

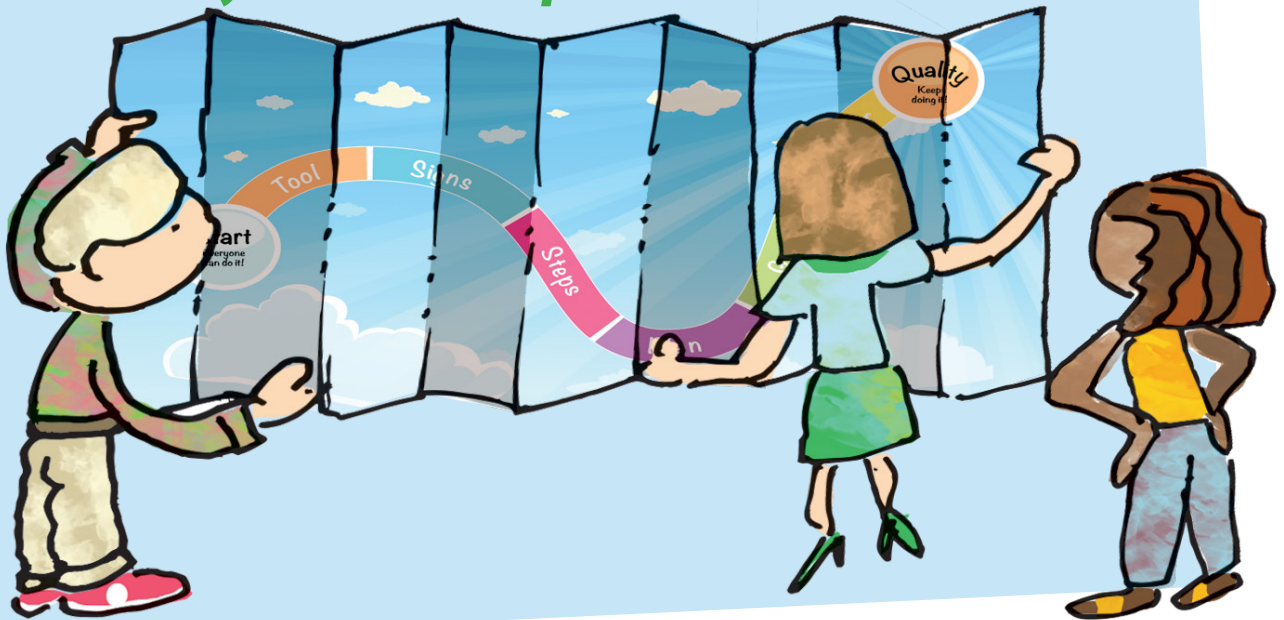
Introducing



Pathway to Quality

Infant and Toddler Child Care

Finally! A Roadmap From Good to Great!



A System of Continuous Quality Improvement

Phase 1:
Creates a Vision of Quality
Using the 10 Components

10 Components of Quality Infant & Toddler Care

1 SAFE & HEALTHY PROGRAM PRACTICES	2 STAFF WHO ARE WELL-TRAINED	3 ENVIRONMENTS FOR LEARNING	4 SHELTER, SAFETY, HYGIENE, & CLEANLINESS	5 PROFICIENT CAREGIVING & CREATIVITY OF CARE	6 POSITIVE RELATIONSHIPS
7 CAREGIVERS & PROFESSIONALS	8 EMERGENT LANGUAGE & LITERACY	9 FAMILY ENGAGEMENT & CULTURAL COMPETENCY	10 COMPREHENSIVE SUPPORT SERVICES		

Phase 2:
Provides a Needs Assessment
Using the Signs of Quality Tool

Signs

8.1 Primary caregiving assignments are made and maintained.

Yes No

8.1.1 The program has a policy for assigning each child to a primary caregiver.

8.1.2 The policy considers the child's needs, the home language of the family, and staff expertise.

8.1.3 Staff can explain what it means to be a primary caregiver.

8.2 The program assigns each child to a primary caregiver who assesses the major child care responsibilities, maintains records, and communicates with the family.

Yes No

8.2.1 Every child's name is included on a group list with an assigned primary caregiver.

8.2.2 All children remain in a group with their primary caregiver at least 75% of the time each day they are present in the program.

8.2.3 Staff can explain their role as the primary caregiver in the course of daily care.

8.2.4 Primary care assignments are documented and maintained with family input and based on the needs of the child, the home language of the family, and staff expertise.

Continue

Phase 3:
Gives the Steps to Quality
Improvement

Steps

a. Assign each child to a specific teacher who develops a close relationship with the child and communicates with the child's family. [ADD TO PLAN](#)

b. Develop a primary care group roster and determine a common location within the classroom where it is maintained. [ADD TO PLAN](#)

c. Monitor to ensure that primary care assignments are being maintained throughout the day. [ADD TO PLAN](#)

d. Develop a plan for teacher absences that ensures children are assigned to a substitute teacher who has information about the child and family. [ADD TO PLAN](#)

e. Ensure that teachers know the names of family members of the children in their care group to facilitate warm relationships. [ADD TO PLAN](#)

f. Ensure that program enrollment forms include information on the child's home language. [ADD TO PLAN](#)

g. Use information about home language of each child and language(s) spoken by each teacher when making primary care assignments. [ADD TO PLAN](#)

Continue

Phase 4:
Guides Implementation of
Quality Improvement Plan

Our Plan

Primary Caregiving

ACTION	PERSON RESPONSIBLE	DUE DATE
Assign each child to a specific teacher who develops a close relationship with the child and communicates with the child's family.	Ms. Julie	Oct 28
Develop a primary care group roster and determine a common location within the classroom where it is maintained.	Ms. Karen	Nov 17
Monitor to ensure that primary care assignments are being maintained throughout the day.	Ms. Karen	Dec 3

Continue

Phase 1: Create a Vision of Quality

10 Components of Quality Infant & Toddler Care

Foundations

1

SAFE & HEALTHY PROGRAM PRACTICES

Quality infant and toddler programs ensure the health and safety of children.

2

STAFF WELL-TRAINED

Programs train and support staff to meet the specialized needs of infants and toddlers.

3

ENVIRONMENTS FOR LEARNING

Nurturing environments promote feelings of security and competence for children during interactive caregiving routines and play.

Relationships

4

SMALL GROUPS WITH OPTIMAL RATIOS

Low ratios and small groups enable teachers to devote more individual attention to children, thereby promoting secure attachments and intimate relationships.

5

PRIMARY CAREGIVING & CONTINUITY OF CARE

Teachers are assigned responsibility for primary caregiving and establish nurturing relationships with each child and family from infancy to age three.

6

ACTIVE & RESPONSIVE CAREGIVING

Responsive teachers provide a secure base for infants and toddlers to develop emotional regulation and a healthy sense of self.

Language & Learning

7

CURRICULUM & INDIVIDUALIZATION

Curriculum for infants and toddlers happens within the context of relationships and individualized daily care routines and play.

8

EMERGING LANGUAGE & LITERACY

Language acquisition and the development of literacy for infants and toddlers develop through frequent interactions, language-rich routines, and daily experiences with books.

Family Supports

9

FAMILY ENGAGEMENT & CULTURAL CONTINUITY

Programs value families and their cultures as integral partners in guiding their child's development and future school readiness.

10

COMPREHENSIVE SUPPORT SERVICES

Infants, toddlers, and their families are strengthened when programs help link them to needed community supports.

Phase 2: Use the Signs to Conduct a Needs Assessment

Phase 3: Choose from Steps to Build Your Personalized Quality Improvement Plan

Phase 4: Implement Your Quality Improvement Plan

Signs

5.1 Primary caregiving assignments:

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	5.1.1 The program has a policy for primary caregiving assignments.
<input type="checkbox"/>	<input type="checkbox"/>	5.1.2 The policy considers the expertise of staff.
<input type="checkbox"/>	<input type="checkbox"/>	5.1.3 Staff can explain what primary caregiving assignments are.

5.2 The program assigns each child major child care responsibility with the family.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	5.2.1 Every child's name caregiver.
<input type="checkbox"/>	<input type="checkbox"/>	5.2.2 All children remain in the same care group each day they are in care.
<input type="checkbox"/>	<input type="checkbox"/>	5.2.3 Staff can explain the importance of primary caregiving assignments.
<input type="checkbox"/>	<input type="checkbox"/>	5.2.4 Primary care assignments are implemented and maintained with family input and based on the needs of the child, the home language of the family, and staff expertise.

Steps

- Assign each child to a specific teacher who develops a close relationship with the child and communicates with the child's family. + ADD TO PLAN
- Develop a primary care group roster and determine a common location within the classroom where it is maintained. + ADD TO PLAN
- Monitor to ensure that primary care assignments are maintained throughout the day.
- Develop a plan for teacher absences that ensures each child is assigned to a substitute teacher who has information about the child and family.
- Ensure that teachers know the names of family members of children in their care group to facilitate communication.
- Ensure that program enrollment forms include information about the child's home language.
- Use information about home language of each child to inform primary care assignments.

Our Plan

ACTION	PERSON RESPONSIBLE	DUE DATE
Assign each child to a specific teacher who develops a close relationship with the child and communicates with the child's family.	Ms. Julie	Oct 28
Develop a primary care group roster and determine a common location within the classroom where it is maintained.	Ms. Karen	Nov 17
Monitor to ensure that primary care assignments are being maintained throughout the day.	Ms. Karen	Dec 3

CONTINUE