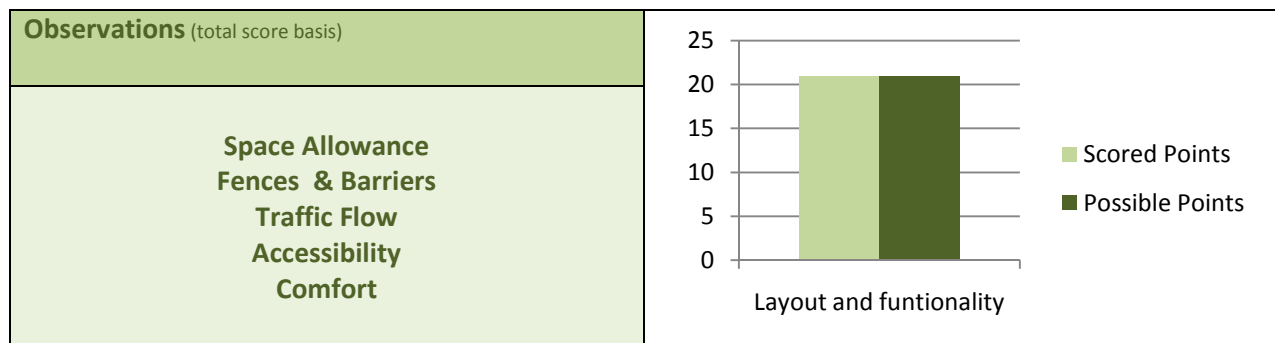


Layout and Functionality

Intent

A playground can have every recommended play feature, but if it is all placed within a very constrained space, for example, it will not function well. Layout pertains to how the play area is subdivided between play features and its natural landscape. Also included in evaluating the layout is how the play area is contained, traffic flow (foot and wheel), and accessibility.

A good layout is exemplified by a space that has a diversity of play spaces where different types of play and socializing can take place. This can be predesigned or a gradual process based upon the ways in which children adapt to the space. Children are not cattle and should not be herded into one contained play area with nothing to do. Instead, children should have choices presented to them that are identified by various play events found in both private and public spaces.



Space Allowance

Points Photos

Criterion

There are 75 square feet or more available to each child.

Estimated Square feet

Area A

9.B.04

1

Area B

Children at play

Comments

Playground is divided into clearly defined spaces for various activities.

9.B.01

1

Comments

Play space accommodates for both group and individual play (semiprivate areas).

9.B.01

1

Comments


Children have unobstructed room for free play events such as running, tag, or ball play.

1

Comments

Total Points 4

Additional Comments

Fences & Barriers	Points	Photos
<p>Criterion</p> <p>Play Area is sufficiently contained by fences and other barriers minimizing supervision in areas prone to escape.</p> <p>Comments</p>	<p>9.B.03</p> <p>1</p>	
<p>Fence is well maintained without protruding hardware or footings.</p> <p>Comments</p>	<p>1</p>	
<p>Gates (minimum of 1) are secure and in good working order.</p> <p>Comments</p>	<p>1</p>	
<p>Children are unable to easily climb over the fence.</p> <p>Comments</p>	<p>1</p>	
<p>Barriers prevent unsupervised entry to open bodies of water deeper than 3 inches.</p> <p>Comments</p>	<p>9.C.12</p> <p>1</p>	
<p>Air conditioners, machinery, and electrical outlets on site are covered where moving parts or wire are accessible.</p> <p>Comments</p>	<p>1</p>	
Total Points 6		
Additional Comments		

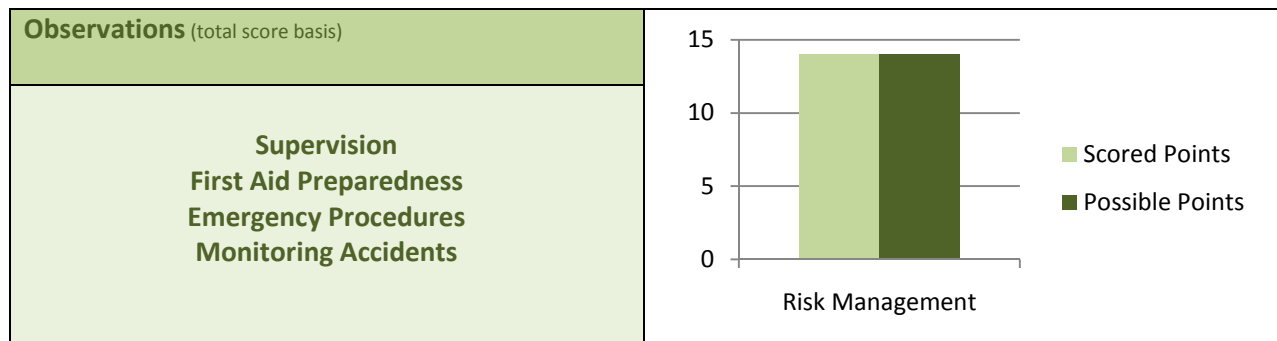
Risk Management

Intent

Safety is a common goal but the pursuit of creating an accident-free playground is not achievable. The prerogative of the school is to reduce the potential for negative consequences to acceptable levels.

In most cases, a child will confront risk gradually. They learn by watching older or more experienced children confront obstacles they are not prepared for (a good argument against the practice of dividing age groups in the playground). Little by little, they will challenge themselves to overcome these obstacles by taking risks; risks that may have negative consequences. These are independent achievements which are not possible if they have an adult cautioning or guiding their every move.

Risk management is a process by which risk is identified, observed and addressed by a consensus of experience. For example, an exposed tree root can be a tripping hazard near a point of access to other areas of the playground. If accidents become routine, it is time to either bury it or redirect children by erecting a barrier or providing verbal guidance. On the other hand, if accidents are very infrequent and the root is acknowledged as having play value (ex. the children use it as a balance beam), it may be worth leaving as it is. With the exception of risks that have the possibility of injuries beyond scratches and bruises, most risks should be dealt with by a measured response.



Supervision	Points	Photos
Criterion		
Adequate staff to child Ratio. Ratio is between 1:5 and 1:10.	1	
Comments		
Staff initiates and participates in play activities.	1	
Comments		
Staff collectively enforce agreed upon rules and play conduct without variance.	1	
Comments		

Staff promotes positive play experiences without creating an environment of undue caution and fear of injury amongst children.	1
Comments	
Staff circulates throughout the play area.	1
Comments	
Total Points	5
Additional Comments	

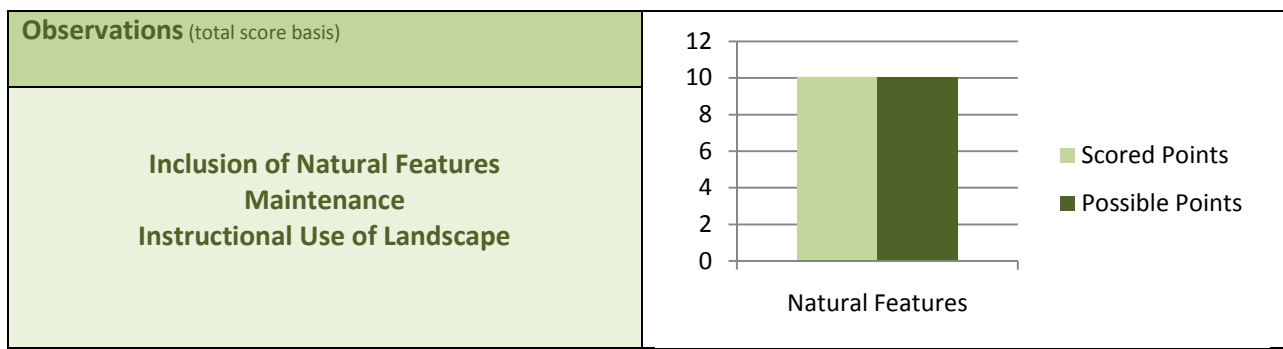
First Aid Preparedness	Points	Photos
Criterion		
Staff is certified in Red Cross First Aid and CPR on a regular basis.	1	
Comments		
First aid kit is readily available and its location is known by all staff.	1	9.C.10
Comments		
First aid kit is fully stocked with recommended contents.(See Appendix; First Aid Kit for Preschools)	1	
Comments		
Total Points	3	
Additional Comments		

Emergency Procedures	Points	Photos
Criterion		
The school has an emergency response procedure for injuries and staff are aware of its formalities.	1	
Comments		
Parent contact and medical consent information is readily available and its location is known by all staff.	1	
Comments		
Phone is readily available with posted phone numbers for emergency services such as ambulances and poison & insect information hotlines.	1	

Natural Elements

Intent

Efforts to preserve and protect our environment are paramount to instruct the next generation the importance of nature and its rightful place in our lives. Children have little exposure their natural world if they find themselves confined by the borders of institutional care unless steps are taken to enrich the facility with an emphasis on the natural landscape.



Inclusion of Natural Features

Points Photos



Criterion

Effort is made to give children the impression of the outdoors as a natural area.		1	
(Check at least 5)			
Vegetable garden	<input type="checkbox"/>		
Variety of species of trees	<input type="checkbox"/>		
Variety of species of shrubs	<input type="checkbox"/>		
Variety of flowering plants	<input type="checkbox"/>		
Vines	<input type="checkbox"/>		
Pond or stream (depth max 2")	<input type="checkbox"/>		
Topographic variations	<input type="checkbox"/>		
Boulders and rocks	<input type="checkbox"/>		
Logs	<input type="checkbox"/>		
Other _____	<input type="checkbox"/>		

Comments

Trees are used to provide at least 50% of all available shade.	1
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Comments

At least 60% of the outdoor play environment is "green" covered.	1
---	---

Comments

Total Points	3
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Maintenance

Points Photos

Criterion

Foliage and grass are watered on a regular basis.

1

Comments

The grass has given way to compacted dirt for a number of reasons including excessive foot traffic, lack of watering, or use of grass not suitable for shade or high traffic areas.

The following are links to recommended products and can be found at most landscape irrigation supply stores:

[DIG Battery Operated Controllers](#)

[Hunter MProtator](#) (Water saving sprinkler head that also requires fewer outlets)

El toro grass can be grown in high traffic areas that receive substantial sun and St. Augustine can be used in shady areas although it is less tolerant to foot traffic.

Protruding limbs or branches at eye level are trimmed.

1

Comments

Pesticides, herbicides, and fertilizers used at the facility are identified, applied when school is not in session, and kept to a minimum of use.

9.D.08

1

Comments

Poisonous plants are identified and removed (see links).

[Poisonous Plants of Hawaii](#)

[Poisonous Plants Resource Sheet](#)

1

Comments

Total Points

4

Additional Comments

Interactive & Instructional Use of Landscape

Points Photos

Criterion

Gardens and natural areas are part of the curriculum and accessible by children during recess.

9.B.01

1

Comments

Composting and recycling are performed at the school and assisted by the children.

1

Comments

First-Aid Kit for Preschools

Recommendations by the American School of Pediatrics

A basic first-aid kit should be stored in a water-resistant plastic container of a type, size and shape that is easy to carry and latches securely, but can be opened quickly when needed. Items inside should include:

- Non-irritating cleansing pads or a small quantity of soap to wash dirty wounds (large quantities of water are critical for this purpose)
- Small quantity of waterless cleanser for caregivers to wash their hands before giving assistance
- Antiseptic wipes
- Adhesive bandages of various sizes
- Adhesive tape (1-inch, cloth) and sterile gauze
- Over-the-counter antibiotic cream
- Two tongue depressors or Popsicle sticks for splints
- Elastic bandage
- Safety pins
- Sharp scissors
- Children's versions of ibuprofen or acetaminophen, in liquid form for youngsters who cannot swallow pills

A more complete kit should also include:

- CPR mask or shield
- Latex or vinyl gloves
- Several large re-closeable plastic bags and at least one large trash bag for use as ice packs, gloves (in a pinch), ground cover or a blanket to retain warmth, or to store supplies or cover wounds and help keep them clean
- Hot and cold packs
- Cord or rope and packing or duct tape (for splinting, pressure dressings, sealing plastic bags)
- Gauze pads, non-stick and general purpose
- Medications
 - Antihistamine liquid (such as Benadryl)
 - Antifungal (such as Lotrimin)
 - Electrolyte replacement solution (such as Gatorade)
 - Activated charcoal (without Sorbitol)
- A lubricant, such as petroleum jelly, for chapped lips, rashes and irritated skin, and for keeping a dressing from sticking to a wound
- Thermometer (preferably for rectal use)

Note: Some healthcare products have expiration dates, so buying in small quantities is recommended and caregivers should check the kits regularly to replace items that appear damaged or dated. First-aid kits are designed to meet emergency needs and should not be used for routine care. If they are, there should be careful attention to replacing used items immediately. If your child has special needs, please consult your physician for additional items that might be important to include.

Recommended Reading & Links

Publications

Frost, Joe. [Play and Child Development](#). New Jersey: Merrill Prentice Hall, 2001. *All about children's play and development - from an early history of play through modern practices, theories and environments.*

Moore, Robin. [Childhood's Domain](#). Berkeley, CA: MIG Communication, 1986 *A look at the world through children's eyes and how the physical environment contributes to their development and learning.*

Moore, R. Goltsman, S & Iacofano, D. (Eds., second edition). 1992. [The Play For All Guidelines: Planning, Design, and Management of Outdoor Play Settings For All Children](#). Berkeley, California: MIG Communications. *A resource for creating developmentally appropriate, accessible play settings from pre-school on up.*

Rivkin, R. 1995. [The Great Outdoors: Restoring Children's Right to Play Outdoors](#). Washington, D.C.: NAEYC. *All about natural play spaces for early childhood settings.*

Organizational Web Links

[Learning Landscapes Initiative](#)

[Natural Learning Initiative](#)

[Nature Action Collaboration for Children](#)

Custom/Natural Playgrounds Company Links and Examples

[Gardens for Living](#) Dundas, Ontario

[Grassroots Playscapes](#) Honolulu, Hawaii

[Learning by the Yard](#) Chapel Hill, North Carolina

[MIG](#) Berkeley California

[Natural Playgrounds](#) Concord, New Hampshire

[Planet Earth Playscapes](#) Ithaca, New York

[White Hutchinson](#) Kansas City, Missouri