.3(b))
    a. Fences surrounding a playground should completely enclose the play space and measure at least 48" high and the latches of access gates should measure at least 48" high.
    b. Vertical members of the fence should be spaced 4" apar or less to prevent children from passing through the fence. (ITERS-R & ECERS-R Space & Furnishing)
5. Stairways shall be free of tripping hazards, such as toys, boxes, loose steps, uneven treads, torn carpeting, raised strips, or uneven risers. (N.J.A.C 3A:52-5.3(a).
6. All corrosive agents, insecticides, bleaches, detergents, polishes, any products under pressure in an aerosol spray can, and any toxic substance shall be stored in a locked cabinet or in an enclosure located in an area not accessible to the children. (N.J.A.C. 3A:52-5.3(a)10).
7. The center shall test for the presence of radon gas in each classroom on the lowest floor level used by the children at least once every five years and shall post the test results in a prominent location in all buildings at the center, as specified in N.J.S.A. 30:5B-5.2 20 (N.J.A.C. 3A:52-53 19-20).

Best Practice Recommendations

1. Provide easily navigated corridors for strollers and buggies by reducing or eliminating any

barriers.

2. Provide indoor play space in addition to outdoor play space to allow for variation and gross motor activities during inclement weather. (ITERS-R & ECERS-R Activities; Early Head Start 1302.31)
3. Design a traffic pattern that allows for children to get to the gross motor play space safely. Consider a door leading directly from the classroom area into the gross motor play space. (ITERS-R & ECERS-R Activities; Early Head Start 1302.31)
4. Develop the classroom spaces to allow for eating and sleeping and taking into consideration the materials used in those areas along with the supervision during these activities. (ITERS-R & ECERS-R Indoor Space and Personal Care Routines; Early Head Start 1302.31)
5. Provide clearly visible documentation spaces that exhibit the children's artwork/ classroom projects (NAEYC 9.A.09).
6. Provide mailboxes dedicated to the needs of families/staff. (ITERS-R & ECERS-R Parents and Staff)
7. Provide a central, relaxed location that promotes the investigation, conversation, and collaboration between families in a home-like setting (NAEYC 9.A.09 and 9.A.10).
8. Provide private spaces for conferencing of staff, children and/or families (NAEYC 4.E.03). Early Head Start 1302.34- also mentioned in ITERS-R
9. Provide spaces for teacher preparation, including wall mounted telephone and computer data outlets at an adult height surface for use in documentation. (ITERS-R & ECERS-R Parents and Staff)
10. Allow and plan for adequate storage:
    a. Each classroom should provide locked storage for the teacher's coat and personal items (ITERS-R & ECERS-R Parents & Staff)
    b. A general storage area, inaccessible to children, should be provided to store cots, bedding, and classroom materials. (ITERS-R & ECERS-R Space and Furnishings)
11. Consider Early Head Start ratios in the design: "An Early Head Start or Migrant or Seasonal Head Start class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A program must minimize teacher changes throughout a child's enrollment, whenever possible, and consider mixed age group classes to support continuity of care." (Early Head Start 1302.21)
12. Provide indoor play space in addition to outdoor play space to allow for variation and gross motor activities during inclement weather. (ITERS-R & ECERS-R Activities; Early Head Start 1302.31)
13. Provide at least 75 square feet of usable outdoor play space per child. (Early Head Start 1302.22(d))

Lessons Learned

1. Sound absorbing materials, such as acoustical tiles, area rugs etc., should be considered to minimize noise, especially in open concept centers (NAEYC 9.D.04).
2. The general design process needs to consider all spaces that are required or desired in the planning stages. Restrooms, storage, hallways, offices, kitchens, food storage, and staff areas must be considered.

Flooring

Flooring is an important aspect of the childcare center since it is utilized daily by all. Careful consideration is to be made when deciding on the flooring product, since great expense can occur if it is damaged, needs repair, or is difficult to clean. Therefore, please consider the following:

Regulatory Requirements

1. Floors, carpeting, walls, windows coverings, ceilings, and other surfaces shall be kept clean in good repair. (N.J.A.C 3A:52-5.3(a)2)
2. Carpeting shall be securely fastened to the floor. (N.J.A.C. 3A:52-5.3(a)4)

Best Practice Recommendations

1. Prior to selecting a flooring material, investigate the maintenance costs going forward and its useful life.
2. Use of materials low in volatile organic compounds (VOC) should be considered in addition to materials that are sustainable. (Caring for Our Children 5.2.1.5)
    a. High-quality resilient plank, engineered wood, and tile flooring products are preferred due to their durability and low maintenance.
    b. Alternatively, traditional welded seam sheet linoleum is made entirely of natural, mostly rapidly renewable materials. It is preferred to all vinyl products. Linoleum also has anti-bacterial properties that will be an added health consideration.
    c. Rubber is a natural material. It is also very durable and is third in preference after linoleum.
    d. Area rugs provide comfort and are economical for inclusion in a classroom. Tripping/slipping hazards created by rugs must be addressed through the use of proper underlayment pads designed for rugs or by the use of effective edge binding and transitions. Non-slip surfacing on the reverse side of “throw” rugs is essential (NAEYC 9.C.07).

3. Flooring in wet areas, in general, should be slip resistant. (ITERS-R & ECERS-R Personal Care Routines)
    a. Ceramic tile is a durable, hard surface that is traditionally used in restrooms to allow for cleaning and disinfecting.
    b. Larger size tiles minimize grout joints, which must be sealed upon initial installation to maintain a clean surface.
4. Floor tile should be slip-resistant to prevent injury. (ITERS-R & ECERS-R Personal Care Routines)

Lessons Learned

1. Installed carpeting will be limited to use only in the director's office and staff areas and should be a dense loop with antimicrobial properties.
2. Consider use of carpet tiles to allow for replacement if heavily soiled.

Ceilings

Regulatory Requirements

1. Ceilings are in good repair (N.J.A.C. 3A:52-5.3(a)2)

Best Practice Recommendations

1. Depending on the building's structure, a standard acoustic ceiling tile is a good material selection for ceilings, because it is easily replaced and allows for sound absorption.
2. Painted drywall is appropriate for use in areas with soffits, ceiling height changes, or vaults.
3. General recommended ceiling heights:
    a. Learning Environments: 9 feet
    b. Multi-Purpose / Corridors: 10 feet to 12 feet

Lessons Learned

A program that is aware of sound will reap the benefit of classrooms and ancillary spaces that allow children to focus on the opportunities present within their space rather than being

distracted by sound or noise surrounding them. Building additions stated in the Best Practice Recommendations will prevent sound-related design flaws.

Wall Finish

Regulatory Requirements

1. Walls are in good repair (N.J.A.C. 3A:52-5.3(a)2)
2. Walls shall be painted or otherwise or otherwise covered whenever there is evidence of excessive peeling or chipped paint or heavily soiled conditions (N.J.A.C. 3A:52-5.3(a)16)
3. The center shall be free from lead paint hazards (N.J.A.C. 3A:52-5.3(h)).
4. For building built prior to 1978, the center shall ensure that a lead paint inspection of all painted surfaces of the center is conducted by a Lead Inspector/Risk Assessor, who is certified by the New Jersey Department of Community Affairs (DCA) and employed by either a public health agency or a lead evaluation contractor certified by DCA, as specified in N.J.A.C 5:17.
    a. The center shall submit documentation of the inspection results to the OOL and the local department of health.
    b. For additional information on what to do if lead hazards are identified, consult N.J.A.C 3A:52-5.3(h)3-7).
5. If any area of the center is renovated or damaged after a lead paint risk assessment has been conducted the center shall conduct an additional risk assessment by a Lead Inspector/Risk Assessor and submit results to OOL and local department of health. (N.J.A.C 3A:52-5.3(h)5).

Best Practice Recommendations

1. Use low or non-VOC paints to reduce allergies and any chemical sensitivity. (Caring for Our Children 5.2.1.5)
2. Interior walls shall be constructed using abuse-resistant drywall.
3. Walls between the classrooms and other spaces should be insulated to reduce the sound transmission between spaces. (ITERS-R & ECERS-R Space and Furnishings)
4. Use of materials that will buffer or reduce excessive levels of internal or external noise.
5. No sharp edges within children's areas. All corners on trim, counters, partitions, and shelving must have rounded edges. (ITERS-R & ECERS-R Space and Furnishings)

a. Corner guards shall be installed to protect squared corners from damage and lessen injury.

b. Any columns that are required should be protected with an impact absorbing material to reduce or eliminate any child injuries.

6. Consider how the use of wall space will be used for child-related display at the children's eye level. (ITERS-R Space and Furnishings)

Lessons Learned

1. Wall colors have an impact on children's behavior and overstimulation could be an issue with certain colors. Color selection should be warm and varied throughout the center. Accent walls within a classroom will also add to the warmth of a room.
2. The addition of wall protectant is important to maintain the wall surface.

    a. Semi-gloss paint, linoleum or other durable material wainscot should be used instead of vinyl or other wall coverings where possible.

    b. Textiles on vertical surfaces within reach of children are not recommended but work well for surfaces such as documentation panels located above children's reach.

    c. Glazed ceramic tile is appropriate for wet areas such as restrooms.

    d. Display surface, i.e. chalkboards, marker boards, or magnet boards may be provided as a wainscot up to 36 inches or higher.

        - Display systems requiring tacks are not permitted due to the risk of injury.
        - Use of tape or contact paper on walls is not recommended due to the damage caused to the paint and dry wall, thereby causing peeling and increased risk of children removing paint/dry wall and mouthing or eating.

3. Maintain a file that includes documentation on any facility environmental assessments or reports and documentation of lead-free or lead-safe certification.

Windows

The introduction of natural light into the interior space is an important aspect of the early childhood classroom. Visual connections from the interior to the exterior of the building and visual connections within the center itself (windows between classrooms and circulation paths) are positive additions to the child's classroom experience (NAEYC 9.C.04).

Regulatory Requirements

1. Install window guards, with approval of local fire official, or provide an alternative method to ensure that children cannot fall out of the windows. (N.J.A.C 3A:52-5.3(a)12).
2. All windows used for natural ventilation shall be provided with insect screen. If windows are to be opened, the window is equipped with screens that are in good repair. (N.J.A.C. 3A:52-5.4(a)3).
3. All windows and other glass surfaces that are not made of safety glass and that are located within 36 inches above the floor shall have protective guards. (N.J.A.C 3A:52-5.3(a)11).
4. Tempered glass shall be used for all glass with a bottom edge that is 24 inches or less above the finished floor in accordance with International Building Code (IBC).
5. Centers that are to be located in newly-constructed buildings that seek to serve 16 or more children shall equip every room designated for use by children, except for kitchen and toilet facilities, with either uncovered glass panels or two-way mirrors that comprise at least 10 percent of the square footage of at least one interior wall in order to promote maximum visibility in such rooms. (N.J.A.C 3A:52-5.6(e)).

Best Practice Recommendations

1. The height and scale of windows, type of glass, clear view (no horizontal members blocking the view of either adults or children), control of light, and safety factors must all be weighed. (Caring for Our Children 5.2.1.1, 5.1.3.2)
    a. When allowing for access to natural light, one must consider how natural light will be controlled at certain times of the day (i.e. nap, extreme heat in the classroom due to direct sunlight, etc.). (ITERS-R Personal Care Routines)
2. Window treatments should be installed on all learning environment exterior windows to control light.
    a. Attention must be paid to how the window treatments are closed to prevent long cords or other materials that can potentially harm child from being installed.
3. Horizontal mullions should not be located between 24 inches and 44 inches above the finished floor because they could be used as climbing support.

Lessons Learned

1. Where possible, window sills should provide generous space for the placement of children's artwork, displays, artifacts, etc., but should be less than 24 inches or greater than 48 inches to prevent unsafe climbing practices.

2. A minimum 10% of the square footage of the learning space interior wall can be considered for one-way viewing glass to allow for discreet family viewing of learning activities.

Doors

Regulatory Requirements

1. Doors in all interior rooms designated for use by children shall remain unlocked (N.J.A.C 3A:52-5.6(b)).
2. The opening and closing direction of classroom doors should be reviewed by your architect to ensure that they comply with existing building codes.
3. Review the required distance to an exit from an interior space with your architect to ensure compliance with building and safety codes.
4. Doors used for natural ventilation shall be provided with insect screening. (N.J.A.C. 3A:52-5.4(a)3).
5. All balconies, rooftops, verandas, and all floor levels used by children that are above the first floor and subject the children to an open drop or atrium shall be protected by barriers consisting of safety glass, Plexiglas, or any other materials approved by the OOL. Such barriers shall extend at least five feet above the floor level. (N.J.A.C. 3A:52(a)14).

Best Practice Recommendations

1. Main entrance doors shall have an electronic strike release with an access control device, and a remote release located in a normally occupied space (director's office, administrative area, etc.).
2. Americans with Disabilities Act (ADA)-compliant, lever-type door handles shall be provided for all door locks and latch sets.
3. To prevent injury, all doors will have closers that restrict the speed of door closure (NAEYC 9.C.03).
4. All children's bathroom doors (toddler and pre-school) shall be a maximum of 32 inches in height to allow for staff supervision. In addition to a half door, a half wall may also be necessary (NAEYC 9.A.05)
5. Doors accessible to children must have hardware operable from both sides, with components having smooth edges and no sharp protrusions.
    a. An exception to this recommendation is for the hardware on the toddler half bathroom doors. This hardware should allow adults to open the door from the inside of the

bathroom to help prevent inadvertent access to the bathrooms by the children.

6. Doors in all interior rooms designated for use by children shall remain unlocked.
7. All doors to exterior should be properly sealed to safeguard against rodent/insect entry.
8. Exterior doors should be equipped with a push bar to facilitate exit from the facility. This type of hardware may be required to facilitate compliance with fire codes. Providers may have issues with this type of hardware since it can allow children to exit to other spaces. It is suggested that the center install a door release system that will only allow center staff to unlock the door (usually placed 60 inches from the floor). This system will disengage if the fire alarm system is activated so that children and staff may safely exit the facility.

Lessons Learned

1. Children's fingers must be protected from being crushed or otherwise injured in the hinge space of a door by installing protective hinge guards on all doors that children pass through (entry doors, bathroom doors, classroom doors). (Caring for Our Children 5.1.3.5)
2. Door openings intended for adult only use shall have hardware installed at adult height.
3. All classroom doors shall have large, see-through windows for viewing into and out of each space.

Heating, Ventilation And Air Conditioning (HVAC)

Center temperature and air quality are important to the children and staff while present in the center space and will ultimately affect how they feel and perform throughout the day. State mandated temperatures must be maintained to allow for the center to be operational.

Regulatory Requirements

1. A minimum temperature of 68 degrees Fahrenheit shall be maintained in all areas used by children, including, but not limited to, classroom and bathrooms. (N.J.A.C. 3A:52-5.3(d)
2. Steam and hot water pipes and radiators shall be protected by screens, guards, insulation, or any other suitable, non-combustible protective device (N.J.A.C. 3A:52-5.3(d)2).
3. The center shall not use portable liquid fuel-burning or wood burning heating appliance or electric space heaters. (N.J.A.C. 3A:52-5.3(d)3).
4. All fans that are accessible to the children shall have a grille, screen, mesh, or other protective

covering. (N.J.A.C. 3A:52-5.3(e)).

5. Ventilation outlets shall be clean and free from obstructions, and filters shall be replaced when saturated. (N.J.A.C. 3A:52-5.3 (a)15).

Best Practice Recommendations

1. Temperature levels are measured at lower than normal heights (one to three feet) above the floor in order to accommodate children.
    a. Individual classroom thermometers and/or thermostats are recommended to monitor temperature.
    b. Controls to be inaccessible to children to prevent accidental changes in temperature.
2. Each classroom and some of the ancillary spaces should be equipped with individual controls for heating and cooling. (ITERS-R Space and Furnishings)
3. Ceiling fans are recommended in areas that do not receive adequate air flow.
4. Humidifiers should be provided in all air handling units to maintain proper humidity levels in the learning environment.
5. Radiant floor heating is preferred in order to provide an efficient, effective heating solution for the center that allows for the heat to be present where the children are most present.
6. Each space should be supplied with outside air to control odors.
7. Proper exhaust venting is required for the kitchen range, clothes dryer, changing stations and the mildly ill child room.
    a. None of this air is to be returned to the rest of the building

Lessons Learned

1. Noise levels, service, and efficiency should all be taken into consideration when locating heating and cooling equipment.
2. Building renovation projects or centers with basement locations are to complete an air quality test to ensure the safety of the children and staff present.
    a. Testing of the air quality during any construction period must also be conducted at regular intervals to ensure the safety of children and staff.
    b. Maintain documentation of testing results on file in the childcare center.

Plumbing and Accessories

Regulatory Requirements

1. A supply of hot tap water not exceeding 110 degrees Fahrenheit and cold running water shall be provided. (N.J.A.C 3A:52-5.4(a)4).
2. Toilets, wash basins, kitchen sinks, and other plumbing shall be maintained in good operating and sanitary condition.
3. The center shall comply with the provisions specified in P.L. 1999, c. 362 (N.J.S.A. 30:5B-5.5) requiring reports of drinking water tests to be posted in all buildings at the center when received from a water supply company or prepared by the center, for private wells and other non-public water sources. (N.J.A.C 3A:52-5.3(a)20).
    a. If the facility is supplied by a public community water system, the applicant or facility operator shall provide documentation of water testing conducted by a laboratory certified by the Department of Environmental Protection for water testing for lead and copper from all faucets and other sources used for drinking water or food preparation and at least 50 percent of all indoor water faucets utilized by the center. (N.J.A.C. 3A:52-5.3(i)5(i))
4. The minimum number of sinks and toilets required in the center shall be determined as specified in the Plumbing Subcode of the NJUCC. (N.J.A.C. 3A:52-5.4(a)5(i)).
    a. For School Age care, the center shall have one toilet and one sink for every 25 children, as specified in the Plumbing Subcode of the NJUCC for the E group.

Best Practice Recommendations

1. Sensor operated toilets, sinks, soap dispensers, and paper towel dispensers are favored to reduce cross contamination from occurring.
    a. Consider the ongoing cost of maintaining (if battery operated) and time to service (change batteries, fix jams, etc.) when you are selecting sensor operated devices.
2. Provide easily reached clean-outs for all waste piping.
3. Provide a shut-off valve for each fixture so maintenance does not affect multiple plumbing facilities.
4. Provide a floor drain in each restroom, kitchen, laundry, and water play activity area.
5. Provide hot and cold water at each sink.
6. Solder for domestic water piping shall be lead-free.

7. Centers that are renovating must have documentation stating that piping is lead- free.
8. Sink/Countertop heights:
    a. Preschool: 24-26 inches above floor finish (AFF)
    b. Toddler: 22 inches AFF
    c. Diaper changing: 30 inches AFF

Lessons Learned

1. Provide areas for children to witness the inner workings of the HVAC/plumbing systems.
    a. Dry wall can be cut out and polymer/Plexiglas installed to view these technical areas to increase awareness and encourage questioning about how these types of systems work.
2. Water testing may be required and results maintained at your center.
    a. Determine if your center's water has fluoride, as this is information that families often need to share with their child's health care professional.

Restrooms

Restrooms are to be ADA compliant. In new construction, all general adult toilet rooms are required to be ADA accessible. The location of the ADA adult toilet must be accessible from floors without an elevator. The children's toilets are not required to be ADA, since adult assistance is available by the staff. Therefore, some floors could have no ADA toilets. Signage may need to be provided if the toilet provided is not ADA accessible, i.e. "ADA accessible toilets are located on floors 2 & 4" or a similar sign that indicates where ADA accessible toilets are located.

Regulatory Requirements

1. The minimum number of toilets and sinks required in the center shall be determined as specified in the Plumbing Subcode of the NJUCC. (N.J.A.C. 3A:52-5.4(a)5).
2. At least one toilet facility and sink shall be located on each floor level used by children in centers that began operating after March 21, 2005. (N.J.A.C. 3A:52-5.4(a)5).
3. For each classroom used by children under 2 ½ years of age a minimum of one sink shall be located in the classroom for newly-constructed centers and expansions. (N.J.A.C. 3A:52-5.4(a)5).

4. A supply of hot tap water not exceeding 110 degrees Fahrenheit and cold running water shall be provided. (N.J.A.C 3A:52-5.4(a)4).
5. A supply of soap, toilet paper, and individual hand towels or disposable paper towels shall eb provided. (N.J.A.C. 3A:52-5.3(e)1).
6. Mirrors, dispensers, and other equipment shall be fastened securely. (N.J.A.C. 3A:52-5.3(f)2).
7. Platforms shall be available as appropriate for use by the children when adult size toilets, sinks, or urinals are used by the children (N.J.A.C 3A:52-5.3(f)3)
8. Staff bathroom requirements (N.J.A.C. 3A:52-5.6(d)).

    a. For existing centers:

        - Staff only use when no children are present and locking door at height beyond child reach

    b. For new centers:

        - One toilet facility is reserved and designated for the exclusive use of the staff members and other adults
        - This designated toilet facility is identified by a sign located on the exterior of its door, indicating that this toilet facility is for the exclusive use of staff members and other adults.

9. Ensure that toilet training chairs are not used in kitchens or in the immediate area where meals are being served (N.J.A.C. 3A:52-7.7(e)3ii).
10. Exhaust fans, toilet partitions, and ADA compliant grab bars should be included in the design. Refer to local building codes.

Room Name	Plumbing Connections
Service Areas	
Kitchen	(1) adult sink, (1) child sink, (1) toilet, (1) floor drain
Laundry	(1) adult sink, (1) dishwasher connection and drain
Janitor's Closet	(1) adult sink, (1) toilet, (1) floor drain
Outside Areas	
Play Yard	Connections for water play, drinking fountains

Best Practice Recommendations

1. Restrooms to contain floor drains.
2. Although the number of toilets and sinks required are detailed in Plumbing Subcode of the NJUCC licensing regulations and are the minimum, it is strongly suggested that you consider adding additional toilets and sinks in each classroom, including handwashing sinks that are outside of the bathrooms.
3. Walls in all restrooms should be installed to resist water and moisture.
    a. Fiberglass reinforced panels 48" high is an economical product.
    b. Ceramic tile is a durable, hard surface that is traditionally used in restrooms.
        - Larger size tiles minimize grout joints, which must be sealed upon initial installation to maintain a clean surface.
4. Provide shatterproof mirror surfaces when utilized in classrooms or bathrooms spaces.

Room Name	Best Practice
Adults and Family Areas	
Mildly-Ill Room (if needed)	(1) adult sink, (1) child sink, (1) toilet, (1) floor drain
Staff Lounge	(1) adult sink, (1) dishwasher connection and drain
Restrooms (adults)	(1) adult sink, (1) toilet, (1) floor drain
Lactation Room	(1) adult sink
Learning Environments	
Infant Rooms	(2) adult sinks (hand wash/food prep, changing station), (1) dishwasher connection and drain
Young/Older Toddler Rooms	(1) adult sink, (2) child sinks (classroom, bathroom), (1) child-sized toilet, (1) floor drain
Preschool Rooms	(1) adult sink, (4) child sinks (2 restrooms, 1 classroom), (2) toilets, (2) floor drains
Atelier / Art Space	(1) child sink

Lessons Learned

1. In toddler and preschool classrooms, allow for bathroom spaces that have half walls and doors to facilitate supervision of the space.

Electrical

The project objective is to provide all required electrical systems including, but not limited to, power distribution, lighting control, communications, security, fire, and emergency systems to support the childcare center. All systems will be designed and installed in accordance with the latest adopted edition of the National Electrical Code (NEC) and other governing federal, state and local codes.

1. All receptacles shall be tamper resistant and an appropriate number provided to limit the need for electric extension cords. Maintain documentation of the tamper resistant receptacles installed.
2. All electrical outlets that are accessible to the children shall have protective covers. (N.J.A.C. 3A:52-5.4).
3. GFI electrical outlets to be installed near areas that are wet.

Lighting

Regulatory Requirements

1. All fluorescent tubes and incandescent light bulbs shall have protective covers or shields. (N.J.A.C. 3A:52-5.3(c)1).
2. During program activities, at least 20 foot-candles of natural or artificial light shall be provided in all rooms used by the children. This illumination shall be measured three feet above the floor at the farthest point from the light source. (N.J.A.C. 3A:52-5.3(c)2).
3. Parking areas, pedestrian walkways, or other exterior portions of the premises subject to use by center occupants at nights shall be illuminated to provide safe entrance to and egress from the center. (N.J.A.C. 3A:52-5.3(c)3).

Best Practice Recommendations

1. To the extent possible, the quality of light should remind children of a residential environment.
2. To achieve the maximum natural light in the learning environment, every attempt should be made to locate the rooms on the exterior perimeter of the center to allow for exterior windows.
    a. When this is not possible, adding sky lights, windows that lead to areas with natural

light, or adding windows to other areas of the center allow the space to feel less constricted.

3. The amount and orientation of natural light needs to be considered in the design. Lighting design studies are recommended and will include photometric calculations of the learning environments.
4. Light in all rooms, including sleeping areas, must be maintained at a sufficient level to provide observation of the space from adjoining spaces.
    a. Use of dimmers allows for light to be lowered but present during nap times, which allows for proper observation and supervision of the children present.
    b. When possible, multiple light switches/lighting circuits should be installed to allow for different levels of lighting in each classroom if dimmers are not used.
5. When possible use LED lighting rather than florescent. If not feasible, indirect fluorescent lighting is preferred.
6. Light fixtures in all learning environments are to have a protective shield in the event there is a breakage of the bulbs.
7. Parking areas, pedestrian walkways, or other exterior portions of the premises subject to night use by the center's occupants shall be illuminated to provide safe entrance/egress from the center.
8. At a minimum, lighting levels should be in accordance with required levels suggested in CFOC as follows:
    a. Reading, painting, and other close work areas: 50 to 100 foot-candles on the work surface;
    b. Work and play areas: 30 to 50 foot-candles on the surface;
    c. Stairs, walkways, landings, driveways, entrances: at least 20 foot-candles on the surface; and
    d. Sleeping and napping areas: no more than five foot-candles during sleeping or napping except for infants and children who are resting in the same room where other children are involved with activities.

Lessons Learned

1. Install track lighting in certain areas of the center to create interest areas to display art or other activities.
2. Where practical, task lighting should be provided for reading, painting, and close work.

Fire Protection

Regulatory Requirements

1. All fire extinguishers shall be visually inspected once a month and serviced and tagged at least once a year and recharged, if necessary, as specified in the NJUFC. (N.J.A.C. 3A:52-5.3(n)4)

Best Practice Recommendations

1. Required exits must be clearly identified/marked (CFOC 5.1.4.6).
2. A minimum of two exits from the childcare program must lead directly outside of the building (CFOC 5.1.4.1).
3. The travel point between any point in a sleeping room and an exit access door in the room shall not exceed 50 feet.
4. Each learning and activity space should, ideally, be provided with one direct outdoor exit.
5. Provide the capacity for permanent carbon monoxide monitoring (NAEYC 9.C.11).
6. Interior/Exterior classroom doors shall utilize pushbutton or push bar release mechanisms that are located a minimum 72 inches above the finished floor. These door release mechanisms shall be tied into the building's fire alarm system and release when the system is in alarm.
7. Fire drills should occur monthly.
8. Budget for annual sprinkler system inspections. The responsibility for costs of sprinkler servicing should be addressed in your lease.
9. Fire extinguishers should not be accessible to children and should be inspected and maintained annually or more frequently as recommneded by the manufacturer's instructions. (CFOC 5.2.5.2)

Security

Best Practice

1. Limit entry to the center to one to two doorways to allow for the doors to be well observed by center staff.

2. The entry should be visible to the adults inside the center. The lobby area should be adjacent to the director's office.
3. Entry shall be controlled either manually by center personnel buzzing families in, or electronically through an access control system.
    a. All doors will be locked from the exterior at all times.
    b. If manual entry by center personnel is to occur, means to allow for center staff to view the person requesting entry is necessary.
4. Provide an access control device at the entrance for authorized access to the center without relying on center personnel if budget permits. A communication system should be installed in each classroom to allow for emergency calls.
5. The design must ensure that a child will be unable to exit the center without staff knowledge.
6. To control outside personnel from entering and exiting the building, the mechanical space(s) should be located with maintenance access available from the exterior of the facility.
7. Emergency panic buttons shall be installed in areas of the building to alert authorities of unauthorized entry. These panic buttons shall be tied into the building's security system.

Telecommunications/Computer Technology

Best Practices

1. A hard-wired/wireless data network LAN connection and telephone communication system will be provided in all adult and child learning spaces.
2. All classrooms will be provided with a minimum of two data outlets for children's technology stations.
3. Phone systems are to have multiple lines and ideally be equipped with an intercom feature.
4. The administrative area will be equipped with adequate reprographic equipment.
5. A telephone/data closet will be constructed to house all telecommunications equipment.
6. A sufficient number of wireless access points will provide coverage throughout the center.

General Safety

Best Practices

1. Locked storage for medications, cleaning products, or other hazardous materials must be provided.
2. "Childproof" interior hardware devices must be mounted on the interior of cabinets and drawers within children's reach.
3. Furnishings that are top heavy shall be secured to prevent tipping.

Classroom Spaces

Furnishings

The childcare classrooms shall include the items listed below to allow the space to meet the age group's developmental needs, as well as provide a home-like environment for the children to thrive in. Attached as Appendix 4 are sample furniture layouts for infant, toddler, and preschool and school-age classrooms. In addition to sample furniture layouts, Appendix 5 details the various types and categories of materials needed to meet ITERS-R and ECERS-R requirements.

Regulatory Requirements

1. Play equipment, materials, and furniture for indoor and outdoor use shall be of sturdy and safe construction, non-toxic, free of hazards, and used in accordance with the manufacturer's instructions. The center may not use play equipment intended for outdoor use indoors. (N.J.A.C. 3A:52-5.3(p))
2. The center shall provide a supply of age-appropriate and developmentally appropriate program equipment including play equipment, child-size furniture and supplies that are:
    a. Sufficient to meet the daily activity needs of the children and the program; and
    b. Non-toxic and safe for use by children in the age groups served
3. Children have opportunities to choose materials freely and materials are accessible at all times except during lunch and nap time. (N.J.A.C. 3A:52-6.1)
4. Centers that operate during evening hours shall ensure that the activity level for children is reduced in preparation for sleep and shall provide a selection of toys or other materials for quiet activities. (N.J.A.C. 3A:52-6.1)

Age-Specific Spaces

This section includes both the regulatory and best practices information in the design of age-specific spaces.

Infant

When addressing spaces for infants, one must consider the fact that infants spend much of their time on the floor, require varying times of day to sleep and eat, and have food preparation and sanitary needs that are to be incorporated into the final design. A high- quality program shall allow for 85 to 95 square feet per child.

1. All centers providing care for non-ambulatory infants and toddlers shall have one evacuation crib for every four non-ambulatory children by March 6, 2018. (N.J.A.C. 3A:52-5.3(m)3)

2. Provide space for cribs in the design based on the maximum group size prescribed by the licensing agencies and best practice. The ERS dictates at least 36 inches of open space from other napping children or furniture/equipment on three sides of nap equipment. The expectation is for all children to be separated in this manner to prevent the spread of germs during sleep as well as to ensure adequate space for access in case of an emergency.

    a. Cribs, beds, playpens, and cots used for rest or sleep shall be arranged so as to provide access to a three-foot-wide aisle that leads to an unobstructed exit. (N.J.A.C. 3A:52(m)2)

3. For children two months of age and younger, the center shall provide for each child a crib that complies with Consumer Product Safety Commission's (CPSC) Federal Safety Standards for Full-Size and Non-Full Size Baby Cribs, playpens or other OOL approved sleeping equipment that meets the following requirements (N.J.A.C. 3A:52-6.4(b)1):

    a. Each crib or playpen shall be equipped with:
    b. A firm, waterproof, snugly fitting mattress
    c. A clean, snugly fitting sheet
    d. Top rails that are at least 19 inches about the mattress
    e. Slats that are not more than 2 3/8 inches apart

4. Design adequate work space in infant rooms for dishwasher, refrigerator, diaper storage, and a work station for food preparation.

    a. Countertop should be made of a solid surface material that is easily cleaned and sanitized.
    b. It is suggested that this space be sectioned off from the activity and sleep areas of the infant room. If the dishwasher or other appliances are open to the classroom, millwork

enclosure should be incorporated into the design to limit children's access.

c. Allow for a counter height surface with GFI electrical outlet to allow for a bottle warmer to be present without the use of extension cords and to allow for the warmer to be maintained at a height that is not accessible to the children to prevent injury.

5. Design or placement of the diaper changing table should be accessible to the adult diaper hand washing sink and be situated to allow for supervision of infants in the classroom.

a. Ventilation over the infant changing area should be provided.

b. Allow for a solid barrier (clear) or three feet of open space around the changing table to discourage play in this location to minimize the risk of cross- contamination (NAEYC 5.A08).

6. The room should be warm and inviting and have a variety of textures for infants to experience.

a. Each classroom should have lockers/cubbies, not accessible to infants enrolled and should be wall mounted, for children's coat storage, personal papers, and change of clothing. Locker/cubbies should be located near the entry point of the classroom.

7. Infant classroom should provide for an adult bench/area and shoe rack located outside of the classroom to allow adults to remove shoes or place shoe covers before entering the room (NAEYC 5.C.06).

8. Areas of mirrored ceiling tiles in the infant areas are preferable.

9. Provide grab bars in front of mirrors for infants and toddlers within a classroom.

10. In addition to the sample furniture and fixture provided in Appendix 4, manipulative, mirrors, tunnels, balls, musical items, push toys, etc., should be provided.

11. Areas designated for infant cribs or resting cots should be separated from active spaces and have dimmable lighting. If walls separate active and sleep areas are planned, low walls that allow teachers to see, hear, and assess children at all times must be considered. Classroom space will provide an area not accessible to children for cot or mat storage (for children over 12 months of age).

12. Providing a space to store car seats and strollers is not only convenient to families but also prevents injuries and obstruction of egress. If a place for storage is not provided, often families will place these items in areas that look appropriate but can be dangerous during emergency situations.

Toddler

As children enter the ages of 12 to 36 months, they expand their exploration both physically and cognitively. Furniture and fixtures need to be selected to be appropriate for this group of children. A high-quality program for toddlers shall allow for 60 to 70 square feet per child.

5. Design or placement of the diaper changing table should be accessible to the adult diaper hand washing sink and be situated to allow for supervision of toddlers in the classroom.
6. In all learning spaces, there shall be an attached, handicapped accessible bathroom that includes at least one toilet and one sink scaled for children (ECERS 12, 5.2). Additional toilets and sinks to assist in the daily operation of the classroom are recommended.
7. Each classroom should have lockers/cubbies, for children's coat storage, personal papers, and change of clothing. Locker/cubbies should be located near the entry point of the classroom.
8. Classroom space will provide an area not accessible to children for cot or mat storage.
9. For children over the age of 12 months and under the age of five years, the center shall provide for each child a crib, playpen, cot, mat or other OOL approved sleeping equipment that that complies with CPSC's Federal Safety Standards and meets the following requirements (N.J.A.C. 3A:52-6.4(b)2)

    a. Each cot used for children between 13 and 18 months of age shall not exceed 14 inches above the floor level.

    b. Each cot or mat used for rest and sleep shall be covered with a sheet, blanket or other covering. An additional covering shall be provided for use as a covering for each child.

    c. Each mat used for rest and sleep shall be:

        - Placed on a surface that is warm, dry, clean and draft-free
        - Water-repellent
        - At least one inch thick
        - stored so that there is no contact with the sleeping surface of another mat, or disinfected after each use

10. Children's restrooms should be open to allow for staff supervision. This may be accomplished by using half walls, half doors, etc. (NAEYC 9.A.05).
11. Provide quantity of sinks in accordance with NAEYC 5.A.09. Sink height for toddlers should be mounted 18 inches to 20 inches above the floor.
12. All countertops located in wet locations should be made of a solid surface material that is easily cleaned and sanitized.
13. Provide grab bars in front of mirrors for young toddlers within a classroom.

Preschool

1. In all learning spaces, except infant rooms, there shall be an attached, handicapped accessible bathroom that includes at least one toilet and one sink scaled for children (ECERS 12, 5.2). Recommend additional toilets and sinks to assist in the daily operation of the classroom.
2. Children's restrooms should be open to allow for staff supervision. This may be accomplished by using half walls or half doors (NAEYC 9.A.05).
3. Provide quantity of sinks in accordance with NAEYC 5.A.09. Sink height for preschoolers should be mounted 24 inches to 26 inches above the floor.
4. All countertops located in wet locations should be made of a solid surface material that is easily cleaned and sanitized.
5. Each classroom should have lockers/cubbies for children's coat storage, personal papers, and change of clothing. Locker/cubbies should be located near the entry point of the classroom.
6. A high-quality program for preschoolers shall allow for 50 to 55 square feet per child.

School Age

1. There shall be two attached, handicapped accessible bathrooms that include at least one toilet and one sink per bathroom. Additional toilets and sinks are recommended to assist in the daily operation of the classroom.
2. School age restrooms shall have a full-sized stall door to allow for privacy.
3. Provide quantity of sinks in accordance with NAEYC 5.A.09. Sink height for school age should be mounted 30 inches above the floor.
4. All countertops located in wet locations should be made of a solid surface material that is easily cleaned and sanitized.
5. Each classroom should have lockers/cubbies for children's coat storage, personal papers, and change of clothing. Locker/cubbies should be located near the entry point of the classroom.

Ancillary Centers Spaces

Center renovations may allow for the opportunity to add ancillary spaces that are not currently present in the center. In addition, many of the spaces described below should be designed into a new center to increase the functionality of the center both for adults and children.

Lobby Area

In many cases, this is the first space a family will visit and can set the stage for the family's overall feel of the childcare center. This space should be designed to:

1. Feel warm and inviting with general information about the center, accreditations, NJ Grow Stat Level, etc., displayed for family viewing.
2. Be visible from director's or other administrative individuals' work spaces.
3. Have seating for adults and some limited activity for children to engage in.
4. Have access to the adult restrooms.
5. Allow opportunities for family gathering and activities.

An Atelier

An atelier is defined as a workshop or studio, typically used by an artist or designer. In childcare centers, this space is often where children can create. If space is available in the project, the atelier concept is a great addition but not required by licensing or best practices.

1. The area should be designed to accommodate the maximum group size that the center offers in order to allow for all children to participate.
2. Permanent wall storage or closets should be designed to store art supplies. If not feasible, mobile equipment may be utilized.
3. Child height bulletin boards to display children art should be installed on walls.
4. Mess sinks at child height that allow for a high faucet and deep basin will be installed to allow for easy clean up in these spaces after art or science experiments occur.

Nursing Room

Mothers who choose to nurse their children at the childcare center shall be provided with a comfortable and private area (NAEYC 5.B.09). This area will include:

1. A hand washing sink;
2. A comfortable chair; and
3. Electrical outlets.

Administrative Offices/Spaces

Space should be provided for all administrative personnel employed at the center. Adequate

room for desks, file cabinets, and computer equipment should be provided. The director or administrator of the center should also have space to conduct conferences with families and /or staff for up to four individuals. This space should include:

1. Access to computers and electrical power for equipment.
2. Wi-fi availability to access external training.
3. Access to adult and children's restrooms.

Multipurpose/Training Room

If possible, the design should include a multipurpose room that can be utilized for the meeting and training of staff. The size will be determined by the number of staff employed at the center. The room should:

1. Be large enough to accommodate the staff at the center comfortably with adult size table(s) and chairs.
2. Have storage for table and chairs. Alternatively, equipment may be purchased to stack or reduce space usage. This will allow for the space to have flexibility should it be needed for other activities or events.
3. Have access to computers and electrical power for equipment.
4. Have wi-fi availability.
5. Provide access to adult and children's restrooms.

Staff/Resource Room

NAEYC and ERS both require a space for staff to allow for privacy and the ability to plan curriculum and activities. The size of the space will be contingent on the size of the center staff but should include the following:

1. Access to adult restrooms.
2. Adequate storage for all center resource materials.
3. Computer and wi-fi access.
4. Adult size tables and chairs for staff use.
5. Kitchenette area with a refrigerator, microwave, and dishwasher to allow for staff meals.
6. Lockable staff cabinets or lockers for personal items and clothing.

Mildly Ill Room

Separating a child who becomes sick while at the center can help keep all children and staff healthy while allowing for the comfort of the ill child. If space permits, the room should be designed to provide the following:

1. Rest mat or cot for a sick child.
2. Adult chair or rocker for the staff person accompanying the child.
3. Adult sink for hand washing.
4. Counter to be used as a work space with an under the counter refrigerator.
5. Cabinet storage for diapers, latex gloves, and infant wipes, etc.
6. Visibility by center leadership for appropriate supervision.

Laundry Room

7. On-site washers and dryers are a bonus to staff and from a health standpoint. The ability to clean and sanitize clothing that has been soiled is advantageous, especially in programs that care for infants and toddlers.
8. The equipment installed in the laundry rooms should be able to handle high volumes and be energy efficient.
9. Floors should be similar to restroom finishes—washable and resistant to moisture.
10. If possible, a floor drain should be included in the space.
11. Ventilation/mechanical exhaust in the laundry room needs to be considered due to moisture in a limited space and the dryer needs to be vented to the exterior.
12. Shelving or cabinets should be provided to store laundry supplies.
13. A counter should be designed to allow staff to have sufficient work space. It should be a solid surface that allows for cleaning and sanitizing.
14. A full, lockable door should be installed to ensure that children do not have access to the area.

Car Seat and Stroller Storage

Stroller and child car/safety seat storage areas shall be provided. It is recommended that this be in an area outside but adjacent to classrooms. Center demographics will guide how much space will be needed. For example, in an urban setting where most families walk to the center, a large stroller area will be needed.

1. Millwork shelving will be installed to store car seats at 36 inches from the floor. The depth of

the shelves will be approximately 24 inches to 30 inches.

2. Large hooks may also be used for hanging car seats if shelving is too costly.
3. Walls should be durable, utilizing linoleum, plastic laminate, or fiberglass reinforced panels, to limit wall damage in the space.
4. Dutch door/half door should be installed at the entry point.
5. Hooks for folding and storing strollers is to be considered to ensure adequate floor space.

Janitor's Closet

1. The floor should be similar to flooring used in all restrooms and other wet areas.
2. Plastic laminate, fiberglass reinforced panel, or other non-porous material should be provided at a minimum 48 inches on all walls.
3. A floor drain should be provided.
4. Lockable full door should be installed.
5. A floor mounted mop sink should be installed.

Telephone/Data/Security Closet

1. Dedicated space with easy access for adults.
2. Should have a lockable full door.
3. Additional temperature controls may be needed due to the heat that is generated by the various systems/equipment operating in the closet.
4. Plywood or other solid material should be installed on the walls to allow for the various telephone and data lines to be secured.
5. Security or computer panels should be installed and secured.
6. A dedicated electrical outlet for each of the items listed above will need to be provided.
7. The security and fire alarm system will need to have a telephone/data outlet.

Trash and Recycling Storage

1. Ensure grabage containters are approved by local health authorities.
2. Containers should be made of durable metal or other types of material that will prevent animals and pests from accessing.
3. Determine where accumulated trash will be stored between periods of removal from the premises.

4. Plan pathways for trash removal from the building to exterior avoiding the kitchen and food prep area and classrooms.
5. Exterior garbage containers should be stored on an easily cleanable surface.
6. Ensure storage areas for garbage, waste and refuse are inaccessible to children.

Kitchen & Food Preparation Area Design Recommendations

The design of the kitchen/food preparation area will depend on the type of food service the center will offer to children. Centers that use a catering service or that require families to "brown bag" their children's lunches may have modified design and equipment needs. A center that will prepare meals on-site will need significantly more equipment. The design of a kitchen space for a full-service kitchen is more extensive and will need appropriate commercial grade equipment to provide a full-service food operation. It is strongly suggested that the center seek design assistance from a kitchen design firm/provider to evaluate traffic flow, equipment needs, storage, etc., prior to the final design of the space.

Suggested equipment listed below will depend on the type of food service provided and the licensed capacity of the center:

- Commercial upright Refrigerator with built-in unit thermometer
- Commercial upright freezer with built-in unit thermometer
- Commercial microwave
- Commercial convection oven
- Commercial 4–6 burner range—gas or electric depending on utilities available
- Warming cabinet
- Stainless steel work tables that allow for proper cleaning and sanitizing of surfaces
- Wire shelving that allows for food items to be stored a minimum of 6 inches off the floor
- Three compartment sink
- Food prep sink
- Separate hand washing sink in the food prep area
- Commercial can opener installed on a stationary surface
- Food carts for meal delivery to the classrooms (folding units allow for carts to take up less space in the kitchen when not in use)
- All necessary small wares that are National Sanitation Foundation (NSF) approved (plates,

cups, bowls, flatware)

- NSF approved food storage bins
- Commercial sanitizer
- Determine detergents and appropriate hookups needed
- Ensure water temperature meets unit needs and regulatory requirements in the kitchen area
- Backflow diverter device
- Garbage disposal that is commercial grade

Best Practice Recommendations

1. Adequate space to accommodate equipment needs for the operation.
2. Evaluate how deliveries will be made to the center that would not interrupt the classroom activities and a normal day's operation.
3. Based on your food vendor's delivery schedule/cycle, design adequate storage space for dry food, refrigerated, and freezer products for the center.
4. Provide space for recycled items and food waste with the approved covered trash receptacles.
5. Recommended that floor be quarry tile, but sheet vinyl would be the alternative
6. Kitchen floor drain
7. All walls in the kitchen area are to be fiberglass reinforced panels or other durable product
8. Storage for food carts for delivery to each classroom should be included in the design and included in the food service area
9. Safe storage for chemicals separate from food and food prep areas
10. Plan for recycling
11. Plan for trash removal, storage, and pick up
12. Eating and drinking utensils that are free from cracks and chips and/or disposable cups, plates, bowls and utensils are not reused
13. No Styrofoam cups, plates or bowls as Styrofoam can be a choking hazard.

Outdoor Play Space/Playgrounds

Having access to an outdoor play space is essential to meeting the gross motor developmental needs of all children in care at the facility. The outdoor space of a child care program should

be viewed as an extension of the children's classroom. Centers that are typically seen within a classroom can be recreated in a new and exciting way outdoors! An outdoor kitchen can be a mud pie bakery or a leaf and grass stew can simmer over a bundle of kindling. Collections of shells, rocks and leaves from surrounding trees can be categorized, patterned or counted to provide math opportunities. Center gardens can be planted to allow children to tend to their vegetables and flowers, teaching them about the environment, food sourcing and beauty, and provide them with an opportunity to work together to cultivate items that can be shared throughout the center and with their families. Allowing for children to move beyond the classroom walls allows them to use their imagination, and in turn provides learning opportunities to which they would not otherwise have access.

Regulatory Practices

14. The center shall provide daily outdoor activities at an outdoor play area, park or playground, or on a walk, weather permitting. (N.J.A.C. 3A:52-6.1(g))
15. The building, land, walkways, and outdoor play area shall be free from hazards to the health, safety or well-being of the children. (N.J.A.C. 3A:52-5.3(b)1)
16. The outdoor play area shall be graded or provided with drains to dispose of surface water. (N.J.A.C. 3A:52-5.3(b)2)
17. Centers that provide outdoor space shall maintain all fencing in proper condition. (N.J.A.C. 3A:52-5.3(b)6)
18. The center shall comply with the Playground Safety Subcode of the New Jersey Uniform Construction Code, as specified in N.J.A.C. 5:23-11.
    a. Centers that take children to a community playground shall ensure that the playground surfacing and all other elements comply with the Playground Safety Subcode before being used by the children.

Best Practice Recommendations

1. A center-based program must provide at least 75 square feet of usable outdoor play space per child. (Early Head Start 1302.22 (d))
2. Completion of a playground safety checklist prior to children utilizing an outdoor play space to ensure for safety (see Appendix 6). (Caring for Our Children, 3rd Edition)
3. Annual Playground Safety Inspections should be completed by a Certified Playground Safety Inspector to ensure identification of areas of concern. (NAEYC)
4. Incorporating classroom centers on a playground or other outdoor space will allow for increased learning opportunities

Acknowledgements

This guide was made possible by generous support from the Burke Foundation.

THE BURKE FOUNDATION

Reinvestment Fund and PHMC wish to thank Marion Brown for lending expertise to the research and development of this guide.

We are grateful to the New Jersey Department of Children and Families and The Office of Licensing (OOL) for providing helpful insight and comments for the guide.

We'd like to thank the ECE provider volunteers who participated in facility assessments which aided in our research and data collection efforts.

DISCLAIMER

The suggestions and recommendations contained in this reference guide are provided to inform the design of a high-quality childcare program. Information related to licensing by agencies of the State of New Jersey are developed from current documents provided by those agencies and their regulations for licensing. Changes may be put forth by these agencies and a provider should refer to the State of New Jersey Department of Children and Families, Office of Licensing (OOL) and related agencies responsible for childcare licensing prior to starting a project. The provider should consult with professionals, including attorneys, architects, engineers, and zoning and health officials to review up-to-date promulgations that may be put forth by any and all licensing agencies. This document is not intended to be inclusive of all possible design methods and materials and should used as a guide to developing a high-quality childcare facility.

SOURCES

These standards were developed utilizing information obtained from the sources below. General theories and concepts gathered from these sources have not been specifically footnoted.

- Cadwell, Louise B. Bringing Reggio Emilia Home. New York: Teachers College Press, 1997.
- Ceppi, Giulio, et al. Children, Spaces, Relations – Metaproject for an Environment for Young Children. Cavriago, Italy: Reggio Children, 2003.
- Edwards, Carolyn, et al. The Hundred Languages of Children. New Jersey: Ablex, 1995.
- Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating

Scale (ITERS): Revised Edition. New York: Teachers College Press, 2006.

- Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale (ECERS): Revised Edition. New York: Teachers College Press, 2005.
- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Childcare and Early Education. Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. 2011.
- "Reggio Emilia Philosophy." Pinnacle Presbyterian Church. August 11, 2005. "The Role of the Three Teachers." Pinnacle Presbyterian Church. August 11, 2005.
- The United States. Public Buildings Service Office of Childcare. Child Care Design Guide.
- Washington: General Services Administration (GSA), 2000.
- Marion A. Brown, childcare licensing consultant. Email: maboss12@gmail.com
- Hertzog, Nancy B. "Reflections and Impressions from Reggio Emilia: It's Not About Art!"
- Early Childhood Research and Practice. Mar.–Jun. 2001.
- NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education. Washington: 2005.
- Olds, Anita. Childcare Design Guide. New York: McGraw-Hill, 2000. City of Philadelphia, Business Services, Child Care Facility License. Community Playthings, Ulster Park, NY.
- New Jersey Administrative Code, Chapter 52. Manual of Requirements for Child Care Centers

Appendix 1: Sample Center Budget

SAMPLE CENTER BUDGET BY MONTH FOR A 12-MONTH BUDGET YEAR

Download the budget at: https://bit.ly/3DyKRMI

_____ - Budget July 1, 201__ to June 30, 201__-PROPOSED NEW CENTER															
Date prepared: _____															
Month- >>>>>>>>>>>>			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
Operating Days /Month >>>>>>>			23	21	22	22	21	23	21	21	23	21	22	22	262
Licensed Capacity	109	Rate													
Infant	8	$300	6.0	6.0	6.0	6.5	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	6.71
Toddler 1	10	$275	8.8	8.8	8.8	9.2	9.2	9.2	9.2	9.2	9.2	9.2	9.2	9.2	9.09
Toddler 2	12	$275	10.0	10.0	10.0	11.0	11.3	11.3	11.3	11.3	11.3	11.3	11.3	11.3	10.92
Preschool 1	10	$250	9.0	9.0	9.6	9.8	9.8	9.8	9.8	9.8	9.8	9.8	9.8	9.8	9.65
Preschool 2	10	$250	9.0	9.0	9.4	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.48
Preschool 3	10	$250	9.0	9.0	9.5	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.49
Preschool 4	10	$190	9.0	9.0	9.5	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.6	9.49
Before/Afrer School Age	24	$110	0.0	0.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	18.33
Kindergarten	15	$275	0.0	0.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.89
Summer School age	24	$170	22.0	22.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.0	22.00
Revenues		Est. FTE	82.75	82.75	92.75	95.30	96.05	96.05	96.05	96.05	96.05	96.05	96.05	118.05	
Infant			$8,280	$7,560	$7,920	$8,580	$8,820	$9,660	$8,820	$8,820	$9,660	$8,820	$9,240	$9,240	$105,420
Toddler 1			$11,069	$10,106	$10,588	$11,132	$10,626	$11,638	$10,626	$10,626	$11,638	$10,626	$11,132	$11,132	$130,939
Toddler 2			$12,650	$11,550	$12,100	$13,310	$12,994	$14,231	$12,994	$12,994	$14,231	$12,994	$13,613	$13,613	$157,273
Preschool 1			$10,350	$9,450	$10,560	$10,780	$10,290	$11,270	$10,290	$10,290	$11,270	$10,290	$10,780	$10,780	$126,400
Preschool 2			$10,350	$9,450	$10,340	$10,560	$10,080	$11,040	$10,080	$10,080	$11,040	$10,080	$10,560	$10,560	$124,220
Preschool 3			$10,350	$9,450	$10,450	$10,560	$10,080	$11,040	$10,080	$10,080	$11,040	$10,080	$10,560	$10,560	$124,330
Preschool 4			$7,866	$7,182	$7,942	$8,026	$7,661	$8,390	$7,661	$7,661	$8,390	$7,661	$8,026	$8,026	$94,491
Before/After School Age			$0	$0	$10,648	$10,648	$10,164	$11,132	$10,164	$10,164	$11,132	$10,164	$10,648	$2,662	$97,526
Kindergarten			$0	$0	$9,680	$9,680	$9,240	$10,120	$9,240	$9,240	$10,120	$9,240	$9,680	$2,420	$88,660
Summer School age			$8,602	$15,708	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,976	$35,286
Part-Time Premium (If in excess of FT rates)			$1,035	$945	$990	$990	$945	$1,035	$945	$945	$1,035	$945	$990	$990	$11,790
Tuition Rate Increase $5.00/week /child			$0	$0	$2,041	$2,097	$2,017	$2,209	$2,017	$2,017	$2,209	$2,017	$2,113	$2,113	$18,809
MERA Award used to reduce consumable supplies			$0	$0	$2,500	$1,500	$0	$0	$0	$0	$0	$0	$0	$0	$4,000
Multi Child Discount			($966)	($885)	($927)	($927)	($885)	($969)	($885)	($885)	($969)	($885)	($927)	($927)	($11,033)
Vacation Reduction-50% of 1 week			($540)	($540)	($824)	($847)	($853)	($853)	($853)	($853)	($853)	($853)	($853)	($1,049)	($9,773)
Child Care Staff Discount			($1,049)	($960)	($1,005)	($1,005)	($960)	($1,051)	($960)	($960)	($1,051)	($960)	($1,005)	($1,005)	($11,971)
Reduction due to CCIS Ceiling			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tuition Discount to Others			($1,334)	($1,219)	($1,277)	($1,277)	($1,219)	($1,335)	($1,219)	($1,219)	($1,335)	($1,219)	($1,277)	($1,277)	($15,210)
4015-Total Revenues			**$76,663**	**$77,798**	**$91,725**	**$93,806**	**$89,000**	**$97,557**	**$89,000**	**$89,000**	**$97,557**	**$89,000**	**$93,278**	**$88,813**	**$1,071,156**
Personnel Costs	**Staff hrs.**														
Infant	100	$13.18	$6,063	$5,536	$5,799	$5,799	$5,536	$6,063	$5,536	$5,536	$6,063	$5,536	$5,799	$5,799	**$69,063**
Toddler 1	95	$12.50	$5,463	$4,988	$5,225	$5,225	$4,988	$5,463	$4,988	$4,988	$5,463	$4,988	$5,225	$5,225	**$62,225**
Toddler 2	85	$11.75	$4,594	$4,195	$4,395	$4,395	$4,195	$4,594	$4,195	$4,195	$4,594	$4,195	$4,395	$4,395	**$52,335**
Preschool 1	55	$13.00	$3,289	$3,003	$3,146	$3,146	$3,003	$3,289	$3,003	$3,003	$3,289	$3,003	$3,146	$3,146	**$37,466**
Preschool 2	45	$11.75	$2,432	$2,221	$2,327	$2,327	$2,221	$2,432	$2,221	$2,221	$2,432	$2,221	$2,327	$2,327	**$27,707**
Preschool 3	55	$13.50	$3,416	$3,119	$3,267	$3,267	$3,119	$3,416	$3,119	$3,119	$3,416	$3,119	$3,267	$3,267	**$38,907**
Preschool 4	65	$13.00	$3,887	$3,549	$3,718	$3,718	$3,549	$3,887	$3,549	$3,549	$3,887	$3,549	$3,718	$3,718	**$44,278**
Before/After School age	55	$13.00	$0	$0	$3,146	$3,146	$3,003	$3,289	$3,003	$3,003	$3,289	$3,003	$3,146	$787	**$28,815**
Kindergarten	45	$16.00	$0	$0	$3,168	$3,168	$3,024	$3,312	$3,024	$3,024	$3,312	$3,024	$3,168	$792	**$29,016**
Summer School age	95	$13.75	$4,507	$5,486	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,437	**$11,430**
Planning	15	$11.50	$794	$725	$759	$759	$725	$794	$725	$725	$794	$725	$759	$759	**$9,039**
Break Coverage	15	$11.50	$794	$725	$759	$759	$725	$794	$725	$725	$794	$725	$759	$759	**$9,039**
Training Wages	5	$11.50	$265	$242	$253	$253	$242	$265	$242	$242	$265	$242	$253	$253	**$3,013**
Gross Wages-Direct Care	**730**		**$35,501**	**$33,786**	**$35,961**	**$35,961**	**$34,327**	**$37,596**	**$34,327**	**$34,327**	**$37,596**	**$34,327**	**$35,961**	**$32,663**	**$422,331**
Director Wages	**40**	$25.00	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	$4,333	**$51,996**
Program Specialist	**40**	$20.12	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	$3,488	**$41,856**
Program Specialist	**0**	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Administrative Assistant	**40**	$15.00	$2,760	$2,520	$2,640	$2,640	$2,520	$2,760	$2,520	$2,520	$2,760	$2,520	$2,640	$2,640	**$31,440**
Food Service Staff	**25**	$14.00	$1,610	$1,470	$1,540	$1,540	$1,470	$1,610	$1,470	$1,470	$1,610	$1,470	$1,540	$1,540	**$18,340**
Gross Wages-Support			**$12,191**	**$11,811**	**$12,001**	**$12,001**	**$11,811**	**$12,191**	**$11,811**	**$11,811**	**$12,191**	**$11,811**	**$12,001**	**$12,001**	**$143,632**
6561-Wages Total			**$47,692**	**$45,597**	**$47,962**	**$47,962**	**$46,138**	**$49,787**	**$46,138**	**$46,138**	**$49,787**	**$46,138**	**$47,962**	**$44,664**	**$565,963**
6562-Paid Time Off	**20**	$11.75	$1,081	$987	$1,034	$1,034	$987	$1,081	$987	$987	$1,081	$987	$1,034	$1,034	**$12,314**
6563-P/R taxes/WC/Training		.	$8,779	$8,385	$8,819	$8,819	$8,482	$9,156	$8,482	$8,482	$9,156	$8,482	$8,819	$8,226	**$104,090**
6564-Health Insurance			$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	**$26,400**
Average Wage Increase Estimate		**2.0 Δ**	$954	$912	$959	$959	$923	$996	$923	$923	$996	$923	$959	$893	**$11,319**
6560-Total Personnel Costs		**0**	**$60,706**	**$58,081**	**$60,975**	**$60,975**	**$58,730**	**$63,220**	**$58,730**	**$58,730**	**$63,220**	**$58,730**	**$60,975**	**$57,016**	**$720,087**
Margin-Per Month	**895**		**$15,957**	**$19,717**	**$30,750**	**$32,831**	**$30,270**	**$34,337**	**$30,270**	**$30,270**	**$34,337**	**$30,270**	**$32,304**	**$31,797**	**$351,070**
Direct Operating Expenses															
5000-Advertising			$300	$750	$750	$300	$300	$300	$300	$300	$300	$300	$300	$300	**$4,500**
5001-Cleaning Services			$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	**$14,400**
5002-Director/Staff Travel			$70	$70	$70	$70	$70	$70	$70	$70	$70	$70	$70	$70	**$840**
5003-Utilities $2.15X 12,000 sq. ft.)/12 mo.			$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	$2,150	**$25,800**
5004-Telephone			$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	**$5,100**
5005-Supplies Program			$375	$357	$374	$374	$357	$391	$357	$357	$391	$357	$374	$374	**$4,438**
5006-Supplies Other			$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	**$360**
5007-Supplies-Janitorial			$506	$462	$484	$484	$462	$506	$462	$462	$506	$462	$484	$484	**$5,764**
5008-Staff Development-Education			$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	**$1,200**
5009-Repairs and Maintenance			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5010-Diapers			$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**$3,000**
5011-Food Catered/Prepared ($3.00/day per child)			$5,710	$5,213	$6,122	$6,290	$6,051	$6,627	$6,051	$6,051	$6,627	$6,051	$6,339	$7,791	**$74,924**
5012 Food/Snacks			$874	$798	$836	$836	$798	$874	$798	$798	$874	$798	$836	$836	**$9,956**
5013-Field Trips			$750	$750	$150	$0	$150	$0	$0	$0	$0	$0	$0	$600	**$2,400**
5014-Dues and Subscriptions			$0	$0	$0	$0	$40	$0	$0	$0	$0	$40	$0	$0	**$80**
5015-Clearances/Reports			$40	$40	$0	$0	$40	$40	0	$40	$0	$40	$40	$40	**$320**
5016-Contract Services			$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	$185	**$2,220**
5017-Trash Removal			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5018-Parking Staff			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5019-Staff Health			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5020-Staff Appreciation			$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	**$1,200**
5021-Lodging			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5022-Pre Opening Expenses			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5023-Curriculm Materials			$138	$126	$132	$132	$126	$138	$126	$126	$138	$126	$132	$132	**$1,572**
5024-Program Compliance			$100	$0	$0	$100	$0	$0	100	$0	$0	$100	$0	$0	**$400**
Total Direct Costs			**$13,303**	**$13,006**	**$13,358**	**$13,026**	**$12,834**	**$13,386**	**$12,704**	**$12,644**	**$13,346**	**$12,784**	**$13,015**	**$15,067**	**$158,474**
Fixed Costs															
5100-Computer Related Exp.			$135	$135	$135	$135	$135	$135	$135	$135	$135	$135	$135	$135	**$1,620**
5101-Taxes/Licenses/Fees			$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	$175	**$2,100**
5103-Office & Postage/Fees			$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	**$720**
5104-Rent-Facility			$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	**$144,000**
5105-Common Area Chrages			$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	$2,200	**$26,400**
5106-Insurance-Laibility			$166	$166	$166	$166	$166	$166	$166	$4,766	$166	$166	$166	$166	**$6,592**
5108-Equipment Replacement			$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total Fixed Costs			**$14,736**	**$14,736**	**$14,736**	**$14,736**	**$14,736**	**$14,736**	**$14,736**	**$19,336**	**$14,736**	**$14,736**	**$14,736**	**$14,736**	**$181,432**
Total Direct & Fixed Costs			**$28,039**	**$27,742**	**$28,094**	**$27,762**	**$27,570**	**$28,122**	**$27,440**	**$31,980**	**$28,082**	**$27,520**	**$27,751**	**$29,803**	**$339,906**
Operating Profit/(Loss)-HLC Statements			**($12,082)**	**($8,025)**	**$2,656**	**$5,070**	**$2,700**	**$6,215**	**$2,830**	**($1,710)**	**$6,255**	**$2,750**	**$4,552**	**$1,993**	**$11,164**
4002-Child Care Food Program (CCFP)		**$110.00**	**$2,530**	**$2,310**	**$2,420**	**$2,420**	**$2,310**	**$2,530**	**$2,310**	**$2,310**	**$2,530**	**$2,310**	**$2,420**	**$2,420**	**$28,820**
Net Profit (Loss)			**($9,552)**	**($5,715)**	**$5,076**	**$7,490**	**$5,010**	**$8,745**	**$5,140**	**$600**	**$8,785**	**$5,060**	**$6,972**	**$4,413**	**$39,984**

Appendix 2: Childcare Self-Assessment Checklist

*Center's **Self-Assessment Checklist** to Assist in Preparing for Inspection by the Office of Licensing (OOL) for Compliance with the Manual of Requirements for Child Care Centers (N.J.A.C. 3A:52)*

The Department of Children and Families Is authorized to Inspect and examine the physical plant or facilities, including, but not limited to, storage areas and additional floor levels, and program of a child care center without delay or an escort, and inspect all documents, records, files, or other data maintained pursuant to the Child Care Center Licensing Act, N.J.S.A. 30:5B-1 et seq., during the center's normal operating hours and without prior notice.

SA	EC	Physical Facility: Indoors
		Am I complying with the licensed capacity in my facility and each room and written conditions on my license?
		Do I only use space that the OOL has approved? Is unapproved space inaccessible to children?
		Are all approved spaces labeled (i.e. signs with room numbers or letters)?
		Am I complying with co-location requirements in multi-use buildings?
		Do we have a telephone on site?
		Is the structure of my building in secure and in good condition? (i.e. leaks, drafts, etc.)
		Do windows and/or doors used for ventilation have screens in good repair?
		Is lighting and heating adequate throughout the center (i.e. 68 degrees minimum of heat)?
		Are walls, doors, and trim paint throughout the center in good condition (clean, not chipping)?
		Are my vents operable, clear, and clean?
		Are radiators, fans, steam and hot water pipes, and lally columns properly covered?
		Are the electrical outlets covered/tamper resistant for early childhood rooms/areas?
		Are window blinds clean and in good condition, with cords out of children's reach?
		Are my floor tiles, rugs, and carpets clean, secure, and in good condition?
		Are my ceiling tiles clean, secure, and in good condition?
		Have I removed all electric space heaters from the center?
		Is all shelving and furniture clean, secured, in good repair, and not overloaded?
		Are appliances (televisions, computers, etc.) secured to a stable surface?
		Do I keep interior doors of rooms used by children unlocked?
		Do I have barriers in large rooms/areas to separate groups of more than 12 children 0-18 months old; 20 children 18 months-5 years old; 30 children 6-13 years old?
		Are toxic products like cleaners, air fresheners, hand sanitizers, etc. stored in locked cabinets and/or inaccessible to children?
		Do I have a designated area equipped with rest equipment where an ill child can be separated from other children? Is the equipment washed and disinfected after each use?
		Are garbage receptacles durable, leak-proof, covered, and clean?
		Is my indoor equipment sturdy, safe, free of hazards, and used in accordance with manufacturer's instructions?
		Have I reviewed the website, www.cpsc.gov/recalls to ensure that items listed are not at the center?
		Do I need to remove excess storage and/or combustibles from the furnace room?
		Are my lighting covers secured and in good condition?
		Are pesticides applied after operating hours, and are toys removed first?
		Do I have a commercial disinfectant? Do I and my staff know how long it must sit wet to disinfect the surface?
		Are toilets, toilet seats, sinks, sink faucets, and drinking fountains washed and disinfected daily?
		Are water table and water play equipment; and play tables washed and disinfected daily?
		Are smooth surfaced, non-porous floors in areas used by children washed and disinfected daily?
SA	**EC**	**Physical Facility: Outdoors**
		Are outdoor play areas, routes to the outdoor play area, walks, etc. safe, well lit, and free from hazards?
		Is my fence secured, in good condition (no protruding wires or splintering wood) and gate easily operable?
		Are there any tripping hazards, like exposed concrete footings, tree stumps, or rocks that need to be removed?
		Have I removed or remediated the cause of any stagnant water on the play area or equipment?

		Is my equipment sturdy, safe, in good condition, free of hazards, used in accordance with manufacturer's instructions?
		Does my playground equipment and design meet public playground design standards (ASTM F-1487)? Do I have documentation for my equipment on file?
		Does community playground equipment and design used comply with applicable Playground Safety Subcode?
		Do I need to replenish resilient surfacing (ASTM F-1292) under play equipment and use zones?
		Does any equipment need repairs like open "S" hooks, cracks, rusting, protruding or rusted bolt ends?
		Have I removed any debris or overgrown vegetation?
		Is sand in the outdoor play area asbestos-free and maintained in a sanitary manner?
		Are children taken outdoors daily?
		Do I have helmets for children riding bicycles?
		Is my equipment age and developmentally appropriate?
		Have I prohibited the use of wading pools?
		Do I limit the number of children using the outdoor play area to the maximum capacity?
SA	***EC***	***Emergency Preparedness***
		Do I have a first aid kit and first aid manual? Is it stocked appropriately?
		Are there 2 staff members trained in First Aid and CPR in the center at all times?
		Do I have disposable gloves for staff to use when handling blood or vomit?
		Have I conducted the required monthly fire drill and at least one fire drill during naptime ensuring everyone is evacuated within 3 minutes?
		Have I checked all of my fire safety equipment (exit signs, emergency lights, and extinguishers) is maintained/operable?
		Do I have locking devices used during lockdown procedures that do not pose a risk of harm to children and that staff are trained to use?
		Have I conducted a lock down drill?
		Are all of my emergency exits easily operable (opening and closing) and egress areas unobstructed?
SA	***EC***	***Staffing and Programming***
		Is my staff providing direct supervision of children at all times?
		Does my staff always know the number and ages of children when I ask, wherever they are?
		Do I utilize a minimum of 2 staff on trips even when ratios require less?
		Do I have at least 2 staff in the facility and on walks even when ratios require 1 staff?
		Are the staff/child ratios correct for single and/or mixed age groups? Can my staff figure out a mixed ratio?
		Do I provide 2 staff in the facility when 6 or more children are present, even when ratios allow for 1 staff?
		Do I provide 2 staff on any field trip, outing, or special event away from the center regardless of transportation even when ratios allow for 1 staff?
		When using a minimum of 1 staff, is another staff member immediately accessible?
		Is staff below 18 years old directly supervised by a staff member who is 18 years of age or older?
		Do I have staff supervising newly hired staff that have not completed orientation and CARI and CHRI clearances?
		Do I work at least 50% of center's daily operating hours? Have I appointed a designee to carry out my responsibilities and ensure that he or she does not have full time classroom responsibilities in my absence?
		Are my head teacher and/or group teacher scheduled to work at a least 75% of the center's daily operating hours, or at least 6 hours a day, whichever is less and have scheduled time in classrooms?
		Are staff implementing the center's discipline policy appropriately?
		Are my staff properly implementing the two step washing and disinfecting process?
		Are staff interacting appropriately with the children?
		Are the children presented with a variety of activities geared to the ages and developmental levels of the children served, that promote language development, thinking and problem-solving skills, curiosity, exploration, large and small muscles, coordination and movement skills, social competence, self-esteem, and positive self-identity; and are relevant to the cultural background of the children and foster intercultural awareness?
		Are the activities/time frames of activities age and developmentally appropriate for the children?

		Do the children have free choice of materials? Are materials accessible to children at all times?
		Is there a mixture of staff directed and child selected activities? Active and quiet experiences?
		Do I have a written outline of daily activities that staff follow?
		Are children prohibited from being inactive for more than 30 minutes unless sleeping, eating, needs to complete a seated activity, or is ill?
		Do I make daily unannounced visits to every group of children?
		Can parents visit at any time without prior approval?
		Do I have enough supplies, furniture and equipment for the required activities in each room?
		Does our daily schedule include indoor and outdoor energetic physical activity that promotes coordination and movement skills as required?
		Is staff implementing the center's TV/Video/Computer Policy? Are children under age 2 prohibited from use?
		Do I have at least 5 distinct areas of activities with at least 5 activities in each area in rooms for children ages 18 months -13 years? 4 distinct areas of activities with at least 4 activities in each area in infant/toddler rooms?
		Are infants provided with age-appropriate, supervised tummy time at least twice per day?
		Is use of infant equipment including, but not limited to swings, exersaucers, and bouncers to limited to no more than 30 minutes at a time?
		Are infants/toddlers removed from their cribs when they are awake?
		Are toys mouthed by infants and toddlers washed and disinfected after each use?
		Do I have primary caregivers assigned for groups of 4 infants and 6 toddlers?
		Do the school age children participate in making rules or are they made aware of the discipline rules?
		Are the school age children given opportunities for involvement in activity planning?
		Is my program supervisor scheduled to work at a least 75% of the center's daily operating hours, or at least 6 hours a day, whichever is less?
		Do I provide 2 staff with more than 12 school-age children on walks?
		Are children taken outdoors daily?
		Is my staff carefully supervising children on the playground to make sure they're safe?
		Does my staff know how many children they have with them outside?
		Do children wear helmets when riding bicycles?
		Are children playing with equipment that is age-appropriate?
		Do children wash their hands with soap and water immediately after outdoor play?
SA	***EC***	***Feeding and Nutrition***
		Is a written plan for feeding schedules for children less than 12 months made available to the staff? Are there accommodations for breast feeding mothers?
		Have I made sure that pacifiers do not have straps or any other attachments?
		Are tables or feeding chair trays washed and disinfected directly before each meal?
		Is uneaten food in a child's dish discarded: and unused food stored appropriately and discarded after 24 hours if not consumed?
		Do I serve nutritious meals and/or snacks and beverages that comply with the manual and CACFP standards?
		Do I have age-appropriate seating for children who no longer need to be held for feeding? Are safety straps used?
		Is each child's bottle labeled with their name and the date and not propped when feeding?
		Are sippy cups labeled with the child's name?
		Do I make sure milk, formula, and/or breast milk is not warmed in a microwave oven?
		Is formula or breast milk that is served but not completely consumed discarded immediately or refrigerated and consumed within 24 hours?
		Are bottles, cups, and pacifiers removed when children are crawling or walking?
		Do I have/have access to a working refrigerator for perishable foods or medication?
		Do I maintain a barrier to the kitchen area to prevent accidental access by children?
		Are microwaves/toaster ovens: out of children's reach; secured; not used when children are in the area?
		Do I ensure that staff are not withholding food as a means of discipline or disciplining a child for failing to eat?

SA	EC	Toileting and Diapering
		Are platforms available for children who can't reach an adult toilet or a sink?
		Do I have a supply of soap/toilet tissue/individual or disposable towels?
		Do the children wash their hand with soap and water immediately after toileting?
		Does staff wash their hands after assisting each child in toileting?
		Are toilet training seats and potty chairs washed and disinfected after each use?
		Are toilets, sinks, plumbing fixtures, stalls, secured, clean, free of rust, and operable?
		Does my hot tap water does not exceed 110 degrees Fahrenheit (EC) or 120 degrees Fahrenheit (SA)?
		Is the staff/adult toilet facility identified? Is a lock provided for privacy?
		Are potty chairs located in areas separate from food?
		Are children afforded age and developmentally appropriate privacy when toileting?
		Do I ensure that children are not disciplined for soiling him or herself?
		Are children unable to lock themselves in bathrooms?
		Are diapers changed frequently?
		Is the diapering area not used for food preparation and within 15 feet of a sink not used for food preparation?
		Is the diapering surface flat, non-absorbent, in good repair, etc. and clear of supplies?
		Do the children was their hands with soap and water after diaper changes?
		Is the changing area washed and disinfected after each use?
		Are soiled diapers placed in closed, lined containers, and removed daily?
		Does the staff wash their hands with soap and water after each diaper change?
		Are cleaners, creams, or other toxic substances and/or medications inaccessible to children?
		Are platforms available to assist staff in infant/toddler handwashing, if needed?
		Are fabric washcloths used for cleaning children washed and disinfected after each use?
SA	**EC**	***Rest and Sleep***
		Do I provide infants/toddlers with opportunities to leave their sleeping equipment to crawl, walk, and play?
		Do I provide daily rest/sleep as needed for each child less than 18 months?
		Is daily rest/sleep provided children over 18 months and under 4 years who attends the center for 4 or more consecutive hours?
		Does sleeping equipment (cribs, cots, mats, etc.) meet CPSC standards and OOL requirements?
		Do I make sure that only one child uses a crib that is labeled (or other sleeping equipment) at a time?
		Is sleeping equipment labeled, in good condition, and washed and disinfected weekly?
		Are mats that are not stored separately washed and disinfected after each use?
		Are the cribs/cots/mats spaced to leave a 3 foot unobstructed aisle?
		Do I keep pillows, soft bedding, bumpers, loosely fitted sheets, and other hazards out of cribs and playpens?
		Are sheets and blankets: provided to each child over 12 months; labeled; stored separately; and washed and disinfected weekly? Do I have a supply of extras for when parents forget their child's sheet and/or blankets?
		Is swaddling prohibited?
		Are naptime preparations completed before reducing to naptime ratios?
		Are all children under 12 months: asleep before reducing to naptime ratios; initially placed on their back to sleep, prohibited from using a blanket?
		When children rest, are their faces uncovered and enough light provided to oversee the children properly?
		Do I meet staff/child ratios during nap time? Is additional staff readily accessible to go back to awake ratios?
		Do I utilize a staff member in each sleeping area and ensure children are directly supervised?
		Are bottles and cups removed when children have fallen asleep?
		Are children who don't sleep after 30 minutes of rest provided an alternate activity and not disciplined for failing to sleep?

Appendix 3: Sample Space Plan Grid

SAMPLE SPACE PLAN GRID

50 Child Care Center

Program Assumptions					Interior Space Requirements (SF)									
Space Name	# of Rooms	Required SF per Area	Required Activity SF per Child	Licensed Occupancy	Activity	Crib/Nap	Cubbies	Diaper Changing Station	Restroom	Activity Counter	Food Prep	Storage	Nursing Area	Total Required SF
Ancilliary Spaces														
Lobby	1	100			100									100
Director's Office	1	120			120									120
Assistant Director	1	50			50									50
Conference Room	1	75			75									75
Staff Lounge	1	100			75						25			100
Central Storage	1	25										25		25
Ancilliary Space Area Subtotals:				0	420	0	0	0	0	0	25	25	0	**470**
Classroom Spaces														
Infant Rooms	1		40	8	320	280		32			40	25	50	**747**
Young Toddler Rooms	1		40	10	400		15	32	40	20		25		**532**
Older Toddler Rooms	1		40	12	480		15	32	40	20		25		**612**
Preschool Rooms	1		40	20	800		20		80	20		25		**945**
Classroom Space Area Subtotals:				50	2,000	280	50	96	160	60	40	100	50	**2,836**
Support Spaces														
Kitchen & Pantry	1	275									206	69		**275**
Laundry	1	25			25									**25**
Support Space Area Subtotals:				0	25	0	0	0	0	0	206	69	0	**300**
Totals:				50	**50**	**280**	**50**	**96**	**160**	**60**	**271**	**194**	**50**	**3,606**

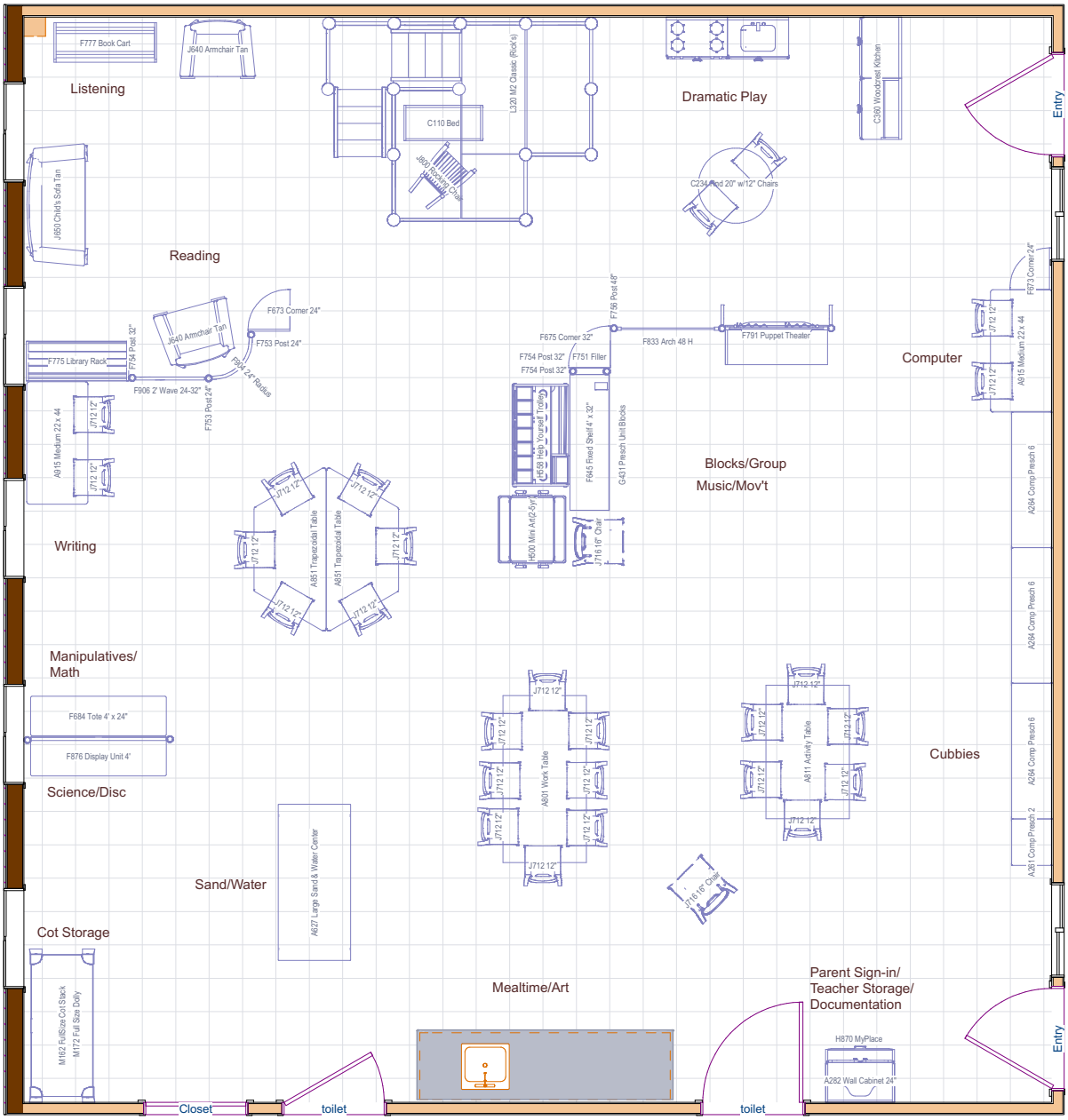
Total Children and Net Interior Area:	50	3,606	sq. ft.
Net to Gross Factor [1]:	35%	1,262	sq. ft.
Total Exterior Gross Building Area [2]:		**4,868**	**sq. ft.**
		97	*sq. ft. / child*

1. Gross Building Factor includes the building walls, mecahanical / electrical equipment spaces, circulation and adult restrooms.

Appendix 4: Sample Classroom Layout

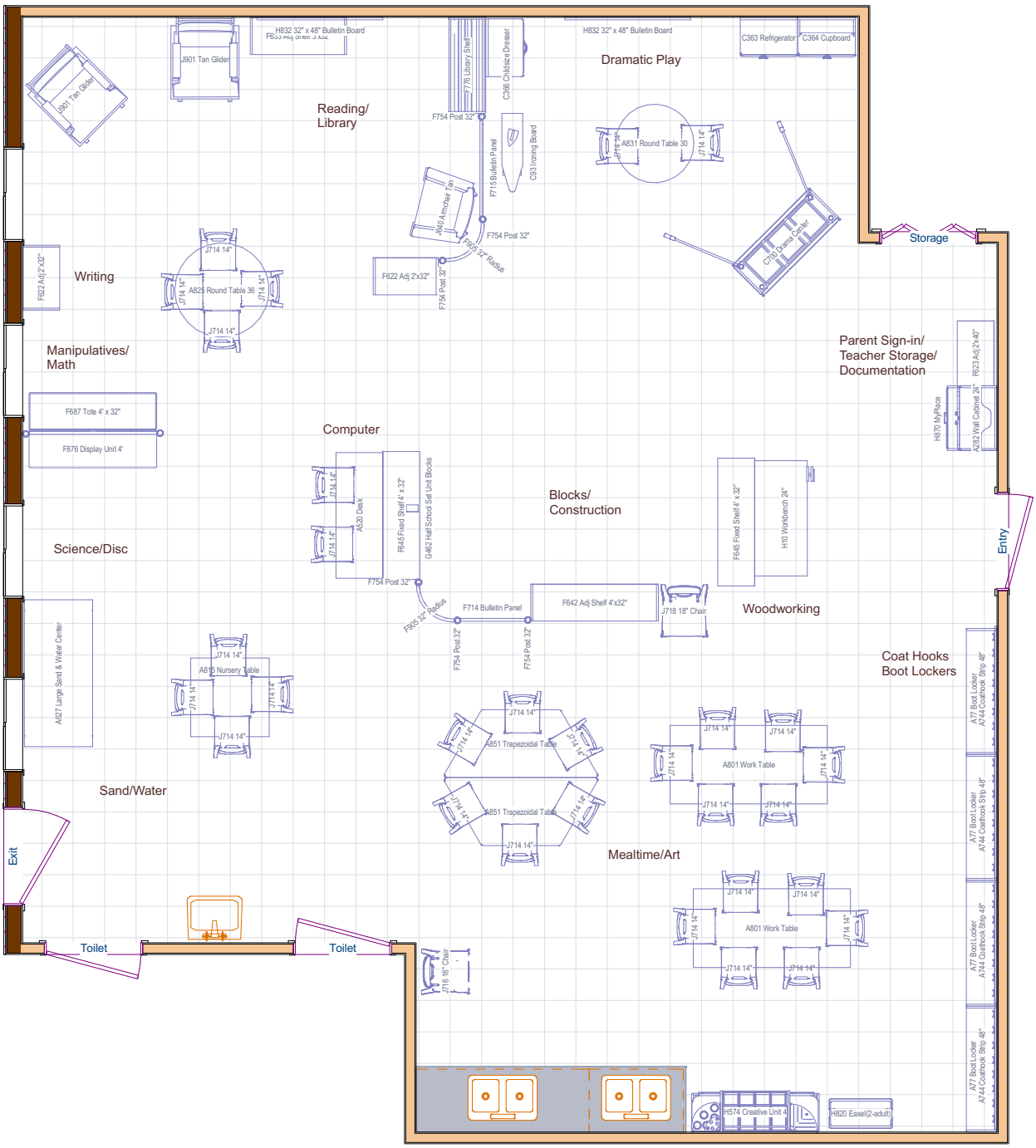
Sample Preschool
20 Children/2 Caregivers
Approximately 1000sq ft

3/17/2017
1 Square = 1 sq foot



Sample School Age
20 Children/2 Caregivers
Approximately 1000sq ft

3/20/2017
1 Square = 1 sq foot



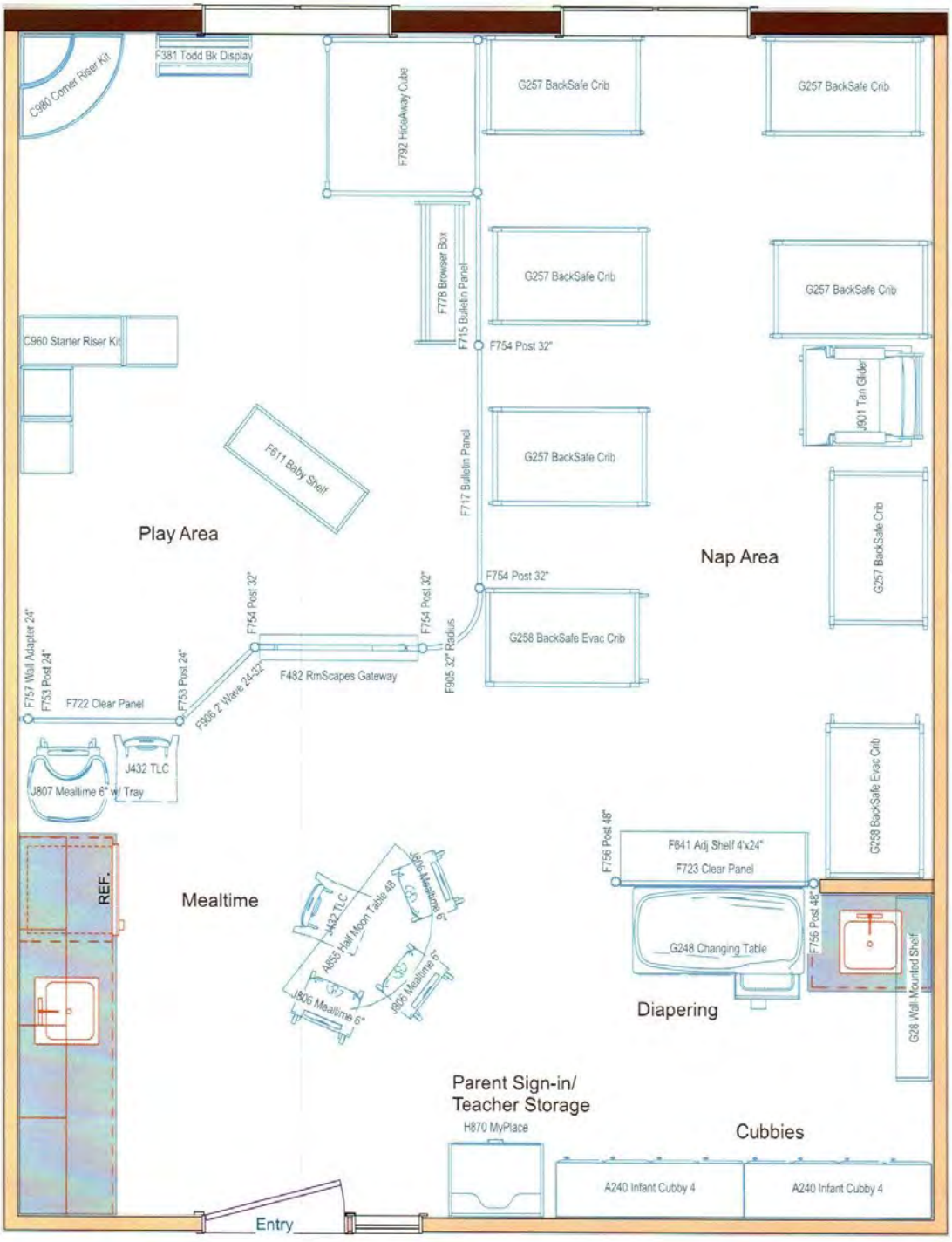
Sample Older Toddler
12 Children/3 Caregivers
Approximately 600sq ft

4/17/2017
1 Square = 1 sq foot

community playthings

Sample Infant Classroom
8 Children/2 Caregivers
Approximately 500sq ft

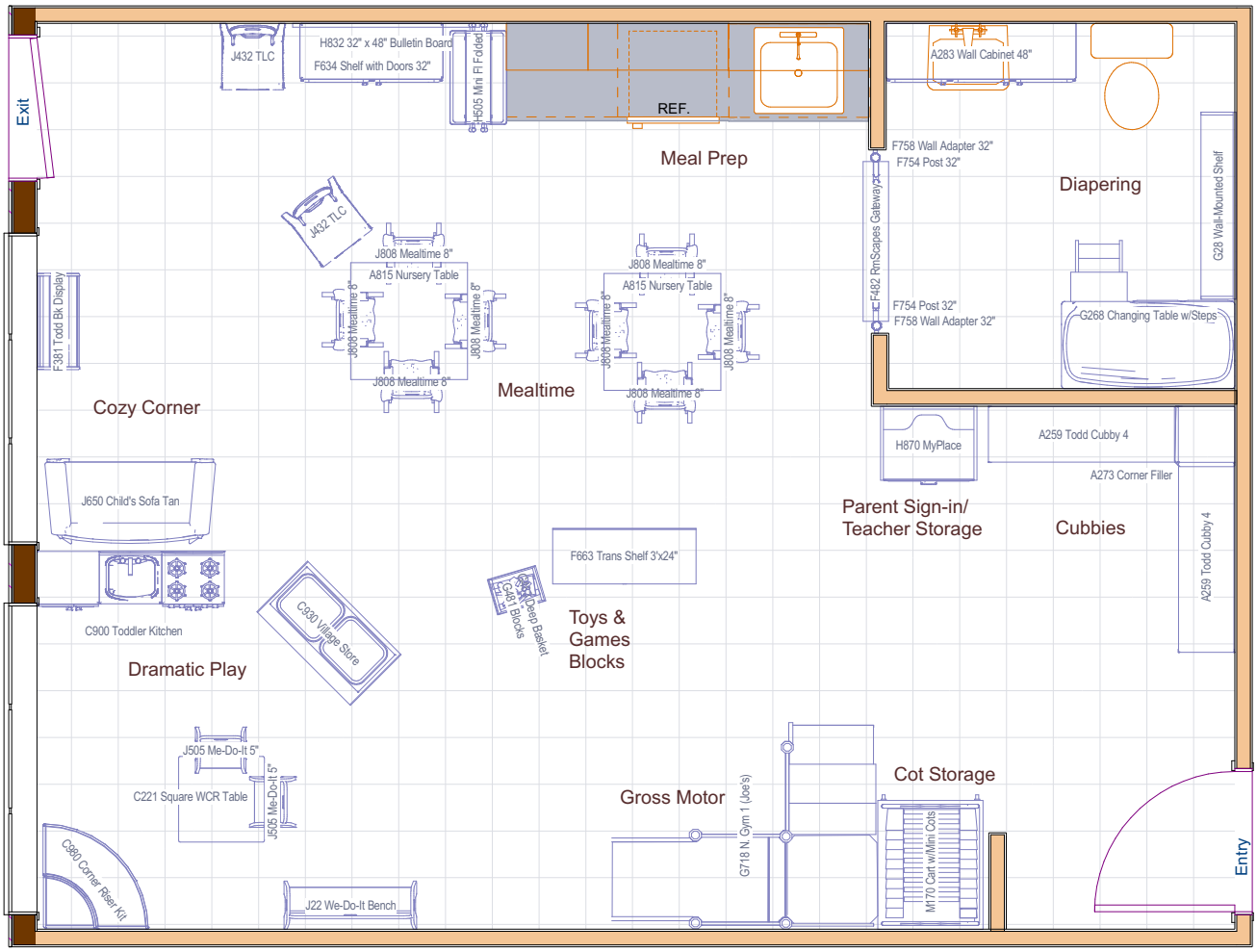
3/21/2017
1 Square = 1 sq foot



SAMPLE FURNITURE LAYOUTS

Sample Young Toddler
8 Children/2 Caregivers
Approximately 500sq ft

3/21/2017
1 Square = 1 sq foot



Appendix 5: ERS Material Checklist

ITERS-3 Materials Checklist

Type	Yes/No	Notes
Soft Furnishing	**Yes/No**	**Notes**
Furniture		
Toys		
Books	**Yes/No**	**Notes**
Enough books to provide about 20 different choices for most groups of children. More books are required for older children than for infants.		
Race		
Culture		
Ages		
Abilities		
Animals		
Familiar Objects		
Familiar Routines		
Nature/Science		
Fine Motor	**Yes/No**	**Notes**
More than 10 different choices of fine motor materials accessible.		
Infant Materials		
Grasping Toys		
Busy Boxes		
Nested Cups		
Containers to fill and dump		
Textured Toys		
Cradle Gyms		
Toddler Materials		
Shape Sorting Games		
Large Stringing Beads		
Big Pegs with Peg Boards		
Simple Puzzles		
Pop Beads		
Stacking Rings		
Nesting Cups		
Medium or Large Interlocking Blocks		
Art	**Yes/No**	**Notes**
At least 1 drawing material accessible to children 24 months of age. Ensure materials are age appropriate, safely stored and varied for older toddlers		
Crayons		

Brush and finger paint		
Collage Materials with different textures		
Play Dough		
Music	**Yes/No**	**Notes**
10 musical toys but no less than 1 toy per child based on max daily attendance		
Musical Toys (i.e. rattles, push toys that pop)		
CD player/Tablet to play music		
Instruments		
Blocks	**Yes/No**	**Notes**
The number of blocks required vary by age. Very young infants need a few blocks. More mobile infants and young toddlers need at 6 or more blocks of the same type. For Older Toddlers, blocks should be plentiful enough to build independent structures with no competition or frustration due to		
Blocks (Soft, Cardboard, unit blocks)		
Accessories (not required for children under 2)		
Cars		
People		
Animals		
Dramatic Play	**Yes/No**	**Notes**
Many and varied materials are plentiful and represent all but two of the examples listed.		
Toddler		
Furniture		
Pretend Food		
Cooking Utensils		
Dolls		
Doll Furnishings		
Dress Up		
Small Building/ Accessories		
Phone		
Toy Vehicles		
Toy Animal Figures		
Small People Figures		
Soft Animals		
Infant		
Soft Dolls		
Soft Animals		
Pots & Pans		
Toy Animal Figures		

Toy Vehicles		
Hats		
Purses		
Toy Foods		
Small People Figures		
Play Phone		
Sand/Water	**Yes/No**	**Notes**
24 months or older; A variety of toys includes kitchen utensils, shovel, buckets, floating toys, plastic containers		
Equipment/Tools		
Nature/Science	**Yes/No**	**Notes**
Pictures, books, toys, that represent nature realistically		
Books		
Materials		
Display		
Living Things		
Math/Number	**Yes/No**	**Notes**
Many appropriate Materials are accessible throughout the observation		
Infants		
Number Picture Books		
Different Shaped Grasping Toys		
Busy Boxes with Numbers or Shapes		
Nesting Cups		
Stacking Rings		
Toddlers		
Number Picture Books		
Busy Boxes with Numbers or Shapes		
Nesting Cups		
Easy Shape Puzzles		
Easy Shape Sorters		
Cash Registers & Toy Phones		
Number Blocks		
Stacking Rings		
Activity Boxes with Shapes		
Numerals & Corresponding Number of Objects		
Twos (all materials listed above & items listed below)		

Big Pegs with Number Boards		
Cash Registers with Numbers on Keys		
Blocks with various shapes & sizes		
Simple Number Puzzles		
Large Tape Measures		
Diversity	**Yes/No**	**Notes**
10 different examples, some in books, display, and materials. All examples must be easily experienced (i.e. display is eye level). 10 examples must include at least 4 of the 5 types of diversity		
Display		
Books		
Materials		
Dramatic Play		
Gross Motor	**Yes/No**	**Notes**
Infants		
Outdoor Pad or blanket		
Crib gym		
Push Toys		
Grasping Toys		
Balls		
Ramps for Crawling		
Toddlers		
Riding Toys w/o pedals		
Small Riding Toys w/ pedals		
Large push-pull wheel toys		
Balls & Beanbags		
Climbing Equipment		
Slide		
Cushions for Tumbling		
Cardboard Boxes		
Tunnels		
Low Balance Beam		

ECERS-3 Material Checklist

Type	Yes/No	Notes
Soft Furnishing		
Furniture		
Toys		
Books	**Yes/No**	**Notes**
At least 20 for group of 10 children, 30 books for 15 children, plus one more for each additional child		
Fantasy		
Factual		
Nature/Science		
Cultures		
Races		
People		
Abilities		
Animals		
Non-traditional gender		
Age		
Math		
Fine Motor	**Yes/No**	**Notes**
3-5 Examples from each category are needed at the 5 level		
Interlocking Building Materials (e.g., Legos, thistle blocks, Lincoln logs)		
Art (e.g., crayons and scissors)		
Manipulatives (e.g., stringing beads, pegs & pegboards, sewing cards)		
Puzzles (e.g., floor puzzles, framed puzzles)		
Art	**Yes/No**	**Notes**
At least 1 material for each category accessible for 1 hour		
Drawing (crayons, markers, pencils)		
Painting (tempera, finger paint)		
3D (play dough, clay, wood scraps)		
Collage (cloth scraps, yarn, paper scraps)		
Tools (scissors, tape, hole punches, rulers)		
Music	**Yes/No**	**Notes**
At Least 10 instruments in good condition.		
Music to listen		
Instruments		
Blocks	**Yes/No**	**Notes**
2 types of blocks; 3 types of accessories		
2 sets (unit, large hollow)		
Accessories		
Cars		
People		
Animals		
Additional-(Traffic signs, buildings)		
Dramatic Play	**Yes/No**	**Notes**
Many and varies materials for children to use with additional props.		
Housekeeping		
Different Kinds of Work		
Fantasy		

Leisure		
Doll Furnishings		
Dress up-gender specific		
Small Building/ Accessories		
Phone		
Dolls		
Diversity		
Nature/Science	**Yes/No**	**Notes**
At least 15 nature/science materials, some from each of the 5 categories are accessible		
Collective of Natural Object (Rocks, Shells, Pinecones)		
Living Things		
Factual books, games, toys		
Tools (magnifying glasses, magnets)		
Sand/Water (tables and toys)		
Math	**Yes/No**	**Notes**
At least 10 different math materials with at least 3 from each of the 3 categories are accessible		
Measuring/Comparing Sizes (measuring cups/spoons, balance scale, rulers, tape measure)		
Counting/Comparing Quantities (unfix cubes, dominoes, dice games, abacus)		
Familiarity w/ Shapes (shape sorters, geoboards, parquetry blocks with patterns)		
Understanding Written Numbers	**Yes/No**	
At least 5 different materials that help children attached meaning to print numbers are accessible		
Materials that show meaning of print numbers (number card games, puzzles with dots and numbers)		
Diversity	**Yes/No**	**Notes**
At least 10 easily visible positive examples of diversity with 1 example in each type of material listed. Also 4 of 5 types of diversity repre		
Display		
Books		
Materials		
Dramatic Play		
All Types (gender, race, abilities, culture, age)		
Gross Motor	**Yes/No**	**Notes**
Both portable and stationary equipment available. Ample and varied equipment accessible to keep children active and interested		
Portable -Wheel toys, jump ropes, balls, Hula Hoops		
Stationary -Climbing structures, balance beams, basketball hoops		

Appendix 6: Daily Playground Checklist

Daily Playground Safety Checklist

Week Starting:_____**(mm/dd/yyyy)**

		Monday	Tuesday	Wednesday	Thursday	Friday	Comments
1.	Make sure surfaces around playground equipment have at least 9 inches of wood chips, mulch, sand, pea gravel, or have mats made of safety-tested rubber or rubber-like materials.						
2.	Check that protective surfacing extends at least 6 feet in all directions from play equipment. Make sure that slide exits are clear from all equipment / objects.						
3.	Make sure play equipment more than 30 inches high are spaced at least 9 feet apart.						
4.	Check for dangerous hardware, like open "S" hooks or protruding bolt ends.						
5.	Make sure spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.						
6.	Check for sharp points or edges in equipment.						
7.	Look out for tripping hazards, like exposed concrete footings, tree stumps, and rocks.						
8.	Make sure elevated surfaces, like platforms and ramps, have guardrails to prevent falls.						
9.	Check all areas of the playground to verify that they are in good condition. This may include, but is not limited to checking for animal feces, garbage and standing water.						
10.	Check to make sure that there are no areas that create supervision issues on the playground.						

√ - Item checked
X - Item checked, Issue noted
N/A - Not applicable, Item not checked

**** Attach additional comments on separate sheet.***

PUBLIC HEALTH management corporation

REINVESTMENT FUND