



QUALITYstarsNY will be designed to improve quality and provide supports such as technical assistance and professional development. Participation

in QUALITYstarsNY will not be required; programs that do participate will gain access to support services and financial benefits.

During 2010, QUALITYstarsNY was piloted to 192 programs, providers and school districts in 13 communities throughout the state. Approximately 20 programs in Rochester participated in the field test. The lessons learned from the field test will be used as a guide to make revisions to the system and ultimately shape how QUALITYstarsNY will be implemented. After collecting and analyzing data, the QUALITYstarsNY Evaluation Team released their report. The field test aimed to investigate the design of QUALITYstarsNY as it has been developed so far and to help shape how the system will be implemented statewide in the near future. Most importantly, the field test was to determine whether the standards effectively distinguish levels of quality in all types of early learning settings.

Goals of the field test:

- Evaluate the ease and efficiency of the process of the QUALITYstarsNY application, documentation and assessment system under a variety of community conditions (high support, low support, geographical, program setting types, demographics of children).
- Validate the standards and the rating scale, i.e., the points weighting is accurate and the star ratings distinguish levels of quality.
- Demonstrate the value/use of community supports for quality improvement.
- Gather information about what kinds of improvements programs plan to make to move up in the system. This will inform the content and nature of later support efforts.

To read the QUALITYstarsNY Field Test Evaluation Report or for additional information, go to qualitystarsny.org.

Save the Date!

Family First Penfield Challenge 5K

Date: Sunday, September 25, 2011

Time: 9:00am

Location: Penfield Community Center
1985 Baird Road, Penfield NY



Please join Child Care Council, Inc. in supporting the military at the Family First Penfield Challenge 5K. The race will be an opportunity for individuals to obtain information from local military organizations about services available. The race will benefit Child Care Council, Inc. and the services we provide to support military families. Registration forms and detailed race information will be included in next months newsletter. For more information you may also contact Penfield Recreation at 585-340-8655 or www.penfield.org



CHILD CARE COUNCIL

Your premier resource. Inc.

WE DO THAT!

CARING MATTERS

August 2011 - Vol. 29 Issue 8



A Quality Rating System in NY is coming!

QUALITYstarsNY is a comprehensive initiative to ensure that our young children - the 1.5 million New Yorkers under age six - have the opportunity for high quality early learning experiences.

QUALITYstarsNY has the potential to create an efficient and effective early learning system that is accountable to investors, easy to access and good for children and families. QUALITYstarsNY is a quality improvement and recognition system.

It is designed to recognize programs that demonstrate quality above and beyond meeting New York's strong regulatory standards.

More info on back page.

President Amy Fici * CEO Barbara-Ann Mattle * Editor Jennifer Weykman

***** LOCATIONS *****

Main Office
595 Blossom Rd, Suite 120
Rochester, NY 14610-1825
Phone: (585) 654-4720
Fax: (585) 654-4721

Wayne County Branch Office
510 West Union St., Suite 1
Newark, NY 14513-9201
Phone: (315) 331-5443
Fax: (315) 331-5271

Livingston County Branch Office
3513 Thomas Dr. Suite 4
Lakeville, NY 14480-0670
Phone: (585) 346-6050
Fax: (585) 346-6058

CCC Membership Benefits and Application

Individual Membership—\$35.00/yr

Benefits

- Loan privileges at the Early Childhood Professional Libraries
- My First Library for your own children between the ages of 6 weeks thru 5 years
- Free Notary Public Services
- Access to group rate Health and Dental Insurance
*Please note: This option is not available for non-child care organization memberships
- Council Pin, Lanyard, Tote Bag or Cooler Beach Bag

Child Care Center Staff Member, Registered Family Child Care Provider or Legally Exempt Child Care Provider Membership—\$50/yr

All Benefits Above Plus

- 50% discount on Business Center Services
- 10% membership discount every Tuesday on Recycle Shop purchases
- Substantial member savings on Council offered classes and events

Single Site Group Family Child Care Provider or Non-Child Care Organization Membership*—\$75/yr

All Benefits Above Plus

- Substantial member discount on in-service training at your location
- \$5.00 discount on individual staff memberships in the Child Care Council
- Substantial discount on Council classes and events for provider and assistants

Child Care Center, Nursery School, School-Age, Multi-Site Group Family Child Care Membership

\$100.00/yr (1-10 staff members) \$200.00/yr (21-30 staff members)
 \$150.00/yr (11-20 staff members) \$250.00/yr (31+ staff members)

All Benefits Above Plus

- Substantial Discount on Individualized Training Program and In-Service Sessions
- All staff members eligible for substantial member savings on Council classes and events

CCC Annual Membership Application

- Individual Membership (\$35)
- Center Staff Member Membership (\$50)
- Family Provider Membership (\$50)
- Single Site Group Family Child Care Membership (\$75)
- Non-Child Care Organization Membership (\$75)
- CACFP Family Provider (\$25)
- CACFP Group Provider (\$37.50)
- Center Nursery School School-Age Multiple Site Group Family
 - 1 - 10 Staff Members (\$100) 21-30 Staff members (\$200)
 - 11-20 Staff members (\$150) 31+ Staff members (\$250)

Mail form & payment to:
 Child Care Council Membership
 595 Blossom Road, Suite 120
 Rochester, NY 14610

Membership Fees are non-refundable

Please one

New Membership Memb. # _____

Renewal Membership # _____

Name _____ Home Phone () _____

Home Address _____ City _____ Zip _____

Center Name _____ Center Phone () _____

Center Address _____ City _____ Zip _____

Total \$: _____ MC/Visa# _____ Exp. Date _____ V# _____

(3 digit # on back of credit card)

Amount Enclosed: _____ - Check # _____ Signature: _____

Please check one: Council Pin Lanyard Tote Bag Cooler Beach Bag



News You Can Use

Your Guide to New Crib Standards

Beginning December 28, 2012, any crib provided by child care facilities and family child care homes must meet new and improved federal safety standards. The new standards take effect for manufacturers, retailers, importers and distributors on June 28, 2011, addressing deadly hazards previously seen with traditional drop-side rails, requiring more durable hardware and parts and mandating more rigorous testing.

What you should know...

- This is more than a drop side issue. Immobilizing your current crib will not make it compliant.
- You cannot determine compliance by looking at the product.
- The new standards apply to all full-size and non full-size cribs including wood, metal and stackable cribs.
- If you purchase a crib prior to the June 28, 2011 effective date and you are unsure it meets the new federal standard, CPSC recommends that you verify the crib meets the standard by asking for proof.

Ask the manufacturer, retailer, importer or distributor to show a Certificate of Compliance. The document must:

- Describe the product
 - Give name, full mailing address and telephone number for importer or domestic manufacturer
 - Identify the rule for which it complies (16 CFR 1219 or 1220)
 - Give name, full mailing address, email address and telephone number for the records keeper and location of testing lab
 - Give date and location of manufacture and testing
- The crib must also have a label attached with the date of manufacture

What you should do...

- All child care facilities, family child care homes, and places of public accommodation:
 - Must prepare to replace their current cribs with new, compliant cribs before December 28, 2012.
 - Should not resell, donate or give away a crib that does not meet the new crib standards.
- Dispose of older, noncompliant cribs in a manner that the cribs cannot be reassembled and used.
- Noncompliant cribs should not be resold through online auction sites or donated to local thrift stores. CPSC recommends disassembling the crib before discarding it. www.cpsc.gov



A Closer Look

Registration Services Department

Having good clean (and safe) fun with Water

By Liza Mortimer, Registrar

In the heat of the summer, we love to cool off with water, but its important to ensure that children are safe while playing. The activities you choose and the way you plan for and conduct them can allow you to help keep the children safe all summer long.

What is safe: Sprinklers, squirters, and water tables are potentially great choices to help the children in your care cool off! Ensure that water toys are located safely, in a partly shaded area will help protect the children from the sun, or near one where they can go to relax and dry off. If you're planning to use spray bottles, ensure that they are clean and that water is the only liquid they have ever been used for. Water tables are elevated to help prevent children from falling in accidentally. You can add items to the water to increase the fun and add play opportunities. Cups, funnels, sponges, measuring cups and spoons, and small pieces of lightweight pipe or tubing are all great additions. Also consider adding toys that develop imaginative play such as toy animals, toy boats, or even plastic building blocks. A favorite activity from my childhood was painting with water. Clean sturdy paintbrushes and a bowl of water were the only tools we needed. We painted the trees, the buildings, the sidewalks, and the rocks (and once in a while, we painted each other). As with any water activity, good supervision is the key to a safe experience. Setting up ground rules with children can help make the experience fun for all. Rules such as an area where children that wish to remain dry can play, aiming the squirting toys away from faces, and drying off to reapply sunscreen regularly are a good place to start.

What to avoid: The regulations prohibit wading pools. Fill and drain pools present a number of hazards that are best avoided. Be cautious when selecting a sprinkler toy, such as a slip'n'slide. Often these toys have a small pool which is not allowed under the regulations. Residential pools must meet requirements set forth by Alyssa's law and have town approval to be located on the property of a family child care home. This type of pool may not be used in a child care program unless permission is granted by the Office of Children and Family Services (OCFS). Child care programs with pool approval have to meet additional qualifications, and will have a notation made on their license or registration.

Please have fun in the sun and the shade this summer, and stay safe!



Family Focus

Business and Referral Services Department

A Closer Look at Autism

By Bethany Fogg, Referral Specialist

As more and more children are diagnosed with autism, let's take the time to learn about the characteristics of the disorder. There are five disorders that are on the Autism Spectrum. Generally these five categories are known as Autism Spectrum Disorders (ASD). Children with ASD may demonstrate some or all of the following characteristics; communication problems (the use or comprehension of language, difficulty relating to people, things or events, playing with toys and objects in unusual ways, difficulty adjusting to changes in routines or to familiar surroundings, or repetitive body movements or behaviors. These characteristics are *typically* evident before the age of three.

Currently children are diagnosed with autism when they display symptoms across three major areas; Social interaction (such as the inability to establish or maintain relationships with peers appropriate to the level of the child's development), communication (such as the absence of language or delays in its development) and behavior (such as the repetitive preoccupation with one or more areas of interest in a way that is abnormal in its intensity or focus).

According to research, autism affects 1 in 110 children. The cause for autism is currently unknown.

Special services are available for children with special needs. Early Intervention is a system of services to support infants and toddlers with disabilities (before their 3rd birthday). Special education and related services are services available through the public school system for school-aged children, including preschoolers age 3-21.

Some tips for working with children with ASD include; making sure directions are given step by step verbally, visually and provide support as needed. Also build opportunities for the child to have social and collaborative interactions and also provide support, structure and a lot of feedback. Have consistent routines and schedules and provide plenty of warning to the child for any anticipated changes in the routine.

Resource:

National Dissemination Center for Children with Disabilities
Www.nichcy.org



Baby Talk

Education Services Department

Making the Most of Your Sensory Table

By Kristen M. Knight, Infant Toddler Specialist

Infants and toddlers are curious, motivated learners that actively explore the environment in order to make sense of their world. They use their five senses of taste, touch, smell, vision, and hearing to explore materials and learn and develop cognitively. Through sensory experiences, infants and toddlers learn about the properties of objects, object permanence, how objects move or fit into space, how objects work and more. There is a direct connection between the sensory experiences that young children are offered and cognitive development and creativity.

Sensory experiences should be offered to infants and toddlers on a daily basis. Sensory experiences should be open-ended, child directed and offered throughout the entire day for infants and toddlers to explore and discover. Child care providers and parents can offer sensory experiences in sensory tables, water tables, dish tubs, baby bathtubs, aluminum trays, plastic bowls, plastic bins etc. A variety of sensory materials should be made available for infants and toddlers to explore, however don't make everything available at once or rotate the materials too often. Young children need repeated experiences with the same materials in order to master skills.

Possible materials that can be explored in the sensory table include: water, sand, dirt, mud, leaves, lotion, rice, flour, oatmeal, cake mix, shaving cream, whip cream, snow, birdseed, shredded paper, noodles, feathers, tissue paper, cotton balls, cereal, playdough, flubber, oobleck and more. Accessories that can be added to these sensory materials to facilitate learning include: plastic scoops, measuring cups, fish nets, cars, toy boats, toy animals, measuring spoons, baby bottles, paper towel rolls, funnels, turkey basters, eye droppers, squeeze bottles, sponges, baby food containers, baby dolls, cups and more.

Don't stress about the mess! For indoor sensory play use a tarp, plastic table cloth, or extra towels/blankets under the sensory table for easy clean up. In the summer, take advantage of the weather and bring your sensory experience outdoors with you well!



Food For Thought

Nutrition Services Department

Let's Go Fly A Kite

By Jenn Mehlenbacher, CACFP Food Consultant

Fitness for Children

Kite flying can provide hours of inexpensive fun and the added benefit of spending many hours outside being physically active. Keep kite flying simple by buying single-line kites as they are stable and easy for children ages 2 and up to fly in a wide range of wind conditions.

Safety First: Pick an open area for flying your kite. Avoid flags, trees, buildings, power and phone lines, and any other overhead obstacles. There are laws governing where and how high you may fly a kite so check local restrictions concerning kite flying.

Be Aware of Weather Conditions: A breeze should blow treetops noticeably and steadily. No rain should be in sight. Remember that lightening can precede or follow a storm by more than 10 miles.

Add Extra Fun: Attach a colorful tail to your kite to extend the wind range. In a light breeze, add a short tail. In a stronger breeze, add a long tail.

Learn About the History of Kites: Kites have been a large part of many cultures for thousands of years. Learn more at www.wikipedia.org.

Fly to Music: Listen to "Let's Go Fly a Kite" from Disney's *Mary Poppins*.

Make a Homemade Kite: Check out www.nationalkitemonth.org for instructions and to learn much more about kites.

Always supervise children while flying kites as the string can be a serious choking hazard if a child gets entangled in the string!

(source: [Potpourri](#); Vol. 36; Issue 4; pg.12)





Transitioning between Home and Child Care

By Brenda Colón, Legally Exempt Inspector



Many parents who choose family or group family child care do so because of the relatively small group size, compared to a large day care center. Moreover, they often cite the “familiar atmosphere” as being the most compelling reason for choosing this type of care for their children. Many of these parents expect a smooth transition between the home and child care settings because they believe the routines that the provider has in place will somewhat mirror those from home.

It is very important for child care providers to communicate with the parents of the children in their care in order to provide a smooth transition between home and child care. In order to make the transition as seamless as possible, it is important to maintain a high a level of familiarity for the child when he enters the child care setting.

In order to do this, it is helpful that the child care provider relay to the parent the type of program that she has in place. This is important, as it assures the parent that the provider has developed routines and practices that provide continuity between the home and child care. It also serves to indicate areas at home that may need to be adjusted before the child enters care.

For example, if the child has an afternoon snack while watching television, the parent may begin to serve all snacks at the kitchen table. This will provide another layer of consistency for the child when he is in the child care environment and will contribute to a smoother transition from rest or activity time to meal time as it is unlikely that he will be able to continue with the afternoon snack/television custom while in care. This may also lead to healthier meal choices both at home and in child care.

Children, parents and providers all benefit when there is a strong connection between the home and child care. When children know what to expect at transition periods; from arrival time, rest time, meals, indoor and outdoor activities to departure time, both parents and providers experience positive outcomes that are supportive of each other’s goals.



Tired But Wired

By Joanne M. Buell, RN Health Care Specialist



When sleep-deprived adults are asked to describe how they feel during the day, they will respond “sluggish”. When sleep-deprived children are asked this question, they will respond “hyper”. Sleep-deprived children have symptoms similar to children with Attention

Deficit/Hyperactivity Disorder. These children suffer from poor academic performance and behavioral problems as well.

Pediatricians now use a screening tool called “**BEARS**” to help identify children with sleep disturbances. These questions include:

- **Bedtime Problems:** Does the child have trouble going to bed or falling asleep?
- **Excessive Daytime Sleepiness:** Does the child have difficulty waking in the morning or seems overtired during the day?
- **Awakens during the night?** Has nightmares? Trouble falling back to sleep?
- **Regularity and duration of sleep:** What is the regular bedtime and wake-up time during the week? On weekends?
- **Snoring:** Is the child snoring or having breathing difficulties at night?

The tool helps identify sleep apnea (breathing stops) and disruptive snoring, other breathing difficulties, environment problems (the room is too hot, too cold, not dark enough to induce sleep, too noisy, poor mattress quality), bedtime fears, and worries/stresses. Adults can help in the following ways:

- Establish a bedtime that allows for 9-10 hours of sleep.
 - Create a relaxing and consistent bedtime routine that is followed both weekdays and weekends. (or extend bedtime on Fridays only).
 - Avoid caffeine after 1PM or offer no caffeine at all.
 - Journal all worries before bedtime and play relaxing mind games (Count backwards from 100 with eyes closed)
 - Organize for the next day.
 - Address the environment problems.
 - Avoid scary TV or computer programs and books before bedtime.
- Sweet dreams!

Resource: www.kidshealth.org; www.pediatricsupersite.com (11/5/2010)

"The Book Nook" Professional Library Book Review

By Staff Member: Rose Shufelt,
Infant Toddler Specialist

If you've ever worked in child care, have had a child in care, or know someone that has, you have probably heard this scenario: "I have a toddler who is biting. What do I do?" For many of us, this is a trying time and something that can be emotionally draining. It is so hard at the end of the day to tell a parent that their child has been bitten again for the 4th time in 2 days. And it's just as hard to tell the parent of the child who is doing the biting. Luckily, there is help!

The book, No Biting! Policy and Practice for Toddler Programs by Gretchen Kinnell, is an easy to read handbook for teachers, caregivers and administrators who care for toddlers. This guide offers information on why toddlers bite, which is the first step in overcoming this behavior. It also offers advice on what to do and what not to do when toddlers bite, how to handle ongoing biting, working with parents, both of the biters and the of the children who are being bitten, how to work together as staff members, how to develop policies about biting, and biting as a reason to exclude children. There are also some easy to use forms that could be implemented into any program.

If you work with or around toddlers and have had to deal with this very normal behavior, this book is a must!

THE RECYCLE SHOP ITEM OF THE MONTH IS:

*Books for all ages
Paperbacks - Hard cover - Magazines*

15¢ or 2 for 25¢



No Biting! Second Edition Policy and Practice for Toddler Programs

Gretchen Kinnell
For Child Care Solutions

IMPORTANT INFORMATION

2011 EIP Applications

To apply on line, or download an application go to
<http://www.ecetp.pdp.albany.edu/eip.shtm>
Call our office for assistance and signing up for classes!

A review of classes in Aug & Sep 2011. New items are in BOLD

Classes are 6:30pm—9:00pm unless otherwise noted

Rochester Office:

8/1-Know Your Regulations (FDC)
8/1 & 3-CPR
8/2,4,9,11,16,18-Health & Safety
8/2-Hello's and Goodbye's
8/3-MAT Independent Study Class-6pm-9pm
8/4-Business Operations for New Family/Group Family Providers
8/6 & 13-MAT 9am-2pm
8/8 & 10-Basic First Aid 6:30pm-8:30pm
8/8,15,22,29-Legally Exempt Class-Series 6

8/9-Let's Get Organized

8/10-Injury Prevention In Child Care
8/15,17,22,24,29,31-SPANISH Health & Safety
8/15-Business Planning for Family Day Care
8/16-Understanding Temperament
8/23-Guidance Techniques for Infants & Toddlers
8/23-Growing Goodness: Vegetables
8/29 & 31-Basic First Aid 6:30pm-8:30pm

Lakeville Office:

8/2-Asthma Attack and Severe Allergic Reaction 6:30pm-8:00pm
8/9,11,16,18,23,30-Health & Safety
8/25-Growing Goodness: Vegetables
8/31-MAT Independent Study Class-6pm-9pm
Newark Office:
8/2 & 4-CPR
8/15-Make Your Child Care an Eco-Healthy Child Care
8/25-Taming the Paperwork

Rochester Office:

9/6,13,20,27-Legally Exempt Class in Spanish 10am—12:30pm
9/7-Nutrition Concepts Explored: Beyond CACFP
9/8-Why So Many Pokes? Immunization Surveys
9/8-Business Planning for Family Day Care
9/8-Business Operations for New FDC/GFDC
9/12,19,26 & 10/3-Legally Exempt Class-Series 7
9/12,14,19,21,26,28-Health & Safety
9/13-Growing Goodness: Vegetables

9/13-Early Experiences Build Healthy Brains
9/14-Intro to FDC
9/19-Recycle Shop Art
9/20-Parent Handbook 9/20 & 22-CPR
9/20 thru 10/25 Tuesdays 9:30am-Noon
School-Age Training Series
9/21-Asthma Attack and Severe Allergic Reaction
9/22-MAT Independent Study class 6pm-9pm
9/24 9am-3pm & 9/25-Noon-4pm MAT Training

9/27-MAT Independent Study class 6pm-9pm
9/28-Know your Regulations—Family
9/29-Coping with Crying

Lakeville Office:

9/20-Taming the Paperwork
9/27 & 29-CPR
9/13 & 22-Basic 1st Aid

Newark Office:

9/8,13,20,22,27,29-Health & Safety

CDA class 69 beginning September 20, 2011
Call (585) 654-4798 for a course registration package

See the Jul-Dec 2011 Course Calendar for more details and a full list of courses.
Courses are also listed on www.childcarecouncil.com