

Appendix 5 Index of Center-Based Childcare Environment (ICBCE)

I Put the children in perspective					
Category	Subcategory	Items to check	Instructions for each item	Check	Details
1. Basic attributes		1) Whether they have ascertained the children's basic attributes or not.	Whether they have a better understanding of the children's names, birthdays, ages, genders, and have accurately recorded them.		This takes certain forms based on the questionnaires.
					Record and classify the collected information so professionals can make flexible use of it.
2. Learn through observation		1) Whether they have a better understanding of the children's health situation.	① If whether they have collected and recorded related information such as: natal condition, developmental history, medical history, physical status, diseases, infectious diseases, and the child's normal temperature when they arrived.		After orientation, provide opportunities to communicate individually with caregivers concerning the children's status.
					At entrance to the nursery school, set some health diagnostic questionnaires, including survey and interview items that follow the commission doctor's advice. Record and organize medical records of vaccinations, health check up, allergies, etc.
					Read the maternity record book for reference, have a good understanding of the prenatal (or pregnancy) situation, growth and development, medical record, vaccinations, etc.
					Obtain information concerning regular health checkups.
			② Whether they collect data and inspect the child's physical situation and check for diseases, infectious diseases, complexion, physical injury, temperature etc., when the child attends the nursery school and during childcare.		Collect information about the children's health situation and behavior at home from caregivers when they send the children to the nursery school. Oral and written (contact notes, etc.).
					Check the condition of children's health when they enter the nursery school.
					Create a form that is based on an entire day's observation and can be used to easily confirm whether there is an abnormality without being limited to the examination performed at the entrance of the nursery school. Enter the record time and recorder in an easily understandable fashion.
					Create a system where you can contact and consult with the child's doctor/nurse concerning childcare once an abnormality occurs at nursery school.
		2) Whether they have ascertained the children's growth situation.	Whether they have performed an exact physical examination, infant health checkup, threadworm inspection etc., and made use of the health planning and individual support planning based on the administration's standards.		If a child is required to take medicine, regulate the pre-medicine system with pre-medicine standards, consult with the receptionist, safely store the medicine, etc.
					Conduct and record body measurements by performing a physical examination more than once a year, dental checkup, etc.
					Implement and record the body-growth evaluation.
					Follow the doctor's guidance on childcare based on the infant's diagnosis result from the physical examination.
		3) Whether they have ascertained the children's development situation.	① Whether they have evaluated the child's development and made use of individual support planning.		Annual health planning scheme.
					The standard of child development has already been confirmed. A united child-development questionnaire has already been implemented in the nursery school.
					Have a better understanding of the development of psychomotor functions.
					Make a individual development note and classify it.
			② Whether they have shared information with the caregiver concerning the child's development.		Consult with other nursery staff when recording the development note and make a multilateral evaluation.
					The frequency of use of the development recording corresponds to age; ensure that it is used in individual support planning.
					Ensure to communicate with the caregiver concerning the child's situation, in accordance with the contact note.
					Provide daily opportunities to discuss child development with the caregiver.
					Let the caregivers know about common knowledge concerning child development through "News from Class".
			③ Whether nurses have had the chance to improve their professionalism concerning child development.		When there is a question about child development, there is somebody to talk to no matter whether you are in or out of the nursery school.
					Understand what child development is, take the individual differences and development issues into consideration during caring for the child.
		4) Whether they are aware of the children's living habits.	① Whether they have collected information on the child's living habits (sleep, excretion, ability to dress themselves and shower, eating requirements), play habits, etc.		Provide opportunities to individually communicate with caregivers after orientation concerning the child's status.
					Create the questionnaire using the set format.
					Record and classify the collected information so that professionals can make flexible use of it.
					Input the necessary items into the survey and questionnaire in order to understand child better.
			② Whether they are aware of how the child behaves at home.		Collect information directly from caregivers concerning eating, excretion, sleeping, and playing at home habits.
					Observe and record the children's physical and mental health when taking care of them, such as eating, excretion, nap times, feelings, and temperature.
					Observe and record the respiratory condition of the child during their nap.
					Measure the child's life rhythm and self-activity, ensuring a stable and balanced lifestyle.
		5) Whether they have a better understanding of peer relationship situations.	④ Whether they have ascertained the child's 24-hour rhythm.		Regulate the life rhythm and prepare for them for entry into elementary school.
					Observe and record the attachment and association between caregivers and children and confirm whether he/she should be observed throughout the gradual entry into nursery school.
					Observe child changes (relationship with friends, child care professionals, caregivers) as sessions change.
					Observe and record the children's physical and mental health when taking care of them, such as eating, excretion, nap times, feelings, and temperature.
		6) Whether they know the children's childcare history.	Whether they ascertained childcare history during the nursery school entrance interview.		Observe and record the respiratory condition of the child during their nap.
					Measure the child's life rhythm and self-activity, ensuring a stable and balanced lifestyle.
		7) Whether they have ascertained the surroundings of the children.	Whether they ascertained childcare history during the nursery school entrance interview.		Regulate the life rhythm and prepare for them for entry into elementary school.
					Observe and record the attachment and association between caregivers and children and confirm whether he/she should be observed throughout the gradual entry into nursery school.
3. Protection and Advocacy	(1) Basic human rights	1) Whether the children can protect their own rights.	① Whether the child is suffering from abuse (physically, emotionally, neglect, or sexually).		Observe and record the attachment and association between caregivers and children and confirm whether he/she should be observed throughout the gradual entry into nursery school.
					Observe child changes (relationship with friends, child care professionals, caregivers) as sessions change.
			② Whether the spokesperson (caregiver/adult) for the child can actually speak for the child and teach self-affirmation.		Record the period, reasons for being sent to the nursery school, kindergarten, infant home, or child care institution, and the child's situation during that time.
					Know and record problematic behavior that is untypical for the child's age and the characteristics of the behavior disorder.
3. Protection and Advocacy	(1) Basic human rights	1) Whether the children can protect their own rights.	① Whether the child is suffering from abuse (physically, emotionally, neglect, or sexually).		Conduct early detection and early correspondence concerning child abuse and inappropriate childcare. Cooperate with the authorities if necessary (Consult with related authorities).
					Notice signs of abuse, clarify the measures to take when suspecting one's is the victim of abuse.
			② Whether the spokesperson (caregiver/adult) for the child can actually speak for the child and teach self-affirmation.		Ascertain the "optimal benefits for children". Treat children with kindness.
					Take the diversity of the child (gender, race, culture, religion) into consideration.

II Put the family in perspective					
		Items to be checked	Instructions for each item	Check	Details
1. Basic attribute	(1) Basic attribute	1) Whether they know basic interview methods and how to talk when observing the entire structure of a family.	① Whether they have considered the appropriate time and place for interviews and consultations.		Choose an individual room for consultations and interviews in order to protect privacy.
					Consider the schedule of the night-nursery school users and make the interview times more flexible.
			② Whether they can show acceptance, empathy, listening, and a nonjudgemental attitude.		Make sure to record the interview status.
					Make efforts to relieve the caregiver's anxiety and discomfort.
					Respect the will of the caregivers.
					Treat caregivers nonjudgmental, evaluate (coping) families' efforts positively.
					Ensure that the caregiver has a clear understanding of the safety of their personal information.
		2) Whether they can obtain the basic attributes.	Whether they have recorded the first names of the family members, gender, birthdays (ages), addresses, family structure, living partners.		Obtain and record the basic attributes (name, gender, birthday, family structure, address, contact note) of the caregiver.
					Obtain and record the caregiver's employment situation (work place, work time, contact note).
					Obtain and record the emergency contact details of caregivers.
					Obtain and record the emergency contact details of any pickup person that is not the child's caregiver.
2. Comprehension of family	(1) Family structure	1) Whether they are aware of the problems in the families.	Whether they have recorded the date of the interview, reasons for asking for a consultation and the primary topics they discussed.		Obtain and record the caregivers' opinion on childcare.
					Obtain and record the time when the problem occurred (duration and frequency).
					Obtain and record the origin (when, where, whom, what happened) of the problem.
					Record and understand the feelings and attitude towards managing the family problem.
					Obtain and record how their life has changed since the problem occurred.
					Obtain and record who is taking charge of dealing with the problem in the family.
					Learn and record how they deal with the problem.
		2) Whether they are aware of the histories of the families.	Whether they recorded the family experience as necessary.		Obtain and record family history as necessary.
		3) Whether they are aware of the child-rearing ability of the families.	① Whether they recorded the families' support situations (the role of family members) as necessary.		If necessary, obtain and record whether family members work together on childcare.
					Ascertain how they communicate with the child.
			② Whether they have recorded how the family gets along with the child (how they communicate with the child, frequency of and time spent playing together, opportunities to eat together, sleeping habits, reading frequency, if they go shopping together, feelings towards each other).		Ascertain the frequency and time spent playing together.
					Ascertain whether they eat together.
					Ascertain the sleeping habits of the child.
					Ascertain whether they spend time reading to the child.
					Ascertain whether they have the opportunity to go shopping with the child.
					Ascertain how they feel about the child.
3. Protection and Advocacy	(1) Basic human rights	1) Whether the families can protect the children's rights.	If they can guarantee the children's health and safety, avoid abuse, respect the children's development with age, protect their rights, and protect them from abuse.		Confirm whether the child is suffering from physical violence (physical abuse) or not.
					Confirm whether the child is suffering from sexual abuse or not.
					Confirm whether the child is suffering from psychological abuse or not.
					Confirm whether the child is suffering from neglect (disregard, lack of protection) or not.
					Listen to the child's opinion and see if the solution is appropriate for their age.
		2) If they can treat the child with kindness and protect their rights.	Whether they know and protect the following rights: right to information (information access rights), right to express their opinions, self-determination rights, rights to receiving services, right to avoid abuse, protection of privacy, respect of their personalities as human beings, protection of property, and right to avoid discrimination.		Ensure that they are protected by the fundamental human rights (article 11 of the constitution), rights pertaining to the pursuit of happiness (article 13), ensuring the basic security of a healthy/cultural life (article 25), educational rights (article 26), rights to work (article 27), basic legal rights pertaining to labor (article 28), and extend this to rights to live in a non-discriminative society, rights to accept individual care, rights to accept high-quality services for individual problems, rights to make their own choices, rights to accept the understandable information of a user, rights to express opinions, queries, complaints, and rights to protect their privacy. However, parents who are abusing their children and husbands who engaging in domestic violence may want the mother/child back from the shelter. In this case, use "the right to know" as an excuse for not complying with their wishes. Concerning the facility, there are many cases where it is difficult to decide which parent can keep the child because of problems between husband and wife. In these situations, we must ascertain who should have custody. Respond "That is not within the answer range." when an unrelated person asks about this.

III Desirable environment for children					
		Items to be checked	Instructions for each item	Check	Details
1. Childcare environment	(1) Material environment	1) Whether appropriate childcare space is provided	① Whether they have made efforts to build a childcare room or yard with consideration for the children's daily lives and study habits.		Make efforts to achieve expected childcare level.
			② Whether they have made efforts in relation to the childcare space and furniture, taking daily childcare into consideration.		The children should have easy access to sanitary furniture of a suitable size and chairs that can be adjusted according to the children's heights.
			③ Check whether comfortable temperature, and indoor humidity are taken into consideration.		Provide airconditioners with moderate temperature and gas exchange functions.
			④ Make sure an appropriate indoor light is provided.		Adjust the light during the children's daytime naps and sleeping periods.
			⑤ Take sound adjustment into consideration.		Pay attention to the sound and volume of the environment and maintain silence in accordance with the situation.
		2) If there is sufficient childcare space for the children's lifestyles and study habits	① Check whether secure and comfortable space is provided.		Provide relaxing spaces and time periods.
			② Provide a environment accepting diversity.		Ensure that childcare materials and textbooks refer to diverse genders, races, ages, abilities, and cultures.
			③ Check whether there is enough space for meals.		Check whether an environment is provided where children can eat by themselves.
			④ Check whether they provide convience for disabled children and their caregivers.		Check whether there are entrances, exits, and toilets available for wheelchair users.
		3) Whether community situations have been ascertained	Check whether they have ascertained related information such as: the residence patterns of the neighbors, age group of the residents, the immigratory and emigratory trait history, the culture of the residence, the existence of an amusement ground for children, security and transportation features, and industries in the region related to childcare.		Make an effort to ascertain the regions in which users are living in and as a result, learn childcare requirements for the region.
	(2) Safety	1) Whether safety is taken into consideration	① Ensure the safety of the surroundings and sanitary status of goods that directly touch the mouth.		Take careful consideration of the materials toys are made of and disinfect the toys regularly.
			② Ensure the safety of the area, roads, parks, and facilities where children often play.		The characteristics of facilities such as parks, walking paths, etc., and that of traffic density should be ascertained. It is also important to ensure that children are secure at these places and to confirm whether an official document is maintained when they are out of the nursery school.
		2) Are there any emergency measures in place for crime prevention, disaster preparedness	① Check whether facilities and caregivers implement and confirm contact procedures in case of an emergency.		To handle emergencies in the nursery school, inform the users of the emergency measures as necessary, such as placing post-it notes in the public area.
			② Confirm the caregivers' address in advance (not only the address of caregivers' workplace but also the relatives' addresses, and keep other contact information except mobile phone number).		Occasionally, a caregiver's contact address cannot be a certain method of contacting them, so obtain additional contact information.
			③ Check whether interphones can be used to confirm the visitors.		Set a system to check when and who comes to visit and when they return.
			④ Check whether a prevention device and burglar bell are provided. It is better to cooperate with the security company.		It's better to be in contact with the security company, and have alarm device that is directly connected to the police.
			⑤ Check whether emergency measures for disasters have been confirmed and been implement or not.		Refer to numbers 1 and 7, consider how to take measures and how to cooperate with the caregivers and related institutions.
			⑥ Conduct the disaster drill regularly.		When performing the disaster drill, discuss whether improvements can be made. Consider using a circular method, a disaster-drill rule and ensure the participation of the office staff. Check whether it is feasible to perform a roll call.
			⑦ Check whether the address and map of regional medical places are posted in visible place.		Ensure that it is easy to understand for both users and professionals .
		3) Whether they conduct safety education	Check whether the children are taught how to deal with situations when they are in danger (such as shouting in a loud voice, running into a crowd, etc.)		Check whether safety education is included in the instruction programme.

	(3) Contents of childcare	1) Whether the childcare has been adjusted in accordance with age of child and age of infant	① Ensure an instruction programme based on the childcare and education course is in place.		Check whether documents concerning childcare in each nursery school are up to date.
			② Provide daily exercise based on special needs and special support (for 0-3 years old).		Although a regular life rhythm is very important, please make efforts to create a 24-hour lifestyle plan.
			③ Cooperate with the caregivers, at the same time, do not forget the child's own pace.		Adjust the nap times after taking their sleeping habits into consideration.
					Adjust children's life rhythm with consideration for the life rhythm that they expect.
			④ Keep a balance between communal play periods and relaxing periods in the daily activities.		Check whether there is an alternative environment for children so that they can choose between outside or indoors.
			⑤ Check whether the childcare environment is adjusted to the children's development and interests.		Check whether there is a play area for children to have fun and that sufficient toys are provided.
		2) Whether childcare complies to seasons and regionalism	① Check whether evening activities are arranged considering the seasonal and regional characteristics.		Check whether seasonal and regional characteristics have been taken into consideration.
			② Check whether the earnest talks, events and sports meetings are held at a convenient time for the caregivers.		Attend the earnest talks, events, and sports meetings. Set a flexible time for caregivers so that they can attend in their own good time.
		3) Whether efforts are made in relation to foods	① Consider the nutrition balance and seasonal foods.		Provide more opportunities to access to food appropriate for the time of year, cultivate a sense of season by talking during the meal.
			② When dealing with children with food allergies, not only the caregivers suggestions but also doctors' diagnosis should be taken into consideration.		Obey doctors' diagnoses when dealing with children with food allergies. Formulate solutions based on the allergen, symptoms, methods of cooking, and seasons. Set regular meetings to discuss it.
			③ Check whether efforts are made in relation to table manners and children with picky food habits.		Discuss the picky food problem in each class or in nursery school (Please do not force them to eat what they dislike but remind them that leaving food on the plate is not allowed).
			④ Check that children are able to have a relaxed meal.		Create a very peaceful atmosphere and relaxed conversations during meal times.
			⑤ Ensure the safety of the tableware.		Children can use tableware and furniture that is suited to their sizes.
			⑥ Encourage children to take part in cooking activities for food education, thus promoting their interest.		Encourage children to approach all kinds of food material and learn to cook, thus developing their interest for food.
		4) Whether they have made preparations for primary school	Cooperate with caregivers to adjust the life rhythms of elder children when they attend primary school.		In order to adapt to the life rhythms of primary school, adjust their life rhythm in nursery school in advance.
					Encourage the caregivers to make a plan of the pace, and apply it if possible.

		Items to be checked	Instructions for each item	Check	Details
3. Human environment in childcare	(1) System of childcare	1) Whether there is sufficient guarantee of a shift system	① Check whether the work that is passed on to the next shift can be guaranteed in a shift system.		Concerning the handover of work, it is necessary to record every child's situation. Do not forget any details. However, make an effort to make the contents brief in order to allow its practical application.
		2) Whether there is a self-evaluation manual for professionals	② Something associated with basic abilities (outsight, attention, insight, judgement sense, emphasis, flexibility, creativity, knowledge, technology, creation of a trust relationship, judgement of propriety).		There is a self-evaluation manual concerning absorbing these projects.
		3) Whether there is a system that allows the persons in charge to share the information together.	③ Confirm that it is no single person but multiple people capable of conducting the same task (like a backup system) so that they can relieve the burden from a certain specialized position.		The burden of professional occupation could be lightened by the support of multiple persons, thus, we should make an effort to make it systematic.
		4) Whether there is a chance to implement further training to improve their professions.	④ Check whether there is an opportunity to implement further training.		To improve the professional abilities of childcare workers, childcare knowledge, technology and ethics, we should adjust the OJT, OFF-JT, and SPS systems in the nursery school.
		5) Whether it manages information in an appropriate way	⑤ Check whether there is a document format for recording reports and whether the recording reports are properly arranged and managed.		Set a necessary form for the reports such as meetings and researching and, in the case of consultations, decide effective solutions.
		6) How do you deal with dissatisfaction?	⑥ Check whether there are windows corresponding to suggestion, injustice and discontentment.		There is a system within the nursery school and it is decided and informed to caregivers by the third party.
		7) Whether an objective evaluation has been conducted	⑦ Check whether there is a third-party evaluation.		Estimate whether to accept the evaluation from a third party as an opportunity to improve the service quality of nursing school. There are many reference materials and books concerning third party evaluations. You can use them to evaluate yourself.
	(2) Cooperation among professionals	Check whether there is a place for communication among all of the staff and professionals	Check whether there is a place to communicate with the chairman, the chef, and the staff regularly.		The topics of meetings vary. For example, headteachers, class-representatives meetings, professional conference, food-supply meetings, nursery centers, or kindergarten seminars.

IV. Enhance inter-organizational cooperation					
		Items to be checked	Instructions for each items	Check	Details
1. Create a network	(1) Organization cooperation	1) Confirm whether they share responsibility in accordance with their professional abilities.	① Confirm whether they respect the current situation of other organizations or institutions.		Understand support contents and usage, not only primarily focused on areas such as insurance, medication, and welfare, but also education, law, and judiciary. Collect information pertaining to the time of reception, counter, necessary formalities.
					Make a list of the functions of local related institutions, a contact note, application hours, etc., post it in a visible place and share the information with staff.
					Create a list of emergencies (sudden illness, accident, incident, fire, earthquake, etc.) and include a list of organizations that can provide cooperation, especially medical institutions, fire stations, and police stations. Make a list of this information and post it, and make a system available in the nursery school.
					To ensure safety, create a cooperative relationship with the security company and regional police station. Be aware of the regular patrols and how to receive support in case of an emergency.
					Keep manners and respect for your fellow workers in mind. Cooperate from mutual viewpoints.
					Explain to the cooperation professionals about the extended childcare situation (child, caregiver, staff), service content (childcare time, accommodation childcare, emergency childcare, temporary childcare, sick children, childcare for convalescent children), children who attend nursery school (age, number of children, etc.) and the user (caregiver).
			② Confirm whether they pay attention to cooperation that make use of professionals.		By having a regular place for discussions, people can learn more about the functions of each professionals in detail. It is possible to know each other's limitations and confirm the division of works.
					In case of emergency, be aware of how to contact the police, firefighters, security company, and ensure that the contents of the cooperative arrangements that have been decided are well known by staff.
					There is a system of acceptance and cooperation with regional supporters (volunteers). There are opportunities to participate in nursery-school events and communicate with other people about daily childcare.
					Professionals, as a form of social worker, should cooperate with the people in the social support network, which includes volunteers, NPOs, etc., to encourage the development of support skills and to attract more people to become members. They should especially make efforts to popularize knowledge about extended childcare and request more cooperation.
		2) Confirm whether they share information.	Confirm whether they try to share necessary cooperation information with professionals in conferences, writing, or orally.		The recording style is easy to understand and the support content format is flexible. Ensure that there is a common understanding of the terminology and phrases.
					Ensure that there is a place and regular opportunities for professionals to exchange information.
					Be clear about what kind of services can be provided in extended childcare during the cooperation. Share the information with relevant organizations (the use of meeting places, various group activities, public activities, and the website).
					Professionals are equipped with technology that can benefit the ability to hold conferences, both in writing and orally.
		3) Confirm whether they encourage the self-determination of the user.	Confirm whether they respect the will of the service users and give a detailed description of the cooperation.		The necessary information is required for cooperation is only the minimum information based on the supporting purpose, so do not only focus on the information collection.
					Establish a kind of harmony relationship (rapport) based on mutual trust and someone available to talk to.
	2) Support evaluation	4) Confirm whether they encourage the self-determination of the user.	① Confirm whether they respect the will of the service users and give a detailed description of the cooperation.		Obtain an agreement with them by providing prior explanation. Explain the content in an understandable way and avoid complex terminology as much as possible.
					Provide an opportunity to hold discussions at any time, depending on the user's will. Hear their story, listen to them carefully, and try to understand the hopes and values of users.
					For a long time childcare users have chosen a suitable time and arranged discussions with users by taking into account the working time. For the extended childcare service users, set a appropriate and convenient time for conversation by taking their work schedule into consideration.
			② Confirm whether they allow the service users to choose services through their own will.		Pay attention to support for users' regional characteristics and take the users' convenience into consideration.
					Remember that the decision of choosing the service belongs to the users, and provide necessary information so that they can choose services at their own will.
					Make the users understand the importance of communicating about family problems in daily life, and make efforts to help them make decisions around the key person.
		5) Confirm whether they engage in flexible cooperation.	Keep sincere cooperation in mind and ensure that it does not end when the meeting ends.		Help the users communicate with peers who have the same problem. Guide them on how to encourage each other and share information to solve the problem.
					Make a connection between the people in the region by participating in regional discussions and in the residents' communal activities in daily life.
					Obtain general information on daily life, such as the support shift, schedule and contents.
					Discuss the cooperation cases if necessary and determine the role of each institution and professional, and confirm the support direction.
					Despite the regular meetings, have other contact methods in daily life, such as a mobile phone number, fax, or internet.
					Set a system that positions a responsible person in charge of the inquiry; this person must be in contact with other organizations and must have a shift that does not change. If the main person in charge is not available, a subordinate should be available.
		1) Confirm whether they know the changes of the children and family.	Confirm whether they grasp how the children and family have changed by using the service and whether it can contribute to the appropriate support.		Ascertain their satisfaction with their health condition (mental, physical) and keep it on record.
					Do not miss any changes in the status of the support users (children and caregivers), remember to provide the support from the child's perspective.
					Record the users' information and the supporting process at any time and confirm it with the person in charge.
		2) Confirm whether they take individual differences into consideration.	Confirm whether they evaluate the support by taking individual differences among children and families into consideration.		During the meeting, report the changes in situations 1-3 to the relevant institutions we discussed previously, reassess the support activities make use of support adjustment.
					No child or family is identical. Listen to the users carefully, understand and respect their preferences, hopes, values, life beliefs, and cultural backgrounds.
		3) Confirm whether they take individual differences into consideration.	Confirm whether they evaluate the support by taking individual differences among children and families into consideration.		Be aware of the diversity of caregivers' work and life situations as well as the children's during the extended childcare sessions.
					Record the individual cases and expectations of children and caregivers in a predetermined format.
					Correct and revise the report when something changes, ensure that the change process is understandable.
		4) Confirm whether they implement feedback.	By confirming the situation and results of the users, confirm whether they provide a supporting plan whenever necessary, and adjust and improve the supporting methods based on the situation.		Information about the individuality of children and families can be utilized by sharing it among professionals.
					Confirm the situation of the users regularly or at any time, adjust the supports when necessary.

		Items to be checked	Instructions for each item	Check	Details
2. Protection and advocacy	(1) Right to protection according to the cooperation	1) Confirm whether they perform the correspondence with consideration for the rights and profits of users.	Check if a professional in each institution makes efforts to protect the rights and profits of children and families.		During the cooperation, explain carefully what kind of rights children and families have.
					Make efforts to cooperate with aid-requiring children's associations (child-protecting network) such as commission doctors, regional child consultation centers, welfare offices, welfare officers, children committees, health centers, municipal health centers, etc. if the children and the family's rights are threatened, for example, through abuse or domestic violence.
					When unsure whether children are suffering from abuse and violence, please cooperate with the police, judicial institutions, and child consultation centers. Nursery schools always provide support on the parent-child side.
					The role of professionals from relevant organizations, regions, and administrations is to ascertain what kind of services the users require and provide these services for them.
		2) Confirm whether they make efforts to improve awareness of the human rights of professionals.	Confirm whether they make efforts to popularize human rights by holding workshops that focus on advocacy of children's and family's rights.		Participate in the outside training that focuses on rights protection. Take careful consideration of the division of work when participating in the training.
					There is an opportunity to share information and learning that you have obtained elsewhere during training with the in-house staff during the seminar. Make the summarized information and research report can be viewed.
					Consider the users' rights and always keep the respect for the users in mind during the training in nursery and daily childcare.
					From the perspective of children's rights protection.
		3) Confirm whether they sufficiently take privacy into consideration.	① To implement the principle of the confidentiality obligation.		Do not divulge information on users that is obtained during the support period.
					Explain the details to users and obtain permission from them in advance when you are required to share personal information.
			② Confirm whether they perform information management to sufficiently protect personal information.		During the cooperation, only share the minimum amount of information for the support purposes.
					Protection of things that require special attention.
					Remain in a predetermined place and select an administrator. Make the storage place a secret only among the staff. Lock the door and it is prohibited to take the information out of the nursery school.
					Comply with the rules that are strictly set to protect personal information in necessary situations such as in meetings.