

Center Name: _____

Your Name: _____ Date: _____

Child Nutrition:

1. Our program offers fruit:*

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

*For this assessment, fruit does not include servings of fruit juice.

2. Our program offers fruit that is fresh, frozen, or canned in its own juice, not in syrup:

- | | | | |
|--|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Every time fruit
is offered |
|--|------------------------------------|--------------------------------|---|

3. Our program offers vegetables:*

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

*For this assessment, vegetables do not include French fries, tater tots, hash browns or dried beans.

4. Our program offers dark green, orange, red or deep yellow vegetables:*

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

* This does not include servings of white potatoes or corn. These vegetables are not included because they have more starch and fewer vitamins and minerals than other vegetables.

5. Our program offers vegetables that are prepared with meat fat, margarine or butter:

- | | | | |
|---|--------------------------------|------------------------------------|--|
| <input type="checkbox"/> Every time
vegetables are
served | <input type="checkbox"/> Often | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely or never |
|---|--------------------------------|------------------------------------|--|

6. Our program offers fried or pre-fried potatoes:*

- 3 times per week or more 2 times per week 1 time per week Less than 1 time per week or never

*Fried or pre-fried include French fries, tater tots and hash browns that are pre-fried, sold frozen and prepared in the oven.

7. Our programs offers fried or pre-fried meats or fish:*

- 3 times per week or more 2 times per week 1 time per week Less than 1 time per week or never

*Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

8. Our program offers high-fat meats:*

- 3 times per week or more 2 times per week 1 time per week Less than 1 time per week or never

* High-fat meats include sausage, bacon, hot dogs, bologna and ground beef that is less than 93% lean.

9. Our program offers meats and meat alternatives that are lean or low fat:*

- 3 times per month or less 1-2 times per week 3-4 times per week Every time meats or meat alternatives are served

*Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached or boiled eggs; and dried beans.

10. Our program offers high-fiber, whole grain foods:*

- 1 time per week or less (Half-day: 3 times per month or less) 2-4 times per week (Half-day: 1 time per week) 1 time per day (Half-day: 2-4 times per week) 2 times per day or more (Half-day: 1 time per day or more)

*High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios and whole grain pasta.

11. Our program offers high-sugar, high-fat foods:*

- 1 time per day or more 3-4 times per week 1-2 times per week Less than 1 time per week or never

*High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream and pudding.

12. Our program offers high-salt, high-fat snacks:*

- 1 time per day or more 3-4 times per week 1-2 times per week Less than 1 time per week or never

*High-salt, high-fat snacks include chips, buttered popcorn and Ritz crackers.

13. Children are given sweet or salty snacks outside of meal or snack times:

- 1 time per day or more 3-4 times per week 1-2 times per week Less than 1 time per week or never

14. Drinking water is available:

- Only when children ask Only when children ask and during water breaks Only indoors where it is always visible and freely available Indoors and outdoors, where it is always visible and freely available

15. Our program offers a 4-6 oz. serving of 100% fruit juice:

- 2 times per day or more 1 time per day 3-4 times per week 2 times per week or less

16. Our program offers sugary drinks:*

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

*Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks and soda.

17. For children ages 2 years and older,* our program offers milk that is:

- Whole or regular Reduced fat or 2% Low-fat or 1% Fat-free or skim

*This does not include children with milk allergies

18. Meals and snacks are served to preschool children by:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Meals and snacks come to classrooms pre-plated with set portions of each food | <input type="checkbox"/> Teachers portion out servings to children | <input type="checkbox"/> Children are allowed to serve some foods themselves, while some foods are served by teachers | <input type="checkbox"/> Children are allowed to choose and serve all foods themselves. |
|--|--|---|---|

19. When in classrooms during meal or snack times, teachers and staff eat and drink the same foods and beverages as children:

- | | | | |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

20. Teachers enthusiastically role model* eating healthy foods served at meal and snack times:

- | | | | |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Every meal or snack |
|--|------------------------------------|--------------------------------|--|

*Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, "Mmm, these peas taste yummy!"

21. Teachers and staff eat or drink unhealthy foods or beverages in front of children:

- | | | | |
|---------------------------------|--------------------------------|------------------------------------|--|
| <input type="checkbox"/> Always | <input type="checkbox"/> Often | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely or never |
|---------------------------------|--------------------------------|------------------------------------|--|

22. Describe the posters, books, toys and other learning materials* that your program displays to promote healthy eating:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> There are few or no materials | <input type="checkbox"/> There are some materials, but limited variety | <input type="checkbox"/> There is a large variety of materials | <input type="checkbox"/> There is a large variety of materials with new items introduced often |
|--|--|--|--|

*Learning materials can include books about healthy eating habits, posters of MyPlate, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

23. Describe the posters, books, toys and other learning materials* that your program displays featuring unhealthy foods:

- There is a large variety of materials with new items introduced often
- There is a large variety of materials
- There are some materials but limited variety
- There are few or no materials

* Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods and bowls of candy.

24. Teachers praise children for trying new or less preferred foods:

- Rarely or never
- Sometimes
- Often
- Always

25. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:

- Rarely or never
- Sometimes
- Often
- Always

26. When children request seconds, teachers ask them if they are still hungry before serving more food:

- Rarely or never
- Sometimes
- Often
- Always

27. Teachers require that children sit at the table until they clean their plates:

- Every meal or snack
- Often
- Sometimes
- Rarely or never

28. Teachers use an authoritative feeding style:*

- Rarely or never
- Sometimes
- Often
- Every meal or snack time

*An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. To encourage children to eat their vegetables, caregivers may reason with them and talk about the importance of eating vegetables, rather than using bribes or threats.

29. Teachers use food to calm upset children or encourage appropriate behavior:

- Every day
- Often
- Sometimes
- Rarely or never

30. During meal and snack times, teachers praise and give hands-on help* to guide toddlers as they learn to feed themselves:

- Rarely or never Sometimes Often Always

*Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves and helping children use cups or other utensils.

31. Teachers incorporate planned nutrition education* into their classroom routines:

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

*Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities and garden activities.

32. Teachers talk with children informally about healthy eating:

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

33. Describe your program's garden*:

- There is no garden There is an herb garden The garden produces some fruits and/or vegetables for children to taste The garden produces enough fruits and/or vegetables to provide children meals or snacks during 2 seasons or more

*A garden can be planted in the ground or in containers like window boxes or pots. A garden can include a grove of fruit trees or vines growing on fences or arbors.

34. Teachers and staff receive professional development on nutrition:*

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

*For this assessment, professional development on child nutrition does not include food safety and food program guidelines training. Professional development CAN include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

Physical Activity

39. The amount of time provided to toddlers and preschool children for indoor and outdoor physical activity* each day is:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Less than 60 minutes (Half-day: Less than 30 minutes) | <input type="checkbox"/> 60-89 minutes (Half-day: 30-44 minutes) | <input type="checkbox"/> 90-119 minutes (Half-day: 45-59 minutes) | <input type="checkbox"/> 120 minutes or more (Half-day: 60 minutes or more) |
|--|--|---|---|

*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. Examples include walking, running, crawling, climbing, jumping, and dancing.

40. Our program offers 3-5 minutes of tummy time* to infants:

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

*3-5 minutes of tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Tummy time may not last 3-5 minutes for infants who are not used to it or do not enjoy it. It may last longer than 5 minutes for infants who do.

41. The amount of adult-led* physical activity our program provides to toddlers and preschool children each day is:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes) | <input type="checkbox"/> 30-44 minutes (Half-day: 10-19 minutes) | <input type="checkbox"/> 45-59 minutes (Half-day: 20-29 minutes) | <input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes) |
|--|--|--|--|

*Adult-led activities and lessons can be led by teachers or outside presenters.

42. Outdoor playtime* is provided to preschool children and toddlers:

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

*Outdoor playtime is any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.gonapsacc.org

43. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:

- 30 minutes or more 20-29 minutes 15-19 minutes Less than 15 minutes

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

- More than 30 minutes 15-30 minutes 1-14 minutes Infants are never placed in seats, swings or ExerSaucers

45. Teachers offer portable play equipment to preschool children and toddlers 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 includes free choice activities during center time. It can also include activities in a gym, multi-purpose room or other space that allows children to move freely.

46. Describe the posters, books and other learning materials that your program displays to promote physical activity.

- There are few or no materials There are some materials with limited variety There is a large variety of materials There is a large variety of materials with new items introduced often

47. As punishment for misbehavior, preschool children or toddlers are removed from physically active playtime for longer than 5 minutes

- Always Often Sometimes Never

48. Teachers take the following role during children's physically active playtime:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> They supervise only | <input type="checkbox"/> They supervise and verbally encourage physical activity | <input type="checkbox"/> They supervise, verbally encourage and sometimes join in to increase children's physical activity | <input type="checkbox"/> They supervise, verbally encourage and often join in to increase children's physical activity |
|--|--|--|--|

49. During tummy time and other activities, teachers 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.

50. Teachers incorporate physical activity into classroom routines and transitions:*

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

*Physical activity during classroom routines and transitions can include movement during circle time or story time, physical activity during center time, Simon Says or other movement games while children wait in line.

51. Teachers lead planned lessons to build preschool children's and toddlers' motor skills:*

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

*Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for preschool children and toddlers include walking, running, skipping, jumping, throwing, catching and kicking.

52. Teachers talk with children informally about the importance of physical activity:

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

57. For children 2 years of age and older, the amount of screen time* allowed in our program each week is:

- 90 minutes or more (Half-day: 45 minutes or more) 60-89 minutes (Half-day:30-44 minutes) 30-59 minutes (Half-day: 15-29 minutes) No screen time allowed

*For children 2 years of age and older, screen time does NOT include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction or connecting with families through Skype or other videoconferencing programs.

58. For children under 2 years of age the amount of screen time*allowed in our program each week is:

- 60 minutes or more 30-59 minutes 1-29 minutes No screen time is allowed

*For children under 2 years of age, screen time includes any time spent watching shows or videos or playing games on a screen. Screens can include televisions, desktop, laptop, or tablet computers, or smart phone.

59. When television or videos are shown the programming is educational and commercial free:*

- Rarely or never Sometimes Often Always

*Educational and commercial-free shows and videos are developmentally appropriate for children's learning goals, and do not contain advertising.

60. When screen time is offered, children are given the opportunity to do an alternative activity:

- Rarely or never Sometimes Often Always

61. Screen time is used as a reward:

- Everyday 1-4 times per week 1-3 times per month Rarely or never

62. When screen time is offered, teachers talk with children about what they are seeing and learning:

- Rarely or never Sometimes Often Always

63. Families are offered education* on screen time:

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

*Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.