

# United Methodist Association of Preschools

## Accreditation Standards

### Part D: Curriculum and Classroom Criteria

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#### Criteria for Infants

##### Section 1: General Classroom and Playground Observations

- D 1.1 Recommended staff/child ratio of 1 to 4 is met.  
\* This standard will be rated met (2) or not met (0).
- D 1.2 Each classroom shall have clearly defined routines for feeding, diapering, and cleaning posted. Routines (Schedules) should include outdoor time, social interactions with other infants and adults, language, stories (2-3 per day), music and movement. There should also be water play.
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- D 1.4 The physical environment is inviting and clearly defined traffic areas with sleeping and feeding areas separate. Labels are used to define spaces and identify things. Labels with pictures are used when appropriate.
- D 1.5 Each classroom should have adequate, age-appropriate toys and activities. There should be cloth and board books as well as some Christian books available for the infants. Each classroom has a designated cozy (quiet) area for infants.
- D.1.6 Lighting and temperature are adequate and comfortable.
- D 1.7 Furniture is of appropriate size, clean and in good repair. Cabinets are secured to the walls when necessary.
- D 1.8 Cleaning supplies are kept out of the reach of children per requirements of your local license agency.
- D 1.9 Room is free of unpleasant odors (mildew, mold, etc.)[ soiled diapers disposed of properly.
- D 1.10 Staff interact with the infants in the fresh air (outside/playground), and plan activities (such as painting with water, music, sensory activities, bubbles, washing dolls, etc.)

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- D 1.11 The diaper/ changing area is never located near the food preparation areas.
- D 1.12 Changing tables are sanitized after each use.
- D 1.13 Staff checks diapers regularly and changes wet or soiled diapers/clothing immediately.
- D 1.14 Every diaper changing area has a lidded, foot-pedal operated, plastic lined trash receptacle.
- D 1.15 The sides of infants' cribs are in a locked position when occupied.
- D 1.16 Teachers have written, clearly defined roles for individual children that as a guide for curriculum planning.

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##### Section 2: Staff Interactions

- D 2.1 Program staff treats infants with respect. Keep in mind “Do unto others as you would have them do unto you.”
- D 2.2 Program staff show God’s love through voice and touch.
- D 2.3 Program staff use discipline appropriate to the situation, done positively and with respect. The program staff does not use corporal punishment or humiliating or frightening discipline techniques. Food or beverage is never withheld as a form of discipline.
- D 2.4 Program staff is aware that toddlers may display a variety of emotions. Staff help children deal with their emotions in supportive ways.
- D 2.5 The Program staff identify and respond to a variety of infants’ emotions and deal with them in supporting ways.
- D 2.6 The program staff encourages infants’ development of independent functioning as appropriate.
- D 2.7 Program staff builds a trusting relationship with each infant that provides both emotional and physical security.
- D 2.8 Program staff continually talks and converse with infants. The program staff speaks with infants in a friendly, positive and courteous manner.
- D 2.9 Program staff understands and respects the diversity of the infants and their families. Each infant and family is loved as a child of God.
- D 2.10 Program staff is professional and respectful when communicating with families. Program staff and parents collaborate to provide individualized care.
- D 2.11 The program staff is flexible enough to change planned or routine activities according to the needs and interests of the children.
- D 2.12 Routine tasks are incorporated into the program as a means of furthering children’s learning, self-help, and social skills.

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The curriculum areas listed are to be included and visible in the activities, materials, and learning experiences in a program designed for infants and family groups.

#### Section 3: Christian Education

D 3.1 Infants are introduced to Christian worship and music. List 2 examples.

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D 3.2 Infants are given opportunities to experience prayer. List 2 examples.

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D 3.3 Infants are introduced to a variety of Christian celebrations in the classroom.  
List 2 examples.

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B 3.4 Program staff nurture infants to show God's love. (i.e. holding, touching, using words)

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##### Section 4: Language, Communication and Emergent Literacy

D 4.1 Infants are given opportunities to develop auditory skills in the following areas.

- a) Auditory discrimination (loud vs. quiet, etc.)
- b) Recognizing sounds; following their direction, etc.
- c) Auditory association through age appropriate phonological awareness
- d) Expresses interest in sounds, rhythms of language, and repetition
- e) Listen, see, and touch as books, poetry, and stories are read to them daily—a minimum of one book per day (NO videos or TV turned on where infants are).
- f) Make a variety of sounds and movements to communicate

D 4.2 Infants are given opportunities to develop visual skills in the following areas.

- a. Visual focusing-- bringing their hands together in the middle of their body; reaching, grabbing, and putting objects in their mouth.
- b. Visual tracking – following moving objects

D 4.3 Infants are given opportunities to develop tactile skills in the following areas.

- a. Clapping
- b. Waving
- c. Blowing
- d. Smelling
- e. Banging
- f. Shaking rattle
- g. Mouthing and fingering toys
- h. Crawling or/and moving around on their tummy
- i. Hold toy with both hands
- j. Rolling over and over

D 4.4 Infants are given opportunities to develop verbal skills in the following areas.

- a. Regular verbal communication of teacher/caregiver with infant, as routine care is given.
- b. Babbling sounds as a part of their recognition of their own sounds.
- c. Producing sounds found in their home language
- d. Crying

##### Section 5: Mathematical Readiness

D 5.1 Infants are introduced to numbers through finger-plays, songs and simple counting activities.

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#### **Criteria for Infants**

##### **Section 6: Science and Discovery**

D 6.1 Infants are provided opportunities observe and explore the world around them.

D 6.2 Infants are provided with opportunities to explore using their senses.

##### **Section 7: Social Development**

D 7.1 Infants are nurtured to develop relationships with others

D 7.2 Infants are provided with opportunities to establish routines.

D 7.3 Infants are nurtured as they gain confidence in their emerging skills

##### **Section 8: Creative Expression**

D 8.1 Artwork is displayed at children's height when possible—on backs of cupboards, teacher's desk, filing cabinets or low clothesline against the wall using clip clothespins

D 8.2 Infants are provided with a variety of materials to stimulate their creativity in the following areas.

- a) Art - pictures of family, animals, nature
- b) Rhythmic activities – clapping, banging, tapping sticks
- c) Music – mood setting, soft-loud, slow-fast

##### **Section 9: Health, Safety and Nutrition**

D 9.1 Infants are provided with appropriate toys and room equipment.

D 9.2 Infants are involved in appropriate cleanliness and safety routines.

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**Criteria for Infants**

**Section 10: Physical Development**

D 10.1 Opportunities for gross motor development are presented daily and integrated in the lesson plans. List 2 examples: (Appendix 8)

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D 10.2 Opportunities for fine motor development are presented daily and integrated in the lesson plans. List 2 examples: (Appendix 8)

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D 10.3 Opportunities for children to become aware of body parts and the control of the body  
List 2 examples: (Appendix 8)

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D 10.4 Opportunities for developing their five (5) senses List 2 examples: (Appendix 8)

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