

2008 Kentucky Licensing Regulations: The Daily Schedule

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The daily schedule is a vital part of the classroom and can be used for communication between staff and parents. It provides children with a way to learn about time and assists in the process of learning to read.

Does my daily schedule have to be posted?

According to 922 KAR 2:110, Section 2: General (7)(e), a child care center shall post the daily schedule (among other requirements) in a conspicuous place and make it available for public inspection.

What should be included in the daily schedule?

According to 922 KAR 2:120, Section 2: Child Care Services (4)(a-d), the daily schedule is to be written for each age group served and posted in a conspicuous location. Since the schedule is designed for each age group, it should be appropriate to meet the individual needs and developmental levels of each child served. The schedule should be intended to promote the individual child's physical, emotional, social, and intellectual growth and well-being.

In addition to meeting individual needs of each child, it should offer a variety of creative activities. These include art; music; dramatic play; stories and books; science; block building; tactile activities; culture; indoor and outdoor play in which a child makes use of both small and large muscles; a balance of active and quiet play to include group and individual activities; and an opportunity for a child to have some free choice of activities, play apart from the group if they choose, and

practice developmentally appropriate self-help procedures in respect to clothing, toileting, hand-washing, and eating.

Electronic viewing and listening devices can be included in the daily schedule if the materials are appropriate to the child using the equipment and do not include any violence, adult content, or inappropriate language. The use of the materials (including the television, computer, radio, or CDs) is limited to two (2) hours per day. These materials used in the classroom

are to be discussed with the parents in the program prior to viewing or listening and should be designed as an educational tool.

What are the benefits of a daily schedule?

A daily schedule can provide many benefits to the children, parents, and staff in your program. The daily schedule provides the children a way of beginning to understand the concept of time (morning, lunch, afternoon, etc) and when pictures are used, children begin to "read" the pictures and know what is coming next in

their day. These pictures that should be used as part of a schedule will allow children the opportunity to develop some pre-reading skills.

Schedules are important to families since they need to understand the elements in their child's day – when breakfast, lunch and snack are served; when children go outside, when children play in centers, etc. This is a tool that staff can use to explain the importance of play and the components of the daily routines and center time

Sample Infant/Toddler Schedule	
Morning	(7:00 a.m - 9:30 a.m) Arrival - Greet parents and children Play - Individualized, including outdoor time Meals - Individualized to meet each child's needs Preventive dental care
Mid Morning	(9:30 a.m - Noon) Play - Individualized, including outdoor time Naps - Individualized to meet child's routine Meals - Individualized to meet each child's needs Preventive dental care
Afternoon	(Noon-2:30 p.m.) Play - Individualized, including outdoor time Naps - Individualized to meet child's routine Meals - Individualized to meet each child's needs Preventive dental care
Late Afternoon	(2:30-5:30 p.m.) Play - Individualized, including outdoor time Naps - Individualized to meet child's routine Meals - Individualized to meet each child's needs Preventive dental care Departure - Greet parents/guardians as they pick up children; discuss child's day with the parents/guardians
****	Diapering/Toileting: Diapering/toileting on demand - checked every hour
****	Hand Washing: Wash children's hands and staff hands after diapering/toileting, before and after meals/snacks, after outdoor play, before and after water play and other times as needed.
****	Staffing: Schedule does not reflect staffing patterns, planning time, and assignments

(art, music, dramatic play, stories and books, science, block building, tactile activities, culture, indoor and outdoor play in which a child makes use of both small and large muscles, a balance of active and quiet play to include group and individual activities, and an opportunity for a child to have some free choice of activities, play apart from the group if they choose, and practice developmentally appropriate self-help procedures in respect to clothing, toileting, hand-washing, and eating). Very often families do not understand the time spent “playing” and this provides an opportunity for staff to share this important information with families.

Staff will benefit from schedules that are now required to be posted and individualized for each age group and classroom. When more than one teacher is in a classroom at a time, the schedule helps them work together following the schedule. When a staff member leaves the classroom for a break, the new staff person will know where the children are in the schedule for the day. In the event of a substitute, the schedule can serve as a guide. The schedule is not “written in stone” and does have to be somewhat flexible, but is a guide as to how the day is to flow. This schedule is also a tool for staff

to use to teach children about prediction. Since children cannot tell time, the schedule can provide the children with a way to “predict” what will come next in their day. As staff members develop a schedule, they need to remember the specific requirements in the regulations. A schedule should include the activity, the time frame and pictures.

Who can help me create a daily schedule that will meet these requirements?

The Child Care Resource & Referral is always available to answer questions you may have in developing or revising a daily schedule in order to meet the needs of infants, toddlers, preschoolers, and school agers in your program as well as meet the regulation requirements.

If you have questions or would like assistance, please contact the CCR&R and we will be more than happy to help you and your staff. Feel free to contact us at *ccrr.expert@wku.edu* or by phone at 270-745-2216 or 800-621-5908.