

INFANT

Infant Program Criteria

The overall program for infants is comprised of the following components: structure of the day; activities and experiences planned and offered to the children; physical environment; learning areas; physical needs; health and safety; and interactions.

The main emphasis of an infant program is:

- to provide an inclusive program that respects each infant's abilities, needs and strengths
- to foster the infants' sense of trust by ensuring that individual needs are met immediately by warm and caring adults
- to offer experiences that appeal to the infants' senses and contribute to their overall growth and development
- to provide a language-rich environment that encourages communication through positive interactions.



Name of centre: _____ Loc #: _____
 Room #: _____ Date Completed: _____
 D/M/Y

A daily schedule is posted that indicates a balance of structure and flexibility. Schedules include plans to meet the individual needs of children, and ensure that all children are able to participate to the best of their abilities

Structure of the day					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
1. Daily and Visual Schedules Posted	<input type="checkbox"/> Neither schedule posted	<input type="checkbox"/> One schedule posted	A daily schedule is posted that indicates time is planned for: <ul style="list-style-type: none"> <input type="checkbox"/> Outdoor and Indoor play <input type="checkbox"/> Quiet and Active play <input type="checkbox"/> Individual and Group time <input type="checkbox"/> Child and Staff initiated activities <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Visual schedule is accessible to the children 	<input type="checkbox"/> Daily schedule is flexible and/or seasonally adjusted. <input type="checkbox"/> Visual Schedule is used	1 2 3 4
I n f a n t S c o r e C h a r t					
Section: Structure of the day	A Number of items scored from (1)		B Total Score (Sum of total indicators scored)		

Structure of the day					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
2. Program Plan/ Outline of Activities Posted	<input type="checkbox"/> Program plan/ outline of activities is not posted <input type="checkbox"/> Program plan/ outline of activities does not cover the entire time children are in attendance	<input type="checkbox"/> A current program plan/ outline of activities is posted	<input type="checkbox"/> Current program plan/ outline of activities reflects the centre's curriculum model \mathcal{P} <input type="checkbox"/> Current program plan/ outline of activities includes descriptions of the learning opportunities <input type="checkbox"/> Individual needs are incorporated into the program plan/outline of activities	<input type="checkbox"/> Evidence of formal planning meetings held between staff responsible for planning \mathcal{P} <input type="checkbox"/> Outside agencies/ professionals attend meetings to plan appropriately for children with individual needs \mathcal{P}	1 2 3 4
3. Activities and Experiences Offered to Children	<input type="checkbox"/> Activities and experiences offered do not reflect the current program plan/outline of activities <input type="checkbox"/> Activities and experiences offered are not developmentally appropriate	<input type="checkbox"/> Daily small group activities are offered <input type="checkbox"/> Activities promote choice for children	<input type="checkbox"/> Learning opportunities are based on children's interests <input type="checkbox"/> Activities are adapted to meet any child's individual needs <input type="checkbox"/> Developmental review completed for all infants	<input type="checkbox"/> There is documentation that observations of children are used in the development of activities	1 2 3 4
I n f a n t S c o r e C h a r t					
Section: Activities and Experiences Planned	A Number of items scored from (2 - 3)		B Total Score (Sum of total indicators scored)		

Physical Environment – Indoor Play

Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
4. Indoor Physical Environment	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> Toys are accessible on open shelves	<input type="checkbox"/> The play environment is designed to promote participation, peer interactions and independent use by children <input type="checkbox"/> Play areas are set up to promote group interactions <input type="checkbox"/> Floor space with suitable floor coverings is available <input type="checkbox"/> Toys and equipment are in good condition and complete	<input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of activities	1 2 3 4

Physical Environment – Indoor Play					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
5. Displays	<input type="checkbox"/> No variety in displays	<input type="checkbox"/> More than half of the children’s art work is process-oriented, not product-oriented	<input type="checkbox"/> Variety of displays including children’s own artwork and adult-made and/or commercial materials Displays are: <ul style="list-style-type: none"> <input type="checkbox"/> Reflective of children’s recent activities <input type="checkbox"/> Developmentally and culturally/ racially appropriate, free of bias and stereotypes Displays represent a range of: <ul style="list-style-type: none"> <input type="checkbox"/> Abilities/disabilities <input type="checkbox"/> Cultures/Races <input type="checkbox"/> Family structures <input type="checkbox"/> As much as possible, displays are at child’s eye level. <input type="checkbox"/> Photographs of current children and/or families displayed 	<input type="checkbox"/> Displays are throughout the environment	1 2 3 4
I n f a n t S c o r e C h a r t					
Section: Physical Environment – Indoor Play	A Number of items scored from (4 - 5)		B Total Score (Sum of total indicators scored)		

Learning					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
6. Art/Sensory Activities, Equipment and Materials	<input type="checkbox"/> No equipment or materials for either art or sensory activities	<input type="checkbox"/> Equipment and materials for art or sensory activities	<input type="checkbox"/> Art and sensory activities offered daily	<input type="checkbox"/> More than two art and/or sensory activities offered daily	1 2 3 4
7. Books and Accessories	<input type="checkbox"/> Less than 1.5 developmentally appropriate books for each child enrolled <input type="checkbox"/> Area does not include a comfortable place for sitting	<input type="checkbox"/> Books in good condition	<input type="checkbox"/> Books are bias free, and reflect a variety of topics <input type="checkbox"/> Some books emphasize early sound awareness (rhyming) and/or active involvement (flap books)	<input type="checkbox"/> Room includes book accessories other than a CD/tape player, for staff to use	1 2 3 4
8. Language and Listening	<input type="checkbox"/> No planned language and listening activities	<input type="checkbox"/> Planned language and listening activities are offered to children weekly	<input type="checkbox"/> Language and listening activities planned during daily group and/or individual reading time <input type="checkbox"/> Staff read to children daily	<input type="checkbox"/> Staff provide opportunities to enhance language learning into other program areas	1 2 3 4

Learning					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
9. Music and Accessories	<input type="checkbox"/> Loud background music interferes with activities or is inappropriate	<input type="checkbox"/> Music is appropriate for age group	<input type="checkbox"/> Variety of music is available to be played to children <input type="checkbox"/> Variety of musical instruments in good condition and accessible to children <input type="checkbox"/> Staff sing with children daily	<input type="checkbox"/> Planned music and movement activities are provided weekly	1 2 3 4
10. Toys and Play materials	<input type="checkbox"/> No variety of toys or play materials	<input type="checkbox"/> Toys and play materials in good condition	<p>A sufficient number of appropriate toys and play materials accessible to children in the following categories:</p> <input type="checkbox"/> Dramatic play (toy telephone,dolls, animals, etc.) <input type="checkbox"/> Cognitive/manipulative (rattles, sorting & matching toys, crib gyms, etc.) <input type="checkbox"/> Construction (blocks, fit-together toys, etc.) <input type="checkbox"/> Gross motor (balls, riding toys, push-pull toys, etc.)	<input type="checkbox"/> Special interest toys are introduced daily and indicated on the program plan/outline of activities	1 2 3 4

Learning					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
11. Physical Activities/Active Play Indoors or Outdoors	<input type="checkbox"/> No planned physical activities	<input type="checkbox"/> Time is allocated for planned physical activities	<input type="checkbox"/> Planned active physical play is available daily, whether outside or inside	<input type="checkbox"/> Activities are planned to ensure all children are able to participate <input type="checkbox"/> Physical activities are modified to meet the needs and interests of children	1 2 3 4
12. Floor Surfaces Bulleted items are only when required	<input type="checkbox"/> Floor surfaces in poor condition	<input type="checkbox"/> Floor surfaces are clean	<input type="checkbox"/> Parents, staff and visitors remove outdoor shoes when entering the room <input type="radio"/> Where applicable, removable covers are washable	<input type="checkbox"/> Shoe coverings available for parents, staff and visitors	1 2 3 4

Learning					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
13. Mirror at child's eye level	<input type="checkbox"/> No mirror accessible to children or mirror is not safe	<input type="checkbox"/> Safe, clean mirror accessible to children	<input type="checkbox"/> Clean, safe mirror, at child's eye level, in each playroom	<input type="checkbox"/> Mirror includes pull up bar	1 2 3 4
I n f a n t S c o r e C h a r t					
Section: Learning	A Number of items scored from (6 - 13)		B Total Score (Sum of total indicators scored)		

Physical Needs					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<p>14. Meals and/or Snack Time</p>	<input type="checkbox"/> Food is used as a reward or punishment	<input type="checkbox"/> Some conversations and interactions occur during meals and/or snack times	<input type="checkbox"/> Meal and/or snack times are viewed as an educational experience and a time for socialization and conversation <input type="checkbox"/> Individual children's needs are met during meal times <input type="checkbox"/> Adults sit with children during mealtimes <input type="checkbox"/> Children are encouraged to eat food, but never forced	<input type="checkbox"/> Children are encouraged to taste and try new foods	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>
<p>15. Bottle-feeding infants</p> <p>This indicator can be scored Not-Applicable if there are no infants who require bottle feeding in the program</p>	<input type="checkbox"/> Bottles of young infants are propped up when they are being fed	<input type="checkbox"/> Some infants are given individual attention while they are being fed	<input type="checkbox"/> Infants are given individual attention while being fed <input type="checkbox"/> Younger infants are held and all infants are spoken to while fed <input type="checkbox"/> Bottles are held by adults when feeding infants not able to hold their own bottles	<input type="checkbox"/> Staff use feeding times as opportunities for enhanced learning language times	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>

Physical Needs					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
16. Seating	<input type="checkbox"/> Insufficient seating for infants <input type="checkbox"/> No adult seating	<input type="checkbox"/> Some seating is appropriate for the ability, size and developmental needs of the children	<input type="checkbox"/> There is sufficient variety of seating available to meet the developmental needs of the infants enrolled	<input type="checkbox"/> All seating is washable, including cushioned seating	1 2 3 4
17. Equipment Required for Eating	<input type="checkbox"/> Insufficient eating utensils and dishes	<input type="checkbox"/> Some eating utensils and/or dishes are developmentally appropriate	<input type="checkbox"/> Developmentally appropriate eating utensils and dishes are available to support individual feeding needs <input type="checkbox"/> Food is served on dishes or napkins	<input type="checkbox"/> Extra utensils and dishes available for easy access	1 2 3 4

Physical Needs					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
18. Water/ Refrigeration/ Minor Food Preparation	<input type="checkbox"/> No space or equipment available for minor food preparation	<input type="checkbox"/> Water and refrigeration available and accessible to staff	<input type="checkbox"/> Water and refrigeration located in the infant room <input type="checkbox"/> Space and equipment for minor food preparation located in the infant room	<input type="checkbox"/> Water and refrigeration located in the infant room eating area	1 2 3 4
19. Toileting and Diapering Routines and Supplies	<input type="checkbox"/> Diapering procedures not posted <input type="radio"/> Toileting procedure not posted	<input type="checkbox"/> Sufficient supplies are available to ensure toileting/ diapering and hand washing is conducted in a hygienic manner	<input type="checkbox"/> Toileting and diapering is unhurried and viewed as an opportunity to interact/connect with children and to encourage self-help skills <input type="checkbox"/> Change area includes a mirror at child's eye level <input type="checkbox"/> Procedure for sanitary toileting and diapering posted in each washroom/ change area and followed by staff <input type="checkbox"/> Disposable gloves are used in addition to handwashing during outbreaks	<input type="checkbox"/> Children are given notice of upcoming diaper change	1 2 3 4

Physical Needs					
Section 1	①	②	③	④	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
20. Change Table/ Counter	<input type="checkbox"/> No change table/ counter <input type="checkbox"/> No separate garbage being used for soiled diapers	<input type="checkbox"/> Staff ensures all necessary items needed for diapering are at change table prior to starting	<input type="checkbox"/> There is a change table/counter in good condition with access to running water <input type="checkbox"/> Disinfectant is available in the toileting/change area <input type="checkbox"/> Diapering products accommodate children needs and sensitivities <input type="checkbox"/> Sanitary disposal of diapers is evident	<input type="checkbox"/> Centre provides additional diapering supplies when required <input type="checkbox"/>	1 2 3 4
21. Cribs, Cots and Bedding	<input type="checkbox"/> Cribs/cots are not designated <input type="checkbox"/> Cribs/cots used for storage	<input type="checkbox"/> Some cribs/cots are designated <input type="checkbox"/> There is one set of bedding for each crib/cot	<input type="checkbox"/> The sleeping area has a crib/cot designated for each infant <input type="checkbox"/> Children sleep in cribs unless documentation indicates that other arrangements are approved <input type="checkbox"/> Sheets are changed once a week, extra bedding is available if cribs/cots need to be changed sooner <input type="checkbox"/>	<input type="checkbox"/> Brief personal description of each child's resting pattern is posted near individual cribs/cots, but out of child's reach <input type="checkbox"/> Rest area is equipped with soft music which plays while children are resting.	1 2 3 4

Physical Needs					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
22. Cloakroom Space and Storage	<input type="checkbox"/> No cloakroom space	<input type="checkbox"/> Cloakroom space is available, with some storage for outdoor clothing and/or personal belongings	<input type="checkbox"/> Space is available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings <input type="checkbox"/> Cloakroom is not overcrowded during dressing and undressing of children	<input type="checkbox"/> Dressing table/bench for parents use <input type="checkbox"/> Designated strollers are stored close to the classroom and are accessible to staff	1 2 3 4
23. Daily Information Chart	<input type="checkbox"/> No information completed	<input type="checkbox"/> Some information is completed	<input type="checkbox"/> A daily information chart is completed for each child and lists food eaten, sleep time, diaper change, etc.	<input type="checkbox"/> Information also includes details of child's interactions and/or activities during the day <input type="checkbox"/> Information reviewed with parents/guardians and/or available for them to take home	1 2 3 4
I n f a n t S c o r e C h a r t					
Section: Physical Needs	A		B		
	Number of items scored from (14 - 23)		Total Score (Sum of total indicators scored)		

Health and Safety					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
24. Health and Safety	<input type="checkbox"/> Hazards observed	<input type="checkbox"/> Some areas in the room are in good repair and hygienic	All areas, including equipment and furnishings are: <ul style="list-style-type: none"> <input type="checkbox"/> Kept in good and safe repair <input type="checkbox"/> Maintained in a hygienic condition <input type="checkbox"/> Organized 	<input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly	1 2 3 4
25. Toys and Play Equipment Washing	<input type="checkbox"/> Toys and play equipment are not washed as per Toronto Public Health guidelines <input type="checkbox"/> No schedule for toy washing	<input type="checkbox"/> Some toys and play equipment are washed as they become soiled	<input type="checkbox"/> Toys and play equipment are washed as they become soiled in addition to as required on daily posted schedule	<input type="checkbox"/> Toy washing schedule identifies categories of toys and play equipment <input type="checkbox"/> Toy washing schedule is signed and dated by staff	1 2 3 4

Health and Safety					
Section 1	① Does Not Meet Expectations	② Needs Improvement	③ Meets Expectations	④ Exceeds Expectations	Score
Infant					
26. Children's Handwashing Practices	<input type="checkbox"/> Children do not wash their hands	<input type="checkbox"/> Handwashing practices are sometimes followed	<input type="checkbox"/> Children's hands are washed before eating, after toileting and if they wipe their nose	<input type="checkbox"/> Staff teach children proper handwashing procedures	1 2 3 4
27. Staff Handwashing/ Sanitizing Practices	<input type="checkbox"/> Staff do not wash/ sanitize their hands	<input type="checkbox"/> Staff handwashing/ sanitizing practices are sometimes followed	<input type="checkbox"/> Staff wash/sanitize their hands before eating, serving food, handling bottles, after toileting and if they wipe children's noses	<input type="checkbox"/> Proper handwashing/ sanitizing procedure posted and followed by staff <input type="checkbox"/> Supervisor monitors handwashing/ sanitizing practices and reviews expectations with staff	1 2 3 4

Health and Safety					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
28. Transitions	<input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Staff do not prepare children prior to transitions	<input type="checkbox"/> Children are sometimes transitioned in small groups	<input type="checkbox"/> Children are transitioned in small groups <input type="checkbox"/> Positive interactions occur between staff and children during transitions	<input type="checkbox"/> Staff facilitate transitions to meet individual children's needs	1 2 3 4
29. Attendance Verification	<input type="checkbox"/> No system of attendance verification in place <input type="checkbox"/> Attendance records do not accurately reflect the number of children present	<input type="checkbox"/> Attendance verification system in place	<input type="checkbox"/> Children's arrival and departure times are always recorded on the main attendance record <input type="checkbox"/> Attendance is verified after staff and children's transitions <input type="checkbox"/> Portable attendance travels with each group	<input type="checkbox"/> Written verification of attendance after each staff change or transition	1 2 3 4
I n f a n t S c o r e C h a r t					
Section: Health and Safety	A Number of items scored from (24 - 29)		B Total Score (Sum of total indicators scored)		

Interactions					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
30. Positive Atmosphere Maintains a positive voice tone	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1
Responds to children's emotions appropriately	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	2
Models positive social behavior and interactions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	3
Maintains a calm manner	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	4
31. Supervision of Children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1
Balances checking and scanning the environment with child interactions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	2
Aware of the number and location of children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	3
					4
32. Fostering Children's Independence Respecting children's decisions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1
Supports the development of self-help skills	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	2
Providing time for children to complete tasks	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	3
					4

Interactions					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
33. Supporting the Development of Self-Esteem Addresses children by name	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1 2 3 4
Shows respect for individual and ethno-racial diversity	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Responds to children's interests	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Breaks tasks into small steps to ensure a child's success	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Uses praise and encouragement	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
34. Behaviour Guidance Matches expectations with child's abilities and/or developmental level	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1 2 3 4
Calmly explains consequences of behaviour	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Anticipates behaviour and provides alternatives and re-direction	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	

Interactions					
Section 1	1	2	3	4	Score
Infant	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
35. Supporting the Development of Communication Skills Initiates and builds on conversations with and between children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1 2 3 4
Uses clear descriptions and directions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
36. Extending Children's Learning Responds to spontaneous learning opportunities	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	1 2 3 4
Encourages problem solving	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Follows the children's lead	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	

Toronto Operating Criteria - Infant Section - Score Sheet

Subsections:	Score:
Structure of the Day: (1)	
Activities and Experiences Planned: (2 – 3)	
Physical Environment - Indoor: (4 – 5)	
Learning: (6 – 13)	
Physical Needs: (14 – 23)	
Health and Safety: (24 – 29)	
Interactions: (30 – 36)	
Total (All subsections added together)	
Average Score (Total divided by number of subsections scored)	

Infant Section

Overall Average Score: _____



Comments: _____
