

# **Building and Physical Premises Safety**



## **including Storage of Bio-Contaminants and Hazardous Materials**



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and  
Physical Premises Safety  
including  
Storage of Bio-Contaminants and  
Hazardous Materials**



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**Vision**

**“Applying New Knowledge: Learning and Transfer”**

**Mission**

“Child Care Training Consultants, LLC mission is to develop professional growth online training that includes self-study guides with best practices and integration of new learning strategies, and concepts for learners to connect to prior learning. This self-paced online delivery method enables us to reach and accommodate child care providers/educators across the nation with clock/ contact hours and Continuing Education Units (CEU) to keep abreast in their fields of study.

## Research

Environmental health is the field that studies how substances or other environmental factors have an impact on human health. The presence of naturally occurring and man-made chemicals in the air, water, food, pesticides, cleaning products, furniture, and buildings/homes is relevant to early care and education settings. Other important factors include pests, weather, allergens such as mold and fungi, and noise and lighting. All of these factors can impact human health.

Children live in an environment vastly different from previous generations. One of these changes is that every day, they are exposed to dozens, perhaps hundreds, of chemicals that did not exist 50 or 100 years ago. The extent of such exposures is relatively new. Currently, more than 80,000 chemicals are in use in the United States. For the majority of the thousands of new chemicals produced, little is known about their health effects on humans, especially their effects on children's developing systems.

These chemical exposures mean that traces of synthetic compounds are found in all humans and animals around the world. For example, a recent report from the Centers for Disease Control and Prevention (CDC) found Bishenol A (or BPA, a compound found in some plastics, the lining of food cans, children's bottles and cups, and many other items) in more than 90 percent of the U.S. population. Other research has found that BPA interferes with hormones and has been linked to a variety of harmful health effects.

## Goals and Objectives

**Goal/s:** The goal of this training provides child care providers with safety standards, guidelines, and practices regarding building and physical premises safety in the early childcare environment.

**Objectives: Learners will...**

### **Part 1: Environmental Health**

- Identify potentially hazardous environmental factors, including plants, insects and toxic fumes
- Identify common causes of outdoor injuries
- Identify effective practices for preventing outdoor injuries
- Identify safe practices for preventing poisoning from plants, chemicals and other materials

### **Part 2: Premise Safety**

- Identify common hazards throughout the school facility
- Identify procedures for ensuring toy safety
- Identify safe and age appropriate toys for children of various age groups and developmental levels
- NAC432A.250 (Building and grounds) and NAC432A.415 (Safety and sanitation of toys and other objects used in play).
- Identify basic preventative strategies, including transitions, setting limits, avoiding distractions while supervising and preparing for the unexpected
- Identify major factors in playground safety, including surfacing, overall design, maintenance, and supervision
- Identify important water safety practices

### **Part 3: Bio-Contaminants**

- Identify safe storage of bio-contaminants and hazardous materials

### **Part 4. Safety Standards and Guidelines**

- Define safety standards and practices in the infant/toddler environment
- Incorporate guidelines set forth in Nevada Child Care Regulation

**Review**

**References**

**Glossary of Terms**

## Learning Styles

VISUAL	AUDITORY	KINESTHETIC/TACTILE/ HANDS ON
<p>X Videos/Slides</p> <p><input type="checkbox"/> Flip Charts X Readings</p> <p><input type="checkbox"/> Demonstrations</p> <p><input type="checkbox"/> Graphs and charts</p> <p><input type="checkbox"/> Create outlines</p> <p><input type="checkbox"/> Write practice test</p> <p><input type="checkbox"/> Create mind maps</p> <p>X Note taking</p> <p><input type="checkbox"/> Use symbols</p> <p><input type="checkbox"/> Draw pictures</p> <p><input type="checkbox"/> Use flash cards</p> <p><input type="checkbox"/> X Use handouts</p> <p><input type="checkbox"/> Case Studies</p> <p><input type="checkbox"/> Scenarios</p> <p><input type="checkbox"/> Other</p>	<p>X Videos/Slides</p> <p><input type="checkbox"/> Lectures</p> <p><input type="checkbox"/> Group Discussions</p> <p><input type="checkbox"/> Informal Conversations</p> <p><input type="checkbox"/> Stories and Examples</p> <p><input type="checkbox"/> Brain storms</p> <p><input type="checkbox"/> Ask learners to share what they learned</p> <p><input type="checkbox"/> Find a study buddy</p> <p><input type="checkbox"/> Associate music with learning</p> <p><input type="checkbox"/> Class participation</p> <p><input type="checkbox"/> Giving oral reports</p> <p><input type="checkbox"/> Read aloud to yourself</p> <p><input type="checkbox"/> X Answer Questions</p> <p><input type="checkbox"/> Debate</p> <p><input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Role plays</p> <p><input type="checkbox"/> Simulations</p> <p><input type="checkbox"/> Practice Demonstrations</p> <p>X Writing/Note Taking</p> <p><input type="checkbox"/> Team Activities</p> <p>Draw</p> <p><input type="checkbox"/> Create mind maps</p> <p><input type="checkbox"/> Use a variety of writing utensils</p> <p><input type="checkbox"/> Use movement activities</p> <p><input type="checkbox"/> Use flip charts</p> <p><input type="checkbox"/> X Handouts</p> <p><input type="checkbox"/> Other</p>

## Online, Self-paced Professional Development Training Course

**Title:** Building and Physical Premises Safety including Storage of Bio-Contaminants and Hazardous Materials

**Instructional Designer/Trainer:** Theresa Vadala, Ed.D.

**2 Clock Hours/ 0.2 CEUs Online/Self-Paced Training Course**

**Competency Area:** Health, Safety & Nutrition

**Level of Experience:** ☐ Beginning ☒ Intermediate ☐ Advanced

**Course Description:**

Be ready to implement safety standards, guidelines, and practices regarding building and physical premises safety in the early childcare environment. The information includes environmental health, potentially hazardous environmental factors, including plants, insects and toxic fumes and safe appropriate procedures for ensuring age appropriate toys for children of various age groups and developmental levels. Storage of bio-contaminants and hazardous materials are also discussed. **Note:** Always follow the licensing regulations for your state as they may vary from state to state.

**Prerequisites:** None

**Targeted Audience:**

This training course content is for ALL professionals who work with children in a school setting.

**Course Materials:** Self-study Guide

## Table of Contents

### **Part 1: Environmental Health**

Hazardous environmental factors, including plants, insects and toxic fumes  
Common causes of outdoor injuries  
Effective practices for preventing outdoor injuries  
Safe practices for preventing poisoning from plants, chemicals and other materials

### **Part 2: Premise Safety**

Common hazards throughout the school facility  
Safe and age appropriate toys for children of various age groups and developmental levels  
Procedures for ensuring toy safety  
NAC432A.250 (Building and grounds) and NAC432A.415 (Safety and sanitation of toys and other objects used in play).  
Basic preventative strategies, including transitions, setting limits, avoiding distractions while supervising and preparing for the unexpected  
Major factors in playground safety, including surfacing, overall design, maintenance, and supervision  
Important water safety practices

### **Part 3: Bio-Contaminants**

Safe storage of bio-contaminants and hazardous materials

### **Part 4. Building Codes & Zoning**

Safety standards and practices in the infant/toddler environment  
Incorporate guidelines set forth in Nevada Child Care Regulation

Review

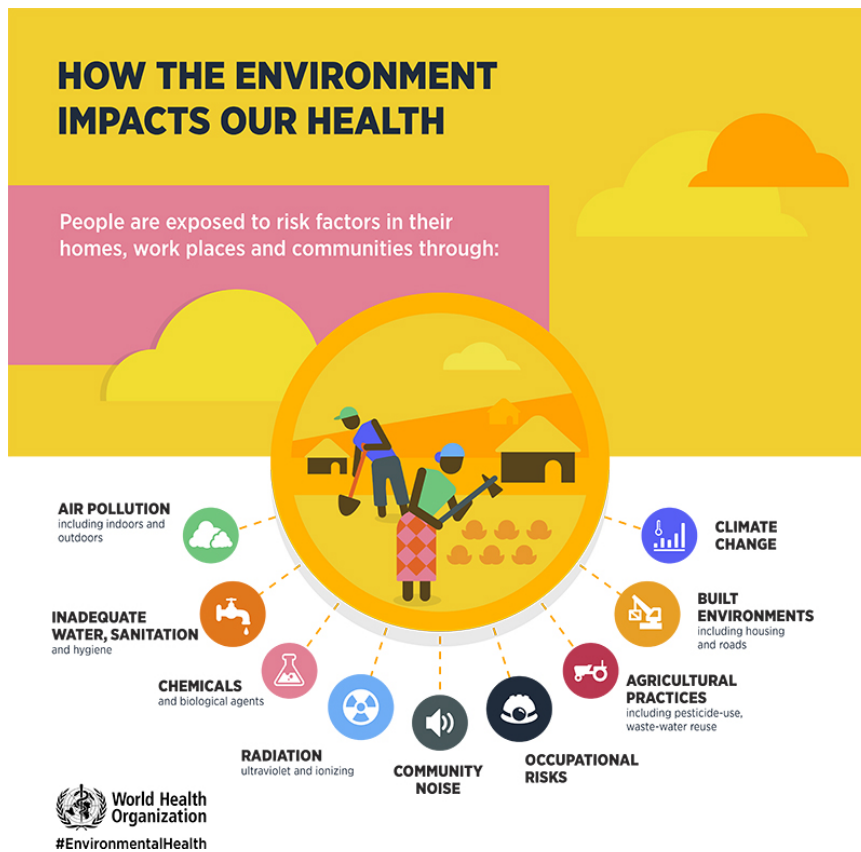
References

Glossary of Terms



# Environmental Health

- Hazardous environmental factors, including plants, insects and toxic fumes
- Common causes of outdoor injuries
- Effective practices for preventing outdoor injuries
- Safe practices for preventing poisoning from plants, chemicals and other materials



## Part 1: Environmental Health

### **What is Environmental Health?**

Environmental health is the science and practice of preventing human injury and illness and promoting well-being by identifying and evaluating environmental sources and hazardous agents and limiting exposures to hazardous physical, chemical, and biological agents in air, water, soil, food, and other environmental media or settings that may adversely affect human health.

### **Child Care Licensing and Environmental Health**

Child care licensing rules typically require licensed facilities to meet the requirements of the state or local environmental health authority, or include specific environmental health-related standards. When specific standards are included in licensing rules, they may address categories such as sanitation, hand washing, food service, and private water supply. Often the licensing rules do not cover all aspects of environmental health creating a need for other state and local agencies to inspect child care providers. When there is overlap between the licensing agency standards and the standards of other state agencies, the licensing agency must take the initiative to ensure the standards are not in conflict.

### **Requirements**

Licensing Requirements vary from state to state. The Child Care and Development Fund (CCDF) mandates that providers receiving federal funds must be licensed or regulated in their jurisdiction under state or tribal law, or must be legally exempt from regulation. They also must meet health and safety requirements that include building and physical premises safety. **(Check with the Licensing Division from your state)**

### **Environmental Health Inspection**









Often the licensing inspection rules do not cover all aspects of environmental health creating a need for other state and local agencies to inspect child care providers. Other state and local agencies may include Health Department, Fire Marshal, and the States' Licensing Division.

## Hazardous environmental factors, including plants, insects and toxic fumes

### Making your garden safe for children

Gardens are generally safe and interesting places, and children often love spending time in them. But gardens aren't always designed with children in mind. Supervising your child is the best way to avoid danger in the garden or anywhere else, but this isn't always possible. This means it's very important to make the garden safe. You can do this by avoiding growing poisonous plants and dangerous plants. Fence off or remove any suspect plants until your child is old enough to learn not to eat strange plants (usually at around the age of three years).

### Dangerous Plants to Avoid




Plant Type	Characteristics	Illustration
<b>Angel's trumpet</b> ( <i>Brugmansia</i> genus):	The flowers, seeds and nectar are very poisonous.	
<b>Belladonna lily, naked lady</b> ( <i>Amaryllis belladonna</i> ):	The sap and bulb are especially toxic to children.	
<b>Chilies:</b>	If your child puts a chili in her mouth or touches one then rubs her eyes, it could be quite unpleasant or even painful.	
<b>Dumb cane</b> ( <i>Dieffenbachia</i> genus):	Eating this plant can irritate the mouth and cause swelling, although it won't do any permanent damage.	
<b>Euphorbia genus:</b> Also known as spurge and milkweed, this genus includes Poinsettia, a popular Christmas plant.	The sap from these common plants can cause severe pain and injury to the eye.	
<b>Hemlock</b> (poison parsley) and water hemlock (cowbane):	These are commonly found toxic plants.	
<b>Lantana:</b>	All parts of this flowering shrub, especially the green berries, can cause stomach pains, jaundice and muscular weakness.	
<b>Daphne:</b>	all parts of this popular ornamental shrub are poisonous, especially the attractive berries.	

## Hazardous environmental factors, including plants, insects and toxic fumes

Poisonous plants can be anywhere — from the woods to your own backyard. The green leaves of poison plants blend right in with other plants and brush, so it's possible to sit down in a patch of poison ivy and not even notice. You might notice later, of course, when you start to itch!

### Poison Ivy

And it's not enough just to know what one kind of poison ivy looks like. Poison ivy comes in several types — and may look different depending on the time of year. The leaves of poison plants release urushiol when they're "injured," meaning if they get bumped, torn, or brushed up against. Once the urushiol has been released, it can easily get on a person's skin, where it often causes trouble. When the oil is released, the leaves may appear shiny or you may see black spots of resin on them. It's also possible to get this kind of rash without ever stepping into the woods or directly touching one of the plants. Urushiol can be transferred from one person to another. Plus, a person can pick it up from anything that's come in contact with the oil, including your dog that likes to roam the woods! Urushiol even can travel through the air if someone burns some of the plants to clear brush.

Plant Type	Characteristics	Illustration
<b>Poison Oak</b>	Poison ivy comes in several types and may look different depending on the time of year.	
<b>Cacti and other succulents</b> (fleshy plants):	Children can cut themselves or injure their eyes on the spikes.	
<b>Mushrooms and toadstools:</b>	although most of the toxic species are found in forests and parklands rather than backyards, there are many poisonous species.	

List the types of flowers, plants and scrubs you have at your center:

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## Hazardous environmental factors, including plants, insects and toxic fumes



### Insects

There are many types of beneficial insects/spiders which should be left on site. The exceptions are:

#### Black Widows

- Black widows are reclusive and hide in corners, under playground items and any place dark
- If you see a black widow, notify administration immediately
- Do not handle black widows and direct children to avoid touching them

#### Wasps

- If you see wasps, let administration know so they can call pest control and hang wasp traps.
- Move children away from an area with many wasps until pest control can take care of them.

#### Bees

A bee sting is usually recognized by a sharp pain and a puncture wound or laceration in the skin. If swelling occurs, hives, and breathing problems, get immediate medical attention



**Reminder:** An adult should walk through the playground to ensure it is safe for children to go out and play.

## Hazardous environmental factors, including plants, insects and toxic fumes

### Toxic Fumes

Many of the cleaning chemicals found in schools across the country are a health hazard. Half of the 60 million+ students and staff who attend the nation's schools daily are being exposed to polluted indoor air, caused in part by hazardous chemical fumes and pesticides. This causes real health challenges for our nation's children. Children's bodies are smaller and still developing-- that plus the additional time spent in school environments makes them especially susceptible to toxins and pollutants. It's time to drive change and push for safer, healthier cleaning of educational facilities.

An evaluation of 21 common school cleaning products determined 29 percent emitted at least one of three common asthmagens into the air when used as directed.

Those asthmagens are;

- 1) Formaldehyde,
- 2) Methyl methacrylate
- 3) Styrene



These chemicals are commonly found in air fresheners, perfumes and cleaners.

Statistics from the CDC (Centers for Disease Control and Prevention) and the EPA (US Environmental Protection Agency) show that asthma is a serious problem;

- Nearly **1 in 11 of children** in the U.S. have asthma.
- Asthma is a **leading cause of school absenteeism**.
- Each year, **10.5 million school days are missed** due to asthma.

Though there are many types of industrial chemicals that can cause asthma, those of greatest concern in cleaners include:

- **Quaternary ammonium compounds (quats)**; added to antibacterial cleaning supplies and disinfecting air fresheners as germ killers.
- **Ethanolamines** (mono-, di- and triethanolamine); used to control product acidity (pH) and act as detergents in types classes of cleaning products.
- **Bleach** (sodium hypochlorite) and **ammonia** (ammonium hydroxide); possibly the most widely recognized cleaning ingredients in the world.

## Hazardous environmental factors, including plants, insects and toxic fumes

With cleaning substances ranking the second most common cause of child poisonings in the US, the hazards are undeniable. According to the CDC, over 300 children per day are treated in the emergency room as a result of poisoning. Cleaning chemicals are not the only area of toxicity exposure, true, but they are a large part of the problem.

### Sanitizing Tables

One of the most important steps in reducing the spread of viruses in early childhood settings is cleaning and disinfecting surfaces that could possibly pose a risk to children and staff. Programs should be diligent in maintaining a healthy environment. Proper washing and disinfecting procedures should be followed for cleaning tables and food preparation surfaces. Staff should always wash their hands after wiping tables and before serving food. Before meals, children should wash their hands with soap and water, dry their hands with a paper towel, and go directly to a table.

To clean tables, follow the steps recommended in the Early Childhood Environmental Rating Scale Revised (ECERS-R), as follows: First, use a soapy water solution to clean tables using a clean disposable paper towel, and second, after cleaning the table surface with soap or detergent and rinsing with water, disinfect tables by using a diluted bleach water solution – **(See Resource Attached on Sanitizing Tables)**



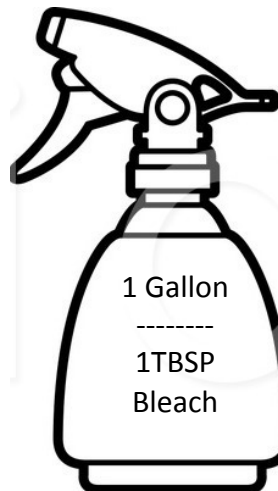


## Hazardous environmental factors, including plants, insects and toxic fumes

### Household Bleach

Make a bleach-water solution consisting of one- quarter to three quarter cups (1/4-3/4) (1 Gallon) of standard household bleach to each gallon of cool water or one to three (1-3) tablespoons of standard household bleach to each quart of cool water when children are not present in the area (make fresh bleach dilution daily).

2. It is recommended that you use a “pump” or “pour” bottle instead of a spray bottle to avoid aerosolizing the bleach solution.
3. Allow the solution to sit at least 10 seconds before wiping dry, using a clean disposable towel. Allowing the solution to sit for at least two minutes before wiping dry is preferable
4. Store out of reach of children in a way that prevents tipping and spilling. Always follow the manufacturer’s instructions for safe handling.



(According to ECERS Item 10, 1.3-3.3)

**NOTE: Always follow guidelines for your school.**

California Childcare Health program, 2009. Sanitize safely and effectively: Bleach and alternatives in child care programs. Health and Safety Notes (July).

Caring For Our Children: National Health and Safety Performance Standards.

California Childcare Health Program, 2013. Safe and Effective cleaning, sanitizing and disinfecting. Health and Safety notes (March). U.S. Environmental Protection Agency. 2012. Selected EPA-registered disinfectants.







## Healthy School Environment

The American Academy of Pediatrics defines a “healthful school environment” as “one that protects students and staff against immediate injury or disease and promotes prevention activities and attitudes against known risk factors that might lead to future disease or disability.”

Provision of safe and sufficient water, sanitation, and shelter from the elements are basic necessities for a healthy physical learning environment. Equally important is the protection from biological, physical, and chemical risks that can threaten children’s health. Infectious diseases carried by water, and physical hazards associated with poor construction and maintenance practices are examples of risks children and school personnel face at schools throughout the world.

### Components of a Healthy School Environment

Provision of basic necessities 	<ul style="list-style-type: none"> <li>• Shelter</li> <li>• Warmth</li> <li>• Water</li> <li>• Food</li> <li>• Light</li> <li>• Ventilation</li> <li>• Sanitary facilities</li> <li>• Emergency medical care</li> </ul>
Protection of biological threats 	<ul style="list-style-type: none"> <li>• Molds</li> <li>• Unsafe or insufficient water</li> <li>• Unsafe food</li> <li>• Vector borne diseases</li> <li>• Venomous animals</li> <li>• Rodents and hazardous insects</li> <li>• Other animals (e.g. dogs)</li> </ul>
Protection from physical threats 	<ul style="list-style-type: none"> <li>• Traffic and transport</li> <li>• Violence and crime</li> <li>• Injuries</li> <li>• Extreme heat and cold</li> <li>• Radiation</li> </ul>
Protection from chemical threats 	<ul style="list-style-type: none"> <li>• Air Pollution</li> <li>• Water Pollution</li> <li>• Pesticides</li> <li>• Hazardous Waste</li> </ul>

## Common causes of outdoor injuries

### Play ground injuries: Fact Sheet

Each year in the United States, emergency departments treat more than 200,000 children ages 14 and younger for playground-related injuries.

#### **Occurrence and Consequences**

- About 45% of playground-related injuries are severe—fractures, internal injuries, concussions, dislocations, and amputations.
- About 75% of nonfatal injuries related to playground equipment occur on public playgrounds. Most occur at schools and daycare centers.
- Between 1990 and 2000, 147 children ages 14 and younger died from playground-related injuries. Of them, 82 (56%) died from strangulation and 31 (20%) died from falls to the playground surface. Most of these deaths (70%) occurred on home playgrounds.

#### **Cost**

- In 1995, playground-related injuries among children ages 14 and younger cost an estimated \$1.2 billion (Office of Technology Assessment 1995).

#### **Groups at Risk**

- While all children who use playgrounds are at risk for injury, girls sustain injuries (55%) slightly more often than boys (45%).
- Children ages 5 to 9 have higher rates of emergency department visits for playground injuries than any other age group. Most of these injuries occur at school (Phelan 2001).

#### **Risk Factors**

- On public playgrounds, more injuries occur on climbers than on any other equipment.
- On home playgrounds, swings are responsible for most injuries.

A study in New York City found that playgrounds in low-income areas had more maintenance-related hazards than playgrounds in high-income areas. For example, playgrounds in low-income areas had significantly more trash, rusty play equipment, and damaged fall surfaces.

## Effective practices for preventing outdoor injuries

### **Preventing Outdoor Injuries**

Take steps to keep kids safe :

- Check that playgrounds have soft material under them such as wood chips, sand, or mulch.
- Read playground signs and use playground equipment that is age appropriate
- Ensure that guardrails are in good condition to help prevent falls
- Look out for stumps or rocks in the play area that can trip your child

### **General Outdoor Safety Tips for Child Care**

- Never leave children alone outside
- Teach children not to play near the street
- Explain that children must ask for help if toys roll into the street or driveway
- Check the outdoor play area routinely. Remove trash, sharp branches, tools, lawn equipment, and animal feces

### **Safe Set-up of the Outdoor Environment**

- Be sure all outdoor play areas are fenced, especially near a street, parking lot, pond, well, or railroad track
- Surround electrical appliances in the play area, such as air conditioners, with fences so children cannot reach them
- Remove gas grills from outdoor play areas
- Keep gates closed and install childproof latches
- Lock storage sheds, barns, and garages

### **Safety with Tricycles and Other Riding Toys**

- Require children to use helmets when using tricycles, bicycles, skateboards, roller skates, and ride-on toys
- Reduce choking risks by having children remove helmets when playing on playground equipment
- Use safety straps to secure children in strollers
- Do not put children who cannot sit up well in wagons with low sides

## Safe practices for preventing poisoning from plants, chemicals and other materials

### Safe Practices for Preventing Poisoning in School

- Closely supervise children at all times (Adhere to ALL licensing guidelines)
- Follow all guidelines when administering medication in schools
- Store cleaning products and chemicals in their original containers that are clearly labeled in a locked cabinet.
- Return poisons to their safe storage area immediately after use. Do not leave them out on a bench or counter.
- Be extra vigilant when normal routine is changed
- Keep handbags out of a child's reach if storing medicine or other poisons in your handbag.
- Check that the plants in your garden are not poisonous

**Keep the National Poison Control Number by the phone: Call (800) 222-1222**



### Premise Safety

- Common hazards throughout the school facility
- Safe and age appropriate toys for children of various age groups and developmental levels
- Procedures for ensuring toy safety
- NAC432A.250 (Building and grounds) and NAC432A.415 (Safety and sanitation of toys and other objects used in play).
- Basic preventative strategies, including transitions, setting limits, avoiding distractions while supervising and preparing for the unexpected
- Major factors in playground safety, including surfacing, overall design, maintenance, and supervision
- Important water safety practices



## Building & Premise Safety

### **Building Safety**

- Know how to set and disarm the Alarm System
- Know where the Organization's Emergency Response Plan is located
- Know who enters your property
- Have visitors sign-in/out

### **Emergency Response Plan**

- The Emergency Guide must contain all school safety regulations
- Review the Emergency Plan on a quarterly basis
- Follow the links to open a sample emergency guide

**Where is your Emergency Response Plan located?**

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**How often is your Emergency Response Plan Reviewed?**

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## Common hazards throughout the school facility

### TOP TEN SAFETY HAZARDS

1. **Blocked Exits:** All doors that exit to outside of the building **MUST** be kept clear at all times per Fire Code, even if it is never used. If it exits to the outside keep it clear and available as an evacuation route at all times.
2. **Lack of a posted Evacuation Plan:** Very important to post next to the exit of every room at the facility for use in the event of any emergency that could occur.
3. **Unsecured Cabinets and Furniture:** Brace cabinets and furniture greater than 5 feet in height to the wall to prevent toppling during an earthquake. Do not locate these items near exits.
4. **Rubber Cement, Solvent Based “White Out” and other hazardous art and craft materials.** California EPA has identified these products as not appropriate for use at the K-6 level. A list of art and craft materials which cannot be used in Kindergarten and in Grades 1 – 6 is available at [www.oehha.ca.gov/education](http://www.oehha.ca.gov/education)
5. **Cleaning Products Stored in Classrooms:** Keep all hazardous materials out of the classroom entirely or lock in a cabinet that is not accessible to students. Check under sinks carefully. If labeled, “Keep Out of Reach of Children” every effort should be made to do so. Note: Bleach and Ammonia (which include powdered cleaners like Comet and liquid glass cleaners like Windex) should never be stored or used together. When bleach and ammonia are mixed, chlorine gas is created and could cause permanent lung damage...or death!!
6. **Excessive High Storage:** Accumulated to extreme heights, excessive, heavy storage can pose a hazard from blocked fire sprinkler system or from falling. Lips or wires should be installed along tops of all cabinets, cubbies and bookcases and across the front of shelving to prevent items from falling during an earthquake. Limit high storage of heavy items.
7. **Poor Housekeeping, Excessive Clutter and Energy Consumption:** Clean up clutter and maintain room in an orderly manner. Use of household electrical kitchen appliances in the classroom are energy expensive, create pest problems, and create indoor air quality and fire hazards. Limit food preparation, and cold storage of food to areas designed for these activities.

## Common hazards throughout the school facility

8. Blocked Electrical Panel: A minimum of 36" of clearance is required. A covered electrical panel (with paper, poster, fabric or frame) is a blocked electrical panel.
9. Posting of Signs. Non-existent "Microwave In Use" or Choking Hazard posters. Post a small sign outside any area using a microwave oven. This warns persons with pacemakers that a microwave is in use. The poster should read, "MICROWAVE IN USE." Choking hazard posters should be posted in any area where food is consumed. Contact the American Red Cross at (707) 577-7632 or 5297 Aero Drive, Santa Rosa, CA 95403-8070 for Choking hazard and First Aid posters.
10. Combustible Fuel Load. Interior walls covered excessively with paper or other material. Reduce covering to no more than 20% total wall area unless the room is equipped with fire sprinklers, then no greater than 50% total wall area.

List any additional common hazards at your center:

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**Safe and age appropriate toys for children of various age groups  
and developmental levels & toy safety**

**NAC 432A.415 Safety and sanitation of toys, equipment and other objects and material  
used for play. (NRS 432A.077)**



1. Equipment and any material other than a toy that is used for play in a facility must be durable and free from characteristics that may be hazardous or injurious to a child who is less than 2 years of age, including, without limitation, such characteristics as sharp or rough edges, toxic paint or objects that are small enough for a child of that age to swallow and choke on.
  2. Any object, toy or component of a toy that is accessible by a child who is less than 3 years of age at a facility must meet the federal size requirements set forth in 16 C.F.R. § 1501.4.
  3. Toys with sharp points or edges, plastic bags and objects made from Styrofoam must not be accessible to a child who is less than 3 years of age.
  4. A toy or any other piece of equipment that is used for play must be made of a material that is capable of being disinfected and must be cleaned and disinfected promptly after the toy or other piece of equipment has been soiled or put into the mouth of a child, or not less than one time each day.
  5. The staff of a facility shall not provide a stuffed animal to any child unless the stuffed animal is laundered or disinfected not less than one time each day or more often if necessary.
  6. Toys must not be placed in a crib at any time. The staff of a facility shall adhere to any requirement set forth on the label of a toy regarding the safe use of the toy.
  7. Each room at a facility that is used for play and other activities for children must have: (a) Low, open shelves to store toys (b) An adequate supply of toys that are in good condition and appropriate for the age of the children; (c) Tables and chairs that are the appropriate size for the children; and (d) Any other equipment that is necessary to meet the needs of the children.
  8. Any toy that is broken or has a missing part must be repaired or replaced before the toy may be used in the facility.
  9. Walkers for children that are designed to be moved across the floor must not be used in a facility.
- (Added to NAC by Bd. for Child Care by R203-97, eff. 4-1-98; A by R112-06, 4-23-2009; A by Bd. of Health by R092-16, 9-21-2017)

## Basic preventative strategies, including transitions, setting limits, avoiding distractions while supervising and preparing for the unexpected

The first priority for school staff during an emergency is to ensure the safety of students, other staff members and any guests who are on campus at the time. Emergency situations can cause disruptions to regular communication, schedules and plans. We've provided information on what families can expect during an emergency situation and how to best support the safety of students and staff.

Schools work with students to prepare them for situations by conducting drills each year. Some may be as simple as the traditional fire and evacuation drill, while others focus on lockdown situations and intruders on campus. The purpose is never to scare students, or parents, but to give them the skills and knowledge needed to remain safe during an emergency situation.

### **Basic Preventative Strategies for Preparing for the Unexpected**

- All staff **MUST** have CPR/First Aide Training
- Know where your emergency plan is at all times
- Assemble an emergency preparedness kit
- Know your evacuation plan
- Be sure fire extinguishers are current
- Provide staff and parents emergency plan meetings
- Plan emergency preparedness activities with students
- Ensure alarm system is working properly
- Know your fire prevention plan
- Train staff on natural and man-made events emergencies

### **Avoiding Distractions while Supervising Children**

- Students should understand and follow all plans applicable to the given crisis.
- Students should not panic. In the absence of adult direction, decide where it is safest to be and remain there.
- If a violent situation occurs, notify the nearest school staff member.
- Share all relevant information with law enforcement, teachers, and school staff.
- During and after the crisis, to the extent that is safe, keep your belongings with you, do not pick anything up, and do not go back for anything until receiving clearance.
- Calm and reassure fellow students.
- Do not perpetuate rumors to others. This includes via text message or social media. We want parents and students to have accurate information, not rumors.

## **Major factors in playground safety, including surfacing, overall design, maintenance, and supervision**

### **School Playground Safety**

The U.S. Consumer Product Safety Commission (CPSC) reports that over 200,000 children are treated annually for playground equipment-related injuries. Ensuring that the school playground is a safe place to play and that equipment passes the Head Impact Criterion test (measuring the likelihood of a head injury arising from a fall) is thus essential.

### **School Playground Design**

According to the National Clearinghouse for Educational Facilities (NCEF), the most important elements in planning and designing a school playground are:

- Safety
- Equipment
- Surfaces
- Accessibility
- Maintenance

### **ADA Compliant Playground**

School and daycare play areas should comply with Americans with Disabilities Act (ADA) standards, ensuring the safe inclusion of children with disabilities in play environments. To achieve these goals, special consideration should be given to playground layout, surfacing, ramps, circulation paths, ground level activities, and equipment.

## Playground Safety



### Playground Safety

Current research shows that nearly 80 percent of playground injuries are caused by falls. According to the National Program for Playground Safety the top equipment associated with injuries are climbers, swings, slides and overhead ladders.

#### Playground hazards include:

- **Improper protective surfaces:** Fall surfaces should be made of wood chips, mulch, wood fibers, sand, pea gravel, shredded tires or rubber mats and should be at least 12 inches deep.
- **Inadequate use zone:** The area under and around play equipment where a child might fall should be a minimum of 6 feet in all directions.
- **Protrusion hazards:** Beware of hardware that is capable of impaling or cutting a child (bolts, hooks, rungs, etc.), or catching strings or items of clothing. Children should never wear drawstring hoodies at the playground.
- **Head entrapment hazards:** There should be no openings that measure between 3 ½ and 9 inches.

#### Where are your playground regulations located?

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How deep should protective services be? \_\_\_\_\_

### Playground Hazards

**Trip hazards,** like rocks or tree stumps

**Lack of supervision:** Children under age 4 shouldn't play on climbing equipment or horizontal ladders.

**Age inappropriate activities:** Spring-loaded seesaws are best for young children. Avoid adjustable seesaws with chains because children can crush their hands under the chains. A traditional seesaw should not hit the ground. "Whirls" or "roundabouts" are best for school-age children.

**Lack of maintenance:** Metal or wooden swing seats should be replaced with soft seats, and equipment should not be split or splintered.

Sharp edges on equipment

Platforms with no guardrails

## Important water safety practices

Water safety education at a young age aims to prevent accidental drowning, a leading cause of death for kids between ages 1 and 19, according to the American Academy of Pediatrics. Water safety skills and activities enhance a preschooler's awareness of proper behaviors in and around the water.

**Always follow water play procedures for your center!**

**Always have Adult Supervision!**



## Fire Safety

### **Fire Safety**

Child Care Centers are monitored by licensing and the state or local fire authority for compliance with fire safety requirements. Child care programs, preschools, and schools are required to have regular fire exit drills.

### **Maintaining a Safe Environment**

All programs, for example, should have regular inspections of the facility. Your community fire marshal can identify and provide recommendations to remove most hazards. Structural considerations such as approved fire walls and doors, panic bars on doors, and two exits from every location can prevent injury and death in case of fire.

Local utility companies also perform inspections of electrical, gas, and other utility equipment, and they can ensure that all equipment is properly installed and maintained.

### **Fire Safety Inspection**

Fire safety inspection is defined as an inspection of child care facilities conducted by the State Fire Marshal, or other fire safety unit. In addition to inspections, your local fire department can provide fire safety training for staff.

All staff should be aware of potential hazards, especially in the area of the facility where they work. Food service staff, for example, should be conscious of safe cooking practices. Combustible materials, such as potholders or paper towels, should be stored away from heat sources.

In the event of a kitchen fire, the staff should know to sound the alarm and get all children out of the facility. Your fire marshal will also recommend placing fire extinguishers in the kitchen.

## Evacuation Drills

### Evacuation Drills

Practice evacuation drills regularly with children, staff, and volunteers. Everyone should be able to hear and recognize the sound (and/or sight) of the fire alarm. Encourage staff to practice alternate exit routes with children. Have a plan and equipment accessible for quick exit with young children. Infants and toddlers can be placed in a rolling crib, covered with a fire blanket, and evacuated. Preschoolers can practice exiting in case of heat, smoke, and low visibility by crawling behind the teacher and holding onto a knotted rope. Identify a safe meeting place away from the building and away from the area where the fire truck might be.

In addition to practicing drills, teach children to recognize a firefighter in full gear. To lessen their fears, invite community firefighters to visit the classroom and show children how they put on their gear. Involve parents in teaching the children and reinforcing the concepts at home, including practicing home fire drills.



## Parking Lot Safety



### Parking Lot Safety

- Park on designed area at your school site
- Watch for children and hazards in parking lot
- Be careful driving through and backing up
- Feel free to pull up to the school when you arrive and unload your items and then park on the street before families arrive.
- Use entrance/exit correctly
- Watch for animals/children left in cars
- Children and animals cannot be left in cars in our parking lot (Stay by car if you see a child in it alone and call admin for support. )







### **Preparing Meals for Children in Child Care**

- Wash your hands often with soap and water during food preparation
- Wash and sanitize work counters and surfaces before and after use
- Wash and sanitize cutting boards and utensils before using and after each use
- Use separate cutting boards and utensils for raw meats than the ones you use for fruits, vegetables, and other foods
- Wash and sanitize can openers after each use

### **Serving Meals to Children in Child Care**

- Serve foods on a plate, napkin or bowl rather than directly on the table
- Discard cracked or chipped plates, cups, and bowls
- Use serving utensils such as large spoons, tongs, or single-use food service gloves
- Give children clean utensils and napkins if these items are dropped during the meal or snack
- Store leftovers immediately after the meal
- Discard all leftovers on children's plates and in serving dishes that were placed on the table where children ate; do not save them for later
- Discard food waste in a covered garbage can with a liner, and empty the garbage can at the end of the day (or sooner if full)



### Food Storage Tips for Child Care

- Put away frozen and cold foods promptly after purchasing
- Rinse fruits and vegetables before use. Even prepackaged, prewashed foods like lettuce, spinach, and carrots can still carry harmful bacteria and need to be washed.
- Store foods in covered containers in the refrigerator
- Place thermometers in a visible location in refrigerators and freezers, and check the temperature frequently
  - Keep refrigerator temperature between 32 degrees – 40 degrees F.
  - Keep freezer temperature at 0 degrees F or less.
- Clean the refrigerator, freezer, and dry food storage areas frequently
- Store foods and cleaning supplies in separate cupboards
- Store cleaning supplies in a cupboard that is locked

### Proper Refrigeration

- All food brought into the school must be properly refrigerated
- Do not serve perishable food that has been left out
- Only commercially prepared food may be served at the school
- All items such as cheese and fruit must be cut up and served at the school.
- **Food cannot be prepared at home and then served at the school.** It must be prepared at the school (See your organization's guidelines)

### Appropriate Dish Washing in a Child Care Setting

Follow these steps to wash and sanitize dishes:

- Rinse or scrape food off dishes
- Wash in hot sudsy water
- Rinse in clear water
- Sanitize dishes by submerging in a solution of 1 teaspoon bleach per quart of water for one minute or in 170 degree F water for at least 30 seconds
- Air dry dishes rather than towel-drying them

If a dishwasher is used, the rinse temperature should be 180 degrees F to sanitize dishes

### **First Aid**

Minor accidents and unintentional childhood injuries are not unusual in the child care setting. Even with careful supervision, children frequently sustain scrapes, bruises, cuts, bites, and falls in the normal course of their day. Less frequently, medical emergencies such as seizures, asthma attacks, and allergic reactions may require immediate intervention and treatment. Providing a safe environment and responding to accidents and injuries in a timely and professional manner are essential caregiver responsibilities.

### **First Aid Kits**

A fully stocked first aid kit must be available at all times, with a sufficient quantity of supplies to meet the needs of the enrolled children. In large centers, additional kits should be located throughout the facility for easy access. First aid kits and equipment must be accessible to providers at all times, but kept out of the reach of children. Proper access and safe storage can be facilitated by keeping supplies in a locked box that can be readily transported to the needed location.



### **First Aid**

While recommendations about the content of first aid kits vary somewhat, every kit should include these essentials:

- Disposable, non-porous gloves
- Adhesive Band-Aids of assorted sizes
- Sealed packages of alcohol wipes or antiseptic wipes
- Scissors
- Tweezers
- Thermometer
- Bandage tape
- Sterile gauze pads (2" and 3" )
- Flexible roller gauze (1" and 2" widths)
- Triangular bandages
- Small splints
- Cold pack
- Safety pins
- Eye dressings
- Insect sting preparation
- Water
- Soap
- Resealable plastic bags (one gallon size) for soiled materials
- Pen/pencil and notepad
- Current First Aid Guide (Academy of Pediatrics or American Red Cross)
- Emergency phone numbers (911 emergency notification, Poison Control Center, etc.)
- Emergency medications or supplies prescribed for each child with special health needs



## Bio-Contaminants

- Safe storage of bio-contaminants and hazardous materials

### Definition:

Living organisms (such as bacteria, enzymes, fungi, viruses) or their products that can be hazardous to animal or human health if inhaled, swallowed, or otherwise absorbed into the body.



## Bio Contaminants



**Bio Contaminants:** Living organisms (such as bacteria, enzymes, fungi, viruses) or their products that can be hazardous to animal or human health if inhaled, swallowed, or otherwise absorbed into the body.

### Blood

- Gloves must be worn when handling blood or throw up messes
- First Aid procedures are to be followed at all times
- OSHA Standard precautions are to be followed at all times
- Bodily fluids cleaned up with paper towels need to be bagged and immediately placed in the dumpster
- All items that come into contact with bodily fluids need to be sprayed immediately with Quaternary Ammonia (See OSHA or your agency's guidelines) and allowed to air dry.

### In Classrooms

- Includes bleach, quaternary ammonia, floor cleaner, toilet cleaner
- Keep all items marked "keep out of reach of children" in locked cabinets

### In Shed

- Gasoline, paint, insecticides, concrete, etc.
- Must be kept locked at all time



### In Kitchen

- Keep chemicals locked the kitchen cabinet (sanitizer as well as bottles of bleach for disinfecting solution)
- All cabinets must be kept locked at all times!

### In Maintenance Area in Basement

- Cleaners, paints, chemicals, insecticides etc. must be kept in the crawl space or in maintenance room which has a childproof doorknob and heavy, fire door



# Blood & Body Fluid Safety



**1** Blood, body fluids and soiled materials should **never touch** your skin.



**2** Use disposable gloves or a **protective barrier** for safety.



**3** **Store** soiled items in a plastic bag.



**4** **Clean and sanitize.**



**5** Place in a container **lined** with a plastic bag.



**6** **Wash** your hands.



## Diapering

### Diaper/Diapering

- Gloves must be worn when diapering or helping a child wipe after using the bathroom
- Diapers must be disposed of in a covered diaper pail or taken by parents directly to the dumpster. They cannot be thrown in the classroom or bathroom trash.
- Adults and children must wash their hands after diapering procedures
- All standard precautions (handled in the OSHA training) must be followed at all times



# Diapering



**1** Keep **supplies** ready.



**2** **Protect** the surface with clean, non-porous disposable paper.



**3** **Keep one hand** on child at all times.



**4** Place soiled diaper in a container **lined** with a plastic bag.



**5** **Wipe** front to back. Use each cloth or towel only once.



**6** **Diaper** and dress the child.



**7** **Wash** your hands and the child's. Assist child back to the group.



**8** **Place** soiled clothes in a plastic bag.



**9** Remove disposable paper. **Clean and sanitize.**



**10** **Wash** your hands.



**11** **Dry** hands.



**12** **Dispose** of towel in a container **lined** with a plastic bag.



## Healthy Hand washing

### Hand washing

- Utilize and demonstrate proper hand washing before handling food
- Always use food gloves when handling food to be served to children



# Healthy Handwashing



**1** Wash with **soap and water** for 10 seconds.



**2** Help children wash their hands.



**3** Rinse well.



**4** Dry hands with a single-use towel.



**5** Use towel to turn off water.



**6** Place in a container **lined** with a plastic bag.

### Safety Standards & Guidelines

- Safety standards and practices in the infant/toddler environment
- Incorporate guidelines set forth in Nevada Child Care Regulation

Review

References



## Define safety standards and practices in the infant/toddler environment

National experts have identified 10 research based components that are essential to high quality child care. Using these 10 components as a guide to help child care programs improve the quality of care for our babies, toddlers and their families. Programs often start with tangible changes to the environment and the structure of the program and then advance towards changing practices that promote relationship based care between children, caregivers and families.

### **1. Child Care Programs Following Appropriate Health and Safety Practices**

Basic health and safety requirements must meet licensing child care centers and registering family day care homes for your state. Child care regulations address everything from hand washing procedures and sanitation practices for minimizing the spread of infection, to policies for administering medications and guidelines for safe sleeping. **(Check Regulations for your State)**

### **2. Staff Well Trained in Early Childhood Development (0-3)**

According to research, staff education and training is one of the best ways to rate child care quality and predict long term success. The last decade's findings about early brain development tell us that baby and toddler caregivers need to study early care and education rather than pre-school or elementary education. Early care and education focuses on the unique learning abilities of babies and toddlers and trains caregivers how to plan appropriate activities, how to use daily routines to bond with babies, and how to provide cognitive stimulation through conversation, interaction and responsive relationships.

### **3. Age Appropriate Environments**

Children under 3 learn through continuously exploring and interacting with their environment, which includes the emotional climate of a child care setting as well as the physical space. Babies and toddlers need safe spaces for quiet and active play (both inside and outdoors), safe spaces for sleeping, and spaces to interact one-on-one with individual caregivers. Within the environment they need toys and activities selected primarily for individual interests and abilities rather than one-size-fits-all group play.

Adapted from the Child Development Council (n.d.) (<https://www.childdevelopmentcouncil.org/resources/10-components-of-infant-and-toddler-care/>)

## Define safety standards and practices in the infant/toddler environment

### 4. Small Groups with Optimal Ratios

Group size and adult child ratios determine the amount of time and attention each caregiver can devote to each child. Infants need individualized care and one-on-one time for interactions and routines. As they grow, they can play more independently and can handle small group activities. **(Check Regulations for your State)**

- a) 1 caregiver for every 4 infants (6 weeks to 18 months) – group size no larger than 8
- b) 1 caregiver for every 5 toddlers (18 months – 36 months) – group size no larger than 12
- c) A family child care provider may care for no more than 2 children under age two
- d) While these standards are among the best in the nation, the National Association for the Education of Young Children and Zero to Three recommend 1 adult to every 3 babies or 4 toddlers.

**5. Primary Caregiver and Continuity of Care** Assigning each child a primary caregiver promotes the caring one-on-one relationships that help babies thrive. A baby develops trust as her primary caregiver learns to respond appropriately to her unique temperament, her needs and her interests by being the one who almost always diapers her, feeds her, puts her to sleep, and communicates with her family. The child's security deepens as her primary caregiver develops a positive relationship with her family and comes to know their values and wishes for their child. This holistic relationship provides the security and trust that enables the child to explore and flourish in group care. Ideally, a child has the same primary caregiver until age three, which spares her the trauma of leaving someone to whom she is securely attached and having to adjust all over again to someone who does not know her. Stability is important for healthy emotional development, which provides the underpinnings for all other areas of development.

## Define safety standards and practices in the infant/toddler environment

**6. Active and Responsive Caregiving to Support Children's Development** The active and responsive caregiver takes cues from each child to know when to expand on the child's initiative, when to guide, when to teach and when to intervene. She recognizes signs of stress in the child and takes appropriate action to adapt to the child's needs. Responsive caregiving requires careful observation, knowledge of child development and respect for each child's temperament, interests and capabilities. The primary caregiving system encourages responsiveness.

**7. Curriculum, Observation and Individualized Programming** The 0 – 3 curriculum is based upon a sound understanding of child development and appropriate practices while taking into account the individual needs and temperaments of each child in care. The curriculum includes:

- a) the goals for children's development,
- b) the experiences that will be provided,
- c) the role for caregivers and families,
- d) the materials used.

Caregivers plan for each day, individualizing activities, materials and schedules according to the routines of each child and his or her developmental stage. Observation and discussion among caregivers and families provides deeper understanding of each child and a basis for documenting developmental progress towards stated goals.

**8. Emerging Language and Literacy** The path to literacy begins with conversations between caregivers and young children. Research tells us that a caregiver is laying the foundation for language and reading when she talks aloud to a baby throughout the day, repeating back his babbling, asking him questions, reading him books, and singing him songs. A caregiver promotes language development when she uses simple words and keeps a balance between listening and talking with the child and provides a childcare environment rich with age-appropriate books, interesting pictures and photos to talk about, labels, and other printed material.

## Define safety standards and practices in the infant/toddler environment

**9. Family Involvement and Cultural Continuity** As children come from a huge variety of ethnic, religious and linguistic backgrounds, it is important to adhere to high quality programs incorporate practices that reflect the values and beliefs of the families and the cultures of their communities. In their work with families, caregivers respect differences and strive to become more culturally competent. Caregivers welcome parents into their child's classroom, use the child's home language whenever possible, and organize special events that include the child's family members.

**10. Comprehensive Support Services** In addition to providing a protective and enriching environment for children, high quality child care serves as a source of support for families. Child care can become a family's connection to essential community services including a medical home, mental health and social services, and therapeutic interventions. Open communication among child care and service providers creates a more holistic and accessible system for families.

**NAC 432A.250 Building and grounds. (NRS 432A.077)**

1. Except as otherwise provided in this subsection, subsection 3 and NRS 432A.078, in each facility there must be:

(a) At least 35 square feet of indoor space for each child, exclusive of bathrooms, halls, kitchen, stairs, storage spaces, multipurpose rooms and gymnasiums that are not regularly used.

(b) At least 37 1/2 square feet of outdoor play space for each child, as determined by the maximum number of children stated on the license for the facility. An accommodation facility need not provide outdoor play space.

2. Each facility shall:

(a) Ensure that each room of the facility which is used by children is:

(1) Maintained free of drafts and at a temperature that is not less than 65 degrees Fahrenheit and not more than 82 degrees Fahrenheit during the months of October through March and at a temperature that is not less than 68 degrees Fahrenheit and not more than 82 degrees Fahrenheit during the months of April through September; and

(2) Heated, cooled and ventilated to maintain the temperatures required in this paragraph and to avoid the accumulation of odors and fumes;

(b) Ensure that electrical devices or electrical apparatuses which are accessible to children are not located near any type of water source, including, without limitation, any sink, tub, shower area or wading pool; and

(c) Install nonflammable barriers, including, without limitation, permanent guards or shields to cover heating units, including, without limitation, hot water heating pipes and baseboard heaters with a surface temperature that is hotter than 100 degrees Fahrenheit, to ensure that those heating units are inaccessible to children.

3. A facility that provides care for ill children must have:

(a) At least 50 square feet of indoor space for each child, as determined by the maximum number of children stated on the license for the facility, exclusive of bathrooms, halls, kitchen, stairs and storage spaces.

(b) A separate ventilation system if the facility is attached to another building.

4. The play area of each facility must:

(a) Be fenced or enclosed in a manner that prevents the unsupervised departure of children from the area;

(b) Have an adequate drainage system;

(c) Be free of hazards, debris and trash;

(d) If it is an outdoor play area, provide, during the months of April through September, a shade area or shade areas that are at least equal in size to the product of 5 square feet multiplied by the total number of children in the outdoor play area;

(e) Have appropriate, as determined by the Division, depths and perimeters of resilient surfacing underneath and surrounding any elevated play equipment;

(f) Have adequate safety barriers around any elevated platforms;

(g) Not have any dangerous or poisonous plants or other vegetative matter located within the boundaries of the play area or in an area that is accessible to children from the play area;

(h) Not be in a location where any bodies of water are accessible to children; and

(i) If it has playground equipment, have only equipment that is:

(1) In good repair;

(2) Designed and constructed to minimize injury;

(3) Compatible with the age of the children in the care of the facility;

(4) Spaced to reduce accidents; and

(5) Securely anchored.

5. If a facility that provides care for ill children is a component of a child care center and provides outdoor play space, the play space must:

(a) Be separate from the play space for well children;

(b) Meet the requirements of paragraph (b) of subsection 1; and

(c) Meet the requirements of subsection 4.

[Bd. for Child Care, Child Care Facilities Reg. § 3.6, eff. 2-28-80] — (NAC A 3-11-92; 11-1-94; R203-97, 4-1-98; R032-07, 4-23-2009)



## Review

### Part 1: Environmental Health

#### What is Environmental Health?

Environmental health is the science and practice of preventing human injury and illness and promoting well-being by identifying and evaluating environmental sources and hazardous agents and limiting exposures to hazardous physical, chemical, and biological agents in air, water, soil, food, and other environmental media or settings that may adversely affect human health.

### Part 2: Premise Safety

#### School Playground Safety

The U.S. Consumer Product Safety Commission (CPSC) reports that over 200,000 children are treated annually for playground equipment-related injuries. Ensuring that the school playground is a safe place to play and that equipment passes the Head Impact Criterion test (measuring the likelihood of a head injury arising from a fall) is thus essential.

### Part 3: Bio-Contaminants

**Bio Contaminants:** Living organisms (such as bacteria, enzymes, fungi, viruses) or their products that can be hazardous to animal or human health if inhaled, swallowed, or otherwise absorbed into the body.

### Part 4. Building Codes & Zoning

National experts have identified 10 research based components that are essential to high quality child care. Using these 10 components as a guide to help child care programs improve the quality of care for our babies, toddlers and their families. Programs often start with tangible changes to the environment and the structure of the program and then advance towards changing practices that promote relationship based care between children, caregivers and families.

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