

Participant Guide

Health and Safety II – Family Child Care

Revised 2023

2 hours

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Session Overview

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

The Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies and/or content areas are addressed in the training.

KCF Content Area: VII: Health, Safety and Nutrition – 2 hours (Level 1)

CDA Content Area: Planning a safe and healthy learning environment

Learning Objectives:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, they will be able to:

- Identify MN Rule 2 licensing standards and best practices of safety.
- Identify ways to be proactive to ensure building and physical premises safety.
- Expand upon emergency planning and responding to emergency situations.

Session Agenda:

- A. Introduction
- B. Building and Physical Premises Safety; Hazardous Materials
 - a. Hazards in the program and outdoor play space
 - b. Active Supervision
 - c. Identifying Potential Hazardous Materials
 - d. Safe Handling and Storage of Hazardous Materials
- C. Emergency Preparedness
 - a. Identifying Potential Emergencies
 - b. Planning for Responding to Emergencies
 - c. Practicing Response for Readiness
- D. Planning for Diverse Abilities and Needs
- E. Wrap Up and Reflection

Building and physical premises safety

Following are some important areas to think about as you care for children. * *Required* items, as listed in child care rules.

- ***Electrical outlets:** Must be covered when not used. Extension cords not to be used instead of permanent wiring (not run under doors or floor coverings), all wiring in good repair.
- ***Environmental toxins/contaminants** both indoors and outdoors, including feces must be cleaned up, no contact with children.
- Environmental triggers for asthma:** eliminate tobacco smoke, dust mites, cockroaches, pets, mold, smoke from burning wood or grass. Outdoor air pollution (from factories, cars, and other sources can trigger asthma; check air quality forecasts and stay indoors when levels are high). From Centers for Disease Control and Prevention, see “Common Asthma Triggers”: <http://www.cdc.gov/asthma/triggers.html>
- Fencing:** **May* be required to provide protection from rail, traffic, water, or machinery hazard. *Recommended*—Outdoor play area enclosed with fence or natural barriers which don’t hide the children from you. Gates have self-closing and positive self-latching locks.
- ***Firearms:** All firearms unloaded and inaccessible to children. Ammunition and firearms stored in separate locked areas.
- Furniture:** Stands firm so it doesn’t tip (tall dressers, bookcases). Attach to wall so they don’t tip.
- ***Pest control** —control of vermin and insects, no chemicals for insect and rodent control to be applied when children are present. *Recommended*—integrated pest control program that includes pest exclusion, sanitation and clutter control, and elimination of conditions that may lead to pest infestations; consider preventative measures to reduce mosquitoes, bees, etc.
- ***Pets on site:** All pets in good health; rabies shots and tags current for dogs and cats; supervised when with children; pet cages located and cleaned away from food preparation, storage, or serving; play areas free of animal excrement; parents notified the same day as their child’s skin is broken by an animal bite or scratch.

- **Play equipment, outdoors:** Equipment not built on or near hard surfaces such as asphalt or concrete. Free of sharp points or corners; loose, rusty parts; straps or strings that could strangle; pieces that could pinch, shear, or crush body tissues; or hazardous materials like lead paint.
- ***Play space, outdoors:** Onsite supervision; enclosure when needed (see “Fencing”); free of litter, rubbish, toxic materials, poisonous plants, water hazards, machinery, unlocked vehicles, human or animal waste, and sewage.
- ***Play space, indoors:** to be free of clutter that could cause choking, strangling, pinching, etc. Check food preparation areas, laundry room, bathrooms, and child proof your home.
- ***Stairs:** If 3 or more stairs, must have handrails, gates or barriers used for children 6–18 months; stairs well lighted and in good repair; free of clutter.
- ***Swimming pools:** Must be inaccessible to children except during periods of supervised use. Must be supervised by an attendant trained in first aid and resuscitation.
- ***Toys/materials safety, arts and crafts materials:** Knives, matches, plastic bags, and other hazards kept out of the reach of children in care. *Supervised* use of hazardous materials and tools.
- **Vehicular traffic:** *MAY require* fencing between yard and traffic.
- ***Water temperature:** In sinks and tubs accessible to children, the water temperature must not exceed 120 degrees Fahrenheit.

Monitoring Safety

Through (1) Daily safety checks – physical environment inspections and (2) Active supervision.

- **Daily safety checks of physical environment:** Check every day to make sure that space used by the kids is free from known hazards.
- **Active supervision:** Directly supervise infants, toddlers, and preschoolers by sight or sound and be able to intervene. Supervise sleeping children by sound; look in on them often. An infant in distress often makes no noise! Special safety precautions during certain activities, such as swimming. Children under the age of 5 should never be inside or outside by themselves.

For more information

Minnesota Department of Human Services. (2016, August). [Guidance: Poisonous Plants in Family ChildCare](#)

Handling and Storage of Hazardous Materials

Sanitation and Health: Toxic substances— *“All medicines, chemicals, detergents, poisonous plants, alcoholic beverages, and other toxic substances must be inaccessible to children. They must be stored away from food products. Equipment or toys which are mouthed or may be chewed must be free of lead-based paint. Toys and equipment with chipped, cracked, or peeling paint must be tested to verify the absence of lead or be replaced.”* – Rule 2, Minnesota Department of Human Services

Hazardous materials are substances which:

- cause harm if they are inhaled or swallowed, or if they touch the skin.
- ignitable, corrosive, toxic, or reactive

The most common ones harming children are cosmetics and personal care products, cleaning products, and medicine. More examples: pool chemicals, poisonous plants, alcoholic beverages, lead-based paint, radon, corrosive cleaning agents, and animal feces.

Safety precautions

Provider and children to wash hands with soap and water before or after cooking or eating, diapering and bathroom use, handling body fluids, handling animals or cleaning up animal waste, handling garbage.

Handling hazardous materials

- Use as recommended by manufacturer.
- Don't mix with other products.
- Ventilate the area when using cleaning and disinfecting supplies.
- Do not use when children are nearby.

Safe storage

- Keep in original container, with label.
- Keep out of kids' reach, in locked/latched cabinets if possible.
- Store separately from food.
- Post the number to the Poison Control Center near storage of hazardous substances.

Safe disposal of hazardous materials

For the more toxic hazardous materials, contact your county about their programs for disposing of hazardous materials. For other substances (like dog feces), dispose of it out of the reach of children.

For more information

- For poison emergencies or questions about poison, contact the Minnesota Poison Control System: Call **1-800-222-1222** or go to <http://www.mnpoison.org/>
- U.S. Environmental Protection Agency: *Household Hazardous Waste (HHW)*. Retrieved from: <https://www.epa.gov/hw/household-hazardous-waste-hhw>

Emergency preparedness

1. Review and Update Frequently

- It is required that you have a written plan; always access and review to stay up to date with the most recent “[Emergency Preparedness Plan](#)” (note: providers are no longer required to post or share their full emergency preparedness plans with parents or guardians; however, you must continue to make the plan available for review).
- Update frequently—3 times per year is suggested—and as family information changes. The plan must include how you will accommodate infants, toddlers, and any children with diverse abilities in an emergency (e.g. allergies, medical, medicine, mobility, etc.).
- Several copies of updated contact list, one to keep near house exit, one to go with you when traveling, one in shelter-in-place location in the house.
- Providers can use copies of page one of the [FCC Admission and Arrangements form](#) as the child specific data. Providers are to keep copies of the child information ready with their emergency supplies, but they are not to post the child information with their plan or provide the child information to parents as part of the [plan](#).

2. Train yourself to respond to emergencies.

- CPR and first aid training, as required by licensing.
- Teach older children the basic task of dialing 9-1-1 in emergencies.

3. Make your home and vehicle safe and ready.

- Smoke detector on each level and in hallways outside rooms used for sleeping children in care and a fire extinguisher, as required by licensing.
- Carbon monoxide detectors within 10 feet of each room used for sleeping
- Establish fire escape routes from the house and keep them clear of clutter.
- Keep emergency supplies in your home and in all vehicles: emergency plan, first aid kit and book, flashlight with extra batteries, battery-operated radio, phone, and parent contact info.
- Consult DHS: [Family Child Care Licensing Checklist](#). Includes home safety details

4. Protect your child care business.

- Insurance, including flood insurance if warranted.
- Safe storage of child care records.

5. Know your local emergency warning systems

- Wireless Emergency Alerts (WEAs) are messages sent to cell phones. Go to your county’s emergency management web page (or call them) to find out how to get these warnings.
- NOAA Weather Radio (all hazards version). You can buy them and get reception at [these Minnesota locations](#).
- Outdoor warning sirens. Explain these to new immigrant families who have kids in your care.
- Commercial broadcast radio and television. Tune in when you see bad weather or other crisis.
- Battery-operated radio. Keep one in your home shelter in case the power goes out.

6. Identify your neighborhood’s special emergency risks and resources.

- Examples: chemical plant, major freeways or railroads, flood plain, nuclear power plant.
- Contact your county emergency manager to find out if there are other special emergency risks in your neighborhood.
- Partner with a neighbor to sub for you if (1) you must leave for an emergency, or (2) if you and the kids need temporary shelter during a utility failure (power, water outage). More information can be found in [245A.53, subdivision 2](#)

7. **Plan and practice how you will respond to emergency risks and share parts of your plan with parents. Make sure parents have contact information to reach you in case of emergency. Three response options, depending on the emergency:**
- **Evacuate the premises:** Plan how you will get the children out, with special consideration for babies and children with diverse abilities. Pick a spot outside the house where everyone will meet.
 - **Shelter-in-place:** in a safe spot in your home. In weather emergencies like tornadoes, stay away from doors and windows in a basement room reinforced with concrete. Lock down in place when escaping from a violent incident.
 - **Isolate** in a confined area away from others (in the case of infectious disease outbreak). Have parents pick up sick children as soon as possible to prevent the spread of disease. Listen for guidance from licensing authorities on pandemic flu if there is an outbreak.
8. **Practice your plan.**
- Pick a time during the month when this can be regularly done, such as when the practice siren goes off on the first Wednesday of the month. This is also a good reminder to do your regular planning and updating of emergency contact info.
 - When practicing, tell the children what to do in a very direct and calm manner. Use short easy-to-understand phrases like “Go out now.”
9. **When disaster strikes**
- Stay calm and use simple, direct commands to the kids: “Go to the basement now.”
 - Contact the children’s parents as soon as possible.
 - Prepare the licensing paperwork if any of the kids need medical treatment from the crisis.
 - After a major disaster in the area, be sensitive to the needs of the children. Let them take the lead in talking about the disaster. Keep the TV off; young children can believe that when an event repeats over and over again on the news, it’s really happening over and over again.

Response to specific emergencies

Below is a table listing emergencies may need to consider, with a checkmark for the usual response to each emergency. Change your response if the situation calls for it, especially if directed by local authorities to do something different.

Emergency type	Evacuate	Shelter-in-place	Isolate
Fire	X		
Floods, flash floods	X		
Gas/chemical leaks	X		
Hazardous materials incidents	X		
Heat wave (not necessary to “shelter-in-place”)		Stay Indoors	
Infectious disease outbreak			X
Nuclear power generating plant incident	Follow local instructions		
Snowstorms & other winter weather hazards		X	
Thunderstorms		X	
Tornadoes		X	
Violent incidents (Lock down in place)		X	

For more information and emergency planning forms – review the Minnesota Department of Human Services. (2017, October). [Keeping Kids Safe: Child Care Provider Emergency Planning Guide](#).

Reflection

Take a few minutes to reflect on what you have learned in this session of this class.
Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...