

Child Development Center (CDC) Inspection Checklist
 Revised as of 15 June 2008

Inspection Checklists may be obtained on the Headquarters Air Force Services (HQ AFSVA) Community of Practice (COP)

To be used during the 18th Inspection year to inspect all Child Development Centers (CDC)/Annexes, and Part-Day Preschool Programs operated on Air Force (AF) bases or for AF personnel. The standards listed on the checklist are AF policy.

This checklist is based on the following:

- Department of Defense Instruction (DODI) 1402.5, Criminal History Background Checks on Individuals in Child Care Services
- DODI 6060.2, Child Development Programs (CDP)
- Air Force Policy Directive (AFPD) 34-7, Child Development Programs
- Air Force Instruction (AFI) 34-248, Child Development Centers
- *AF Policy 2008 Recommended Immunization Schedules, 22 Apr 08*
- *AF Policy CDC/School-Age (SA)/Youth Programs (YP) Drinking Water, 3 Oct 05*
- *AF Policy Cleaning Standards for CDC, YP and SA*
- AF Policy on the Developmental Training Model (DTM) and Standardization
- *AF Policy on Diaper Changing Procedures*
- *AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07*
- HQ Air Force Civil Engineering Support Agency (AFCESA) Inspection Guide for AF Child Development Facilities
- The National Fire Protection Association (NFPA) 101, Life Safety Code
- The National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria
 *Additional guidance is provided to clarify some of the NAEYC Accreditation Criteria
- United States Department of Agriculture Child and Adult Care Food Program (USDA CACFP) Guidelines
- Caring for Our Children, Second Edition

Changes/Additions to the 18th Year CDC Inspection Checklist are indicated by italicized red font

Item Number	Criteria
QUALITY CHILD AND YOUTH DEVELOPMENT	
Human Relations	
C1	Teaching staff are consistent and predictable in their physical and emotional care of all children. (NAEYC 1.B.03)
C2	For Toddlers/Twos, Preschoolers, and Kindergartners with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. (NAEYC 1.E.01)
C4	Teaching staff facilitate positive peer interaction for Toddlers/Twos, Preschoolers, and Kindergartners, who are socially reserved or withdrawn and for those who are bullied or excluded. (NAEYC 1.C.06)
C5	Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (NAEYC 1.B.01)
C7	Teaching staff coach and support Toddlers/Twos, Preschoolers, and Kindergartners, as they learn to participate in daily cleanup and maintenance of the classroom. (NAEYC 3.D.08)
C8	Teaching staff join Toddlers/Twos, Preschoolers, and Kindergartners in learning centers to extend and deepen children's learning. They observe children, engage in conversations, and position themselves at eye level with the children. (NAEYC 3.G.10)
C10	Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences. (NAEYC 3.F.07) *Teachers do not talk down to children; teachers occasionally use words that the children may not understand and provide explanations of these words.
C11	<i>Teaching</i> staff foster independence, <i>as children are ready</i> , in routine activities such as picking up toys, wiping up spills, personal grooming (toileting and handwashing), obtaining and caring for materials, and other self-help skills. (AFI 34-248, 12.6)
Environments	
C18	A variety of age and developmentally appropriate materials and equipment are available indoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C19	A variety of age and developmentally appropriate materials and equipment are available outdoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C51	Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests. (NAEYC 9.A.08)

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Curriculum and Programming	
C32	The posted daily schedule is predictable, yet flexible and responsive to the children's individual needs. (NAEYC 2.A.07)
C38	The Standardized Weekly Planning Form, that has been reviewed and initialed by the Training and Curriculum (T&C) Specialist (or designee during absences or vacancies) prior to implementation, is current, complete, posted, and followed. (DTM)
C39	Teaching staff help Toddlers/Twos, Preschoolers, and Kindergartners follow a predictable but flexible daily routine by providing time and support for transitions. (NAEYC 3.D.09) *Support for transitions includes predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively (for example, if lunch is late). The spirit of this criterion also has to do with staff being willing to suspend their agenda in an effort to be responsive to children's interests and needs.
C40	There are realistic curriculum plans based on the needs and interests of individual children, consistent with the developmental goals and philosophy. (AFI 34-248, 3.19)
C48	Teachers create classroom displays that help Toddlers/Twos, Preschoolers, and Kindergartners reflect on and extend their learning. They ensure that children's recent <i>work is predominately displayed in the classroom</i> (e.g. art, emerging writing, graphic representation and three-dimensional creations) and that some displays are at children's eye level. (NAEYC 3.A.06)
C52	Infants have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo); daily opportunities <i>for each child</i> to hear and respond to various types of books including picture books, wordless books, books with rhymes, and access to durable books that enable independent exploration. (NAEYC 2.E.01)
C53	Toddlers/Twos have varied opportunities to experience books, songs, rhymes, and routine games through individualized play that includes simple rhymes, songs, and sequence gestures (e.g., finger plays, peek-a-boo, patty cake, This Little Piggy); daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes; access to durable books that enable independent exploration; experiences that help them understand that pictures represent real things in their environment. (NAEYC 2.E.02)
C54	Preschoolers and Kindergartners have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. (NAEYC 2.E.04)
C58	Children are encouraged to retell and reenact events in storybooks, engage in conversations that help them understand the content of the book, identify the parts of the book and differentiate print from pictures. (NAEYC 2.E.04)
C60	Infants and Toddlers/Twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement, and balance, as well as perceptual-motor integration. (NAEYC 2.C.01)
C64	Toddlers/Twos, Preschoolers, and Kindergartners have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behaviors. (NAEYC 2.B.05)
C74	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. (NAEYC 2.D.03) *For Infants and Toddlers/Twos, the development of competence includes adults' narration of things and events.
C76	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (NAEYC 4.E.01)
C77	Staff engage Infants in frequent face-to-face social interactions <i>each</i> day. <i>These</i> include both verbal behaviors (e.g., talking, cooing, repeating Infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding). (NAEYC 1.B.11)
C80	Teachers and others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. (NAEYC 4.D.01)
C83	Teaching staff talk frequently with Toddlers/Twos, Preschoolers, and Kindergartners and listen to children with attention and respect. They respond to children's questions and requests, use strategies to communicate effectively and build relationships with every child and engage regularly in meaningful and extended conversations with each child. (NAEYC 1.B.15)

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Family and Community Relations	
C85	Staff orient children and parents to the program at the time of initial enrollment and when transferred to a different room. (AFI 34-248, 9.6.8)
C89	The Director and Flight Chief consult with on and off base agencies and organizations to provide information, obtain resources, and coordinate services. (AFI 34-248, 7.6.1)
C90	Parents are provided information about child abuse prevention. (Examples include pamphlets, brochures, training, a listing of community resources, newsletters, etc.) (AFI 34-248, 9.5)
C97	Parents are surveyed at least annually to determine if the hours of operation and opening of the main facility during deployments, exercises, and inspections are appropriate. (AFI 34-248, 7.7.4)
C101	Parents are offered the opportunity for a formal conference at least once a year. Both formal and informal conferences are documented on children's <i>Age Appropriate Assessment and Planning Forms</i> . (AFI 34-248, 9.6.1) (DTM)
PROGRAM MANAGEMENT	
Administration	
C104	The Annual Unannounced Multidisciplinary Team Inspection (MTI), required by the Military Child Care Act, of all facilities used by the CDC has been conducted within the last 12 months. <i>The MTI includes an expert in each of the following areas: child abuse protection, staffing, and a parent representative who has a child enrolled in the CDC.</i> The results of the Annual Unannounced Higher Headquarters and Comprehensive Fire, Health, and Safety Inspections are reviewed as part of the MTI and the review is documented. The results are provided to the program staff in a timely manner – preferably within 1 month. Any deficiencies identified during the Unannounced MTI have been corrected within 90 days and remain corrected or a waiver is on file from the Assistant Secretary of the Air Force Manpower and Reserve Affairs (SAF/MR). (AFI 34-248, 7.3/7.3.1/7.3.2/7.3.3/7.3.4/7.3.6/7.3.7/7.3.9)
C113	The current DoD Certificate, standardized AF philosophy and goals, the mission statement, the guidance policy, and a copy of the current week's menu are posted in each lobby. (DTM)
C116	Sufficient Appropriated Funds (APF) are provided to operate the program and to minimize Non-Appropriated Funds (NAF) subsidy and parent fees. <i>APF support for the program (personnel, supplies, equipment, and training)</i> is at least equal to the parent fees collected. (AFI 34-248, 7.1.1/7.1.2)
C117	The program fees are based on Total Family Income (TFI) and the annual DOD fee ranges and policies. (AFI 34-248, 7.2)
C118	At least 75% of the hours paid to Child Development Program Assistants (CDPAs), <i>APF</i> or NAF, are paid to regular employees (employees receiving benefits). (AFI 34-248, 5.9.2)
Administrative Procedures (Front Desk)	
C136	The desk staff use AF Form 1183, <i>Child Development/Enrichment Program Hourly Record of Attendance Instructions</i> , to record the number of children and staff in each room each hour. (AFI 34-248, 4.1.11)
C137	Active Duty and DOD civilian employed parents are given a higher priority for enrollment for full-day and part-day care. Commanders may give single parents and dual military higher priority than other families. Individuals who are assigned to or live on the installation, regardless of branch of service, are given equal priority. <i>A policy has been established and implemented to terminate, within a reasonable time, the enrollment of children in families where the spouse is no longer employed, actively seeking employment, or is no longer a full-time student, if there is a waiting list. Full-time students who are enrolled for a minimum of 12 semester hours during the school year and 6 semester hours during the summer or the equivalent quarter hours, parents who are self-employed, or who telecommute are considered employed.</i> (AFI 34-248, 7.8.1/7.8.2/7.8.4/7.8.6)
C140	If there is a waiting list, a written plan for meeting the additional need has been developed and implemented. If the Program is not able to serve them, families are referred to the FCC Program. If FCC is unavailable, the Program refers families to DOD and AF sponsored Outreach/Subsidized Programs. The current monthly FCC Provider List is posted where it can be viewed by parents. (AFI 34-248, 7.9.1/7.9.3)

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Fire, Safety, and Health	
C142	All CDC facilities have been inspected by HQ AFCESA or an approved designee and are certified by HQ AFCESA as meeting the structural requirements of NFPA 101, Life Safety Code (current edition) and the AF for the type of program for which they are used. Full-day and hourly care facilities must comply with the day care standards. Part-Day Preschool facilities must comply with the standards for educational facilities. Any deficiencies identified by HQ AFCESA or their designee have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. A copy of the HQ AFCESA certification inspection for each CDC facility (if available) is on file and the certificate posted. NOTE: If the facility usage has changed or alterations have been made to the facility since it was first certified, the facility has been recertified for the current use by HQ AFCESA. (AFI 34-248, 2.2/2.2.2/2.2.3) (HQ AFCESA A-1)
C143	An Annual Unannounced Comprehensive Fire Inspection of each CDC facility has been conducted within the last 12 months by a Fire Specialist using the most current version of the CDC Fire Prevention/Inspection Guide provided by HQ AFCESA. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248 2.3)
C145	A fire task-certified/trained staff member conducts daily Fire Inspections prior to use. All doors, stairs, and other exits are in proper condition, unobstructed, unlocked to egress, easy to open, and all egress paths are free from debris, ice, snow, etc. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (HQ AFCESA C-1)
C148	An Annual Unannounced Comprehensive Safety Inspection of each CDC facility and grounds has been conducted within the last 12 months by the Installation Safety Office. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248,10.2.4/10.2.6/10.2.7)
C150	A safety task-certified/trained staff member conducts daily Safety Inspections for indoor/outdoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 10.2.1/10.2.5/10.7)
C151	<i>Teaching staff supervise children at all times. (AFI 34-248, 8.2)</i>
C156	The outdoor play area protects children from injury from falls (resilient surfacing should extend 6' beyond the limits of stationary equipment), catch points, sharp points, and protruding hardware, entrapments (openings should measure less than 3.5" or more than 9"), tripping hazards, and excessive wind and direct sunlight. (NAEYC 9.B.06)
C166	To reduce the risk of Sudden Infant Death Syndrome (SIDS), Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as Infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission (CPSC). Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for Infants. If a blanket is used, the Infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the Infant's chest. The Infant's head remains uncovered during sleep. After being placed down for sleep on their backs, Infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. (NAEYC 5.A.12)
C167	Teaching staff are aware of, and positioned so they can hear and see, any sleeping Infants and Toddlers/Twos for whom they are responsible, especially when they are actively engaged with children who are awake. Sides of cribs are checked to ensure that they are up and locked. (NAEYC 3.C.03) *Teaching staff should check on sleeping Infants and Toddlers/Twos by standing near and looking into the child's crib at least 3 times each hour. Checking on a sleeping Infant should not disrupt the Infant's sleep or interrupt the teaching staff member's interactions with children who are awake. The frequency of checks should reflect knowledge of an individual child's characteristics (for example, a child with reflux may need more frequent checks). Teaching staff should use natural transitions to check on sleeping Infants or Toddlers/Twos, for example, when placing another child down for a nap, responding to a waking child, or at the end of an activity with a child or children who are awake. Timers or buzzers to remind teaching staff to check on children every 5 minutes are neither required nor recommended as they are not only likely to disrupt children's sleep but also the flow of interactions with children who are awake.
C168	An Annual Unannounced Comprehensive Health Inspection of each CDC facility has been conducted within the last 12 months by a Public Health Specialist. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248, 11.6.3/11.6.4)
C170	A health task-certified/trained staff member conducts daily Health Inspections prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 11.6.1)

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C181	APF custodial support is provided during the hours of operation to ensure sanitation and cleanliness. All surfaces surrounding toilets, diaper changing areas, and tables and chairs are disinfected at least daily. Hard surface floors are swept and disinfected prior to children's arrival and after breakfast and lunch. All carpets are vacuumed each day and shampooed at least quarterly. Infant room carpets are shampooed at least monthly. Rooms and surfaces are kept clean and are disinfected to reduce the spread of disease. Any mouthed toys are washed and sanitized before use by another child. Infant equipment is washed and disinfected daily. (AFI 34-248, 4.3.1/11.3/11.3.1/11.3.3/11.3.4/11.3.9/11.3.10) <i>(AF Policy Cleaning Standards for CDC, YP and SA)</i>
C188	At least one staff member who has a certificate showing satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for Infants and children, is always present with each group of children. (NAEYC 5.A.03) <i>*Courses that specifically address first aid for young children are considered pediatric first aid. A general first aid course that does not address the specific needs of young children is insufficient to meet this criterion.</i>
C191	Signs are posted near hand washing sinks reminding staff and children of hand washing procedures. Proper hand washing procedures are followed: wash with liquid soap and running water for at least 10 seconds; use disposable towels; and avoid recontamination by turning off faucets with the disposable towel. (AFI 34-248, 11.5.3/11.5.4)
C193	Diapering procedures are in accordance with AF guidelines. (AF Diaper Changing Procedures)
C195	<i>Medications are administered in a way that protects children. Only administer medications with daily written direction of parents on the AF Form 1055, Youth Flight Medication Permission Form, and approval from a medical professional. Consistent staff, who have been trained within the last 12 months by a medical professional, administer medication.</i> (AFI 34-248, 10.8/10.8.1/10.8.3/10.8.5)
C196	<i>Emergency "as needed" medications, for asthma or allergies, (inhalers, nebulizers, and EpiPens) are accepted and used on an emergency basis. An AF Form 1055 must be completed in its entirety. A current and complete action plan outlined by the prescribing health care provider is required. Parents initial monthly to authorize administration of emergency asthma medication and annually authorizing the use of an EpiPen. If it is necessary to administer the medication, parents are contacted. The need for such medication must be reverified every 12 months.</i> (AF Medication Training Aid)
C197	No over-the-counter medications, including aspirin or aspirin-like products, <i>antihistamines, decongestants, or cough syrup</i> , are administered without approval from a medical authority for the child receiving them. (AFI 34-248, 10.8)
C198	On an annual basis, parental permission to apply <i>diaper ointments/salves</i> , sunscreen (approved by the medical advisor and <i>purchased by the Program</i>), lip balms, and over-the-counter hand lotions is obtained. <i>Diaper ointments/salves are only used for treatment purposes.</i> (AFI 34-248, 10.8.8/10.8.9)
C199	Insect repellants that are not combined with sunscreen, contain less than 10% DEET, and are approved by the medical advisor, are administered only with parents approval on the AF Form 1055. Parents sign the AF Form 1055 monthly if insect repellant is used on a regular basis <i>or daily if insect repellant is used intermittently</i> . Manufacturer's requirements are followed. (AF Medication Training Aid)
C203	All classroom pets and visiting animals brought into the CDC have been checked by a veterinarian and are certified as safe and healthy to be with children. <i>No amphibians (toads, frogs, newts, salamanders, etc.), reptiles (includes ALL snakes, iguanas, lizards, turtles, etc.), birds of the parrot family, baby chicks or ducklings, aggressive fish species, ferrets, bats, cats, dogs, wild, exotic animals, and other animals not recommended for child care settings are present.</i> (AFI 34-248, 10.7.4) (AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07)
C210	The results of the initial water testing for lead contaminants from each faucet/drinking fountain used by the children or staff are on file in the CDC. <i>The Installation's Bioenvironmental Engineer (BE) has been informed when plumbing lines or fixtures are modified, added or replaced. Based on a health risk assessment by BE, these plumbing lines or fixtures are tested for lead contaminants and the risk assessment and/or results are on file in the CDC.</i> Water from the facility has been tested for bacterial contaminants at least annually and the results are kept on file. It has been determined that the water is safe for consumption, or another source of safe water has been provided. For CONUS: The most recent annual base-wide Consumer Confidence Report (CCR) is kept on file. For OCONUS: Results of a base-wide water quality report are kept on file. (AF Policy CDC/SA/YP Drinking Water, 3 Oct 05)
Nutrition and Food Service	
C214	The Food Program is administered in accordance with and meets DOD, AF, and USDA CACFP requirements. The CDC participates in the USDA CACFP, if it is available. The amount and type of food served meets the USDA CACFP requirements. (AFI 34-248, 6.2.4/6.3/6.3.2)
C216	Processed foods/foods high in sugar, salt, and chemical additives are not served frequently.

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C220	Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for Infants and 1/2-inch square for Toddlers/Twos, according to each child's chewing and swallowing capability. (NAEYC 5.B.14)
C221	Only food prepared at or for the CDC is served for meals, snacks, and special events. (AFI 34-248, 6.2.9)
C227	Provide a comfortable place for breastfeeding and coordinate feedings with the Infant's mother. (NAEYC 5.B.09)
C231	Teaching staff who are familiar with the Infant feed him or her whenever the Infant seems hungry. Feeding is not used in lieu of other forms of comfort. Feeding times and food consumption information are provided to parents of Infants at the end of the day. (NAEYC 5.B.12)
C235	Food Service Staff delivers food in a timely manner and in a way that minimizes the need for preparation by the CDPAs. Meals and snacks are served family style, and staff sit and eat with children and engage them in conversation. Adults eating with children eat only food served to children. Toddlers/Twos and older children are encouraged to serve and feed themselves based on their abilities. Preschoolers and older children assist with table setting and clean up. Foods indicative of various cultures are served several times a month. (AFI 34-248, 6.4.4/6.4.5/6.4.8/6.4.9) (NAEYC 3.D.07)
Identifying, Reporting and Prevention of Child Abuse	
C237	All visitors are required to enter and depart at the main entrance except for approved kitchen deliveries, sign in and out, wear identification, and are monitored while in the facility. (AFI 34-248, 8.7.4)
C240	Children are under the care of two adults with completed criminal history background checks at all times. If, due to limited room capacity or utilization, this is not feasible, Closed Circuit Television (CCTV) surveillance of the room is maintained continuously. When CCTV surveillance is used instead of a second adult, the one adult in the room and the desk staff monitoring the CCTV have completed fingerprint checks. When CCTV surveillance is used instead of the second adult, set the camera and monitor on the room, and ensure rotation through all other rooms continues. (AFI 34-248, 8.9/8.9.1/8.9.2/8.9.3)
C241	Properly functioning CCTV is installed in each activity room. Note: Not required in annexes of less than 49 capacity. CCTV monitors are located where the desk staff can clearly view and regularly observe each room. (AFI 34-248, 8.3.1/8.3.2/8.3.3/8.5.1)
C242	<i>The Child Abuse/Neglect and Safety Violations in DOD Child/Youth Programs signs are posted in highly visible areas in each facility where parents, children, youth, and staff have easy access to the telephone numbers.</i> (AFI 34-248, 8.11.5)
C254	Through proper use and close attention to the AF Form 1930, <i>Daily Attendance in Youth Programs</i> , each child is under the care of a specific adult and the adult knows where the child is at all times. Parents drop off and pick up their child from his/her assigned room. Parents sign their children in and out on the AF Form 1930. (AFI 34-248, 8.2.1/8.2.2/9.6.9)
C258	The lights are kept on in all rooms, closets, toilets, offices, and storage areas, when the building is in use. (AFI 34-248, 8.5.2)
C261	Convex mirrors or other means of providing visual access are used (indoors and outdoors), where needed, to improve supervision. (AFI 34-248, 8.5.4/10.9.6)
PERSONNEL POLICIES AND PROCEDURES	
Personnel Practices	
C264	<i>An Installation Records Check (IRC) has been completed on all staff, contract workers (CWs), and specified volunteers (SV). The IRC consists of a records check of all installations on which the individual has lived or worked for 2 years before the date of the application. The IRC includes a file check of Security Forces Management Information System (SFMS), Family Advocacy's AF Central Registry (which includes all drug and alcohol program files, medical treatment facility files, mental health, and life skills files) and Family Housing. A check of SFMS and Family Advocacy's AF Central Registry will satisfy the requirement for IRCs from current and former installations. Results are maintained in the employee work folder.</i>
C265	A State Criminal History Repository Check (SCHRC) has been completed from all the states the individual staff or CW has lived in during the last five years. NOTE: Only required if a completed National Agency Check (NAC) or National Agency Check with Inquiries (NACI) is not on file. Results are maintained in the employee work folder. (AFI 34-248, 5.3.1)

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C266	<i>A NAC or NACI has been requested for each individual staff member. Note: As of 21 May 08, all newly hired employees must have a NACI. An FBI fingerprint check has been requested for each CW. An individual with a Secret Clearance meets the requirement of a NAC or NACI but does not meet the SCHRC requirement. If the results of the NAC, NACI, or FBI fingerprint check were not completed and adjudicated, follow-up action has been conducted and documented every 6 months, until the checks are completed and adjudicated. Results are maintained in the employee work folder. (AFI 34-248, 5.3/5.3.2)</i>
C267	Record re-verification of the IRC and a Defense Central Index of Investigations (DCII) has been completed for all staff, SVs, and CWs every 5 years. Results are maintained in the employee work folder. (AFI 34-248, 5.3.2)

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C239	All staff, CWs, and SVs wear a nametag or other identifying apparel. <i>There is a visually recognizable system that identifies staff with completed NAC/NACIs.</i> (AFI 34-248, 8.7.7)
Staffing and Ratios	
C271	Each CDC has a T&C assigned; there is at least one T&C for each 200 CDC capacity. (AFI 34-248, 4.4.1)
C273	There is a GS-05 (<i>or National Security Personnel System (NSPS)</i>)/NAF equivalent in pay and job responsibilities) or higher supervisor in each facility during all hours of operation and the name of the current on-site supervisor is posted at all times. (AFI 34-248, 4.4.4/4.4.5)
C279	The Program is organized and staffed to minimize the number of groups, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children among groups of children. (NAEYC 10.B.13)
C282	If children with special needs are present the required staff:child ratio has been adjusted, as recommended by the Program Medical Advisor, to ensure children's needs are met. (AFI 34-248, 4.1.10)

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To be used during the 18th Inspection year to inspect all Child Development Centers (CDC)/Annexes, and Part-Day Preschool Programs operated on Air Force (AF) bases or for AF personnel. The standards listed on the checklist are AF policy.

This checklist is based on the following:

- Department of Defense Instruction (DODI) 1402.5, Criminal History Background Checks on Individuals in Child Care Services
- DODI 6060.2, Child Development Programs (CDP)
- Air Force Policy Directive (AFPD) 34-7, Child Development Programs
- Air Force Instruction (AFI) 34-248, Child Development Centers
- *AF Policy 2008 Recommended Immunization Schedules, 22 Apr 08*
- *AF Policy CDC/School-Age (SA)/Youth Programs (YP) Drinking Water, 3 Oct 05*
- *AF Policy Cleaning Standards for CDC, YP and SA*
- AF Policy on the Developmental Training Model (DTM) and Standardization
- *AF Policy on Diaper Changing Procedures*
- *AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07*
- HQ Air Force Civil Engineering Support Agency (AFCESA) Inspection Guide for AF Child Development Facilities
- The National Fire Protection Association (NFPA) 101, Life Safety Code
- The National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria
 *Additional guidance is provided to clarify some of the NAEYC Accreditation Criteria
- United States Department of Agriculture Child and Adult Care Food Program (USDA CACFP) Guidelines
- Caring for Our Children, Second Edition

Changes/Additions to the 18th Year CDC Inspection Checklist are indicated by italicized red font

Item Number	Criteria
QUALITY CHILD AND YOUTH DEVELOPMENT	
Human Relations	
C1	Teaching staff are consistent and predictable in their physical and emotional care of all children. (NAEYC 1.B.03)
C2	For Toddlers/Twos, Preschoolers, and Kindergartners with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. (NAEYC 1.E.01)
C4	Teaching staff facilitate positive peer interaction for Toddlers/Twos, Preschoolers, and Kindergartners, who are socially reserved or withdrawn and for those who are bullied or excluded. (NAEYC 1.C.06)
C5	Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (NAEYC 1.B.01)
C7	Teaching staff coach and support Toddlers/Twos, Preschoolers, and Kindergartners, as they learn to participate in daily cleanup and maintenance of the classroom. (NAEYC 3.D.08)
C8	Teaching staff join Toddlers/Twos, Preschoolers, and Kindergartners in learning centers to extend and deepen children's learning. They observe children, engage in conversations, and position themselves at eye level with the children. (NAEYC 3.G.10)
C10	Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences. (NAEYC 3.F.07) *Teachers do not talk down to children; teachers occasionally use words that the children may not understand and provide explanations of these words.
C11	<i>Teaching</i> staff foster independence, <i>as children are ready</i> , in routine activities such as picking up toys, wiping up spills, personal grooming (toileting and handwashing), obtaining and caring for materials, and other self-help skills. (AFI 34-248, 12.6)
Environments	
C18	A variety of age and developmentally appropriate materials and equipment are available indoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C19	A variety of age and developmentally appropriate materials and equipment are available outdoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C51	Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests. (NAEYC 9.A.08)

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Item Number	Criteria
Curriculum and Programming	
C32	The posted daily schedule is predictable, yet flexible and responsive to the children's individual needs. (NAEYC 2.A.07)
C38	The Standardized Weekly Planning Form, that has been reviewed and initialed by the Training and Curriculum (T&C) Specialist (or designee during absences or vacancies) prior to implementation, is current, complete, posted, and followed. (DTM)
C39	Teaching staff help Toddlers/Twos, Preschoolers, and Kindergartners follow a predictable but flexible daily routine by providing time and support for transitions. (NAEYC 3.D.09) *Support for transitions includes predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively (for example, if lunch is late). The spirit of this criterion also has to do with staff being willing to suspend their agenda in an effort to be responsive to children's interests and needs.
C40	There are realistic curriculum plans based on the needs and interests of individual children, consistent with the developmental goals and philosophy. (AFI 34-248, 3.19)
C48	Teachers create classroom displays that help Toddlers/Twos, Preschoolers, and Kindergartners reflect on and extend their learning. They ensure that children's recent <i>work is predominately displayed in the classroom</i> (e.g. art, emerging writing, graphic representation and three-dimensional creations) and that some displays are at children's eye level. (NAEYC 3.A.06)
C52	Infants have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo); daily opportunities <i>for each child</i> to hear and respond to various types of books including picture books, wordless books, books with rhymes, and access to durable books that enable independent exploration. (NAEYC 2.E.01)
C53	Toddlers/Twos have varied opportunities to experience books, songs, rhymes, and routine games through individualized play that includes simple rhymes, songs, and sequence gestures (e.g., finger plays, peek-a-boo, patty cake, This Little Piggy); daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes; access to durable books that enable independent exploration; experiences that help them understand that pictures represent real things in their environment. (NAEYC 2.E.02)
C54	Preschoolers and Kindergartners have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. (NAEYC 2.E.04)
C58	Children are encouraged to retell and reenact events in storybooks, engage in conversations that help them understand the content of the book, identify the parts of the book and differentiate print from pictures. (NAEYC 2.E.04)
C60	Infants and Toddlers/Twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement, and balance, as well as perceptual-motor integration. (NAEYC 2.C.01)
C64	Toddlers/Twos, Preschoolers, and Kindergartners have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behaviors. (NAEYC 2.B.05)
C74	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. (NAEYC 2.D.03) *For Infants and Toddlers/Twos, the development of competence includes adults' narration of things and events.
C76	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (NAEYC 4.E.01)
C77	Staff engage Infants in frequent face-to-face social interactions <i>each</i> day. <i>These</i> include both verbal behaviors (e.g., talking, cooing, repeating Infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding). (NAEYC 1.B.11)
C80	Teachers and others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. (NAEYC 4.D.01)
C83	Teaching staff talk frequently with Toddlers/Twos, Preschoolers, and Kindergartners and listen to children with attention and respect. They respond to children's questions and requests, use strategies to communicate effectively and build relationships with every child and engage regularly in meaningful and extended conversations with each child. (NAEYC 1.B.15)

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Item Number	Criteria
Family and Community Relations	
C85	Staff orient children and parents to the program at the time of initial enrollment and when transferred to a different room. (AFI 34-248, 9.6.8)
C89	The Director and Flight Chief consult with on and off base agencies and organizations to provide information, obtain resources, and coordinate services. (AFI 34-248, 7.6.1)
C90	Parents are provided information about child abuse prevention. (Examples include pamphlets, brochures, training, a listing of community resources, newsletters, etc.) (AFI 34-248, 9.5)
C97	Parents are surveyed at least annually to determine if the hours of operation and opening of the main facility during deployments, exercises, and inspections are appropriate. (AFI 34-248, 7.7.4)
C101	Parents are offered the opportunity for a formal conference at least once a year. Both formal and informal conferences are documented on children's <i>Age Appropriate Assessment and Planning Forms</i> . (AFI 34-248, 9.6.1) (DTM)
PROGRAM MANAGEMENT	
Administration	
C104	The Annual Unannounced Multidisciplinary Team Inspection (MTI), required by the Military Child Care Act, of all facilities used by the CDC has been conducted within the last 12 months. <i>The MTI includes an expert in each of the following areas: child abuse protection, staffing, and a parent representative who has a child enrolled in the CDC.</i> The results of the Annual Unannounced Higher Headquarters and Comprehensive Fire, Health, and Safety Inspections are reviewed as part of the MTI and the review is documented. The results are provided to the program staff in a timely manner – preferably within 1 month. Any deficiencies identified during the Unannounced MTI have been corrected within 90 days and remain corrected or a waiver is on file from the Assistant Secretary of the Air Force Manpower and Reserve Affairs (SAF/MR). (AFI 34-248, 7.3/7.3.1/7.3.2/7.3.3/7.3.4/7.3.6/7.3.7/7.3.9)
C113	The current DoD Certificate, standardized AF philosophy and goals, the mission statement, the guidance policy, and a copy of the current week's menu are posted in each lobby. (DTM)
C116	Sufficient Appropriated Funds (APF) are provided to operate the program and to minimize Non-Appropriated Funds (NAF) subsidy and parent fees. <i>APF support for the program (personnel, supplies, equipment, and training)</i> is at least equal to the parent fees collected. (AFI 34-248, 7.1.1/7.1.2)
C117	The program fees are based on Total Family Income (TFI) and the annual DOD fee ranges and policies. (AFI 34-248, 7.2)
C118	At least 75% of the hours paid to Child Development Program Assistants (CDPAs), <i>APF</i> or NAF, are paid to regular employees (employees receiving benefits). (AFI 34-248, 5.9.2)
Administrative Procedures (Front Desk)	
C136	The desk staff use AF Form 1183, <i>Child Development/Enrichment Program Hourly Record of Attendance Instructions</i> , to record the number of children and staff in each room each hour. (AFI 34-248, 4.1.11)
C137	Active Duty and DOD civilian employed parents are given a higher priority for enrollment for full-day and part-day care. Commanders may give single parents and dual military higher priority than other families. Individuals who are assigned to or live on the installation, regardless of branch of service, are given equal priority. <i>A policy has been established and implemented to terminate, within a reasonable time, the enrollment of children in families where the spouse is no longer employed, actively seeking employment, or is no longer a full-time student, if there is a waiting list. Full-time students who are enrolled for a minimum of 12 semester hours during the school year and 6 semester hours during the summer or the equivalent quarter hours, parents who are self-employed, or who telecommute are considered employed.</i> (AFI 34-248, 7.8.1/7.8.2/7.8.4/7.8.6)
C140	If there is a waiting list, a written plan for meeting the additional need has been developed and implemented. If the Program is not able to serve them, families are referred to the FCC Program. If FCC is unavailable, the Program refers families to DOD and AF sponsored Outreach/Subsidized Programs. The current monthly FCC Provider List is posted where it can be viewed by parents. (AFI 34-248, 7.9.1/7.9.3)

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Fire, Safety, and Health	
C142	All CDC facilities have been inspected by HQ AFCESA or an approved designee and are certified by HQ AFCESA as meeting the structural requirements of NFPA 101, Life Safety Code (current edition) and the AF for the type of program for which they are used. Full-day and hourly care facilities must comply with the day care standards. Part-Day Preschool facilities must comply with the standards for educational facilities. Any deficiencies identified by HQ AFCESA or their designee have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. A copy of the HQ AFCESA certification inspection for each CDC facility (if available) is on file and the certificate posted. NOTE: If the facility usage has changed or alterations have been made to the facility since it was first certified, the facility has been recertified for the current use by HQ AFCESA. (AFI 34-248, 2.2/2.2.2/2.2.3) (HQ AFCESA A-1)
C143	An Annual Unannounced Comprehensive Fire Inspection of each CDC facility has been conducted within the last 12 months by a Fire Specialist using the most current version of the CDC Fire Prevention/Inspection Guide provided by HQ AFCESA. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248 2.3)
C145	A fire task-certified/trained staff member conducts daily Fire Inspections prior to use. All doors, stairs, and other exits are in proper condition, unobstructed, unlocked to egress, easy to open, and all egress paths are free from debris, ice, snow, etc. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (HQ AFCESA C-1)
C148	An Annual Unannounced Comprehensive Safety Inspection of each CDC facility and grounds has been conducted within the last 12 months by the Installation Safety Office. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248,10.2.4/10.2.6/10.2.7)
C150	A safety task-certified/trained staff member conducts daily Safety Inspections for indoor/outdoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 10.2.1/10.2.5/10.7)
C151	<i>Teaching staff supervise children at all times. (AFI 34-248, 8.2)</i>
C156	The outdoor play area protects children from injury from falls (resilient surfacing should extend 6' beyond the limits of stationary equipment), catch points, sharp points, and protruding hardware, entrapments (openings should measure less than 3.5" or more than 9"), tripping hazards, and excessive wind and direct sunlight. (NAEYC 9.B.06)
C166	To reduce the risk of Sudden Infant Death Syndrome (SIDS), Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as Infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission (CPSC). Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for Infants. If a blanket is used, the Infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the Infant's chest. The Infant's head remains uncovered during sleep. After being placed down for sleep on their backs, Infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. (NAEYC 5.A.12)
C167	Teaching staff are aware of, and positioned so they can hear and see, any sleeping Infants and Toddlers/Twos for whom they are responsible, especially when they are actively engaged with children who are awake. Sides of cribs are checked to ensure that they are up and locked. (NAEYC 3.C.03) *Teaching staff should check on sleeping Infants and Toddlers/Twos by standing near and looking into the child's crib at least 3 times each hour. Checking on a sleeping Infant should not disrupt the Infant's sleep or interrupt the teaching staff member's interactions with children who are awake. The frequency of checks should reflect knowledge of an individual child's characteristics (for example, a child with reflux may need more frequent checks). Teaching staff should use natural transitions to check on sleeping Infants or Toddlers/Twos, for example, when placing another child down for a nap, responding to a waking child, or at the end of an activity with a child or children who are awake. Timers or buzzers to remind teaching staff to check on children every 5 minutes are neither required nor recommended as they are not only likely to disrupt children's sleep but also the flow of interactions with children who are awake.
C168	An Annual Unannounced Comprehensive Health Inspection of each CDC facility has been conducted within the last 12 months by a Public Health Specialist. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248, 11.6.3/11.6.4)
C170	A health task-certified/trained staff member conducts daily Health Inspections prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 11.6.1)

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C181	APF custodial support is provided during the hours of operation to ensure sanitation and cleanliness. All surfaces surrounding toilets, diaper changing areas, and tables and chairs are disinfected at least daily. Hard surface floors are swept and disinfected prior to children's arrival and after breakfast and lunch. All carpets are vacuumed each day and shampooed at least quarterly. Infant room carpets are shampooed at least monthly. Rooms and surfaces are kept clean and are disinfected to reduce the spread of disease. Any mouthed toys are washed and sanitized before use by another child. Infant equipment is washed and disinfected daily. (AFI 34-248, 4.3.1/11.3/11.3.1/11.3.3/11.3.4/11.3.9/11.3.10) <i>(AF Policy Cleaning Standards for CDC, YP and SA)</i>
C188	At least one staff member who has a certificate showing satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for Infants and children, is always present with each group of children. (NAEYC 5.A.03) <i>*Courses that specifically address first aid for young children are considered pediatric first aid. A general first aid course that does not address the specific needs of young children is insufficient to meet this criterion.</i>
C191	Signs are posted near hand washing sinks reminding staff and children of hand washing procedures. Proper hand washing procedures are followed: wash with liquid soap and running water for at least 10 seconds; use disposable towels; and avoid recontamination by turning off faucets with the disposable towel. (AFI 34-248, 11.5.3/11.5.4)
C193	Diapering procedures are in accordance with AF guidelines. (AF Diaper Changing Procedures)
C195	<i>Medications are administered in a way that protects children. Only administer medications with daily written direction of parents on the AF Form 1055, Youth Flight Medication Permission Form, and approval from a medical professional. Consistent staff, who have been trained within the last 12 months by a medical professional, administer medication.</i> (AFI 34-248, 10.8/10.8.1/10.8.3/10.8.5)
C196	<i>Emergency "as needed" medications, for asthma or allergies, (inhalers, nebulizers, and EpiPens) are accepted and used on an emergency basis. An AF Form 1055 must be completed in its entirety. A current and complete action plan outlined by the prescribing health care provider is required. Parents initial monthly to authorize administration of emergency asthma medication and annually authorizing the use of an EpiPen. If it is necessary to administer the medication, parents are contacted. The need for such medication must be reverified every 12 months.</i> (AF Medication Training Aid)
C197	No over-the-counter medications, including aspirin or aspirin-like products, <i>antihistamines, decongestants, or cough syrup</i> , are administered without approval from a medical authority for the child receiving them. (AFI 34-248, 10.8)
C198	On an annual basis, parental permission to apply <i>diaper ointments/salves</i> , sunscreen (approved by the medical advisor and <i>purchased by the Program</i>), lip balms, and over-the-counter hand lotions is obtained. <i>Diaper ointments/salves are only used for treatment purposes.</i> (AFI 34-248, 10.8.8/10.8.9)
C199	Insect repellants that are not combined with sunscreen, contain less than 10% DEET, and are approved by the medical advisor, are administered only with parents approval on the AF Form 1055. Parents sign the AF Form 1055 monthly if insect repellant is used on a regular basis <i>or daily if insect repellant is used intermittently</i> . Manufacturer's requirements are followed. (AF Medication Training Aid)
C203	All classroom pets and visiting animals brought into the CDC have been checked by a veterinarian and are certified as safe and healthy to be with children. <i>No amphibians (toads, frogs, newts, salamanders, etc.), reptiles (includes ALL snakes, iguanas, lizards, turtles, etc.), birds of the parrot family, baby chicks or ducklings, aggressive fish species, ferrets, bats, cats, dogs, wild, exotic animals, and other animals not recommended for child care settings are present.</i> (AFI 34-248, 10.7.4) (AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07)
C210	The results of the initial water testing for lead contaminants from each faucet/drinking fountain used by the children or staff are on file in the CDC. <i>The Installation's Bioenvironmental Engineer (BE) has been informed when plumbing lines or fixtures are modified, added or replaced. Based on a health risk assessment by BE, these plumbing lines or fixtures are tested for lead contaminants and the risk assessment and/or results are on file in the CDC.</i> Water from the facility has been tested for bacterial contaminants at least annually and the results are kept on file. It has been determined that the water is safe for consumption, or another source of safe water has been provided. For CONUS: The most recent annual base-wide Consumer Confidence Report (CCR) is kept on file. For OCONUS: Results of a base-wide water quality report are kept on file. (AF Policy CDC/SA/YP Drinking Water, 3 Oct 05)
Nutrition and Food Service	
C214	The Food Program is administered in accordance with and meets DOD, AF, and USDA CACFP requirements. The CDC participates in the USDA CACFP, if it is available. The amount and type of food served meets the USDA CACFP requirements. (AFI 34-248, 6.2.4/6.3/6.3.2)
C216	Processed foods/foods high in sugar, salt, and chemical additives are not served frequently.

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C220	Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for Infants and 1/2-inch square for Toddlers/Twos, according to each child's chewing and swallowing capability. (NAEYC 5.B.14)
C221	Only food prepared at or for the CDC is served for meals, snacks, and special events. (AFI 34-248, 6.2.9)
C227	Provide a comfortable place for breastfeeding and coordinate feedings with the Infant's mother. (NAEYC 5.B.09)
C231	Teaching staff who are familiar with the Infant feed him or her whenever the Infant seems hungry. Feeding is not used in lieu of other forms of comfort. Feeding times and food consumption information are provided to parents of Infants at the end of the day. (NAEYC 5.B.12)
C235	Food Service Staff delivers food in a timely manner and in a way that minimizes the need for preparation by the CDPAs. Meals and snacks are served family style, and staff sit and eat with children and engage them in conversation. Adults eating with children eat only food served to children. Toddlers/Twos and older children are encouraged to serve and feed themselves based on their abilities. Preschoolers and older children assist with table setting and clean up. Foods indicative of various cultures are served several times a month. (AFI 34-248, 6.4.4/6.4.5/6.4.8/6.4.9) (NAEYC 3.D.07)
Identifying, Reporting and Prevention of Child Abuse	
C237	All visitors are required to enter and depart at the main entrance except for approved kitchen deliveries, sign in and out, wear identification, and are monitored while in the facility. (AFI 34-248, 8.7.4)
C240	Children are under the care of two adults with completed criminal history background checks at all times. If, due to limited room capacity or utilization, this is not feasible, Closed Circuit Television (CCTV) surveillance of the room is maintained continuously. When CCTV surveillance is used instead of a second adult, the one adult in the room and the desk staff monitoring the CCTV have completed fingerprint checks. When CCTV surveillance is used instead of the second adult, set the camera and monitor on the room, and ensure rotation through all other rooms continues. (AFI 34-248, 8.9/8.9.1/8.9.2/8.9.3)
C241	Properly functioning CCTV is installed in each activity room. Note: Not required in annexes of less than 49 capacity. CCTV monitors are located where the desk staff can clearly view and regularly observe each room. (AFI 34-248, 8.3.1/8.3.2/8.3.3/8.5.1)
C242	<i>The Child Abuse/Neglect and Safety Violations in DOD Child/Youth Programs signs are posted in highly visible areas in each facility where parents, children, youth, and staff have easy access to the telephone numbers.</i> (AFI 34-248, 8.11.5)
C254	Through proper use and close attention to the AF Form 1930, <i>Daily Attendance in Youth Programs</i> , each child is under the care of a specific adult and the adult knows where the child is at all times. Parents drop off and pick up their child from his/her assigned room. Parents sign their children in and out on the AF Form 1930. (AFI 34-248, 8.2.1/8.2.2/9.6.9)
C258	The lights are kept on in all rooms, closets, toilets, offices, and storage areas, when the building is in use. (AFI 34-248, 8.5.2)
C261	Convex mirrors or other means of providing visual access are used (indoors and outdoors), where needed, to improve supervision. (AFI 34-248, 8.5.4/10.9.6)
PERSONNEL POLICIES AND PROCEDURES	
Personnel Practices	
C264	<i>An Installation Records Check (IRC) has been completed on all staff, contract workers (CWs), and specified volunteers (SV). The IRC consists of a records check of all installations on which the individual has lived or worked for 2 years before the date of the application. The IRC includes a file check of Security Forces Management Information System (SFMS), Family Advocacy's AF Central Registry (which includes all drug and alcohol program files, medical treatment facility files, mental health, and life skills files) and Family Housing. A check of SFMS and Family Advocacy's AF Central Registry will satisfy the requirement for IRCs from current and former installations. Results are maintained in the employee work folder.</i>
C265	A State Criminal History Repository Check (SCHRC) has been completed from all the states the individual staff or CW has lived in during the last five years. NOTE: Only required if a completed National Agency Check (NAC) or National Agency Check with Inquiries (NACI) is not on file. Results are maintained in the employee work folder. (AFI 34-248, 5.3.1)

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Item Number	Criteria
C266	<i>A NAC or NACI has been requested for each individual staff member. Note: As of 21 May 08, all newly hired employees must have a NACI. An FBI fingerprint check has been requested for each CW. An individual with a Secret Clearance meets the requirement of a NAC or NACI but does not meet the SCHRC requirement. If the results of the NAC, NACI, or FBI fingerprint check were not completed and adjudicated, follow-up action has been conducted and documented every 6 months, until the checks are completed and adjudicated. Results are maintained in the employee work folder. (AFI 34-248, 5.3/5.3.2)</i>
C267	Record re-verification of the IRC and a Defense Central Index of Investigations (DCII) has been completed for all staff, SVs, and CWs every 5 years. Results are maintained in the employee work folder. (AFI 34-248, 5.3.2)

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Item Number	Criteria
C239	All staff, CWs, and SVs wear a nametag or other identifying apparel. <i>There is a visually recognizable system that identifies staff with completed NAC/NACIs.</i> (AFI 34-248, 8.7.7)
Staffing and Ratios	
C271	Each CDC has a T&C assigned; there is at least one T&C for each 200 CDC capacity. (AFI 34-248, 4.4.1)
C273	There is a GS-05 (<i>or National Security Personnel System (NSPS)</i>)/NAF equivalent in pay and job responsibilities) or higher supervisor in each facility during all hours of operation and the name of the current on-site supervisor is posted at all times. (AFI 34-248, 4.4.4/4.4.5)
C279	The Program is organized and staffed to minimize the number of groups, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children among groups of children. (NAEYC 10.B.13)
C282	If children with special needs are present the required staff:child ratio has been adjusted, as recommended by the Program Medical Advisor, to ensure children's needs are met. (AFI 34-248, 4.1.10)

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Inspection Checklists may be obtained on the Headquarters Air Force Services (HQ AFSVA) Community of Practice (COP)

To be used during the 18th Inspection year to inspect all Child Development Centers (CDC)/Annexes, and Part-Day Preschool Programs operated on Air Force (AF) bases or for AF personnel. The standards listed on the checklist are AF policy.

This checklist is based on the following:

- Department of Defense Instruction (DODI) 1402.5, Criminal History Background Checks on Individuals in Child Care Services
- DODI 6060.2, Child Development Programs (CDP)
- Air Force Policy Directive (AFPD) 34-7, Child Development Programs
- Air Force Instruction (AFI) 34-248, Child Development Centers
- *AF Policy 2008 Recommended Immunization Schedules, 22 Apr 08*
- *AF Policy CDC/School-Age (SA)/Youth Programs (YP) Drinking Water, 3 Oct 05*
- *AF Policy Cleaning Standards for CDC, YP and SA*
- AF Policy on the Developmental Training Model (DTM) and Standardization
- *AF Policy on Diaper Changing Procedures*
- *AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07*
- HQ Air Force Civil Engineering Support Agency (AFCESA) Inspection Guide for AF Child Development Facilities
- The National Fire Protection Association (NFPA) 101, Life Safety Code
- The National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria
 *Additional guidance is provided to clarify some of the NAEYC Accreditation Criteria
- United States Department of Agriculture Child and Adult Care Food Program (USDA CACFP) Guidelines
- Caring for Our Children, Second Edition

Changes/Additions to the 18th Year CDC Inspection Checklist are indicated by italicized red font

Item Number	Criteria
QUALITY CHILD AND YOUTH DEVELOPMENT	
Human Relations	
C1	Teaching staff are consistent and predictable in their physical and emotional care of all children. (NAEYC 1.B.03)
C2	For Toddlers/Twos, Preschoolers, and Kindergartners with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. (NAEYC 1.E.01)
C4	Teaching staff facilitate positive peer interaction for Toddlers/Twos, Preschoolers, and Kindergartners, who are socially reserved or withdrawn and for those who are bullied or excluded. (NAEYC 1.C.06)
C5	Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (NAEYC 1.B.01)
C7	Teaching staff coach and support Toddlers/Twos, Preschoolers, and Kindergartners, as they learn to participate in daily cleanup and maintenance of the classroom. (NAEYC 3.D.08)
C8	Teaching staff join Toddlers/Twos, Preschoolers, and Kindergartners in learning centers to extend and deepen children's learning. They observe children, engage in conversations, and position themselves at eye level with the children. (NAEYC 3.G.10)
C10	Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences. (NAEYC 3.F.07) *Teachers do not talk down to children; teachers occasionally use words that the children may not understand and provide explanations of these words.
C11	<i>Teaching</i> staff foster independence, <i>as children are ready</i> , in routine activities such as picking up toys, wiping up spills, personal grooming (toileting and handwashing), obtaining and caring for materials, and other self-help skills. (AFI 34-248, 12.6)
Environments	
C18	A variety of age and developmentally appropriate materials and equipment are available indoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C19	A variety of age and developmentally appropriate materials and equipment are available outdoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C51	Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests. (NAEYC 9.A.08)

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Item Number	Criteria
Curriculum and Programming	
C32	The posted daily schedule is predictable, yet flexible and responsive to the children's individual needs. (NAEYC 2.A.07)
C38	The Standardized Weekly Planning Form, that has been reviewed and initialed by the Training and Curriculum (T&C) Specialist (or designee during absences or vacancies) prior to implementation, is current, complete, posted, and followed. (DTM)
C39	Teaching staff help Toddlers/Twos, Preschoolers, and Kindergartners follow a predictable but flexible daily routine by providing time and support for transitions. (NAEYC 3.D.09) *Support for transitions includes predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively (for example, if lunch is late). The spirit of this criterion also has to do with staff being willing to suspend their agenda in an effort to be responsive to children's interests and needs.
C40	There are realistic curriculum plans based on the needs and interests of individual children, consistent with the developmental goals and philosophy. (AFI 34-248, 3.19)
C48	Teachers create classroom displays that help Toddlers/Twos, Preschoolers, and Kindergartners reflect on and extend their learning. They ensure that children's recent <i>work is predominately displayed in the classroom</i> (e.g. art, emerging writing, graphic representation and three-dimensional creations) and that some displays are at children's eye level. (NAEYC 3.A.06)
C52	Infants have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo); daily opportunities <i>for each child</i> to hear and respond to various types of books including picture books, wordless books, books with rhymes, and access to durable books that enable independent exploration. (NAEYC 2.E.01)
C53	Toddlers/Twos have varied opportunities to experience books, songs, rhymes, and routine games through individualized play that includes simple rhymes, songs, and sequence gestures (e.g., finger plays, peek-a-boo, patty cake, This Little Piggy); daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes; access to durable books that enable independent exploration; experiences that help them understand that pictures represent real things in their environment. (NAEYC 2.E.02)
C54	Preschoolers and Kindergartners have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. (NAEYC 2.E.04)
C58	Children are encouraged to retell and reenact events in storybooks, engage in conversations that help them understand the content of the book, identify the parts of the book and differentiate print from pictures. (NAEYC 2.E.04)
C60	Infants and Toddlers/Twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement, and balance, as well as perceptual-motor integration. (NAEYC 2.C.01)
C64	Toddlers/Twos, Preschoolers, and Kindergartners have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behaviors. (NAEYC 2.B.05)
C74	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. (NAEYC 2.D.03) *For Infants and Toddlers/Twos, the development of competence includes adults' narration of things and events.
C76	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (NAEYC 4.E.01)
C77	Staff engage Infants in frequent face-to-face social interactions <i>each</i> day. <i>These</i> include both verbal behaviors (e.g., talking, cooing, repeating Infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding). (NAEYC 1.B.11)
C80	Teachers and others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. (NAEYC 4.D.01)
C83	Teaching staff talk frequently with Toddlers/Twos, Preschoolers, and Kindergartners and listen to children with attention and respect. They respond to children's questions and requests, use strategies to communicate effectively and build relationships with every child and engage regularly in meaningful and extended conversations with each child. (NAEYC 1.B.15)

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Item Number	Criteria
Family and Community Relations	
C85	Staff orient children and parents to the program at the time of initial enrollment and when transferred to a different room. (AFI 34-248, 9.6.8)
C89	The Director and Flight Chief consult with on and off base agencies and organizations to provide information, obtain resources, and coordinate services. (AFI 34-248, 7.6.1)
C90	Parents are provided information about child abuse prevention. (Examples include pamphlets, brochures, training, a listing of community resources, newsletters, etc.) (AFI 34-248, 9.5)
C97	Parents are surveyed at least annually to determine if the hours of operation and opening of the main facility during deployments, exercises, and inspections are appropriate. (AFI 34-248, 7.7.4)
C101	Parents are offered the opportunity for a formal conference at least once a year. Both formal and informal conferences are documented on children's <i>Age Appropriate Assessment and Planning Forms</i> . (AFI 34-248, 9.6.1) (DTM)
PROGRAM MANAGEMENT	
Administration	
C104	The Annual Unannounced Multidisciplinary Team Inspection (MTI), required by the Military Child Care Act, of all facilities used by the CDC has been conducted within the last 12 months. <i>The MTI includes an expert in each of the following areas: child abuse protection, staffing, and a parent representative who has a child enrolled in the CDC.</i> The results of the Annual Unannounced Higher Headquarters and Comprehensive Fire, Health, and Safety Inspections are reviewed as part of the MTI and the review is documented. The results are provided to the program staff in a timely manner – preferably within 1 month. Any deficiencies identified during the Unannounced MTI have been corrected within 90 days and remain corrected or a waiver is on file from the Assistant Secretary of the Air Force Manpower and Reserve Affairs (SAF/MR). (AFI 34-248, 7.3/7.3.1/7.3.2/7.3.3/7.3.4/7.3.6/7.3.7/7.3.9)
C113	The current DoD Certificate, standardized AF philosophy and goals, the mission statement, the guidance policy, and a copy of the current week's menu are posted in each lobby. (DTM)
C116	Sufficient Appropriated Funds (APF) are provided to operate the program and to minimize Non-Appropriated Funds (NAF) subsidy and parent fees. <i>APF support for the program (personnel, supplies, equipment, and training)</i> is at least equal to the parent fees collected. (AFI 34-248, 7.1.1/7.1.2)
C117	The program fees are based on Total Family Income (TFI) and the annual DOD fee ranges and policies. (AFI 34-248, 7.2)
C118	At least 75% of the hours paid to Child Development Program Assistants (CDPAs), <i>APF</i> or NAF, are paid to regular employees (employees receiving benefits). (AFI 34-248, 5.9.2)
Administrative Procedures (Front Desk)	
C136	The desk staff use AF Form 1183, <i>Child Development/Enrichment Program Hourly Record of Attendance Instructions</i> , to record the number of children and staff in each room each hour. (AFI 34-248, 4.1.11)
C137	Active Duty and DOD civilian employed parents are given a higher priority for enrollment for full-day and part-day care. Commanders may give single parents and dual military higher priority than other families. Individuals who are assigned to or live on the installation, regardless of branch of service, are given equal priority. <i>A policy has been established and implemented to terminate, within a reasonable time, the enrollment of children in families where the spouse is no longer employed, actively seeking employment, or is no longer a full-time student, if there is a waiting list. Full-time students who are enrolled for a minimum of 12 semester hours during the school year and 6 semester hours during the summer or the equivalent quarter hours, parents who are self-employed, or who telecommute are considered employed.</i> (AFI 34-248, 7.8.1/7.8.2/7.8.4/7.8.6)
C140	If there is a waiting list, a written plan for meeting the additional need has been developed and implemented. If the Program is not able to serve them, families are referred to the FCC Program. If FCC is unavailable, the Program refers families to DOD and AF sponsored Outreach/Subsidized Programs. The current monthly FCC Provider List is posted where it can be viewed by parents. (AFI 34-248, 7.9.1/7.9.3)

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Fire, Safety, and Health	
C142	All CDC facilities have been inspected by HQ AFCESA or an approved designee and are certified by HQ AFCESA as meeting the structural requirements of NFPA 101, Life Safety Code (current edition) and the AF for the type of program for which they are used. Full-day and hourly care facilities must comply with the day care standards. Part-Day Preschool facilities must comply with the standards for educational facilities. Any deficiencies identified by HQ AFCESA or their designee have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. A copy of the HQ AFCESA certification inspection for each CDC facility (if available) is on file and the certificate posted. NOTE: If the facility usage has changed or alterations have been made to the facility since it was first certified, the facility has been recertified for the current use by HQ AFCESA. (AFI 34-248, 2.2/2.2.2/2.2.3) (HQ AFCESA A-1)
C143	An Annual Unannounced Comprehensive Fire Inspection of each CDC facility has been conducted within the last 12 months by a Fire Specialist using the most current version of the CDC Fire Prevention/Inspection Guide provided by HQ AFCESA. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248 2.3)
C145	A fire task-certified/trained staff member conducts daily Fire Inspections prior to use. All doors, stairs, and other exits are in proper condition, unobstructed, unlocked to egress, easy to open, and all egress paths are free from debris, ice, snow, etc. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (HQ AFCESA C-1)
C148	An Annual Unannounced Comprehensive Safety Inspection of each CDC facility and grounds has been conducted within the last 12 months by the Installation Safety Office. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248,10.2.4/10.2.6/10.2.7)
C150	A safety task-certified/trained staff member conducts daily Safety Inspections for indoor/outdoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 10.2.1/10.2.5/10.7)
C151	<i>Teaching staff supervise children at all times. (AFI 34-248, 8.2)</i>
C156	The outdoor play area protects children from injury from falls (resilient surfacing should extend 6' beyond the limits of stationary equipment), catch points, sharp points, and protruding hardware, entrapments (openings should measure less than 3.5" or more than 9"), tripping hazards, and excessive wind and direct sunlight. (NAEYC 9.B.06)
C166	To reduce the risk of Sudden Infant Death Syndrome (SIDS), Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as Infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission (CPSC). Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for Infants. If a blanket is used, the Infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the Infant's chest. The Infant's head remains uncovered during sleep. After being placed down for sleep on their backs, Infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. (NAEYC 5.A.12)
C167	Teaching staff are aware of, and positioned so they can hear and see, any sleeping Infants and Toddlers/Twos for whom they are responsible, especially when they are actively engaged with children who are awake. Sides of cribs are checked to ensure that they are up and locked. (NAEYC 3.C.03) *Teaching staff should check on sleeping Infants and Toddlers/Twos by standing near and looking into the child's crib at least 3 times each hour. Checking on a sleeping Infant should not disrupt the Infant's sleep or interrupt the teaching staff member's interactions with children who are awake. The frequency of checks should reflect knowledge of an individual child's characteristics (for example, a child with reflux may need more frequent checks). Teaching staff should use natural transitions to check on sleeping Infants or Toddlers/Twos, for example, when placing another child down for a nap, responding to a waking child, or at the end of an activity with a child or children who are awake. Timers or buzzers to remind teaching staff to check on children every 5 minutes are neither required nor recommended as they are not only likely to disrupt children's sleep but also the flow of interactions with children who are awake.
C168	An Annual Unannounced Comprehensive Health Inspection of each CDC facility has been conducted within the last 12 months by a Public Health Specialist. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248, 11.6.3/11.6.4)
C170	A health task-certified/trained staff member conducts daily Health Inspections prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 11.6.1)

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C181	APF custodial support is provided during the hours of operation to ensure sanitation and cleanliness. All surfaces surrounding toilets, diaper changing areas, and tables and chairs are disinfected at least daily. Hard surface floors are swept and disinfected prior to children's arrival and after breakfast and lunch. All carpets are vacuumed each day and shampooed at least quarterly. Infant room carpets are shampooed at least monthly. Rooms and surfaces are kept clean and are disinfected to reduce the spread of disease. Any mouthed toys are washed and sanitized before use by another child. Infant equipment is washed and disinfected daily. (AFI 34-248, 4.3.1/11.3/11.3.1/11.3.3/11.3.4/11.3.9/11.3.10) <i>(AF Policy Cleaning Standards for CDC, YP and SA)</i>
C188	At least one staff member who has a certificate showing satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for Infants and children, is always present with each group of children. (NAEYC 5.A.03) <i>*Courses that specifically address first aid for young children are considered pediatric first aid. A general first aid course that does not address the specific needs of young children is insufficient to meet this criterion.</i>
C191	Signs are posted near hand washing sinks reminding staff and children of hand washing procedures. Proper hand washing procedures are followed: wash with liquid soap and running water for at least 10 seconds; use disposable towels; and avoid recontamination by turning off faucets with the disposable towel. (AFI 34-248, 11.5.3/11.5.4)
C193	Diapering procedures are in accordance with AF guidelines. (AF Diaper Changing Procedures)
C195	<i>Medications are administered in a way that protects children. Only administer medications with daily written direction of parents on the AF Form 1055, Youth Flight Medication Permission Form, and approval from a medical professional. Consistent staff, who have been trained within the last 12 months by a medical professional, administer medication.</i> (AFI 34-248, 10.8/10.8.1/10.8.3/10.8.5)
C196	<i>Emergency "as needed" medications, for asthma or allergies, (inhalers, nebulizers, and EpiPens) are accepted and used on an emergency basis. An AF Form 1055 must be completed in its entirety. A current and complete action plan outlined by the prescribing health care provider is required. Parents initial monthly to authorize administration of emergency asthma medication and annually authorizing the use of an EpiPen. If it is necessary to administer the medication, parents are contacted. The need for such medication must be reverified every 12 months.</i> (AF Medication Training Aid)
C197	No over-the-counter medications, including aspirin or aspirin-like products, <i>antihistamines, decongestants, or cough syrup</i> , are administered without approval from a medical authority for the child receiving them. (AFI 34-248, 10.8)
C198	On an annual basis, parental permission to apply <i>diaper ointments/salves</i> , sunscreen (approved by the medical advisor and <i>purchased by the Program</i>), lip balms, and over-the-counter hand lotions is obtained. <i>Diaper ointments/salves are only used for treatment purposes.</i> (AFI 34-248, 10.8.8/10.8.9)
C199	Insect repellants that are not combined with sunscreen, contain less than 10% DEET, and are approved by the medical advisor, are administered only with parents approval on the AF Form 1055. Parents sign the AF Form 1055 monthly if insect repellant is used on a regular basis <i>or daily if insect repellant is used intermittently</i> . Manufacturer's requirements are followed. (AF Medication Training Aid)
C203	All classroom pets and visiting animals brought into the CDC have been checked by a veterinarian and are certified as safe and healthy to be with children. <i>No amphibians (toads, frogs, newts, salamanders, etc.), reptiles (includes ALL snakes, iguanas, lizards, turtles, etc.), birds of the parrot family, baby chicks or ducklings, aggressive fish species, ferrets, bats, cats, dogs, wild, exotic animals, and other animals not recommended for child care settings are present.</i> (AFI 34-248, 10.7.4) (AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07)
C210	The results of the initial water testing for lead contaminants from each faucet/drinking fountain used by the children or staff are on file in the CDC. <i>The Installation's Bioenvironmental Engineer (BE) has been informed when plumbing lines or fixtures are modified, added or replaced. Based on a health risk assessment by BE, these plumbing lines or fixtures are tested for lead contaminants and the risk assessment and/or results are on file in the CDC.</i> Water from the facility has been tested for bacterial contaminants at least annually and the results are kept on file. It has been determined that the water is safe for consumption, or another source of safe water has been provided. For CONUS: The most recent annual base-wide Consumer Confidence Report (CCR) is kept on file. For OCONUS: Results of a base-wide water quality report are kept on file. (AF Policy CDC/SA/YP Drinking Water, 3 Oct 05)
Nutrition and Food Service	
C214	The Food Program is administered in accordance with and meets DOD, AF, and USDA CACFP requirements. The CDC participates in the USDA CACFP, if it is available. The amount and type of food served meets the USDA CACFP requirements. (AFI 34-248, 6.2.4/6.3/6.3.2)
C216	Processed foods/foods high in sugar, salt, and chemical additives are not served frequently.

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C220	Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for Infants and 1/2-inch square for Toddlers/Twos, according to each child's chewing and swallowing capability. (NAEYC 5.B.14)
C221	Only food prepared at or for the CDC is served for meals, snacks, and special events. (AFI 34-248, 6.2.9)
C227	Provide a comfortable place for breastfeeding and coordinate feedings with the Infant's mother. (NAEYC 5.B.09)
C231	Teaching staff who are familiar with the Infant feed him or her whenever the Infant seems hungry. Feeding is not used in lieu of other forms of comfort. Feeding times and food consumption information are provided to parents of Infants at the end of the day. (NAEYC 5.B.12)
C235	Food Service Staff delivers food in a timely manner and in a way that minimizes the need for preparation by the CDPAs. Meals and snacks are served family style, and staff sit and eat with children and engage them in conversation. Adults eating with children eat only food served to children. Toddlers/Twos and older children are encouraged to serve and feed themselves based on their abilities. Preschoolers and older children assist with table setting and clean up. Foods indicative of various cultures are served several times a month. (AFI 34-248, 6.4.4/6.4.5/6.4.8/6.4.9) (NAEYC 3.D.07)
Identifying, Reporting and Prevention of Child Abuse	
C237	All visitors are required to enter and depart at the main entrance except for approved kitchen deliveries, sign in and out, wear identification, and are monitored while in the facility. (AFI 34-248, 8.7.4)
C240	Children are under the care of two adults with completed criminal history background checks at all times. If, due to limited room capacity or utilization, this is not feasible, Closed Circuit Television (CCTV) surveillance of the room is maintained continuously. When CCTV surveillance is used instead of a second adult, the one adult in the room and the desk staff monitoring the CCTV have completed fingerprint checks. When CCTV surveillance is used instead of the second adult, set the camera and monitor on the room, and ensure rotation through all other rooms continues. (AFI 34-248, 8.9/8.9.1/8.9.2/8.9.3)
C241	Properly functioning CCTV is installed in each activity room. Note: Not required in annexes of less than 49 capacity. CCTV monitors are located where the desk staff can clearly view and regularly observe each room. (AFI 34-248, 8.3.1/8.3.2/8.3.3/8.5.1)
C242	<i>The Child Abuse/Neglect and Safety Violations in DOD Child/Youth Programs signs are posted in highly visible areas in each facility where parents, children, youth, and staff have easy access to the telephone numbers.</i> (AFI 34-248, 8.11.5)
C254	Through proper use and close attention to the AF Form 1930, <i>Daily Attendance in Youth Programs</i> , each child is under the care of a specific adult and the adult knows where the child is at all times. Parents drop off and pick up their child from his/her assigned room. Parents sign their children in and out on the AF Form 1930. (AFI 34-248, 8.2.1/8.2.2/9.6.9)
C258	The lights are kept on in all rooms, closets, toilets, offices, and storage areas, when the building is in use. (AFI 34-248, 8.5.2)
C261	Convex mirrors or other means of providing visual access are used (indoors and outdoors), where needed, to improve supervision. (AFI 34-248, 8.5.4/10.9.6)
PERSONNEL POLICIES AND PROCEDURES	
Personnel Practices	
C264	<i>An Installation Records Check (IRC) has been completed on all staff, contract workers (CWs), and specified volunteers (SV). The IRC consists of a records check of all installations on which the individual has lived or worked for 2 years before the date of the application. The IRC includes a file check of Security Forces Management Information System (SFMS), Family Advocacy's AF Central Registry (which includes all drug and alcohol program files, medical treatment facility files, mental health, and life skills files) and Family Housing. A check of SFMS and Family Advocacy's AF Central Registry will satisfy the requirement for IRCs from current and former installations. Results are maintained in the employee work folder.</i>
C265	A State Criminal History Repository Check (SCHRC) has been completed from all the states the individual staff or CW has lived in during the last five years. NOTE: Only required if a completed National Agency Check (NAC) or National Agency Check with Inquiries (NACI) is not on file. Results are maintained in the employee work folder. (AFI 34-248, 5.3.1)

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Item Number	Criteria
C266	<i>A NAC or NACI has been requested for each individual staff member. Note: As of 21 May 08, all newly hired employees must have a NACI. An FBI fingerprint check has been requested for each CW. An individual with a Secret Clearance meets the requirement of a NAC or NACI but does not meet the SCHRC requirement. If the results of the NAC, NACI, or FBI fingerprint check were not completed and adjudicated, follow-up action has been conducted and documented every 6 months, until the checks are completed and adjudicated. Results are maintained in the employee work folder. (AFI 34-248, 5.3/5.3.2)</i>
C267	Record re-verification of the IRC and a Defense Central Index of Investigations (DCII) has been completed for all staff, SVs, and CWs every 5 years. Results are maintained in the employee work folder. (AFI 34-248, 5.3.2)

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Item Number	Criteria
C239	All staff, CWs, and SVs wear a nametag or other identifying apparel. <i>There is a visually recognizable system that identifies staff with completed NAC/NACIs.</i> (AFI 34-248, 8.7.7)
Staffing and Ratios	
C271	Each CDC has a T&C assigned; there is at least one T&C for each 200 CDC capacity. (AFI 34-248, 4.4.1)
C273	There is a GS-05 (<i>or National Security Personnel System (NSPS)</i>)/NAF equivalent in pay and job responsibilities) or higher supervisor in each facility during all hours of operation and the name of the current on-site supervisor is posted at all times. (AFI 34-248, 4.4.4/4.4.5)
C279	The Program is organized and staffed to minimize the number of groups, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children among groups of children. (NAEYC 10.B.13)
C282	If children with special needs are present the required staff:child ratio has been adjusted, as recommended by the Program Medical Advisor, to ensure children's needs are met. (AFI 34-248, 4.1.10)

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Inspection Checklists may be obtained on the Headquarters Air Force Services (HQ AFSVA) Community of Practice (COP)

To be used during the 18th Inspection year to inspect all Child Development Centers (CDC)/Annexes, and Part-Day Preschool Programs operated on Air Force (AF) bases or for AF personnel. The standards listed on the checklist are AF policy.

This checklist is based on the following:

- Department of Defense Instruction (DODI) 1402.5, Criminal History Background Checks on Individuals in Child Care Services
- DODI 6060.2, Child Development Programs (CDP)
- Air Force Policy Directive (AFPD) 34-7, Child Development Programs
- Air Force Instruction (AFI) 34-248, Child Development Centers
- *AF Policy 2008 Recommended Immunization Schedules, 22 Apr 08*
- *AF Policy CDC/School-Age (SA)/Youth Programs (YP) Drinking Water, 3 Oct 05*
- *AF Policy Cleaning Standards for CDC, YP and SA*
- AF Policy on the Developmental Training Model (DTM) and Standardization
- *AF Policy on Diaper Changing Procedures*
- *AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07*
- HQ Air Force Civil Engineering Support Agency (AFCESA) Inspection Guide for AF Child Development Facilities
- The National Fire Protection Association (NFPA) 101, Life Safety Code
- The National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria
 *Additional guidance is provided to clarify some of the NAEYC Accreditation Criteria
- United States Department of Agriculture Child and Adult Care Food Program (USDA CACFP) Guidelines
- Caring for Our Children, Second Edition

Changes/Additions to the 18th Year CDC Inspection Checklist are indicated by italicized red font

Item Number	Criteria
QUALITY CHILD AND YOUTH DEVELOPMENT	
Human Relations	
C1	Teaching staff are consistent and predictable in their physical and emotional care of all children. (NAEYC 1.B.03)
C2	For Toddlers/Twos, Preschoolers, and Kindergartners with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. (NAEYC 1.E.01)
C4	Teaching staff facilitate positive peer interaction for Toddlers/Twos, Preschoolers, and Kindergartners, who are socially reserved or withdrawn and for those who are bullied or excluded. (NAEYC 1.C.06)
C5	Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (NAEYC 1.B.01)
C7	Teaching staff coach and support Toddlers/Twos, Preschoolers, and Kindergartners, as they learn to participate in daily cleanup and maintenance of the classroom. (NAEYC 3.D.08)
C8	Teaching staff join Toddlers/Twos, Preschoolers, and Kindergartners in learning centers to extend and deepen children's learning. They observe children, engage in conversations, and position themselves at eye level with the children. (NAEYC 3.G.10)
C10	Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences. (NAEYC 3.F.07) *Teachers do not talk down to children; teachers occasionally use words that the children may not understand and provide explanations of these words.
C11	<i>Teaching</i> staff foster independence, <i>as children are ready</i> , in routine activities such as picking up toys, wiping up spills, personal grooming (toileting and handwashing), obtaining and caring for materials, and other self-help skills. (AFI 34-248, 12.6)
Environments	
C18	A variety of age and developmentally appropriate materials and equipment are available indoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C19	A variety of age and developmentally appropriate materials and equipment are available outdoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04) *Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.
C51	Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests. (NAEYC 9.A.08)

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Item Number	Criteria
Curriculum and Programming	
C32	The posted daily schedule is predictable, yet flexible and responsive to the children's individual needs. (NAEYC 2.A.07)
C38	The Standardized Weekly Planning Form, that has been reviewed and initialed by the Training and Curriculum (T&C) Specialist (or designee during absences or vacancies) prior to implementation, is current, complete, posted, and followed. (DTM)
C39	Teaching staff help Toddlers/Twos, Preschoolers, and Kindergartners follow a predictable but flexible daily routine by providing time and support for transitions. (NAEYC 3.D.09) *Support for transitions includes predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively (for example, if lunch is late). The spirit of this criterion also has to do with staff being willing to suspend their agenda in an effort to be responsive to children's interests and needs.
C40	There are realistic curriculum plans based on the needs and interests of individual children, consistent with the developmental goals and philosophy. (AFI 34-248, 3.19)
C48	Teachers create classroom displays that help Toddlers/Twos, Preschoolers, and Kindergartners reflect on and extend their learning. They ensure that children's recent <i>work is predominately displayed in the classroom</i> (e.g. art, emerging writing, graphic representation and three-dimensional creations) and that some displays are at children's eye level. (NAEYC 3.A.06)
C52	Infants have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo); daily opportunities <i>for each child</i> to hear and respond to various types of books including picture books, wordless books, books with rhymes, and access to durable books that enable independent exploration. (NAEYC 2.E.01)
C53	Toddlers/Twos have varied opportunities to experience books, songs, rhymes, and routine games through individualized play that includes simple rhymes, songs, and sequence gestures (e.g., finger plays, peek-a-boo, patty cake, This Little Piggy); daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes; access to durable books that enable independent exploration; experiences that help them understand that pictures represent real things in their environment. (NAEYC 2.E.02)
C54	Preschoolers and Kindergartners have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. (NAEYC 2.E.04)
C58	Children are encouraged to retell and reenact events in storybooks, engage in conversations that help them understand the content of the book, identify the parts of the book and differentiate print from pictures. (NAEYC 2.E.04)
C60	Infants and Toddlers/Twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement, and balance, as well as perceptual-motor integration. (NAEYC 2.C.01)
C64	Toddlers/Twos, Preschoolers, and Kindergartners have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behaviors. (NAEYC 2.B.05)
C74	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. (NAEYC 2.D.03) *For Infants and Toddlers/Twos, the development of competence includes adults' narration of things and events.
C76	Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (NAEYC 4.E.01)
C77	Staff engage Infants in frequent face-to-face social interactions <i>each</i> day. <i>These</i> include both verbal behaviors (e.g., talking, cooing, repeating Infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding). (NAEYC 1.B.11)
C80	Teachers and others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. (NAEYC 4.D.01)
C83	Teaching staff talk frequently with Toddlers/Twos, Preschoolers, and Kindergartners and listen to children with attention and respect. They respond to children's questions and requests, use strategies to communicate effectively and build relationships with every child and engage regularly in meaningful and extended conversations with each child. (NAEYC 1.B.15)

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Item Number	Criteria
Family and Community Relations	
C85	Staff orient children and parents to the program at the time of initial enrollment and when transferred to a different room. (AFI 34-248, 9.6.8)
C89	The Director and Flight Chief consult with on and off base agencies and organizations to provide information, obtain resources, and coordinate services. (AFI 34-248, 7.6.1)
C90	Parents are provided information about child abuse prevention. (Examples include pamphlets, brochures, training, a listing of community resources, newsletters, etc.) (AFI 34-248, 9.5)
C97	Parents are surveyed at least annually to determine if the hours of operation and opening of the main facility during deployments, exercises, and inspections are appropriate. (AFI 34-248, 7.7.4)
C101	Parents are offered the opportunity for a formal conference at least once a year. Both formal and informal conferences are documented on children's <i>Age Appropriate Assessment and Planning Forms</i> . (AFI 34-248, 9.6.1) (DTM)
PROGRAM MANAGEMENT	
Administration	
C104	The Annual Unannounced Multidisciplinary Team Inspection (MTI), required by the Military Child Care Act, of all facilities used by the CDC has been conducted within the last 12 months. <i>The MTI includes an expert in each of the following areas: child abuse protection, staffing, and a parent representative who has a child enrolled in the CDC.</i> The results of the Annual Unannounced Higher Headquarters and Comprehensive Fire, Health, and Safety Inspections are reviewed as part of the MTI and the review is documented. The results are provided to the program staff in a timely manner – preferably within 1 month. Any deficiencies identified during the Unannounced MTI have been corrected within 90 days and remain corrected or a waiver is on file from the Assistant Secretary of the Air Force Manpower and Reserve Affairs (SAF/MR). (AFI 34-248, 7.3/7.3.1/7.3.2/7.3.3/7.3.4/7.3.6/7.3.7/7.3.9)
C113	The current DoD Certificate, standardized AF philosophy and goals, the mission statement, the guidance policy, and a copy of the current week's menu are posted in each lobby. (DTM)
C116	Sufficient Appropriated Funds (APF) are provided to operate the program and to minimize Non-Appropriated Funds (NAF) subsidy and parent fees. <i>APF support for the program (personnel, supplies, equipment, and training)</i> is at least equal to the parent fees collected. (AFI 34-248, 7.1.1/7.1.2)
C117	The program fees are based on Total Family Income (TFI) and the annual DOD fee ranges and policies. (AFI 34-248, 7.2)
C118	At least 75% of the hours paid to Child Development Program Assistants (CDPAs), <i>APF</i> or NAF, are paid to regular employees (employees receiving benefits). (AFI 34-248, 5.9.2)
Administrative Procedures (Front Desk)	
C136	The desk staff use AF Form 1183, <i>Child Development/Enrichment Program Hourly Record of Attendance Instructions</i> , to record the number of children and staff in each room each hour. (AFI 34-248, 4.1.11)
C137	Active Duty and DOD civilian employed parents are given a higher priority for enrollment for full-day and part-day care. Commanders may give single parents and dual military higher priority than other families. Individuals who are assigned to or live on the installation, regardless of branch of service, are given equal priority. <i>A policy has been established and implemented to terminate, within a reasonable time, the enrollment of children in families where the spouse is no longer employed, actively seeking employment, or is no longer a full-time student, if there is a waiting list. Full-time students who are enrolled for a minimum of 12 semester hours during the school year and 6 semester hours during the summer or the equivalent quarter hours, parents who are self-employed, or who telecommute are considered employed.</i> (AFI 34-248, 7.8.1/7.8.2/7.8.4/7.8.6)
C140	If there is a waiting list, a written plan for meeting the additional need has been developed and implemented. If the Program is not able to serve them, families are referred to the FCC Program. If FCC is unavailable, the Program refers families to DOD and AF sponsored Outreach/Subsidized Programs. The current monthly FCC Provider List is posted where it can be viewed by parents. (AFI 34-248, 7.9.1/7.9.3)

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Item Number	Criteria
Fire, Safety, and Health	
C142	All CDC facilities have been inspected by HQ AFCESA or an approved designee and are certified by HQ AFCESA as meeting the structural requirements of NFPA 101, Life Safety Code (current edition) and the AF for the type of program for which they are used. Full-day and hourly care facilities must comply with the day care standards. Part-Day Preschool facilities must comply with the standards for educational facilities. Any deficiencies identified by HQ AFCESA or their designee have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. A copy of the HQ AFCESA certification inspection for each CDC facility (if available) is on file and the certificate posted. NOTE: If the facility usage has changed or alterations have been made to the facility since it was first certified, the facility has been recertified for the current use by HQ AFCESA. (AFI 34-248, 2.2/2.2.2/2.2.3) (HQ AFCESA A-1)
C143	An Annual Unannounced Comprehensive Fire Inspection of each CDC facility has been conducted within the last 12 months by a Fire Specialist using the most current version of the CDC Fire Prevention/Inspection Guide provided by HQ AFCESA. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248 2.3)
C145	A fire task-certified/trained staff member conducts daily Fire Inspections prior to use. All doors, stairs, and other exits are in proper condition, unobstructed, unlocked to egress, easy to open, and all egress paths are free from debris, ice, snow, etc. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (HQ AFCESA C-1)
C148	An Annual Unannounced Comprehensive Safety Inspection of each CDC facility and grounds has been conducted within the last 12 months by the Installation Safety Office. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248,10.2.4/10.2.6/10.2.7)
C150	A safety task-certified/trained staff member conducts daily Safety Inspections for indoor/outdoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 10.2.1/10.2.5/10.7)
C151	<i>Teaching staff supervise children at all times. (AFI 34-248, 8.2)</i>
C156	The outdoor play area protects children from injury from falls (resilient surfacing should extend 6' beyond the limits of stationary equipment), catch points, sharp points, and protruding hardware, entrapments (openings should measure less than 3.5" or more than 9"), tripping hazards, and excessive wind and direct sunlight. (NAEYC 9.B.06)
C166	To reduce the risk of Sudden Infant Death Syndrome (SIDS), Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as Infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission (CPSC). Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for Infants. If a blanket is used, the Infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the Infant's chest. The Infant's head remains uncovered during sleep. After being placed down for sleep on their backs, Infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. (NAEYC 5.A.12)
C167	Teaching staff are aware of, and positioned so they can hear and see, any sleeping Infants and Toddlers/Twos for whom they are responsible, especially when they are actively engaged with children who are awake. Sides of cribs are checked to ensure that they are up and locked. (NAEYC 3.C.03) *Teaching staff should check on sleeping Infants and Toddlers/Twos by standing near and looking into the child's crib at least 3 times each hour. Checking on a sleeping Infant should not disrupt the Infant's sleep or interrupt the teaching staff member's interactions with children who are awake. The frequency of checks should reflect knowledge of an individual child's characteristics (for example, a child with reflux may need more frequent checks). Teaching staff should use natural transitions to check on sleeping Infants or Toddlers/Twos, for example, when placing another child down for a nap, responding to a waking child, or at the end of an activity with a child or children who are awake. Timers or buzzers to remind teaching staff to check on children every 5 minutes are neither required nor recommended as they are not only likely to disrupt children's sleep but also the flow of interactions with children who are awake.
C168	An Annual Unannounced Comprehensive Health Inspection of each CDC facility has been conducted within the last 12 months by a Public Health Specialist. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248, 11.6.3/11.6.4)
C170	A health task-certified/trained staff member conducts daily Health Inspections prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 11.6.1)

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Item Number	Criteria
C181	APF custodial support is provided during the hours of operation to ensure sanitation and cleanliness. All surfaces surrounding toilets, diaper changing areas, and tables and chairs are disinfected at least daily. Hard surface floors are swept and disinfected prior to children's arrival and after breakfast and lunch. All carpets are vacuumed each day and shampooed at least quarterly. Infant room carpets are shampooed at least monthly. Rooms and surfaces are kept clean and are disinfected to reduce the spread of disease. Any mouthed toys are washed and sanitized before use by another child. Infant equipment is washed and disinfected daily. (AFI 34-248, 4.3.1/11.3/11.3.1/11.3.3/11.3.4/11.3.9/11.3.10) <i>(AF Policy Cleaning Standards for CDC, YP and SA)</i>
C188	At least one staff member who has a certificate showing satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for Infants and children, is always present with each group of children. (NAEYC 5.A.03) <i>*Courses that specifically address first aid for young children are considered pediatric first aid. A general first aid course that does not address the specific needs of young children is insufficient to meet this criterion.</i>
C191	Signs are posted near hand washing sinks reminding staff and children of hand washing procedures. Proper hand washing procedures are followed: wash with liquid soap and running water for at least 10 seconds; use disposable towels; and avoid recontamination by turning off faucets with the disposable towel. (AFI 34-248, 11.5.3/11.5.4)
C193	Diapering procedures are in accordance with AF guidelines. (AF Diaper Changing Procedures)
C195	<i>Medications are administered in a way that protects children. Only administer medications with daily written direction of parents on the AF Form 1055, Youth Flight Medication Permission Form, and approval from a medical professional. Consistent staff, who have been trained within the last 12 months by a medical professional, administer medication.</i> (AFI 34-248, 10.8/10.8.1/10.8.3/10.8.5)
C196	<i>Emergency "as needed" medications, for asthma or allergies, (inhalers, nebulizers, and EpiPens) are accepted and used on an emergency basis. An AF Form 1055 must be completed in its entirety. A current and complete action plan outlined by the prescribing health care provider is required. Parents initial monthly to authorize administration of emergency asthma medication and annually authorizing the use of an EpiPen. If it is necessary to administer the medication, parents are contacted. The need for such medication must be reverified every 12 months.</i> (AF Medication Training Aid)
C197	No over-the-counter medications, including aspirin or aspirin-like products, <i>antihistamines, decongestants, or cough syrup</i> , are administered without approval from a medical authority for the child receiving them. (AFI 34-248, 10.8)
C198	On an annual basis, parental permission to apply <i>diaper ointments/salves</i> , sunscreen (approved by the medical advisor and <i>purchased by the Program</i>), lip balms, and over-the-counter hand lotions is obtained. <i>Diaper ointments/salves are only used for treatment purposes.</i> (AFI 34-248, 10.8.8/10.8.9)
C199	Insect repellants that are not combined with sunscreen, contain less than 10% DEET, and are approved by the medical advisor, are administered only with parents approval on the AF Form 1055. Parents sign the AF Form 1055 monthly if insect repellant is used on a regular basis <i>or daily if insect repellant is used intermittently</i> . Manufacturer's requirements are followed. (AF Medication Training Aid)
C203	All classroom pets and visiting animals brought into the CDC have been checked by a veterinarian and are certified as safe and healthy to be with children. <i>No amphibians (toads, frogs, newts, salamanders, etc.), reptiles (includes ALL snakes, iguanas, lizards, turtles, etc.), birds of the parrot family, baby chicks or ducklings, aggressive fish species, ferrets, bats, cats, dogs, wild, exotic animals, and other animals not recommended for child care settings are present.</i> (AFI 34-248, 10.7.4) (AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07)
C210	The results of the initial water testing for lead contaminants from each faucet/drinking fountain used by the children or staff are on file in the CDC. <i>The Installation's Bioenvironmental Engineer (BE) has been informed when plumbing lines or fixtures are modified, added or replaced. Based on a health risk assessment by BE, these plumbing lines or fixtures are tested for lead contaminants and the risk assessment and/or results are on file in the CDC.</i> Water from the facility has been tested for bacterial contaminants at least annually and the results are kept on file. It has been determined that the water is safe for consumption, or another source of safe water has been provided. For CONUS: The most recent annual base-wide Consumer Confidence Report (CCR) is kept on file. For OCONUS: Results of a base-wide water quality report are kept on file. (AF Policy CDC/SA/YP Drinking Water, 3 Oct 05)
Nutrition and Food Service	
C214	The Food Program is administered in accordance with and meets DOD, AF, and USDA CACFP requirements. The CDC participates in the USDA CACFP, if it is available. The amount and type of food served meets the USDA CACFP requirements. (AFI 34-248, 6.2.4/6.3/6.3.2)
C216	Processed foods/foods high in sugar, salt, and chemical additives are not served frequently.

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Item Number	Criteria
C220	Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for Infants and 1/2-inch square for Toddlers/Twos, according to each child's chewing and swallowing capability. (NAEYC 5.B.14)
C221	Only food prepared at or for the CDC is served for meals, snacks, and special events. (AFI 34-248, 6.2.9)
C227	Provide a comfortable place for breastfeeding and coordinate feedings with the Infant's mother. (NAEYC 5.B.09)
C231	Teaching staff who are familiar with the Infant feed him or her whenever the Infant seems hungry. Feeding is not used in lieu of other forms of comfort. Feeding times and food consumption information are provided to parents of Infants at the end of the day. (NAEYC 5.B.12)
C235	Food Service Staff delivers food in a timely manner and in a way that minimizes the need for preparation by the CDPAs. Meals and snacks are served family style, and staff sit and eat with children and engage them in conversation. Adults eating with children eat only food served to children. Toddlers/Twos and older children are encouraged to serve and feed themselves based on their abilities. Preschoolers and older children assist with table setting and clean up. Foods indicative of various cultures are served several times a month. (AFI 34-248, 6.4.4/6.4.5/6.4.8/6.4.9) (NAEYC 3.D.07)
Identifying, Reporting and Prevention of Child Abuse	
C237	All visitors are required to enter and depart at the main entrance except for approved kitchen deliveries, sign in and out, wear identification, and are monitored while in the facility. (AFI 34-248, 8.7.4)
C240	Children are under the care of two adults with completed criminal history background checks at all times. If, due to limited room capacity or utilization, this is not feasible, Closed Circuit Television (CCTV) surveillance of the room is maintained continuously. When CCTV surveillance is used instead of a second adult, the one adult in the room and the desk staff monitoring the CCTV have completed fingerprint checks. When CCTV surveillance is used instead of the second adult, set the camera and monitor on the room, and ensure rotation through all other rooms continues. (AFI 34-248, 8.9/8.9.1/8.9.2/8.9.3)
C241	Properly functioning CCTV is installed in each activity room. Note: Not required in annexes of less than 49 capacity. CCTV monitors are located where the desk staff can clearly view and regularly observe each room. (AFI 34-248, 8.3.1/8.3.2/8.3.3/8.5.1)
C242	<i>The Child Abuse/Neglect and Safety Violations in DOD Child/Youth Programs signs are posted in highly visible areas in each facility where parents, children, youth, and staff have easy access to the telephone numbers.</i> (AFI 34-248, 8.11.5)
C254	Through proper use and close attention to the AF Form 1930, <i>Daily Attendance in Youth Programs</i> , each child is under the care of a specific adult and the adult knows where the child is at all times. Parents drop off and pick up their child from his/her assigned room. Parents sign their children in and out on the AF Form 1930. (AFI 34-248, 8.2.1/8.2.2/9.6.9)
C258	The lights are kept on in all rooms, closets, toilets, offices, and storage areas, when the building is in use. (AFI 34-248, 8.5.2)
C261	Convex mirrors or other means of providing visual access are used (indoors and outdoors), where needed, to improve supervision. (AFI 34-248, 8.5.4/10.9.6)
PERSONNEL POLICIES AND PROCEDURES	
Personnel Practices	
C264	<i>An Installation Records Check (IRC) has been completed on all staff, contract workers (CWs), and specified volunteers (SV). The IRC consists of a records check of all installations on which the individual has lived or worked for 2 years before the date of the application. The IRC includes a file check of Security Forces Management Information System (SFMS), Family Advocacy's AF Central Registry (which includes all drug and alcohol program files, medical treatment facility files, mental health, and life skills files) and Family Housing. A check of SFMS and Family Advocacy's AF Central Registry will satisfy the requirement for IRCs from current and former installations. Results are maintained in the employee work folder.</i>
C265	A State Criminal History Repository Check (SCHRC) has been completed from all the states the individual staff or CW has lived in during the last five years. NOTE: Only required if a completed National Agency Check (NAC) or National Agency Check with Inquiries (NACI) is not on file. Results are maintained in the employee work folder. (AFI 34-248, 5.3.1)

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Item Number	Criteria
C266	<i>A NAC or NACI has been requested for each individual staff member. Note: As of 21 May 08, all newly hired employees must have a NACI. An FBI fingerprint check has been requested for each CW. An individual with a Secret Clearance meets the requirement of a NAC or NACI but does not meet the SCHRC requirement. If the results of the NAC, NACI, or FBI fingerprint check were not completed and adjudicated, follow-up action has been conducted and documented every 6 months, until the checks are completed and adjudicated. Results are maintained in the employee work folder. (AFI 34-248, 5.3/5.3.2)</i>
C267	Record re-verification of the IRC and a Defense Central Index of Investigations (DCII) has been completed for all staff, SVs, and CWs every 5 years. Results are maintained in the employee work folder. (AFI 34-248, 5.3.2)

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Item Number	Criteria
C239	All staff, CWs, and SVs wear a nametag or other identifying apparel. <i>There is a visually recognizable system that identifies staff with completed NAC/NACIs.</i> (AFI 34-248, 8.7.7)
Staffing and Ratios	
C271	Each CDC has a T&C assigned; there is at least one T&C for each 200 CDC capacity. (AFI 34-248, 4.4.1)
C273	There is a GS-05 (<i>or National Security Personnel System (NSPS)</i>)/NAF equivalent in pay and job responsibilities) or higher supervisor in each facility during all hours of operation and the name of the current on-site supervisor is posted at all times. (AFI 34-248, 4.4.4/4.4.5)
C279	The Program is organized and staffed to minimize the number of groups, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children among groups of children. (NAEYC 10.B.13)
C282	If children with special needs are present the required staff:child ratio has been adjusted, as recommended by the Program Medical Advisor, to ensure children's needs are met. (AFI 34-248, 4.1.10)

QUALITY CHILD A

Human Relations

C1

C2

C4

C5

C7

C8

C10

C11

Environments

C18

C19

C51

Curriculum and Pro

C32

C38

C39

C40

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AND YOUTH DEVELOPMENT

Teaching staff are consistent and predictable in their physical and emotional care of all children. (NAEYC 1.B.03)

For Toddlers/Twos, Preschoolers, and Kindergartners with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. (NAEYC 1.E.01)

Teaching staff facilitate positive peer interaction for Toddlers/Twos, Preschoolers, and Kindergartners, who are socially reserved or withdrawn and for those who are bullied or excluded. (NAEYC 1.C.06)

Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (NAEYC 1.B.01)

Teaching staff coach and support Toddlers/Twos, Preschoolers, and Kindergartners, as they learn to participate in daily cleanup and maintenance of the classroom. (NAEYC 3.D.08)

Teaching staff join Toddlers/Twos, Preschoolers, and Kindergartners in learning centers to extend and deepen children's learning. They observe children, engage in conversations, and position themselves at eye level with the children. (NAEYC 3.G.10)

Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences. (NAEYC 3.F.07)

*Teachers do not talk down to children; teachers occasionally use words that the children may not understand and provide explanations

Teaching staff foster independence, *as children are ready*, in routine activities such as picking up toys, wiping up spills, personal grooming (toileting and handwashing), obtaining and caring for materials, and other self-help skills. (AFI 34-248, 12.6)

A variety of age and developmentally appropriate materials and equipment are available indoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04)

A variety of age and developmentally appropriate materials and equipment are available outdoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04)

Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests. (NAEYC 9.A.08)

gramming

The posted daily schedule is predictable, yet flexible and responsive to the children's individual needs. (NAEYC 2.A.07)

The Standardized Weekly Planning Form, that has been reviewed and initialed by the Training and Curriculum (T&C) Specialist (or designee during absences or vacancies) prior to implementation, is current, complete, posted, and followed. (DTM)

Teaching staff help Toddlers/Twos, Preschoolers, and Kindergartners follow a predictable but flexible daily routine by providing time and support for transitions. (NAEYC 3.D.09)

*Support for transitions includes predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively

There are realistic curriculum plans based on the needs and interests of individual children, consistent with the developmental goals and philosophy. (AFI 34-248, 3.19)

Teachers create classroom displays that help Toddlers/Twos, Preschoolers, and Kindergartners reflect on and extend their learning. They ensure that children's recent *work is predominately displayed in the classroom* (e.g. art, emerging writing, graphic representation and three-dimensional creations) and that some displays are at children's eye level. (NAEYC 3.A.06)

Infants have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo); daily opportunities *for each child* to hear and respond to various types of books including picture books, wordless books, books with rhymes, and access to durable books that enable independent exploration.

Toddlers/Twos have varied opportunities to experience books, songs, rhymes, and routine games through individualized play that includes simple rhymes, songs, and sequence gestures (e.g., finger plays, peek-a-boo, patty cake, This Little Piggy); daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes; access to durable books that enable

Preschoolers and Kindergartners have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. (NAEYC 2.E.04)

Children are encouraged to retell and reenact events in storybooks, engage in conversations that help them understand the content of the book, identify the parts of the book and differentiate print from pictures. (NAEYC 2.E.04)

Infants and Toddlers/Twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement, and balance, as well as perceptual-motor integration. (NAEYC 2.C.01)

Toddlers/Twos, Preschoolers, and Kindergartners have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behaviors. (NAEYC 2.B.05)

Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. (NAEYC 2.D.03)

**For Infants and Toddlers/Twos, the development of competence includes adults' narration of things*

Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (NAEYC 4.E.01)

Staff engage Infants in frequent face-to-face social interactions *each* day. *These* include both verbal behaviors (e.g., talking, cooing, repeating Infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding). (NAEYC 1.B.11)

Teachers and others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. (NAEYC 4.D.01)

Teaching staff talk frequently with Toddlers/Twos, Preschoolers, and Kindergartners and listen to children with attention and respect. They respond to children's questions and requests, use strategies to communicate effectively and build relationships with every child and engage regularly in meaningful and extended conversations with each child. (NAEYC 1.B.15)

Community Relations

Staff orient children and parents to the program at the time of initial enrollment and when transferred to a different room. (AFI 34-248, 9.6.8)

The Director and Flight Chief consult with on and off base agencies and organizations to provide information, obtain resources, and coordinate services. (AFI 34-248, 7.6.1)

Parents are provided information about child abuse prevention. (Examples include pamphlets, brochures, training, a listing of community resources, newsletters, etc.) (AFI 34-248, 9.5)

Parents are surveyed at least annually to determine if the hours of operation and opening of the main facility during deployments, exercises, and inspections are appropriate. (AFI 34-248, 7.7.4)

Parents are offered the opportunity for a formal conference at least once a year. Both formal and informal conferences are documented on children's *Age Appropriate Assessment and Planning Forms*. (AFI 34-248, 9.6.1) (DTM)

EMENT

The Annual Unannounced Multidisciplinary Team Inspection (MTI), required by the Military Child Care Act, of all facilities used by the CDC has been conducted within the last 12 months. *The MTI includes an expert in each of the following areas: child abuse protection, staffing, and a parent representative who has a child enrolled in the CDC.* The results of the Annual Unannounced Higher Headquarters and The current DoD Certificate, standardized AF philosophy and goals, the mission statement, the guidance policy, and a copy of the current week's menu are posted in each lobby. (DTM)

Sufficient Appropriated Funds (APF) are provided to operate the program and to minimize Non-Appropriated Funds (NAF) subsidy and parent fees. *APF support for the program (personnel, supplies, equipment, and training)* is at least equal to the parent fees collected. (AFI 34-248, 7.1.1/7.1.2)

The program fees are based on Total Family Income (TFI) and the annual DOD fee ranges and policies. (AFI 34-248, 7.2)

At least 75% of the hours paid to Child Development Program Assistants (CDPAs), *APF* or NAF, are paid to regular employees (employees receiving benefits). (AFI 34-248, 5.9.2)

cedures (Front Desk)

The desk staff use AF Form 1183, *Child Development/Enrichment Program Hourly Record of Attendance Instructions*, to record the number of children and staff in each room each hour. (AFI 34-248, 4.1.11)

Active Duty and DOD civilian employed parents are given a higher priority for enrollment for full-day and part-day care. Commanders may give single parents and dual military higher priority than other families. Individuals who are assigned to or live on the installation, regardless of branch of service, are given equal priority. *A policy has been established and implemented to terminate, within a reasonable*

If there is a waiting list, a written plan for meeting the additional need has been developed and implemented. If the Program is not able to serve them, families are referred to the FCC Program. If FCC is unavailable, the Program refers families to DOD and AF sponsored Outreach/Subsidized Programs. The current monthly FCC Provider List is posted where it can be viewed by parents. (AFI 34-

lth

All CDC facilities have been inspected by HQ AFCESA or an approved designee and are certified by HQ AFCESA as meeting the structural requirements of NFPA 101, Life Safety Code (current edition) and the AF for the type of program for which they are used. Full-day and hourly care facilities must comply with the day care standards. Part-Day Preschool facilities must comply with the standards for educational facilities. Any deficiencies identified by HQ AFCESA or their designee have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. A copy of the HQ AFCESA certification inspection for each CDC facility (if available) is on file and the certificate posted. NOTE: If the facility usage has changed or alterations have been made to the facility since it was first certified, the facility has been recertified for the current use by HQ AFCESA. (AFI 34-248, 2.2/2.2.2/2.2.3) (HQ AFCESA A-1)

An Annual Unannounced Comprehensive Fire Inspection of each CDC facility has been conducted within the last 12 months by a Fire Specialist using the most current version of the CDC Fire Prevention/Inspection Guide provided by HQ AFCESA. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248 2.3)

A fire task-certified/trained staff member conducts daily Fire Inspections prior to use. All doors, stairs, and other exits are in proper condition, unobstructed, unlocked to egress, easy to open, and all egress paths are free from debris, ice, snow, etc. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (HQ AFCESA C-1)

An Annual Unannounced Comprehensive Safety Inspection of each CDC facility and grounds has been conducted within the last 12 months by the Installation Safety Office. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248,10.2.4/10.2.6/10.2.7)

A safety task-certified/trained staff member conducts daily Safety Inspections for indoor/outdoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 10.2.1/10.2.5/10.7)

Teaching staff supervise children at all times. (AFI 34-248, 8.2)

The outdoor play area protects children from injury from falls (resilient surfacing should extend 6' beyond the limits of stationary equipment), catch points, sharp points, and protruding hardware, entrapments (openings should measure less than 3.5" or more than 9"), tripping hazards, and excessive wind and direct sunlight. (NAEYC 9.B.06)

To reduce the risk of Sudden Infant Death Syndrome (SIDS), Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as Infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission (CPSC). Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for Infants. If a blanket is used, the Infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the Infant's chest. The Infant's head remains uncovered during sleep. After being placed down for sleep on their backs, Infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

Teaching staff are aware of, and positioned so they can hear and see, any sleeping Infants and Toddlers/Twos for whom they are responsible, especially when they are actively engaged with children who are awake. Sides of cribs are checked to ensure that they are up and locked. (NAEYC 3.C.03)

*Teaching staff should check on sleeping Infants and Toddlers/Twos by standing near and looking into the child's crib at least 3 times

each hour. Checking on a sleeping Infant should not disrupt the Infant's sleep or interrupt the teaching staff member's interactions

with children who are awake. The frequency of checks should reflect knowledge of an individual

An Annual Unannounced Comprehensive Health Inspection of each CDC facility has been conducted within the last 12 months by a Public Health Specialist. The inspection is signed and dated. Any deficiencies identified have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. (AFI 34-248, 11.6.3/11.6.4)

A health task-certified/trained staff member conducts daily Health Inspections prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (AFI 34-248, 11.6.1)

APF custodial support is provided during the hours of operation to ensure sanitation and cleanliness. All surfaces surrounding toilets, diaper changing areas, and tables and chairs are disinfected at least daily. Hard surface floors are swept and disinfected prior to children's arrival and after breakfast and lunch. All carpets are vacuumed each day and shampooed at least quarterly. Infant room carpets are shampooed at

At least one staff member who has a certificate showing satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for Infants and children, is always present with each group of children. (NAEYC 5.A.03)

**Courses that specifically address first aid for young children are considered pediatric first aid. A*

Signs are posted near hand washing sinks reminding staff and children of hand washing procedures. Proper hand washing procedures are followed: wash with liquid soap and running water for at least 10 seconds; use disposable towels; and avoid recontamination by turning off faucets with the disposable towel. (AFI 34-248, 11.5.3/11.5.4)

Diapering procedures are in accordance with AF guidelines. (AF Diaper Changing Procedures)

Medications are administered in a way that protects children. Only administer medications with daily written direction of parents on the AF Form 1055, Youth Flight Medication Permission Form, and approval from a medical professional. Consistent staff, who have been trained within the last 12 months by a medical professional, administer medication. (AFI 34-248, 10.8/10.8.1./10.8.3/10.8.5)

Emergency "as needed" medications, for asthma or allergies, (inhalers, nebulizers, and EpiPens) are accepted and used on an emergency basis. An AF Form 1055 must be completed in its entirety. A current and complete action plan outlined by the prescribing health care provider is required. Parents initial monthly to authorize administration of emergency asthma medication and annually authorizing the use of an EpiPen. If it is necessary to administer the medication, parents are contacted. The need for such medication must be reverified every 12 months. (AF Medication Training Aid)

No over-the-counter medications, including aspirin or aspirin-like products, *antihistamines, decongestants, or cough syrup*, are administered without approval from a medical authority for the child receiving them. (AFI 34-248, 10.8)

On an annual basis, parental permission to apply *diaper ointments/salves* , sunscreen (approved by the medical advisor and *purchased by the Program*), lip balms, and over-the-counter hand lotions is obtained. *Diaper ointments/salves are only used for treatment purposes.* (AFI 34-248, 10.8.8/10.8.9)

Insect repellants that are not combined with sunscreen, contain less than 10% DEET, and are approved by the medical advisor, are administered only with parents approval on the AF Form 1055. Parents sign the AF Form 1055 monthly if insect repellant is used on a regular basis *or daily if insect repellant is used intermittently* . Manufacturer's requirements are followed. (AF Medication Training Aid)

All classroom pets and visiting animals brought into the CDC have been checked by a veterinarian and are certified as safe and healthy to be with children. *No amphibians (toads, frogs, newts, salamanders, etc.), reptiles (includes ALL snakes, iguanas, lizards, turtles, etc.), birds of the parrot family, baby chicks or ducklings, aggressive fish species, ferrets, bats, cats, dogs, wild, exotic animals, and other animals not recommended for child care settings are present.* (AFI 34-248, 10.7.4) (AF Policy on Pets and Animals in Child Care Settings, 23 Aug 07)

The results of the initial water testing for lead contaminants from each faucet/drinking fountain used by the children or staff are on file in the CDC. *The Installation's Bioenvironmental Engineer (BE) has been informed when plumbing lines or fixtures are modified, added or replaced. Based on a health risk assessment by BE, these plumbing lines or fixtures are tested for lead contaminants and the risk assessment and/or results are on file in the CDC.* Water from the facility has been tested for bacterial contaminants at least annually and the results are kept on file. It has been determined that the water is safe for consumption, or another source of safe water has been provided. For CONUS: The most recent annual base-wide Consumer Confidence Report (CCR) is kept on file. For OCONUS: Results of a base-wide water quality report are kept on file. (AF Policy CDC/SA/YP Drinking Water, 3 Oct 05)

Service

The Food Program is administered in accordance with and meets DOD, AF, and USDA CACFP requirements. The CDC participates in the USDA CACFP, if it is available. The amount and type of food served meets the USDA CACFP requirements. (AFI 34-248, 6.2.4/6.3/6.3.2)

Processed foods/foods high in sugar, salt, and chemical additives are not served frequently.

Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for Infants and 1/2-inch square for Toddlers/Twos, according to each child's chewing and swallowing

Only food prepared at or for the CDC is served for meals, snacks, and special events. (AFI 34-248, 6.2.9)

Provide a comfortable place for breastfeeding and coordinate feedings with the Infant's mother. (NAEYC 5.B.09)

Teaching staff who are familiar with the Infant feed him or her whenever the Infant seems hungry. Feeding is not used in lieu of other forms of comfort. Feeding times and food consumption information are provided to parents of Infants at the end of the day. (NAEYC 5.B.12)

Food Service Staff delivers food in a timely manner and in a way that minimizes the need for preparation by the CDPAs. Meals and snacks are served family style, and staff sit and eat with children and engage them in conversation. Adults eating with children eat only food served to children. Toddlers/Twos and older children are encouraged to serve and feed themselves based on their abilities. Preschoolers and

g and Prevention of Child Abuse

All visitors are required to enter and depart at the main entrance except for approved kitchen deliveries, sign in and out, wear identification, and are monitored while in the facility. (AFI 34-248, 8.7.4)

Children are under the care of two adults with completed criminal history background checks at all times. If, due to limited room capacity or utilization, this is not feasible, Closed Circuit Television (CCTV) surveillance of the room is maintained continuously. When CCTV surveillance is used instead of a second adult, the one adult in the room and the desk staff monitoring the CCTV have completed

Properly functioning CCTV is installed in each activity room. Note: Not required in annexes of less than 49 capacity. CCTV monitors are located where the desk staff can clearly view and regularly observe each room. (AFI 34-248, 8.3.1/8.3.2/8.3.3/8.5.1)

The Child Abuse/Neglect and Safety Violations in DOD Child/Youth Programs signs are posted in highly visible areas in each facility where parents, children, youth, and staff have easy access to the telephone numbers. (AFI 34-248, 8.11.5)

Through proper use and close attention to the AF Form 1930, *Daily Attendance in Youth Programs*, each child is under the care of a specific adult and the adult knows where the child is at all times. Parents drop off and pick up their child from his/her assigned room. Parents sign their children in and out on the AF Form 1930. (AFI 34-248, 8.2.1/8.2.2/9.6.9)

The lights are kept on in all rooms, closets, toilets, offices, and storage areas, when the building is in use. (AFI 34-248, 8.5.2)

Convex mirrors or other means of providing visual access are used (indoors and outdoors), where needed, to improve supervision. (AFI 34-248, 8.5.4/10.9.6)

CIES AND PROCEDURES

An Installation Records Check (IRC) has been completed on all staff, contract workers (CWs), and specified volunteers (SV). The IRC consists of a records check of all installations on which the individual has lived or worked for 2 years before the date of the application. The IRC includes a file check of Security Forces Management Information System (SFMIS), Family Advocacy's AF Central Registry (which includes all drug and alcohol program files, medical treatment facility files, mental health, and life skills files) and Family Housing. A check of SFMIS and Family Advocacy's AF Central Registry will satisfy the requirement for IRCs from current and former installations. Results are maintained in the employee work folder.

A State Criminal History Repository Check (SCHRC) has been completed from all the states the individual staff or CW has lived in during the last five years. NOTE: Only required if a completed National Agency Check (NAC) or National Agency Check with Inquiries (NACI) is not on file. Results are maintained in the employee work folder. (AFI 34-248, 5.3.1)

*A NAC or NACI has been requested for each individual staff member. Note: As of 21 May 08, all **newly hired** employees must have a NACI. An FBI fingerprint check has been requested for each CW. An individual with a Secret Clearance meets the requirement of a NAC or NACI but does not meet the SCHRC requirement. If the results of the NAC, NACI, or FBI fingerprint check were not completed and adjudicated, follow-up action has been conducted and documented every 6 months, until the checks are completed and adjudicated. Results are maintained in the employee work folder. (AFI 34-248, 5.3/5.3.2)*

Record re-verification of the IRC and a Defense Central Index of Investigations (DCII) has been completed for all staff, SVs, and CWs every 5 years. Results are maintained in the employee work folder. (AFI 34-248, 5.3.2)

All staff, CWs, and SVs wear a nametag or other identifying apparel. *There is a visually recognizable system that identifies staff with completed NAC/NACIs.* (AFI 34-248, 8.7.7)

Each CDC has a T&C assigned; there is at least one T&C for each 200 CDC capacity. (AFI 34-248, 4.4.1)

There is a GS-05 (*or National Security Personnel System (NSPS)*)/NAF equivalent in pay and job responsibilities) or higher supervisor in each facility during all hours of operation and the name of the current on-site supervisor is posted at all times. (AFI 34-248, 4.4.4/4.4.5)

The Program is organized and staffed to minimize the number of groups, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children among groups of children. (NAEYC 10.B.13)

If children with special needs are present the required staff:child ratio has been adjusted, as recommended by the Program Medical Advisor, to ensure children's needs are met. (AFI 34-248, 4.1.10)



















