Great Start to Quality

Family Child Care Program Quality Assessment (PQA)

On-Site Assessment Support Document

June 2020



## HOW TO USE THE ON-SITE ASSESSMENT REFLECTION DOCUMENT

The following questions can help support providers and staff as they reflect on their program’s practices while preparing for the on-site assessment portion of Great Start to Quality. These questions will help programs identify best practices and how to best support the children in care. There are questions for each domain in the Program Quality Assessment (PQA), where staff can think about program practices and how the program can meet, or is meeting, the indicators. Using this document will help with understanding how to include these practices into the program to improve quality but does not guarantee credit on the items in the PQA during the on-site assessment.

This document is intended to support programs as they either prepare for their on-site assessment or for help in creating their program’s Quality Improvement Plan (QIP). Programs can work on one section at a time or complete only those sections that have been identified as opportunities for improvement from a previous on-site assessment. *This is not a required document.* Programs can choose to complete as much as they feel is necessary to prepare for their on-site assessment or to help complete their program’s QIP.

At the end of the worksheet, there is a section for reflection on the program’s previous on-site assessment results, areas staff may want to focus on for quality improvement, questions program staff may have for Resource Center staff, and an area to list topics of interest that programs may want to learn more about via trainings or professional development.

## PROGRAM QUALITY ASSESSMENT (PQA) TOOL

The PQA was developed by [HighScope Education Research Foundation](https://highscope.org/our-practice/child-assessment/pqa/) as a tool to measure program quality, not specific to the HighScope curriculum. Within the Family Child Care PQA tool there are four domains which include the daily schedule, learning environment, provider-child interaction, and safe and healthy environment. Providers will learn why each domain in the PQA tool is important and will be provided guiding questions to help them reflect on the program and best practice in meeting the indicators for each domain.

## DAILY SCHEDULE

Daily routines should provide a predictable, yet flexible, routine and have transitions between activities that are smooth and kept to a minimum. A consistent routine creates a feeling of safety, builds trusting relationships, lowers negative child behaviors, and helps children learn program activities through repetition. Having experiences and activities in all areas of development while using a variety of strategies will provide children a valuable daily routine.

The **Program Quality Assessment (PQA)** tool provides information about the daily routine domain. Please see pages 7-22.

Michigan Department of Education’s (MDE) [Early Childhood Standards of Quality for Prekindergarten](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf) explains more about best practices about a daily schedule. Please see pages 121-128. For best practices about a daily schedule for infants and toddlers, please see pages 91-94 in MDE’s [Early Childhood Standards of Quality for Infant and Toddler Programs](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf).

[Michigan Core Knowledge and Core Competencies for Early Care and Education Workforce (CKCC),](https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf) Competency Area: Teaching and Learning, Competency Statements D, J and K. Please see pages 39 and 49-51.

### Daily Schedule Guiding Questions:

* *How is a consistent, yet flexible, routine incorporated for the children in care?* Click or tap here to enter text.
* *How do the children know what the schedule is and what is happening next?* Click or tap here to enter text.
* *How are children provided choices at transition times?* Click or tap here to enter text.
* *How has time been provided in the daily schedule where the children choose what to explore and play with?* Click or tap here to enter text.
* *How have opportunities been included for children to expand on their interests and development?* Click or tap here to enter text.
* *How is child-directed learning supported at group times?* Click or tap here to enter text.
* *How are sociable mealtimes included in the daily schedule each day? How are choices and independence encouraged at mealtimes?* Click or tap here to enter text.
* *How are a variety of activities offered during outside time?* Click or tap here to enter text.
* *How are children’s individual needs for sleep and rest time supported?* Click or tap here to enter text.
* *How has a time where the children (ages 24 months and up) make and share their plans been included in the daily schedule?* Click or tap here to enter text.

## LEARNING ENVIRONMENT

Age-appropriate early childhood learning environments are created with the knowledge of how children learn and develop. Much of a young child’s development and learning takes place through their senses. The environment and materials in their early learning environments play a critical role in their development.

The **Program Quality Assessment (PQA)** provides information about the learning environment domain. Please see pages 23-34.

MDE’s [Early Childhood Standards of Quality for Prekindergarten](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf) explain more about best practices about the learning environment. Please see pages 129-132. For best practices about the learning environment for infants and toddlers, please see pages 89-90 in MDE’s [Early Childhood Standards of Quality for Infant and Toddler Programs](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf).

[Michigan Core Knowledge and Core Competencies for Early Care and Education Workforce (CKCC),](https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf) Competency Area: Teaching and Learning, Competency Statements D: Demonstrates ability to establish an environment that supports social and emotional development. Please see pages 27.

### Learning Environment Guiding Questions:

* *How has the program space been separated into interest areas? How do current children, new children, and visitors know what those interest areas are?* Click or tap here to enter text.
* *How is enough protected floor space provided for infants and toddlers to move in developmentally appropriate ways?* Click or tap here to enter text.
* *How are the interest areas arranged in a way that would be helpful, such as placing certain areas next to each other based on how children play and use materials?* Click or tap here to enter text.
* *How is the outdoor space safe and easily accessible for the children in care? How is shade provided in the outdoor space?* Click or tap here to enter text.
* *How have all small materials that are not safe for infants and toddlers been placed in the environment so they are not available to them?* Click or tap here to enter text.
* *What materials are incorporated that encourage children to use all the senses? How have many different types of materials and textures been included? How have real items been incorporated in place of toys?* Click or tap here to enter text.
* *How have age-appropriate materials for all the children in the program been included?* Click or tap here to enter text.
* *How has an environment been created where the children are able to access all age-appropriate materials by themselves?* Click or tap here to enter text.
* *How are multiple cultures, ethnicities, races, and genders included throughout the classroom? How are children of all cultures, ethnicities, races, and genders encouraged to do or be anything they would like?* Click or tap here to enter text.
* *How is a variety of children’s artwork displayed so that it is visible to them?* Click or tap here to enter text.

## PROVIDER-CHILD INTERACTION

A quality program is created to support children’s feelings of comfort, security, and self-esteem. A program should also help children develop positive relationships with adults and other children. A program should demonstrate the value of play throughout all aspects of the program. A program should have activities that are planned and use a variety of methods.

The **Program Quality Assessment (PQA)** tool provides information about the adult-child interaction domain. Please see pages 35-55.

MDE’s [Early Childhood Standards of Quality for Prekindergarten](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf) explain more about best practices about provider-child interaction. Please see pages 116-120. For best practices about provider-child interaction for infants and toddlers, please see pages 86-88 in MDE’s [Early Childhood Standards of Quality for Infant and Toddler Programs](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf).

[Michigan Core Knowledge and Core Competencies for Early Care and Education Workforce (CKCC),](https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf) Competency Area: Teaching and Learning, Competency L. Please see pages 52-53. Competency Area: Interactions and Guidance, Competencies A-E. Please see pages 24-29.

### Provider-Child Interaction Guiding Questions:

* *How are children that have problems separating from families or family members supported?* Click or tap here to enter text.
* *How are families or family members supported during arrivals and departures?* Click or tap here to enter text.
* *How has a warm and caring environment been created where children feel safe?* Click or tap here to enter text.
* *How are children in the program interacted with? What kind of questions are asked, and comments are made to encourage child reflection, thought processes, and growth?* Click or tap here to enter text.
* *How are infants and toddlers included in play and conversations throughout the day?* Click or tap here to enter text.
* *How has caregivers joining in children’s play been included?* Click or tap here to enter text.
* *How are children interacted with during group times?* Click or tap here to enter text.
* *How is children’s learning supported as they use materials in various ways and at their own pace?* Click or tap here to enter text.
* *How are children’s accomplishments authentically acknowledged?* Click or tap here to enter text.
* *How are children encouraged to interact with one another? What routines have been made to support child relationships?* Click or tap here to enter text.
* *How are children encouraged to do things for themselves?* Click or tap here to enter text.
* *How are conflicts resolved when they arise?* Click or tap here to enter text.
* *How are videos, DVDs, or television programs used in the program? If videos, DVDs, or television programs are watched, how are children engaged in discussions or activities about the content or educational value of these programs?* Click or tap here to enter text.

## SAFE AND HEALTHY ENVIRONMENT

Children’s physical, emotional, behavioral health, as well as good nutrition and safety are essential to their development and learning. A quality program addresses these needs in partnership with families.

The **Program Quality Assessment (PQA)** tool provides information about the curriculum planning and assessment domain. Please see pages 56-67.

MDE’s [Early Childhood Standards of Quality for Prekindergarten](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf) explains best practices about a safe and healthy environment. Please see pages 96-99. For best practices about a safe and healthy environment for infants and toddlers, please see pages ­­­­68-73 in MDE’s [Early Childhood Standards of Quality for Infant and Toddler Programs](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf).

[Michigan Core Knowledge and Core Competencies for Early Care and Education Workforce (CKCC),](https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf) Competency Area: Health, Safety, and Nutrition, Competency A, B, and C. Please see pages 70-73.

### Safe and Healthy Environment Guiding Questions:

* *How have the indoor and outdoor spaces been made safe for the children? How are appropriate precautions used to meet the needs of children at different developmental stages in care?* Click or tap here to enter text.
* *How have healthy hand-washing routines been included? How is independence encouraged for the children?* Click or tap here to enter text.
* *How have safe and healthy toileting and diapering routines been established?* Click or tap here to enter text.
* *How is food prepared and served so that it is both healthy and safe? How are bottles stored, prepared, and served?* Click or tap here to enter text.
* *How are resting and napping equipment and routines safe and healthy? How often is the bedding washed?* Click or tap here to enter text.
* *How are pets and their interactions with children monitored while keeping a healthy, clean environment?* Click or tap here to enter text.
* *How would someone in the program know where to find a first aid kit or how to exit the home safely in the event of an emergency?* Click or tap here to enter text.
* *How would someone in the program know where to find emergency phone numbers in the event of an emergency?*Click or tap here to enter text.

## QUALITY IMPROVEMENT

The Quality Improvement Plan (QIP) is a tool the Provider and Quality Improvement Consultant (QIC) can use to track goals and growth in Great Start to Quality.

*Previous PQA Score (if applicable):* Click or tap here to enter text.

*Areas of Focus for Quality Improvement:* Click or tap here to enter text.

*Questions for Quality Improvement Specialist (QIS)/Quality Improvement Consultant (QIC):* Click or tap here to enter text.

*List of Possible Training/Professional Development Ideas related to Areas of Focus in the QIP:* Click or tap here to enter text.