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WELCOME

The GeoKids infant and young toddler program serves children 3 months to 36 months. Our infant and young toddler program care is informed by the comprehensive research and training for best practices provided by the National Association of Educating Young Children (NAEYC) and the standards set by the General Services Administration (GSA) Childcare Division. The program has also incorporated elements recommended by GeoKids staff and parents over the years it has been in operation.

We encourage all parents and co-ops, especially new families, to read and familiarize yourself with this material.

ABOUT THE INFANT PROGRAM

Infants are children between birth and about eighteen months of age. This is a time of extremely rapid physical and mental development. During this time, babies learn about the world through their senses and through bodily motor activities, they develop close bonds with special adults, and they begin to control more and more aspects of their behavior. Infants are born seeking information about the world. GeoKids teachers facilitate learning through attentive, affectionate and respectful care.

Upon enrollment into the Infant program, parents will complete an Infant Needs and Service Plan. This is where you will share information regarding your child with us in areas such as eating, sleeping and play activities.

When dropping off your child, please remember to allow yourself enough time to complete your child's daily report and to perform the diaper check and change if necessary.

Our program believes that each infant has his or her own schedule. The day will include: napping, eating, diapering, quiet play, active play and outside time. Your child's daily report will reflect his/her day.

A maximum of 10 children are cared for at any one time. A 3:1 ratio is maintained with three staff members and a participating parent.

- 10 children to every 3 adults
- No more than 10 children per day

ABOUT THE TODDLER PROGRAM

Children ages eighteen months to thirty-six months are growing rapidly in every area of development: socially, physically, intellectually and emotionally. Developmentally appropriate activities and routines are planned and offer each child many opportunities for challenge and success. Our curriculum includes both child and teacher directed activities in areas such as art, language development, science, drama, math readiness, social skills and music.

Our program offers opportunities for fostering independence, creativity and self-esteem. Children have the freedom to make choices in a safe and stimulating environment that has been designed to meet all of their needs. Improving self-help skills and strengthening decision-making abilities develops independence.

Upon entering the Toddler program, parents will complete a Toddler Needs and Services Plan. This is where you will share information about your child in the areas of eating, rest time, activities, and potty training.

Your child's caregiver will watch your child for signs of readiness for toilet training. Some of these signs include staying dry for long periods of time, asking to have their diaper changed and interest in other children who are using the toilet. If the Caregiver sees these signs over a period of time, parents will be contacted to discuss the toilet learning process. A plan will be developed that meets the mutual needs of the child, parent and the program. During this period parents should plan on using the thick cotton training underwear and bringing in at least three extra changes of clothing.

Please label all of your child's items (diapers, wipes, creams, powder, jackets, sippy cups, extra clothes, etc.) with his/her name.

A maximum of 12 children are cared for at any one time; a 4:1 ratio is maintained with three staff members and a participating parent.

- 4 children to 1 adult
- No more than 12 a day

PARENT CONFERENCES

Parent conferences are scheduled two times a year (winter and early summer) and may also be held at any time parents or teachers find it necessary. The infant and toddler years are marked by so much growth and change that conferences are a good time to discuss all the developmental issues surrounding them. Teachers put out sign up sheets prior to the times conferences will be held. A developmental summary is shared with the parents during this time. Parent conferences typically take around 30 minutes.

CURRICULUM PLANNING FOR INFANTS AND TODDLERS

During the first two years of life, children are working on acquiring a sense of trustworthiness of self and others. This is the sense of safety and security that comes from responsive and predictable care from familiar others to whom the child is attached. In the toddler years, a strong sense of autonomy is building. This comes from being treated as an individual and being allowed opportunities for independence.

When children feel the sense of independence, power, and competence, they can step out into the world and be active learners and problem solvers. Young children need a safe environment full of opportunities to explore and have fun. They need to be able to see, touch, feel, and move.

The curriculum for the infants and toddlers involves everything that happens to the child throughout the day. Responsive care giving is the key component to setting up a safe and secure environment and trusting relationships. Everything that a child experiences is a learning opportunity. For example, diaper changes are perfect opportunities for learning experiences: language, singing gently to a child; showing gentle touches; letting the child know that this is not a hurried or rushed experience and that they are valued and precious individuals; gently moving their legs in a bicycle motion stimulating movement or having them reach and grasp for an object. Throughout the day, teachers will take advantage of these caregiving experiences that are so important in the early

years of life and turn them into meaningful and positive experiences for a child's healthy development.

Along with the individual caregiving moments, teachers will also plan and organize their environments to provide experiences which enhance motor development – reaching, grasping, crawling in and out, throwing, pulling; cognitive development – object permanence, cause and effect experiences, language, listening and responding to sounds and voices, and problem solving; social development – playing among others, positive peer interactions, and expressing emotions towards others.

Planning for infants and toddlers does not necessarily involve "lessons" but rather opportunities for experiences that as individuals they can make the most out of. When teachers organize materials for the room, they take into account children's individual differences along with their knowledge of child development. Planning is based on observations of the children using their interests, their new skills, and their reactions to materials. As the children grow and change, the teachers change the classroom environment. They may put out more challenging climbing equipment or add a building area with different toys. A classroom may look very different at the end of a semester than it did at the beginning!

Parent Concerns

At GeoKids, we are a community of children, parents, and staff all interacting and sharing our lives together. We recognize that parenting is one of the most difficult, intense and rewarding experiences in your life. It can be particularly challenging for first time parents and during the first year when sleep is in limited supply and sickness "seems" to prevail. Through all of this we want you to share your thoughts, hopes, and dreams for your child.

In our community, people work closely together and interactions are generally positive, helpful, kind, and understanding. Yet from time to time concerns, miscommunications, misunderstandings, or difficulties may arise. When they do, we want you to tell us. Together, we will resolve the situation.

It is our goal to offer your family the best in child care services possible. In order to meet our goal, we need your input, your suggestions, your questions, and concerns. We have several lines of communication for you to take advantage of, including quarterly [I thought these were 2x / year] parent-teacher conferences (described further below), email sharing between parents and teachers, one primary teacher who is assigned as the main communicator with each child's parents, and quarterly teacher evaluation forms (add others).

When you have a concern, please remember...

- Teachers want the parents to feel very satisfied with the care their child is receiving.
- Talk to the teachers directly whenever possible. If you feel comfortable doing so, ask your child's teacher first about any concern. Teachers prefer that you talk with them directly, but they do understand if you would prefer to talk with the assistant director or director. Realize that if you have a concern with a teacher, the assistant director or executive director will need to investigate and talk with the teacher directly about your concern and deal with the issue in a straightforward manner so that the issue can be resolved.

- Don't allow concerns to build up. Share them as they occur. Develop a daily dialogue with the teachers where you tell them your specific concerns - ask questions about issues/practices that you don't understand. It is also helpful at this time to let teachers know what things you think are going well.
- Sometimes we cannot make changes you may request due to other restrictions. These restrictions may include legal operating requirements, physical space and the needs of the entire GeoKids program.
- We want to hear your suggestions. We consider them seriously, and will always respond to them in a timely manner.

Change occurs at a rapid pace in the infant/toddler program and as a result some concerns associated with a particular developmental stage of your child may resolve in time as your baby moves on to the stage.

At GeoKids, we see limit setting as part of a larger goal of positively guiding children toward self-direction through an atmosphere of mutual respect and cooperation. We do this by modeling desirable behavior—by listening when children communicate their thoughts, ideas and feelings; by encouraging children to participate in decision-making and conflict resolution at the level that they are capable; by explaining why a limit exists; and by encouraging children to participate in everything that concerns them and to do as much as they are capable of doing for themselves.

Limits provide children with the security they require to freely choose, explore and experiment. Unlimited freedom would put too much responsibility on children and encourage them to use too much energy to figure out boundaries instead of enjoying the freedom that limits provide.

And because limits are invisible boundaries that cannot be seen, young children need to feel limits to know that they exist.

Some guidelines:

- Because words alone do not always convey a limit to young children, we follow through on limit setting with an action.
- When setting limits with children, we speak at their eye level and try to use positive direction.
- Tell the child what it is they can do instead of what they cannot do.
- In some instances, separation from the group for a short time is necessary to help a child gain control.
- In no case will corporal punishment, ridicule, or retribution be used on a child.

Limit setting begins first with an understanding of child development. The screams of an infant are not necessarily undesirable behavior. This is a form of communication and self-expression and should be attended to. Touching and mouthing of objects by young toddlers is not necessarily undesirable. They learn through these senses. Mixing a variety of art materials into a messy heap, by preschoolers, is not undesirable: their emerging initiative has them test all sorts of possibilities. Once we understand the limits and capabilities of the child, we can determine if a limit is required and simultaneously think about ways to support the child's efforts at achieving some goal, solving some problem or resolving a conflict.

As caregivers and parent co-ops working in the classroom it is essential that we set boundaries around the safety of the child, the safety of the child's classmates, and the

safe use of materials at GeoKids. Beyond these safety concerns, we can best support the development of children's self-direction by being facilitators and giving children the time and space to solve their own problems and conflicts. As facilitators we can ask questions, clarify information, offer suggestions, and just listen to the concerns and needs of the child. In this way, we can respect children's capabilities and thus empower children to solve problem for themselves.

PLAY

Play for Infants not yet moving about

Infants at this stage require very few toys. For these children, sights, sounds, and movements in their environment are stimulating enough. Once a baby begins to touch surfaces and move objects back and forth, we encourage exploration and curiosity by providing soft balls, squeeze toys, plastic rings and soft toys.

Play for Older Infants

At this age, most of their exploration is done with their hands, eyes, and mouth. We provide small dolls, balls of different sizes, and nesting toys. They enjoy objects that have moving parts. Toys with hinged doors and lids that open and close easily and books with cardboard pages are provided.

Play for Toddlers

Toddlers enjoy push and pull toys, simple wheel toys, large beads to string, stacking cones, containers and collections of small objects. Toddlers also enjoy sensory experiences. Activities such as water play, sand play and corn meal play are provided.

MEAL TIME FOR INFANTS

Young infants will be fed according to their own schedule. As they grow and start eating solid foods, their eating needs will change and the eating times will be adjusted toward the group schedule. During lunch, infants not yet eating table food will be served cereals and jarred foods. Whenever possible, the same caregiver shall feed a specific infant for most of that infant's feedings.

Caregivers should be gentle, patient, sensitive, and reassuring by responding appropriately to the infant's feeding cues. Cues such as opening the mouth, making suckling sounds, and moving the hands at random all send information from an infant to a caregiver. Early relationships between an infant and caregivers involving feeding set the stage for an infant to develop eating patterns for life.

Waiting for an infant to cry to indicate hunger is not necessary or desirable. Nevertheless, feeding children who are alert and interested in interpersonal interaction, but who are not showing signs of hunger, is not appropriate. Cues for hunger or interaction seeking may vary widely in different infants.

If your infant (eating table food) or toddler should have a food allergy or a food intolerance, please notify your child's teacher immediately. A doctor's note must be provided stating exactly what foods cannot be given to your child.

All jars of baby food must also be marked with initials. Please mark the jar as well as the cover. This will help avoid confusion in preparing bottles and food, returning used

bottles, and storing unused portions of baby food in the refrigerator. The staff of GeoKids will rinse used bottles and put them in either your child's diaper bag or cubby for your convenience. It is suggested that each child have an unopened ready-to-feed can of formula kept at the center in the event that we do not have enough formula on a given day. We suggest that each child be brought in with a minimum of four bottles per day. It is the responsibility of the staff to notify the parents if and when the can of back-up formula has been opened and used.

Bottle Feeding

Parents of bottle-fed babies will need to provide 2 - 3 clean, labeled bottles, nipples, and lids on a daily basis. We require that all infant bottles be prepared at home and brought in on a daily basis. When bottle feeding, caregivers shall either hold infants or feed them sitting up. Infants who are unable to sit shall always be held for bottle-feeding. The facility will not permit infants to have bottles in the crib or to carry bottles with them during the day. GeoKids staff will not bottle feed more than one infant at a time.

GeoKids staff will offer children fluids from a cup as soon as they are developmentally ready. Children may be able to drink from a sippy cup as early as 5 months of age while for others it is later. Weaning a child to drink from a cup is an individual process, which occurs over a wide range of time. The American Academy of Pediatric Dentistry (AAPD) recommends weaning by the child's first birthday.

Breast Milk Feeding

If you are breast-feeding your child, all breast milk must be dated and have your child's name on it. Fresh breast milk will be stored for 24 hours in the refrigerator or up to two weeks in the freezer. Milk that exceeds this time frame will be discarded.

Expressed breast milk shall be placed in a clean and sanitary bottle and nipple that fits tightly to prevent spilling during transport to home or childcare facility. The bottle shall be properly labeled with the infant's name. The bottle shall immediately be stored in the refrigerator on arrival. Expressed human milk shall be discarded if it presents threats to the baby including:

- Breast milk is in an unsanitary bottle
- Breast milk un-refrigerated for an hour or more
- A bottle that has been fed over a period that exceeds an hour from the beginning of the feeding.

The intent of this policy is to promote, support, and advocate feeding breast milk by a mother because of the overwhelming benefits of human milk for infants. Chilled or frozen breast milk may be transported from home to the childcare facility in a cooler bag as long as the ambient temperature is below 86 degrees F and the out-of-refrigerator time is less than 2 hours. GeoKids encourages and supports breastfeeding. We will have a designated place set aside for breastfeeding mothers who want to come throughout the day to breast-feed.

Unused expressed breast milk shall be discarded after 48 hours if refrigerated, or by three months if frozen, and stored in a deep freezer at 0 degrees F. Unused frozen breast milk, which has been thawed, in the refrigerator shall be used within 24 hours. Frozen breast milk shall be thawed under running cold water or in the refrigerator.

Breast milk from a mother shall be used only with that mother's own child.

Preparing Infant Formula

Formula, if used, must be prepared daily by the parent. Formula should come in a factory-sealed container. The formula should be of ready-to-feed strength or prepared according to the manufacturer's instructions, using water from a source approved by the health department.

Formula mixed with cereal, fruit juice, or any other foods shall not be served unless the child's source of health care provides written documentation that the child has a medical reason for this type of feeding.

Unused formula shall be discarded after 48 hours if refrigerated. A bottle that has been fed over a period that exceeds an hour from the beginning of the feeding or has been un-refrigerated an hour or more shall not be served to an infant.

Warming Bottles and Infant Food

Bottles and infant foods shall be warmed under running warm tap water or by placing them in a container of water that is no warmer than 120 degrees F. Bottles shall not be left in a pot of water to warm for more than 5 minutes. Bottles and infant foods shall not be warmed in a microwave oven. After warming, bottles shall be mixed gently and the temperature of the milk tested before feeding. Infant foods shall be stirred carefully to distribute the heat evenly. A caregiver shall not hold an infant while removing a bottle or infant food from the container of warm water or while preparing a bottle or stirring infant food that has been warmed in some other way.

If a slow-cooking device, such as a crock pot, is used for warming infant formula, human milk, or infant food, this slow-cooking device shall be out of children's reach, shall contain water at a temperature that does not exceed 120 degrees F. and shall be emptied, sanitized, and refilled with fresh water daily.

Feeding of Cow's Milk

GeoKids staff will not serve any cow's milk to infants from birth to 12 months of age and will serve only whole, pasteurized milk to children between 12 and 24 months of age who are not on formula or breast milk. GeoKids will not serve skim milk, reconstituted nonfat dry milk, or milk containing 1% or 2% butterfat to any child between 12 and 24 months of age, except with the written direction of a parent and the child's health care provider.

Feeding Solid Foods to Infants

GeoKids staff will serve commercially packaged baby food from a dish, not directly from a factory-sealed container. They will serve solid food by spoon only. They will discard uneaten food in dishes from which they have fed a child. The GeoKids staff will wash off all jars of baby food with soap and warm water before opening the jars, and examine the food carefully when removing it from the jar to make sure there are not glass pieces or foreign objects in the food.

Food will not be shared among children using the same dish or spoon. Unused portions in opened factory-sealed baby food containers or food brought in containers prepared at home shall be stored in the refrigerator and discarded if not consumed after 24 hours of storage. Solid food shall not be fed in a bottle or in an infant feeder unless the child has specific written instructions from a health professional to do so.

Progression of Experiences with Food Textures

For infants, foods shall be fed which are age and developmentally appropriate. Food shall progress from pureed to ground to finely mashed to finely chopped as an infant develops. When children are ready for chopped foods, these foods shall be cut into small pieces. It is recommended that infants try new foods at home first, then parents can add the new food to the classroom list. Parents are encouraged to communicate with teachers regarding their child's progression towards eating solid, chewable foods.

MEAL TIME FOR TODDLERS

There are two snack times and lunchtime every day. GeoKids provides snacks for the children, while each family provides lunch for their child. GeoKids makes every effort to provide your child with wholesome, low-sugar foods and to introduce your child to a variety of food tastes and textures. Snack foods include cereals and crackers, fruits and vegetables, yogurt, cheese, juice, and milk. Snack menus are posted inside your child's classroom on the parent information bulletin board.

Encouraging Self-Feeding By Toddlers

GeoKids staff will encourage toddlers to hold and drink from a cup, to use a spoon, and to use their fingers for self-feeding. As children enter into "toddler-hood," they are interested in doing things for themselves. Self-feeding appropriately separates the responsibilities of adults and children. The adult is responsible for providing nutritious food, and the child for deciding how much of it to eat. To allow for the proper development of motor skills and eating habits, children need to be allowed to practice learning to feed themselves.

Meal And Snack Patterns

At a minimum, meals and snacks GeoKids provides for toddlers and preschoolers will contain the meal and snack patterns shown for these age groups (every two to three hours depending on the child needs).

GeoKids advocates an "open" snack policy, where children are free to have their snack when they are hungry (Infant program only). Eating with friends is an important part of each child's social development, however we do not encourage sharing of food due to potential allergic reactions. As we are also a "Nut Free Zone" please do not send nuts or nut products of any kind in your child's snack.

We provide specific tables for eating and remind children to wash their hands before and after eating snack. We also have hand sanitizer available. We encourage nutritious snacks such as fruit, vegetables, cheese, crackers, muffins, and juice, water or milk. Please send snacks in reusable containers that are labeled with your child's name (we try to reduce garbage and increase the children's awareness of the environment).

Hot Liquids And Foods

Adults shall not consume hot liquids in childcare areas. They shall keep hot liquids and hot foods out of the reach of infants, toddlers, and preschoolers. GeoKids defines hot food or liquid as anything over 110 degrees Fahrenheit. Adults shall not place hot liquids and foods at the edge of a counter or table, or on a tablecloth that could be pulled down, while the adult is holding or working with a child. Food preparers shall position pot handles toward the back of the stove.

FOOD SAFETY AND CONCERNS**Location Of The Adult Supervising Meal and Snack Time**

Children in mid-infancy who are learning to feed themselves shall be supervised by an adult seated within arm's reach of them at all times while being fed. Children over 12 months of age who can feed themselves shall be supervised by an adult who is seated at the same table or within arm's reach of the child's highchair or feeding table. A supervising adult should watch for several common problems that typically occur when children in mid-infancy begin to feed themselves. "Squirreling" of several pieces of food in the mouth increases the likelihood of choking. Supervised eating also promotes the child's safety by discouraging activities that can lead to choking.

Prohibited Uses Of Food

GeoKids staff will encourage, but not force, children to eat. GeoKids staff will not use food as a reward or punishment. Children who are forced to eat or for whom adults use food to modify behavior come to view eating as a tug-of-war and are more likely to develop lasting food dislikes and unhealthy eating behaviors. Offering food as a reward or punishment places undue importance on food and may have negative effects on the child by promoting "clean the plate" responses that may lead to obesity or poor eating habits.

SLEEPING

Infants nap according to their own schedules. If an infant should fall asleep while being rocked, lightly bounced, or taken for a walk in a stroller, he/she will be put in their cribs to continue their sleep. Note that it may take some time for sleeping habits to adjust to a new situation. The teachers use many of the techniques used at home, including swaddling, wrapping, and patting, to help your child sleep, if needed, and we will work closely with you to establish good sleep habits for your child. As your child grows and matures, mat sleeping will be encouraged. This will assist especially in the transition from the Infant room to the Toddler room when that time comes.

Safe Sleeping Practices

Infants will be placed on their back for sleep. If you would like your child to be placed in another position, you must sign a release for us to do so. The infants are provided with a firm, tight-fitting mattress in a crib that meets current safety standards. There will be no pillows, quilts, bumpers, comforters, sheepskins, stuffed toys, or other fluffy products in the crib. Two children never share a crib at the same time. Please provide a clean fitted crib-sized sheet and blanket each week for your infant or toddler. The above practices are supported by the U.S. Consumer Product Safety Commission, the American Academy of Pediatrics, and the National Institute of Child Health and Human Development.

We understand that practices may be different at home and that some children have unique situations (e.g. – twins may sleep together in the same crib). However, we must follow licensing guidelines and adhere to the above stated policies. It may or may not be difficult for some children to adjust if they are used to sleeping in a different position or with a parent/sibling.

DIAPERING

In our program, we use disposable diapers provided by parents. Diapers are checked every two (2) hours. There should be enough of a supply for at least three (3) full days. If your supply runs low, your caregiver will give you a reminder to replenish your supply, but it is the parent's responsibility to check that the supply is adequate. If your supply is depleted, you will be called to bring a supply in immediately. Your child may not be admitted until a sufficient supply has been provided. The diapers for the child should be labeled with the child's name or initials (between the legs). They will be stored within easy reach of the diapering area. Disposable, moistened wipes are provided by the center and are stored in the original container to preserve moisture. If individual containers are brought by the parent/guardian, they must be labeled with the child's name. We remove (with clean hands or freshly gloved hands) only the number of wipes that are needed for one diaper change at a time. Diapering supplies are not stored on the diapering surface. Over-the-counter diaper creams/ointments must be purchased by the parent for the child and should be labeled with the child's name. Parents must complete a written permission statement allowing us to apply the diaper cream/ointment. If a prescription ointment is to be applied, a Medication Permission Form must be completed and signed by the parent. The ointment should be labeled with the child's name, locked up and must be applied by the individual(s) designated to give medications. In addition, extra sets of outer clothing should be brought in as clothing can be soiled by diaper leaks.

Note: Due to state licensing requirements, parents are only allowed to diaper their *own* children.

Diapering Supplies and Equipment

- A diapering area must be located away from food preparation or art activity areas and be a non-absorbent, seamless, smooth and sturdy diapering surface.
- A sink for hand washing, with running water between 86°F and 110°F degrees, must be located adjacent to the diapering area and should not be shared with other groups or activities unrelated to diaper changing.
- Anti-bacterial, liquid hand soap from a dispenser, should be adjacent to the sink.
- Single-use, disposable paper towels should be available for drying hands and as a paper barrier on the diapering surface, if needed.
- Disposable diapers, sized appropriately for the children in the group, should be within reach of the diapering area.
- At least 2 waterproof, sanitary containers with waterproof liners (plastic bags) and tight fitting lids; one container for soiled diapers and one container for soiled clothes should be available.
- Single-use, disposable latex or vinyl gloves should be available.
- Disposable, moistened wipes, with staff access to the storage container, selecting for one diaper change at a time, should be available.
- One spray bottle with mild soap and water mixture for cleaning should be available.
- One spray bottle with disinfectant should be available for sanitizing the area.
- Plastic bags for soiled outer clothing should be available.
- Each child should have changes of clothing available in their cubby.
- A Diapering Log, which is filled out with current date, child's name, time, observations and caregiver's signature, should be kept adjacent to the diapering area.

Diapering Procedures for Infants

- Organize needed supplies within reach.
 - Gather what you need – i.e. pull out the wipes and plastic bags.
 - Place a disposable cover on the diapering surface.
1. Avoid contact with soiled items.
 - Put gloves on
 - Using only your hands, pick up the child
 - Provide steps for older children
 - Lay the child on the paper towel
 - Never leave a child unattended
 2. Remove the soiled diaper.
 - Remove the soiled diaper and soiled clothes
 - Fold the soiled surface inward
 - Put disposable diapers in a covered, plastic-lined trash can
 - If the child has a bowel movement, place the diaper in a plastic bag
 - Put soiled, reusable diaper and/or soiled clothes without rinsing in a bag for parents
 3. Clean the child's diaper area.
 - Use disposable wipes to clean and dry the child's bottom
 - If the child needs a more thorough washing, use soap, running water, and paper towels
 - Remove the disposable covering from beneath the child and discard it into a covered plastic-lined trash can
 - Remove gloves, taking care to remove the gloves by peeling them off the hands so they are inside out, and dispose of them into a covered plastic-lined trash can.
 - If the child has a bowel movement, the disposable covering, wipes, and gloves should go into the same plastic bag as the diaper. Once finished, tie the plastic bag up and place into a plastic-lined trash can marked for bowl movements
 4. Put on a clean diaper and dress the child.
 - Use a facial or toilet tissue or a clean glove to apply any necessary creams or ointments
 - Note and plan to report any skin problems such as redness
 - Slide a fresh diaper under the child, then adjust and fasten it
 5. Wash the child's hands and return the child to a supervised area.
 6. Clean and sanitize the diaper-changing surface.
 - Clean and disinfect the diapering area, all equipment or supplies that were touched, and soiled crib or cot if needed.
 7. Wash your own hands thoroughly.
 8. Document diapering on the diaper log or chart.
 - Write the time of day, what type of diaper it was (Wet or Bowel Movement), and any other observations or procedures taken that are of importance to the parent or other staff (such as applying ointment, rash, loose stool)
 - Sign or initial your name on the diaper log or chart

Stand Up Diapering Procedures for Toddlers

1. Get everything ready – put your gloves on, get the child's clean diaper and plastic bag.
2. BM diaper, wipes out of container, put a bag and wipes on the floor.
3. Have the child pull down their pants and shorts. You may need to get down on the child's level and help where needed.
4. If it is a wet diaper, have the child take off their diaper and put it in the diaper garbage bin (help if needed).
5. Sometime during the diapering process, if the child has not asked to sit on the toilet, you can ask them if they are interested in sitting on the toilet.
6. If it is a BM diaper, help the child take off their diaper and put it in a plastic bag. Wipe the child's bottom. It helps to have the child touch their toes so you can wipe off all the BM without using a box of wipes to get them clean.
7. Put dirty wipes in the bag. When you are done with wiping, put the dirty gloves in the bag, too. Then tie the bag up and put the bag in a covered, plastic-lined garbage bin marked for BM diapers.
8. Put a clean diaper and pants on, allowing the child to do as much as possible for them selves (you do not need gloves for this part of the process).
9. Both the child and the adult wash their hands before leaving the toileting area.
10. Bleach toilet and sink area after you are fully done.
11. Adults wash their hands again.

WHAT TO BRING TO GEOKIDS

- Nap Sheet
- Blanket
- Pillow
- Extra Clothes
- Pictures for family book (Can be photos of extended family members & friends)
- Allergy Medications (i.e. EpiPen)
- Diapers (Enough of a supply for at least three (3) full days)
- Diaper Cream
- Sunscreen (If you prefer to use your own, or if your child is under 6 months of age)
- Extra Food

Note: All washable items need to be taken home at the end of each week to be washed (i.e. nap sheet, blanket, pillow case). Please label all of your child's items (diapers, wipes, creams, powder, pacifiers, bottles, blanket, etc.) with his/her last name.

Clothing/Seasonal Items

Active and sometimes messy play is going to be a part of your child's day. We recommend that children wear comfortable, washable play clothes that are easy to move around in and okay to spill on! Children must be dressed in clothing and not just wearing a diaper and/or onesie. Parents are asked to bring a complete change of labeled clothing, including socks, onesies, shirts, pants, shorts, etc. to be left at school. It is also a good idea to keep a light sweater or sweatshirt in your child's cubby for chilly days. For older infants who are walking, it is helpful if parents keep a clean pair of shoes here at the center that will be worn only in the classroom.

Children should also bring a hat and sunglasses. Sunscreen will not be applied to infants

under 6 months. If you want your child to have sunscreen applied before reaching 6 months, please provide a doctor's note permitting this.

Other Items

If your child uses a pacifier, please provide a labeled one. Children in the Infant room who use pacifiers will be given them on an as-needed basis. Children in the Toddler room who use them will have a pacifier only at naptime. Toddlers will not be allowed to walk around the classroom with a pacifier for the following reasons: health risks of using a pacifier that has been dropped on the floor; health risks of one child putting another child's pacifier in their mouth; difficulty understanding a child who is trying to talk with a pacifier; and the need for speech muscles to learn how to work without a pacifier.

If your toddler has a special "lovey" to sleep with, like a small stuffed animal or blanket, please label it and send it with your child to use during naptime. At times a child may have a hard time transitioning, and we work with the families to ease this adjustment. Note that the entry of a new child may change the energy of the room temporarily, as the other children may respond to a child who has difficulty transitioning, or even to just having a new face around. However, this stressful time will pass quickly; please be patient. A toddler bringing a comfort item to help transition into childcare is certainly welcome. We view transitional comfort items as something that will help the child feel secure in this new environment.

"Shoe-Free" Environment for the Infant Room

With infants commonly on the floor, we practice a "shoe-free" policy in this room. We ask that adults entering the carpeted area of the infant room please remove your shoes or slip a pair of shoe covers over their shoes. We take this action to prevent outside contaminants from being brought into the room. The infants spend much of their time exploring on the floor, so we keep these areas as clean as possible.