

# Michigan Child Care Matters

Creativity Issue 104

## *From the Division Director*

Welcome to the changing of seasons in Michigan! We have the most beautiful state in the nation with our seasons and natural resources. My name is Mark Jansen and I am honored to be serving as the new Child Care Licensing Director in Michigan.

Change is in the air as we move into the winter season, but change is also here at the Bureau of Community and Health Systems (BCHS), specifically the Child Care Licensing Division (CCLD). On November 9, our central office's new home became the Ottawa building in Lansing, alongside the rest of BCHS and other bureaus within the Department of Licensing and Regulatory Affairs.

Our field offices will be seeing changes as we add two new child care licensing regions throughout the state. Licensing consultants will increasingly be working from their home offices. Our regional field offices will be consolidated and centralized where possible and wise. We are also in the midst of hiring eighteen new licensing consultants statewide, as well as two new area managers. This will reduce the ratio of registrants/licensees to licensing consultants from about 1:150 to about 1:110. You may see a new face in your area; so I ask that you welcome our new staff and help us help you find solutions to any challenges that we face together.

Talent is abounding everywhere in this division. The licensing consultants and area managers are very focused on their roles as inspector and supporter. CCLD has been blessed with a marvelous staff here in Lansing: Colleen Nelson, Cheryl Gandhi and Suzanne Bancroft. The goal of our staff is to help you provide a safe and healthy environment for Michigan's children. I am trying to visit all the regions we serve and meet with many registrants/licensees and licensing consultants to help bring about these changes in a beneficial way.

One other change that may be coming is this will likely be the last time this newsletter is printed and mailed to licensed and registered child care providers. We plan to send it out electronically on the listserv. To ensure that you receive this newsletter, sign up for the listserv at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare) >Stay Connected (on the right) >Sign up for emails regarding child care. And, as always, this newsletter will be posted online at [www.michigan.gov/mccmatters](http://www.michigan.gov/mccmatters).

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All articles within Michigan Child Care Matters include one of the symbols below to identify for which type of provider the content is appropriate.



**All** child care providers.



**Center** child care providers.



**Home** child care providers.

## Look, Touch, See, Smell, Hear, and Taste

The importance of including all the senses when planning activities

Kate DeKoning, Licensing Consultant  
Grand Traverse County



**H**ave you ever been listening to music and found yourself remembering where you were and what you were doing when you heard that particular song? How about spelling a long word to a rhyme or tune you learned as a child? Our senses provide a powerful bridge to memories and help strengthen our ability to retrieve information. This is why it is critical to include sensory experiences as part of a child's daily routine.

### Infants

An infant's world begins almost completely sensory; blankets are soft, milk is warm, music is soothing. As infants grow, those initial sensory experiences are transferred to memories. Caregivers can enhance an infant's learning by providing a wide variety of sensory experiences and labeling what the infant is experiencing.

- Provide a basket with infant safe objects that all feel different: soft, scratchy, slippery, rough, smooth.
- Listen to music with different tempos and dance with the infant; this incorporates sound as well as movement.
- As infants transition to solid food, be sure to keep introducing new tastes. Tell the infant what the new food is called and don't be discouraged if the first few (dozen) times you introduce something new it gets a funny face and spit back out.
- Provide a variety of motor experiences. Infants need time to experience the world from a variety of positions; make a crawling obstacle course with pillows, tape a stack of catalogues together to become a very short step, encourage self-feeding for fine motor control.

### Toddlers

Toddlers are developing language at an astronomical speed. Caregivers can help by providing verbal labels for sensory experiences that require finer discrimination (bumpy and rough; smooth and silky, prickly and sharp). Sensory play can be fun and many toddlers will find the freedom of sensory play relaxing.

- Make a sensory grab bag with matching objects.

- Have children dance to music of different tempos. Listen for different sounds outdoors (bird calls, cars, trucks, running water, the wind through trees).
- Make smelling jars with common scents (mint, cinnamon, vanilla, vinegar) by dampening a cotton ball with a scent and placing it in a jar with a perforated lid (cheese shakers work well).
- Introduce a sand/water table using materials that are toddler friendly with adult supervision (think about using cotton balls, leaves, sand, bird seed, corn starch packing peanuts, pine cones, etc. in addition to sand or water). Have a number of different size containers and let the children experiment with dumping/filling and moving the contents from one container to another.
- Continue to introduce new foods; let the children observe the preparation of food (or help if possible) and label the smells and tastes.

### **Preschool**

Preschool children are fine tuning their sensory knowledge; they have the basics and can now use that knowledge to experiment and explore. As they explore, preschool children will discover spatial awareness, mathematical thinking and scientific problem solving. A sensory table with something new every week will excite the curiosity of a preschool child.

- The nerves to the fingertips are now fully developed and the sense of touch can discriminate between finer and finer variables. Ideas to help children with touch could be sandpaper squares that need to be arranged from smoothest to roughest or a set of rocks that need to be arranged from heaviest to lightest.
- Think about using clay as an alternative to play dough. Clay is a natural substance and it can be manipulated in numerous ways

that helps develop fine motor control; it can be squeezed, pounded, rolled, patted, and pinched. Unlike play dough, clay can be attached to other pieces of clay with a bit of slip (dilute clay that is glue like). Clay and clay-like substances allow preschool children to explore in three dimensions.

- Preschool children can start learning the musical names for different tempos (search tempo online for names and descriptions) and will enjoy moving to mixed tempos. Hearing is more developed and preschool children can experiment with variations in sound (loud/soft). Record some common sounds and find pictures to match the sound, let preschool children match the picture to the sound.
- Expand children’s vocabulary by letting them tell the story of the first time they remember a particular taste, smell, sound, or touch. Write out the story for the child or let an older preschool child write or illustrate the story. Ask leading questions, such as: “Have you ever smelled this before?” and “Tell me about what else you saw when you looked through the kaleidoscope.”
- Continue to offer new food experiences. By preschool age, children are more likely to try something new if they have been able to help prepare (or even grow) the food themselves!
- The sand/water table can finally come into life! Experiment with different substances and with a variety of tools. Tom Bedard has a blog devoted entirely to his sand/water tables and the wonderful creations he and his preschool children use on a daily basis ([www.tomsensori.blogspot.com](http://www.tomsensori.blogspot.com)). Each of his blogs not only explains what he has used, but also why and what the children are learning and discovering.

Children of all ages need a balance of sensory

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# Whose Creativity Flourishes in your Classroom?

Catherine Edgar, Licensing Consultant  
Genesee County

Adapted from an article in Issue 28 by Patricia Hearron



The creativity of young children can be one of the most exciting and rewarding aspects of working with them. Their inventiveness seems boundless, their joy in using it contagious. As teachers and caregivers, we bear a special responsibility to treasure and nurture that precious quality of self-expression.

Now there is nothing inherently wrong with using an art project to teach the concepts of shapes or classification, or even the fine motor skills of cutting and pasting. In fact, all of these goals can be reached and a great deal of creativity can be exercised along the way. There may be something dishonest about producing 20 or more identical little ducks swimming under an equal number of cotton ball clouds and thinking that creativity has been fostered in the process. All of the playfulness involved in a project like that happens before the children get their hands on it. It was the teacher's imagination that was exercised when she found leftover cotton balls and yellow construction paper scraps in her supply closet and designed a project that would use them. Or, perhaps, it was even further removed from the classroom occurring in the mind of someone who put out a book of 100 handy craft projects for preschool children.

So what, you might say. The children learned something about following directions, the top and bottom of the page, colors, softness and smoothness, how paste works... and they have something to take home to mom to go with the poem they learned about ducks. All of which are worthy goals for young children and none of which comes close to the heart of creativity which is self-expression.

Children give us so many opportunities to support their creativity. It can be exciting for a

teacher to find ways to take advantage of these opportunities. The secret lies in sensitive observation of children's behavior—watching and listening to them—and letting them know you think their ideas and feelings are important. Here are some suggestions to enhance creativity:



- Look around your classroom. How many open-ended materials are available to encourage children to express themselves in their own ways? Paints, clay, crayons, dress-up clothes, and puppets seem obvious choices. How about sand, blocks, water, hole punches, mud, soap, seeds, scraps of paper, natural objects, and even a typewriter? The list is endless.
- Look at the arrangement of these items. Is there a comfortable, clearly defined space in which to use them? Can a child concentrate on her block building without fear of it being destroyed by a tricycle? Are items sorted so that children can see which choices are available?
- Look at your schedule. Do children have enough time on a painting to accomplish what they want without interruption? Can they spend extra time on a painting and be confident that there will be time to choose another activity or do they have to rush from spot to spot because they aren't sure when you will call for clean-up? Are materials available long enough for children to exhaust their possibilities, but not so long that they become boring or simply become unnoticed permanent fixtures? How often do children have to hurry up and wait?

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# Physical Activities Indoors

Katrice Sweet, Licensing Consultant  
Ingham County  
Adapted from Issue 97



Children need large muscle movement throughout the entire day. Most caregivers only plan for this during outside or gym times. Classroom time is reserved for cognitive, social and emotional skill building. Typically, the only physical skill building in a classroom relates to fine motor. Often there will be a few children in each classroom who can only fully engage in these activities for a short time before they start running, throwing items, climbing on furniture, etc. These children need to participate in more physical, large motor activities throughout the entire day, not just when they are outside.

According to “Learning to Move and Moving to Learn,” an article published by Head Start Smart Body, research has found motor abilities and play are related to important learning processes such as attention, memory, self-regulation, and overall academic achievement throughout childhood. The article also indicates that there have been numerous studies linking physical play with a child’s ability to focus. Children are much more able to focus their attention in the classroom after active motor play. This may be because the children expended energy and/or because, during motor play, children learn to regulate their thinking and behavior through controlling their body movements. Another thought is that during active physical play, the brain releases serotonin and endorphins which may help children focus more attentively.

Here are some large motor activities that could safely be incorporated as a center in your classroom or used inside your home:

- Sock snowball fight: ball up a basket of socks. Let the children throw the snowballs at each other, at a wall or into the basket. Make sure to let them throw both overhand and underhand.
- Baseball: Use clean, empty 2-liter plastic bottles as bats and a balloon placed inside a nylon sock as the ball. (The nylon sock keeps the pieces together if the balloon breaks.) The children can practice hitting the ball.
- Tennis: Stretch a metal coat hanger into a square shape. Stretch a nylon sock over the square. Use duct tape to cover any sharp edges. This is your racket, using the hook as the handle. The ball can be a balloon inside a nylon sock.
- Create an obstacle course: Use chairs, rope, pillows, large blocks, cardboard boxes, etc. to create a course to climb over and under. Also, challenge the children to create their own course.
- Tape a large piece of contact paper to the floor, sticky side up: Let the children dance on the paper without shoes. You can also use bubble wrap.
- Hopscotch: Tape a hopscotch course on the floor. Encourage the children to hop on one foot or two feet across the course.
- Throwing at a target: Create balls out of yarn, sponges, newspaper, etc. to throw into a basket or at a target. Add specific shapes, colors, numbers, letters, or emotion faces to the target. Have the children pick a card and throw the ball to the corresponding target.
- Sand boxes: Fill a gallon size bag with sand and tape it closed. Place this inside a shoebox and tape the shoebox closed. The children can build with the heavy boxes.

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# How to Support Creativity through Language and Literacy

Thanh Biehl, Licensing Consultant  
Washtenaw County



Creative teaching is a key component in fostering creativity in young children. Children's creativity is developed by engaging children in

activities that promote language and literacy as well as music and movement, imaginative play and the arts. It allows children to share and express their ideas, thoughts and feelings. As caregivers, we can help facilitate a child's creativity by providing rich experiences and hands-on activities. Furthermore, caregivers can encourage creativity by:

- Asking open-ended questions.
- Maintaining an attitude of non-judgment. The critical examination of a child's ideas should be encouraged, no matter how far out or unrealistic those ideas may seem. Additionally, original and creative ideas should be acknowledged with positive regard.
- Modeling creative thinking and behavior.
- Praising the creativity and methods used during the execution of a task, as opposed to praising only the completed project.

Below is how the story of "The Three Little Pigs" is used as an example on how to support creativity through language and literacy:

1. *Story time.* Picture books develop visual literacy. The carefully crafted, creative illustrations in picture books develop children's awareness of line, color, space, shape, and design. Some illustrations complement or reinforce the story, whereas others enhance or extend the text. Pictures convey meaning and open new opportunities for interpretation. Before telling a story to children for the first time, it is usually advisable to practice how you
2. *Ask open-ended questions.* Show the child a picture, and then ask questions to stimulate and create a thinking atmosphere. For example: What are the pigs in the picture doing? What is the wolf saying? What would happen if...?
3. *Group Storytelling.* After reading "The Three Little Pigs," ask the children to retell the story. This can be done in different ways depending on the age of the children. One example is to have all the children participate by starting with one person and going around the group. Instruct the first person to begin the story with an opening sentence. Each person will add a sentence in sequence of what happened next and so on. It does not matter if the story is the 'correct' version or a totally new version of the story. The intention is to have a joint story.
4. *Dramatic Play.* Role-playing means creating a story and giving a voice to the different characters in the story. Children grow through self-expression, and dramatic play allows them to act out their thoughts and express their feelings. When children imitate others, they are developing a vocabulary that allows them to name and navigate the world around them.
5. *Arts Activities.* Draw a picture to make up a new ending for the story or recreate the story by using a variety of art materials, such as paint, crayons, markers, water paint, chalk. Another idea is to have

the children build their own version of a house by using popsicle sticks, pebbles, rocks, or hay. This allows the child to use art to express and communicate his/her interpretation of the story.

Play and the creative arts are essential ways children communicate, think, feel, and express themselves. As children increasingly develop their ability to understand, retell, act out and/or create their own stories, this also has a positive effect on their confidence and self-esteem. Caregivers can help children develop their creativity by providing a creative environment, helping children to build up their skills through play, behaving creatively themselves, and praising children's creative efforts. ❖

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#### Physical Activities Indoors, from page 5

- Balancing beam: Create a balance beam with a 2x4 board on the floor.
- Dance competition: Allow the children to showcase their dance moves with their favorite music.

Caregivers carefully plan the centers and daily indoor activities to increase development in cognition and social emotional skills. Daily gross motor activities for the classroom are just as important. These activities, along with any other activities you provide, are successful with appropriate supervision and engagement by the caregiver. Creating space for these activities may reduce conflict and encourage children to remain engaged throughout the day. ❖

#### Look, Touch, See, Smell, from page 2

experiences every day. Sensory experiences can be soothing, stimulating, strong or mild. As you help children become more aware of their senses, you are giving them coping, reasoning, problem solving, and memory skills. ❖

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#### Whose Creativity, from page 3

- Look at your lesson plan. Do "art" projects always have a pre-determined product or do you frequently give children the opportunity to simply explore various media? Are old magazines, paste, scissors, crayons, markers, and paper available on a daily basis so that children can design their own projects if yours doesn't appeal to them? Can they ask for and get staplers, tape, and other special tools when they need them to complete a spur-of-the-moment project?
- Look at yourself. Are you flexible and sensitive enough to hear what the children are telling you? Do you notice and compliment or imitate some of the wonderful movements or songs or poetic phrases that they invent? Or does everyone in your classroom always march to *your* rhythms and sing *your* songs? Do you ever hear yourself telling children to stop talking so that they can do the *language* activity you have planned?

Whatever your answers to these questions, I hope you will begin to see new ways to nurture the creativity of the children in your care. ❖

#### Want to Receive Credit for Reading Michigan Child Care Matters?

Licensing has developed tests based on the content of this newsletter. You can receive up to one clock hour of annual training for reading three newsletters and passing the associated tests each calendar year. Each article will include a symbol (see page 2) in the title of the article to identify the content as appropriate for center child care providers, home child care providers or all child care providers. For more information on how to access these tests, go to [www.michigan.gov/mccmatters](http://www.michigan.gov/mccmatters).

# Creative Dramatic Play

Jackie Sharkie, Area Manager  
Macomb County



One of the best ways children have to express themselves is through dramatic play. In this type of play, they feel free to express their inner feelings as they imitate the people, animals and objects around them. Dramatic play helps them understand and deal with the world.

Role playing family happenings, everyday activities such as a visit to the doctor, store or bank, and child care situations, stimulates creative thinking. It is a good way to help children experiment with roles, see the viewpoints of others, help them explore their own feelings, handle their emotions, and problem solve.

Stimulate this spontaneous play by providing simple props and encouragement. Children also need enough space to be able to move around freely and a good stretch of unstructured time, at least 45 minutes, to really get into their creative play. Because the key is individual expression, children of all physical and cognitive abilities enjoy and learn from this type of play. A child's creative activity can also help caregivers learn more about what the child may be thinking or feeling.

Caregivers play an important role in the dramatic play area. They support creativity by doing the following:

- Providing a creative atmosphere. An adequate supply of diverse materials should be available for use. Provide the children with open-ended toys and objects that can become a variety of things and don't need adult instructions or demonstrations.
- Allowing the children to make the decisions. Adults who constantly exert direct supervision and control diminish the spontaneity and self-confidence that are essential to the creative spirit.

- Showing patience with children's play and appreciating their efforts. Suppress the impulse to accomplish tasks for children and allow them time to accomplish their goals.
- Being open to new ideas. Let children know that it is not always critical to have the correct answer to a problem; that novel, innovative and unique approaches are valued as well. Encourage creative problem solving in a variety of ways. Teach children to look at alternatives, evaluate them and then decide how to carry them out successfully.

Sometimes children need assistance with getting started in their dramatic play. The following is an example from the National Association for the Education of Young Children.

*Pam teaches 4-year old children. Early in the year, she observes that although the children like to play in the house area, they do little more than pile the dishes on the table, dump them in the sink, or open and close cupboards. Their play lacks focus and conversation, and it often breaks down in arguments. She wants to introduce other possibilities and help the children learn to play at a higher level.*

*One day when Emily, Sam and Jill are in the house area, Pam joins their play. Choosing a theme that she knows these three children have experienced – birthdays – she enters the area and models the role of the birthday person. "Hi, I'm planning to have a party for my birthday. Can you help me?" When she asks a question, "What will we need for my party?", the children respond, "A cake!" "We'll need balloons!" "Presents!"*

*Pam brings the shopping cart over and the children seize on it, pushing it around the room*



*and pretending to find various party items. Pam steps back while the children are immersed in playing that they are shopping. When this winds down, she asks, "Whom shall we invite to the party?" The children start shouting out names, and Pam says, "I can't remember all those names. We need to make a list." She creates a challenge – one she knows will vary for each individual child – by asking, "Who can write their name on the list?"*

The children can take over from there or the caregiver can ask more questions to get children thinking about how they want to proceed in their play. The children control their play through their experiences and imaginations, and they exercise their power of choice and decision-making as the play progresses.

The caregiver's goal is to stimulate play and not control it. Learn how to extend children's play through comments and questions. Stimulate creative ideas by encouraging children to come up with new and unusual uses of equipment. Try to remain open to new and original ideas, and encourage children to come up with more than one solution or answer. Ideas for setting up your dramatic play area include:

### **Dress-Up**

Create a dramatic play box of dress-up clothes. Select a particular theme or include a variety of outfits. Include props that fit the dress-up clothes. These may include adult t-shirts, hats, neckties, vests, gloves, old costumes, plus plenty of necklaces, bangles, crowns, and hair ornaments. Towels and blankets can also be used in various ways (superhero cape, for example). A large mirror on the wall allows children to admire themselves.

### **Puppets**

Provide a puppet stage, either commercially produced or homemade, and a variety of puppets. Include hand puppets, finger puppets and homemade puppets. Provide materials, such as socks and paper bags, for the children

to make their own puppets. Use a large cardboard box to make a puppet theatre. Just cut a large square hole in the top half of the front and a smaller one in the back where the children can enter. Hang a curtain inside the stage to hide the young performers.

### **Stores**

Set up a store area for dramatic play activities. For variety, organize boxes with props for many different types of stores and businesses. Ideas include a grocery store, salon, pet store, post office, police station and office. Include props and costumes that allow the children to recreate the business. For example, for a post office, include mailboxes that are made out of large boxes and an area for children to write letters. They can put them into envelopes and put stickers on them for the stamps.

### **Kitchen**

Use a toy kitchen set in the dramatic play area. Provide plastic food, pans and utensils. Save empty containers from your own kitchen for inexpensive food props. Add a kitchen timer, aprons and oven mitts. Include a child-size table with a tablecloth and table settings. This allows the children to learn how to set tables and provides a place to serve the food created in the kitchen area.

Providing creative opportunities for children is part of healthy emotional and cognitive development. There is nothing more satisfying and fulfilling for children than to be able to express themselves openly and without judgment. Provide these opportunities throughout the day, and you will care for happy and healthy children. ❖

# The Art of ...ART

Kate DeKoning, Licensing Consultant  
Grand Traverse County



**M**erriam-Webster defines art as something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings.

Art projects in a home or center are sometimes a project designed by an adult (the teacher) to please another adult (parents). Children may be given some leeway in placement of wings, eyes or other parts that have been cut out for them, but there is very little imagination involved for the child. The project may be helping children learn fine motor skills, but does not involve the child's imagination or express the ideas or feelings of the child.

Think about an alternative where children are presented with the raw tools, and given the freedom to experiment with those tools; where the process of creation is more important than a final product.

Here are a number of open-ended ideas that can be incorporated into an art area:

- Paper of many different colors, sizes and textures.
- Paint (tempera, acrylic, water colors), crayons, colored pencils, oil or chalk pastels.
- Clay and tools such as shells, twigs, pine cones, rocks, nylon net, pizza cutters, butter knife, glitter, barrettes, toy cars (wheels make interesting tracks), small toys, gears, etc.
- Glue, both glue sticks and small pots of white glue with paint brushes for application.
- Small scraps of wood, a collection of outdoor items (pine cones, twigs, leaves, small stones), cotton balls, paper scraps, shells, macaroni, yarn, etc.
- Wire to bend into interesting shapes.
- A small loom.
- Scissors.

The most important thing to remember is that from the child's perspective, the process of creation is far more important than a finished project. Children need to experience what happens when colors mix together, when too much glue is used (or not enough), why water color looks different on absorbent paper than it does on paper with a hard finish. The other part about creation is that a child may start with one idea in mind, and as they work with the materials, that idea may change into something else.

Great ways to talk to children about their art:

- "Tell me about your ... (picture, sculpture, clay, etc.)."
- "I watched as you painted, your whole body was moving, what did that feel like?"
- "You used lots of bright colors, I feel happy when I look at your picture."
- "You used lots of green, then you used red and they made brown."
- "How did you make it look like this?" or "What did you do to make it look like this?"

Art that focuses on the product, or art that is over-praised, creates children who may be hesitant to let their imagination soar.

If the end product can't be saved, children may want the story of their creation to be saved with a photo or have their story written out. Parents who wonder why they are getting a heavily layered blackish brown piece of paper will delight in the story of its creation in the child's own words.

Art can be messy, but art can also give children a chance to express what their words aren't ready to say. Without art, who will be tomorrow's artists? ❖

## Bringing the Outdoors into the Learning Environment

Cynthia Jalynski, Licensing Consultant  
Oakland County



The outdoors is full of things to excite young minds. There are many methods for making nature accessible to children in ways that inspire creativity and stimulate curiosity in science. This focus on the natural world may be achieved by bringing outside items indoors or by creating a space in the child care setting reserved for nature themes.

### Nature Tables

Instead of decorating bulletin boards or displaying children's artwork only on the walls, consider a nature table. Different colored cloths may be used to represent different seasons. Bring items like flowers, twigs, insects or leaves indoors or show off children's artwork that represents these natural things in an area set aside for this purpose.

There are endless nature themes to explore. Month by month, the table could transform into a farm, a forest, or an ocean related items for children to see and touch. Labeling the items on display will stimulate language development.

Children may be encouraged to collect natural items (such as pine cones or rocks), create them using art supplies or cut out pictures from magazines. Science supply catalogs may also be useful for finding items to exhibit such as feathers or shells.

Nature books and charts placed near the table will enable children to name and classify animals and plant life and encourage children to expand their knowledge about the items shown. These learning opportunities work best when they are seasonally relevant or reinforced by other curricular activities.

### Pets

Pets are a popular way to bring nature indoors. Common pets include fish, lizards, turtles, hermit crabs and guinea pigs. There are many things to consider before selecting a pet, including children's allergies, arrangements for pet care during weekends and holidays, and potential safety risks associated with pet's behavior or supplies such as heat lamps. It is recommended that parents are informed prior to obtaining pets. Licensing rules for family and group child care homes require providers to inform parents of animals in the home.

Encouraging children to tell or write stories about the pet is one way to enhance creativity in the classroom. Students might help create a daily journal that describes the pet's day. Caregivers will help children develop observational skills by routinely recording changes in a growing animal's size and weight.

Nature tables and pets are two ways to stir children's imagination and stimulate interest in nature year-round. ❖

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## Consumer Product Safety Commission (CPSC) Infant/Child Product Recalls (not including toys)

These recalls have been added since Issue 103 (Summer 2015):

- Safety 1st recalls Décor wood highchairs due to fall hazard.
- Rainbow Play Systems recalls plastic yellow trapeze rings due to fall hazard; manufactured by Nylacarb.
- Sleeping Partners recalls moses basket and stand due to fall hazard.
- Stork Craft and IKEA recall crib mattresses due to violation of federal mattress flammability standard.
- Bexco recalls DaVinci brand cribs due to entrapment, fall and laceration hazards.
- YUPPAbaby recalls strollers and RumbleSeats due to choking hazard.
- Pali Design recalls children's furniture due to tip-over, impact, suffocation hazards.

Details on these product recalls may be obtained on the CPSC's website ([www.cpsc.gov](http://www.cpsc.gov)). Post this page in your facility to be in compliance with the Children's Product Safety Act (2000 PA 219).

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From the Director, from page 12

In the next edition, I hope to speak more about the changes coming due to the federal laws that have been passed and how that will impact all of us. Have a great winter! ❖

**Mark Jansen**  
Child Care Licensing Division Director

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