



# Go NAP SACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Breastfeeding & Infant Feeding

### Quick Tips:

- Before getting started, gather staff manuals, parent handbooks and other documents that state your policies or guidelines about infant feeding and breastfeeding.
- If possible, complete this self-assessment with the help of key staff members who are familiar with day-to-day practices.
- Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit.
- Look for asterisks \* to find definitions of words.

### Breastfeeding Environment

1. **A quiet and comfortable space, set aside for mothers to breastfeed or express breast milk (other than a bathroom) is available:**

- Rarely or never       Sometimes       Often       Always

2. **The following are available to mothers in the space set aside for breastfeeding or expressing breast milk:**  
(See list and mark response below.)

- Privacy
- An electrical outlet
- Comfortable seating
- Sink with running water in the room or nearby

- None       1 feature       2-3 features       All 4 features

3. **At our program, enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:**

- Rarely or never       Sometimes       Often       Always

**4. Posters, brochures, children’s books, and other materials that promote breastfeeding are displayed in the following areas of our building: (See list and mark response below.)**

- The entrance or other public spaces
- Infant classrooms
- Toddler and/or preschool classrooms
- The space set aside for breastfeeding

None                       1 area                       2 areas                       3-4 areas

## Breastfeeding Support Practices

**5. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by: (See list and mark response below.)**

- Talking with families about the benefits of breastfeeding
- Telling families about the ways our child care program supports breastfeeding
- Telling families about community organizations that provide breastfeeding support
- Giving families educational materials
- Showing positive attitudes about breastfeeding

None                       1 topic                       2-3 topics                       4-5 topics

## Breastfeeding Education and Professional Development

**6. Teachers and staff receive professional development\* on promoting and supporting breastfeeding:**

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.

**7. Professional development on breastfeeding includes the following topics: (See list and mark response below.)**

- Proper storage and handling of breast milk
- Bottle-feeding a breast-fed baby
- Benefits of breastfeeding for mother and baby
- Promoting breastfeeding and supporting breastfeeding mothers
- Community organizations that support breastfeeding
- Our program’s policies on promoting and supporting breastfeeding

None                       1-2 topics                       3-4 topics                       5-6 topics

**8. Educational materials\* for families on breastfeeding are offered:**

Rarely or never                       Only when a family asks                       To all enrolled expectant families and families with infants                       To all enrolled families, and we tell prospective families about our policies and practices

\* Educational materials can include brochures, tip sheets, and links to trusted websites.

## Breastfeeding Policy

### 9. Our written policy on promoting and supporting breastfeeding includes the following topics:

(See list and mark response below.)

- Providing space for mothers to breastfeed or express breast milk
- Providing refrigerator and/or freezer space to store expressed breast milk
- Professional development on breastfeeding
- Educational materials for families on breastfeeding
- Breastfeeding support for employees\*

- No written policy or policy does not include these topics       1 topic       2-3 topics       4-5 topics

\* Support can include allowing teachers and staff to breastfeed or express breast milk on their breaks.

## Infant Foods Served

### 10. When our program offers infant cereal or formula, it is iron-rich:

- Rarely or Never       Sometimes       Often       Always

### 11. When our program offers mashed or pureed meats or vegetables, these foods contain added salt:

- Always       Often       Sometimes       Rarely or never

### 12. Our program offers baby food desserts\* that contain added sugar:

- Always       Often       Sometimes       Rarely or never

\* Desserts are sweet mashed or pureed foods, made with added sugar.

## Infant Feeding Practices

### 13. Teachers feed infants:

- Always on a fixed schedule       Often on a fixed schedule, but sometimes on a flexible schedule, when infants show they are hungry\*       Often on a flexible schedule, when infants show they are hungry\*, but sometimes on a fixed schedule       Always on a flexible schedule, when infants show they are hungry\*

\* Infants can show they are hungry by rooting, sucking on fingers or fist, licking or smacking lips, fussing or crying, or making excited arm and leg movements.

### 14. Teachers end infant feedings based on:

- Only the amount of breast milk, formula, or food left       Mostly the amount of food left, but partly on infants showing signs they are full\*       Mostly on infants showing signs that they are full\*, but partly on the amount of food left       Only on infants showing signs that they are full\*

\* Infants can show they are full by slowing pace of eating, turning away, becoming fussy, spitting out, or refusing more food

**15. When feeding infants, teachers use responsive feeding techniques\*:**

- Rarely or never       Sometimes       Often       Always

\* Responsive feeding techniques include making eye contact, speaking to infants, responding to infants' reactions during feedings, responding to hunger and fullness signals, and feeding only one infant at a time.

**16. At meal times, teachers praise and give hands-on help\* to guide older infants as they learn to feed themselves:**

- Rarely or never       Sometimes       Often       Always

\* Praise and hands-on help can include: encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or utensils.

**17. Teachers inform families about what, when, and how much their infants eat each day through:**

- Teachers do not inform families of daily infant feeding       A written report or a verbal report       Some days both a written and verbal report, but usually one or the other       Both a written and verbal report each day

**18. The written infant feeding plan that families complete for our program includes the following information:**

*(See list and mark response below.)*

- Infant's food intolerances, allergies, and preferences
- Instructions for introducing solid foods and new foods to the infant while in child care
- Permission for teachers to feed the infant on a flexible schedule, when he/she shows hunger
- Instructions for feeding infants whose mothers wish to breastfeed or provide expressed breast milk\*

- None       1 topic       2-3 topics       4 topics

\* Instructions can include what to feed infants if there is no breast milk available, and scheduling to avoid large feedings before mothers plan to breastfeed.

## Infant Feeding Education and Professional Development

**19. Teachers and staff receive professional development\* on infant feeding and nutrition:**

- Rarely or 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.

**20. Professional development on infant feeding and nutrition includes the following topics:**

*(See list and mark response below.)*

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Communicating with families about infant feeding and nutrition
- Our program's policies on infant feeding and nutrition

- None       1-2 topics       3-4 topics       5-6 topics

**21. Families are offered education\* on infant feeding and nutrition:**

- Rarely or never       Only when a family asks       When a family asks and at 1 set time during the year       When a family asks, as infants reach developmental milestones, and at other set times during the year

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

**22. Education for families on infant feeding and nutrition includes the following topics:**

*(See list and mark response below.)*

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Our program's policies on infant feeding and nutrition

- None       1 topic       2-3 topics       4-5 topics

## Infant Feeding Policy

**23. Our written policy on infant feeding and nutrition includes the following topics:**

*(See list and mark response below.)*

- Foods served to infants
- Infant feeding practices
- Information included on written infant feeding plans
- Professional development on infant feeding and nutrition
- Education for families on infant feeding and nutrition

- No written policy or policy does not include these topics       1 topic       2-3 topics       4-5 topics



**Congratulations on completing the  
Go NAP SACC Breastfeeding and Infant Feeding Self-Assessment!**

For more information about this and other Go NAP SACC tools, please visit: [www.gonapsacc.org](http://www.gonapsacc.org).