

INFANT

Children's Services Operating Criteria Guidelines – Infant Section 2012

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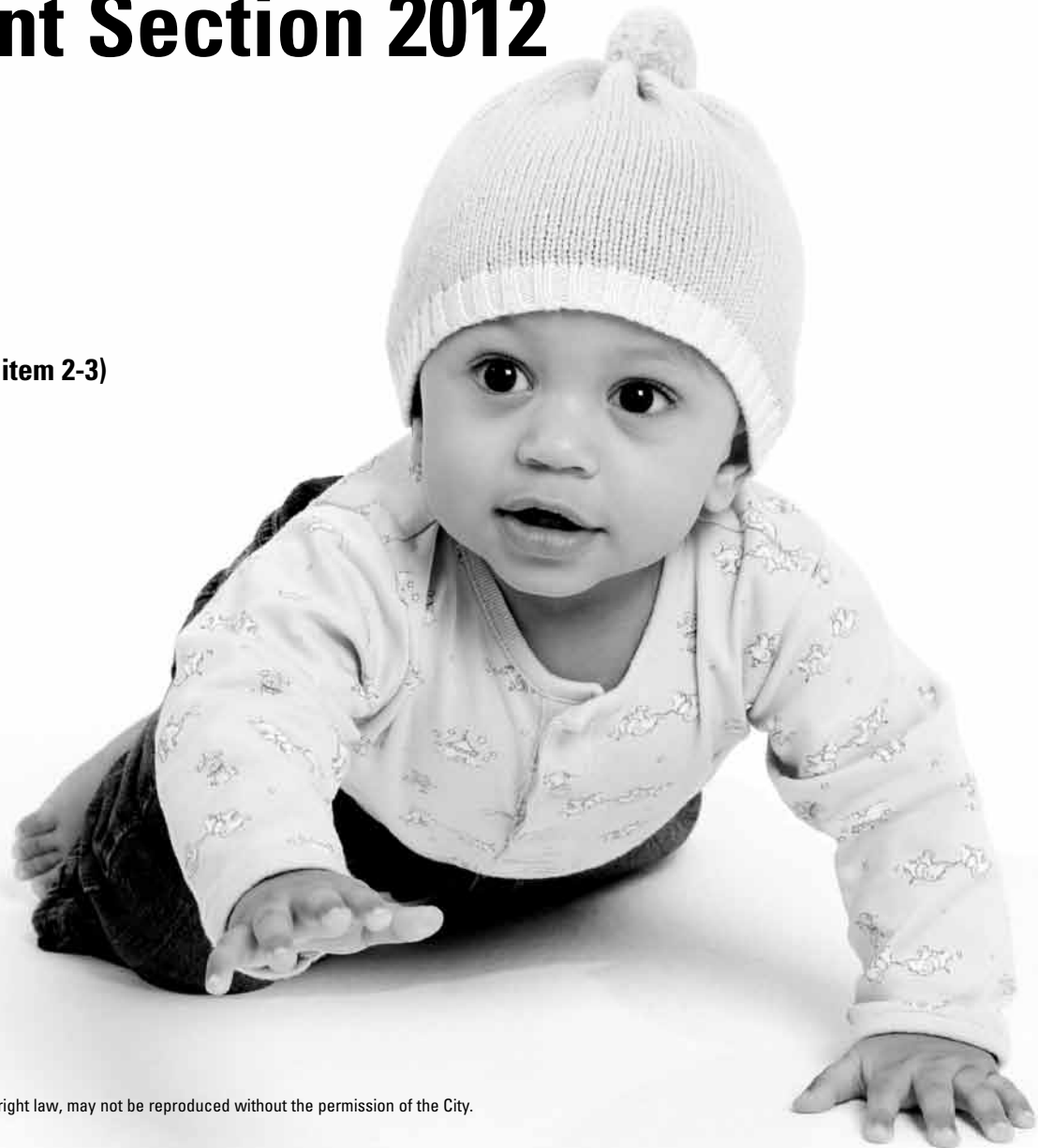
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Toronto Children's Services Operating Criteria Guidelines

Section:	Note:	Clarification:
All program sections, playground, Nutrition and Admini	Variety	Three or more
All program sections, playground, Nutrition and Admin	Range	More than one in each of the required categories
All program sections	Available	Materials can be found in the room with staff assistance
All program sections	Accessible	Open for children to use without having to ask a teacher (for permission, to bring down from a high shelf, etc).
Playground, all program sections	Sufficient	Enough toys and equipment for the number of children who want to use them
All program sections, playground, Nutrition and Admin	Some/Sometimes	25% of the equipment and/or materials and/or 25% of the day/time
All program sections	Whole day	Program planning is done for the whole day.
All program sections	Activity	An enhanced activity provided for children that is intended to stimulate learning through actual experience. For example: dress up clothes on a program plan/outline of activities is not an activity, building with Duplo is an activity. Placed on a table is not an activity

INFANT COMPONENTS

1. Daily and Visual Schedules Posted

Daily Schedule: Lists when activities and events will occur during the day and is posted in a place accessible to parents.

Visual Schedule: Real photos showing when activities and events will occur during the day, (photos depicting children using toilet/potty or being diapered are not considered appropriate). The visual schedule is accessible to children.

ELECT TIP (1)

Principle:
Partnership with Families pg. 75

1.1 Neither schedule posted

There is no daily schedule posted and no visual schedule accessible in the room.

1.2 One schedule posted

The daily schedule is posted in a place that is accessible to parents OR the visual schedule is accessible to children in the room.

1.3 A daily schedule is posted that indicates time is planned for:

The daily schedule covers the full hours of operation of the room and indicates that time is planned for ALL of the following activities:

Outdoor and indoor play

Quiet and active play

Individual and group time

Child and staff initiated activities

Time to meet children's physical needs - (e.g. lunch and/or snacks, washroom routines and rest time).

Visual schedule is accessible to the children

The visual schedule covers the same information as the daily schedule, only in pictorial form. It is acceptable to have a visual schedule that is not posted, but is presented in a way that is still accessible to children (e.g. in a photo album, on a ring holder etc).

1.4 Daily schedule is flexible and/or seasonally adjusted

The daily schedule is changed to reflect the seasons (e.g. titled "summer" or "winter" schedule) and/or is modified or adjusted where needed (e.g. time is scheduled for outdoor play with **alternate arrangements** should children be unable to go outdoors due to inclement weather).

Visual schedule is used

The visual schedule is used with individual and/or groups of children. Staff use the visual schedule to support children as needed, it is observed as a teaching tool for children who are learning the daily schedule.

2. Program Plan/Outline of Activities Posted

Program Plan/ Outline of Activities: Describes the specific activities planned for children in each curriculum area. It is different from a schedule in that it includes details of each activity.

Posted: The program plan/outline of activities is posted in a place that is accessible to parents in the room or at the entrance to the room.

ELECT TIP (2)

Principle:
A Planned Curriculum Supports Early Learning pg. 76
Understanding Children's development pg. 21-23

2.1 Program Plan/Outline of activities is not posted

There is no current or past program plan/outline of activities posted in a place accessible to parents.

Note: without a program plan/outline of activities, items in the Operating Criteria that refer to "planned activities" or "planning" cannot be assessed (i.e. 3, 8, 9, 10, 11,).

Program plan/outline of activities does not cover the entire time children are in attendance

Planning does not cover all hours of operation in the room. The program plan /outline of activities and daily schedule does not provide for both morning and afternoon activities for a full day program.

2.2 A current program plan/outline of activities is posted

A current program plan/outline of activities is posted in a place that is accessible to parents.

Note: without a current program plan/outline of activities, items in the Operating Criteria that refer to "planned activities" or "planning" cannot be assessed (3,8,9,10,11).

2.3 Current program plan/outline of activities reflects the centre's curriculum model

Ask staff:

- What is your centre's curriculum model?
- How do you plan according to your centre's curriculum model?

Current program plan/outline of activities includes descriptions of the learning opportunities

A description of the activity being planned needs to be documented on the program plan/outline of activities. This can be accomplished by using action words to describe what the children might do, for example, manipulate play dough, crawling through tunnels, creating with glue and collage materials. Another option is to list materials with a direct reference to the domain and skills within the Continuum of Development which describes the learning opportunities, for example:

Recognition of shapes using picture book- 3.2 receptive language skills.
Finding hidden object using blanket - 4.6 object performance.

Individual needs are incorporated into the program plan/outline of activities

Evidence that children's individual developmental objectives are incorporated when planning. This can be accomplished through observation notes, Individual Program Plans, meeting minutes, directly on the program plan/outline of activities as goals.

2.4 Evidence of formal planning meetings held between staff responsible for planning

Meetings that are held away from the supervision of children. Evidence may include meeting minutes, posting of scheduled room meetings. Formal planning meetings occur at least once a month. To find out how and when planning occurs, ask staff open ended questions such as:

- How do you program plan?
- How often are program planning meetings held?
- Who supervises children during planning meetings?

Outside agencies/professionals attend meetings to plan appropriately for children with individual needs

Ask staff open ended questions such as:

- Do you have children in your room with extra support needs?
- How do you involve outside agencies/professionals in planning?
- How do you incorporate goals and recommendations in your program plan/outline of activities?

3. Activities and Experiences Offered to Children

This indicator reflects the implementation of activities from the program plan/outline of activities.

Developmentally Appropriate: meets the individual physical, social, emotional and intellectual development of a child.

ELECT TIP (3)

Principle:
Knowledgeable, responsive early childhood professionals are essential pg.77
Play is a means to early learning pg. 77
Assessment and Evaluation and Monitoring pg. 79-84

3.1 Activities and experiences offered do not reflect the current program plan/outline of activities

Activities and experiences offered are not developmentally appropriate

The activities and experiences are not appropriate for the children enrolled in the room.

3.2 Daily small group activities are offered

Small group activities are offered (eg. sensory play,) Children are encouraged by staff to interact with each other.

Activities promote choice for children

Children are observed to have a choice of what activity they want to do.

3.3 Learning opportunities are based on children's interests

The activities, experiences and routines planned and offered, reflect children's interests. Children are engaged in the activities.

Activities are adapted to meet any child's individual needs

Staff modify activities, experiences and routines to allow all children to participate, for example child is provided a larger paint brush to paint.

Developmental review completed for all infants

Staff use a standardized developmental review/screening tool (eg. Nipissing etc) to assess each infant's development.

Ask staff:

- What tool do you use?
- How often do you complete developmental reviews on children?
- What purpose do developmental tools serve to your program?

- What do you do when the results of the developmental review/ screening indicate a need for further investigation?
- Is this information shared with parents?

3.4 There is documentation that observations of children are used in the development of activities

Staff keep a record of observations, photographs or storybooks.

Ask staff:

- How are your observations reflected in the program plan?

4. Indoor Physical Environment

Physical environment : The space/room where children spend their time.

ELECT TIP (4)

Principle:

Demonstrating respect for diversity, equity and inclusion pg. 76

Play is a means to early learning pg. 77

4.1 Play equipment, toys and materials are disorganized

Similar equipment, toys and materials are not grouped together and/or toys and materials are haphazardly piled on shelves.

4.2 Toys and materials are accessible on open shelves

Children can take the toys and materials they want to play with off a shelf themselves

4.3 The play environment is designed to promote participation, peer interactions and independent use by children

There are small areas for children to play in (eg. a cozy corner where two children play together) AND large areas where 3 or more children can play together.

Play areas are set up to promote group interactions

The physical layout of the room promotes group interactions and allows children to play together in groups.

Floor space with suitable floor coverings is available

There is at least one area of the floor with a washable soft covering (e.g. mats) for children to sit comfortably on the floor to play.

Toys and equipment are in good condition and complete

75% of toys and equipment are not broken and are complete (e.g. complete set of nesting cups, bin of toys etc.)

4.4 Time is scheduled daily for staff to prepare materials in advance of activities

Staff have time scheduled daily (e.g. on the staff duty sheet, in a log book) when they are away from children to prepare materials (e.g. make play dough, mix paints, gather props) and/or to set up the room for an activity in advance so that children are not kept waiting. Ask staff open ended questions such as:

- When do you prepare materials/activities?
- How often is time scheduled to prepare activities or set up a room in advance?
- Where are the children when you are preparing materials and/or activities?

5. Displays

Display : Anything posted on the walls; including child-made displays (i.e. children's art), adult-made displays (e.g. family tree with pictures of the children in the room and their families) and commercial displays (e.g. store bought alphabet charts).

ELECT TIP (5)

Continuum of Development
Emotional: 2.3
Sense of Self
pg. 25

5.1 No variety in displays

There are fewer than 3 displays in the room.

5.2 More than half of the children's art work is process oriented, not product oriented

More than half of the children's art work is process oriented,

and not focused on creating a standard product or achieving a specified outcome.

5.3 Variety of displays including children's own artwork and adult-made and/or commercial materials

Displays are:

Reflective of children's recent activities

Displays are current and up-to-date (e.g. Seasonally appropriate, recent dates on photographs).

Developmentally and culturally/racially appropriate, free of bias and stereotypes

Displays include pictures that reflect the age group. Displays are culturally/racially appropriate and may include posters and pictures of children and adults from around the world. Displays are free of bias and stereotypes (e.g. pictures include more than one culture/race, people are shown in more than just national dress).

Displays represent a range of

Displays/pictures depict 2 or more of each of the following:

Abilities/disabilities

Includes images of people using adaptive equipment (e.g. wheelchairs, leg braces etc.) doing typical things.

Cultures/Races

Includes images of people from different races or cultures, international flags, language displays.

Family structures

Includes images of different family structures such as extended families, same sex families.

As much as possible, displays are at child's eye level

Displays are posted at children's eye level. (eg. on furniture in the room or on the wall)

Photographs of current children and/or families are displayed

Pictures of some children but not necessarily all children in the room at the time of the assessment are seen in displays.

5.4 Displays are throughout the environment

Displays extend into other areas outside the room such as cloak-room, hallways. Displays from each category are placed in an inclusive manner and displayed throughout the environment (e.g. not all abilities/disabilities grouped together).

6. Art/Sensory Activities, Equipment and Materials

Art Equipment and Materials may include:

- Painting (paints, easel, paint shirts, brushes, water containers)
- Drawing (paper, chunky crayons, table space)
- Pasting (magazines, paper, glue)
- Sensory Activities (Equipment and Materials) may include:
 - Sensory table (shaving cream, oatmeal, goop)
 - Water table
 - Finger painting

ELECT TIP (6)

Continuum of Development
 Fine Motor: 5.2 Holding and Using Tools pg. 32
 Physical: 5.3 The Senses; Touch, Olfactory pg. 33-34

6.1 No equipment for either art or sensory activities.

There is no equipment for art or sensory activities offered.

6.2 Equipment and materials for either art or sensory activities

Equipment and materials for one sensory activity (e.g. Sensory bins) OR one planned art activity (e.g. Finger painting) is provided to children by staff daily.

Ask staff:

- When can children use the art materials?
- How often can children use the art materials?

6.3 Art and sensory activities offered daily

Art and sensory activities are provided to children by staff daily.

6.4 More than two art and/or sensory activities available daily

More than two art activities OR more than two sensory activities OR a combination of both are offered to children every day. Sensory opportunities may be presented as part of the environment. (eg. Textures taped onto shelves/floor, etc.)

7. Books and Accessories

Developmentally appropriate books: Books written at the developmental level of the children enrolled in the room.

Book Accessories: May include puppets, flannel board, etc.

7.1 Less than 1.5 developmentally appropriate books for each child enrolled

There are not enough books in the room. (Multiply the number of children enrolled in the room by 1.5 to determine the minimum number of developmentally appropriate books that are required).

Area does not include a comfortable place for sitting

Area does not include things such as soft seating and cushions, to make the area comfortable for children to sit.

7.2 Books in good condition

At least 90% of books have all pages and a front and back cover. The words and pictures are legible. Books that are repaired are acceptable.

7.3 Books are bias free and reflect a variety of topics

The books in the room reflect at least 3 different topics. At least three books portray real people. All books in the room are free from bias.

Some books emphasize early sound awareness (rhyming) and/or active involvement (flap books)

Two or more books emphasize sound awareness and/or active involvement.

7.4 Room includes book accessories, other than a CD/Tape player, for staff to use

There is at least one accessory such as, puppets, flannel board in the room for children to use in combination with books to extend their play.

8. Language and Listening

Language Activities: May include story time, word recognition, rhyming.

Listening Activities: May include story time, books on tape.

8.1 No planned language and listening activities

There is no current or past program plan/outline of activities or the program plan/outline of activities does not indicate language and listening.

ELECT TIP (8)

Continuum of Development

Communication, Language and Literacy: 3.1-3.3 pg. 26-27

8.2 Planned language and listening activities are offered to children weekly

A language and listening activity is on the program plan/outline of activities at least once a week.

8.3 Language and listening activities are planned during daily group and/or individual reading time

At least one language and listening activity is documented on the program plan/outline of activities every day during group and/or individual reading time.

Staff read to children daily

Staff are observed reading to children during the assessment, either spontaneously or planned, during large or small group times or to individual children.

8.4 Staff provide opportunities to enhance language learning into other program areas

Staff use descriptive language and/or sing songs during routines such as transitions, diaper changes, dressing and undressing, etc.

9. Music and Accessories

Music: May include playing recorded music (e.g. classical, jazz, blues, children's music, calypso etc) while children play, staff singing with children. It does not include listening to a radio station as commentary and content cannot be controlled. It does not have to be played throughout the day but should be played at times that are appropriate.

Accessories: May include musical instruments, CD or tape player.

ELECT TIP (9)

Continuum of Development

Physical: 5.2 Coordination pg. 32

Physical: 5.3 Auditory pg. 33

Physical: 5.3 Touch pg. 33

9.1 Loud background music interferes with activities or is inappropriate

Staff have to raise their voice or turn down the music so children can hear them. Music and/or lyrics are not appropriate for the age of the children in the room.

9.2 Music is appropriate for the age group

The lyrics in children's songs and recorded music are appropriate for the age of the children in the room.

9.3 Variety of music is available to be played to children

There are 3 or more different types of music, including more than one artist AND more than one genre. If needed, ask staff to see the tapes or CD's that are stored away.

Variety of musical instruments in good condition and accessible to children

There are at least 3 or more types of musical instruments (eg. tambourine, piano and cymbal) in good condition that children can use independently during free play.

Staff sing with children daily

Staff are observed singing with children during the assessment.

9.4 Planned music and movement activities are provided weekly

There is a current program plan/[outline of activities](#) posted that indicates opportunities for children to move with music (e.g. dancing, singing action songs) at least once a week.

10. Toys and Play Materials

Toys: Rattles, dolls, toy telephones, shape sorters etc.

Play Materials: Blocks, sorting and matching accessories etc.

10.1 No variety of toys or play materials

There are fewer than 3 different kinds of toys or play materials in the room.

10.2 Toys and play materials in good condition

All toys and play materials are in good working order, intact and clean.

10.3 A sufficient number of appropriate toys and play materials accessible to children in the following categories:

Dramatic play (toy telephone, dolls, animals, etc)

Cognitive/manipulative (rattles, sorting and matching toys, floor gyms, etc.)

Construction (blocks, fit-together toys, etc.)

Gross motor (balls, riding toys, push-pull toys, etc)

10.4 Special interest toys are introduced daily and indicated on the program plan/[outline of activities](#)

An additional toy is introduced daily to enhance children's play and is indicated on the program plan/[outline of activities](#).

ELECT TIP (10)

Continuum of Development

Cognitive: 4.1 – 4.9
pg. 28-29

Social: 1.1 Social Interest
pg. 24

Physical: 5.1 Gross Motor
pg 30-31

11. Physical Activities/Active Play Indoors or Outdoors

Planned Physical Activity: planned activity may include crawling through tunnels, rolling balls, pushing carts.

ELECT TIP (11)

Continuum of Development

Physical: 5.1 Gross Motor pg. 30-31

11.1 No planned physical activities

There is no current program plan/[outline of activities](#) posted or there is no physical activity indicated on the program plan/[outline of activities](#) for the week.

11.2 Time is allocated for planned physical activities

There is at least one planned physical activity for the week indicated on the program plan/[outline of activities](#) posted in the room OR on a separate outdoor program plan/[outline of activities](#).

* Strollers do not provide active play for infants

11.3 Planned active physical play is available daily, whether outside or inside

There is at least one planned physical activity every day indicated on the program plan/[outline of activities](#) OR on a separate outdoor program plan/[outline of activities](#).

11.4 Activities are planned to ensure all children are able to participate

Each infant is able to engage in a planned physical activity daily that meets their individual needs

Physical activities modified to meet the needs and interests of children.

Where staff are able, activities are adapted so that children are able to participate.

12. Floor Surfaces

12.1 Floor surfaces in poor condition

Floor surfaces include floors, mats, pillows, cushions, etc. Floor surfaces are cracked, ripped or worn.

12.2 Floor surfaces are clean

12.3 Parents, staff and visitors remove outdoor shoes when entering the room

Where shoe coverings are being used, parents, staff and visitors may not have to remove their outdoor shoes.

Where applicable, removable covers are washable

Floor mats/pillow are washable or have removable washable covers.

12.4 Shoe coverings available for parents, staff and visitors

Removable covers for feet/shoes are available.

13. Mirror at child's eye level

13.1 No mirror accessible to children or mirror is not safe.

13.2 Safe, clean mirror accessible to children.

13.3 Clean, safe mirror at child's eye level, in each playroom

Mirror is in good condition (children can see themselves).

13.4 Mirror includes pull up bar

Children are able to use the pull-up bar to stand/kneel.

ELECT TIP (13)

Continuum of Development

Physical: 5.3 The senses; visual face perception pg. 32

Emotional: 2.3 Sense of Self pg. 25

14. Meals and/or Snack Time

Meals: Provided in full day programs by either the centre or by the parent.

Snacks: Served to children in both full day and half day programs, and includes when "breakfast" is served. Children in half day programs receive a minimum of one snack, while children in full day programs receive a minimum of two snacks.

ELECT TIP (14)

Continuum of Development

Physical 5.3
Taste pg. 34

14.1 Food is used as a reward or punishment

Food is used to reward, to acknowledge performance, to punish, to control children's behaviour.

14.2 Some conversations and interactions occur during meal and/or snack times

At least two adult to child conversations and/or interactions occur during meal and/or snack times, excluding when staff instruct or provide direction to children (e.g. eat with your spoon).

14.3 Meal and/or snack times are viewed as an educational experience and a time for socialization and conversation

During observation of at least one meal or snack, staff provide educational experiences (e.g. teach children fine motor, self feeding skills; talk about the different foods, texture, temperature, taste, etc.).

Individual children's needs are met during meal times

Staff are observed supporting each individual child's self help skills and developmental needs. Staff make adjustments to the timing of meals or snack to address individual needs, such as when a child has difficulty staying awake until lunch time

Adults sit with children during mealtimes

Staff sit with children as much as possible (e.g. by preparing food ahead of time).

Children are encouraged to eat food, but never forced

During meals and/or snack, staff encourage children to eat but accept when children still refuse the food.

14.4 Children are encouraged to taste and try new foods

During meals and/or snack, staff talk about any new or unfamiliar foods served, including foods that a child may have refused in the past, and encourage children to taste or try the food. If there is no evidence of this on the day of the assessment, ask staff open ended questions such as:

- How are new foods introduced?
- How often are the menus changed?
- What happens if a child is reluctant to try new foods?
- How do you encourage children to try new foods?

15. Bottle-feeding Infants

15.1 Bottles of young infants are propped up when they are being fed

Children who are unable to hold their bottles are not held while feeding.

15.2 Some infants are given individual attention while they are being fed.

Staff interact with at least 25% of the children while they are being fed.

15.3 Infants are given individual attention while being fed

All children are given individual attention while being fed.

ELECT TIP (15)

Continuum of Development

Communication,
Language and
Literacy: 3.1 Non
Verbal pg. 26

Younger infants are held and all infants are spoken to while fed

Bottles are held by Adults when feeding infants not able to hold their own bottles

15.4 Staff use feeding times as opportunities for enhanced learning language times

Staff sing songs, recite nursery rhymes etc to children during feeding times.

16. Seating

16.1 Insufficient seating for infants

Not enough seating for the number of children who need seating.

No adult seating

Seating can not be adapted for adult use.

16.2 Some seating is appropriate for the ability, size and developmental needs of the children

25% of the seating is appropriate for the ability, size and developmental needs of the children.

16.3 There is sufficient variety of seating available to meet the developmental needs of the infants enrolled

Seating varies according to children's needs, development and size (high chairs, tub chair, rocker seats) and there is enough of each kind for the number of children that need to use it.

16.4 All seating is washable, including cushioned seating

17. Equipment Required for Eating

17.1 Insufficient eating utensils and dishes

Not enough eating utensils for children who need to use them.

17.2 Some eating utensils and/or dishes are developmentally appropriate

25% of the eating utensils and/or dishes are developmentally appropriate.

17.3 Developmentally appropriate eating utensils and dishes are available to support individual feeding needs

All eating utensils and dishes are developmentally appropriate for the children using them.

Food is served on dishes or napkins

Food is consistently served on dishes or napkins/paper towels and not placed directly on a table, trolley or highchair tray. Napkins/paper towels are used for dry foods only.

17.4 Extra utensils and dishes available for easy access.

There are more than enough dishes and utensils for all children and staff in the room to eat at the same time. The extra dishes and utensils are easily accessible (e.g. on the table or close by on a trolley) for when utensils or dishes fall on the floor or become soiled.

18. Water/Refrigeration/Minor Food Preparation

18.1 No space or equipment available for minor food preparation

No space or equipment available for minor food preparation other than the kitchen.

18.2 Water and refrigeration available and accessible to staff

Water and refrigeration is located close to the infant room.

18.3 Water and refrigeration located inside the infant room

Space and equipment for minor food preparation is located in the infant room

Examples include warming up formula, warming up food, cutting up foods into smaller portions, etc.

18.4 Water and refrigeration located in the infant room eating area

Water and refrigeration is located in the area of the Infant room where children eat.

19. Toileting and Diapering Routines and Supplies

Toileting Procedures: Posted in each washroom/diapering area.

Toilet/Diapering Supplies: Includes hand soap, toilet paper, paper towel, diapers, pull ups, change table, baby powder etc.

ELECT TIP (19)
Continuum of Development
Communication, language and literacy:
3.1-3.3 pg. 26-27

19.1 Diapering procedure is not posted

There is no diapering procedure posted in each washroom/diapering area.

Where applicable, toileting procedure not posted

There is no toileting procedure posted in each washroom/diapering area.

19.2 Sufficient supplies are available to ensure toileting/diapering and hand washing is conducted in a hygienic manner

There is enough soap, paper towels, diapers etc to meet all the children's toileting/diapering needs.

19.3 Toileting and diapering is unhurried and viewed as an opportunity to interact/connect with children and to encourage self-help skills

Staff interact with children during washroom/diapering routines, excluding when they instruct or provide direction to children. Staff use the time to encourage self-help skills.

Change area includes a mirror at child's eye level

A mirror is in the change area at children's eye level in a place that is accessible to children.

Procedure for sanitary toileting/diapering is posted in each washroom/change area and followed by staff

The procedure for staff is posted in every washroom/change area. During observation of a toileting/diapering routine, staff consistently follow the procedures.

Disposable gloves are used in addition to hand washing during outbreaks

If staff are not using gloves on the day of the assessment because gloves are only used when there is an outbreak e.g. diarrhea, gastrointestinal illness. Ask staff open ended questions such as:

- What procedures are in place to follow during an outbreak?
- What preventative measures do you take during an outbreak?
- When do you use disposable gloves?

19.4 Children are given notice of upcoming diaper change

Staff prepare children for diaper changes e.g. making eye contact, using verbal cues.

20. Change Table/Counter

20.1 No change table/counter

No separate garbage container being used for soiled diapers

Diapers are disposed with regular garbage.

20.2 Staff ensures all necessary items needed for diapering are at change table prior to starting

Diapers, creams, wet wipes, cloths etc are available at the change table prior to starting the diapering routine.

20.3 There is a change table/counter in good condition with access to running water.

Disinfectant is available in the toileting/change area

Diapering products accommodate children's needs and sensitivities

Sanitary disposal of diapers is evident.

Any items that are used during the diaper change may be disposed in the diaper container. Separate closed container for diapers is used

20.4 Centre provides additional diapering supplies when required

Supplies are sufficient so staff do not need to "borrow" from other children's supplies. Ask staff open ended questions such as:

- What do you do when a child runs out of diapering supplies?

21. Cribs, Cots and Bedding

Cribs/Cots: All children should have the opportunity to rest in a crib.

Bedding: All cribs/cots must have a sheet provided by the centre. A blanket/sheet to cover children who want to use one may be provided either by the centre or parents.

21.1 Cribs/cots are not designated

Children do not rest on the same crib/cot every day. There is nothing to identify a particular crib/cot is assigned to a particular child.

Cribs/cots are used for storage.

Cribs/cots are not used to store toys, equipment or personal items

21.2 Some cribs/cots are designated

25% of the cribs/cots are assigned to specific children

There is one set of bedding for each crib/cot

21.3 The sleeping area has a crib/cot designated for each infant.

There are enough cribs/cots for the operating capacity of the room. Each child enrolled has an identified crib/cot assigned to them.

Children sleep in cribs unless documentation indicates that other arrangements are approved.

Alternative sleeping accommodations (i.e. putting children to sleep on a mat or in an infant seat) must be documented and approved by parents.

Sheets are changed once a week, extra bedding is available if cribs/cots need to be changed sooner.

Sheets are changed at least once a week, or sooner if needed (e.g. when a child wets the crib/cot).

Ask staff open ended questions such as:

- When do you change the sheets?
- What happens if a child wets the crib/cot or the sheets need to be changed sooner?
- Where do you keep the extra bedding?

21.4 Brief personal description of each child's resting pattern is posted near individual cribs/cots, but out of child's reach.

Rest area is equipped with soft music which plays while children are resting.

22. Cloakroom Space and Storage

22.1 No Cloakroom Space

No space for use as a cloakroom for [children to store personal belongings](#).

22.2 Cloakroom space is available, with some storage for outdoor clothing and/or personal belongings

There is cloakroom space for some, but not all of the children's belongings and winter outdoor clothes.

22.3 Space is available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings

The cloakroom space is large enough for all children's personal belongings and winter outdoor clothing.

Cloakroom is not overcrowded during dressing and undressing of children

Space is available for dressing and undressing children comfortably, (e.g. in small groups).

22.4 Dressing table/bench for parents for use

Table or bench is available to assist parents when they are dressing/undressing their children.

Designated strollers are stored close to the classroom and are accessible to staff

Centre's strollers are stored close enough to the playroom so that when staff need to access them the ratios can be maintained without the support of extra staff, or by taking children out of the room.

23. Daily Information Chart

Daily Information Chart: There is an individual child chart that lists;

- All food consumed
- Time and duration of sleep
- Time/type of diaper changes (wet/soiled). Diapering chart may be posted in the change area/washroom

Daily information cannot solely be documented on a wipe-on/wipe-off board

ELECT TIP (23)
Principle:
Partnership with Families pg. 75

23.1 No information completed

No individual daily information about children's daily routines/schedules is kept.

23.2 Some information completed

25% of the required information is documented or individual information is completed for 25% of the children.

23.3 A daily information chart is completed for each child and lists food eaten, sleep time, diaper changes, etc.

23.4 Information also includes details of child's interactions and/or activities during the day.

Daily information chart also documents child's disposition/interactions and/or specific activities they were engaged in during the day.

Information reviewed with parents/guardians and/or available for them to take home.

Staff discuss the information on the daily information charts with parents and/or the information is available to them to take home.

Ask staff open ended questions such as:

- How do you share information with parents regarding details of the child's day?

24. Health and Safety

Hazards: Anything that is potentially dangerous to children such as; tears in the carpet, broken chairs, unstable change table, chipping paint, uncovered electric sockets, easy access to cleaning supplies, accessible sharp utensils or medications, or disorganization that affects the safety of children (chairs stacked too high, toys piled on shelves).

Hygienic: Anything done to maintain cleanliness, including washing tables before eating, hand and toy washing and the use of cleaners.

24.1 Hazards observed

One or more hazards are observed.

24.2 Some areas in the room are in good repair and hygienic

At least 25% of the room is in good repair and hygienic.

24.3 All areas, including equipment and furnishings, are:

Kept in good and safe repair

Maintained in a hygienic condition

Organized – as it pertains to health and safety

24.4 On-site and/or on-call maintenance staff deal with physical plant issues promptly

Physical plant issues are responded to within 48 hours. Ask staff open ended questions such as:

- Who do you call if there is a problem with equipment or the physical plant?
- What would you do if the toilet overflowed?
- How long does it take to get a problem rectified?

25. Toys and Play Equipment Washing

Soiled: Objects that are dirty or that children have sneezed on or mouthed.

Toys and Equipment: Toys, dramatic play furniture, large blocks, indoor riding toys etc.

Schedule: Toys and play equipment washing plan is available and followed as per Toronto Public Health requirement.

25.1 Toys and play equipment are not washed as per Toronto Public Health guidelines

Staff do not wash toys and play equipment daily as per Toronto Public Health Guidelines Toys and/or play equipment are unhygienic.

No schedule for toy washing

There is no schedule for toy washing. If the schedule is not posted, ask staff where it is.

25.2 Some toys and play equipment are washed as they become soiled

Staff wash toys/equipment at least 25% of the time when they see that they are dirty or have been soiled.

25.3 Toys and play equipment are washed as they become soiled in addition to as required on daily posted schedule

Staff consistently wash toys/equipment when they see that they are dirty or have been soiled. Staff consistently follow the posted up to date schedule for washing toys/equipment.

Ask staff open ended questions such as:

- When does toys/equipment get washed?
- How often do you wash your toys?
- When was the last time the toys were washed?

25.4 Toy washing schedule identifies categories of toys and play equipment

Schedule identifies categories or areas of toys and play equipment, ie. by toy shelf, dramatic play.

Toy and play equipment washing schedule is signed and dated by staff

Schedule is signed and dated by staff to document when toys and play equipment are washed.

26. Children's Handwashing Practices

- Hand Washing when necessary such as; before and after eating, after toileting and if they wipe their nose, etc

26.1 Children do not wash their hands

26.2 Hand washing practices are sometimes followed

Children's hands are washed with soap at least 25% of the time before they eat, after toileting and if they wipe their nose.

26.3 Children's hands are washed before eating, after toileting and if they wipe their nose

Children's hands are consistently washed with soap or sanitized before they eat, after toileting and if they wipe their nose. When children have to wait for meals and snacks after they have washed their hands, they play with clean transitional toys. Washcloths in warm soapy water are acceptable for individual use.

26.4 Staff teach children proper handwashing procedures

Staff teach children how to wash their hands according to the steps outlined in the posted procedures (e.g. [hand washing song](#) etc).

27. Staff Handwashing/Sanitizing Practices

- Handwashing/Sanitizing when necessary such as; before and after eating, after toileting and if they wipe noses etc.

27.1 Staff do not wash/sanitize their hands

Staff does not wash their hands with soap or use hand sanitizer before eating and serving food, after toileting and if they wipe children's noses.

27.2 Staff handwashing/ sanitizing practices are sometimes followed

Staff wash their hands with soap or use hand sanitizer at least 25% of the time before eating and serving food, handling bottles, after toileting and if they wipe a child's nose.

27.3 Staff wash/sanitize their hands before eating and serving food, handling bottles, after toileting and if they wipe a child's nose

Staff consistently wash their hands with soap or use hand sanitizer before eating and serving food, handling bottles, after toileting each child or if they wipe a child's nose.

27.4 Proper handwashing/sanitizing procedure posted and followed by staff

The hand washing/sanitizing procedure is posted at all sinks. Hand sanitizer procedure posted in the room.

Supervisor monitors handwashing/sanitizing practices and reviews expectations with staff

Monitoring includes documentation e.g. staff meeting minutes, charts etc. Ask the staff or the Supervisor open ended questions such as:

- How are staff informed of the procedures for hand washing and sanitizing?
- How often are procedures reviewed with staff?
- How are expectations regarding hand washing/sanitizing reviewed with staff?
- Describe how staff hand washing/sanitizing procedures are monitored and documented?

28. Transitions

Transitions: when children move from one activity/routine to another.

Small groups: one staff with a group of up to 3 infants.

ELECT TIP (28)

Continuum of Development

Emotional: 2.2 Self Regulation pg. 25

28.1 Extended waiting during transitions

During the observation of at least two transitions, children are waiting for extended periods of time while moving between activities/routines.

Note: Waiting longer than a child's patience level or children not given alternative activities to do.

Staff do not prepare children prior to transitions

Cues are not given to prepare children for changes (ie.: clean up time, outdoor play, lunch etc).

28.2 Children are sometimes transitioned in small groups

At least 25% of the time, children are transitioned in small groups.

28.3 Children are transitioned in small groups

Children are always transitioned in small groups.

Positive interactions occur between staff and children during transitions

Staff support and encourage children during transitions by using positive gestures, facial expressions and language.

28.4 Staff facilitate transitions to meet individual children's needs

Staff prepare children for upcoming transitions using props and/or actual items as visual (e.g. a child's coat, stroller or diaper). If children have to wait during a transition, staff offer play choices, toys or books for children to play with or look at.

29. Attendance Verification

Main attendance: A method of recording and verifying children's daily arrival and departure times. The main attendance record must always accompany the whole group. Main attendance must reflect the names of children who have left room/group for small a group activity.

Portable attendance: A record of attendance that accompanies a small group of children when they are in a different room (e.g. going to the gym).
Note: This is not required during transitions and washroom routines.

29.1 No system of attendance verification is in place

There is no procedure for recording arrival and departure of children.

Attendance records do not accurately reflect the number of children present

A count of the children in the room does not match the number of children recorded on the attendance record. When a child or small group of children leave the room (e.g. For small group activity in a another room) the names of the children who have left the room are reflected on the main attendance or on a post it note attached to it (note: this is not required during transitions and washroom routines).

29.2 Attendance verification system in place

There is a procedure for recording arrival and departure times of children.

29.3 Children's arrival and departure times are always recorded on the main attendance record

The main attendance shows that all children's arrival and departure times are always recorded.

A review of previous attendance records shows that all children in attendance were signed in and out.

Attendance is verified after staff and children's transitions

During observation of at least two staff or child transitions, staff communicate the correct number of children in attendance to each other.

Portable attendance travels with each group

When staff leave the room with a small group of children, they take a portable attendance that accurately lists children's names.

29.4 Written verification of attendance after each staff change or transition

Written verification confirms staff check children's attendance after each staff change or transition that requires them to leave the room (e.g. staff initial the attendance record to verify that they have checked and confirmed attendance).

INTERACTIONS

Staff demonstrate competence in their interactions with all children that respects their individual abilities and developmental levels. **Students, volunteers, parents are not considered staff**

1. Not At All: The target behaviour is not displayed by any of the staff in the room during the assessment.
2. Some what : Staff displayed the target behaviour a little bit during the assessment. For example, if there are two staff in the room, both displayed the behaviour a little bit, or one staff displayed quite a bit of the behaviour and the other did not display it at all.
3. Quite a bit : Staff displayed the target behaviour most of the time during the assessment. For example, all staff displayed the behaviour most of the time or, in the case of two staff in the room, one staff displayed the behaviour all of the time while the other displayed it only a little bit.
4. Very Much : The target behaviour is displayed almost consistently by all staff in the room during the assessment.

30. Positive Atmosphere

Maintains a positive voice tone

Staff maintain a tone of voice with children that is positive (e.g. warm, welcoming, pleasant, agreeable) and not negative (e.g. sarcastic, mocking, harsh). Comments do not belittle or demean.

Responds to children's emotions appropriately

Staff respect children's emotions and respond in ways that allow children to learn and grow from the experience. They recognize and acknowledge signs of children's emotions, such as when a child is happy, sad, angry or worried.

ELECT TIP (30)

Principle:
 Demonstrating respect for diversity, equity and inclusion pg. 76
 Continuum of Development:
 Emotional: 2.4
 Empathy pg. 25

Models positive social behaviour and interactions

Staff are courteous (e.g. they greet people as they come into the room) and respectful (e.g. they do not interrupt) to children, parents and coworkers.

Maintains a calm manner

Staff project a calm and confident attitude and are not agitated.

31. Supervision of Children

Balances checking and scanning of the environment with child interactions

Staff periodically scan the room and are aware of what is happening around them. At the same time, they interact with children. Staff support each other with monitoring and supervision as needed (e.g. one staff responds to a child's individual needs, while the other staff monitors the rest of the room).

Aware of the number and location of children

Staff are aware of the number of children in the room, where they are and what they are doing. Ask staff open ended questions such as:

- Which children are sleeping right now?

32. Fostering Children's Independence

Respecting children's decisions

Staff respect children's decisions (e.g. When children demonstrate that they are tired, hungry or full staff respond appropriately).

Supports the development of self-help skills

Staff support children as they learn new skills instead of doing things for them. This may include giving children the opportunity to walk/crawl rather than being carried, or the choice to hold their own spoon at lunch time.

Providing time for children to complete tasks

Staff give children appropriate warnings before taking a toy from a child or removing a child from an activity.

33. Supporting the Development of Self-Esteem

Addresses children by name

The majority of the time, staff address children by name and do not use pet names (e.g. cutie, sweetie, angel).

Respects individual and ethno-racial diversity

Staff are respectful of individual and ethno-racial diversity (e.g. greet children and parents in their own language; acknowledge and recognize cultural celebrations). Staff are respectful of families' culturally-based parenting practices.

Responds to children's interests

Staff observe children to find out what interests them and then incorporates their interests into activities.

- How do you use your observations in planning activities?

Breaks tasks into small steps to ensure a child's success

Staff look for opportunities for children to do a small step of a task, eg. when undressing, child is asked to take their own hat off.

Uses praise and encouragement

Staff recognize children's achievements (taking a first step, holding a spoon) and give positive feedback and encouragement.

ELECT TIP (33)

Principle:

Demonstrating Respect for Diversity, Equity and Inclusion pg. 76

Continuum of Development

Emotional: 2.1 -2.5 pg. 25

34. Behaviour Guidance

Matches expectations with children's abilities and/or developmental level

Staff expectations of children's behaviour match or are compatible with each child's unique abilities and developmental levels within a range of 0-18 months.

Calmly explains the consequences of behaviour

Staff remain calm when dealing with behavioural issues. They redirect children and provide appropriate limits.

Anticipates behaviour and provides alternatives and re-direction

Staff anticipate difficult situations and provide redirection for children. Examples may include: An older infant is throwing a ball toward a young infant; staff might suggest that they roll the ball, as the other child is too little to catch it in the air.

35. Supporting the Development of Communication Skills

Initiates and builds on language/ interactions with and between children

Staff extend language with individual children as well as interactions between children.

Examples may include: Building on a child's play by asking "Where's the bunny" while reading a book and getting the child to point to the animal Building on child's language by echoing back and repeating the sounds a child makes. Extending an interaction between two children by asking "Where's Johnny's nose? Can you say nose?"

ELECT TIP (35)

Continuum of Development

Communication, Language and Literacy: 3.1 – 3.3 pg. 26-27

Uses clear descriptions and directions

Staff use simple language and gestures when communicating with children, particularly when providing information or direction. For example, Staff hold up a clean diaper and say to a child "it's time to change your diaper". Staff says "clap your hands" and then models by clapping their own hands.

36. Extending Children's Learning

Responds to spontaneous learning opportunities

Staff respond to spontaneous learning opportunities to build on children's knowledge or experiences. For example, if the water table is being used by children and they become engaged in squishing a sponge and watching the water spurt onto the floor, staff may respond to the spontaneous learning opportunity by saying "Where's the water? Uh-oh let's wipe it up".

ELECT TIP (36)

Principle:

Play is a means to early learning pg. 77

Encourages problem solving

Staff support children to solve simple problems. For example, putting a cloth over a toy truck and asking "where's the truck? Where did it go?"

Follows children's lead

Staff follow children's interest and extend learning opportunities. For example, a child who is enjoying a game of peek-a-boo is offered a cause and effect activity (pop-up toy).