

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

WINTER 2005

SPECIAL EDITION

About The Resource Center

The NC Child Care Health and Safety Resource Center is a project of the Department of Maternal and Child Health, School of Public Health, The University of North Carolina at Chapel Hill. Funding for the Resource Center originates with the Maternal and Child Health Title V Block Grant of USDHHS's Health Resources and Services Administration/Maternal and Child Health Bureau, awarded to the University under a contract from the Division of Public Health, NCDHHS.

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Outdoor Health and Safety

Children are naturally drawn to the outdoors. They need time outdoors everyday, except when the weather is a threat. Caregivers face the exciting challenge of providing a safe and inviting outdoor environment. In North Carolina each season offers unique outdoor play and learning opportunities. This Special Edition focuses on the health and safety of outdoor learning.

Injury prevention begins with equipment, materials and activities that are appropriate for the age and abilities of the children. At the beginning of each day, any hazards found on the playground should be removed. Staff: child ratios should be maintained or surpassed while children are outdoors. The number of children allowed in the play area cannot be exceeded. The sign-in/out sheet should always go with the group when caregivers take children outside. Staff members must always know which children are in their care.

Getting infants and toddlers from inside to outside may require planning. Is an additional staff person needed? For preschoolers, the challenge may be how to maintain ratios when one child needs to use the bathroom. How will an injured child be cared for? Does everyone have the outdoor clothes they need? The answers to these questions will be based on the unique needs of each facility. Policies help caregivers understand and support the philosophy of the facility regarding time outdoors.

Once outdoors supervision is the name of the game for caregivers. Can all the children be seen? Is there an adult by the climbing equipment? Are the children handling the materials safely? Does an adult intervene when a child might be hurt? Do the adults help children develop skills like pulling up, throwing and skipping? Is there enough to do to engage the children? Are the staff:child ratios always maintained? Supervision requires



that caregivers monitor the children's play and intervene when necessary.

In the event of an injury, staff trained in first aid and equipped with a first aid kit are best prepared to both treat an injury and prevent the spread of germs from blood. Handling runny noses on the playground requires having tissues and hand sanitizers available. Hand sanitizers must be kept out of the reach of children. Providing individual water tubs for each child can reduce the spreading of germs during water play. Upon returning inside, children and adults should wash their hands!

Balancing risk and safety is one of the biggest challenges a caregiver faces. Children take risks to learn, grow and develop. A risk is defined as a task that requires judgment or making a decision. Watch a toddler struggle to climb over a step. Initially this task requires daring and confidence. A hazard is something that cannot be seen by the child. A two-year can climb to the top of a 6-foot slide but cannot understand why a fall from the landing might be harmful. The goal of a safe outdoor environment is to be hazard free and to allow children to take risks that strengthen their abilities and understanding of the world.

References:

McGinnis, J. *Children's Outdoor Environments: A Guide to Play and Learning*. North Carolina Partnership for Children. Raleigh, NC. 2000.

Bundle Up and Get Outdoors!



Too cold to go outdoors? Nonsense! Just bundle up and get outdoors to play! Winter weather offers unique play and learning experiences that are impossible to enjoy in other seasons. Getting outdoors daily, even in winter, helps

children of all ages develop healthy minds and bodies. Children in North Carolina are fortunate to be able to go outdoors safely year round.

Many people believe children get sick from playing outside in cold weather. Children are actually more likely to stay healthier if they play outdoors in the winter. The open air outdoors offers fresh air exchange. Germs are not contained or concentrated outdoors. Airborne illnesses, such as colds and strep throat, are more difficult to transmit outdoors. Another benefit is exposing the skin to sunlight. Sunlight provides the child's body with vitamin D, which helps the body absorb the calcium it needs for stronger bones.

Caution: The cold air many trigger an asthma attack in children who have asthma. Follow the recommendations in the child's asthma health care plan. Be sure the child is warmly dressed before he or she goes outdoors. Wrap a scarf around his or her nose and mouth to warm the cold air before it enters the child's lungs. This reduces the risk of the cold air triggering an asthma attack.

The NC Child Care Rules .0509(d) require that facilities take children outdoors every day that "**weather conditions permit**". Sometimes it is difficult to judge when weather conditions are safe, especially with infants. Infants lose heat quickly in cold weather and they may not yet be mobile enough to warm their bodies. Consider these guidelines:

- Plan to take children outside if the temperature, including wind chill factor, is above 20 ° F. Take precautions to make sure infants stay warm.
- When it is 21-32 ° F, limit time outdoors to 20-30 minutes several times each day. Consider 10-15 minutes

outdoors for immobile infants and children. Even a short period outdoors gives children and providers a chance to breathe fresh air, feel the cool wind on their faces and get a bit of sunlight on their skin.

- Serve snack before going out.
- Make sure children are dressed in layers for active, outdoor play. Keep a clean, dry supply of extra mittens, hats, boots, and jackets for children who may need them.
- Play outside during the warmest time of day.
- Remember that non-mobile children are less active and will get cold faster. Check children's hands for coldness every 15 minutes.
- Engage the children in active play. Active play warms the body and the spirit.
- Have children wear sunglasses with 100% UV protection against glare from the snow.
- Provide plenty of water for the children to drink during active play.

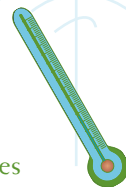
Through active play children master physical skills, exercise their bodies and minds and maintain a healthy body weight. Active play outdoors is both stimulating and challenging. It encourages friendships as children plan and engage in play. Running, jumping, dancing and playing ball burn calories and keep the children warm. During the colder months, even getting dressed for outdoors can be a fun learning experience for children. Zipping coats, buttoning sweaters, and tying shoes are valuable self-help skills.

References:

NC Child Care Health & Safety Bulletin. *Bundle Up for Outdoors!* p 7 December 2002

Children's Resource Center. Winter Safety Tips. 2003. Retrieved October 13, 2005 from www.seattlechildrens.org/child_health_safety/pdf/flyers/CE390.pdf

CDC. Basic Facts about Asthma. Reviewed 2/11/05. Retrieved October 13, 2005 from www.cdc.gov/asthma/faqs.htm



Fun Outdoor Activities

- ❄️ Have children pile snow in one area to make a "mountain" to climb and run around.
- ❄️ Take a winter walk in a natural setting – woods, fields, or park. Have the children collect objects such as rocks, bark, leaves, and nuts. Talk with the children about what they see and hear. Back in the classroom use their collected objects to create a collage.
- ❄️ Catch snowflakes on black paper. Examine them with a magnifying glass.
- ❄️ Create a chart showing the days that children saw their breath outside.



Hot, Hot, Hot!

Summer Safety Tips

Being safe in the summer does not mean staying indoors all day long! Children need fresh air, exercise, and outdoor play throughout the year. The NC Child Care Rules

.0509(d) require that facilities take children outdoors every day that "weather conditions permit". In the summer storms or a heat index at or above 90° F pose significant health risks (*Caring For Our Children: National Health and Safety Performance Standard 2.009*).

Sun Safety

Use good judgment and help children develop sun safe habits.



Limit sun exposure during the hottest part of the day, between 10 AM and 4 PM.



Apply sunscreen, 15 SPH or higher, to children's exposed skin, thirty minutes before going out. Get written permission from the parents to use sunscreen.



Dress children in lightweight clothing that covers the skin and broad brimmed hats to protect them from over exposure.



Have children wear sunglasses with 100% UV protection.

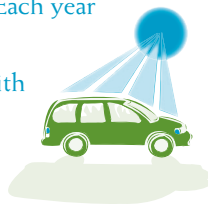


Provide shade (trees, shade structures, awnings, tarps) so adults and children can enjoy more time outdoors.

Hot Cars

On a sunny day, temperatures inside a parked car or van can rise to 120° F in as little ten minutes. Rising temperatures inside a car can cause a child to suffer from heat exhaustion (90° F), dehydration, heat stroke (105° F +) and death. Each year children die from being left in hot vehicles.

- **Never leave a child alone in a car** even with the windows down.
- **Check to see that no children are left in the vehicle.** Check every area of the vehicle, including the car seats.



Ozone

Man-made ozone is a form of pollution that occurs near ground level. It is produced when sunlight and heat react with emissions from cars, power plants and other factories. Ground level ozone irritates the respiratory system. High exposure to ozone in childhood can reduce lung function. It may trigger an asthma attack in children who have asthma.

The **Air Quality Index (AQI)** uses a color-coded system to indicate when the air quality may be a health risk. AQI information is found in weather reports and newspapers, and at <http://daq.state.nc.us/airaware/ozone/>. Ground level ozone is highest in the late afternoon and



early evening, when it is hottest. They are lowest in the early morning. When the air quality poses a health risk, the early morning is often the only safe time to take children outdoors. For children with asthma, follow their health care plan recommendations. When the air quality is poor limit their time outdoors, go outside early in the day and use air conditioning inside to improve the indoor air quality.

Safe Use of Insect Repellent

Some mosquito and tick bites can present health hazards, such as Rocky Mountain Spotted Fever and West Nile Virus.

- **To protect children older than two months**, apply an insect repellent containing DEET or picaridin to their exposed skin. Do not apply to children's hands.
- **Do not use insect repellents containing DEET on infants under 2 months of age.**
- After going inside, wash off insect repellent.



Have children wear lightweight, long sleeves shirts, pants and socks to provide protection from bugs. Empty all containers where water might collect to remove breeding grounds for mosquitoes.

Prevent Dehydration

Children become dehydrated when they lose more fluids than they take in. During hot days of summer, dehydration can happen quickly. It can be life threatening if the body fluids are too low.

Signs of dehydration include:

- **Dizziness**
- **Confusion**
- **Headache**
- **Muscle cramps**
- **Fainting**
- **Seizures**



Children can become irritable and exhausted. They may have trouble thinking and concentrating when they do not get enough fluids. **Encourage children to drink water frequently throughout the day, even if they do not feel thirsty.**

Water Safety

Children can drown in as little as 2 inches of water. Closely supervise children when they are exploring streams, or playing with water tables or buckets.



References:

NC Division of Air Quality. (2002) *Frequently Asked Questions About Ozone*. Retrieved Sept 6, 2005 from http://daq.state.nc.us/news/brochures/o3_2001.shtml

NC Child Care Health & Safety Bulletins: *Summer Safety Tips*. p 5 Jun/Jul 2005, *Hot Car Warning and Sun Safety Reminders*. p 4 Jun/Jul 2004, *Ask the RC*. p 8 May 2003, *Managing Water Outdoors*. p 3 Apr/May 2004.

AAP, APHA, NRC. *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, 2nd ed. 2002

Benefits of Outdoor Play

Social Development:

- Children have many opportunities to interact with peers outdoors. This fosters the social skills of cooperation, sharing, helping, and problem solving.
- Children develop a respect for rules and gain self-discipline.
- Children learn to appreciate the cultures and beliefs of others.

Physical Development:

- Physical activity is an outlet for restlessness. It can improve children's attentiveness to tasks throughout the day.
- Active play supports healthy weight.
- Exercise develops healthy hearts and lungs.
- Outdoors children practice physical skills. They learn to respect their physical abilities and control their body movements.

Emotional Development:

- Children often reduce their stress through active free play.
- Through active play children learn perseverance, responsibility, and self-direction.
- Children gain control of their behavior. They learn to make friends as they develop a sense of social/emotional competence.

Cognitive Development:

- Children learn through play. It stimulates both brain development and function.
- Outdoor play involves all the senses. Many learning activities engage the senses of vision and hearing. Outdoors smell, touch, taste and the sense of motion through space are powerful modes of learning.
- Outdoor play supports literacy in all areas of learning:
 - Natural elements (wind, temperature, flowers, vegetables)
 - Physics (balance, swings)
 - Architecture and design (building with sand, blocks and imagination)
 - Math and numbers (counting, shapes)
 - Language development (explaining, describing)



Reference:

National Association of Early Childhood Specialists in State Departments of Education, Recess and the Importance of Play: A Position Statement on Young Children and Recess. Retrieved September 6, 2005 from <http://naecs.crc.uiuc.edu/position/recessplay.html>



Supervision

The goal of supervision is to keep the children safe. This requires a watchful eye and judging when a situation has become hazardous. Maintaining the child/staff ratios outdoors is required (NC Child Care Rule .0712) to ensure adequate supervision. With lower child/staff ratios in four and five star facilities (NC Child Care Rules .1606) caregivers have more opportunities to interact with children during play. Caregivers must be able to see young children to supervise their play. A caregiver can identify the areas outdoors that require close supervision. When the children are playing outdoors, caregivers should be assigned to these "supervision zones".

Activities which Promote Physical Growth

All children have the right to experience and enjoy the essential and special nature of being outdoors. Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments. They learn through play and real experiences. Knowledgeable and enthusiastic adults are crucial to unlocking the potential of learning outdoors. Some activities which promote physical growth and enjoyment of the outdoors include:

- Sliding, swinging and climbing
- Rocking, tumbling, and rolling
- Balancing, hopping, skipping and jumping
- Pushing and pulling
- Crawling, walking and running
- Throwing and catching
- Playing cooperative and competitive games
- Digging, building and constructing
- Collecting, arranging and distributing
- Exploring, hiding and seeking
- Manipulating, feeling/handling and molding
- Observing and planning
- Playing with water, sand, balls, toys and each other!

References

NC Child Care Health & Safety Bulletin. Activities that Promote Physical Growth. May 2002.
Learning through Landscapes accessed August 15, 2005 from http://www.ltl.org.uk/explore_ltl/audience_home.asp?VT_ID=1.

Playground Safety

The four major areas of playground safety include: Supervision, Age-appropriate Design, Fall Surfacing and Equipment Maintenance. Use the following list to check the safety of a child care playground environment.



Supervision

- Enough adults supervising play
- Children can be easily seen
- Crawl space can be supervised
- Supervision rules posted

Age-appropriate Design

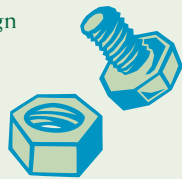
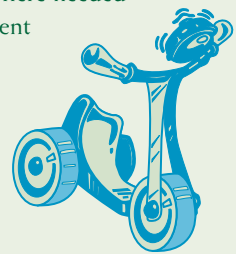
- Separate play space for: infants and toddlers; preschoolers; school-age children
- A turn-around space on paths used for riding toys is provided
- Guardrails installed where needed
- Proper use of equipment monitored
- Equipment is age-appropriate

Fall Surfacing

- Absorbent surfacing provided under equipment
- Loose fill surfacing is maintained at appropriate depth
- Height of equipment is 8 feet or lower
- Six foot fall zones have appropriate surfacing
- Concrete footings of equipment are covered
- Fall zones are free of foreign objects

Equipment Maintenance

- Equipment is free of broken parts
- Equipment is free of missing parts
- Equipment is free of protruding bolts
- Equipment is free of noticeable gaps
- Equipment is free of head entrapment spaces
- Equipment is free of rust
- Equipment is free of splinters
- Equipment is free of cracks and holes



References

NC Child Care Health & Safety Bulletin. Playground Safety. April/May 2004

Why Go Outdoors?



The outdoor environment offers a sense of freedom for children. There is more space to move around, shout, leap, run, and release energy without the fear of breaking something. A well-planned outdoor learning environment offers many choices and opportunities for learning and play. Outdoors there are

clouds, sunshine, wind, and rain, butterflies, birds and bugs. So much is planned for children in child care; this opportunity for freedom is welcomed. No wonder children love to go outdoors!

The elements like rain, heat, cold, snow, bees, mud, wind, and sun can, at times, put a damper on going outside. However, most children can go outdoors for some period of time nearly every day. The children need to be dressed properly for the weather. The schedule may need to be changed to allow children to be outdoors at the most appropriate time of the day. The amount of time spent outdoors may need to be limited when it is too cold or too hot or the ozone level is too high. Occasionally parents may raise a concern about their child playing outdoors. If there is a medical need such as asthma, a child may need to stay indoors under certain conditions. If it is a parent's preference that the child stays indoors, caregivers may discuss with the parents the benefits of outdoor play and the Division of Child Development's Child Care Rules .0509 and .2410 that require that all children spend time outdoors every day, weather permitting.

Weather Permitting

The NC Division of Child Development requires that children in licensed child care programs spend time outdoors every day, weather permitting.



"Weather permitting means almost every day, unless there is active precipitation, extremely hot or cold conditions, or public announcements that advise people to remain indoors due to weather conditions such as high levels of pollution, extreme cold or heat that might cause health problems." (Notes for Clarification, Environment Rating Scales)

According to *Caring For Our Children*, national standard 2.009, "Weather that poses a significant health risk shall include wind chill at or below 15 degrees F and heat index at or above 90 degrees F, as identified by the National Weather Service."

Caregivers are in a unique position to utilize the outdoor environment for learning and play. Children need the physical challenge from a playground, but they can be stimulated in many ways if the outdoor environment is rich with opportunity. "A playground should be like a small-scale replica of the world, with as many as possible of the sensory experiences to be found in the world included in it...the larger the number of items that are included, the richer and more varied the environment for the child." (Greenman, 1988).

Every day the outdoor environment can change, in subtle or major ways, to offer new experiences for children. Outdoors children can experience

- Swinging, rolling, jumping, climbing, running, throwing, and bouncing
- Traveling, riding, and transporting
- Discovering, watching, wondering, and retreating
- Building, digging, and collecting
- Expressing creativity and pretending
- Exploring water, plants and animal life

The outdoors is a place to be loud or quiet, active, observant, creative, and risk-taking. All children, including infants and toddlers, benefit from being outdoors. Parents encourage children being outdoors when they provide clothing appropriate for the weather or supply an occasional bottle of bubbles to add wonderment to the time outdoors. Remember, the outdoors is a place to create life long memories.



References:

- Greenman, Jim. (1988) *Caring Spaces, Learning Places: Children's Environments that Work*. Redmond, WA, Exchange Press.
- Rivkin, Mary S. (1995). *The Great Outdoors: Restoring Children's Right to Play Outside*. Washington, DC, National Association for the Education of Young Children.

Planning For Outdoor Play



Planning ahead allows caregivers and parents to feel secure about children playing outdoors each day. Establish a routine of regular outdoor safety checks. Assure everyone that

hazards found in the outdoor learning environment have been removed or resolved. Safety checks fall into three categories.

- 4 **Yearly:** Conduct a **Playground Safety Audit**. Test each play piece for general hazards, entrapment and entanglement hazards, and inadequate surfacing. Evaluate the hazard in terms of its risk. Resolve any high level, life threatening hazards immediately. Medium and low-level hazards can cause injury. Repair or replacement should be a first or second priority expense, depending on the level of the hazard. Document the audit.
- 4 **Monthly:** Facilities are required to inspect the playgrounds monthly. Use the NC Division of Child Development **Playground Inspection Checklist**. The monthly inspection will point out any needed maintenance.
- 4 **Daily:** Assign a staff member to do the **Daily Outdoor Safety Check** at the beginning of each day. Look for hazards, debris or vandalism and broken toys or equipment [NC Child Care Rule .0604 (o)]. Check and maintain the surfacing to provide adequate resiliency. Empty any containers of standing water.



Going Outside

Getting young children outside is relatively easy if the door from the room opens into the outdoor play space. If it does not, care must be taken to prepare the children and transport them safely to the outdoors. Caring for infants and toddlers is very different from caring for preschoolers. On colder days just getting everyone in warm clothing can be challenging. Scheduling must balance individual diapering, eating and nap routines with time outdoors. Each facility must make arrangements that will be specific to its circumstances.

Center can plan for:

- ✦ The number of adults and strollers/wagons needed to bring infants out and back in.
- ✦ The safest route for toddlers to toddle through the building.
- ✦ A routine to keep preschoolers in a group as they walk through the halls.
- ✦ Bringing children back inside for toileting while maintaining staff:child ratios.
- ✦ Keeping the sign-in/out sheet with the group.
- ✦ How to account for each child in care at 15 minute intervals.
- ✦ How the supervision will be managed for each age group. Infants and toddlers require constant visual supervision.
- ✦ What to do if the children do not have appropriate clothes for the weather.

Use of the outdoor learning environment

NC Child Care Rule .0601(d) addresses the need to provide protected play space for children under the age of two. A facility that cares for more than 15 children can either provide a separate play area for children under the age of two, or schedule a separate time for the them to be outdoors. Equipment and play that is appropriate for preschoolers may be hazardous for children under the age of two. Evaluate the materials and play equipment with an eye for the ability and age of the children using them. Provide alternatives or restrict play that is not appropriate for the children.

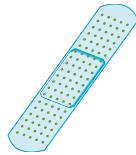
Changing the outdoor play materials stimulates development in young children. Loose parts like balls, pails, riding toys, blankets and props provide opportunities for children to practice and learn new skills. The challenge for caregivers is to set up convenient storage for the loose parts. An outdoor shelter protects loose parts from weather damage. When loose parts and riding toys are kept inside, plan ahead for who will bring out the desired materials and at what time during the day. Bring them in again at the end of the day to protect the life of the toys. Wash, rinse and sanitize toys used outside regularly to prevent the spread of germs.



First Aid for Injuries

Cuts and Scrapes

- Calm the child.
- Wash hands thoroughly.
- Put on latex gloves before caring for a bloody cut or scrape.
- Apply pressure with gauze for several minutes to stop bleeding.
- Wash the cut with soap and water. Do not scrub the wound. Remove loose dirt. Let the water from a faucet run over the cut for several minutes.
- Cover area with an adhesive bandage or gauze and adhesive tape.
- Use a strong bleach solution to disinfect surfaces contaminated with blood or body fluids: 1/4 cup bleach with 2 1/2 cups of water.
- Double bag clothing or other blood-soiled items. Tie bag securely and send home with the child.
- Wash hands thoroughly.



Seek emergency medical care for cuts that are spurting blood and are difficult to control, and for a partial or fully amputated body part. Call 911.

Seek medical care for cuts that:

- Do not stop bleeding within 5-10 minutes
- Are deep or longer than an inch
- Are located near the eye
- Are large and on the face
- Are caused by a puncture wound or dirty rusty object
- Are embedded with debris such as gravel or dirt
- Have ragged or separated edges
- Are caused by animal or human bite
- Are excessively painful
- Show signs that the wound is infected: warmth, redness, swelling or drainage
- Cause concern



Insect Stings

Insect stings are seldom serious. A cold compress will reduce itching and swelling. A calm reassuring response from the caregiver will ease the child's fears. Honeybees, wasps and hornets are associated with severe allergic reaction or anaphylactic shock.

- Stay with the child. Watch for an allergic reaction.
- The stinger can be removed using gauze wiped over the area or by gently scraping the area with a credit card. Never squeeze the stinger or use tweezers. Either will cause more venom to go into the skin and injure the muscle.
- Wash the site with soap and water.
- Apply ice to reduce the swelling.



Some children may have a severe allergic reaction to a bee sting. It can occur within minutes and can be life threatening.

Signs of an allergic reaction to bee stings

- H Hives, itching, swelling in areas other than the sting site
- H Tightness in the chest, difficulty breathing
- H Hoarse voice or swelling of the tongue
- H Dizziness or a sharp drop in blood pressure
- H Unconsciousness or cardiac arrest



First Aid for an allergic reaction:

- Seek immediate medical care. Call 911.
- Give an injection of epinephrine to a child with a known allergy to bee stings. He or she should have a prescribed dose of epinephrine on site (EpiPen[®] or EpiPen Jr. [®]). Only give the epinephrine to the person for whom the prescription is written.

Head Injuries

Most head injuries are not serious and heal with rest. Let a brain injury heal completely before risking a second head injury. Severe and sometimes permanent damage can occur to the brain if it is injured again before healing completely.



- Put on non-porous gloves and apply pressure to the wound with a bandage to control bleeding.
- If the wound is minor and bleeding has stopped, clean the wound with soap and water and apply a cold pack.
- If a skull fracture is suspected, cover the wound with a clean bandage. DO NOT apply pressure to the wound to stop bleeding. DO NOT clean the wound. DO NOT move the head.
- If the head injury is serious or the child loses mental function, vomits, or loses consciousness, follow the facility's emergency care plan and transport the child to the hospital.
- Inform the parents of any head injury.

Broken Bones

Falls are the most common cause of broken bones in children.

- Keep the injured limb in the position in which it is found. Put padding around it to keep it from moving. An adult should stay with the injured child until help arrives.
- Put on non-porous gloves and apply light pressure with a clean bandage to open fractures that are bleeding.
- Inform the parents of the injury.
- If the broken bone comes through the skin, follow the facility's emergency care plan and transport the child to the hospital.



References:

- Children's Hospital Boston. (2005) *Small Cuts and Scrapes*. Retrieved Sept. 3, 2005 from <http://www.childrenshospital.org/az/Site1615/mainpageS1615P0.html>
- Dailey, Lynn. (2004) *Standard and Universal Precautions in the Child Care Setting*. California Health and Safety Notes. Retrieved Sept. 3, 2005 from <http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/standardpreceen020305.pdf>
- NC Child Care Health & Safety Bulletin. *Bumps Bruises and Broken Bones*. pgs. 2-3 April/May 2005
- NC Child Care Health & Safety Bulletin. *Busy Buzzing Biting Bugs*. p 5, August 2003

Resources

Children's Books Outdoor Play in Winter

Animals in Winter by Henrietta Bancroft 1997

Froggy Gets Dressed by Jonathan London 1997

Grandmother Winter by Phyllis Root 1999

It's Winter by Linda Glaser 2002

Snowballs by Lois Ehlert 2001

When Winter Comes by Nancy Van Laan and Susan Gaber 2000

Winter Lullaby by Barbara Seuling 2002



Outdoor Play in Summer

Sun Up, Sun Down by Gail Gibbons 1997

One Hot Summer Day by Nina Crews 1995

One Hundred Hungry Ants by Elinor Pinczes 1999

Summersaults by Douglas Florian 2002

Sunflower House by Eve Bunting 1999

Water Safety by Pati Myers Gross 2000

Why Mosquitoes Buzz in People's Ears: A West African Tale by Verna Aardema 1978

Books for Providers Outdoor Play

Discovering Nature with Young Children by Ingrid Chalufour and Karen Worth 2003 Redleaf Press

Landscapes for Learning: Creating Outdoor Environments for Children and Youth by Sharon Stine 1996 John Wiley & Sons

Plants for Play: A Plant Selection Guide for Children's Outdoor Environments by Robin C. Moore 1993 Mig Communications

Roots, Shoots, Buckets and Boots: Gardening Together with Children by Sharon Lovejoy 1999 Workman Publishing Company

The Great Outdoors: Restoring Children's Right to Play Outside by Mary Rivkin 1995 NAEYC

Web Resources Winter Outdoor Play



Active Outdoor Play

<http://www.ucsfchildcarehealth.org/pdfs/healthandsafety/actoutdooren060604.pdf>

Child Care Weather Watch – Healthy Child Care Iowa

<http://www.idph.state.ia.us/hcci/common/pdf/weathervatch.pdf>

Cold, Ice and Snow Safety

http://www.kidshealth.org/parent/firstaid_safe/outdoor/winter_safety.html

Winter Safety Tips

http://www.seattlechildrens.org/child_health_safety/pdf/flyers/CE390.pdf

Winter Weather – Extreme Cold

<http://www.bt.cdc.gov/disasters/winter/guide.asp>

Summer Outdoor Play

Insect Repellent Use and Safety

www.cdc.gov/ncidod/dvbid/westnile/qa/insect_repellent.htm

North Carolina Air Awareness

<http://daq.state.nc.us/airaware/>

Sun Safe Central

www.sunsafecentral.com

Sun Safety

www.kidshealth.org/parent/firstaid_safe/outdoor/sun_safety.html

Tips for Limiting Sun Exposure

www.playgroundsafety.org/safety/sun_exposure.htm

In the center of this Bulletin is an Index that can be pulled out and used as reference to find needed information. It will be posted online at www.healthychildcarenc.org.

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NC Child Care Health & Safety Resource Center

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HEALTH BULLETIN

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