

Program

Program 1
Program 2
Building Blocks

Is the program accredited by, or working towards accreditation by the National Association for the Education of Young Children (NAEYC)?

Does the program provide a consistent routine the children can understand and follow?

Are indoor and outdoor environments child sized and designed specially for children of all developmental abilities and needs?

Does the program follow a positive approach to discipline through education rather than punishments?

Are the children encouraged to explore the environment and provide choices between individual and small group activities inside the classroom as well as outdoors?

Are enrichment activities integrated into the program?

Do children create stories, books and records of projects and activities?

Does each child and family have a consistent group of primary teachers?

Is the program actively involved in the community?

Is there an Open-Door Policy, making parents welcome visitors to the program at any time during the day?

Is parent participation in program activities encouraged?

Does the program follow the State of Michigan Guidelines for Early Childhood Education?

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Are there opportunities for informal and formal communications, including daily conversations, weekly notes, or journals, information bulletin boards, monthly newsletters, parent seminars or family events?

Do parents have access to center-based resources and information on topics related to child development and parenting?

Are there opportunities for parents to meet together and be involved as a group?

Is there a system in place that allows and encourages visiting families to speak with currently enrolled families?

Are parents given a comprehensive packet of information on its center, curriculum, and philosophy?

Is there a parent resource area?

Are their computers and other technology introduced in the program?

Do children sing and learn finger plays?

Does the program policies and practices that support the development of positive relationships, in particular, relationships between teachers and families and teachers and children?

Does the program follow the Childs interest?

Does the program not utilize television time?

Faculty

Health and Safety

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Are the Director and teachers open and responsive to your questions?

Do teachers interact with children in caring, respectful, and positive ways?

Are teachers involved in a continuing education program, including monthly, quarterly, and annual trainings?

Do teachers have the required training and certification in CPR, First Aid?

Do teachers involved in an annual system of performance evaluation and goal setting?

Do teachers work in teaching teams within a positive and professional environment?

Do the teacher-to child ratios meet or exceed the State of MI requirements?

Does the lead teacher have their degree in early childhood education or related field or working towards?

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Are stringent health care policies in Place and in practice that include teachers And children washing their hands frequently throughout the day (i.e., before and after changing diapers, toileting, blowing noses, preparing food, eating snack and lunch, playing at the sand and water table, and playing with play dough)?

Are all surfaces disinfected throughout the day and at closing?

Are healthful foods and beverages provided throughout the day?

Are health care administrators consulted and resources accessed regularly?

Are indoor and outdoor environments free from hazards at all times and regularly surveyed for safety?

Is the outdoor environment Properly fenced for safety?

Can environments be easily supervised by teachers?

Are security policies and procedures Implemented, monitored, and evaluated regularly?

Are emergency procedures and evacuation routes established, posted, and practiced regularly?

Parent to Parent Tips

The following tips are from parents who are teachers in Building Blocks School...what would they look for in a center?

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Is the director interested in you family: your questions, concerns, and ideas about caring for your child?

Does the director introduce each teacher during a tour?

Do the teachers seem happy together?

How do the teachers work together?

Do you see displays of what the children are doing and learning?

Is there a parent bulletin board with important information for parents?

Does it feel like you and the staff will be partners?

Is the center a place where you will be comfortable spending time?

Is the communication in writing to a parent? Ask to see an example.

Ask how long each teacher has been with the center.

Do you see great "conversations" between babies and caregivers? examples would be one-to-one, responsive interactions, eye contact, and moments of undivided attention.

Do you see specific learning centers rather than just toys on a shelf?

Do you see teachers on the floor at the child's eye level?

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Do you see natural and everyday home materials for children to explore, not just plastic toys?

Do infants, toddlers, preschool children spend ample time outdoors?

Do you see evidence of reading?

Ask what quality enhancements the program is working towards. How does the program Evaluate and assess their operations?

Does it feel like a great place to be a child and be a child all day?

Does the Director have a Bachelor Degree in Early Childhood Education or related field?

Does the program include homemade lunches?

Does the program have 3 or more family involvement functions a year?

Does