



Go NAPSACC

Self-Assessment Instrument for Family Child Care



Date: _____

Your Name: _____

Child Care Program Name: _____



Infant & Child Physical Activity

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children. This self-assessment asks about physical activity for both *infants* (0–12 months) and *children* (13 months–5 years).

Before you begin:

- ✓ Gather parent handbooks, schedules, or any other documents that state your policies about physical activity or outline your day-to-day practices.

As you assess:

- ✓ Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, Family Child Care Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.gonapsacc.org.

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Time Provided

1. The amount of time I provide for children's indoor and outdoor physical activity* each day is:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Less than 60 minutes
(Half-day: Less than 25 minutes) | <input type="checkbox"/> 60–74 minutes
(Half-day: 25–34 minutes) | <input type="checkbox"/> 75–89 minutes
(Half-day: 35–44 minutes) | <input type="checkbox"/> 90 minutes or more
(Half-day: 45 minutes or more) |
|---|---|---|---|

* Physical activity is any movement of the body that increases heart rate and breathing above what it would be if the child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.

2. I offer tummy time to non-crawling infants:*

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> 1 time per day or less
(Half-day: 3 times per week or less) | <input type="checkbox"/> 2 times per day
(Half-day: 4 times per week) | <input type="checkbox"/> 3 times per day
(Half-day: 1 time per day) | <input type="checkbox"/> 4 times per day or more
(Half-day: 2 times per day or more) |
|---|--|--|---|

* Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes. These periods may last 5–10 minutes for infants who are comfortable on their tummies.

3. The amount of adult-led physical activity* my program provides to children each day is:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Less than 15 minutes
(Half-day: Less than 5 minutes) | <input type="checkbox"/> 15–29 minutes
(Half-day: 5–14 minutes) | <input type="checkbox"/> 30–44 minutes
(Half-day: 15–24 minutes) | <input type="checkbox"/> 45 minutes or more
(Half-day: 25 minutes or more) |
|--|--|---|---|

* Examples of adult-led physical activity include dancing, music and movement, motor skill development lessons, and physically active games. The amount of time may include multiple short activities added up over the course of the day.

4. Outside of nap and meal times, the longest that children are asked to remain seated at any one time is:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 20–29 minutes | <input type="checkbox"/> 15–19 minutes | <input type="checkbox"/> Less than 15 minutes |
|---|--|--|---|

5. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:

- | | | | |
|---|--|---------------------------------------|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 15–29 minutes | <input type="checkbox"/> 1–14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExcerSaucers |
|---|--|---------------------------------------|---|



Indoor Play Environment

6. My program has the following portable play equipment* available and in good condition for children to use indoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: big dump trucks, corn poppers, push and ride cars
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing and catching toys: pom poms, bean bags
- Crawling or tumbling equipment: mats, portable tunnels

None 1–2 types 3 types 4–5 types

* Indoor portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This equipment also includes fabric tunnels, mats, and other larger items that you can easily move and switch around. Portable play equipment can be homemade or store bought.

7. I offer portable play equipment to children during indoor free play time:*

Rarely or never Sometimes Often At least a few items are always available to encourage physical activity

* Indoor free play time is any time when children choose their own activities.

8. I offer developmentally appropriate portable play equipment* to infants during tummy time and other indoor activities:

Rarely or never Sometimes Often Always

* Portable play equipment for infants includes balls, soft blocks, and rattles.

9. My program's collection of posters, books, and other learning materials that promote physical activity includes:

Few or no materials Some materials with limited variety A variety of materials A large variety of materials with items added or rotated seasonally

Daily Practices

10. To manage challenging behaviors, I may take away time for physical activity or remove children from physically active playtime for longer than 5 minutes:

Always Often Sometimes Never

11. I take the following role during children's physically active playtime:

I supervise only I supervise and verbally encourage physical activity I supervise, verbally encourage, and sometimes join in to increase children's physical activity I supervise, verbally encourage, and often join in to increase children's physical activity



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12. During tummy time and other activities, I interact with infants to help them build motor skills:*

- Rarely or never Sometimes Often Always

* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, reaching for, and grasping toys.

13. I use physical activity during daily routines, transitions, and planned activities:*

- Rarely or never Sometimes Often Each time I see an opportunity

* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.

Education & Professional Development

14. I lead planned lessons for children focused on building gross motor skills:*

- Rarely or never 1 time per month 2–3 times per month 1 time per week or more

* Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.

15. I talk with children informally about the importance of physical activity:

- Rarely or never Sometimes Often Each time I see an opportunity

16. I complete professional development* on children's physical activity:

- Never Less than 1 time per year 1 time per year 2 times per year or more, including at least 1 in-person or online training, when available

* For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include reading brochures, books, or online articles from trusted organizations.

17. I have covered the following topics as part of this professional development:

See list and mark response below.

- Recommended amounts of daily physical activity for young children
- Encouraging children's physical activity
- Limiting long periods of seated time for children
- Children's motor skill development
- Talking with families about encouraging children's physical activity

- None 1 topic 2–3 topics 4–5 topics



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18. I offer families information* on children's physical activity:

- Never Less than 1 time per year 1 time per year 2 times per year or more

* Information can be offered through brochures, tip sheets, or your program's newsletters, website, or bulletin board. Information can be offered informally or during meetings or educational sessions with families.

19. The information I offer families on children's physical activity covers the following topics:

See list and mark response below.

- Recommended amounts of daily physical activity for young children
- Encouraging children's physical activity
- Limiting long periods of seated time for children
- Children's motor skill development
- My program's policies on physical activity

- None 1 topic 2-3 topics 4-5 topics

Policy

20. My program's written policy* on physical activity includes the following topics:

See list and mark response below.

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children to actively participate in physical activity
- My supervision and role in children's physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- My participation in professional development on children's physical activity
- Education for families on children's physical activity

- No written policy or policy does not include these topics 1-2 topics 3-5 topics 6-8 topics

* A written policy can include any written guidelines about your program's operations or expectations for assistants, children, and families. Policies can be included in parent handbooks and other documents.

