Standards for Ministry of Public Health Affiliated Nurseries in Lebanon

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Acknowledgement

Authors

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International Review Team

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Experts and Nurseries

The Ministry of Public Health would also wish to thank the following experts for their contribution throughout the standard development process

The following is a list of experts in alphabetical order:

Name	Organization
Management	Secondary Evangelical School Zahle
Mrs. Alya Siblani	الهيئة الصحية الاسلامية
Mrs. Angela El Zir	World Bank
Mrs. Eva Daoud	Les Petits Choux
Mrs. Hana Joujou	Dent de Lait
Mrs. Joelle Najjar	UNICEF
Mrs. Lama Abou Char	World Bank
Mrs. Lamya Jaber	Igloo
Mrs. Layla Itani	Consultant
Mrs. Linda Shaker Berbari	Unicef, consultant
Mrs. Maha Yaktin	World Bank
Mrs. Manal Ayloush	Learn and Play
Mrs. Mayada Ksaybati	Learn and Play
Mrs. Mireille Nahid Eghnatios	Magarderita
Mrs. Nadine Labaki	1,2,3 Super
Mrs. Nidal Barakat	Jardin des Anges
Mrs. Nidal Sfeir	Aintoura
Mrs. Rana Tanios	Boecker
Mrs. Rasha Hamra	WHO
Mrs. Rawia Jouny	ECIL
Mrs. Rita Abboud	Bébés Câlins

Mrs. Rouba Saroufim	ECIL
Mrs. Souraya Awad	Garderie En Famille
Mrs. Valérie Daou Bejjani	Lien Systemique
Mrs. Vicky Kary	Bébé Sucré
Mrs. Yasmin Rihawi	WHO
Ms. Pauline Bresse	Lien Systemique
Mrs. Hala Zakaria	Panda Playschool

Table of Contents

Preamble

Nursery standards have become a critical quality assurance feature that guide early childhood education (Merrill et al., 2020). Standards are essential to warrant effective programming and delivery of services to improve child outcomes (ECQA, 2021). Moreover, the availability of early learning standards in nursery settings is a critical aspect at the level of the country as it ensures the protection of children in care and guides staff members and caregivers to comply with rules, laws, and regulations (Texas Health and Human Service Commission, 2021). Quality assurance provides a comparative database for nurseries to meet structure, process and outcome standards and apply "best practices" within their settings. Based on evidence, nurseries should apply basic requirements that ensure the safety, well-being, and development of children (NAEYC, 2021). These standards include chapters related to governance, human resources, education, curriculum and play, health & safety, infrastructure and sanitization, inclusiveness and equal opportunities and working in partnership with parents, nutrition and physical activity.

These standards are developed as part of a partnership between the Knowledge to Policy (K2P) Center at the American University of Beirut and the International Rescue Committee (IRC) and in collaboration with the Ministry of Public Health (MOPH).

Standard Development Methodology

The standards were developed using a systematic and comprehensive approach that builds on evidence from international and regional standards from countries that include Dubai, Saudi Arabia, Nottingham, US – Philadelphia and Australia, as well as national guidelines and Lebanese laws and regulations (figure 1). An extensive review of current guidelines, regulations and policies was conducted whereby 59 reports, 49 single studies and 46 systematic reviews were screened for best practices. A local assessment was also conducted in nurseries based on a pre- determined survey, which informed the current situation of the nurseries in Lebanon. The survey included sections on governance, human resources, health and safety, working in partnership with parents, inclusiveness and equal opportunities, nutrition and physical activity, infrastructure and sanitization, and education, curriculum, and play. Questions were divided among three surveys

assessing the individual, institutional and onsite levels. The outcomes of the local assessment were compared with international best practices in nurseries. Three expert group meetings whereby participants assessed the standards and guiding measures based on their areas of expertise. Standards were revised and piloted in four nurseries. A workshop for training of trainers was conducted over two days to prepare participants to become trainers of the standards in nurseries in Lebanon.

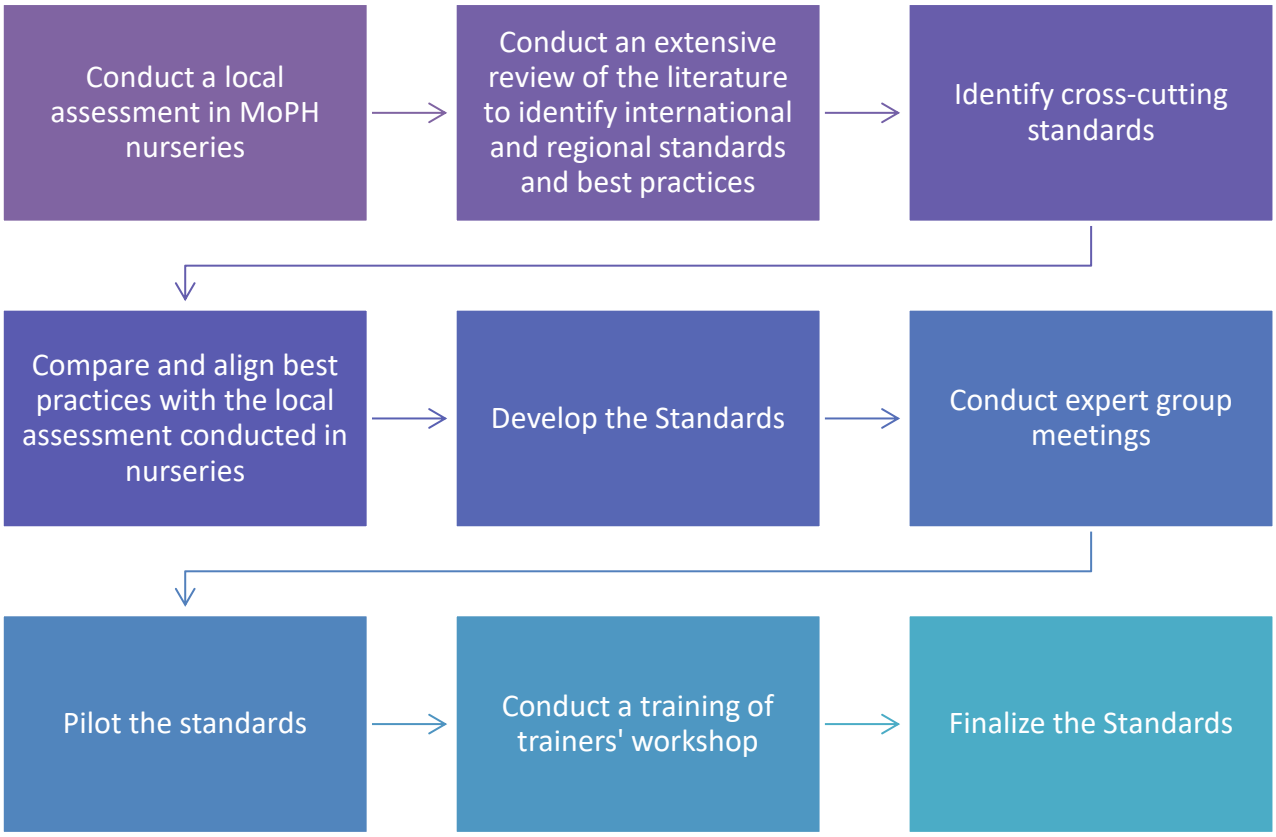

Figure 1: Standard Development Process

Standards Levels

The standards for MoPH-affiliated nurseries in Lebanon are categorized into four distinct levels. This tiered system aims to provide nurseries with a clear pathway for progressive development, ensuring the enhancement of childcare quality and safety.

Level 0: Foundational Standards

Foundational standards align with the requirements of the national licensure Decree No. 4876 and the National Guidelines for Early Childhood Care. These standards ensure that the physical environment, staffing, and operational protocols comply with the Ministry of Public Health's regulations.

Level 1: Basic Standards

Basic Standards focus on the fundamental aspects critical to a child's health and safety. Adhering to these standards ensures a safe and caring environment, laying the groundwork for children's physical and emotional well-being. Achieving these caring-level standards ensures that the nursery provides essential, high-quality care for children.

Level 2: Advanced Standards

Advanced Standards represent a commitment to higher-quality childcare practices that, while not critical for safety, significantly enhance children's developmental experiences. Achieving these nurturing standards means that the nursery has enriched environments, prioritizing child development and well-being.

Level 3: Excellence Standards

Excellence Standards signify the highest level of care and commitment to early childhood development, positioning nurseries as leaders in the field. Achieving Excellence Standards reflects thriving nurseries dedicated to providing exceptional care and education in all aspects, setting a benchmark for others in the sector.

Standards

Governance

Introduction

The Governance Chapter ensures that the nursery is following all licensing laws and decrees required by the Ministry of Public Health (MoPH). This chapter also guides nurseries to achieving excellence in governing practices that include policies and procedures. It also tackles Children Group Size and Teacher-to-child ratio as essential components of effective early care and education. It ensures quality improvement and efficient financial management at the nursery.

The Governance Chapter targets the following sections:

- Licensure requirements
- Vision, mission, objectives, and plans
- Manager roles and responsibilities
- Child file
- Staff absence plan
- Children group size and teacher/child ratio
- Staff improvement plan
- Quality management and improvement
- Child transition plan
- Financial management system
- Advisory committee

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
1. The nursery's operational structure abides by relevant licensing laws and policies (licensure decree No. 4876)	
Guiding Measures:	
1.1. The nursery has a document license that complies with the licensure decree No. 4876 and its subsequent decisions from the Ministry of Public Health	**0**
1.2. The registered facility is only used during operating hours	**1**
1.3. The nursery abides by the decree No. 4876 and its subsequent decisions of the Lebanese Ministry of Public Health which indicates that the hierarchy of the human resources should consist of a director, teachers, teacher assistant, nurse, nurse assistant, and at least one helper available during operating hours	**0**
1.4. An organizational chart with clear lines of responsibilities and roles is documented in the nursery	**1**
2. The nursery management develops and approves the vision, mission, objective, strategic and operational plans	
Guiding Measures:	
2.1. The nursery management develops and approves the vision, mission, and objective that guide the services provided at the facility	**1**
2.2. The nursery management develops a strategic and operational plan that is aligned with the vision, mission, and objective	**2**
2.3. The strategic plan is developed based on an assessment of the nursery's strengths, weaknesses, opportunities, and threats	**2**
2.4. The nursery engages and connects with its staff members to identify the service needs and their implementation plans	**2**
2.5. The nursery engages and connects with its extended community to identify the service needs and their implementation plans	**2**
2.6. The strategic and operational plans are developed and evaluated on an annual basis or when needed	**2**
3. The nursery is managed by a qualified person having clear roles and responsibilities	
Guiding Measures:	

3.1. The manager has a minimum of 2 years of experience working in a nursery or in the field of early childhood development	**1**
3.2. The education coordinator is responsible for the overall supervision of the nursery environment, staff and parents	**2**
3.3. The manager is responsible for the supervision of the program preparation, the assigned duties, and the set timetable for implementing activities in cooperation with the Education Coordinator	**2**
3.4. The manager is responsible for the supervision of the relationship between parents and staff	**2**
3.5. The manager is responsible to develop and approve the plans at the nursery (e.g., educational plans, developmental plans) in cooperation with the Program/Education Coordinator, when needed	**2**
4. A file for each child is documented in the nursery	
Guiding Measures:	
4.1. The child's file includes but is not limited to: 4.1.1. The attendance register 4.1.2. The child's medical reports, vaccinations, and examinations 4.1.3. Parents' instructions related to the child's health 4.1.4. The child's progress report (e.g., learning process is observed and recorded by staff based on developmental outcomes)	**0**
4.2. Staff communicate with parents to ensure that information is provided for the child's record to ensure appropriate care	**1**
4.3. The individual child record and referrals are retained for 5 years after he/she leaves the provision	**2**
5. A staff absence plan is implemented in the nursery that covers for unexpected staff absenteeism	
Guiding Measures:	
5.1. The nursery management develops and implements a documented staff absence plan that covers for unexpected staff absenteeism	**2**
5.2. In the event where the manager is absent , a previously nominated representative takes charge	**2**
5.3. The staff absence plan is monitored and evaluated annually or as needed	**2**
6. Children groups enable safe, inclusive, and efficient supervision, education, and play	
Guiding Measures:	
6.1. Children are divided into groups according to their age range 6.1.1. Child groups aged between 0 to 18 months do not exceed 10 children 6.1.2. Child groups aged between 18 months and 3 years do not exceed 20 children	**0**
6.2. Specific staff-to-child ratios apply to different age groups	**0**

6.2.1 The staff-to-child ratio for children aged under 1 year old is 1:5 6.2.2 The staff-to-child ratio for children aged above 1 year old is 1:10	
7. There is a staff improvement plan at the nursery	
Guiding Measures:	
7.1. A staff member is assigned for monitoring and evaluation of the staff improvement plan	**2**
7.2. A staff improvement plan is developed based on pre-assessment of gaps and shortcomings to monitor staff improvement every 6 months	**2**
7.3. The staff improvement plan is implemented	**2**
8. There is a quality management and improvement plan in the nursery	
Guiding Measures:	
8.1. The nursery has a documented Quality Management and Improvement Plan to monitor and evaluate the quality of services provided	**2**
8.2. A Quality Management and Improvement plan is developed based on a pre-assessment of quality improvement needs and services	**2**
8.3. The Quality Management and Improvement plan is implemented	**2**
8.4. The Quality Management and Improvement plan is monitored and evaluated on an annual basis	**2**
8.5. The Quality Management and Improvement plan aligns with the strategic and operational plans of the nursery	**2**
8.6. The nursery management reports on key performance indicators based on the Quality Management and Improvement to the Ministry of Public Health as requested **(Where applicable)**	**1**
9. The nursery has documented policies and plans that ensure a safe child transition and adaptation from home to nursery and from preschool to school	
Guiding Measures:	
9.1. A documented policy on the transition and adaptation of children from home to center is available in the nursery	**1**
9.2. A documented policy on the transition and adaptation of children from home to center is implemented in the nursery	**1**
9.3. A documented policy on the transition of children from preschool to school is available in the nursery	**1**
9.4. A documented policy on the transition of children from preschool to school is implemented in the nursery	**1**
9.5. The child transition plan indicates clear responsibilities of parents and staff	**2**
9.6. Children are transitioned among different activities based on their age groups, and according to the child transition plan	**2**
10. An adequate financial management system that supports the services provided in the nursery is ensured	
Guiding Measures:	

10.1. The nursery management develops a capital and operational budget on an annual basis	**1**
10.2. The nursery management monitors and evaluates its budget and generates financial reports on an annual basis	**1**
10.3. A qualified individual leads on the accounting and financing system	**1**
10.4. The nursery keeps all records of financial transactions that include payments slips and receipts for a 5-year duration	**1**
10.5. The nursery management reports financial operations and transactions to its funders annually **(Where applicable)**	**1**
11. An advisory committee is formed that provides guidance to the nursery	
Guiding Measures:	
11.1. The advisory committee members could include parents, educators, psychologists, lawyers, partner NGOs, and partner stakeholders that are involved in the nursery operation activities and planning	**3**
11.2. There are clear roles and responsibilities provided to members of the advisory committee	**3**
11.3. The advisory committee meets at least once per year and as needed	**3**
11.4. The advisory committee meeting minutes are documented	**3**
11.5. The nursery plans are shared and approved by the advisory committee	**3**

Human Resources

Introduction

The Human Resources Chapter focuses on developing the capacity of staff members (e.g., director, teachers, nurse, and helper), including the knowledge, skills, and motivation of those responsible for delivering early care and education services to guarantee healthy, high-quality, inclusive, and safe services in nurseries. The standards tackle safe and effective childcare taking into consideration the nursery's human resources plan. The chapter addresses all care issues including continuous education, child protection, and stress management among others. This chapter warrants effective coordination and delivery of services through a multidisciplinary approach.

The Human Resources Chapter targets the following sections:

- Personnel file
- Staff roles and responsibilities
- Human resource plan
- Professional development
- Child protection policies and procedures
- Occupational Health and Safety

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
12. A file for each staff member is documented in the nursery in both hard and soft copies	
Guiding Measures:	
12.1. The personnel file is uniform for all staff member	**1**
12.2. The personnel's file includes the following but is not limited to: 12.2.1. ID 12.2.2. Full name and address 12.2.3. Full curriculum vitae 12.2.4. Contractual agreement 12.2.5. Continuing education, training records, work experience, and academic qualifications 12.2.6. Health reports and vaccination cards 12.2.7. Attendance registers 12.2.8. Signed job description 12.2.9. Confidentiality agreement 12.2.10. Warnings 12.2.11. Evaluation reports 12.2.12. Work permits 12.2.13. Proof of residence 12.2.14. Police Records 12.2.15. A digital statement/reference from previous employers sent directly to the Human Resource department at the nursery 12.2.16. Previous national social security number 12.2.17. Release of single and family civil status record	**1**
13. Each staff member at the nursery has a clearly defined role and a set of responsibilities	
Guiding Measures:	
13.1. Staff members at the nursery are identified by name and position (that include the nurse, teachers, cleaners, etc.) in a documented format	**1**
13.2. Qualification, training, education, and experience of staff members match their job description	**1**
13.3. The roles and responsibilities of staff are clearly defined and outlined in the job description	**0**
13.4. Each staff member's performance is evaluated on a yearly basis and when necessary, especially during the trial period	**1**

14. A documented human resources plan that ensures continuous care is available at the nursery	
Guiding Measures:	
14.1. A human resources plan is developed and implemented	**1**
14.2. The human resource plan specifies the number, type and qualification of staff members needed to meet the child's need	**1**
14.3. The human resource plan includes but is not limited to: 14.3.1. A defined process for the recruitment of staff 14.3.2. A defined process for evaluating staff 14.3.3. A strategy for staff retention to ensure a consistent learning process for child 14.3.4. Pre-employment medical examinations and tests needed 14.3.5. Remuneration scales for staff 14.3.6. A defined process for staff negligence and malpractice 14.3.7. Incentives and motivation (e.g., promotions and salary increase) provided to staff who are qualified to encourage them	**2**
14.4. The Human Resources plan is evaluated and revised simultaneously with contract renewals on an annual basis	**2**
15. The education, skills, and knowledge of the staff are clearly outlined and supported by the management of the nursery	
Guiding Measures:	
15.1. The management conducts an annual assessment of the continuing education needs of staff	**2**
15.2. Staff attendance to educational activities is documented in the Personnel file	**2**
15.3. The staff education plan is developed on an annual basis	**2**
15.4. Staff members undergo induction training upon employment on the following topics: 15.4.1. Pediatric first aid 15.4.2. Prevention and control of infectious diseases 15.4.3. Safe sleep practices 15.4.4. Recognition and prevention of child neglect and abuse 15.4.5. Use of medication 15.4.6. Prevention and response to allergy emergencies caused by food 15.4.7. Emergency preparedness 15.4.8. Storage, handling, and disposal of hazardous material 15.4.9. Indoor and outdoor safety 15.4.10. Safety during outings 15.4.11. Child development, nutrition, and physical activity	**0**

15.4.12. Child protection procedures and policies	
15.5. All staff members are provided with educational training on topics such as: 15.5.1. Child protection and referral 15.5.2. Identification and management of child violence and abuse 15.5.3. Social and emotional learning techniques 15.5.4. Appropriate cleaning and disinfection techniques 15.5.5. Spread infection control 15.5.6. Hygiene practices 15.5.7. Emotion-based preventive interventions for children 15.5.8. Strategies to promote physical activity 15.5.9. Strengthening teacher-child interactions 15.5.10. The curriculum programs 15.5.11. Classroom management 15.5.12. Child mental health by a psychologist or a pediatric counselor 15.5.13. How to deal with allergic reactions 15.5.14. Screen time recommendations 15.5.15. Health and safety 15.5.16. Proper use of fire extinguishers by a professional 15.5.17. Safe and healthy nutrition (e.g., quantity and quality of food needed for child development, healthy eating practices and behavior, Food preparation) 15.5.18. Play (e.g., recommended frequency of outdoor playtime for preschool children, encouraging children's physically active play while using the outdoor play space) 15.5.19. Nutrition education 15.5.20. Bottle handling, storing, and feeding of infant formula and human milk 15.5.21. Implementation of quality standards 15.5.22. Communicating with caregivers about outdoor playtime and learning 15.5.23. Policies, guidelines, and procedures of the nursery	**0**
16. Child protection is ensured through documented policies and procedures	
Guiding Measures:	
16.1. The nursery has delineated policies and procedures to identify and manage children at risk of child violence, neglect, or abuse	**1**
16.2. Clear reporting pathways are developed and implemented in case of child violence, neglect, or abuse	**1**
16.3. Signs and symptoms of children at risk are recognized and kept confidential	**1**
16.4. Clear responsibilities for staff members are established towards children at risk of violence, neglect, or abuse	**1**
16.5. Staff do not use any form of physical intervention unless needed (e.g.,	**1**

holding a child to prevent an injury to an adult or a child, to prevent damage to the property, or to protect the child from any risk or harm)	
17. Occupational stress and injuries are prevented through documented and implemented strategies and procedures	
Guiding Measures:	
17.1. Staff can identify risks associated with stress, ways to manage stress, and stressors that are specific to child caregiving	**2**
17.2. Regular staff meetings are conducted to allow member staff to share their feedback and concerns	**2**
17.3. Staff are involved in the decision-making process to allow them to feel engaged in the work environment	**2**
17.4. Staff are provided with training to prevent occupational stress and injuries which include but are not limited to: 18.4.1. Stress management (e.g., time management, relaxation exercises, the effect of stress on health, personal skills to reduce stress) 18.4.2. Safety training to prevent trips, slips, and falls in the workplace (e.g., proper posture for climbing, carrying, walking, descending ladders, and stairs, getting out and in of vehicles 18.4.3. Training on hazard recognition (e.g., training on risk for pregnant staff)	**1**
17.5. Clear action and documentation pathways are developed and implemented in case teachers exhibit any sign of depression	**2**

Education, Curriculum and Play

Introduction

The Education, Curriculum, and Play Chapter addresses curriculum-specific programs that promote children's developmental needs. This chapter focuses on the importance of engaging staff with children through interactions and activities enabling children to develop their skills and autonomy, encouraging them to express their feeling and promoting their exploration and discoveries. This chapter also tackles the critical need for assessing children's' development when it comes to cognitive, language, physical, social-emotional, and personal adaptive skills.

The Education, Curriculum and Play Chapter targets the following sections:

- Child behavior management
- Teaching environment
- Learning Experience
- Communication and interaction between staff and children
- Early childhood development assessment (cognitive, language, social-emotional, physical, personal adaptive skills, and approaches to learning)
- Child-centered curriculum
- Screen time Policy
- Educational Programs
    - Physical activity
    - Fundamental and gross motor skills
    - Social and emotional learning
    - Environmental education program
- Outdoor and indoor play processes

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
18. Child behavior management processes are applied at the nursery	
Guiding Measures:	
18.1. A policy on behavior management is documented and implemented at the nursery	**1**
18.2. The policy on behavior management includes: 18.2.1. Methods used to manage the children's behavior 18.2.2. Physical, Psychological, and verbal punishment is never used to handle behavior 18.2.3. Positive behavior is enforced in the nursery by staff	**1**
18.3. The policy on behavior management is clear and understood by all staff and volunteers	**1**
18.4. The policy on behavior management is communicated to parents and discussed with children	**1**
18.5. A nominated representative with relevant skills and experience, or the ability to consult with an expert is responsible for behavior management issues at the nursery	**2**
19. The classroom environment encourages positive behavior	
Guiding Measures:	
19.1. Child behavioral expectations are clearly defined and posted at the child's eye-level	**2**
19.2. The development of healthy behaviors in children is a focus at the nursery (e.g., hand washing, table manners)	**2**
19.3. Child behavioral expectations are communicated with parents through different communication channels such as letters, mobile applications, or agendas	**1**
19.4. Staffs are predictable in terms of following a schedule and preparing the activities ahead of time	**2**
19.5. Data related to the class environment such as child dynamics, teaching approach and the physical set-up is evaluated, and reviews are made accordingly by a multidisciplinary team	**2**
20. A stimulating environment that includes a variety of activities and materials is available at the nursery to ensure quality childhood education	

Guiding Measures:	
20.1. The nursery is divided into different activity areas that may include: an active zone (e.g., includes a block center, a dramatic play area, an active play area, or music and movement area), a quiet zone (e.g., includes a book corner or a table toy area with simple classification, sorting, and matching items) and a messy zone (e.g., art area, a discovery science area, a sand and water area, cooking area or a woodworking area)	**2**
20.2. Preschool children are provided with literacy materials which include written signs on nursery objects (e.g., Table, crib, chair), name tags, pictures and writing elements (e.g., markers, large crayons, papers, paint brushed, and poster boards) support children's learning experiences	**2**
20.3. Classrooms projects and artworks are exhibited at the nursery	**3**
21. Staff interacts and communicates with children at any point during their time at the nursery to support their growth	
Guiding Measures:	
21.1. Staff at the nursery support children in learning the rights and wrongs by giving feedback to the child and encouraging good behaviors	**1**
21.2. Children are encouraged to interact with one another, work together, learn from each other, and express their feelings and emotions	**1**
21.3. Staff respond to ideas conveyed by children, encourage, and promote children's exploration and discovery	**1**
21.4. Teachers stimulate children's learning through interactions, open-ended questions, and feedback	**1**
21.5. Staff encourage and promote each child's independence enabling them to interact with people and make their choices and decisions when appropriate	**1**
21.6. Children are engaged in activities such as daily greetings	**1**
22. An early childhood development assessment is regularly done at the nursery	
Guiding Measures:	
22.1. The nursery has an identified evidence-informed assessment tool delineated within its policies and procedure that is utilized to assess the child's development	**1**
22.2. The nursery implements an early childhood development assessment at least twice every year	**1**
22.3. The early childhood assessment is aligned with the activities, goals, and developmental milestones	**1**
22.4. The following aspects of a child's development are assessed and include but are not limited to: 23.4.1. Cognitive skills: a process by which knowledge is acquired and used which includes the child's memory, problem-solving, and analytical skills (e.g., problem-solving with objects, early understanding of math, sorting, or stacking objects, matching shapes, and colors)	**1**

23.4.2. Language skills: verbal communication, understanding of words, listening abilities, identification of letters, familiarity with books 23.4.3. Physical skills: fine motor skills (e.g., movement of fingers, using a pencil) and gross motor skills (e.g., movement of arms and legs including climbing, running, throwing, and jumping) 23.4.4. Social and emotional skills: getting along with others, behavior management (e.g., following directions and cooperating with requests), social perception (e.g., identifying thoughts and feelings within self), self-regulatory abilities (e.g., emotional, and behavioral control) 23.4.5. Personal adaptive skills: child's ability to execute daily-life skills including self-feeding, interacting with others, toilet training, dressing, and adjusting to new situations 23.4.6. Approaches to learning: the way a child approaches the learning experience (e.g., excitement and curiosity about learning, ability to focus and engage in activities)	
22.5. Staff are trained on identifying red flags according to the child's developmental milestones and are aware of referral procedures	**1**
22.6. Parents are engaged in the childhood development assessment through parent/teacher conferences where assessments are shared with parents	**1**
22.7. During the adaptation period, parents are asked about their child's development using a documented assessment criterion, or any childhood development screening that has been previously implemented by a physician	**1**
22.8. The early childhood assessment is documented in the child's file	**1**
23. The nursery has a documented and updated curriculum	
Guiding Measures:	
23.1. The nursery has a documented and implemented curriculum	**0**
23.2. On an annual basis, the management and staff review and update (if necessary) the curriculum at the nursery and improve it according to needs	**1**
23.3. The curriculum and activities follow a specific, flexible timeline with a predictable routine for children	**1**
23.4. Curriculum activities are documented to validate and give credit to teachers' practices and children's work and to allow parents to evaluate their child's learning experiences	**2**
23.5. The child is monitored and evaluated according to the learning outcome of the curriculum	**1**

24. A child-centered curriculum based on the child's experience and developmental needs is available at the nursery	
Guiding Measures:	
24.1. Health promotion, environmental awareness/cosmic education, and responsibility are addressed in the curriculum	**2**
24.2. The curriculum engages children in literacy activities (e.g., reading activities)	**2**
24.3. Healthy eating and nutrition education for children are included in the curriculum	**2**
24.4. Language arts (language, phonological awareness, writing, and vocabulary) and mathematics activities are focused on in the curriculum of children aged 3 and above **(Where applicable)**	**2**
24.5. Children older than 2 years of age are engaged in psychosocial stimulation activities such as singing, talking, reading, and playing through social study books, educational projects, etc.	**2**
25. Reduction of screen time is encouraged by limiting screen time activities and providing alternative activities	
Guiding Measures:	
25.1. A documented and implemented screen time policy is available at the nursery	**1**
25.2. If screen time is available, it is only allowed for children older than 2 years of age for less than 20 minutes for purposes related to the activities and objectives specific to the curriculum and teachers engage with children by discussing the events that they are watching and ideas that they are learning **(Where applicable)**	**1**
25.3. If screen time is provided, it is dedicated to educational and commercial-free content that is developmentally appropriate and supports children's learning goals **(Where applicable)**	**1**
25.4. Screen time is never used as a reward for children	**1**
26. A physical activity program is developed and implemented at the nursery	
Guiding Measures:	
26.1. A documented and implemented physical activity program is available at the nursery as part of the curriculum	**1**
26.2. The physical activity program includes but is not limited to: 26.2.1. Brief physical activity sessions with different types of activities provided to children at several intervals during the day 26.2.2. Structured and unstructured types of physical activity	**1**

26.2.3. Moderate-to-vigorous physical activity 26.2.4. Physical activity educational sessions, workshops, and awareness sessions	
26.3. Staff are provided with hands-on workshops on physical activity which include challenges that might be encountered by staff while delivering the physical activity sessions	**1**
27. Gross motor skills development is part of the physical activity program	
Guiding Measures:	
27.1. Gross motor skills are developed through physical activity	**1**
27.2. Children are engaged in fundamental movement training at least three times per week	**1**
27.3. Physical exercise activities emphasize gross motor skills development	**2**
27.4. Children are engaged in planned lessons that focus on building gross motor skills at least 1 time per week	**2**
27.5. Planned lessons on building gross motor skills might include jumping, throwing, catching, kicking, skipping, balancing, and stretching	**2**
28. A social and emotional learning program is developed and implemented at the nursery	
Guiding Measures:	
28.1. A documented social and emotional learning program is implemented in the nursery	**2**
28.2. Social interactions are ensured through building trusting relationships and conducting intentional teaching (e.g., encouraging curiosity, investigating and problem-solving in everyday situations)	**2**
28.3. Social and Emotional Learning activities could include but are not limited to: 28.3.1. Using children's books 28.3.2. Planning activities 28.3.3. Coaching on the spot 28.3.4. Giving effective praise 28.3.5. Modeling appropriate behavior 28.3.6. Providing Cues 28.3.7. Showing affection	**2**
29. An environmental education program is available at the nursery for children to explore the environment	
Guiding Measures:	

29.1. A documented environmental education program is implemented in the nursery	**3**
29.2. The nursery has a planting space in which children can grow their plants and flowers	**3**
29.3. When a garden is available, a shaded area is available in the garden (Where applicable)	**3**
29.4. Children are engaged with nature through different activities such as planting flowers and vegetables, picking fruits and vegetables, cleaning the garden, picking leaves, digging soil in the garden, watching trees, flowers, and leaves	**3**
30. There are specific processes for outdoor and indoor playtime at the nursery	
Guiding Measures:	
30.1. The nursery has a documented and implemented policy on outdoor and indoor playtime	**1**
30.2. Children 13–24 months old are provided with 60 minutes or more of playtime per day	**1**
30.3. Children 2-4 years old are provided with 90 minutes or more of playtime per day	**1**
30.4. Children's creativity, learning, and development are encouraged through play opportunities that are inclusive, challenging, and with a variety of resources	**2**
30.5. Children are engaged in outdoor activities, which include but are not limited to free play, structured learning opportunities, and outdoor activities	**2**
30.6. Educators are involved in daily play with children	**1**
30.7. The premises include an indoor play space in case the weather is too severe for outdoor play (e.g., rain, snow, storms, cold, high temperature)	**0**

Working in Partnership with Parents

Introduction

The working in Partnership with Parents Chapter focuses on providing quality early care and education services while ensuring that parents' rights are preserved. The chapter sheds light on the importance of an information exchange procedure between parents and staff that ensure parents are kept updated about their daily child's mood, food intake, sleep patterns, hygiene, and activities. The chapter tackles safeguarding and respecting parents' views and concerns and involving them in decision-making processes. This is complemented by assuring that parents have received adequate awareness regarding priority child development topics.

The Working in Partnership with Parents Chapter targets the following sections:

- Information exchange procedure
- Decision-making
- Parent awareness sessions

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
31. Staff and parents follow an information exchange procedure	
Guiding Measures:	
31.1. The activities and work of children are shared with parents (e.g., photographs, wall displays, and artwork) regularly	**2**
31.2. Parents are provided with written records with information that include their child's progress at least every three months	**1**
31.3. Food intake of children is recorded and communicated with parents daily	**1**
31.4. Bowel movement of children is recorded and communicated with parents daily	**1**
31.5. Nap time is recorded and communicated with parents daily	**1**
31.6. Concerned staff are briefed on the various child issues (e.g., difficulty eating, bad mood, and the situation at home)	**1**
31.7. Staff maintain the children's privacy and do not share any information with anyone except for parents	**1**
31.8. Informed consent is obtained from parents to photograph their child and share group photos on social media platforms	**1**
31.9. Parents are provided with recommendations on how to dress up their children for active play	**1**
32. Parents are involved in decision-making processes to improve and tailor childcare services	
Guiding Measures:	
32.1. Parents fill out a satisfaction survey two times per year on the nursery's quality of care	**2**
32.2. Parents' views and concerns are shared with and respected by staff and administration	**2**
33. Regular awareness sessions are provided for parents on priority child development topics	
Guiding Measures:	
33.1. A developed and implemented awareness plan targeted at parents is available at the nursery	**3**
33.2. The awareness plan targeted for parents is reviewed and updated twice per year based on a needs assessment	**3**
33.3. Parents are engaged in the nursery by trained facilitators through modalities that include but are not limited to: 33.3.1. Awareness sessions 33.3.2. Group meetings 33.3.3. The provision of materials (such as brochures)	**3**

33.4. Parents are provided with the following awareness sessions that include but are not limited to: 33.4.1. Violence prevention 33.4.2. Early childhood development 33.4.3. Inclusion and diversity 33.4.4. Screen time reduction 33.4.5. Physical activity and play 33.4.6. Nutrition (e.g., includes the provision of information on healthy eating, the importance of children's involvement in food preparation, breastfeeding, Infant and Young Child Feeding) 33.4.7. Positive parenting 33.4.8. Child's Health (e.g., vaccination, transmission of viruses, detection of sickness)	**3**

Inclusiveness and Equal Opportunity

Introduction

The Inclusiveness and Equal Opportunity Chapter sheds light on the importance of having processes in place that promote equal opportunities and inclusivity in the nursery. This chapter encourages anti-discrimination practices all while taking into consideration special arrangements when assisting children with disabilities and/or developmental delays. The chapter also focuses on the need to have an appropriate information exchange procedure between staff and parents to tackle the effective provision of services to children with disabilities and/or developmental delays.

The Inclusiveness and Equal Opportunity Chapter targets the following sections:

- Equal opportunity processes
- Inclusive processes
- Professional development and logistic considerations when assisting children with disabilities and/or developmental delays
- Information exchange process to discuss special services and assistance of children with disabilities and/or developmental delay

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards and Guiding Measures	Level
34. Equal opportunity processes are ensured and respected in the nursery among children and staff	
Guiding Measures:	
34.1. The nursery has a documented and implemented policy on equal opportunity	**1**
34.2. The equal opportunity policy is reviewed yearly	**2**
34.3. The equal opportunity policy is understood and implemented by all staff and volunteers	**1**
34.4. The equal opportunity policy is communicated to parents and caregivers	**1**
34.5. The equal opportunity policy specifies that admission procedures do not discriminate against children and their families or prevent admission based on ethnicity, religion, social background, color, disability, or developmental delay	**1**
35. Inclusive processes and procedures are established to ensure equal opportunities for children with disabilities and/or developmental delays	
Guiding Measures:	
35.1. Children at the nursery are assessed for special developmental needs using a documented assessment criterion by a specialist **(Where applicable)**	**1**
35.2. A specialized intervention plan is developed for each child with disabilities and/or developmental delays that takes into account his emotional, cognitive, and motor skills development **(Where applicable)**	**1**
35.3. Staff facilitate the learning and play opportunities between developing children and children who have disabilities and/or developmental delays (Through the use of stories, puppets, songs, and others…) **(Where applicable)**	**1**
35.4. Children with disabilities and/or developmental delay have access to the facilities, specialized furniture, class, materials, and equipment used for activities, and play opportunities and activities provided to promote their development and well-being **(Where applicable)**	**1**
35.5. Play activities are inclusive (using adequate tools and taking into consideration the developmental level throughout the five developmental areas) and cater to children's disabilities and/or developmental delays **(Where applicable)**	**1**
35.6. Children with disabilities and/or developmental delays are encouraged to participate in art activities and the materials used are adapted to their	**1**

needs **(Where applicable)**	
35.7. Children with disabilities and/or developmental delays are supported during ongoing activities while giving them an equal chance to take the lead **(Where applicable)**	**1**
36. Special arrangements are made to ensure professional development and logistic considerations when assisting children with disabilities and/or developmental delays	
Guiding Measures:	
36.1. Children with disabilities and/or developmental delays admitted do not exceed 10% of students at the nursery **(Where applicable)**	**1**
36.2. Staff are provided with guidance on supporting children with disabilities and/or developmental delays **(Where applicable)**	**1**
36.3. The nursery communicates with an early childhood special education expert (e.g., speech therapist, occupational therapist, psychologist, psychomotor therapist, etc.) that helps to understand children with disabilities and/or developmental delays and adapt the program and environment to their needs **(Where applicable)**	**2**
36.4. An Individualized Education Plan (IEP) with set education and development goals is developed for each child with disabilities and/or developmental delays **(Where applicable)**	**2**
36.5. The Individualized Education Plan (IEP) is updated at least once per year after discussions between parents, teachers, and a special education professional during collaborative quarterly meetings **(Where applicable)**	**2**
36.6. Staff needs are adjusted according to the number of children with disabilities and/or developmental delays available at the nursery (e.g., increasing staff ratio, employing a shadow teacher) **(Where applicable)**	**2**
37. Parents and management follow an information exchange process to discuss special services and assistance for children who are suspected to have disabilities and/or developmental delays	
Guiding Measures:	
37.1. The nursery management notifies parents whenever a child is suspected to have a developmental delay	**1**
37.2. Delineated approaches are used to notify parents whenever a child is suspected to have a developmental delay: 37.2.1. Discussing positive ideas about the child	**2**

37.2.2. Discussing the child's situation, observations, and concerns face-to-face with parents 37.2.3. Supporting and respecting parents' emotions and thoughts 37.2.4. Answering questions and concerns related to the child's development 37.2.5. Stressing on the importance to get help immediately 37.2.6. Provision of resources on the child's situation 37.2.7. Agree to participate in a follow-up meeting with a multidisciplinary team	
37.3. The used approaches for notifying parents whenever a child is suspected to have a developmental delay are documented	**2**

Health and Safety

Introduction

The Health and Safety Chapter outlines the requirements for nursery facility structures, covering both the indoor and outdoor infrastructure and equipment safety. It provides a safe and effective medication management process to minimize errors in any administration, storage, and disposal. It addresses staff and child safety measures, procedures, and provides a ground for essential safety policies for nurseries. It emphasized staff involvement and training on health and safety requirements, including regular drills. Management commitment is highlighted as a key component in the prevention of incidents and accidents through the implementation of an emergency plan. The chapter also sets out measures to reduce of the risk of infection and details proper cleaning, disinfecting and pest control procedures.

The Health and Safety Chapter targets the following sections:

- Emergency plan and procedures
- Handover processes
- Safety Policy
- Safe sleep processes
- Staff supervision
- Outings Safety Procedures
- Cleaning, disinfecting and pest control procedures
- Safe Environment
- Indoor Infrastructure Safety (e.g., door, floor, windows, holes and openings)
- Indoor Furniture and Equipment Safety (equipment, appliances, playpens, highchairs, and
- cribs, and diapering area safety)
- Safe storage and use of toxic materials
- Safe use of play equipment
- Playground Safety
- Safety of the outdoor area (e.g., outdoor infrastructure, environment and equipment safety)
- Fire and smoke containment plan
- Safe hygiene measures

- Medication administration, storage, and disposal procedures
- First aid procedures
- Choking prevention, identification, and management practices
- Sun protection procedures
- Safe trash disposal
- Child sickness and spread of infections procedure (e.g., sickness policy, plan for the management of hand, foot and mouth disease outbreaks, child health check-ups)
- Availability of on call doctor
- General child check-ups
- Smoke prevention policy
- Breastfeeding Practices

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
38. Incidents and accidents are managed through an emergency plan	
Guiding Measures:	
38.1. The management of the nursery develops an emergency plan for the management of incidents and accidents	**2**
38.2. The emergency plan for the management of incidents and accidents is implemented	**2**
38.3. The emergency plan for the management of incidents and accidents is reviewed on an annual basis	**2**
38.4. Regular risk assessments are carried out and documented	**2**
38.5. A representative is appointed to carry out the risk assessment at least twice a year and when needed	**2**
38.6. Staff are trained to identify risks on the premises	**2**
38.7. The nursery has insurance that covers children and staff against all risks, incidents, and accidents	**0**
38.8. Records of all incidents and accidents occurring at the nursery are available and include, but are not limited to: 38.8.1. The type of accident or incident 38.8.2. The cause of the accident or incident 38.8.3. The time at which the accident or incident occurred 38.8.4. The room in which the accident or incident occurred 38.8.5. The actions that are taken to prevent the reoccurrence of the incident or accident	**2**
38.9. Incidents and accidents occurring at the premises are communicated to parents on the day of the incident or accident	**1**
39. An emergency and evacuation plan is developed, implemented, and evaluated to respond to emergencies	
Guiding Measures:	
39.1. The emergency and evacuation plan is developed and validated by the management of the nursery	**0**
39.2. An emergency and evacuation plan is documented at the nursery	**0**
39.3. An emergency and evacuation plan is implemented at the nursery	**0**
39.4. A list of emergency phone numbers is available at the nursery	**0**
39.5. The emergency phone numbers of the children's caregivers are posted near the manager's phone	**0**
39.6. An emergency exit door is available at the premises	**0**
39.7. Each classroom has a clear evacuation map posted	**0**

39.8. Furniture and toys are kept away from walkways to ensure a clear exit in case of emergency	**0**
39.9. The emergency plan is reviewed and updated on an annual basis	**1**
39.10. On a yearly basis, a drill is implemented based on the evacuation plan and modifications are made accordingly	**0**
40. Staff at the nursery follow emergency procedures as per the emergency and evacuation plan	
Guiding Measures:	
40.1. Staff are assigned to specific responsibilities in the case of fire or disaster	**0**
40.2. Staff are provided with documented training on health and safety requirements as delineated in policies	**0**
40.3. Staff start and end an emergency evacuation by counting children and matching them to the attendance sheet of the day	**1**
40.4. A phone is available for staff to contact emergency agencies	**2**
41. Handover processes are available at the nursery to ensure the safety of the child under the supervision of the manager	
Guiding Measures:	
41.1. The nursery has a documented and implemented handover policy	**1**
41.2. The handover policy specifies that parents should pick up their children and only upon parent's approval are other family members allowed to pick up the child	**1**
41.3. Parents sign in their children on a documented attendance sheet daily	**1**
41.4. Parents drop off their children inside the premises of the nursery at the door	**1**
41.5. Clear procedures are developed and implemented in the event that a child is not picked up or goes missing	**1**
42. Childhood injuries are prevented by following a documented safety policy	
Guiding Measures:	
42.1. The nursery has a documented and implemented safety policy that prevents childhood injury	**1**
42.2. Specific infrastructure that prevents childhood injury is implemented	**0**
42.3. Staff provide a high level of supervision to prevent childhood injuries	**0**
42.4. In the event of a child injury, a register of the details of the accident or illness (e.g., time, actions taken, and circumstances) is documented	**0**
42.5. In the event of a child injury, a register of the details of the accident or illness (e.g., time, actions taken, and circumstances) is communicated to parents	**0**
43. Safe sleep processes are implemented to ensure child safety at the nursery	

Guiding Measures:	
43.1. A documented and implemented safe sleep policy is available at the nursery	**0**
43.2. Staff are trained to implement the safe sleep policy	**0**
43.3. Children can be observed in the sleeping area	**1**
44. Staff supervision always ensures the safety of children	
Guiding Measures:	
44.1. Children are supervised throughout all the activities during operating hours	**0**
44.2. Documented guidelines are communicated to teachers regarding the supervision of safe play and physical activity	**1**
44.3. Children are always supervised when using or are near water	**0**
44.4. Children are always supervised when on highchairs, changing tables and beds	**0**
44.5. Staff implement name-to-face headcounts in the morning	**1**
45. Safety during outings follows documented operational procedures	
Guiding Measures:	
45.1. During outings, documented records are kept on the: 45.1.1. Driver's name 45.1.2. Name of children going to the outing 45.1.3. Supervisor's name 45.1.4. Vehicles that transport children 45.1.5. Insurance details on the vehicles as well as the children **(Where applicable)**	**1**
45.2. Drivers using their cars have insurance **(Where applicable)**	**1**
45.3. Cars transporting children are subject to maintenance at least once per year or when needed **(Where applicable)**	**1**
45.4. Children are supervised at all times during outings **(Where applicable)**	**1**
45.5. Staff implement name-to-face headcounts when arriving or leaving a public playground **(Where applicable)**	**1**
45.6. Staff ratio is increased by 30% during outings (Where applicable)	**1**
46. Proper cleaning, disinfecting, and pest control procedures are available at the nursery	
Guiding Measures:	
46.1. There are developed and implemented cleaning, disinfecting, and pest	**0**

control procedures, which include but are not limited to: 47.1.1. List of the chemicals used 47.1.2. Cleaning & disinfecting schedule and forms 47.1.3. Pest control map, schedule and data	
46.2. Cleaning material and products, disinfectants, or any material and tool that can pose a risk to children are labeled and stored in a safe place out of children's reach.	**0**
46.3. Pest control is implemented at least once per year at the nursery by a certified pest control operator and in the presence of a nursery personnel.	**0**
46.4. Pesticides are only applied during holidays, weekends and vacations	**0**
46.5. Rooms, equipment, furniture, and toys are routinely cleaned, sanitized, and kept pest-free	**0**
46.6. Carpets, rugs, and floors are mopped and vacuumed daily	**0**
46.7. Changing tables are disinfected and cleaned after each use	**0**
46.8. Plants are not available in the indoor area	**0**
47. **Safe environments are available for children**	
Guiding Measures:	
47.1. Animals available at the nursery do not pose any health risk and are safe to be in the proximity of children **(Where applicable)**	**1**
47.2. Guardrails and protective barriers are available to ensure security and prevent unintentional falls	**0**
47.3. Stairways and hallways are always kept clear of objects that could cause a fall	**0**
47.4. Stair handrails are securely installed at child height **(Where applicable)**	**0**
47.5. Stair handrails are attached to the walls on both sides **(Where applicable)**	**0**

48. Door safety measures are implemented at the nursery	
Guiding Measures:	
48.1. Stairway gates are locked when children are nearby	**0**
48.2. The premises are secured with proper gates to prevent children from escaping and to prevent unauthorized access from strangers	**0**
48.3. Childproof self-locking devices are installed on all gates	**0**
48.4. Doorways leading to unsafe or unsupervised areas are always locked	**0**
48.5. Doors are equipped with slow-closing devices or rubber gaskets on their edges to prevent finger pinching	**1**
49. Window and glass safety measures are implemented at the nursery	
Guiding Measures:	
49.1. Windows are always locked when the child is in the room	**0**
49.2. Windowsills are not more than 7 cm to prevent children from escaping	**1**
49.3. The glass on the premises is safe and has a visible strip that enables everyone to distinguish it	**1**
49.4. The nursery develops and implements a glass breakage policy	**3**
49.5. The glass in the nursery is tempered laminated or 3m	**3**
49.6. Rooms are fitted with glazed windows that always allow for children supervision	**3**
50. Floor and wall safety measures are applied at the nursery	
Guiding Measures:	
50.1. The nursery's flooring is vinyl or wood	**2**
50.2. All floors are smooth	**0**
50.3. All rugs are skid-proof	**0**
50.4. Ceilings and walls are free from peeling paints or cracked or falling plaster	**0**
51. Holes and openings are narrow enough to prevent children entrapment	
Guiding Measures:	
51.1. Holes and openings are smaller than 7 cm or larger than 23 cm to prevent children entrapment	**1**
51.2. Gates's openings are small and do not fit the child's head	**0**
51.3. The opening of active play equipment is smaller than 8 cm or larger than 25 centimeters to prevent the child's head from getting entrapped	**0**
52. Furniture and equipment safety measures are implemented at the nursery	
Guiding Measures:	
52.1. There are no hand drying machines installed on the premises	**2**

52.2. Commercial cover guards are mounted on all sharp furniture edges	**0**
52.3. Infant walkers or Youpalas are not allowed	**0**
52.4. Inflatable Pools are not allowed	**1**
52.5. Trampolines are not allowed	**0**
53. Appliance safety measures are implemented at the nursery	
Guiding Measures:	
53.1. Gas and electrical appliances comply with safety standards and do not pose any risk to children	**1**
53.2. Free-standing space heaters are not available at the nursery	**0**
53.3. All electrical outlets are covered	**0**
53.4. Electrical outlets are placed out of children's reach and placed at 1.5m	**0**
54. **Playpens, highchairs, and cribs' safety measures are established at the nursery**	
Guiding Measures:	
54.1. Mats and cots are provided for individual use for each walking child	**1**
54.2. A light cover marked for individual use or laundered daily is available for each child using a cot or mat	**0**
54.3. Playpens, cribs, and highchairs are cleaned after each use	**1**
54.4. Playpens, cribs, mattresses, and highchairs are mounted away from electrical appliances	**0**
54.5. Playpens, cribs, and highchairs are used following the manufacturer's recommendations in terms of weight and age	**0**
54.6. Playpen end panels and bars are not more than 5 cm apart **(Where applicable)**	**2**
54.7. Cribs are mounted at 25 cm apart **(Where applicable)**	**2**
54.8. Cribs and playpens are never used for the storage of toys or other supplies **(Where applicable)**	**0**
55. Diapering safety processes and measures are applied at the nursery	
Guiding Measures:	
55.1. Changing pads are made of washable and non-porous material	**1**
55.2. Changing pads do not have any crack or tear	**1**
55.3. The diapering table is mounted with raised edges or side rails of at least 15 cm to prevent the child from falling	**0**
55.4. Diapering creams and ointments are stored out of reach of children	**1**

55.5. Dirty or spoiled clothes are put in plastic bags or separate containers	**0**
55.6. Soiled diapers are directly disposed of into a plastic-lined foot-operated waste bin	**1**
55.7. The diapering table is disinfected after each use	**1**
56. Safety measures are implemented for the storage and use of toxic materials and products at the nursery	
Guiding Measures:	
56.1. Toxic materials and products, including paint, medicines, mothballs, and cleansers, are stored and locked in cabinets out of children's reach	**0**
56.2. Toxic products such as cleaners are stored in their original containers out of children's reach	**0**
56.3. Toxic products such as cleaners are stored in their original containers away from food	**0**
56.4. Non-toxic oven cleaners are used to clean the oven	**0**
56.5. Fresheners are not available at the daycare center	**0**
57. Safety measures ensure the safe use of play equipment and toys	
Guiding Measures:	
57.1. Play equipment and toys are age-appropriate, safe, washable, and non-toxic (lead-free)	**0**
57.2. Play toys are at least 3 cm in diameter and 6 cm in length to prevent swallowing	**1**
57.3. Play toys do not make loud noises that can damage a child's hearing	**1**
57.4. Play shelves are sturdy and cannot tip over if climbed	**1**
57.5. Projectile toys, guns, darts, and cap pistols are not available at the nursery	**0**
57.6. Play equipment and toys are checked for potential hazards such as parts that are broken or can pinch small fingers at least once per year and when needed	**1**
57.7. Battery-operated toys have battery cases secured with screws **(Where applicable)**	**1**
58. Playground safety measures ensure the safety of the child at the nursery	
Guiding Measures:	
58.1. Fences are available in the outdoor playground to prevent exit or entry without supervision **(Where applicable)**	**0**
58.2. Fences in the outdoor playground do not have any protrusion or entrapments	**1**

(Where applicable)	
58.3. Impact-absorbing materials surface the playground **(Where applicable)**	**0**
58.4. Grass areas are regularly cut to below ankle level in the outdoor playground **(Where applicable)**	**1**
58.5. When a sandbox is available, it is mounted in the shade **(Where applicable)**	**0**
58.6. When a sandbox is available, it is covered when not in use to prevent animals or insects from getting into it **(Where applicable)**	**0**
58.7. Documented routine maintenance is implemented for the outdoor area **(Where applicable)**	**1**
59. The outdoor environment is safe and free from hazards	
Guiding Measures:	
59.1. Walkways are kept free from snow, leaves, ice, and equipment **(Where applicable)**	**1**
59.2. Animal feces or litter that may hide hazards, attract insects, or harbor infectious disease agents are not available in the outdoor area **(Where applicable)**	**0**
59.3. Climbing hazards such as trees are not accessible to children **(Where applicable)**	**0**
59.4. Thorn plants, low branches, or tree roots are not available in the outdoor area **(Where applicable)**	**0**
60. The outdoor Infrastructure guarantees children safety	
Guiding Measures:	
60.1. Metal edges are rolled and covered with a soft protective layer **(Where applicable)**	**0**
60.2. Outdoor structures are sturdy enough to withstand the force of an adult leaning on them without shifting or falling **(Where applicable)**	**0**
60.3. Hardware fasteners, connecting devices, and permanent covering are tight and cannot be removed without tools **(Where applicable)**	**0**
61. The nursery equipment is safe for usage	
Guiding Measures:	
61.1. Functional and age-appropriate equipment are available at the nursery	**1**

61.2. Equipment does not contain pieces that could catch clothing	**0**
61.3. Heavy swings or metal swings, made of wood or rigid materials, swings that have more than 2 swings per baby and rope swings are not available at the nursery	**0**
61.4. Play equipment is kept at least 360 centimeters apart from each other	**0**
61.5. Climbing equipment has a maximum height of 92 cm for children younger than 3 years old and 122 cm for children older than 4 years **(Where applicable)**	**0**
61.6. Slides higher than 122 cm have guards on both sides **(Where applicable)**	**1**
62. A Fire and smoke containment plan is developed, implemented, and evaluated	
Guiding Measures:	
62.1. A documented fire and smoke containment plan is available at the nursery	**1**
62.2. Documented fire risk assessments are implemented	**2**
62.3. Smoke and carbon monoxide detectors are installed, checked, and maintained functional	**1**
62.4. The nursery has at least two fire extinguishers, one in the kitchen and one next to the electricity outlet	**0**
62.5. Fire exits are unobstructed and unlocked	**1**
62.6. An identified fire escape route is available in each room	**0**
62.7. The fire and smoke containment plan is reviewed and updated on an annual basis	**1**

63. Staff at the nursery follow the fire and smoke containment plan	
Guiding Measures:	
63.1. Staff have clear responsibilities in response to fire, minimizing the fire, and reporting fire accidents	**0**
63.2. Staff are equipped with the proper knowledge on how to use the fire extinguisher and are provided with documented training on health and safety requirements	**0**
63.3. Fire drills are carried out regularly for all staff and corrective plans and improvements are documented and implemented accordingly	**1**
64. Safe hygiene measures are implemented at the nursery	
Guiding Measures:	
64.1. Hand washing procedures are posted next to the toilet, food preparation, and art sinks	**0**
64.2. Non-porous gloves are provided for caregivers and are available in all areas of childcare provision	**0**
64.3. When bathtubs are available, they are mounted with skid-proof stickers or mats **(Where applicable)**	**0**
64.4. Children practice handwashing once they enter the classroom, before and after meals, and after toileting and/or diapering	**0**
64.5. Staff practice handwashing with liquid soap and running water after diapering and toileting children, before food preparation, and once they enter the nursery	**0**
64.6. Staff dry their hands after handwashing with disposable paper towels	**0**
64.7. Children take a bath if needed only in the presence of an adult	**1**
65. Safe medication administration is applied at the nursery	
Guiding Measures:	
65.1. Documented procedures on the safe administration of medication are available at the nursery	**1**
65.2. Procedures for the safe administration of medication are implemented at the nursery	**1**
65.3. Upon admission, parents' consent is taken for any necessary medical advice or treatment needed	**0**
65.4. Parents are requested to fill out a medication consent form upon each course of medication	**0**
65.5. Medications are administered only upon prescription by a treating physician	**1**

65.6. Staff that undergo medication administration document the administration of each dose by the amount and time given	**1**
66. Safe medication storage and disposal practices are applied at the nursery	
Guiding Measures:	
66.1. Documented procedures on the safe storage and disposal of medication are available at the nursery	**1**
66.2. Procedures for the safe storage and disposal of medication are implemented at the nursery	**1**
66.3. The nursery does not store any medication outside of those included in the designated first aid kit, except for medications that are provided by parents upon a physician's prescription	**0**
66.4. All medications to be provided for children upon prescription by a physician are labeled with clear instructions that include but are not limited to: 66.4.1. Child's first and last name 66.4.2. Date of prescription 66.4.3. Name of prescribing health professional 66.4.4. Administration and dosage 66.4.5. Storage instructions 66.4.6. Expiry date and disposal instructions	**0**
66.5. Unrefrigerated and refrigerated medications are stored in an organized fashion, in closed containers that prevent spills, away from food, at the right temperature and out of reach of children	**0**
66.6. Staff check the medications for expiry dates every month	**1**
66.7. Refrigerated medication is stored at a temperature between +2°C and +8°C	**1**
66.8. The medication minimum and maximum fridge temperature are checked with a thermometer and recorded daily	**3**
67. First aid procedures are in place to ensure readiness for any incident	
Guiding Measures:	
67.1. A fully equipped first aid kit that includes the following supplies is available at the nursery: 67.1.1. Adhesive bandages and tape 67.1.2. Antiseptic solution or wipes 67.1.3. Cotton-tipped swabs 67.1.4. Disposable powder-free, latex-free gloves 67.1.5. Eye patch 67.1.6. Fever-reducing medications (to be used only upon physician order and signed parental consent) 67.1.7. Flexible roller gauze 67.1.8. Liquid hand soap	**0**

67.1.9. Mouthpiece for cardiopulmonary resuscitation (CPR) 67.1.10. Plastic bags (for disposal of blood or other body fluids) 67.1.11. Safety pins 67.1.12. Sanitary pads for bleeding of injuries 67.1.13. Scissors 67.1.14. Sterile eyewash 67.1.15. Sterile gauze pads 67.1.16. Thermometer 67.1.17. Triangular bandages 67.1.18. Tweezers 67.1.19. Sterile water for cleaning wounds or eyes 67.1.20. Alcohol free cleansing wipes 67.1.21. Cold packs 67.1.22. Epinephrine auto-injector	
67.2. Staff check the first aid kit supplies monthly and replace used or expired items accordingly	**1**
67.3. The first aid kit is checked and resupplied following each first aid incident	**1**
67.4. First aid kit inventory is conducted and documented with the date of inventory, name, and signature of staff who performed the inventory, verification that supplied and expiry dates were checked, location of the first aid kit	**1**
67.5. The first aid kit is stored out of reach of children, in a place that is identified and reachable by all staff	**1**
67.6. The first aid kit is transported with a staff member to every outing **(Where applicable)**	**0**
67.7. Staff are provided with training on first aid with a certificate upon completion for each staff member	**1**
67.8. At least one staff member available on the premises is certified on Basic Life Support	**0**
68. Choking prevention, identification, and management practices are ensured at the nursery	
Guiding Measures:	
68.1. Nursery staff are trained to identify and manage a choking child	**0**
68.2. Coins, safety pins, and marbles balls (smaller than 4.4 cm) are not available to prevent choking	**0**
68.3. Children are not allowed to play with latex balloons or plastic bags	**0**
68.4. Pacifiers and rattles are not hung around infants' necks	**0**
68.5. Children are asked to remain seated while eating to prevent choking	**1**

69. Sun protection procedures are established at the nursery to protect children from sunburn	
Guiding Measures:	
69.1. Natural or built shades are available in the outdoor area **(Where applicable)**	**0**
69.2. Staff apply sunscreen on children 30 minutes before going outdoors between 10 am and 2 pm if there is sun. **(Where applicable)**	**0**
70. Trash at the nursery is safely disposed	
Guiding Measures:	
70.1. Trash is stored away from storage areas, food preparation areas, stoves, water heaters, and furnaces	**0**
70.2. Garbage bins for waste disposal have a step pedal and firmly closed lids	**1**
70.3. Garbage bins are placed away from heat sources	**0**
70.4. The garbage is kept clean and emptied daily	**1**
70.5. Garbage bins for tissues, diapers, and other materials that can come in contact with body fluids are always opened with a step pedal and lined with a plastic bag	**1**
71. Child sickness is managed through specific procedures	
Guiding Measures:	
71.1. A documented sickness policy is available at the nursery	**0**
71.2. A sickness policy is implemented at the nursery	**0**
71.3. Parents are directly notified whenever symptoms of an illness appear on their child	**1**
71.4. Children with apparent symptoms of illness are kept under constant supervision in a separate room until parents arrive at the nursery	**1**
71.5. Children are required to remain at home until fully recovered from sickness	**1**
71.6. Parents are requested to provide the nursery with a medical report after recovery	**2**
72. The spread of infections is prevented at the nursery	
Guiding Measures:	
72.1. Infection prevention and control procedures and policies are documented, implemented, and accessible	**1**
72.2. Infection prevention and control procedures and policies are reviewed and updated every 3 years	**2**

72.3. Children vaccination schedules are routinely reviewed and follow-up is done with parents	**1**
72.4. The nurse on duty immediately calls the parents to check with the child's pediatrician in case a child is suspected to have an infection	**1**
73. A comprehensive plan to manage hand, foot, and mouth disease outbreaks is documented, implemented and reviewed at the nursery	
Guiding Measures:	
73.1. Procedures and policies to manage hand, foot, and mouth disease outbreaks are documented and implemented	**1**
73.2. Procedures and policies to manage hand, foot, and mouth disease outbreaks are reviewed every 3 years	**1**
73.3. Staff are trained to manage hand, foot, and mouth disease outbreaks	**1**
73.4. Hand, foot, and mouth disease outbreaks are communicated among management and staff	**1**
73.5. Early isolation of symptomatic children or individuals (within 24 hours) is implemented	**1**
73.6. Environmental disinfection of common areas, rooms, and shared objects is implemented after an outbreak	**1**
74. A practicing pediatrician is available on call and provides regular visits to the nursery	
Guiding Measures:	
74.1. A family doctor or a licensed pediatrician is always available on call	**0**
74.2. Each child undergoes a full health check-up by a doctor at least twice a year and upon need	**0**
74.3. Health checkups include but are not limited to 74.3.1. Screening for developmental growth 74.3.2. Screening for any pending vaccinations 74.3.3. Weight and height measurements 74.3.4. Sensory screening for hearing and vision	**0**
75. Staff provide general checkups on the child upon arrival to identify any signs/ symptoms of illness	
Guiding Measures:	

75.1. Upon arrival to the nursery, each child undergoes a general check-up by staff which includes but is not limited to: 75.1.1. General mood 75.1.2. Unusual behavior (irritable, sleepy, sad, lack of appetite) 75.1.3. Temperature 75.1.4. Sign of rash, cuts, swelling, burns, bruises, scrapes, open sore 75.1.5. Pain complaints or sign of diseases (e.g., runny nose, wheezing, cough)	**0**
75.2. General check-ups are documented in the child's file daily	**2**
75.3. Signs of illness or health concern are reported to the administration	**1**
75.4. Staff are trained to undergo general check-ups for children	**1**
75.5. If a child is suspected to be ill, parents are contacted to pick up their child	**2**
76. Strict measures prevent the exposure of children to smoking at the nursery	
Guiding Measures:	
76.1. The nursery abides by Lebanese Law #174 prohibiting smoking in all enclosed public places and enclosed workplaces	**0**
76.2. A no-smoking policy that addresses the use of tobacco or electronic cigarettes is developed and implemented at the nursery	**1**
76.3. The no-smoking policy applies to staff, volunteers, and parents	**1**
76.4. The no-smoking policy is shared with staff, volunteers, and parents	**1**
77. Breastfeeding practices are encouraged at the nursery	
Guiding Measures:	
77.1. Mothers are encouraged to breastfeed up until 6 months of age and briefed on the importance of breastfeeding for the child and the mother through regular awareness sessions	**2**
77.2. Mothers are encouraged to provide an additional supply of pumped breastmilk to cater for any delay or additional feeding needs	**2**

Infrastructure and Sanitization

Introduction

The Infrastructure and Sanitization Chapter sets standards for both indoor and outdoor nursery facilities to ensure the delivery of effective early childcare services. It outlines requirements for the appropriate use of paint types and colors, lighting, heating, and air conditioning. The chapter also addresses proper space allocation within the nursery, as well as the provision of adequate infrastructure, furniture, and supplies.

The Infrastructure and Sanitization Chapter targets the following sections:

- Nursery Infrastructure
- Adequate lighting
- Ventilating, heating, and air conditioning
- Paint types and colors
- Indoor Space Division (e.g., playing room, sleeping area, quiet area, staff room, storage space)
- Playground Infrastructure and Furniture
- Indoor Infrastructure and Furniture (e.g., infrastructure and furniture of the breastfeeding space, toilet and bathroom facilities, kitchen area, diapering room, health services room, and doors)
- Nursery supplies

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
78. Services are supported by safe, sufficient, and age-appropriate infrastructure	
Guiding Measures:	
78.1. The ceiling is at a minimum height of 275 cm	**0**
78.2. The total area of the nursery is at least 200 m^2	**1**
78.3. The nursery is located on the ground floor or first floor	**0**
78.4. The nursery is divided into separate rooms and areas for different activities including 78.4.1. playground area 78.4.2. A clean eating area for children to consume their meals and snacks 78.4.3. Separate rooms for different age groups 78.4.4. An administration room 78.4.5. A health service room 78.4.6. A kitchen 78.4.7. A bathroom for children 78.4.8. A bathroom for staff	**0**
78.5. The premises are inspected annually and are kept clean and in good repair	**1**
79. All rooms in the nursery have adequate lighting	
Guiding Measures:	
79.1. Natural lighting is provided in the nursery rooms	**1**
79.2. The stairways and halls are well-lit	**1**
80. A plan for ventilating, heating, and air conditioning is in place	
Guiding Measures:	
80.1. A documented preventive maintenance plan is implemented for ventilating, heating, and air conditioning	**1**
80.2. Rooms are naturally ventilated or air-conditioned when needed	**0**
80.3. Room temperature is always maintained at a minimum of 20 degrees Celsius	**2**
81. Child-friendly paint types and colors are used at the nursery	
Guiding Measures:	
81.1. The paint and finishing at the nursery are of premium grade, Master Painters Institute (MPI) approved, low odor, and contain low or no volatile organic compounds to prevent allergies or chemical sensitivity	**2**
81.2. Walls are painted with an easy-to-clean paint material	**0**
81.3. Walls are painted with pastel colors or white	**3**
81.4. Windows, door frames and walls are painted with similar pastel colors	**3**

82. The indoor room space aligns with the needs of each child	
Guiding Measures:	
82.1. Each walking child has at least 1 sq. meter of personal space in the class	**0**
82.2. Each non-walking child has at least 2 sq. meters of space in the nap room	**0**
83. Staff have access to a room away from children for breaks and activity preparation	
Guiding Measures:	
83.1. An area equipped with adult-size furniture is available in the staff room to be used during breaks	**2**
83.2. The staff room is used for activity preparation and is mounted with free WIFI access	**3**
84. Storage space is available at the nursery	
Guiding Measures:	
84.1. A general storage area, inaccessible to children, is available for beddings and cots	**2**
84.2. A central storage area is available for bulky equipment and supplies which includes materials ordered in bulk and diapers	**2**
84.3. A special-purpose storage space is available near the entrance for the storage of wheelchairs, car seats, and strollers	**2**
84.4. Storage space is available to accommodate the teachers' items and coats	**2**
84.5. Storage spaces for staff are equipped with locking devices	**2**
84.6. A room where confidential information and record are kept is provided	**2**
84.7. The drawers at the nursery are always closed and locked	**0**
84.8. Each classroom has two different types of storage for learning materials which include low open shelf units that are accessible to children and other storage shelves	**1**
85. A well-equipped playground is provided for children's activities and play	
Guiding Measures:	

85.1. The playground play equipment and space focus on adventurous and environmental components	**3**
85.2. Various portable play equipment are available in the playground for children to use such as Jumping toys (e.g., jumping balls), push-pull toys (e.g., wheelbarrows, wagons, big dump trucks), ride-on toys (e.g., scooters, tricycles), twirling toys (e.g., ribbons, batons, scarves, parachutes, hula hoops), throwing, striking, or catching toys (e.g., balls, noodles, bean bags, rackets), balance toys (e.g., plastic river stones, balance beams), tumbling or crawling (e.g., portable tunnels, mats) or other loose items (e.g., shovels, sticks) **(Where applicable)**	**2**
85.3. The quantity of portable play equipment available in the playground for children during playtime is sufficient (at least one play tool for every two child) to ensure that each child to have something to play with	**2**
86. A spacious playground is provided for children's activities and play	
Guiding Measures:	
86.1. The outdoor play space includes different play areas that may include swing sets, a sandbox, climbing structures, pathways, a garden, a house or a tent, an easel, or outdoor musical instruments (e.g., pots, pipes, pans, and drumming) **(Where applicable)**	**1**
86.2. When an outdoor play space is not available or too small (less than 7 square meters), a large indoor playroom that conforms to the same requirements of the outdoor play space is provided for children **(Where applicable)**	**1**
86.3. The play area can be created by bringing needed equipment outside for outdoor playtime	**2**
87. Special accommodations support breastfeeding mothers	
Guiding Measures:	
87.1. The nursery has a space allocated for breastfeeding **(Where applicable)**	**1**
87.2. The breastfeeding space is equipped with windows for natural lighting or supplemented with artificial lighting **(Where applicable)**	**2**
87.3. The breastfeeding space is equipped with air-conditioning to ensure suitable temperatures **(Where applicable)**	**2**
87.4. The breastfeeding space undergoes routine daily maintenance and cleaning with odorless and food-safe products **(Where applicable)**	**1**
87.5. The ceiling, floors, walls, and room dividers of the breastfeeding space are smooth and do not accumulate dirt **(Where applicable)**	**1**

88. Well-equipped toilets and bathroom facilities are provided for children and adults at the nursery	
Guiding Measures:	
88.1. Toilet facilities include at least one flushing toilet for every 10 non-diapered children and one sink with running water for every 25 children	**0**
88.2. Toilet facilities include divisions between each flushing toilet for privacy	**1**
88.3. A bathroom that includes a shower with a head and hose is available in cases of emergency	**2**
88.4. Children's handwashing sinks are kids' size	**0**
88.5. Children's toilets are kids' size	**0**
89. A well-equipped and clean kitchen is available at the nursery	
Guiding Measures:	
89.1. The kitchen area is not accessible to children	**0**
89.2. A fridge is available at the nursery	**1**
89.3. Eating utensils are free of cracks, chips, or lead to avoid injury to the child	**0**
89.4. Cooking appliances and sharp and hazardous utensils are stored away from children	**0**
89.5. Pot handles are always turned towards the back of the stove	**0**
89.6. Food preparation surfaces and equipment are kept clean and regularly disinfected	**1**
90. The diapering room has a specific infrastructure	
Guiding Measures:	
90.1. A table suitable for diapering one child at a time is available in the diapering area **(Where applicable)**	**1**
90.2. A sink is available within 90 cm of the diapering table	**1**
90.3. Diapering procedures are posted in the diapering area **(Where applicable)**	**1**
90.4. Hygiene products and diapers are located near the changing table	**1**
91. A well-equipped area is available for safe and hygienic preparation of feeding bottles	
Guiding Measures:	
91.1. The bottle preparation area is located far away from toilet and diapering areas **(Where applicable)**	**1**
91.2. The bottle preparation area has access to bottled water **(Where applicable)**	**2**

91.3. The bottle preparation area ensures a hygienic preparation of the bottle **(Where applicable)**	**1**
91.4. The bottle preparation area is equipped with sterilized equipment needed for the preparation of feeding bottles **(Where applicable)**	**1**
92. A well-equipped room is provided for health services at the nursery	
Guiding Measures:	
92.1. The health services room has specific equipment for temporary cases or for isolation of a sick child	**1**
92.2. The health services room contains a bed and cot for the sick child	**2**
92.3. The health services room is equipped with a first aid kit	**1**
92.4. Health visits are conducted at the health services room	**1**
93. The furniture accommodates the learning experiences of the child	
Guiding Measures:	
93.1. The nursery has a sufficient number of child-sized tables and chairs to allow children to eat and play together in groups	**1**
93.2. The furniture available at the nursery meets the following criteria: 93.2.1. Readily accessible 93.2.2. Child-sized 93.2.3. Comfortable for children 93.2.4. Easily movable 93.2.5. Durable 93.2.6. Easily cleaned 93.2.7. Easily maintained 93.2.8. Made of natural material when possible 93.2.9. Accommodate adults of short stature and wheelchair users 93.2.10. Constitute natural colors as much as possible	**1**
93.3. Non-allergenic rugs and carpets are available only to sit on during activities **(Where applicable)**	**2**
94. The doors available at the nursery guarantee reduced background noise, easy access, and supervision	
Guiding Measures:	
94.1. Doors are easily accessed by children	**0**
94.2. Doors are easily openable from the outside by either a child or an adult	**0**
94.3. Doors have lever handles	**3**
94.4. Doors are solid to reduce background noise	**3**
95. Different supplies are available at the nursery	
Guiding Measures:	

95.1. Single serving cups are dispensed by staff	**2**
95.2. Paper towel is readily available at the nursery	**0**
95.3. An adequate supply of blankets, clean sheets, and linen is provided	**0**
95.4. Microfiber cloths and mops are provided for cleaning	**1**

Nutrition and Physical Activity

Introduction

The Nutrition and Physical Activity Chapter focuses on providing safe and healthy food intake for children at the nursery. It provides specific policies and procedures to be followed regarding the nutrition content and type of food and beverages served at the nursery. The chapter sheds light on the importance of food safety and allergy prevention through quality food services. It tackles healthy mealtime practices and nutrition education. This chapter focuses as well on the importance of providing continuous support for breastfeeding mothers. Finally, the chapters focus on the importance of promoting and integrating physical activity within the classroom routine of preschool children at the nursery.

The Nutrition and Physical Activity Chapter targets the following sections:

- Specific policies and procedures for the nutrition content and type of beverages
- Specific policies and procedures for the nutrition content and type of food
- Policies and procedures related to kitchen staff and other food handlers (e.g., clothing, hygiene behavior, and food safety processes)
- Food allergy prevention policy
- Food safety standards and procedures
- Good dietary behaviors and practices (e.g., healthy eating policies, staff nutrition education)
- Children nutrition education
- Proper mealtime practices (e.g., role modeling and active feeding)
- Monthly menu
- Safe milk (e.g., pumped breast milk and formula milk) bottle preparation, administration, and storage procedures
- Breastfeeding support
- Physical activity practice

Each standard is supported by a corresponding set of guiding measures that further clarify the standard. The guiding measures aim to facilitate the implementation of the standards and to guide the nursery in fulfilling the objective of the standard.

Standards

Standards and Guiding Measures	Level
96. The nutrition content and type of beverages served at the nursery follow specific policies and procedures	
Guiding Measures:	
96.1. A documented and implemented beverage policy is available at the nursery	**1**
96.2. The beverage policy includes the following but is not limited to: 96.2.1. Beverages are offered to children who are developmentally ready (e.g., between 9 and 12 months based on each child) in an open, child-friendly cup 96.2.2. Drinking water is readily available at the nursery for children over 6 months of age 96.2.3. Beverages with added sugars and or/artificial sweeteners, colors, preservatives, flavor, thickeners, or flavor enhancers are not served to children 96.2.4. 100% fresh juice is served to children 2 times per week or less (e.g., a cup of fresh juice served to children should be between 120 and 170 ml) 96.2.5. Children 2 years and older are served fat-free (skim) and/or low-fat milk 96.2.6. Children aged between 12 months and 24 months are served whole milk 96.2.7. Flavored milk is never served to children	**1**
97. The nutrition content and type of food served at the nursery follow specific policies and procedures	
Guiding Measures:	
97.1. The nursery has a documented and implemented nutrition policy that provides an overview of the nutrition content and type of food served at the nursery	**1**
97.2. The nutrition policy includes the following but is not limited to: 97.2.1. Never offering food items that contain trans-fat 97.2.2. Never offering high-fat, high-sugar foods such as cookies, doughnuts, muffins, cakes, pudding, and ice cream 97.2.3. The main oil that is served is monounsaturated (e.g., olive oil) 97.2.4. Offering fruits, vegetables and high-fiber, whole-grain foods at least 2 times per day every day 97.2.5. Offering a variety of vegetables from different colors (e.g., dark green, orange, red, or deep yellow) 97.2.6. Never offering food items that are cooked or flavored with meat fat, margarine, or butter to children 97.2.7. Offering fried or pre-fried red meat, chicken, fish or potatoes 1 time every two weeks or never 97.2.8. Offering high-fat meats such as high-fat lamb, hamburger patty and sausages 1 time every two weeks or never	**1**

97.2.9. Offering sweets or salty snacks outside of meal and snack times, 1 time every two weeks or never 97.2.10. Foods prepared at the nursery are nutritious, safely prepared, and conform to religious and dietary requirements 97.2.11. Foods that can cause choking are not provided to children (e.g., soft round foods or hard pieces such as nuts and raw celery) 97.2.12. Not offering the following food items to children younger than 12 months of age: 97.2.12.1. Honey 97.2.12.2. Cow-milk 97.2.12.3. Whole nuts or peanuts 97.2.12.4. Unpasteurized cheeses 97.2.12.5. Low-fat foods 97.2.12.6. Raw or undercooked meat, fish, poultry, or/and eggs	
98. Specific policies and procedures related to kitchen staff and other food handlers' clothing, hygiene behavior, and food safety processes are implemented	
Guiding Measures:	
98.1. The nursery has a documented and implemented policy specific to kitchen staff and other food handlers	**1**
98.2. The policy for kitchen staff and other food handlers includes but is not limited to: 98.2.1. Kitchen staff do not wear any jewelry in the kitchen 98.2.2. Kitchen staff frequently wash their hands 98.2.3. Kitchen staff and other food handlers implement safe food handling and storage procedures to prevent food contamination or poisoning 98.2.4. Kitchen staff wear protective clothing while working in the kitchen 98.2.5. Kitchen staff and other food handlers are aware of food allergens 98.2.6. Kitchen staff and other food handlers comply with international guidelines and best practices related to food safety and hygiene 98.2.7. Kitchen staff and other food handlers are provided with training on food safety and hygiene practice	**1**
98.3. The policy for kitchen staff and other food handlers is shared with parents	**2**
99. Food allergy is prevented at the nursery	
Guiding Measures:	
99.1. A policy on the prevention of food allergies is documented and implemented at the nursery	**1**
99.2. Food allergies, dietary requirements, and preferences are reported in the child's file	**1**
99.3. Special care and food plans are implemented for children who suffer from food allergies	**1**

99.4. Care and food plans for children who suffer from food allergies are provided by a treating physician and include: 99.4.1. A list of foods to which the child is allergic 99.4.2. Steps to avoid allergic reactions to food 99.4.3. Symptoms that would indicate an allergic reaction and the need to intervene 99.4.4. A detailed Allergy Emergency Care Plan (ECP) to be followed in case of an allergic reaction, which includes the name, method of administration, and dosage of any medication that should be provided to the child in case of an allergic reaction	**0**
99.5. The policy on the prevention of food allergies is shared with parents	**2**
99.6. Children's food allergies and plans are communicated to all nursery personnel (e.g., kitchen staff, other food handlers, nurse, teacher)	**1**
99.7. Allergy crisis that occurs on the premises are recorded and communicated to designated staff and parents	**1**
100. Food safety standards and procedures are established to reduce the risk of foodborne diseases	
Guiding Measures:	
100.1. Food safety standards are indicated and implemented in the nursery that include but are not limited to: 100.1.1. Keeping the food preparation area in a hygienic condition to prevent food contamination 100.1.2. Storing perishable foods in covered containers 100.1.3. Keeping hot food at a minimum of 60 degrees Celsius until served 100.1.4. Serving food immediately post-preparation 100.1.5. Never heating food or drinks in plastic containers 100.1.6. Never refreezing leftovers after thawing 100.1.7. Keeping refrigerators at or below 2° or 4 °Celsius to limit bacterial growth 100.1.8. Using colored chopping boards for different types of foods to avoid cross-contamination 100.1.9. Washing fruits and vegetables are washed in a separate sink	**0**
101. Good dietary behaviors and practices are enforced at the nursery through healthy eating policies, staff training, and children nutrition education	
Guiding Measures:	
101.1. A policy on healthy eating practices aligned with the Infant and Young Child Policy of the Ministry of Public Health is documented and implemented at the nursery	**1**
101.2. Staff are trained on healthy eating practices and on the complementary feeding training guideline provided by the Ministry of Public Health	**2**
101.3. Mealtime is used as an opportunity for teaching children about different food concepts and nutrition	**2**

101.4. Learning materials such as books, posters and play games are available at the nursery to display healthy foods (e.g., learning material do not include any book sponsored by a company)	**2**
101.5. Meals and snacks served at the nursery follow a specific schedule	**2**
102. Children at the nursery are provided with nutrition education as part of the curriculum	
Guiding Measures:	
102.1. A document nutrition education plan for children is developed and implemented at the nursery	**1**
102.2. Planned nutrition education is incorporated into classroom activities at least 1 time per week through activities such as story time, circle time lessons, cooking activities, and gardening	**2**
102.3. The nutrition education plan is reviewed and approved by a nutritionist, dietitian, child health consultant, or infant and young child feeding specialist	**1**
103. Proper mealtime practices are implemented at the nursery to encourage a pleasant mealtime for children	
Guiding Measures:	
103.1. Teachers use role modeling to promote healthy eating during snack and mealtime such as: 103.1.1. Teachers use enthusiastic role modeling of new and healthy foods during snack and mealtimes unless otherwise specified in their files 103.1.2. Teachers sit with children during snack and mealtime 103.1.3. Teachers do not drink or eat unhealthy beverages or foods in front of children 103.1.4. Teachers encourage active feeding (e.g., each child is provided with his/her serving of food) at the nursery	**2**
103.2. Teachers assist children to determine their level of fullness through the following: 103.2.1. Teachers ask children if they remain hungry whenever they request food refills 103.2.2. Teachers do not require children to remain seated until they finish their plates or force or push children to eat more than they want 103.2.3. Teachers ask children if they are full once they have consumed half of their meal or snack	**2**
103.3. Teachers apply healthy mealtime practices during mealtime and snack which include but is not limited to: 103.3.1. Turning off screens during snack and mealtimes 103.3.2. Praising children for trying less preferred or new foods 103.3.3. Never using food as a reward or a punishment 103.3.4. Encouraging self-dependency for children to eat	**1**
104. The nursery abides by the nutrition requirements during events, class celebrations, and food brought from home	

Guiding Measures:	
104.1. Foods provided as part of class celebrations and events abide by all nutrition requirements of the nursery as specified by policies and procedures	**2**
104.2. Food brought from home abides by all nutrition requirements of the nursery as specified by policies and procedures **(Where applicable)**	**1**
104.3. Nutrition requirements set by the nursery are communicated with parents and clarified or reinforced as needed	**1**
104.4. Parents are provided with recommendations on food and drinks to send in their child's lunchbox in terms of nutrition content and safe storage	**1**
105. A monthly menu is available at the nursery	
Guiding Measures:	
105.1. The monthly menu is overseen by a dietician or nutritionist	**1**
105.2. The monthly menu abides by nutrition requirements as specified by policies and procedures	**1**
105.3. A monthly menu is prepared, posted, and communicated with parents/guardians which includes foods and drinks that will be served to children	**0**
105.4. For children younger than 18 months of age, the type, frequency, and quantity of meals are communicated to the nursery by parents	**1**
106. When the nursery does not have an on-site kitchen and the nursery provides food as part of its services, specific arrangements are made for obtaining meals from an off-site location	
Guiding Measures:	
106.1. If the nursery does not have an on-site kitchen, collaborations with off-site kitchens are made **(Where applicable)**	**2**
106.2. Food safety is taken into consideration during transport in clean and temperature-controlled containers **(Where applicable)**	**1**
106.3. Food brought from off-site kitchens abides by all nutrition requirements of the nursery as specified by policies and procedures **(Where applicable)**	**1**
106.4. The nutrition requirements set by the nursery are communicated with off-site kitchens and clarified or reinforced as needed **(Where applicable)**	**1**
107. Specific procedures are implemented to ensure safe milk (e.g., pumped breast milk and formula milk) bottle preparation, administration, and storage	
Guiding Measures:	
107.1. Cans or containers for formula milk provided by parents are labeled with the child's name, feeding time, date, and methods of preparation **(Where applicable)**	**0**

107.2. Cans or containers for pumped breastmilk provided by the mother are labeled with the child's name, feeding time, and milk expression date. **(Where applicable)**	**0**
107.3. Feedings of pumped breast milk or formula milk are recorded daily and kept in the child's file **(Where applicable)**	**1**
108. Continuous support for breastfeeding mothers is ensured to promote breastfeeding practices	
Guiding Measures:	
108.1. The nursery has a documented and implemented policy that promotes and supports exclusive breastfeeding	**1**
108.2. The nursery accepts breastmilk **(Where applicable)**	**1**
108.3. Mothers are allowed to breastfeed their child at the nursery **(Where applicable)**	**1**
108.4. A fridge is available at the nursery to store the pumped milk with clear instructions on how to feed the pumped milk to the child **(Where applicable)**	**1**
109. Specific procedures are implemented to promote physical activity for children at the nursery	
Guiding Measures:	
109.1. The nursery has a documented and implemented physical activity policy	**1**
109.2. Children above 1 year are engaged in at least 60 minutes of adult-led physical activity everyday	**1**
109.3. Tummy time activity is provided to non-crawling infants (0–12 months) for 20 minutes per day or more (can be divided over several sessions)	**3**
109.4. Physical activity is incorporated into the classroom routine and planned activities whenever there is an opportunity	**2**
109.5. A documented plan is developed and implemented to accommodate physical activity whenever the weather does not allow for outdoor activities (e.g., rain, snow, etc.)	**3**

Definitions

Governance

Law: Rules, usually made by the government, to order and govern the way a group of people/ society behaves

Policy: a set of plans and measures highlighting what needs to be done in a particular situation. Policies are officially agreed upon by a group of people

Organizational chart: a diagram that displays the structure of an organization and the relationships between the different departments, people, or jobs within that organization.

Strategic plan: the process of creating a business plan, implementing the plan, and evaluating the results of executing the plan, for the long-term sustainability of the company or organization. It outlines the mission, vision, and strategic goals to be achieved.

Operational plan: a practical document with key activities that the organization will accomplish during a specific period.

Quality improvement plan: a document containing focused targets and actions that the organization commits to achieve for enhanced quality

Capital budget: a set of financial inputs that help organizations financially plan for the future. Includes funding sources, facility, and infrastructure costs.

Operational budget: a budget for the organization to financially run its daily activities. Includes personnel costs and annual facility operational costs.

Advisory committee: a committee whose role is to guide program implementation, provide input on the services provided and assist in taking decisions at the nursery

Human Resources

Job description: a written document clearly defining the tasks, roles, and responsibilities of an employee at an organization.

Staffing plan: a process by which an organization assesses the personnel needs of the company

Social and emotional learning: the process through which people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, show empathy

for others, establish, and maintain supportive relationships, and make responsible and caring decisions

Emotional-based preventive interventions: a program aiming at teaching children skills allowing them to think in a problem-solving framework, improve interpersonal difficulties, and control aggression and frustration

Quality standards: a set of good and appropriate management practices, requirements, and specifications, established by an organization to help achieve quality services

Education, Curriculum and Play

Child behavioral expectations: a set of rules that teachers would like children to abide by such as how to react in a classroom setting

Behavior management: methods of modifying behavior to maintain order through less structured measures such as establishing rules and consequences

Early childhood development: a period of critical development providing essential health, nutrition, and early education opportunities for children

Early childhood development assessment: a tool for gathering information about a child that will allow educators and parents to be informed about the child's developmental process

Child-centered curriculum: a program implemented with a focus on children learning through play that is based on the child's strengths, needs and capacity

Moderate-intensity physical activity: activities that take some effort, but the child will still be able to talk while doing them (e.g., dancing, brisk walking, riding a bike)

Vigorous-intensity physical activity: activities that require more effort leading to faster and harder breathing (e.g., jumping, skipping)

Structured physical activity: an activity that is planned and supervised by an adult

Unstructured physical activity: activities that children can practice on their own, usually called "free-time" activity

Fundamental movement training: training that targets a set of gross motor skills involving different body parts

Motor impairment: partial or total loss of function of a body part

Health and Safety

Accidents: unexpected, unanticipated events that sometimes result in physical damage

Emergency plan: a set of measures that are pre-determined and should be followed for handling sudden or unexpected situations

Risk assessment: a process used to identify potential hazards and analyze their consequences

Handover policy: a policy that ensures children's safety upon pick up and drop off. The policy usually documents who is allowed to handover the child

Guidelines: information that intends to guide people on how something should be done

Impact-absorbing materials: a specific material that can absorb shock and reduce or annul damage

Infrastructure and Sanitization

Master Painters Institute (MPI) Approved: a rating that aims at improving the performance of paints used by manufacturers

Inclusiveness and Equal Opportunity

Disabilities and/or developmental delays: a group of conditions that are due to an impairment in physical, learning, language, or behavior areas

Equal opportunity: a policy aiming at giving everyone the same opportunities without discrimination

Working in Partnership with Parents

Information exchange procedure: a process allowing information sharing and establishing communication

Decision-making processes: the process of making choices by identifying a decision, gathering information, and assessing alternative solutions.

Nutrition and Physical Activity

Trans-fat: Unsaturated fatty acids that come from industrial (the process of adding hydrogen to vegetable oil to convert it into solid) or original sources (sheep or cow).

Monounsaturated Fat: Molecules that have one unsaturated carbon bond. Oils that contain this type of fat are liquid at room temperature but begin to turn solid when chilled (olive oil)

Enthusiastic role modeling: a teaching approach to pass on knowledge and skills to children, whereby teachers behave the same way they expect children to behave

Active feeding: providing the child with his/herserving of food and encouraging him/herto eat by himself/herself

Adult-led physical activity: periods of activity in which adults play an active supporting role.

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