

Child Care Rule .0508 (b)(1)(2) specifically require that the schedule reflects a block of time for both active and quiet play and activities in indoor and outdoor areas.

Child Care Rule .0508 (b)(4) requires at least one hour of play outdoors daily.

Child Care Rule .0508 (c) requires at least thirty minutes of outdoor time for children under two.

Child Care Rule .0508 (d)(2) requires that the activity plan include a daily gross motor activity that may occur indoors or outdoors.

Child Care Rule .0509 (1)(2)(3)(4) requires materials and equipment to be maintained in both the indoor and outdoor play areas. It must be sufficient to provide a variety of play experiences that promote physical development and allow for vigorous play and large muscle development. This equipment may be teacher-made or home-made as long as it is safe and developmentally appropriate. The center shall provide space and time for vigorous indoor activity when children cannot play outdoors.

Child Care Rule .0511 (a)(b) requires that developmentally appropriate toys and activities are provided to children under two years of age to promote physical well-being. This includes storage of materials, sufficient quantity for access and choice, time for playing, and promotion of physical development by caregivers.

Section .0600 of the child care rules are the rules around safety and condition of the materials that are made available to the children in care. There are rules contained in this section around appropriate child-sized equipment, fall zones and surfacing. This section also covers storage of hazardous materials and maintenance of the equipment. Child Care Rule .0605 specifically covers the condition of the outdoor learning environment. This rule governs the specific fall zone requirements and the surfacing therein. The requirements around monthly playground inspections is also covered within this rule.

Child Care Rule .0714 (f) is the rule regarding supervision. This rule requires staff to provide adequate supervision. Adequate supervision shall mean that staff shall interact with the children while moving about the indoor and outdoor areas. In an outdoor environment, the interpretation would be that staff are engage in what the children are doing.

Section .1400 of the child care rules are the rules around indoor and outdoor space requirements. This includes areas focusing on playground and outdoor play area space, shade, supervision and aquatic activities.

Child Care Rule .2508 (c)(d)(e) requires that child care facilities provide age appropriate activities to school-age children including games or manipulatives, health education or wellness activities, sand and water play, and structured or unstructured physical activities. Also included in this rule is developmentally appropriate equipment and criteria for providing screen time.

Appendix H

Environment Rating Scales Related to Physical Activity

Scale-related information regarding active play, movement, and outdoors:

The following information highlights items on the Environment Rating Scales having indicators that relate to active play/movement and related considerations including characteristics or affordances of the gross motor space, presence of safety hazards, quality of supervision provided, facilitation of gross motor play, presence and types of gross motor equipment and other materials, and the frequency/length of outdoor play, weather permitting:

The **Early Childhood Environment Rating Scale, Revised (ECERS-R)** assesses child care environments for children ages 2 ½ through 5 years.

Item 7 Space of gross motor play	<ul style="list-style-type: none"> • Characteristics/affordances of the gross motor space(s) • Presence of safety hazards
Item 8 Gross motor equipment	<ul style="list-style-type: none"> • Appropriateness of equipment • Variety and types of gross motor equipment • Minimum daily time requirement of 1 hour
Item 14 Safety practices	<ul style="list-style-type: none"> • Presence of safety hazards • Action on part of staff to prevent hazards
Item 21 Music/movement	<ul style="list-style-type: none"> • Movement/dance provided at least weekly • Access to music materials/dance props provided daily
Item 24 Dramatic play	<ul style="list-style-type: none"> • Props outside for more active dramatic play
Item 29 Supervision of gross motor activities	<ul style="list-style-type: none"> • Addresses quality of supervision provided • Facilitation of gross motor play
Item 34 Schedule	<ul style="list-style-type: none"> • Requires daily opportunities for both active and quiet play • Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting
Item 35 Free play	<ul style="list-style-type: none"> • Free play outside weather permitting

The **Infant Toddler Environment Rating Scale, Revised (ITERS-R)** assesses child care environments for children from birth through 2 ½ years of age.

Item 11 Safety practices	<ul style="list-style-type: none"> • Presence of safety hazards • Action on part of staff to prevent hazards
Item 16 Active physical play	<ul style="list-style-type: none"> • Characteristics/affordances of the gross motor space(s) • Presence of safety hazards
Item 20 Dramatic play	<ul style="list-style-type: none"> • Props outside or other large areas for more active dramatic play
Item 21 Music and movement	<ul style="list-style-type: none"> • Facilitation of music/movement activities daily • Staff encourage children to dance, clap, sing, etc.
Item 22 Nature/science	<ul style="list-style-type: none"> • Outdoor experiences with nature at least twice a week
Item 25 Supervision of play and learning	<ul style="list-style-type: none"> • Addresses quality of supervision provided both indoors and outdoors
Item 29 Schedule	<ul style="list-style-type: none"> • Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting
Item 30 Free play	<ul style="list-style-type: none"> • Free play outside weather permitting

Appendix H continued

Environment Rating Scales Related to Physical Activity

The **School Age Care Environment Rating Scale (SACERS)** assesses supplementary (before/after school, summer programs) care provided for children from 5 through 12 years of age.

Item 2 Space for gross motor activities	<ul style="list-style-type: none"> Quality of indoor and outdoor spaces used for gross motor play
Item 8 Furnishing for gross motor activities	<ul style="list-style-type: none"> Appropriateness of equipment Variety and types of gross motor equipment
Item 9 Access to host facilities	<ul style="list-style-type: none"> Program has use of areas like a gymnasium, playground, tennis court/ball field, etc.
Item 15 Safety practices	<ul style="list-style-type: none"> Presence of safety hazards Action on part of staff to prevent hazards
Item 21 Music and movement	<ul style="list-style-type: none"> Variety of music materials/dance props accessible daily Opportunities for children to have music or movement instruction
Item 31 Staff supervision of children	<ul style="list-style-type: none"> Addresses quality of supervision provided both indoors and outdoors Staff coach team sports
Item 37 Schedule	<ul style="list-style-type: none"> Requires gross motor play daily, weather permitting
Item 40 Use of community resources	<ul style="list-style-type: none"> Opportunities to use recreational resources within the community

The **Family Child Care Environment Rating Scale, Revised (FCCERS-R)** assesses the care provided in a residence/home setting for small groups of children from birth through 12 years of age. These items have indicators that relate to active play.

Item 2 Safety practices	<ul style="list-style-type: none"> Presence of safety hazards Action on part of providers to prevent hazards
Item 18 Music and movement	<ul style="list-style-type: none"> Providers to encourage children to dance, clap, sing, etc.
Item 20 Dramatic play	<ul style="list-style-type: none"> Props outside or other large areas for more active dramatic play
Item 22 Nature/science	<ul style="list-style-type: none"> Outdoor experiences with nature at least twice a week
Item 26 Active physical play	<ul style="list-style-type: none"> Characteristics/affordances of the gross motor space(s) Presence of safety hazards
Item 21 Supervision of play and learning	<ul style="list-style-type: none"> Addresses quality of supervision provided both indoors and outdoors
Item 31 Schedule	<ul style="list-style-type: none"> Requires gross motor play and a minimum of 1 hour of outdoor time daily, weather permitting
Item 32 Free play	<ul style="list-style-type: none"> Free play outside weather permitting

For more information and additional resources:

While preparing for the assessment process, review information and materials found on the website www.ncrlap.org such as the NC Additional Notes and NCRLAP's Requirements for Gross Motor Space and Equipment. Several training resources related to children's active play and gross motor spaces are also found at this website.

See Appendix K for environment rating scales references.

The following information highlights the goals and developmental indicators that fall under Health and Physical Development domain that relate to physical health and motor development.

Foundation Domain: Health and Physical Development • Subdomain: Physical Health and Growth

Goal(s): Goal HPD-2: Children engage in active physical play indoors and outdoors. Developmental Indicator(s): 18 developmental indicators	
Infants (3 developmental indicators)	<ul style="list-style-type: none"> • HPD-2a: Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). • HPD-2b: Move their bodies to explore the indoor and outdoor environment. • HPD-2c: Develop strength and stamina by continuing movements over short periods of time.
Younger Toddlers (4 developmental indicators)	<ul style="list-style-type: none"> • HPD-2d: Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). • HPD-2e: Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors). • HPD-2f: Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). • HPD-2g: Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.
Older Toddlers (3 developmental indicators)	<ul style="list-style-type: none"> • HPD-2h: Develop strength and stamina by spending moderate periods of time playing vigorously. • HPD-2i: Show satisfaction with new active skills and strengths (ask others to watch them say, "I'm big and strong!"). • HPD-2j: With guidance and support, transition from active to quiet activities.
Younger Preschoolers (4 developmental indicators)	<ul style="list-style-type: none"> • HPD-2k: Develop strength and stamina by spending moderate periods of time playing vigorously. • HPD-2l: Choose a variety of structured and unstructured physical activities indoors and outdoors. • HPD-2m: Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). • HPD-2n: Transition from active to quiet activities with limited guidance and support.
Older Preschoolers (4 developmental indicators)	<ul style="list-style-type: none"> • HPD-2o: Develop strength and stamina by spending extended periods of time playing vigorously. • HPD-2p: Communicate ways exercise keeps us healthy and makes us feel good. • HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). • HPD-2r: Transition independently from active to quiet activities most of the time.

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development (Page 71). Raleigh: Author.

Example Physical Health and Growth Strategies:

Infants & Toddlers: (11) Some infants and toddlers are highly sensitive to light, noise, and the way they are touched. Provide spaces that offer less stimulation so they can feel calm and comfortable. Work with families and specialists to offer appropriate physical activity for these children. (1 of 14 strategies for infants and toddlers)

Preschoolers: (7) Share information about programs or activities in the community that encourage physical activity for families, including children with special needs: parks, greenways, playgrounds, swimming pools, lakes, and gyms. (1 of 11 strategies for preschoolers, others include 6, 8, and 9)

Appendix I continued

North Carolina Foundations for Early Learning & Development

The following information highlights the goals and developmental indicators that fall under Health and Physical Development domain that relate to physical health and motor development.

Foundation Domain: Health and Physical Development • Subdomain: Motor Development

<p>Goal(s): Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</p> <p>Developmental Indicator(s): (18 developmental indicators)</p>	
<p>Infants (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4a: Gain control of arm and leg movements. • HPD-4b: Maintain upright posture when sitting and standing. • HPD-4c: Move in and out of various positions by rolling, pushing up, and pulling to stand. • HPD-4d: Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).
<p>Younger Toddlers (3 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4e: Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). • HPD-4f: Move their arms and legs together to climb, push and pull (push a stroller, use riding toys, crawl up steps). • HPD-4g: Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).
<p>Older Toddlers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4h: Move their arms and legs to complete a task (kick, jump, step, pedal, push away). • HPD-4i: Move through the world with a variety of movements and with increasing independence (run, jump, pedal). • HPD-4j: Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). • HPD-4k: Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).
<p>Younger Preschoolers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4l: Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. • HPD-4m: Refine movements and show generally good coordination (e.g., throwing and catching). • HPD-4n: Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). • HPD-4o: Move their bodies in space with good coordination (running, hopping in place, galloping).
<p>Older Preschoolers (4 developmental indicators)</p>	<ul style="list-style-type: none"> • HPD-4p: Coordinate movement of upper and lower body. • HPD-4q: Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). • HPD-4r: Move quickly through the environment and be able to stop (run fast, pedal fast). • HPD-4s: Show awareness of own body in relation to other people and objects while moving through space.

North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development (pp. 75-76). Raleigh: Author.

Example Physical Health and Growth Strategies:

Infants & Toddlers: (1) Play with infants and toddlers both indoors and outdoors. Make sure the environment is safe. Include play on a variety of surfaces and provide open spaces for free movement. (1 of 14 strategies for infants and toddlers, others include 2, 3, 8, 9, 10, 11, 12, 13, and 14)

Preschoolers: (9) Change materials routinely to encourage discovery, engagement, and participation. (1 of 15 strategies for preschoolers, others include 8, 10, 11, 12, 13, 14 and 15)