



State of Utah
Department of Workforce Services
QUALITY INDICATORS - CENTER

***Ratios and Group Size: Maximum 10 points**

Indicator	Assessment
Ratios	Program maintains caregiver-to-child ratios as follows:
3 points	0-24 months – 1:4 2 year olds – 1:6 Mixed age groups: If one to three children, age 21 through 23 months, are in a group with 2 year olds, maintain a 1:6 ratio. Otherwise, maintain the caregiver to child ratio for the youngest age in the group.
2 points	3 year olds – 1:9 4 year olds – 1:10 5 year old and school age – 1:12 Mixed age groups: Maintain the caregiver to child ratio for the youngest age in the group.
Group Size	Program maintains group size limits as follows:
3 points	Single age groups: 0 to 24 months – 8 2 year olds – 12 Mixed age groups: If one to six children, age 21 through 23 months, are in a group with 2 year olds, maintain a group size of 12. Otherwise, maintain the group size for the youngest age in the group.
2 points	3 year olds – 18 4 year olds – 20 5 year old and school age – 24 Mixed age groups: Maintain group size limit for the youngest age in the group.

*Based on NAEYC Accreditation standards

Interest Centers: **1.5 points each, maximum 7.5 points

Each classroom offers two or more interest centers that are opened simultaneously daily. Interest centers are clearly defined play areas intended for a particular kind of play. Interest centers allow children to be independently engaged in their own cognitive, language, physical, social and emotional development.

Each interest center must:

- Include enough space and materials for at least two children to play independently and uninterrupted; and
- Include materials to support at least one of the following indicators. Shared spaces will count as one interest center (such as combining cozy area and language/literacy).

Interest Centers: **1.5 points each, maximum 7.5 points

Indicator	Assessment
1. Block	At least two sets of blocks of different types, such as different sizes or materials (wood, fabric, cardboard, etc.) and accessories that include at least five each of cars, people and animals. Does not include interlocking blocks, such as Legos or Lincoln Logs.
2. Art	At least three types of materials from one or more areas plus plain paper. Areas include: drawing materials (such as crayons, markers, etc.) paints, three dimensional materials (such as play dough, clay, wood), collage materials (such as fabric, cardboard, glue), tools (such as scissors, differing play dough accessories, hole punches, glue, tape). No food is used, including beans, pudding, rice, macaroni, etc.
3. Dramatic Play	At least 10 different toys and materials, including accessories and one piece of child-sized house furniture, for at least one theme, such as housekeeping, different kinds of work, fantasy or leisure (camping, sports, etc.). Materials can be for children acting out roles (such as dress up clothes, pots and pans, dolls and accessories, play food, phones, cash registers) plus using action figures to act out roles (such as small buildings with people and accessories, puppets.)
4. Math	At least five different types of materials representing shapes and numbers, such as sorters, puzzles, pegboards, balancing scales, geometric pattern blocks, calculators, etc.
5. Science	At least five different types of materials from at least two categories. Categories include: books including realistic nature photos or drawings, collections (leaves, rocks, shells, etc.), explorations sets (magnifying glasses, scales, magnets, etc.) sequencing cards, puzzles or activity sets.
6. Music and Movement	At least five materials that allow children to create music, such as music and rhythm toys. In rooms for children age three and older, a CD player and CD's from different musical styles (classical, children's songs, ethnic music, etc.) or other designated digital music player.
7. Sand/Water/Sensory	Bins or table to hold sand, water or other material (cannot be food) and at least five tools of two types (such as cups, scoops, sifters, shovels, cars, etc.)
8. Fine Motor	At least ten items of two types, such as puzzles, interlocking blocks (Legos, Lincoln Logs, Duplos, etc.) and manipulatives (pop beads, stacking rings, lacing beads, magnetiles, etc.)
9. Language and Literacy	At least two age-appropriate books for each child in care in the classroom at the time of verification. For example: Infants and Toddlers: board, cloth or vinyl books, Preschoolers: picture books, School-Age: fiction and non-fiction books.
10. Cozy Area	Includes at least two items of comfort and softness, such as a couch with pillows or blankets, a mat with stuffed animals, etc. in an area protected from other play.

**Points will be awarded based on the classroom with the fewest interest centers. In rooms where all children in care are under 12 months old, interest centers are not required.

Additional Indicators: 0.5 point each, maximum 7.5 points

Each additional indicator must be seen in every applicable classroom for points to be awarded.

Indicator	Assessment
1. Program has a family welcome area used for sharing information.	At least three items beyond what licensing requires are shared in a location that parents pass on a daily basis. It can be on a bulletin board, brochures or handouts. Information shared can include pictures of staff with background qualifications, articles from early childhood resources, community events, training, etc.
2. There is a personalized storage space for each child's belongings.	Children's personal belongings are stored so that they do not touch. Examples include: bins, baskets, lockers, cubbies, vinyl bags or backpacks, or hooks placed far enough apart
3. There is indoor space for active physical play.	The indoor space, either in the classroom or a separate gym area, is large enough for the group to engage in gross motor play. Light weight furniture may be rearranged to make room for active play.
4. Children who are able can independently wash and dry their hands.	Sinks are child height or a sturdy stool is provided, liquid soap and single use towels or air hand dryers are used and within reach of children. If a stool is used, it is always at the sink where children wash hands.
5. Fresh drinking water is available both indoors and outdoors throughout each day.	Permanent structures, such as a drinking fountain, must be operational. Water in a refillable container, such as a pitcher, must be changed daily.
6. The room arrangement protects children using the interest centers from interruptions.	Adults and children can move around freely without causing interruption to play. There are pathways to access most interest centers without interrupting children playing in interest centers.
7. Programs have materials that reflect the diversity found in society.	There are at least three examples inside the classroom of two different categories of diversity, such as books, pictures, dolls, puppets, etc. Categories include: gender in non-stereotypical roles, different ethnicities and cultures, individuals of varying ages, family structure and differing abilities.
8. The room has an age appropriate print rich environment that promotes early literacy.	At least half of the interest centers are labeled, each child's name in written form used in daily routines, and there are at least two other print items, such as bins labeled with contents or age appropriate posters with words. This does not include print that is at the top of a wall.
9. Photographs of the children together with their families are available for children to see.	Photos of children and their families can be displayed in the classroom or available in an accessible photo album.
10. Tables and chairs are child height.	The height of the chair seats in toddler rooms are five to 6.5 inches, in preschool rooms are eight to 12 inches and in school age rooms are 12 to 16 inches. The table surface measures seven to nine inches higher, where the child's legs can fit in under the table while sitting in the chair (there is not a drawer or other barrier underneath). Benches do not count for child-sized chairs for infants, toddlers and two's.
11. There is comfortable seating for caregivers that is used in routine care.	There is adult sized comfortable seating in rooms where children are cared for. This includes chairs, couches, glider chairs in infant rooms, etc.

Additional Indicators: 0.5 point each, maximum 7.5 points

12. Sleeping infants are located in the same room as the caregiver.	Observe.
13. Caregiver keeps one hand on the child when turning away from the diapering table.	Observe during the diaper change. N/A if diapering is done on the floor.
14. Handwashing after diapering is done at a sink in the same room as the diapering station with a clear path to the sink.	The caregiver does not touch anything, such as a door knob, child or safety gate, before washing hands after changing a diaper. The sink where hands are washed is not where any food is prepared, including preparation of bottles for infants and toddlers. Using hand sanitizer does not count for handwashing after a diaper change.
15. Covered and hands-free trash receptacle is used to dispose of diapers.	Hands-free means that the caregiver does not touch anything with his/her hands to dispose of a diaper, such as door knobs, handles, lids or covers.
16. There is a hard, smooth path or surface and wheeled toys on each playground.	The hard, smooth path needs to be large enough for three children to adequately use it at the same time. This could be riding in a circle or back and forth passing each other.
17. There are natural materials in each outdoor play area.	At least two natural materials of different types. Natural materials can include items such as grass, bushes, gardens, plants, trees, shrubs, etc. Do not include play equipment cushioning, such as wood chips or gravel under and around play equipment.
18. There is a permanently covered area on each playground.	Permanent means the structure is anchored in place and is not removed. This could be a covering such as a covered deck, gazebo or shade structure. It does not include trees, fences, playground equipment or the side of a building.
19. Each child enrolled is able to use age-appropriate play equipment in the outdoor play area daily.	At least five different types of material for gross motor skill development, such as pulling, pushing, jumping, swinging, climbing, throwing and steering (i.e. stationary play equipment, balls, hula hoops, wagons, push-pull wheel toys, jump ropes, etc.).
20. A sand/water/sensory table (box) with a variety of toys is available, weather permitting, on all playgrounds.	At least five or more tools of two different types, such as cups, scoops, shovels, funnels, cars, etc. No food is used in sensory play.
21. The infant and toddler playground is separated from the older children's play area.	A playground is dedicated for the use of children under 3 years old. There is a permanent barrier that prevents regular use by older children.

The above quality indicators were selected because they support a quality physical environment. An on-site verification of an indicator is independent from an observation. High-quality child care is determined not only by the above indicators and materials, but by how they are used and implemented in a program. Having an indicator does not predict the score a program will receive on an observation or that it is a high-quality program.

Equal Opportunity Employer Program

Auxiliary aids and services are available upon request to individuals with disabilities by calling (801) 526-9240. Individuals with speech and/or hearing impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.