



Go NAP SACC

Self-Assessment Instrument

Date: _____

Program Name: _____

Enrollment ID#: _____



Outdoor Play & Learning

Go NAP SACC 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, outdoor play and learning includes all activities done outdoors. The questions cover a range of activities, some focused on physical activity and some focused on other learning activities. These questions relate to opportunities for both children with special needs and typically developing children.

Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about outdoor play and learning.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

As you assess:

- ✓ Answer choices in parentheses () are for half-day programs. Full-day programs should use 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 the question refers to an age group you do not serve, 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.



Outdoor Playtime

1. 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 includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

2. The amount of outdoor playtime provided to preschool children* each day is:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Less than 60 minutes (Half-day: Less than 15 minutes) | <input type="checkbox"/> 60-74 minutes (Half-day: 15-29 minutes) | <input type="checkbox"/> 75-89 minutes (Half-day: 30-44 minutes) | <input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more) |
|--|--|--|--|

* For Go NAP SACC, preschool children are children ages 2-5 years.

3. The amount of outdoor playtime provided to toddlers* 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 or more) |
|--|--|--|--|

* For Go NAP SACC, toddlers are children ages 13-24 months.

4. Infants* are taken outdoors:*

- | | | | |
|--|--|--|---|
| <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 Go NAP SACC, infants are children ages 0-12 months.

* Infants may be taken outdoors for different activities, including a walk in a stroller or tummy time on a blanket or mat.

Outdoor Play Environment

5. Our program uses the outdoors for the following types of activities:

See list and mark response below.

- Free play: Playtime that can be more or less energetic, depending on what activities and games children decide to do.
- Structured learning opportunities: Planned lessons and activities including circle time, arts and crafts, and reading books.
- Seasonal outdoor activities: Activities that are unique to the season or the weather, including gardening, collecting fallen leaves and acorns, water play, and playing in the snow.
- Walking trips: Activities that let children explore the outdoors beyond the regular play space, including nature hikes, scavenger hunts, and neighborhood tours.
- Outdoor field trips: Trips to places around the community where children can enjoy outdoor activities including local botanical gardens, nature or wildlife centers, local parks, farms, or community gardens.

- | | | | |
|-------------------------------|--|---|---|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 activity type | <input type="checkbox"/> 2-3 activity types | <input type="checkbox"/> 4-5 activity types |
|-------------------------------|--|---|---|



6. In our outdoor play space, structures* or trees provide the following amount of shade:

- There is no shade in our outdoor play space Enough for a few children to find shade when they need it Enough for most children to find shade when they need it Enough for all children to find shade at the same time

* Structures that provide shade include fabric canopies or umbrellas, hard top canopies, gazebos, and arbors.

7. An open grassy area for games, activities, and events is:

- Not available Large enough for some children to run around safely Large enough for most children to run around safely Large enough for all children to run around safely*

* This refers to all children who regularly use the open grassy area together, not necessarily all of the children in the program. For large centers, this response refers to a space large enough for at least 25 children to run around safely.

8. The outdoor play space for preschool children includes:

- 1-2 play areas* 3-5 play areas* 6-7 play areas* 8 play areas* or more

* Play areas are areas defined by their play opportunities. An area may include a swing set, sandbox, climbing structure, pathway, garden, house or tent, stage, easels, or outdoor musical instruments like pots, pans, and pipes for drumming.

9. 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.

10. In our outdoor play space, the path for wheeled toys is:

- No path available Unpaved and 5 feet wide or wider Paved and less than 5 feet wide Paved and 5 feet wide or wider
-

11. Describe the shape of the path for wheeled toys:

- No path available Line Curves but no loops Curves and loops*

* Curves and loops allow children to ride around multiple loops, not just one large circle.

12. Describe how the path for wheeled toys connects to different parts of the outdoor play space:

See list and mark response below.

- Connects to building entrances
- Connects the building to play areas
- Connects different play areas to each other

- No path available 1 type of connection 2 types of connections 3 types of connections
-



13. Our program has the following portable play equipment* available in good condition for children to use outdoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: wagons, wheelbarrows, big dump trucks
- Ride-on toys: tricycles, scooters
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

- None 1-2 types 3-5 types 6-7 types

* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. This does not include equipment fixed into the ground like swing sets and jungle gyms. Portable play equipment can be homemade or store bought.

14. Portable play equipment is available to children during outdoor physically active playtime:

- Rarely or never Sometimes Often Always

15. The amount of portable play equipment available to children during outdoor physically active playtime is:

- Very limited – children must always wait to use items Limited – children often wait to use items Somewhat limited – children sometimes wait to use items Not limited – children never wait to use items

Education & Professional Development

16. Teachers and staff receive professional development* on outdoor play and learning:

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

* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

17. The following topics are included in professional development on outdoor play and learning:

See list and mark response below.

- Recommended amount of outdoor playtime for children
- How to use the outdoor play space for physical activity and learning
- Communicating with families about outdoor play and learning
- Our program’s policy on outdoor play and learning

- None 1 topic 2-3 topics All 4 topics

18. Families are offered education* on outdoor play and learning:

- 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.



19. The following topics are included in education for families on outdoor play and learning:

See list and mark response below.

- Recommended amount of outdoor playtime for children
- How to encourage physical activity outdoors
- Our program’s policy on outdoor play and learning

None 1 topic 2 topics All 3 topics

Policy

20. Our written policy* on outdoor play and learning includes the following topics:

See list and mark response below.

- Amount of outdoor playtime provided daily
- Ensuring adequate total playtime on bad weather days
- Shoes and clothes that allow children and teachers to play outdoors in all seasons
- Safe sun exposure for children, teachers, and staff
- Not withholding outdoor playtime as punishment
- Professional development on outdoor play and learning
- Education for families on outdoor play and learning

No written policy or policy does not include these topics 1-2 topics 3-5 topics 6-7 topics

* A written policy includes any written guidelines about your program’s operations or expectations for teachers, staff, children, or families. Policies can be included in parent handbooks, staff manuals, and other documents.



Congratulations on completing the Go NAP SACC Outdoor Play & Learning Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: www.gonapsacc.org.



Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers 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.