

Michigan Child Care Matters

Department
of Human
Services

ISSUE 78, SPRING 2007
SUMMER PROGRAMMING

FROM THE DIRECTOR

Over the past several months I have had the opportunity to meet with many child care center licensees and program directors to review the new child care center rules. While the training schedule was, at times, grueling, I can honestly say that I enjoyed each of the 16 sessions that were held from Marquette to Grand Rapids to metro Detroit and other locations.

I was impressed with the dedication and passion of the child care professionals attending the center rules training. It was very clear to me that, while compliance with the new rules is important, providing children in care with a quality child care experience is equally important.

At each training session, I spent a few minutes sharing my vision of the relationship between licensing consultants, child care providers and parents. Licensing consultants are a critical member of this partnership and are a valuable resource for all child care providers. They have the opportunity to spend time in a number of child care centers and homes every week. Over time, they have seen programs that are successful at meeting the needs of children, and programs that do not always meet minimum standards. Please do not hesitate to call your consultant to talk about your program.

I frequently referenced the Child Care Center Rules Technical Assistance and Consultation

Manual during the center rules training sessions. There is a similar document, the Family and Group Home Rules Technical Assistance and Consultation Manual, for home providers to reference. These manuals were created to be companion documents to the rules. They include a rationale for many of the rules you are required to comply with, because when you understand why compliance with a rule is important, it is usually easier to follow the rule. After the rationale for a rule, there is a technical assistance section and, sometimes, a consultation section. Technical assistance is information to assist you in meeting the minimum rule requirements.

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Family Support Services
Child Development and Care

MICHIGAN DEPARTMENT OF HUMAN SERVICES

and

Office of Children and Adult Licensing
Division of Child Day Care Licensing



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This publication provides topical information regarding young children who are cared for in licensed child care settings. We encourage child care providers to make this publication available to parents of children in care, or to provide them with the web address so they may receive their own copy. All issues are available at the Child Day Care Licensing web page:

www.michigan.gov/dhslicensing
Child Care

News

A direct link to the Office of Children and Adult Licensing (OCAL) is now available at:
www.michigan.gov/dhslicensing

Consultation is information to help you exceed the rules minimum standards and provide higher quality care. These are the same manuals that your licensing consultant will refer to when determining rule compliance. Both documents are available to you online, at www.michigan.gov/dhslicensing. Click on "Child Care" and scroll down to the "Resources" section.

Working together, we can accomplish our shared goal of assuring children receive care that promotes their health, safety and development.

James S. Sinnamon, Director
Division of Child Day Care Licensing

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KEEPING TRACK OF CHILDREN ON FIELD TRIPS

Erika Bigelow, Licensing Consultant
Eaton County

Field trips can be an educational and exciting experience for children from toddlers to school-age. Field trips can take children to places that they otherwise might not be able to go. Field trips can also be frightening experiences for children, parents and providers if they are not properly planned and executed. Losing children on a field trip is never acceptable. However, proper planning and forethought can help prevent children from being lost.

A first step in planning a field trip is to first contact, and then visit, the field trip site **before** you take the children. "The Field Trip Guide", developed by the Office for Young Children, states that this initial preparation will allow for finding the location of the restrooms, the refreshment area, where emergency help is located, where to have the designated meeting area, and to assess how much increased supervision the trip will require.

The Technical Assistance and Consultation publication, "Keeping Track at All Times: Preventing Lost Children", developed by the Office of Children and Adult Licensing, discusses supervision of children during a field trip. The publication reinforces that adequate supervision is required at all times and is vital to keep track of children. Each caregiver should be assigned to a specific group of children, and the caregiver must be aware of their children at all times. The caregivers must know their responsibilities and also know the established emergency procedures. A specified caregiver should have an accurate attendance checklist and information for children. Children should be counted before leaving the facility, once at the designated site, periodically throughout the field trip, when they are getting back into their assigned vehicle, and when they return to the facility.

In her article, "Field Trips for Children", Ann Hill recommends that a system to identify the children and adults in the group be developed as it can help prevent lost children. Examples of such system are bright colored t-shirts that are all the same color, tie-dye shirts or bright colored baseball hats. The

facility name could be on the article of clothing to also help identify children. **Do not** use identification tags with children's names on them for safety reasons.

Talk to the children before the trip. Tell the children who their assigned caregiver is for the trip. Discuss the identified meeting place the children should go to if they become separated from their group. Also, discuss with the children what they should do if they do not see their assigned caregiver or any other members of the field trip. Ensure that the children are able to pronounce the name of the facility and the name of the caregiver who is responsible for them. Once at the field trip location, show the children where the emergency meeting site is located should they be separated from the group.

One last area to consider in keeping track of children on field trips is the type of field trip that is planned and the ages of children that are going on that specific field trip. A field trip that is suited for the age group of children has a better chance of keeping their attention. Keeping children interested in the trip might help the children stay with their group rather than drift off to something else that interests them more.

As an alternative to taking children on a field trip, some facilities bring the field trip to the children. For example, instead of taking children to the fire station for fire safety week, the fire station comes to the center. Invite guests such as local zookeepers, law enforcement officers, librarians, veterinarians, and representatives from a children's museum, to come into your facility.

When the field trip is away from the facility, it is the responsibility of the caregivers to keep track of the children at all time. It is never acceptable to lose a child. Proper planning, appropriate supervision, and adequate caregiver to children ratio should be considered when preparing for a field trip to help ensure that no child is lost. ❖

SUMMER PROGRAMMING: TAKING ACTIVITIES OUTSIDE

Toni L. Stagray, Licensing Consultant
Genesee County

Outdoor play in the summer means water, collecting insects, picnics, and fun! Consider taking your program outside to take advantage of the seasonal opportunities in your backyard, on your playground, or in your community. Children can participate in art, cooking, science, math, language, literacy, and other activities outdoors for a change of pace. Keep in mind that being outdoors could mean having a larger area to supervise or a variety of activities, so make sure there are enough staff present for the number of children to ensure proper supervision.

Children and outdoors are a natural combination, but remember that you will need to consider safety specific to summer weather, such as using sunscreen, protecting children from extreme heat conditions, and taking precautions regarding bugs and/or bee stings. Don't forget to get parental permission if you think the activity might be something a parent objects to, finds messy, or a child may be allergic to.

Ideas for outdoor fun:

ART

- Take easels outdoors: use with brushes, spray bottles, markers
- Take tables outdoors: offer shaving cream, paper and paints to children
- Painting: give each child a small bucket of water so they can "paint" the house, steps, side of the building, fence, sidewalk, etc.
- Sidewalk chalk is a fun activity in a safe location
- Paint feet and walk on paper placed on the ground. Use a hose for easy clean-up
- Paint with ice cubes. Bring in the science aspect of melting, temperature
- Paint to music: sing summer songs while painting
- Paint rocks: have children bring in or find them in your community
- Ping pong boats: use empty margarine tubs for boats. Float them in a tub of water or in the water table. Take turns tossing ping pong balls into the boats
- Make sailboats out of Styrofoam and float

in the water table

- Offer messy art (since you're outdoors): work with clay, art with recyclable materials, art with nature items (twigs, small rocks, grass), build with cereal boxes

COOKING

- Prepare no-bake cookies for a snack and eat outside
- Have a picnic outside
- Make a lemonade stand and "sell" the finished product
- Make "tin-can" ice cream
- Have a barbeque (staff or parent could help out) to provide a meal cooked on a grill. Make sure children are protected from the source of heat
- Have a parent day: Invite parents to the barbeque

SCIENCE AND MATH

- Take the water table outdoors: Have some splish and splash fun!
- Add water to the sandbox or sand area. It changes the dimensions of the play that will take place. Talk about the differences between wet and dry sand
- Add summer time props to outdoor play and sand area
- Learn about the importance of sunscreen and sun safety
- Take beach balls outdoors and play catch or other games with them
- Do a sink or float activity: gather a variety of items from the center or your home. Take them outside to the water table to see what sinks or floats. Have children make predictions and record their thoughts on the outcome of each object
- Count lady bugs, count worms, etc.
- Name the trees in the area or play area
- Fly kites outdoors
- Collect things to count: twigs, leaves, insects,
- Teach children how to be "observers"
- Talk about senses: sights, sounds, and smells of summertime

- Plant a garden with children: teach them about the process and harvest food items to eat when completed. This can also be done with a flower garden (non-edible)
- Plant pumpkins or squash that will harvest in the fall
- Blow bubbles: make bubble prints on paper or have a contest to see who can blow the biggest bubble

LANGUAGE AND LITERACY

- Play "I-Spy:" identify summer items
- Read books about summer weather, going to the beach, etc.
- Set up an area of the playground to resemble a beach
- Take a nature walk or hike and identify seasonal objects
- See how many seasonal things they can think of: bugs, boats, places to go on vacation, foods they eat more in the summer, names of flowers, etc.
- Teach children sign language to name trees, flowers, other seasonal terms
- Take a camera outdoors and make a "summer things" book for the classroom/home
- Teach children songs about summer, warm weather, the beach, etc.

JUST PLAIN FUN & GAMES for physical activity and motor development

- Add a sprinkler to the outdoor play area. Get parental permission for the child's participation. Turn on the water and let children run through the spray of water
 - ◆ Balloon catch: fill small balloons with water and use them to play a game of catch or just to cool off
 - ◆ Have races: relay races, races while carrying a marshmallow on a spoon, races with props (potato sacks, masks on, etc.) Children can make a mask, then use for the race.
 - ◆ Exercise outdoors to music. Add math and count the number of jumping jacks done
 - ◆ Plan a "Summer Olympics" day. Children can make medals to award and invite parents to come for the day
 - ◆ Have a bike day provided you have a safe area for bike riding. Children could decorate their bikes with streamers, etc.

These are just some examples of fun activities to offer children; there are many more. Look for activities on the Internet or visit your local library to find books with ideas. There are several publishers that cater to planning activities for children of all ages; do some research. Adapt the activity according to the ages of children involved.

As with many activities offered to children, you will find that some or most of these can overlap or be extensions of one another. Most likely, the children will come up with other related ideas to extend an activity as well. Making children a part of the "planning process" may also increase ideas as well as participation. Ask children, "What do you think would be fun to do outdoors today?" or "If we could take something from inside outside to play with, what would you choose?" It is amazing what ideas will pop up and the fun that will be had! ❖

Recipe for Tin-Can Ice Cream

1 cup milk
 1 cup whipping cream
 ½ cup sugar
 ½ teaspoon vanilla
 Nuts or Fruit as desired
 Lots of crushed ice
 Rock salt

Put all ingredients in a 1-lb. coffee can with a tight-fitting lid. Place the lid on the can. Place the can with the ingredients inside of a 3-lb. coffee can with a lid. Pack larger can with crushed ice around the smaller can. Pour at least ¾ cup of rock salt evenly over the ice. Place the lid on the 3-lb. can. Roll back and forth on a table or on the ground for 10 minutes. Open the outer can. Remove the small can. Wipe the lid. Stir and scrape mixture. Replace the lid.

Drain the ice water. Repack the large can with more ice and salt. Roll for 5 more minutes.

Another way to do this is to use Ziploc bags; a small one within a larger one. This way, the children can "see" the process of the ingredients being made into ice cream.

This is an inexpensive, fun way to make your ice cream with children and it is very tasty!

SWIMMING REQUIREMENTS FOR HOMES AND CENTERS

Laura Schott, Licensing Consultant
Macomb County

Child care homes had no rules for water activities until the new home rules went into effect on January 1, 2006. Child care centers had only one rule that has now been expanded to five with the release of the new center rules on December 7, 2006. Prior to the new licensing rules for homes and centers, the Department provided a great deal of technical assistance pertaining to water activities that have now been incorporated into these new rules.

The following requirements are the same for child care homes and centers:

- Spa and hot tub use are prohibited.



- Before use of a public or private pool or any other body of water, the caregiver shall assure that the water is clean, safe, and sanitary.
- Children will be appropriately and adequately supervised.
- In-the-water ratio for children under 3 years of age shall be 1 to 1.
- Rescue equipment shall be readily accessible, i.e. rescue pole or throwing rope and ring buoy.
- A working telephone shall be readily accessible.
- Written parental permission shall be obtained for all water activities.

Requirements specific to child care homes are as follows:

- Public swimming areas may be used only if a lifeguard is on duty.
- Caregivers must ensure that barriers exist to prevent children from gaining access to any swimming pool or other body of water located on or adjacent to the property where the facility is located. Barriers shall be a minimum of 4 feet in height and appropriately secured to prevent access.
- If there are two groups of children, one in-the-water and one out-of-the-water, then adult/child ratios shall be maintained for each group.
- Wading pools may be used as long as the pool:
 - √ Is clean and free of debris.
 - √ Is emptied, cleaned and sanitized after each use and when it becomes dirty or contaminated.
 - √ Remains empty when not in use.
- A written plan for the care of children shall be established and posted for water emergencies.

Water Activities include any activity where a child enters the water such as swimming, wading, tubing, water skiing, and activities at a water park.

Requirements specific to child care centers are as follows:

- Public swimming pool and lifeguard are now defined.
- A lifeguard shall be on duty at all swimming activities and shall not be included in the caregiver to child ratio.
- In-the-water ratio for all nonswimmers 3 years and older shall be 1 caregiver to 4 children when the water level is at the child's chest height or lower. When the water level is above the child's chest height then in-the-water ratio shall be 1 caregiver to 1 child.
- In-the-water ratio for swimmers who are 3 years of age shall be 1 caregiver to 10 children.
- In-the-water ratio for swimmers who are 4 years of age shall be 1 caregiver to 12 children.
- For swimmers school age (4.9 years) up to 12 years in-the-water ratio shall be 1 caregiver to 18 children. For swimmers 13 to 17 years in-the-water ratio shall be 1 caregiver to 25 children.
- All staff counted in the child to staff ratio shall be:

√ Actively engaged in providing direct care, supervision and guidance.

√ Physically able to assist children quickly.

- Instructional swim shall be conducted under the supervision of a qualified water safety instructor, in an organization such as the YMCA or YWCA, and where instructional swim is part of an organized program. In-the-water ratios shall be maintained as described above, and the instructor shall not be counted.
- A public or private pool shall be inspected and approved for use by the environmental health authority.
- Before use of a public or private beach, the center shall assure that the water has not been deemed unsafe by the environmental health authority.

- A first aid kit and signaling device, i.e. whistle, shall be readily accessible.



Water activities are very popular with children and can provide valuable experiences for them when properly planned and supervised. The new Licensing Rules for Child Care Centers, and Family and Group Child Care Homes are designed to help assure a safe and fun event for all. ❖

Children are considered to be a **swimmer** if they meet the following criteria:

- Keep afloat for 5 minutes by any means possible,
- Swim the length of the pool, using any stroke (minimum of 25 yards),
- Perform both of the above without the use of floatation devices.

Children unable to meet the above criteria are considered nonswimmers.

PLANNING FOR FIELD TRIPS

Rose Rafferty-Aguirre, Licensing Consultant
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It is that time of year again when many child care homes and centers begin to think about or begin to plan field trips. The prospect of taking a group of children on a trip away from a home or center can be daunting, not only for caregivers but for parents and at times, the children themselves. So why go on field trips? A good field trip will be a memorable experience for children. It can broaden their horizons by exposing them to new situations and experiences. It can make a topic that has been talked about or read about more concrete and can give children a better understanding of a subject. Children learn best from hands-on experiences. Good field trips teach children that there is a wonderful world out there just waiting to be explored. Field trips are FUN!! It is up to you, the caregiver, to plan your field trip to ensure the most memorable experience for everyone involved.

When planning your field trip, consider the age of the children in your group. Simple ideas work best for infants and toddlers. Outdoor play, both regularly scheduled and as a special event to a new, safe location, are appropriate. Think about walking field trips or field trip experiences that you can bring to your home or center. Cost will be a factor. You must consider transportation costs, admission fees, supplies, and lunch.

Preschoolers lack the physical coordination necessary for recreational field trips. Trips to local, everyday places are best for them. Try to plan trips that allow for hands-on learning, exercise, and rest. Preschoolers will not do well with long lectures or exhibits.

School-age children will enjoy the same types of trips that preschoolers enjoy. They are often interested in how things are made. In addition, school-age children enjoy recreational activities such as putt-putt golf, laser tag, roller skating, bowling, ice skating, etc. Don't forget to allow time for snack or meals.

Chances are, your community offers many places of interest and opportunities for learning and fun for the children in your group. Take trips to the local stores/businesses in your area. Children find all

kinds of stores interesting. Consider visits to work sites including police stations, fire stations, libraries, the post office, the doctor or dentist office. Special places such as the zoo, museum, science center, or theater are always fun and educational. Think about neighborhood trips – parks, gardens, or nature centers for bird watching or rock collecting. Many communities have farms and mills offering children the chance to learn first hand about food.

It is a good idea to visit a field trip site before you take children on a trip. This allows you to see if the site will be right for the children in your group. How will this field trip benefit the children? How much waiting will the children be doing during the field trip? What will the children be allowed to touch? Will the trip require the children to sit for long periods? If the trip is primarily outdoors, is there a shaded area for the children to protect them from excessive sun exposure? Is the site sanitary and is it safe? If public swimming is planned, is there a lifeguard on duty? Is there rescue equipment and a working telephone immediately accessible?

You can also decide the best route, what will be most interesting for the children in your group, where food can be eaten, and where restrooms are located. You must consider the type of food that will be served to ensure proper storage. Consider items you will need to take along: a first aid kit, child emergency cards and information including medication permission slips, your emergency plan for a sick or injured child and for water emergencies if appropriate, hand sanitizers and wipes, drinks including water, snacks, paper cups, change for the telephone, a camera, napkins, extra food, sunscreen, and toilet paper. Careful planning is important for a successful field trip.

It takes more adults to care for children on a field trip than in your home or center. Try to exceed the state-mandated ratio of caregiving staff to children on field trips. When you are planning ratio requirements, don't count parents. They usually are not trained in first aid and CPR or in supervising groups of young children. Keep in mind that staff/child ratios may change during water activities.

Ratios must be maintained separately for groups in the water and those outside of the water. Staff/child ratios for children under 3 years of age in the water is 1 to 1 at all times. Make sure caregiving staff and parent volunteers are familiar with ratio and supervision requirements and emergency plans. Take into account children in your care who may be difficult to supervise. How will you handle these children and the entire group? Consider how you will supervise children during restroom breaks. Also, new center rules prohibit smoking on field trips and in vehicles when children are present.

You must decide on your method of transportation. Will your home or center provide transportation? Will you rent a bus? Will you enlist parent volunteers to transport? Regardless of the mode of transportation you must ensure that all vehicles are in good, safe working condition. Drivers must be adults with a valid driver's or chauffeur's license and proof of no fault insurance. Parents must be informed who will be providing transportation. Each child must be properly restrained as required by state law. Drivers must be provided with a copy of each child's information card. The vehicle must be equipped with the necessary first aid kit and emergency equipment as required by child care home and center rules. Center rules specify staff/child ratios while in transit. Consider the length of time it will take to get to your destination. How will children be supervised while in transit? How will you keep children interested and occupied during the transportation time? When using a bus or van it is good practice to walk through after all children have exited to ensure no child is left behind! Keep attendance records in the vehicle and take attendance when entering and after exiting the vehicle. Never leave a child unattended in a motor vehicle! If this seems overwhelming, consider asking each parent to transport their own child and to meet you at the field trip location!

Just as you prepare caregiving staff and parent volunteers for an outing, you should prepare your children. Talk about where you are going, what you will be doing, and how children are to behave. Tell them who their assigned caregiver will be. Assign each child a buddy to stay with during the entire trip. Discuss what to do in the event a child gets separated from the group. Share pictures, books,

or maps that pertain to your trip with the children. Encourage them to ask questions! What kinds of questions can you ask children to spark their interest? What toys or activities are available that relate to the field trip? Some children may find the change in their routine upsetting. Consider how to best prepare these children for the change. Review safety rules with the children!



On the day of the trip make sure children are adequately dressed for the weather. Make sure the name of your home or center is readily apparent on each child. Consider matching t-shirts or labels with the name of the facility that affix to the back of each child. Tell children what

to expect. Make sure all children visit the restroom before leaving. Assign children to each adult for supervision. Review safety rules with staff, parent volunteers, and children! Take attendance! Once you arrive, take attendance again! Take several restroom breaks, always counting children before and after. Have water available, especially during very hot days. At the end of your field trip, gather children together and calm them down before returning. Take attendance before you leave the site! Never allow a child to leave with a parent from the parking lot. Upon returning to the home or center, make sure all children are accounted for. Allow time for another restroom break. It's been a long day! After a field trip, children are often confused about what they will do the next day. Tell them what they will be doing.

Take time to evaluate your field trip experience. Would you take this trip again? Why or why not? Were there any hazards on this trip? What could you do differently next time to avoid these hazards? Was supervision adequate? Was the length of time appropriate? Were there any surprises or unexpected occurrences on this trip? What was the most successful part of this field trip? Talk to the children about their experience. What did they find most interesting? Start a newsletter, and if children are old enough, ask them to write an article about the field trip experience! Plan an in-class drawing or writing activity related to your field trip. Maintain a file of your field trip experiences. With proper planning, field trips can be a positive, enriching

HOT FUN IN THE SUMMERTIME

Elaine Rauch, Licensing Consultant
Genesee County

The weather in Michigan is finally nice and you want to enjoy it with the children by spending more time outdoors. Keeping your outdoor play area safe is as important as keeping a safe indoor environment. Taking simple precautions can prevent many injuries.

Making sure there are no inherent hazards in the play area is a first step to creating a safe play environment. Bees and wasps can build nests on play equipment or in the ground. Tree stumps, roots and rocks can become trip hazards. Some plants, such as Lilies of the Valley, are toxic if ingested. Natural hazards are often overlooked when evaluating the safety of the area.

Shade is another important factor to consider when looking at your outdoor play area. Equipment should be shaded to protect it from becoming too hot and injuring a child. There should be enough shade to protect the equipment from becoming too hot and burning a child and enough shade so that children can be outside without being in direct sunlight. This is particularly important for babies. Sunscreen should not be placed on children under six months of age, yet sunburns are even more serious for babies. It is important to make sure there is a shaded area available for them.

Licensing rules require protective surfacing under any equipment 30 inches or higher. Protective surfacing such as sand, wood chips, mulch, pea gravel or shredded tires may be used. The depth of the protective surfacing may differ based on the height of the equipment. A minimum of six inches is required for child care centers. The required depth increases as the height of the equipment increases. Child care center rules require outdoor play areas to comply with the guidelines of the 1997 edition of the Handbook for Public Playground Safety, PUB No. 325 (can be found on Licensing website). Licensing rules for child care homes state that equipment over 30 inches be placed at least six feet from the perimeter of other play structures and obstacles.

Equipment hardware should also be maintained to make sure there are no protruding parts that could injure a child or catch their clothing. You may consider asking the parents of the children to remove any drawstrings from children's clothing and leave any children's jewelry at home. S-hooks should be closed to prevent equipment from disengaging from the structure.

You are responsible for assuring that children cannot gain access to water hazards, such as a pool, pond, river, drainage ditch, well or any other body of water. A minimum of a four foot barrier is required to protect children from access to the hazard.

Even with all the safety precautions in place, one of the most important outdoor safety recommendations is to maintain constant supervision of the children. Children are not able to determine whether or not their actions might lead to injury. As their caregiver you are responsible for helping them have a safe and fun outdoor play experience. ❖



Child Care Center Rules Common Questions and Answers

- Q.** *Can a Program Director who has been approved for more than 2 years, and therefore does not need additional semester hours to comply with **5103(3)** and **(4)**, take a position at another child care center and still be exempt from the additional educational requirements?*
- A.** Yes. The rule requires that the program director be continuously employed as a program director to be eligible for provisions in **5103(5)**. Should a program director stop working in the capacity of a program director, e.g. terminates employment or takes a different position in a center (caregiver or administrator), that person would have to comply with **5103(3)** to be qualified as a program director again.
- Q.** *What needs to be included in the “Daily Activity Guide” referred to in **5106 (5)**?*
- A.** The purpose of this rule is to assure that parents are aware of the activities planned for their children. A daily schedule of activities meets the intent of this rule.
- Q.** *Does “little tikes” type plastic outdoor play equipment require a manufacturer’s or inspector’s certification to comply with the requirements of **5117(7)**?*
- A.** The recommendations and standards for playground equipment noted in the Handbook for Public Playground Safety do not apply to equipment intended only for use by children 2 years old or younger, or to portable play equipment such as “little tikes” climbing structures. However, this play equipment must be placed on an appropriate protective surface material to comply with **5117(8)** and **(9)**.
- Q.** *Can swaddled infants be placed to sleep in cribs and be in compliance with **5204(5)**?*
- A.** It is permissible to swaddle an infant with a blanket only while a caregiver is holding the infant. Infants may not be placed in cribs swaddled with a blanket. Infants may be placed in a crib with a sleep sack or a swaddle sack (for infants up to 4 months of age).
- Q.** *Can child care center staff use their own cars to transport children enrolled in the center?*
- A.** **5601(f)** defines a “volunteer motor vehicle” as a vehicle not owned by, leased by, or registered to the center, principals of the center (CEO, board members), or employees of the center. If an employee of a center transports children, the center must assure that all of the rules in Transportation section of the Licensing Rules For Child Care Centers are followed. This includes, but is not limited to, annual inspections, statement of compliance with Michigan vehicle code safety equipment requirements, reflective triangles, and a first aid kit.
- Q.** *Per **5935(1)**, are covers needed for all indoor trash containers?*
- A.** Indoor trash receptacles not containing organic materials such as food, do not require tight fitting covers. It is permissible to have the trash container uncovered for a brief period at the end of the snack or meal to allow children to easily discard their leftovers.

SOMETIMES IT IS A SAFE BET NOT TO PET:

TIPS TO AVOID ILLNESS AFTER VISITING ANIMAL EXHIBITS

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Spring and summer are the optimum times for child care centers, schools and parents to take children to visit farms and petting zoos. However, when doing this adults must be aware of the danger that is associated with taking children to visit these places or illness outbreak can occur. When taking children to places where they can touch animals and be in close association with them we are concerned with the spread of infectious diseases through the oral-fecal route (hand to mouth). In this article ways to prevent to an illness outbreak will be discussed.

Why Should Adults be Concerned?

Adults should be concerned because young children like to pick things up off the ground and place them in their mouths. Young children often suck their thumb or fingers and are not aware of proper hand washing techniques. Therefore, petting zoos are an easy way for children to become ill if the proper techniques are not practiced. Animals shed certain diseases such as Salmonella, E.coli, and Cryptosporidium that are easily transmitted and can be deadly because children are still developing their immune system and are highly susceptible to these diseases.

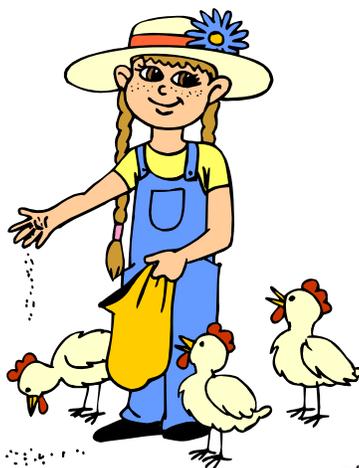
What is so dangerous about taking children to places where they are allowed to touch animals?

According to the Center for Disease Control, "During 2004—2005, three outbreaks of *Escherichia coli* O157:H7 infections occurred among agricultural fair, festival, and petting zoo visitors in North Carolina, Florida, and Arizona. One hundred eight cases, including 15 cases of hemolytic uremic syndrome* (HUS), were reported in the North Carolina outbreak; 63 cases, including seven HUS cases, were reported in the Florida outbreak; and two cases were reported in Arizona. No fatalities occurred. Illnesses primarily affected children who visited petting zoos at these events. In the North Carolina outbreak, extensive direct animal contact occurred in an area contaminated

with manure. In the Florida outbreak, illness was associated with touching and feeding animals and indirect animal contact (e.g., touching sawdust or shavings or visibly soiled clothes or shoes). In the Arizona outbreak, at least one case likely resulted from exposure in the play area adjacent to the petting zoo, where contamination via drainage from the petting zoo was suspected. In certain instances, exposure to *E. coli* O157:H7 might have occurred before petting zoo patrons could practice hand hygiene. Also, exposure from contaminated clothes, shoes, strollers, or other fomites might have occurred before or after hand-hygiene practice." (<http://www.cdc.gov/mmwr/prview/mmwrhtml/mm5450a1.htm>).

How are diseases be transmitted to children?

Animal fur, hair, skin, and saliva can become contaminated with fecal organisms. The disease can be then transmitted when a person pets, touches, or gets licked by the animals. The disease is transmitted when children place their hands in their mouth after touching, or feeding the animal. Just because manure is not visible does not mean that organisms are not present. Studies conducted by the Center for Disease Control indicate, "Commingled animals increase the probability that animals shedding organisms will infect other animals. The prevalence of certain enteric pathogens might be higher in young animals, which are frequently exhibited by petting zoos. Shedding of *E. coli* O157:H7 and *Salmonella* is highest in the summer and fall when substantial numbers of traveling



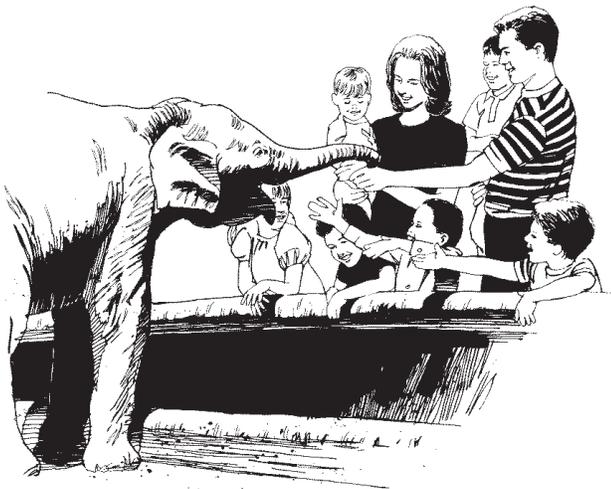
animal exhibits, agricultural fairs, and petting zoos are scheduled” (<http://www.cdc.gov/nasd/docs/d001801-d001900/d001804/d001804.html>)

What precautions can be taken to keep children safe?

Several precautions can be taken to keep children safe when visiting places that allow the touching of animals.

- 1 Make sure that children wash their hands before eating, after touching animals or being in the animal exhibit area. **DO NOT USE HAND SANITIZER IN PLACE OF EFFECTIVE HAND WASHING!**
- 2 Do not allow children to eat in the same area where the animals are placed.
- 3 Do not take strollers in the animal area. Manure can get on the wheels of the stroller and disease can be transmitted into the car, the house or child care center.
- 4 Adults and children should not take food, toys, bottles, pacifiers, or sippy cups into the area where the animals are kept.
- 5 Before children get into the car or child care van check shoes for manure. If they contain manure remove the shoes and clean them. Do not allow the shoes to enter the childcare area.

Hopefully, these recommendations will prevent children from becoming ill or a disease outbreak from occurring in your facility. The most important thing to do when visiting a farm or animal exhibit is closely supervise the children and make sure they properly wash their hands. For more information



you can look on the Center for Disease Control website at:

<http://www.cdc.gov/nasd/docs/d001801-d001900/d001804/d001804.html>. Or you can to www.cdc.gov and type in “Compendium of Measures To Prevent Disease Associated with Animals in Public Settings, 2005.” ❖

Back to Basics Food Safety Training

The Barry-Eaton District Health Dept. will be holding Food Safety Training classes for Family and Group Child Care Homes and Child Care Centers. This class will place emphasis on basic food safety knowledge and making sure providers develop conscientious work habits. Cost \$10.00. Class sizes are limited, Calling for early registration is recommended.

Locations and Times:

May 31st, 2007, 6:30pm to 9:00pm at Michigan State University Extension Service Office, 551 Courthouse Dr., Charlotte, MI. Call (517) 541-2615 (Eaton County)

June 12th, 2007, 6:30pm to 9:00 at Barry County Health Department, 330 W. Woodlawn Ave., Hastings, MI. (269) 945-9516, EXT. 3 then 5 (Barry County).

UPCOMING PROFESSIONAL DEVELOPMENT SEMINARS, CLASSES AND OTHER TRAINING OPPORTUNITIES

2007 Early On Annual Conference

April 26-27, 2007
 Bavarian Inn
 Frankenmuth, MI
 (517) 336-9700
 (866) 334-5437
<http://eotta.ccrea.org/>

2007 Michigan After School Collaborative Conference

April 27, 2007
 Hyatt Regency, Dearborn
 (517) 321-2395
<http://www.macaec.org>

High/Scope International Conference

Ypsilanti, MI
 May 1-4, 2007
 (734) 485-200 ext. 228
<http://www.highscope.org/TrainingConferences/MayTraining/mainpage.htm>

Michigan Association for Infant Mental Health Conference

May 4-8, 2007
 Ann Arbor, MI
 (734) 785-7700
www.mi-aimh.msu.edu/intro/index.html
miaeyc.org

MI-AIMH Biennial Conference

Michigan Association for Infant Mental Health

May 6-8, 2007
 Ann Arbor, MI
 (734) 785-7700, ext. 7194
dkahraman@guidance-center.org
www.mi-aimh.msu.edu

MiAEYC Infant-Toddler Conference

September, 2007
 (517) 336-9700
 (800) 3366424
www.mi-aimh.msu.edu/intro/index.html

ONGOING PROFESSIONAL DEVELOPMENT CLASSES

(Call organization for classes, dates, and times)

Michigan 4c Association

www.mi4c.org
 (517) 351-4171
 (800) 950-4171

Michigan State University Extension

www.fcs.msue.msu.edu/bkc/
 (517) 432-7654

T.E.A.C.H. (Teacher Education and Compensation Helps)

www.mi4c.org/teach
 (866) MITEACH
 (866) 648-3224

HighScope Training Opportunities

www.highscope.org
 (734) 485-2000 ext. 234

RESOURCES: SUMMER PROGRAMMING

Author unknown: "Safe and Successful Field Trips."

Chalufour, I., Worth, K., Exploring Water with Young Children, www.naeyc.org

Colker, L., The Cooking Book: Fostering Young Children's Learning and Delight, www.naeyc.org

Cox, A., West, S., Sand and Water Play: Simple, Creative Activities for Young Children, www.redleafpress.org

Dow, C., Dance, Turn, Hop, Learn, Enriching Movements for Preschoolers, www.redleafpress.org

Falk, J., Rosenberg, K., Bite-Sized Science : Activities for Children in 15 Minutes, www.redleafpress.org

Griffin, S., My Big World of Wonder: Activities for Learning about Nature and Using Natural Resources Wisely, www.redleafpress.org

Hill, A., "Field Trips for Children", Michigan Child Care Matters, Issue 64, Summer 2003

Hoffman, E., Magic Capes, Amazing Power: Transforming Superhero Play in the Classroom, www.redleafpress.org

Kohl, M., Potter, J., Snackivities: 50 Edible Activities for Parents & Children, www.redleafpress.org

Lasky, L., Mukerji-Bergeson, R., Art: Basic for Young Children, www.naeyc.org

Office of Children and Adult Licensing,
Department of Human Services.
"Keeping Track at All Times: Preventing Lost Children." Technical Assistance and Consultation for Child Care Providers.

Office for Young Children, Field Trip Guide. 2002.

Rivkin, M., The Great Outdoors: Restoring Children's Right to Play Outside, www.naeyc.org

Starbuck, S., Olthof, M., Midden, K., Hollyhocks and Honeybees: Garden Projects for Young Children, www.redleafpress.org

Weisman, C., Gandini, L., Beautiful Stuff : Learning with Found Materials, , www.redleafpress.org

Worth, K., Grollman, S., Worms, Shadows, and Whirlpools: Science in the Early Childhood Classroom, www.naeyc.org

Other resources:

www.earlychildhood.com
Mailbox Magazine

www.123child.com
Young Children Magazine

www.preschoolexpress.com
Your Big Backyard Magazine

www.kinderart.com
Family Fun Magazine

www.FamilyFun.com
WonderTime (toddler) Magazine

www.Scholastic.com
Mudworks - Kohl

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**CONSUMER PRODUCT SAFETY COMMISSION
INFANT/CHILD PRODUCT RECALLS (not including toys)**

These recalls have been added since the last issue:

- Graco Children’s Products Inc. Recalls to Repair Contempo™ Highchairs Due to Collapse Hazard
- Kids II Inc. Recalls Teethers Due to Choking Hazard
- Regal Lager Inc. Recall to Repair Strollers Due to Abrasion Hazard
- BabySwede LLC Recalls BABYBJÖRN® Feeding Spoons Due to Choking Hazard
- BRIO Corp. Recalls Bell Rattles for Choking Hazard
- “Cars” Toy Chests Sold at Toys “R” Us Recalled due to Lead Poisoning Hazard
- Various Firms Recall Flashing Pacifiers for Choking, Aspiration and Strangulation Hazards

Details on these product recalls may be obtained on the Consumer Product Safety Commission’s website: www.cpsc.gov. To review the complete list, see the Child Care Licensing Division website at: www.michigan.gov/dhslicensing (child care).

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