

Promises with Me

Setagaya Guidelines on the Quality of Daycare Checklist

Make use of the following checklist in a way tailored to each facility, etc. by listening to children and adding its own items as well as children's voices and ideas.

I Realizing Children's Rights and Well-being

【Rights to Survive and Develop】

【Support me as I grow up being myself.】

【It was fun today. Will something good happen tomorrow, too?】

- Adults are discussing what I need.
- What do you think I love?
- What am I going to play? (Provide a new environment.)

Do you understand the rights of children to develop and take what they think and feel seriously?

Do you interact with children in a way to enable them to have positive expectations for tomorrow and beyond?

【Right to Have Their Best Interests Be Considered】

【Cherish me as a unique individual.】

【Watch me with affection and engage with me, respecting what I am as I fail, stop, rest and go on slowly.】

【Cherish my family, too.】

- Wait until I find out who I am.
- When I can't do things as I like, explain why and then think about what I can do together.
- What I made myself is my masterpiece. I want to decide whether I keep it or put it away by myself.
- Call me by name with respect (with the honorific).

Are you putting the best interests of the child first?

【Right to Express Their Views and Thoughts Freely】

【Listen to what I feel and take it seriously.】

【Wait until I choose.】

- I don't want to go yet. Wait.
- I feel like just watching today.
- Today I'm going to play XXX. I want to decide where to go for a walk after we talk about it together.
- Hey, don't pretend you can't hear, listen to me.

Are you valuing opportunities for children to express their views?

【Right to Non-Discrimination】

【Cherish me whoever I am, regardless of what culture, mind and body I have.】

- I like pink clothes.
- I have things I can't eat.

Are you providing daycare in non-discriminatory ways?

(Add your own items.)

II Supporting Daily Lives and Play (Learning)

1 Environment

<input type="checkbox"/>	<p>Teachers understand me even if I can't say well what I want to say. So I talk a lot.</p> <ul style="list-style-type: none">• <i>Do you take children's non-verbal expression seriously, let alone their words, and support them to express what they feel anytime and with a sense of security?</i>
<input type="checkbox"/>	<p>I love teachers who are watching me somewhere when I'm doing something and understand what I'm feeling!</p> <ul style="list-style-type: none">• <i>Do you watch over children calmly and interact with them warmly when necessary?</i>• <i>Do you take care not to tell children something too early or to intervene in what they are doing too much?</i>
<input type="checkbox"/>	<p>All the toys you can find here are fun. There are many, so I can choose what I like.</p> <ul style="list-style-type: none">• <i>Are toys, playthings, materials and picture books tailored to children's development always available within their reach in adequate amount? Are they arranged to enable children to play freely and to be involved in play in self-directed ways?</i>
<input type="checkbox"/>	<p>There are leaves, pebbles and everything. We can catch insects, too.</p> <ul style="list-style-type: none">• <i>Do you have an environment where children can be in contact with natural and other materials familiar to them and where they can play while manifesting their curiosity and spirit of inquiry? Can children take enough time to do so?</i>
<input type="checkbox"/>	<p>I want play with different things a lot. I love dancing, drawing, playing with clays and even playing dramas.</p> <ul style="list-style-type: none">• <i>Do you provide continuous opportunities for children to be involved in different kinds of activities, including moving their bodies along with music or rhythms or drawing, molding and other forms of expression activities, without being forced but spontaneously in accordance with their interest?</i>
<input type="checkbox"/>	<p>I like both playing with my friends and playing alone. The sofa in the room is my favorite place.</p> <ul style="list-style-type: none">• <i>Do you provide children with places where they can actively play with their peers or where they can take time to enjoy themselves alone as well as spaces where they can rest themselves relax mentally and physically? Do they have sufficient time to be involved in these activities or to wonder what they will do and make choices without being hustled?</i>
<input type="checkbox"/>	<p>Teachers are always watching over us, but I wonder if they know about the secret base in the corner of the playground.</p> <ul style="list-style-type: none">• <i>Do you watch over children avoiding dead angles, in and outside the facility? At the same time, do you respect children's own world, too?</i>
<input type="checkbox"/>	<p>Teachers always keep the rooms tidy, so I feel good. I also clean the rooms when it's my shift.</p> <ul style="list-style-type: none">• <i>Is the facility thoroughly cleaned up? Are daycare rooms and washrooms kept clean? Are toys and other pieces of equipment used by children sanitized?</i>
<input type="checkbox"/>	<p>The playground and parks change through the four seasons. We did cherry-blossom viewing and digging potatoes, too.</p> <ul style="list-style-type: none">• <i>Do you incorporate contact with the nature close to children from season to season as well as seasonal accommodations in the daily lives and playing?</i>
<input type="checkbox"/>	<p>I love to make explorations to find something interesting. On hot days in the summer, we do exercise in the room.</p> <ul style="list-style-type: none">• <i>Do you allow children to walk freely in the playground or the parks outside</i>

	<p><i>the facility so that they can fully enjoy looking for something interesting? Do you provide the environment for doing exercise safely, both indoor and outdoor, which leads to the improvement of their body movement?</i></p>
<input type="checkbox"/>	<p>It's really fun to move. I turn over in bed a lot, I crawl a lot, so I become good at moving.</p> <ul style="list-style-type: none"> <i>In terms of daycare conditions for infants, are accommodations made to enable infants to lead calm lives with a sense of security, including through the provision of dedicated spaces for them tailored to their age in months and development?</i>
<input type="checkbox"/>	<p>I hear one of my friends was born in another country. I ate dishes from the country in the lunchtime, it was good.</p> <ul style="list-style-type: none"> <i>Do you care for the environment and activities to enable children to find out that there are different cultures in different countries and regions, so that their interests are expanded?</i>
<input type="checkbox"/>	<p>(Add your own items.)</p>
<input type="checkbox"/>	

2 How daycare is provided

(1) Supporting play (learning) * Keep a close eye on children.

<input type="checkbox"/>	<p>I'm having fun now! I'm sure I'll be having fun in the future, too.</p> <ul style="list-style-type: none"> · <i>Does the facility set its objectives by "considering what is best for the present and the future of the children? On the basis of the philosophies of child welfare, do the staff understand the medium- and long-term objectives of the organization?</i>
<input type="checkbox"/>	<p>Teachers think about my past, present and future.</p> <ul style="list-style-type: none"> · <i>Are individual care plans for children of 0-2 years of age prepared in the light of the life history and development of each child, taking into consideration of the preservation of life and emotional stability?</i>
<input type="checkbox"/>	<p>I want to try what I can do by myself, so don't tell me what to do before I do, and don't do it by yourself before I do.</p> <ul style="list-style-type: none"> · <i>Can children themselves find out what they want to realize or what difficulties they have in their daily lives and play, and think out what to do?</i>
<input type="checkbox"/>	<p>The tower I made with the blocks is high, isn't it? Let's compare with yours.</p> <ul style="list-style-type: none"> · <i>Do you provide children with materials they can curiously interact with, feel, find something about, put side by side, count and/or compare?</i>
<input type="checkbox"/>	<p>I want to take time to watch, and I want to touch here and there. I want to find out fun things without hurry. Teachers, please wait!</p> <ul style="list-style-type: none"> · <i>Do you secure time and spaces for children to think about and try things in accordance with their interests, so that you can assist them in expanding their curiosity, sense of inquiry and thinking power?</i>
<input type="checkbox"/>	<p>It's fun to play with my friends. I love them.</p> <ul style="list-style-type: none"> · <i>Do you support communication among children and devise activities, with a view to nurturing their self-esteem and friendship through playing with peers at their own pace and having satisfaction and a sense of solidarity?</i>
<input type="checkbox"/>	<p>Today I'm going to continue the work I did yesterday, because it is almost finished! The teacher said "OK", too.</p> <ul style="list-style-type: none"> · <i>Do the staff prepare daycare plans on the basis of the daycare objectives? Can they flexibly change the plans in accordance with children's interests in the course of events?</i>
<input type="checkbox"/>	<p>Older kids are kind. They play with me and help me when I'm in trouble. I want to be like them in the future.</p> <ul style="list-style-type: none"> · <i>Can children interact both with peers of the same age and with older kids? Do they learn a lot from the environment where they study by seeing, learn by doing and fix what they have learnt by telling it to others?</i>
<input type="checkbox"/>	<p>I don't speak the same language with other kids, and I have things I'm banned from eating. But teachers help me, so I'm OK.</p> <ul style="list-style-type: none"> · <i>Do you care for foreigners' families with different languages and cultures as much as possible, so that children do not feel uncomfortable?</i>
<input type="checkbox"/>	<p>(Add your own items.)</p>
<input type="checkbox"/>	

(Checkpoint)

Practice daycare through the cycle of making Plans (Plan), putting them into practice (Do), looking over and evaluating daily care (Check) and reflecting the results in the tomorrow's practice, with a view to achieving the facility's philosophies and objectives.

Bear in mind the PDCA cycle does not always start with Plan; there may be cases of DPCA, starting with what children incidentally did while playing (Do), or CPDAC, starting with Check. It is desirable to be involved in daycare, always starting from how children are spending time in the facility.

(2) Supporting through food education

<input type="checkbox"/>	<p>It's me who eat, so I want to decide, too. I want to eat when I get hungry, and I want you make the amount fit to me. And it is fun to eat with the teachers and friends!</p> <ul style="list-style-type: none">· <i>Do you secure the environment where children can pleasantly eat with the staff and their peers, while securing their own pace in terms of choosing when and how much they eat?</i>
<input type="checkbox"/>	<p>I get fed up even more when I'm forced to eat. They tell me to eat faster or Chew well, I just want to eat at my own pace.</p> <ul style="list-style-type: none">· <i>Do you assist children when they eat while paying attention to their feeling, without hurrying them up, having them wait or forcing them to eat?</i>
<input type="checkbox"/>	<p>I'm happy that the teachers know how I eat. Perhaps they think about and discuss it a lot among them.</p> <ul style="list-style-type: none">· <i>Are food education plans prepared? Are the staff and cooks involved in the efforts concerning eating in collaboration by having regular exchange of information, including through meetings on meals?</i>
<input type="checkbox"/>	<p>We are growing vegetables. They must be delicious! We also do cooking together. It's fun and makes me feel warm.</p> <ul style="list-style-type: none">· <i>Do you prepare food education plans, tailored to children's development and interest, and pursue food education activities (such as cultivation, cooking and food culture)?</i>
<input type="checkbox"/>	<p>I always looking forward to the meals. Because there are different dishes, they are easy to eat and give me a lot of power.</p> <ul style="list-style-type: none">· <i>Do you provide children with well-balanced nourishment based on the Dietary Reference Intake for infants' healthy development?</i>
<input type="checkbox"/>	<p>It's easier to eat things which fit me in firmness and size. When I'm not so well, I like soup or soft food.</p> <ul style="list-style-type: none">· <i>Do you provide children with the foods tailored to each child's conditions, including individual differences and health status of the day as well as the abilities to swallow and chew, in terms of firmness, seasoning and other factors?</i>
<input type="checkbox"/>	<p>I don't like hot stuff, but warm soup and cold dessert are very good.</p> <ul style="list-style-type: none">· <i>Are the dishes provided at appropriate temperature in accordance with the purpose of the menu, so that warm foods can be eaten while they are warm and cold foods can be eaten while they are cold?</i>
<input type="checkbox"/>	<p>There are some things I can't eat because they make me itchy. Teachers, please take care so that I don't eat them by mistake.</p> <ul style="list-style-type: none">· <i>Do you check up on the removal of the foodstuffs that some children are allergic to at the stages of the confirmation of the foodstuffs and menu, cooking and provision? Do you confirm about how to respond when children mistakenly have eaten such foods and other matters through regular dialogue with their parents on the basis of doctors' medical certificates?</i>

<input type="checkbox"/>	<p>Cooking teachers always take care to keep themselves clean. Perhaps they are protecting us so that we can eat pleasantly.</p> <ul style="list-style-type: none"> • <i>Do you prepare manuals on hygiene management and cooking work? Do you thoroughly undertake hygiene management by conducting everyday checkups in accordance with the hygiene checklist, by wearing clean aprons, triangular bandages and footwear for the exclusive use in the cooking room and by keeping the kitchen and cooking equipment clean?</i>
<input type="checkbox"/>	<p>(Add your own items.)</p>

(3) Support for health

<input type="checkbox"/>	<p>When I go to the daycare center for the first time, I want them to know about how I was born and about my body.</p> <ul style="list-style-type: none"> • <i>When new children come to the facility, do you grasp, document and share such information as their medical history, vaccination records and results of pre-entry health checkups?</i>
<input type="checkbox"/>	<p>I'm glad if they know my daily rhythm so that I can eat, sleep and play on my own pace.</p> <ul style="list-style-type: none"> • <i>Do you understand children's respective daily rhythms and take care to enable them to eat, sleep and play on a balanced pace, tailored to each child, and to live healthy in accordance with their unique personality?</i>
<input type="checkbox"/>	<p>It's always clean and comfortable here. Teachers help me tenderly to change clothes or diapers</p> <ul style="list-style-type: none"> • <i>When you help children's excretion or change of clothes, do you tenderly speak to them so that they can feel comfortable at becoming clean, paying attention to their wish to do it by themselves gradually?</i>
<input type="checkbox"/>	<p>I want to be well all the time, so I want you to see if I'm growing up well and if I don't have diseases anywhere.</p> <ul style="list-style-type: none"> • <i>Do you conduct regular health checkups, dental examinations and body measurements of children? Do you share the results among the staff and the parents and reflect them in daycare practices?</i> • <i>After having admitted children in the facility, do you update and share among the staff the information about each child's health status?</i>
<input type="checkbox"/>	<p>I learnt from the teacher about my body, and I thought it's great. So I have to take care of other kids' body, don't I?</p> <ul style="list-style-type: none"> • <i>As part of health education, do you teach children about their body's mechanisms (including private and other parts) in accordance with their development as well as the importance of taking care of their own body and that of others and of telling someone when they feel uncomfortable or unwell?</i>
<input type="checkbox"/>	<p>Protect my life while I'm sleeping, too.</p> <ul style="list-style-type: none"> • <i>Do you have knowledge about suffocation, the sudden infant death syndrome (SIDS), accidental injection and misswallowing? Do you observe children all the time and fill in the sleeping checklist? Does the checklist include, in particular, the entry column to record changes of children's sleeping posture (from lying on their face to lying on their back)?</i>
<input type="checkbox"/>	<p>I want teachers to tell my parents whether I've been well and happy as usual.</p> <ul style="list-style-type: none"> • <i>Do you share children's health status (including eating, sleeping and excretion) with their parents/carers?</i>

<input type="checkbox"/>	<p>I'm going to work hard to take medicine, so please make sure that I take it.</p> <ul style="list-style-type: none"> Do you medicate children in accordance with the doctor's instruction as well as the medication request letter and/or prescription information sheet? Is medication confirmed by more than one member of the staff and recorded?
<input type="checkbox"/>	<p>It's better that fevers and other diseases are not passed to other children, so that they can keep well.</p> <ul style="list-style-type: none"> Do you prepare manuals for the prevention of and responses to infectious diseases, making them known to the staff through training, etc. and making efforts to control infections? When there is an epidemic, do you communicate about it to parents/carers through texting, distributing or displaying of the information?
<input type="checkbox"/>	<p>I love teachers and want them to be well and happy.</p> <ul style="list-style-type: none"> Do you conduct monthly bacteria tests on the staff and keep their records? Do you also conduct regular health checkups of the staff, grasping and keeping the records of the outcomes?
<input type="checkbox"/>	<p>Even if I can't express myself after I was hurt by someone, please help me.</p> <ul style="list-style-type: none"> When cases of physical or psychological are identified, do you promptly report to the head of the facility and to the relevant bodies?
<input type="checkbox"/>	<p>(Add your own items.)</p>

III Creating the Environment in the Facilities, etc. for the Protection of Children's Rights (Safety Management)

<input type="checkbox"/>	<p>Teachers always help us and protect us.</p> <ul style="list-style-type: none"> Are different plans (BCP: business continuity plan) and manuals to respond appropriately to accidents and disasters prepared and made known among all the staff?
<input type="checkbox"/>	<p>I want you not to tell my secrets to anyone.</p> <ul style="list-style-type: none"> Do all the staff have common understanding about the protection of personal data and online literacy? Is appropriate management of personal data secured?
<input type="checkbox"/>	<p>I can do things like this, though I get injured from time to time.</p> <ul style="list-style-type: none"> Is daycare practiced safely by anticipating risks in the light of how children are doing and what kind of activities you prepare for the day and ensuring communication among the staff? When an accident happened, do you promptly prepare an accident (or close-call incident) report, and seek to prevent re-occurrence by analyzing and sharing causal factors of the accident? When a child gets injured, does more than one member of the staff keep an eye on the child? When a child complains about something or manifests unusual behavior, are appropriate responses taken?
<input type="checkbox"/>	
<input type="checkbox"/>	<p>Teachers always watch over us while we are sleeping.</p> <ul style="list-style-type: none"> Do you make arrangements of the staff in a way to enable them to check the status of sleeping children all the time, with a view to preventing suffocation and SIDS?
<input type="checkbox"/>	<p>Teacher, is this all right? Can I use it? Should we bring it to the toy doctor?</p> <ul style="list-style-type: none"> Do you conduct regular checkups on playthings and daycare environment in and outside the facility and make improvements when necessary?

<input type="checkbox"/>	<p>I forget myself with joy when I'm playing with water or in the pool. Tell me when it's dangerous.</p> <ul style="list-style-type: none"> Do you place the staff exclusively in charge of watching over children who play with water or in the pool? Do the staff take sufficient care to prevent children from tumbling down or falling by keeping children in the view when they are beside the pool, basin or bathing tub filled with water?
<input type="checkbox"/>	<p>Even if I eat these things every day, sometimes I can't swallow them, or they may stick in my throat.</p> <ul style="list-style-type: none"> Do you assist and observe children's eating with the recognition that the foodstuffs they usually eat may lead to suffocation due to accidental ingestion or misswallowing?
<input type="checkbox"/>	<ul style="list-style-type: none"> When infants are given milk, is appropriate care taken to provide treatment after nursing (such as holding them in an upright position and burp them) and to pay attention to how they are doing after having been fed?
<input type="checkbox"/>	<p>I wonder, "What is this?", then I will want to put it in my mouth to see.</p> <ul style="list-style-type: none"> Is the daycare environment free from such toys or materials which, if put in the mouth, may be stuffed in the throat or windpipe because of their size or form and cause suffocation?
<input type="checkbox"/>	<p>Teacher, is everyone here today?</p> <ul style="list-style-type: none"> Do you regularly confirm the number of children, including that of those who come to the facility, and share it among the staff?
<input type="checkbox"/>	<p>Going out for a walk is so much fun. Tell me about dangerous roads or places.</p> <ul style="list-style-type: none"> For daycare practice outside the facility, do the staff have common understanding of dangerous points in the route and the destinations? Are appropriate arrangements of the staff made for the activities outside the facility?
<input type="checkbox"/>	<p>(Add your own items.)</p>

IV Expertise of the Staff and Management of the Facilities, etc.

[For the staff]

<input type="checkbox"/>	<p>Teacher, what do you like? Let's play with us.</p> <ul style="list-style-type: none"> Do the staff enjoy daycare with children, while demonstrating their own initiative?
<input type="checkbox"/>	<p>Tell my parents about me, too.</p> <ul style="list-style-type: none"> Do you care for how parents/carers feel, be pleased with children's growth and support children's development?
<input type="checkbox"/>	<p>What do you think I like?</p> <ul style="list-style-type: none"> Do you keep an attitude to identify children's changing feelings or dangers, to be more sensitive and to continue learning?
<input type="checkbox"/>	<p>It was fun, both yesterday and today. Will something more interesting happen tomorrow?</p> <ul style="list-style-type: none"> Do you connect the findings of your own and others to the expertise through regular reflections?
<input type="checkbox"/>	<ul style="list-style-type: none"> In your reflections and self-evaluation, do you focus on the process instead of determining whether you could do or couldn't do something?
<input type="checkbox"/>	<p>Teachers are going to discuss how the circuit in the playground can be more fun, they say.</p> <ul style="list-style-type: none"> With a view to identifying clues to enrich daily lives and play, are you creating a climate of co-learning, in which new findings and insights are shared within the facility, not limiting them to individuals concerned?

<input type="checkbox"/>	I hear teachers make messages to our parents by the personal computer. <ul style="list-style-type: none"> · <i>Do you seek for the creation of the workplace where all the staff can work comfortably by managing and reviewing the workload and work styles (including in terms of the use of ICTs and recesses)?</i>
<input type="checkbox"/>	(Add your own items.)

Administration of the facilities and organizational management
 【For those in the management positions】

<input type="checkbox"/>	I'm looking forward to coming here tomorrow, too. (both for children and the staff) <ul style="list-style-type: none"> · <i>Are you making efforts to create the organization for the realization of the "philosophies", acknowledging the staff's diversity and accepting each other's differences?</i>
<input type="checkbox"/>	· <i>In order to make sure that each member of the staff can work lively in accordance with his/her unique personality, are you trying to create the workplace where the staff acknowledge each other's advantages and roles and complement each other's weak points?</i>
<input type="checkbox"/>	· <i>Are favorable working conditions secured, including in terms of the salary level, the leave system and recesses, so that the staff can keep working with a sense of security?</i>
<input type="checkbox"/>	· <i>Does the corporate (managing entity) provide support and appropriate management for the facility to ensure smooth administration of the facility, including in terms of staff support, risk management, staffing and responses to emerging challenges?</i>
<input type="checkbox"/>	Teacher, have you been to study yesterday? <ul style="list-style-type: none"> · <i>Do you prepare plans for staff training (including through the staff meetings, formal training and exchanges with other facilities), bearing in mind such factors as challenges faced by each member of the staff, his/her capacities and career path?</i>
<input type="checkbox"/>	(Add your own items.)

Roles and leadership of the management
 【Management leaders】

<input type="checkbox"/>	Head teacher is always watching us and teach us everything we want to know. <ul style="list-style-type: none"> · <i>Do the head and other managers understand social and local situations well and responsibly manage the facility through dialogue, with a view to ensuring that the facility can realize better lives and play for children?</i>
<input type="checkbox"/>	They are always talking about us. <ul style="list-style-type: none"> · <i>Do you deliberately allocate time and make arrangements for training, OJT (on-the-job training) opportunities and information-sharing through Hoiku Netto (childcare networks)?</i>
<input type="checkbox"/>	I want them to take care of my teachers, I love them. <ul style="list-style-type: none"> · <i>Do you pay attention to the staff, appreciate and respect for them being the members who constitute the facility and communicate with them in a way that respects each member's views?</i>

<input type="checkbox"/>	I hear head teacher also asks someone when there is a problem. <ul style="list-style-type: none"> · <i>Does the head of the facility have connections with the outside world, so that he/she can be involved in the exchange with other facilities, promote cooperation among the heads of the facilities and seek for advice to local authorities when it is difficult to solve problems and challenges in his/her facility by themselves?</i>
<input type="checkbox"/>	(Add your own items.)

V Parenting in the Community

<input type="checkbox"/>	Everyone listens to what I talk. <ul style="list-style-type: none"> · <i>Do you take care to share the joy of seeing children's development with the parents and to interact with the parents in a way to enable them to enjoy child-rearing?</i>
<input type="checkbox"/>	<ul style="list-style-type: none"> · <i>Do you make the Guidelines on the Quality of Daycare known to families with children and the community, with a view to thinking about children's rights together?</i>
<input type="checkbox"/>	Teachers listen to my parents when they have problems. <ul style="list-style-type: none"> · <i>Do you try to get close to the parents' different circumstances and situations? Do you make arrangements for in-person meetings when necessary for the purpose of sharing how children are doing and supporting their development?</i>
<input type="checkbox"/>	<ul style="list-style-type: none"> · <i>Do you learn about support for single-parent families, children with disabilities and families with parenting problems and other forms of specialized support, provided by the Ward and the community, so that you get familiar with them and can connect families in need to such support?</i>
<input type="checkbox"/>	I looked at yesterday's class news at home with my family. We talked a lot, watching the photos. <ul style="list-style-type: none"> · <i>In order to promote mutual understanding, do you send out information about daily daycare (such as on what intentions there are in daycare practices, how children are doing in the facility and what development means) appropriately through roundtables with the parents and the facility's newsletters?</i>
<input type="checkbox"/>	I hear our parents will get together and do something good. What are they doing? I look forward to it. <ul style="list-style-type: none"> · <i>Do you assist mutual support among the parents/carers, including by providing opportunities for their meetings and cooperative activities as well as by cooperating with their voluntary activities?</i>
<input type="checkbox"/>	My parents told me they have new friends, too, who chat and study with my parents. <ul style="list-style-type: none"> · <i>Do you organize parenting classes for local families or send the staff to lecture classes on parenting?</i>
<input type="checkbox"/>	People in the neighborhood also help us, they say. <ul style="list-style-type: none"> · <i>Do you play a role in developing the community which makes it is easier for children and their parents/carers in the community to grow up and raise their children, including by open up the facility and its playground or providing information on parenting when necessary?</i>
<input type="checkbox"/>	I know a lot of people in my neighborhood. I'm going to the festival of the shopping street soon. <ul style="list-style-type: none"> · <i>Do you take part in the activities and events for connecting with the community (e.g. festivals and events organized by town block associations, shopping streets, children's centers and communities)?</i>
<input type="checkbox"/>	<ul style="list-style-type: none"> · <i>Are you mindful of the need to involve all the people in the community in supporting children's development and promoting co-development?</i>

<input type="checkbox"/>	<p>I've visited the elementary school with my classmates the other day. I can't wait to become a pupil in elementary school.</p> <ul style="list-style-type: none"> · <i>Do you promote collaboration with local elementary schools to make the transition smooth, including through exchanges among children and information-sharing among the staff, for the purpose of securing continuity of children's development?</i>
<input type="checkbox"/>	<p>(Add your own items.)</p>

VI Collaboration among Different Facilities and Entities for Early Childhood

<input type="checkbox"/>	<p>A number of different teachers came and saw us playing today. They said they were going to have a meeting, too.</p> <ul style="list-style-type: none"> · <i>Do you know the existence of forums for connection, such as Hoiku Netto (childcare networks), where you can exchange local information and talk about challenges you face? Do you learn from daycare practices of other facilities (including through observations of open daycare classes, training outside the facility, Hoiku Netto, visiting observation of day care and forums to share practice examples) and make use of the findings in your own facilities?</i>
<input type="checkbox"/>	<p>We played dodgeball with our friends in the neighboring daycare center today.</p> <p>They told us we can use their pool next time.</p> <ul style="list-style-type: none"> · <i>Do you seek to collaborate and build in-person relationships with other management entities, including through exchanges among children, consultation among the entities, permissions to use playgrounds or pools and lending of picture story boards?</i>
<input type="checkbox"/>	<p>(Add your own items.)</p>