

Infant

①
Does Not
Meet Criteria
②
Needs
Improvement
③
Meets Criteria
④
Exceeds Criteria
In Some Areas
⑤
Exceeds Criteria
In All Areas

<p>Structure of the Day</p> <p>Infants' daily schedule is posted and indicate a balance of structure and flexibility. Schedules include plans to meet the individual needs of all children. Schedule ensures that all children are able to participate to the best of their abilities.</p> <p>1. Daily schedule is posted and indicates time planned for special activities for infants and for taking infants outside.</p> <p>The schedule is flexible and reflects individual children's needs and choices.</p>	Daily schedule not posted	<p>Schedule posted</p> <p>Individual needs rushed or not consistently met</p> <p>Daily schedule provides for either special activities or outdoor time, but not both</p>	<p>Schedule posted</p> <p>Time for special activities and outdoor time scheduled daily</p> <p>Schedule is flexible</p> <p>Schedule reflects individual needs and choices</p>	<p>Schedule ensures children not rushed</p> <p>Activity periods as well as routine care planned through out the day</p> <p>Alternative activities are planned and indicated on schedule, e.g., contingency for inclement weather</p>	<p>Daily parent information sheets include special individual activities</p> <p>Staff review routines quarterly with parents</p> <p>Schedules are seasonally adjusted</p>
<p>2. Flexibility is shown in planning outdoor time. In warm weather, more time may be spent outdoors. In very cold or hot weather children may not go out or may need to come back in early.</p> <p>Public Health advisories followed, and plans modified accordingly (e.g., smog, severe weather).</p>	<p>Little or no flexibility shown regarding weather conditions</p> <p>Public Health Advisories not followed</p>	<p>Activities provided as alternatives for outdoor play do not meet needs of the children</p>	<p>Flexibility regarding weather conditions evident in planning alternative activities</p> <p>Public Health Advisories followed and plans modified</p>	<p>Copies of Public Health Advisories posted and followed</p> <p>Appropriate alternate activities are easily implemented into daily schedule during inclement weather</p>	<p>Resource information for parents regarding climate and safety, e.g., appropriate clothing, safe application of sunscreen, etc., available</p> <p>Public Health Advisories available to parents</p>

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The Activities and Experiences Planned and Offered to the Children

The purpose of planning is to determine the program needs of all children enrolled and to develop goals and objectives for the planned activities.

<p>3. The activities and experiences planned and offered are based on the developmental level of the individual children and on their interests, abilities, needs and strengths.</p> <p>Variety of activities and experiences are planned for the whole day and promote choice (i.e., morning and afternoon).</p>	<p>Plans developmentally inappropriate</p> <p>Planning does not cover whole day</p> <p>No choice available</p>	<p>Plans developmentally inappropriate in some areas</p> <p>Plan covers whole day</p> <p>Limited choice available</p>	<p>Variety of developmentally appropriate plans that promote choice throughout the day</p>	<p>Plans are based on observations of individual children</p> <p>Plans provide individual activities and creative experiences</p>	<p>Plans focus on skill development for individual children, e.g., moving from ball rolling to throwing</p>
<p>4. The staff responsible for planning and implementing activities and experiences for the children meet on a regular basis to facilitate that process.</p>	<p>Staff do not plan collectively</p>	<p>Staff have limited opportunities for planning</p>	<p>Regular planning meetings held</p>	<p>Team meets monthly. When necessary, resource and outside agencies attend</p>	<p>Action plans and/or minutes are documented</p>
<p>5. To facilitate planning, developmental reviews are completed for each infant and developmental milestones recorded (e.g., Brigance, Helping Children Learn, Nipissing, etc.).</p> <p>Staff using observational/screening tools are trained on applications.</p> <p>Individual program plans are incorporated into overall program plan.</p>	<p>Developmental reviews not completed</p> <p>Individual program plans not available</p>	<p>Developmental reviews completed for some children</p> <p>Individual program plan available but not incorporated into overall program plan</p>	<p>Developmental reviews completed on all infants and incorporated into individual plans</p> <p>Staff using observational/screening tools are trained on their application</p> <p>Individual program plans incorporated into overall program plan</p>	<p>All children's developmental reviews are completed and updated semi-annually using developmental tools, check-lists or other documentation, e.g., assessments, Dr.'s reports</p>	<p>Developmental reviews are discussed quarterly with parents and goals are jointly set</p>

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<p>6. Program plans are posted in advance to indicate what activities and experiences will be offered to the children. Changes/additions are indicated and recent plans kept on file.</p> <p style="text-align: center;">OR</p> <p>Program activities and experiences are documented and posted as they occur or by the end of the day (e.g., Emergent Curriculum, Reggio planning models).</p>	<p>Program plans not posted</p> <p>Recent plans not on file</p> <p style="text-align: center;">OR</p> <p>Activities and experiences not documented</p>	<p>Program plans not posted in advance and/or changes not indicated</p> <p style="text-align: center;">OR</p> <p>Activities and experiences not posted by end of day</p>	<p>Program plans posted in advance</p> <p>Changes indicated and recent plans on file</p> <p style="text-align: center;">OR</p> <p>Activities and experiences documented and posted as they occur or by the end of day</p>	<p>Plans kept on file for 6 months and referenced for program improvement</p> <p style="text-align: center;">OR</p> <p>All program staff trained in curriculum model</p>	<p>Parent contributions to programming documented</p> <p>When applicable, outside resource agencies/professionals are invited to participate in planning</p> <p>Information available to parents on curriculum model</p>
<p>7. All activities and experiences demonstrate respect and reflect a variety of abilities/disabilities, cultures, races, languages, socio-economic status and family structures.</p> <p>All experiences are free of bias and stereotypes.</p>	<p>Activities and experiences do not demonstrate respect</p> <p>Bias activities/experiences evident</p>	<p>Activities and experiences demonstrate respect only in some areas of the program</p>	<p>All activities and experiences demonstrate respect</p> <p>All activities and experiences are free of bias and stereotypes</p>	<p>Family/community members act as a resource to ensure programming is linguistically, racially and culturally diverse and sensitive to differing needs and abilities</p>	<p>Specific opportunities for family/community members' involvement/contribution in planning diverse and sensitive activities and experiences documented</p>
<p>8. Materials and equipment are organized in advance of the activity/experience.</p>	<p>Materials/equipment always organized during program time, when children are present</p>	<p>Materials/equipment occasionally organized in advance of the activity/experience</p>	<p>Materials/equipment organized in advance of the activity/experience</p>	<p>Time is planned for staff to prepare materials in advance of activity</p>	<p>Staff spend a minimum of one hour per week for room/material organization</p>

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<p>Physical Environment: Indoor Play</p> <p>9. The play environment is designed to promote participation and independent use for all children (toys/materials always accessible to children on open shelves).</p> <p>Play equipment, toys and materials are well organized.</p>	<p>Toys and materials disorganized and/or inaccessible</p>	<p>Toys and materials organized but not accessible</p> <p>Some shelves closed</p>	<p>Toys and materials are organized and accessible on open shelves</p> <p>Children are able to participate independently</p>	<p>Toys and materials are labeled with pictures, e.g., bins and shelves</p>	<p>Play environment reviewed regularly in room meetings and changed in response to children's needs</p>
<p>10. A variety of materials displayed including children's own artwork (which is process not product oriented) and adult-made materials (e.g., pictures, charts and photos) which reflect children's recent activities and projects.</p> <p>Most of the displays are at child's eye level and changed often.</p>	<p>No variety in display materials</p> <p>Displays not at child's eye level</p>	<p>Commercial art or only adult -made creations displayed</p> <p>Displays are product-oriented, all artwork the same</p>	<p>Displays are varied and reflect recent activities</p> <p>Displays are process not product oriented</p> <p>Displays changed often</p> <p>Most displays at child's level</p>	<p>Displays are protected, e.g., plexiglass, laminated</p> <p>Displays clearly correspond to program plan or child's interest</p>	<p>Displays are throughout the environment, e.g., playroom, cloak-room, change table, sleep room</p>
<p>11. All displays are non-bias and free of stereotypes.</p> <p>Displays are developmentally and culturally appropriate.</p> <p>Displays include a variety of abilities/disabilities, cultures, races, languages and family structures.</p>	<p>Displays are bias and/or stereotypical</p> <p>Displays do not represent diversity</p>	<p>Limited diversity in displays and/or developmentally inappropriate</p>	<p>All displays are non-bias and free of stereotypes</p> <p>Displays are culturally and developmentally appropriate</p> <p>Displays include a representation of a variety of races, abilities/disabilities, cultures, languages and family structures</p>	<p>Displays promote inclusion in daily living</p> <p>Displays include photos of children and families currently enrolled</p>	<p>Some learning area signs and posters are in more than one language, e.g., French, Braille, Sign Language</p>

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<p>12. Safe space and equipment are available for gross motor play inside.</p> <p>Gross motor activities suit space and equipment.</p> <p>Space and equipment are adapted as required to meet the needs of all children.</p>	<p>No specific indoor space set aside for gross motor play</p> <p>Space/equipment not safe</p>	<p>Limited equipment for gross motor play</p> <p>Activities do not suit space/equipment</p> <p>Space/equipment not adapted</p>	<p>Safe space and equipment for gross motor play indoors available and suitable</p> <p>Gross motor activities planned and suit space and equipment</p> <p>Space/equipment adapted as needed</p>	<p>Equipment varied and space inviting</p> <p>Gross motor activities are adapted for individual children</p>	<p>Designated indoor gross motor space available, e.g., auditorium, gym, multi-purpose room</p>
<p>Play Equipment, Toys and Materials</p> <p>There is a variety of play equipment, toys and materials that are developmentally appropriate and accessible at all times.</p> <p>Children have the opportunity to combine toys and materials from different areas to create their own learning experiences.</p> <p>13. All play materials are non-bias and developmentally appropriate or adapted.</p> <p>Materials represent a diverse range of cultures, races, abilities/disabilities, languages and family structures.</p>	<p>Materials are not diverse</p> <p>Materials biased or not developmentally appropriate</p>	<p>Materials are developmentally appropriate but bias is evident</p>	<p>Play materials adapted</p> <p>Materials are bias-free, developmentally appropriate and represent diversity</p>	<p>Special play materials added to program, e.g., Toy Lending Library, culturally specific musical instruments</p>	<p>Teachers actively encourage children to learn about diversity through play materials</p>

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<p>14. All play materials are clean, safe, in good condition and complete (e.g., puzzle not missing pieces).</p>	<p>Materials not safe and/or dirty</p>	<p>Materials clean, safe but incomplete</p>	<p>Materials clean, safe, in good condition and complete</p>	<p>Material replacement plan in place, i.e., scheduled purchasing</p>	<p>Product advisories are monitored and information shared with parents</p>
<p>Learning Areas</p> <p>Learning areas are arranged into clearly defined areas that are open and accessible to children all day.</p> <p>Within each learning area there is a sufficient number of developmentally appropriate toys, play materials and equipment for the number and ability of children enrolled.</p> <p>Learning areas promote the full participation of all children.</p> <p>15. Staff encourage communication through positive, appropriate interactions with the children in the learning areas throughout the day by:</p> <ul style="list-style-type: none"> - Joining in the play - Observing children's interests and following their lead - Speaking in a pleasant, natural voice using simple, repetitive language and emphasizing key vocabulary - Providing children with opportunities to interact with sounds, gestures and words - Interpreting the children's non-verbal messages 	<p>Staff seldom join in the children's play</p>	<p>Communication is limited and adult directed</p>	<p>Staff foster positive communication skills through listening to the children and modeling appropriate language</p>	<p>Staff use a variety of toys and activities to encourage communication</p> <p>Positive communication is demonstrated through consistent staff modeling of appropriate listening and language skills, and tuse of appropriate voice tone</p>	<p>Staff use a variety of language resources to ensure development of communication skills</p> <p>Staff set up extra activities to maximize interaction and communication</p>

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<p>16. There are a total of five toys per infant enrolled (this includes rotation).</p> <p>Within the total number of toys, each of the following categories must be represented:</p> <ul style="list-style-type: none"> - Language/listening: bias-free books, musical toys, puppets, etc. - Dramatic play: toy telephones, bias-free dolls, animals etc. - Cognitive/manipulative: rattles, crib gyms, sorting and matching toys, etc. - Construction: blocks, fit-together toys, etc. - Gross motor: balls, riding toys, pull and push toys, etc. - Special interest. <p>Similar areas may be combined.</p>	<p>Insufficient toys for children enrolled</p> <p>Toys from only 3 categories or fewer</p>	<p>Sufficient number of toys but from only 4 categories</p>	<p>5 toys per infant enrolled, some from each category</p>	<p>Special interest items are available daily and indicated on program plan</p>	<p>More than 5 toys per infant</p> <p>Special interest items planned for individual children</p>
<p>Sensory/Art</p> <p>17. Staff observe the children's interests and foster positive communication by following their lead, imitating what they are doing and stressing simple vocabulary related to the experience, e.g., sticky, wet, pour, empty.</p>	<p>Staff seldom join in sensory/art activities</p>	<p>Communication is limited and adult directed</p>	<p>Staff interact with children and foster positive communication</p>	<p>More than one sensory/art activity daily that promotes a variety of language learning opportunities</p>	<p>Staff plan specific sensory/art activities to maximize interaction and communication</p>

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<p>18. At least one sensory/art activity available throughout the day (e.g., paper, crayons, "goop," etc.) suited to the developmental level of the children and indicated on program plan.</p> <p>All activities are consistent with Public Health sanitary requirements.</p>	<p>No provision for sensory/art activities</p>	<p>Insufficient sensory/art activities not planned daily</p> <p>Activities do not meet Public Health requirements</p>	<p>Developmentally appropriate sensory/art activities planned throughout the day and indicated on program plan</p> <p>All activities meet Public Health requirements</p>	<p>More than one sensory/art activity provided throughout the day</p>	<p>Age-appropriate experiences planned for individual children that stimulate more than 3 senses, e.g., touch, smell, audio</p>
<p>Physical Environment: Equipment supplies, Furnishings and Space</p> <p>Space and equipment is available to meet the needs of all children (for eating, toileting, resting, dressing, playing and for storing personal belongings).</p> <p>Sufficient space is available for storing all necessary equipment, toys and materials (e.g., cots, linens, dishes, eating utensils, toys, creative materials, household supplies, etc.).</p> <p>19. Furniture and equipment are sturdy and safe for infants to pull up on.</p>	<p>No sturdy or safe pull-up furniture</p>	<p>Some equipment/pull-up furniture unsafe</p>	<p>All furniture and equipment are sturdy and safe for infants to pull up on</p>	<p>Clearly designed areas for encouraging the use of pull-up furniture</p>	<p>Age-appropriate experiences planned for individual children to encourage reaching, grasping</p>
<p>20. All toys and equipment are washable and large enough to prevent swallowing and choking.</p> <p>Toys mouthed by a child are washed and disinfected before use by another child.</p>	<p>Toys and equipment are not washable or large enough</p>	<p>Some toys/equipment are not washable or some are not large enough to prevent choking</p>	<p>Toys/equipment are washable and large enough</p> <p>Washed after each use</p>	<p>Information available to parents on toy safety, e.g., recall notices, etc.</p>	<p>Washer/dryer on site and all soft toys washed as needed</p>

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<p>21. Floor space is available for children's play with a suitable floor surface in good condition (large clean, washable floor mat).</p> <p>Space is available for one or two children to play alone.</p>	<p>Floor surface in poor condition and/or dirty</p> <p>No floor mat available for children to use</p> <p>No available space for children to play alone</p>	<p>Mat available but in poor condition</p> <p>Very limited space for children to play alone</p>	<p>Washable floor surface clean and in good condition</p> <p>Space available for children to play alone</p>	<p>All quiet play areas have soft surfaces, e.g., floor mats</p>	<p>Mats have children's designs or fit the room's colour scheme</p> <p>Climbing mats of various sizes</p>
<p>22. Equipment/furnishings are safe, in good condition and complete.</p> <p>Any equipment or furnishings that have been adapted for the particular needs of an individual child have been approved by parents. In some cases supporting documentation may be required.</p>	<p>Equipment/furnishings unsafe or in poor condition</p> <p>Equipment/furnishings incomplete</p>	<p>Some equipment/furnishings incomplete</p>	<p>Equipment/furnishings are safe, clean, complete, in good condition</p> <p>Adapted equipment approved by parents and documentation on file when necessary</p>	<p>Staff consistently model proper care/maintenance of equipment/furnishings</p>	<p>Planned maintenance or replacement schedule in place for equipment/furnishings</p>
<p>23. Clean, safe mirror in each playroom, at child's eye level.</p>	<p>No mirror available or not safe</p>	<p>Safe mirror available/clean or at child's eye level</p>	<p>Clean, safe mirror at child's eye level</p>	<p>Safe mirror includes pull-up bar</p>	<p>Props for pretend play stored close to mirror</p>

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Physical Needs

The times when the physical needs of children are met are planned so that individual needs and schedules are respected and independence is fostered (e.g., mealtimes, washroom, cloakroom, rest time and exceptional accommodations such as G-Tube feeding, specific exercises and positioning).

24. Meal/snack times considered part of the overall program and therefore viewed as an educational experience and a time for socialization and communication.

Adults sit with children at child's level.

Respect and sensitivity is shown for child's food preferences and family traditions.

Meal/snack time not viewed as part of the overall program

Communication and socialization is limited

Not all meal/snack times viewed as part of the overall program

Communication and socialization occurs inconsistently

Meal/snack times considered part of the overall program

Adults sit with children at child's level during meal/snack times

Sensitivity shown to preferences and family traditions

Staff create a relaxed, pleasant atmosphere that contributes to children's enjoyment of food, develops their self-help skills and encourages interaction and socialization

Staff place children's seats in a circle so children can see each other

Adult seating available to encourage face-to-face communication

Through modeling, children are encouraged to enjoy many different nutritious foods, which provides a foundation for wise food choices

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<p>25. Infants are given individual attention at all mealtimes. Younger infants are held and all infants are talked to while fed.</p> <p>Bottles are held by adults when feeding infants not able to hold their own bottle (i.e., bottles not propped up).</p> <p>Meal/snack is unhurried with pleasant staff/child interactions.</p> <p>Information on the risks of Nursing Bottle Syndrome (NBS) is available (NBS results in severe dental decay caused by giving a child a rest time bottle with any sweet fluids or milk).</p>	<p>Infants are not given individual attention when being fed</p> <p>Bottles of young children are propped when feeding</p>	<p>Some infants are given individual attention when being fed</p> <p>Bottles are sometimes propped</p>	<p>All infants are given individual attention when being fed</p> <p>Bottles are held by adults when feeding young infants</p> <p>All Infants talked to, interactions pleasant and children not hurried</p> <p>Information on NBS available to parents</p>	<p>Staff use feeding times as opportunity for enhanced language learning, e.g., sing gentle songs, recite nursery rhymes, talk about the experience</p>	<p>Centre provides support for breast feeding moms by having a comfortable spot available</p>
<p>26. Children are encouraged, not forced, to eat or taste food.</p> <p>Food is never used as a reward or punishment.</p>	<p>Children forced to eat or taste food</p> <p>Food used as reward or punishment</p>	<p>Occasionally children are forced to eat or taste food</p> <p>Food is sometimes used as a reward or punishment</p>	<p>Children are encouraged, not forced to eat or taste foods</p> <p>Food never used as a reward or punishment</p>	<p>If desserts served, they are planned as an integral part of the meal, rather than viewed as a "sweet reward"</p> <p>Children are encouraged to try foods</p> <p>Mealtimes planned so that waiting for food is avoided</p>	<p>The centre provides planned, age-appropriate opportunities for cooking experiences and for children to participate in food tasting experiences</p>

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<p>27. There is sufficient washable seating available to meet the developmental needs of the infants enrolled (infant seats, feeding chairs, low tables and cube chairs, etc.) with some adult seating.</p> <p>Adults sit with children at child's level.</p>	<p>Insufficient seating for infants, no adult seating</p>	<p>Seating inappropriate for ability, size and developmental needs of children</p>	<p>Sufficient developmentally appropriate washable chairs and tables adapted when necessary</p>	<p>All seating washable, including cushioned seating</p>	<p>Adult rocker available for feeding</p>
<p>28. Sufficient developmentally appropriate serving/eating utensils and dishes are adapted when required.</p>	<p>Insufficient serving/eating utensils and dishes</p>	<p>Eating utensils and/or dishes not developmentally appropriate</p>	<p>Sufficient and developmentally appropriate serving/eating utensils and dishes, adapted when necessary</p>	<p>Extra utensils and dishes available for easy access</p>	<p>A variety of developmentally appropriate eating utensils available to support individual feeding needs</p>
<p>29. Water and refrigeration is accessible to adults. Suitable space and equipment is available for minor food preparation (e.g., warm formula, etc.)</p>	<p>No water or refrigeration available or no space/equipment available for food preparation</p>	<p>Water and refrigeration available, but no space/equipment for minor food preparation</p>	<p>Water and refrigeration accessible to adults</p> <p>Space and equipment for minor food preparation</p>	<p>Water and refrigeration and equipment/space for minor food preparation close to infant feeding area</p>	<p>Food preparation and refrigeration areas inaccessible to infants</p>
<p>30. Children under one year must be fed according to written instructions from parent/guardian, and this information is updated and accessible to all staff.</p>	<p>No parental instructions</p>	<p>Not all parent/guardian's instructions are followed</p> <p>Information not updated</p>	<p>Children under one year are fed according to parent/guardian's written instructions</p> <p>Information is accessible to all staff</p>	<p>Written instructions are updated regularly and posted for all infant staff to view, e.g., dated</p>	<p>Local Health Department's general guidelines on feeding infants are posted for parents</p>
<p>31. Food and beverages supplied by parents are stored under sanitary conditions and labeled with the child's name.</p>	<p>Food and beverages supplied by parents are not stored under sanitary conditions e.g., left on counter</p>	<p>Some food and beverages stored under sanitary conditions and/or not labeled</p>	<p>Food and beverages supplied by parent are stored under sanitary conditions and labeled with child's name</p>	<p>Refrigerator is available and equipped with safety lock in the infant area</p>	<p>Food storage cupboards, fridge and microwave available in infant rooms and equipped with safety locks</p>

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<p>32. Prepared formula is used within 24 hours, refrigerated until ready to use, and bottles are warmed immediately prior to feeding.</p> <p>After feeding unused formula is discarded.</p>	<p>Formula is not refrigerated and is warmed ahead of time</p>	<p>Formula is refrigerated, but warmed ahead of time</p>	<p>Formula is refrigerated until ready to use</p> <p>Bottles are warmed immediately prior to feeding; unused formula is discarded</p>	<p>Spare formula is always on hand</p>	<p>All bottles are cleaned before being returned to parents</p>
<p>Toileting (Diapering)</p> <p>33. Toileting/diapering is viewed as a calm, unhurried, positive time for interaction and communication.</p>	<p>Communication and socialization are limited</p>	<p>Communication and socialization occur inconsistently</p>	<p>Toileting/diapering unhurried and a positive time for interaction and communication</p>	<p>Staff use toileting/diapering as an opportunity for enhanced language learning, e.g., sing songs, recite nursery rhymes talk about the experience</p>	<p>Material added to toileting/diapering area to enhance language learning, e.g., mobile/pictures hanging over change table, out of children's reach</p>
<p>34. A safe change table/counter in good condition with access to running water is available.</p> <p>Disinfectant is available in toileting area.</p> <p>Toileting products accommodate all children's needs/sensitivities.</p> <p>Sanitary disposal of diapers is evident.</p> <p>Sanitized toilets/potties are available for children who are learning to use the toilet. If potties are used, they are sanitized immediately after each use.</p> <p>Safe mirror at child's eye level.</p> <p>Staff ensure all necessary items needed for diapering are at change table prior to starting.</p>	<p>No change table/counter</p> <p>Diapers disposed with regular garbage</p> <p>Toilet/potties not available</p> <p>No mirror available or not safe</p> <p>Staff do not prepare area prior to diapering</p>	<p>Change table counter in poor condition and/or unsafe</p> <p>Sanitary disposal of diapers not consistent</p> <p>Potties available but not cleaned/sanitized appropriately</p> <p>Safe mirror available but not at child's eye level</p>	<p>Change table/counter in good/safe condition</p> <p>Toileting products accommodate child's needs, sensitivities</p> <p>Sanitary disposal of diapers evident</p> <p>Potties available and sanitized after each use</p> <p>Safe mirror at child's eye level</p> <p>Staff prepare area prior to diapering</p>	<p>Change table has safety edges, and shelving provided for individual supplies, e.g.,diapers/cream within reach of change table</p> <p>Accommodates parents who use cloth diapers for their child</p> <p>Toilet and potties available and sanitized after each use</p> <p>Safe mirror over every sink</p>	<p>Mobile pictures hang over change tables, out of child's reach, to enhance language learning</p> <p>Child-size sink and toilet in toileting area</p> <p>Program recycles diapers</p> <p>Daily schedule for washroom cleaning after every transition period</p> <p>Safe mirror over every sink and change table</p>

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Infant

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① Does Not Meet Criteria
② Needs Improvement
③ Meets Criteria
④ Exceeds Criteria In Some Areas
⑤ Exceeds Criteria In All Areas

	① Does Not Meet Criteria	② Needs Improvement	③ Meets Criteria	④ Exceeds Criteria In Some Areas	⑤ Exceeds Criteria In All Areas
<p>Resting</p> <p>35. The sleeping area has a crib that meets current safety standards, designated for each infant (with provincial approval, cots may be acceptable for older infants).</p> <p>There are at least two sets of bedding for every child enrolled. Sheets are changed at least once a week.</p>	<p>Cribs are not designated and do not meet current safety standards. Cots are used without approval</p> <p>Cribs used for storage</p> <p>There is only one set of bedding for each child</p>	<p>Cribs meet safety standards but are not designated</p> <p>There are extra sets of bedding available but not two sets of bedding for each child</p>	<p>Cribs are designated and meet current safety standards</p> <p>Cots for older infants used with provincial approval</p> <p>Two sets of bedding for each child with sheets changed at least weekly</p>	<p>Brief personal description of each child's resting patterns is posted near individual cribs</p> <p>More than two sets of bedding for each child</p>	<p>Rest area equipped with soft music, adult rocker, etc.</p> <p>Appropriate bedding is available for different seasons</p>
<p>Cloakroom</p> <p>36. Space is available for use as a cloakroom, with sufficient room for storing outdoor clothing and personal belongings.</p> <p>Sufficient accessible space is available for dressing and undressing infants without overcrowding.</p>	<p>Cloakroom space not available</p> <p>Space for dressing/undressing is insufficient</p>	<p>Cloakroom space available, but not enough storage for outdoor clothing and personal belongings</p> <p>Space available but some crowding</p>	<p>Cloakroom space available and sufficient room for storage</p> <p>Sufficient space for dressing/undressing</p>	<p>Ample cloakroom space, well organized with children's names and pictures on cubbies</p>	<p>Separate cloakroom area located close to playground exit as well as playroom entrance</p> <p>Appropriate seating available (benches/chairs in cloakroom area)</p>
<p>37. A daily information sheet is completed and lists food eaten, sleep time, diaper changes, etc.</p>	<p>No information completed</p>	<p>Some information completed but not daily</p>	<p>Daily information sheet completed and available listing food eaten, sleep times, and diaper changes, etc.</p>	<p>Information also includes details of child's interactions/activities during the day</p>	<p>Information reviewed with parents and/or available for parents to take home</p>