

INFANT-TODDLER (BIRTH-3) PA NAP SACC Self-Assessment

B1-Breastfeeding Environment

****If your program does not currently have any families who are breastfeeding, please respond based on your current environment.***

A quiet and comfortable space,* set aside for mothers to breastfeed or express breast milk, is available:

- Rarely or never
- Sometimes
- Often
- Always



*This is a space other than a bathroom.

The following are available to mothers in the space set aside for breastfeeding or expressing breast milk:

- Privacy
- An electrical outlet
- Comfortable seating
- Sink with running water in the room or nearby

- None
- 1 Feature
- 2-3 Features
- 4 Features

Enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:

- Rarely or never
- Sometimes
- Often
- Always

Posters, brochures, children's books, and other materials that promote breastfeeding are displayed in the following areas of your building/home:

- The entrance or other public spaces/areas
- Infant classrooms/ areas
- Toddler and/or preschool classrooms/areas
- The space set aside for breastfeeding

- None
- 1 Area
- 2 Areas
- 3-4 Areas

B2 – Breastfeeding Support Practices

**If your program does not currently have any families who are breastfeeding, please respond based on your current practices.*

Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by:

- Talking with families about the benefits of breastfeeding
- Telling families about the ways our program supports breastfeeding
- Telling families about community organizations* that provide breastfeeding support
- Giving families educational materials*
- Showing positive attitudes about breastfeeding

None

1 Topic

2-3 Topics

4-5 Topics



*Community organizations that provide breastfeeding support can include the local public health department, hospital, or local La Leche League group.

*Educational materials can include brochures, tip sheets, and links to trusted websites.

B3 – Breastfeeding Education and Professional Development

****If your program does not currently have any families who are breastfeeding, please respond based on your current practices.***

Teachers and staff receive professional development* on promoting and supporting breastfeeding:

- Never
- Less than 1 time per year
- 1 time per year
- 2 times per year



*Professional development can include taking in-person or online professional development for contact hours or continuing education credits. It can also include information presented at staff meetings.

Professional development for current staff on promoting and supporting breastfeeding has included the following topics:

- Proper storage and handling of breast milk
- Bottle-feeding a breastfed baby
- Benefits of breastfeeding for mother and baby
- Promoting breastfeeding and supporting breastfeeding mothers
- Community organizations that support breastfeeding
- Our program's policies on promoting and supporting breastfeeding

- None
- 1-2 Topics
- 3-4 Topics
- 5-6 Topics

Expectant families are offered educational materials on breastfeeding:

- Rarely or never
- Only when families ask
- When families ask and at 1 set time during the year
- When families ask, at 1 set time during the year, and we tell prospective families about our breastfeeding policies and practices

B4 – Breastfeeding Policy

****If your program does not currently have any families who are breastfeeding, please respond based on your current practices.***

Our written policy* on promoting and supporting breastfeeding includes the following topics:

- Providing space for mothers to breastfeed or express breast milk
- Providing refrigerator and/or freezer space to store expressed breast milk
- Professional development on breastfeeding
- Educational materials for families on breastfeeding
- Breastfeeding support for employees

No written policy or policy does not include these topics

1 Topic

2-3 Topics

4-5 Topics



*A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents. Support can include practices like allowing teachers and staff to breastfeed or express breast milk each time such employee has need to express.

***Does your program serve any children between birth and 12 months old? If yes, continue with this section (IN1). If no, skip sections IN1, IN2, IN3, and IN4, and continue with section ITPA1.**

IN1 – Types of Food

When our program purchases cereal or formula for infants, it is iron-fortified:

- Rarely or never
- Sometimes
- Often
- Always

When our program purchases or prepares mashed or pureed meats or vegetables for infants, these foods contain added salt:

- Always
- Often
- Sometimes
- Rarely or Never

Our program purchases baby food dessert* for infants:

- Always
- Often
- Sometimes
- Rarely or never



*Desserts are sweet mashed or pureed foods that are made with added sugar.

IN2 – Infant/Toddler Feeding Practices

With permission from families, the timing of infant feedings in our program is:

Feedings are only at fixed, scheduled times

Somewhat flexible to infants showing they are hungry*, but feedings are mostly at fixed times

Mostly flexible to infants showing they are hungry*, but feedings are sometimes at fixed times

Fully flexible to infants showing they are hungry*



*Younger infants may show that they are hungry by rooting, sucking on their fingers, linking their lips, making excited movements, or fussing and crying. Older infants may reach for or point at food, open their mouths wide for food, or feed themselves when hungry. The child may grow into his or her own schedule, but being fully flexible means the teacher always follows the child lead in feedings.

Teachers end infant feedings based on:*

Only the amount of breast milk, formula, or food left

Mostly the amount of food left, but partly on infants showing they are full

Mostly on infants showing they are full, but partly on the amount of food left

Only on infants showing they are full



*This question refers to cases in which teachers have permission from families to decide when to end infants feedings. Infants show they are full by slowing the pace of eating, turning away, becoming fussy and spitting out or refusing more food.

When feeding infants, teachers use responsive feeding techniques*:

Rarely or Never

Sometimes

Often

Always



*Responsive feedings techniques including making eye contact, talking, responding to infants' reactions during feedings or their signs of hunger and fullness, using proper bottle-feeding techniques, and feeding only one infant at a time.

During meal and snack times, teachers praise and give hands-on help* to guide infants as they learn to feed themselves:

Rarely or Never

Sometimes

Often

Always



*Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

Teachers inform families about what, when, and how much their infants eat each day through:

Teachers do not inform families of daily infant feeding

A written report or a verbal report

Some days through both a written and verbal report, but usually one or the other

Both a written and verbal report each day

The written infant feeding plan that families complete for our program includes the following information:

- Infants' food tolerances, allergies, and preferences
- Instructions for introducing solid foods and new foods to infants while in child care

- Permission for teachers to feed infants when they show they are hungry and end feedings when they show they are full
- Instructions* for feeding infants who are breastfed or fed expressed breast milk

None

1 Topic

2-3 Topics

4 Topics



*Instructions can include what to feed infants if there is no expressed breast milk available, and scheduling to avoid large feedings before mothers plan to breastfeed.

IN3 – Infant Feeding Education and Professional Development

Teachers and staff receive professional development on infant feeding and nutrition:

- Never
- Less than 1 time per year
- 1 time per year
- 2 times per year or more

Professional development for current staff on infant feeding and nutrition has included the following topics:

- Using responsive feeding techniques
- Introducing solid foods and new foods
- Infant development* related to feeding and nutrition
- Communicating with families about infant feeding and nutrition
- Our program’s policies on infant feeding and nutrition

- None
- 1-2 Topics
- 3-4 Topics
- 5 Topics



*Developmental milestones related to feeding include infants starting solid foods, feeding themselves finger foods, and using spoons and cups.

Families are offered education* on infant feeding and nutrition:

- Rarely or never
- Only when families ask
- When families ask and at 1 set time during the year
- When families ask, at 1 set time during the year, and at others times as infants reach developmental milestones



*Education can be offered through in-person educational sessions, brochures, tip sheets, or your program’s newsletter, website, or bulletin boards.

Education for families on infant feeding and nutrition includes the following topics:

- Using responsive feeding techniques
- Proper bottle-feeding techniques
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Our program’s policies on infant feeding and nutrition

- None
- 1 Topics
- 2-3 Topics
- 4-5 Topics

IN4 – Infant Feeding Policy

Our written policy* on infant feeding and nutrition includes the following topics:

- Foods provided to infants
- Infant feeding practices
- Information included in written infant feeding plans
- Professional development on infant feeding and nutrition
- Education for families on infant feeding and nutrition

No written policy or policy does not include these topics

1 Topic

2-3 Topics

4-5 Topics



*A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.

ITPA 1 – Infant/Toddler Physical Activity Time Provided

Outdoor playtime* is provided to toddlers:

- 4 times per week or less (Half-day: 3 times per week or less)
- 1 time per day (Half-day: 4 times per week)
- 2 times per day (Half-day: 1 times per day)
- 3 times per day or more (Half-day: 2 times per day or more)



*Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

The amount of outdoor playtime provided to toddlers each day is:

- Less than 30 minutes (Half-day: Less than 10 minutes)
- 30-44 minutes (Half-day: 10-19 minutes)
- 45-59 minutes (Half-day: 20-29 minutes)
- 60 minutes or more (Half-day: 30 minutes or more)

Infants* are taken outdoors:

**If you do not serve infants b-12 months, skip this question.*

- 3 times per week or less (Half-day: 2 times per week or less)
- 4 times per week (Half-day: 3 times per week)
- 1 time per day (Half-day: 4 times per week)
- 2 times per day or more (Half-day: 1 time per day or more)



*Infants (birth to 12 months of age) may be taken outdoors for different activities, including a walk in a stroller or tummy time on a blanket or mat, or playing with balls and toys that encourage gross motor activity.

ITPA 2 – Infant/Toddler Physical Activity Indoor/Outdoor Play Environments

The amount of time provided to toddlers for indoor and outdoor physical activity each day is:

Less than 60 minutes (Half-day: Less than 15 minutes)

60-74 minutes (Half-day: 15-29 minutes)

75-89 minutes (Half-day: 30-44 minutes)

90 minutes or more (Half-day: 45 minutes or more)

Teachers offer portable* play equipment to toddlers during indoor free play time*:

Rarely or never

Sometimes

Often

At least a few items are always available to encourage physical activity



*Portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This does not include equipment fixed into the floor or the walls, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out. Portable play equipment can be homemade or store bought.

*Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.

Outside of nap and meal times, the longest that toddlers are expected to remain seated at any one time is:

30 minutes or more

20-29 minutes

15-19 minutes

Less than 15 minutes

Our program offers tummy time* to non-crawling infants:

****If you do not serve infants b-12 months, skip this question.***

1 time per (Half-day: 4 times per week)

3 times per day (Half-day: 1 time per day)

4 times per day or more (Half-day: 2 times per day or more)



*Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1-2 minutes, and build up to 5-10 minutes over time.

Teachers offer portable play equipment to infants during tummy time and other indoor activities*:

****If you do not serve infants b-12 months, skip this question.***

Rarely or never

Sometimes

Often

Always



*Portable play equipment for infants includes balls, soft blocks, and rattles.

Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:

****If you do not serve infants b-12 months, skip this question.***

30 minutes or more

15-29 minutes

1-14 minutes

Infants are never placed in seats, swings, or ExcerSaucers

ITPA 3 – Infant/Toddler Physical Activity Teacher Practices

To manage challenging behaviors, teachers take away time for physical activity or remove toddlers from physically active time for longer than 5 minutes:

- Always
- Often
- Sometimes
- Never

Teachers take the following role during toddlers' physically active playtime:

- They supervise only
- They supervise and verbally encourage physical activity
- They supervise, verbally encourage, and sometimes join in to increase children's physical activity
- They supervise, verbally encourage, and often join in to increase children's physical activity

During tummy time and other activities, teachers interact with infants (birth-12 months of age) to help them build motor skills*:

****If you do not serve infants b-12 months, skip this question.***

- Rarely or never
- Sometimes
- Often
- Always



*Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys.

Teachers incorporate physical activity into classroom routines, transitions, and planned activities*:

- Rarely or never
- Sometimes
- Often
- Each time they see an opportunity



*Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.

Toddlers participate in planned lessons focused on building gross motor skills*:

- Rarely or never
- 1 time per month
- 2-3 times per month
- 1 time per week or more



*Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.

ITPA 4 – Infant/Toddler Physical Activity Screen Time

For children under 2 years of age, the amount of screen time* allowed in our program each week is:

60 minutes or more

30-59 minutes

1-29 minutes

No screen time is allowed



For children under 2 years of age, screen time includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones.

ITPA 5 – Infant/Toddler Physical Activity Policy

My program's written policy* on physical activity and indoor and outdoor play includes the following topics:

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- My supervision and role in children's physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- My participation in professional development on children's physical activity
- Education for families on children's physical activity

No written policy or policy does not include these topics

1-2 Topics

3-5 Topics

6-8 Topics



*A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.