

## Introduction to Early Childcare Learning Plan 8

### Providing for Children's Safety (4 hours)

**Overview:** In this Learning Plan you will learn about keeping children safe both indoors and outdoors. You will explore environmental and emergency safety practices.

**Target Competency:** Provide for the safety of children

#### Learning Objectives:

- a. Review Wisconsin's Administrative rules and regulations for safety standards in family and group care
- b. Discuss the role of supervision in promoting the safety of children
- c. Practice supervision techniques to be used when caring for children
- d. Identify safety hazards (both indoors and outdoors) in family and group child care settings
- e. Develop strategies for eliminating safety hazards in family and group child care settings
- f. Describe how the arrangement of furniture in an area can contribute to the safety of children in care
- g. Review safety procedures to be used when taking children on a field trip and during transportation
- h. Differentiate between minor accidents and major accidents
- i. Explain basic first aid procedures
- j. Explain reporting and documenting procedures for injuries
- k. Review policies and procedures for emergencies such as fire, tornado, electrical storms, blizzards, wind chill, child endangerment, injuries, terrorism, etc.
- l. Determine the extent of an injury to a child and the level of care to treat the injury
- m. Explain procedures for treating minor injuries
- n. Identify procedures for giving medications in child care
- o. Record injuries in the medical log

#### Required Resources:

##### Internet links:

- Wisconsin Administrative Licensing Rules and Regulations for Family Child Care- <https://dcf.wisconsin.gov/files/publications/pdf/4069.pdf>
- Wisconsin Administrative Licensing Rules and Regulations for Group Child Care- <https://dcf.wisconsin.gov/files/publications/pdf/4024.pdf>
- Supervision clips: [https://www.youtube.com/watch?v=Z8ewYm\\_DuEM](https://www.youtube.com/watch?v=Z8ewYm_DuEM)  
<https://www.youtube.com/watch?v=3Yhc9JT88s&t=52s>
- Emergency preparedness guidelines [https://www.gsa.gov/graphics/pbs/Child\\_Care\\_Emergency\\_Preparedness\\_Toolbox.pdf](https://www.gsa.gov/graphics/pbs/Child_Care_Emergency_Preparedness_Toolbox.pdf)

**Introduction:**

Keeping the children in your care safe and healthy is one of the most important responsibilities a child care provider has. Regardless of the type of setting, group care, home-based or whether indoors or out, the safety of each child is the priority. To ensure children are safe in child care, Wisconsin's Administrative Rules and Regulations provide guidance around safety topics. To better understand the expectations on safety, begin by reviewing these rules and regulations.

**Injuries and Accidents: Documentation**

Even in the safest of environments, injuries and accidents sometimes still occur. When injury occurs, it is important to understand the required documentation needed for child care programs. Documentation provides communication to families and regulators, while keeping a record of what has occurred within a program.

**Injury/incident reports** are one type of required documentation and must be completed anytime any kind of treatment is required, beyond minor scrapes or bruises. Check with your place of employment to review the injury/incident report form you are expected use. It may be the form offered by the Department of Children and Families:

<https://dcf.wisconsin.gov/files/forms/pdf/0055.pdf>

Written documentation is also done by recording injuries/incidents in a **medical log**. The licensing rules and regulations provide the following guidance about what to report in the medical log;

Record every accident/incident, as not every injury will be apparent immediately. For example if a child bumps his head and no mark or bump is apparent there is still potential for a bruise, mark or bump to develop later. This accident should be recorded in the medical log.

Refer to the handout titled, *Directions for use of center medication and injury logs* to read more about the use of medical logs and documenting.

In all instances, families should be made aware of the injury/accident. In the following cases, families must be notified **immediately** of injuries; any head injury or if a child becomes ill enough or is injured to the point of requiring professional medical treatment.

**Basic First Aid:**

The Wisconsin Administrative Licensing Rules and Regulations states that training in first aid procedures do not mean a formal first aid course is required. Use of the First Aid Chart, prepared by the committee on Accident Prevention and the Subcommittee on Accidental Poisoning and the American Academy of Pediatrics is recommended as an appropriate training tool. The child care program you work for should have this training chart for you to study. If not, contact the American Academy of Pediatrics at (888)-227-1770.

<http://www.ccic.wi.gov/node/27>

Although not required, a course in First Aid can be taken to further knowledge and skills when caring for children who may require first aid.

A first aid kit should be available at the program site. The kit must include bandages, gauze, tape and gloves. In addition, any vehicle used to transport children should contain a first aid kit. It is important to remember the rules of medication application when using a first aid kit. A child care provider may not apply any medication, topical or oral, to a child without proper consent from a parent or guardian.

**Assignment:**

Review the rules and regulations and read the following article as referenced in the rules and regulations, "Situations that Require Medical Attention Right Away." Write a paragraph differentiating between minor and serious accidents, being sure to include the difference in reporting and documentation.

**Assignment:**

Review the following five scenarios and answer the questions.

Practice Scenario 1:

*Two children are playing chase on the outside playground and run into each other bumping heads.*

What do you do?

Identify if the injury is major (serious) or minor and explain why:

How do you treat the injury?

Make a practice medical log entry:

Practice completing an accident/incident report using either the form used in the program you work for or the form here, <https://dcf.wisconsin.gov/files/forms/pdf/0055.pdf>

Practice Scenario 2:

*A 2 ½ year old is riding the tricycle on the playground. The tricycle tipped over and the child fell off. You notice blood on the child's arm.*

What do you do?

Identify if the injury is major (serious) or minor and explain why:

How do you treat the injury?

Make a practice medical log entry:

Practice completing an accident/incident report using either the form used in the program you work for or the form here, <https://dcf.wisconsin.gov/files/forms/pdf/0055.pdf>

**Identify procedures for giving medications in child care:**

**Assignment:**

Administering medication in child care requires a provider to follow a strict set of guidelines. Whoever is administering the medication must have read the program's policies for medication administering and monitoring. Review the outlined guidelines in the WI's Administrative Rules and Regulations to find the medication administrative guidelines. **Create a step by step checklist to follow:**

**Policies and Procedures for Emergencies:**

It is required that each child care program have a written plan for responding to a fire, tornado or tornado warning, missing child or other emergency. Review the rules and regulations on Emergencies.

**Assignment:**

Attach a copy of the emergency exit map posted in your program and the date and time of the last fire and tornado drill:

Fire drill date and time: \_\_\_\_\_

Tornado drill date and time: \_\_\_\_\_

Review emergency preparedness guidelines found at the following link:

[https://www.gsa.gov/graphics/pbs/Child\\_Care\\_Emergency\\_Preparedness\\_Toolbox.pdf](https://www.gsa.gov/graphics/pbs/Child_Care_Emergency_Preparedness_Toolbox.pdf)

Identify local emergency resources, including the local emergency management agency and any individuals who may help with the development of an emergency plan.

Emergency resources:

- 1.
- 2.
- 3.

Local emergency management agency/individuals

- 1.
- 2.



### **Safety procedures for field trips and during transportation**

A field trip refers to any experience a child has away from the premises of the child care program while under the care of program staff, whether walking or otherwise transported. Safety begins with obtaining permission from the parent or guardian for the field trip/transportation. All emergency information for children must be carried during field trips. Staff must have a documentation system to know the number of children present at all times, including the name of each child, while children are transported. If more than nine children are on the field trip, at least two child care workers must be with the children, one of whom must be a child care teacher, and staff to child ratios must be maintained.

### **Active Supervision**

Supervision is one of the most effective ways to be proactive in keeping children safe in the child care program. **Active Supervision** is defined as the ways adults help to protect children from injury or harm, including; watching, listening, interacting, monitoring and preventing problems. The challenge of supervising children when you are the only provider in the learning environment can be difficult. This requires **focused attention, intentional observation** of children and **positioning** to ensure all children are accounted for and engaged in safe play. The skilled child care provider also learns to **anticipate** what could happen based on what is known about each child, including his/her demeanor, abilities, and development and can **redirect** the child as needed.

Families have trusted you with their children, with the understanding that staff will provide proper supervision. The active process of supervision includes **recognizing potential risks** in the learning environment and responding to them. The needs and abilities of children are change regularly, which means potential risks could change too.

A step toward proactive supervision includes the **learning environment arrangement**. Consider the set-up of the space; low shelves to easily see children who are playing on the floor, clear traffic patterns and materials that are safe for the age of children in your care. A **daily safety inspection** will allow you to locate any broken or inappropriate materials, as well as create the opportunity to take any needed preventive measure to keep children safe.

When making changes to the environment, use what you know about children to guide your decisions. When you join children while they are playing you can observe how they play. When you are at the child's level you begin to see the environment from their physical perspective. While interacting with children during play you are able to use positive guidance strategies to help keep children safe. Remember that each child has individual needs which must be considered. Always consider the number of adults needed to evacuate the children in the event of an emergency.

Active supervision must continue in the **outdoor learning environment**. Ratios must be followed at all times. When you are the only adult supervising, the entire group of children

must be with you at all times. Children are not permitted to be outdoors unsupervised even if the provider is going indoors to take another child to the bathroom.

Equipment used outside must be organized for easy supervision. As with indoor supervision, recognize potential risks and respond to them, and remain aware of what children are engaged or not engaged in. Your attention must be focused on the children with intentional observation and positioning of yourself.

**Assignment:**

VIEW the following supervision video clips:

[https://www.youtube.com/watch?v=Z8ewYm\\_DuEM](https://www.youtube.com/watch?v=Z8ewYm_DuEM)

<https://www.youtube.com/watch?v=3Yhc9JT88s&t=52s>

**Identify and Eliminate Safety Hazards**

**Assignment:**

**Review the image below and identify 5 safety hazards:**



Photo credit: Kay Woods, <https://childmindingbestpractice.com/author/kaywoods2014/>

Hazard:	How would you correct?
1.	
2.	
3.	
4.	
5.	

**Assignment:**

Both on the playground and indoors, it is important to recognize potential hazards or opportunities for injury. Draw a map of your learning environment and playground space. Observe children playing in the space and each time you notice a problem behavior or an injury, mark an X on the map where it occurred. Look for patterns, discuss with co-workers and determine if a rearrangement or change is needed to prevent future problems. Explain on your map or on another sheet of paper, how you will correct the potential hazard and attach.

**Assignment:**

Refer to the Active Supervision information provided and develop a list of at least 5 strategies to use when you are the only person available to supervise. Practice using these strategies.

1.

2.

3.

4.

5.