

CCHP Health and Safety Checklist - Revised

O R I E N T A T I O N M A N U A L

*Developed by the California Childcare Health Program, administered by
University of California, San Francisco (UCSF) School of Nursing
(www.ucsfchildcarehealth.org). 2005.*

Funded by First 5 California



BACKGROUND

Multiple factors determine the quality of early care and education (ECE) programs. These factors include, nurturing and responsive relationships and interactions between children and providers, and physical environments that are free of hazards, developmentally appropriate and stimulating. Recent measures of ECE quality include health and safety as a component of quality. The most well-known and frequently used measures of ECE quality are the Early Childhood Environment Rating Scale-Revised (ECERS-R) (Harms, Clifford, & Cryer, 1998a), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R) (Harms, Clifford, & Cryer, 1998b), and the Family Day Care Rating Scale (FDCERS) (Harms, Clifford, & Cryer, 1989).

From September 2001 to January 2003, the California Child-care Health Program (CCHP) research staff conducted an assessment of the health and safety of children 0 – 5 years of age in ECE programs in 20 California counties. One goal of the Linkages Project was to develop, test and refine a health and safety measure. The 67-item CCHP Health and Safety Checklist observational measure was developed to: 1) assess the health and safety status in ECE programs; 2) objectively assess the health and safety needs and gaps in ECE programs; and 3) assist users to target interventions that could improve the health and safety in these programs. The CCHP Health and Safety Checklist was created using the following sources:

- Caring for Our Children National Health and Safety Performance Standards (American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care, 2002)
- Stepping Stones to Using Caring for Our Children National Health and Safety Performance Standards (American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care, 2003)
- University of North Carolina of Chapel Hill Quality Enhancement Project's (UNC QEP) Child Care Health Consultation; Health and Safety Checklist/Child Care Evaluation Summary (Quality Enhancement Project for Infants and Toddlers, 2001)
- Community Care Licensing Division, Child Care Center; Title 22, Manual of Policies and Procedures (State of California, Health and Human Services, Department of Social Services, 2000)
- California Earthquake Preparedness Checklist (State of California Health and Welfare Agency, 1999)
- National Association for the Education of Young Children Early Childhood Classroom Observation (National Association for the Education of Young Children, 1998)
- Checklist from a previous ECE study (Preschool Environment Project, 1997)

An advisory committee of researchers, child care health consultants, directors, and teachers also provided guidance on item selection. The majority of the items in the Health and Safety Checklist were based on key “Caring for Our Children” national health and safety performance standards.

The CCHP Health and Safety Checklist-Revised (CCHP H & S Checklist)

Based on researchers' and Child Care Health Consultants' experiences, research staff at California Childcare Health Program revised the CCHP Health and Safety Checklist in 2004. The new 82-item CCHP H & S Checklist was developed to be more user-friendly, comprehensive and better organized. The CCHP H & S Checklist can be used by a variety of ECE and health professionals interested in assessing and/or developing health and safety interventions in ECE environments. These include:

- child care health consultants
- child care health advocates
- ECE providers
- researchers
- other professionals working in the ECE field

The CCHP H & S Checklist Improves Upon the Original Checklist by:

- simplifying response options
- eliminating items that were found to “always” or “almost always” or “never” or “almost never” meet National Health and Safety Performance Standards (AAP, et. al., 2002) and retaining items that showed changes during the study period
- adding items that were key Health and Safety Performance Standards as documented in Stepping Stones (AAP, et. al., 2003)
- eliminating items that proved difficult to rate and/or would require expensive structural changes to the program
- eliminating items that referred to fire regulations and codes that are already monitored by fire marshals
- retaining and/or adding items that can be observed in one half-day visit to an ECE program
- retaining and/or adding items that require minimal interaction with ECE staff

CONTENTS OF THIS MANUAL

This manual serves as a guide for using the CCHP H & S Checklist and includes information on:

- Subscales
- Scheduling
- What to rate
- Tools
- Interacting with program staff members
- Data rating, coding and scoring, and analysis
- User's Manual: Item-by-Item Question Specifications
- CCHP Health and Safety Checklist - References

SUBSCALES

The CCHP H & S Checklist is divided into two main sections, a section completed for all children ages 0 - 5 years (item numbers 1 – 55) and an infant/toddler subsection completed for children under 36 months of age (item numbers 56 – 82). Both sections contain several subscales. The subscales are:

Indoor:

- Emergency Prevention/Poisons (includes posting of necessary emergency contacts, safety procedures, equipment and storage)
- Staff and Children's Possessions (includes safe storage of personal belongings so that they do not pose a hazard or health risk to children)
- Special Needs (includes proper storage and labeling of medication and posting of children's special dietary needs)
- Handwashing (includes posting of handwashing procedures and items related to handwashing behaviors)
- Food Preparation/Eating/Sanitation (includes storage, floor plan, food safety, and menus) and
- Oral Health (care and maintenance of tooth brushing)

Outdoor/Indoor Equipment:

- Outdoor (includes supervision, bicycle and outdoor equipment safety and hazards)
- Indoor (includes supervision and indoor equipment safety)

Infant/Toddler (IT) Subscales:

- IT General (includes toy safety and staff health)
- IT Diapering (proper posting, procedures and handwashing)
- IT Food Preparation/Eating (includes storage, care of bottles and handling breast milk, feeding and oral health)
- IT Sleeping/Napping (includes crib safety and SIDS)

SCHEDULING

Depending on the user's purpose and time availability, the CCHP H & S Checklist may be completed during a one-half day visit to an early care and education program or divided into sections or subscales and completed over several days.

To fully implement the CCHP H & S Checklist, scheduling is crucial, as several distinct activities need to be observed. CCHP H & S Checklist user will need to inquire about the time(s) of the day these distinct activities occur. Furthermore, the rater may need to stop completing a subscale temporarily in order to observe an activity (e.g., diapering, eating) covered on another subscale that occurs only at certain times of the day. To accurately assess the health and safety of a program, the CCHP H & S Checklist user should schedule visits according to when these activities can be observed:

1. Food preparation and service (either a meal or snack)
2. Before, during and after eating (either a meal or snack)
3. Toileting/diapering
4. Outdoor and indoor play
5. Napping (if observing children 0 – 35 months of age)

WHAT TO RATE

Depending on the purpose of the assessment, one CCHP H & S Checklist may be used to rate an entire ECE program, several classrooms, or one classroom. If time is not limited, the rater may conduct separate CCHP H & S Checklist assessments in each classroom, or combine observations of several classrooms into one CCHP H & S Checklist assessment. If time is limited, the rater may choose to assess one classroom only and assume that it is representative of the other classrooms in the program.

TOOLS

There are several tools required for accurate completion of the CCHP H & S Checklist. The CCHP H & S Checklist: Item-by-Item Specifications explains, item by item, which tools to use and when and how to use them. The list of required tools is as follows:

1. Choke tube or cardboard tube from an empty toilet paper roll
2. Tape measure
3. Refrigerator thermometer
4. Room temperature thermometer
5. Water temperature thermometer
6. Clipboard (to use as a writing surface)

INTERACTING WITH PROGRAM STAFF MEMBERS

Items on the CCHP H & S Checklist were chosen to minimize interaction between the rater and the ECE staff members of the program. In addition, item completion does not require interaction with the children. When conducting the observations, the rater should be as unobtrusive and objective as possible.

Though most of the items on the CCHP H & S Checklist can be observed and rated with little interaction with program staff, a few items require information or assistance from a staff person. An example of such an item is number 13, “Poisons: Cleaning agents are labeled and stored (except bleach solution) in their original containers”. To complete this item, a staff person is needed to provide access to the cleaning supplies so the labels can be viewed. The CCHP H & S Checklist: Item-by-Item Specifications note the items that require the rater to interact with program staff.

DATA RATING, CODING AND SCORING, AND ANALYSIS

This section explains how to rate, score, code and analyze the CCHP H & S Checklist.

Rating

Rating is the process of assigning a defined value to data or information that is collected and evaluated. For the CCHP H & S Checklist, items should be rated as “Completely Meets Standard” (“C”) or “Does Not Completely Meet Standard” (“NC”). If an item does not apply to the program being evaluated, it should be rated “Not Applicable” (“N/A”). An item should be rated “C” if every aspect of the item is complete. An item should be rated “NC” if even one or some parts of an item are not complete. Finally, an item should be rated “N/A” if it is not applicable to the program or classroom being evaluated. An example of when an item would be rated “N/A” is item number 12, if the program or classroom does not take field trips. In this case, an additional first aid kit is not necessary.

Coding and Scoring

Coding is the process of transforming or recoding raw data into a standardized form so the data can be processed, entered into a database and analyzed (Polit & Beck, 2003). For the CCHP H & S Checklist, item ratings should be assigned a numeric value. The numeric values are:

- C = 1
- NC = 0
- N/A = 999
(999 indicates there is no score assigned to the item)

After the CCHP H & S Checklist is complete, items should be coded with the corresponding numeric values. If the user enters data into a database, the assigned numeric values should be entered. Each program observed would have a total or mean score based on the 82 items of the CCHP H & S Checklist. For example, one program or classroom can have a total score ranging from 0 to 82 points and a mean score ranging from 0.00 – 1.00.

Analysis

Data analysis is defined as organizing and synthesizing data, and hypotheses testing (Polit & Beck, 2003). As stated earlier, the CCHP H & S Checklist was developed to assess the health and safety status of ECE programs. After coding and scoring the items on the CCHP H & S Checklist, descriptive statistics can be calculated. Descriptive statistics include the number of classrooms or programs total scores, mean scores and standard deviations. Frequencies can be calculated to examine the distribution of scores. An example of a frequency distribution might show that in item number 1 of the CCHP H & S Checklist only 55% of the classrooms or programs observed received scores of 1.00.

CCHP H & S CHECKLIST-REVISED: ITEM-BY-ITEM SPECIFICATIONS

CCHP H & S Checklist: Item-by-Item Specifications:

- explains the content covered in each of the CCHP H & S Checklist items
- explains how to accurately rate each item and the purpose of the space by each item for notes and/or comments
- provides examples as to how to rate items
- defines what constitutes small and large family child care homes and child care centers
- lists the tools needed to complete items
- defines which sections to complete for all children 0 – 5 years of age, and which sections to complete for infants and toddlers only

CCHP HEALTH AND SAFETY CHECKLIST - REFERENCES

CCHP Health and Safety Checklist - References:

The items on the CCHP H & S Checklist were chosen from several key documents and then modified. The key documents are listed in the CCHP H & S Checklist - References document. The CCHP H & S Checklist - References document was designed to show which documents were used to develop the CCHP H & S Checklist items. Some items were developed from one standard or regulation while others were developed combining more than one standard or regulation.

REFERENCES

Advisory committee of researchers and child care health consultants and advocates, directors and teachers. (2004).

Alkon, A., Sokal-Gutierrez, K., & Wolff, M. (2002). Child care health consultation improves health knowledge and compliance. *Pediatric Nursing*, 28(1), 61-65.

American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care. (2002). *Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs.* 2nd Edition. Washington, D. C.: American Public Health Association.

American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care. (2003). *Stepping stones to using caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs.* 2nd Edition. Washington, D. C.: American Public Health Association.

Child Care Advocate Program. (1998). *Child Care Centers Self-Assessment Guide.* Sacramento, CA: California Department of Social Services.

Early Childhood Education Linkage System (ECELS), Healthy Child Care Pennsylvania. (2003a). *The Center Environment – Health and Safety Site Checklist.* Rosemont, PA: American Academy of Pediatrics.

Early Childhood Education Linkage System (ECELS), Healthy Child Care America Pennsylvania. (2003b). *Safety Checklist for Active Play Areas.* Rosemont, PA: American Academy of Pediatrics.

Harms, T., Clifford, R.M., & Cryer, D. (1989). *Family Day Care Rating Scale.* New York, NY: Teachers College Press.

Harms, T., Clifford, R.M., & Cryer, D. (1998a). *Early childhood environment rating scale (Revised Edition).* New York, NY: Teachers College Press.

Harms, T., Cryer, D. & Clifford, R. M. (1998b). *Infant/toddler environment rating scale (Revised Edition).* New York, NY: Teachers College Press.

Head Start. (2004). *Health and Safety Checklist.* In *Program Review Instrument for Systems Monitoring of Head Start and Early Head Start Grantees.* Washington, DC: U.S. Department of Health and Human Services Administration on Children, Youth and Families.

Healthy Child Care America Illinois. (2002). *Infant/Toddler Nurse's Log.* Springfield, IL: Illinois Department of Children and Family Services.

Healthy Childhood Research Group. (2002). *The Self Assessment Health and Safety Tool for Child Care Centers.* Excerpted from *The Health Promoting Early Childhood Program: A Manual for Early Childhood Services in New South Wales.* Sydney, NSW, Australia: Department of Community Services.

Jackson County Child Care Health Consultant Project, Healthy Child Care Oregon. (2003). *Safe 'n Sound Contact Form: Phase II.* Portland, OR: Department of Human Resources, Office of Family Health.

Jackson County Child Care Health Consultant Project, Healthy Child Care Oregon. (2003). *Safe 'n Sound Provider Assessment – Pre and – Post.* Portland, OR: Department of Human Resources, Office of Family Health.

KidSource Online. (n.d.). *Playground Safety.* Retrieved September 16, 2004, from www.kidsource.com.

National Association for the Education of Young Children. (1998). *Early childhood classroom observation.* Washington, D.C.: National Association for the Education for Young Children.

Polit, D., & Beck, C. (2003). *Nursing Research.* Philadelphia, PA: Lippincott Williams & Wilkins.

Quality Enhancement Project for Infants and Toddlers. (2001). *Child Care Evaluation Summary.* University of North Carolina at Chapel Hill, School of Public Health.

State of California Health and Human Services Agency. (1999). *Earthquake Preparedness Checklist (EPC).* Sacramento, CA: Department of Social Services.

State of California, Health and Human Services, Department of Social Services. (2000). *Manual of Policies and Procedures, Community Care Licensing Division, Child Care Center, Title 22, Division 12, Chapter 1.* Chicago, IL: Barclays Law Publishers.

U.S. Consumer Product Safety Commission (1997). *Handbook for Public Playground Safety.* Washington, DC.