

# PRESCHOOL

## Children's Services Operating Criteria Guidelines – Preschool Section 2012

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## Toronto Children's Services Operating Criteria Guidelines

Section:	Note:	Clarification:
All program sections, playground, Nutrition and Admin	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.

### 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 in the room 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 play (as per *Day Nursery Act*, Legislative Reference 53(4)(d))**

**Indoor play**

**Quiet and active play**

**Individual and group time**

**Child and staff initiated activities**

**Time to meet children's physical needs - (eg. 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 (eg. 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 (eg. 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  
Understanding  
Children's develop-  
ment 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 (ie. 3,6, 8, 9, 10,11,13,14,15, 16, 17, 21).

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

Planning does not cover all hours of operation of the room. The program plan 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 (ie. 3, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 21).

### **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, examine insects with a magnifying glass, build train tracks with trains, tracks, cardboard boxes. 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:

Pegs and number peg boards - 4.15 representation of numbers;  
scarves and classical music - 5.2 gross motor, movement and expression.  
Discussion & documentation of our favourite foods – 3.13 match spoken words with written ones.

Creating with glue and collage materials – 4.3, representation, using a variety of materials to build with and express their ideas.

### **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.

#### 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, matching games) 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 the opportunity to share, but not expected to share, child is provided a larger paint brush to paint, child is shown the steps for dressing.

#### ELECT TIP (3)

Principles:

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

#### 3.4 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.

#### 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 without having to ask for help from staff. Children can remove the lids from toy bins independently, where applicable.

#### 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 can read a book) AND large areas where 3 or more children can play together. There are sufficient tables and chairs.

##### The play environment is arranged into learning areas that are open and accessible throughout the day.

##### Similar areas may be combined

Learning areas provide space for: Sensory/Art, Language/Listening, Dramatic, Construction/Block and Cognitive/Manipulative. All learning areas are open during free play, planned program time etc.

##### Floor space with suitable floor coverings is available

There is at least one area of the floor with a soft covering (eg. mats, carpets) 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 (eg. all puzzle pieces, bin of toys etc.)

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

Staff have time scheduled daily (eg. on the staff duty sheet, in a log book) when they are away from children to prepare materials (eg. 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 commercial displays (eg. store bought alphabet charts), adult-made displays (eg. family tree with pictures of the children in the room and their families) and child-made displays (ie. children's art).

#### **ELECT TIP (5)**

Continuum of Development  
Emotional: 2.2  
Identity Formation  
pg. 62

#### **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 (eg. seasonally appropriate, recent dates on photographs).

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

Children are able to see themselves in displays. Displays include pictures that reflect the age range in the room. 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 (eg. pictures include more than one 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 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 the cloakroom, hallways etc. **Displays from each category are placed in an inclusive manner and displayed throughout the environment (e.g. not all abilities/disabilities grouped together).**

### 6. Diversity in Play Equipment/Toys

**Diversity:** refers to race, culture, gender, age, language, family status and ability.

#### 6.1 Play equipment, toys or materials are biased or stereotypical

Play equipment, toys and/or materials depict stereotypes and do not represent diversity (eg. dolls are all one colour).

#### 6.2 Play equipment, toys or materials are developmentally appropriate

Play equipment, toys and/or materials in the room are appropriate for the children enrolled.

#### 6.3 Play equipment, toys and materials represent a diverse range of:

##### Cultures/Races:

May include dolls with different skin tones, ethnic foods in the 'kitchen'/pretend play area, cultural dress in the dress-up area.

##### Abilities and disabilities:

May include toy wheelchairs or guide-dogs, dolls with leg braces, puzzles and/or books that depict people with disabilities.

For each of the above, there are 2 or more types of play equipment, toys or materials, integrated with other equipment, toys and materials.

#### 6.4 Staff incorporate ethno-culturally relevant activities into the program

**Activities and experiences offered demonstrate that** ethno-cultural activities are offered to children (eg. cooking, playing musical instruments from other countries, singing songs in another language).

Ask Staff:

- What ethno-cultural relevant activities do you offer to the children in your program?
- How often do you incorporate these activities into your program?
- Describe an ethno-cultural activity you have offered?

### 7. Art/Sensory Activities, Equipment and Materials

#### Art Equipment and Materials may include:

- Painting (paints, easel, paint shirts, brushes, water containers)
- Drawing (paper, crayons, pencil crayons, pastels, table space)
- Cutting and pasting (magazines, paper, children's scissors, glue)

#### Sensory Activities (Equipment and Materials) may include:

- Sensory table (shaving cream, oatmeal, goop)
- Water table
- Finger painting

*NOTE: Materials are not required to be accessible throughout the day for independent use by children in specialized settings*

#### ELECT TIP (7)

Continuum of Development

Cognition: 4.3 Representation pg. 52

Physical: 5.2 Fine Motor; Tool use, Drawing pg. 60

### 7.1 No equipment for either art or sensory activities

There is no equipment for art or sensory activities offered during free play.

#### Art materials are not accessible throughout the day

Children cannot use art materials such as markers, crayons, scissors, glue or paper independently throughout the day.

#### Drawing tools do not include natural skin tones

Skin tones are not reflected in a range of art supplies/drawing tools ie.: markers, crayons, paint, paper etc A wide spectrum of skin tones is not available to children.

### 7.2 Equipment and materials for either art or sensory activities

Equipment and materials for one sensory activity (eg. a water table) OR one planned art activity (eg. making snowmen) is open to children during free play.

#### Art materials are accessible sometimes during the day

Children can use art materials independently at least 25% of the day. Ask staff open ended questions such as:

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

### 7.3 A sufficient number of scissors, paper, a variety of drawing tools, fabric, collage and modeling materials are in good condition and accessible for independent use

There are enough scissors, paper, drawing tools, fabric, collage and modeling materials for the number of children who want to use them. Children do not have to ask staff for materials or wait for materials to become available. There are at least 3 or more different types of drawing tools for children to use. The materials that children are using are in good condition (eg. crayons are usable, markers are not dried out, scissors cut, paper is not torn or written on). Test the materials if not in use by children at the time of the assessment.

### Equipment for sensory activities is accessible

Equipment for sensory activities, such as a sand, water table, easels, is open to children.

### Staff provide opportunities for art/sensory activities throughout the day

The schedule or program plan indicates that art/sensory activities are offered at different times during the day, in both the morning and the afternoon.

### 7.4 A variety of three-dimensional materials are accessible

There are 3 or more three-dimensional art materials, such as boxes, feathers, cotton balls, open for children to use in their art.

### More than one art and/or sensory activity offered daily

At least two art activities OR two sensory activities OR a combination of both is offered to children every day.

## 8. 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.

### 8.1 Less than 1.5 developmentally appropriate books for each child enrolled

There are not enough books in the book area. (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

The room does not have a separate reading area or the area does not include things such as a sofa, chairs, cushions, to make the area comfortable for children to sit.

#### ELECT TIP (8)

Continuum of Development  
Communication, Language and Literacy: 3.7 – 3.11 pg. 49-50

### 8.2 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.

### 8.3 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.

#### Area includes at least one other accessory that is accessible to children

There is at least one accessory (eg. puppets, CD/tape player, flannel board) in the book area for children to use in combination with books to extend their play (eg. puppets to tell a story from a book).

### 8.4 Books incorporated into one other learning area

Books are placed in one other area of the room, such as the science, art, drama areas, to extend and enhance children's learning.

#### Books relate to the current program plan/outline of activities

Two or more books in the room relate to the current program plan/outline of activities focus to support and enhance children's learning.

## 9. Language and Listening

**Language Activities:** may include picture to word matching, creating rhyming poems.

**Listening Activities:** may include sound matching games, following along with audio books.

### 9.1 No planned language and listening activities

Current or past program plan/outline of activities does not indicate planned language and listening activities.

#### ELECT TIP (9)

Continuum of Development

Communication, Language and Literacy: 3.1 -3.14  
pg. 48-51

### 9.2 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.

### 9.3 Language and listening activities are planned daily, during group and/or individual reading times

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 (not applicable when all children attend Full Day Kindergarten except on non-instructional days)

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

#### Toy bins and/or shelves are labeled with words and/or pictures

At least half of the bins and/or shelves are labeled with words, pictures or a combination of both.

### 9.4 Staff provide opportunities to enhance language experiences into other program areas

Language experiences are incorporated into other forms of play and other areas of the room to extend children's learning (eg. When book is read about the hungry caterpillar, a painting activity is offered and staff are recalling vocabulary used in the story with the children).

### 10. Music and Accessories

**Music:** may include playing recorded music (eg. 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

#### 10.1 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.

#### 10.2 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.

#### 10.3 Variety of music 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.

#### ELECT TIP (10)

Continuum of Development

Communication, Language and Literacy: 3.10 Phonological Awareness pg. 50

Physical: 5.2 Gross Motor pg. 58-59

Physical: 5.4 Auditory Skills and Music pg. 60

**Staff sing with children daily (not applicable when all children attend Full Day Kindergarten except on non-instructional days)**

Staff are observed singing with children during the assessment.

#### 10.4 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 (eg. dancing, singing action songs) at least once a week.

### 11. TV and/or Movie Usage

If television and/or movies are never or only used in the room once or twice a year, score this indicator as N/A (not applicable).

#### 11.1 TV and/or movie usage exceeds 90 minutes per week

The posted program plan indicates more than 90 minutes of television/movie usage for the week. If television/movies are not part of the program plan/ outline of activities for the week, ask staff open ended questions such as:

- How often do children in this room watch television or movies?
- How long are the programs watched by children?

#### No planned alternate activity

The posted program plan/[outline of activities](#) indicates television/movie usage but does not indicate an alternate activity for children who may want to do something else. If television/movies are not part of the program plan/[outline of activities](#) for the day/week, ask staff open ended questions such as:

- What happens if some children do not want to watch the movie/television program?
- What do children do if they do not want to watch the movie/television program?

## 11.2 Alternate activities are indicated on the program plan/ outline of activities

At least one alternate activity is on the program plan/ [outline of activities](#) for children who do not want to watch the movie or television program. If television/movies are not part of the program plan/outline of activities for the day/week, ask staff open ended questions such as:

- What do you do if children do not want to watch television or movies?
- How do you make sure there is something else for children to do if they do not want to watch television or movies?
- How would I know if there is something else planned for children who do not want to watch television or movies?

## TV and/or movie watching is documented on the program plan/outline of activities

The name of the television program and/or movie shown to children is indicated on the posted program plan/ outline of activities. If television/movies are not part of the program plan/[outline of activities](#) for the day/week, ask staff open ended questions such as:

- How do you document the television programs or movies that children watch?
- What do you include in the documentation?

## 11.3 TV and/or movie content is rated "Family" or "G" and is free of bias and stereotypes

Review the content and the rating on the cover of the DVD/VHS or ask staff open ended questions such as:

- How do you choose the television programs or movies that children will watch?
- How do you determine if television programs or movies are suitable for children in the room?

## Information, including the name and length of TV and/or Movie, is documented on the program plan/outline of activities

The name AND the length of the television program or movie is indicated on the program plan/ outline of activities. If television/ movies are not part of the program plan/ [outline of activities](#) for the day/week, ask staff open ended questions such as:

- How do you document information about a television program or movie that children watch?
- What information do you include on the program plan/[outline of activities](#) when children watch a television program or movie?

## Parents are notified in advance of all TV and/or Movie

Parents are given advance notice of the specific movie or television program and when it will or potentially will be shown to children. This may include posting an information sheet in a place accessible to parents before the start of the day when the movie or program will be shown or having parents sign a consent form that lists the movie(s) or program(s) that may be shown on a specific date or from time to time. If movies or television programs are not part of the program plan for the day/week, ask staff open ended questions such as:

- How do you tell parents about television programs and movies that are planned for children to watch?
- How far in advance do you tell parents about television programs and movies that are planned for children to watch?

## 11.4 Alternate activities are equally interesting to children and do not create a conflict between activities

The alternate activity or number of activities planned is reasonable given the length of the movie or television program. Children can reasonably participate in the alternate activity without interference or distraction from the movie or television program. Conversely, the alternate activity does not interfere with or distract children who want to watch the movie or television program (eg. lights are dimmed for the movie but children participating in the alternate activity are still able to see what they are doing). If television/

movies are not part of the program plan/ [outline of activities](#) for the day/week, ask staff open ended questions such as:

- How do you determine what alternate activities to plan for children who do not want to watch the movie or television program?
- What do you consider when planning for an alternate activity for children who do not want to watch the movie or television program?

### **TV and/or movies shown are used to extend learning and are integrated into the program plan/[outline of activities](#)**

The movie or television program extends and supports children's learning and relates to other activities planned for children. Ask staff open ended questions such as:

- How do you choose what movies and television programs children will watch?
- What is your policy on what movies and television programs are shown to children?
- How do you incorporate movies and television into your program?

## **12. Computer Usage**

If computers and electronic games, including hand held devices, are not used in the room, score this indicator as N/A (not applicable).

### **12.1 No guidelines are in place for computer/electronic game usage**

If there is no evidence of written guidelines, ask staff open ended questions such as:

- Do you have written guidelines on children using the computer?
- What information is in your guidelines for using the computer?
- How are the guidelines on using the computer shared with children?

### **12.2 Time is sometimes limited and allocated equitably**

The guidelines for using the computer are only followed 25% of the time or less (ie. for some children but not all children). Some children are allowed unreasonable or unlimited time (eg. all morning) on the computer. Not all children who want to use the computer are able to do so. If children are not using the computer or if it is shut down during the assessment, ask staff open ended questions such as:

- How do you allocate time on the computer?
- What do you do if a child wants to use the computer but it is already in use by another child?
- How do you monitor the amount of time that children are on the computer?

### **12.3 When available, the use of computer/electronic games is supervised and time is allocated equitably**

Written guidelines are followed ALL the time for ALL children. There is evidence that time spent by children using the computer is monitored (eg. a sign-up sheet, an egg timer). If this is not evident, use the answers provided in 12.2 to score this item.

### **Games are rated "E" for Everyone (suitable for children aged five years or younger)**

Check the rating on at least three computer games stored in the room. If there are games that are preloaded on the computer, if children are not using the computer or if it is shut down during the assessment, ask staff open ended questions such as:

- How do you choose the computer games that are used in the room?
- What is the policy on what computer games are used in the room?
- What is the rating on the games used in the room?

### **12.4 Variety of educational games and computer programs are available**

There are 3 or more different types of educational games and programs (eg. number games, word building games, matching games) for children to use even if they have to ask staff for the game. If

children are not using the computer or if it is shut down during the assessment, ask staff open ended questions such as:

- What programs do you have on the computer for children?
- How many computer games do you have for children?
- What type of computer games are available to children?

### 13. Dramatic Play Activities and Accessories

**Dramatic Play Accessories:** may include dress up clothes, puppets, toy appliances, furniture such as a stove, table/chairs, dishes, washer/dryer.

**Kits/Prop boxes:** may include bins filled with materials and toys for a specific theme (eg. the bin may include rollers, paint brushes, smocks, etc. when the theme is "house painting".)

#### 13.1 Insufficient accessories for the number of children enrolled

There are not enough accessories for dramatic play for the number of children who want to use them.

#### 13.2 Accessories are in good condition

All accessories for dramatic play are in good working order, intact and clean.

#### 13.3 Accessories and equipment encourage a variety of role-playing possibilities

A dramatic play focus is identified on the program plan/outline of activities. Accessories and equipment provide for 3 or more role playing possibilities within the dramatic play focus. eg. Grocery store, cashier, customer, stock person etc.

#### ELECT TIP (13)

Continuum of Development

Communication, Language and Literacy: 3.10 Phonological Awareness pg. 50

Physical: 5.2 Gross Motor pg. 58-59

Physical: 5.4 Auditory Skills and Music pg. 60

#### Accessories and activities reflect children's interests and the program plan/outline of activities

The dramatic play accessories and activities reflect the dramatic play focus indicated on the program plan/outline of activities ( eg. Cash register, aprons, grocery cart, groceries, brooms etc.) and children are engaged in the activity.

#### Area includes a mirror located at child's eye level

A mirror at child's eye level is in the dramatic area or in close proximity.

#### 13.4 Kits/prop boxes are available for rotation

Ask staff open ended questions about the storage and rotation of accessories such as:

- Are there kit or prop boxes available for you to use? If so, what are they?
- Where do you store accessories for kits/prop boxes?
- Describe how you have used these accessories.

### 14. Construction/Block Activities and Accessories

**Construction/Block Materials:** may include different sizes of building blocks, Lego, wooden blocks, Connects, cardboard blocks

**Construction/Blocks Accessories:** may include race tracks, cars, little people, Lego pieces such as buildings, windows, doors, and trees.

#### 14.1 No variety of construction/block materials

There are less than 3 different kinds of building materials and/or different types and sizes of blocks in the block area.

#### 14.2 Materials and toys in good condition

All construction materials and/or toys are in good condition (eg. wooden blocks are not splintered and chipped, cardboard blocks are not damaged).

#### ELECT TIP (14)

Continuum of Development

Cognition: 4.10-4.22 pg. 54-57

**14.3 Area includes a sufficient number and variety of appropriate construction materials and props**

There are enough materials and props for the number of children who want to use them. There are 3 or more different types of appropriate construction materials (eg. small and large blocks) AND 3 or more different props (eg. raceways, cars, people, animals etc) in the block area.

**14.4 Minimum of one planned activity documented weekly**

Planned activity using materials accessible in the block area at least once per week (eg. Blocks, Chairs etc. are used to build a bus and staff sing wheels on the bus with children).

**15. Cognitive/Manipulative Activities and Accessories**

**Cognitive Activities:** may include counting and sorting games; buckets of coloured bears (for sorting into different colours); different animals mixed in together (categorizing), puzzles.

**Manipulative Activities:** support development of fine motor skills and include lacing, sewing cards, small Lego pieces.

**Planned Cognitive Activities:** are typically structured by staff and include specific directions to children on how materials are to be used (eg. Sorting bears by colours).

**15.1 No variety in cognitive materials**

There are less than 3 different types of cognitive materials for children to use.

**15.2 Materials and toys in good condition**

Materials and/or toys are in good condition, complete and contain all pieces.

**ELECT TIP (15)**

Continuum of Development

Cognition: 4.4 - 4.22 pg. 53-57

Physical: 5.2 Eating pg. 41

**15.3 A variety of cognitive/manipulative toys accessible to children**

There are 3 or more different types of cognitive/manipulative toys for children to use independently.

**Total of two complete toys for each child enrolled including toys for rotation**

For each child enrolled in the room, there is a minimum of two complete toys (eg. a farm with animals; a bin of toys) in the room, including toys in storage for rotation.

**15.4 One planned cognitive activity provided daily**

There is a current program plan/[outline of activities](#) posted that indicates at least one cognitive activity is planned for every day of the week.

**16. Science and Nature Experiences and Accessories and Materials**

**Science and Nature Experiences:** may include cooking, examining plants and animals, experimenting with magnets and weight etc

**Science and Nature Materials:** may include measuring cups, magnifying glass, thermometer, birds nest, magnets, weigh scales, books on plants and animals etc.

**16.1 No materials for science and nature experiences**

There are no materials in the room, including relevant books, to provide for science and/or nature experiences.

**16.2 Activities and experiences are planned and documented**

There is a current plan/[outline of activities](#) posted that indicates science and/or nature activities/experiences are planned for children.

**16.3 A variety of equipment and materials are available to ensure that Science and Nature experiences occur a minimum of once per week**

There is a current program plan/[outline of activities](#) posted that indicates a science and/or nature activity is planned at least once in the week. There are at least 3 or more different types of science and/or nature equipment and materials, which may include relevant books, in the room for children, even if they have to ask staff to use them.

**16.4 Planned Science and Nature activities occur more than once per week**

There is a current program plan/[outline of activities](#) posted that indicates science and/or nature activities are planned more than once a week.

**17. Physical Activities/Active Play Indoors or Outdoors**

**Planned Physical Activity:** [May include activities such as an obstacle course, basketball \(aiming and throwing\), ball games \(passing and catching\), bowling, hopscotch.](#)

**ELECT TIP (17)**

Continuum of Development  
Physical: 5.1  
-5.2 pg. 58-59

**17.1 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. Or on a separate outdoor program plan/[outline of activities](#).

**17.2 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](#).

**17.3 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](#).

**Activities are planned to ensure all children are able to participate.**

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

**17.4 Children are given a choice of more than one planned physical activity**

There is more than one planned and implemented physical activity at a time for children to choose from (eg. soccer OR jump rope).

**18. Meals and/or Snack Time**

**Meals:** lunch for children in full day programs only. Includes a bagged lunch provided for children as approved on the centre's license, where applicable.

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

**ELECT TIP (18)**

Continuum of Development  
Communication, Language and Literacy: 3.4  
Conversing with Adults pg 48  
Physical: 5.3  
Eating pg. 60

**18.1 Food is used as a reward or punishment**

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

**18.2 Some conversations and interactions occur during meal and/or snack times**

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

### **18.3 Meal and/or snack times are viewed as educational experiences and a time for socialization and conversation**

During observation of at least one meal or snack, staff provide educational experiences (eg. teach children fine motor, self feeding skills; talk about the different foods and where they come from [or they activities they did in the morning](#)).

#### **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 or when a child asks to complete an activity.

#### **Adults sit with children and [serve food at the table during mealtimes](#) as much as possible**

Staff sit with children as much as possible (eg. by putting food on the table ahead of time).

#### **Children are encouraged to eat food, but are never forced**

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

### **18.4 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?

### **Children are encouraged to serve themselves**

Staff provide opportunities for children to serve themselves (eg. staff may serve the meat but children can help themselves to the bread and vegetables on the table).

## **19. Equipment Required for Eating/Seating**

### **19.1 Insufficient number of chairs and/or tables for staff and children to sit together at meals/snack**

On the day of the assessment, there are not enough chairs in the room for all staff and children in the room to sit down to meals and snacks at the same time.

### **19.2 Furnishings are appropriate for the size, ability and developmental level of the children and are adapted as required.**

Chairs and tables are child sized. Where required to meet the needs of individual children, furniture has been adapted (eg. tables are wheelchair accessible, straps are used to help children with low muscle tone sit up straight and leg pummels are used so children do not slide out of their chairs).

### **19.3 There are sufficient serving/eating utensils and dishes available that are appropriate for the age and ability of the children enrolled**

There are enough appropriate serving/eating utensils and dishes for all children and staff in the room to eat at the same time. Napkins or paper towels used for dry foods only.

### **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 shelf.

### 19.4 Seating is arranged in small groups

During meals and snacks, children eat seated in small groups of up to about 8 preschool children or 12 kindergarten children.

#### 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 (eg. on the table or close by on a trolley) for when utensils or dishes fall on the floor or become soiled.

## 20. Toileting/Diapering Routines and Supplies

**Picture Symbol Toileting Routine:** posted in the washroom and shows children what steps to follow when they are in the washroom, including how to use the toilet. (photos depicting children using toilet/potty or being diapered are not considered appropriate).

**Toileting Procedures:** posted or taken by staff for posting (eg. a portable clipboard) when they are toileting children.

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

### 20.1 Washroom is not accessible or adapted for use by all children

Not all children are able to use the washroom independently (eg. there is no step stool for children who cannot reach a sink).

#### Toileting procedure is not posted

There is no toileting procedure posted or taken by staff for posting in the washroom and diapering area.

#### Where applicable, diapering procedure is not posted

There is no diapering procedure posted or taken by staff for posting in the washroom and toileting area.

#### ELECT TIP (20)

Continuum of Development

Physical: 5.3  
Dressing pg. 60

### 20.2 Sufficient supplies are available to ensure toileting and handwashing can be conducted in a hygienic manner

There is enough soap, toilet paper, paper towels, hand dryers, diapers etc for the number of children who need to use the washroom and/or toilets.

### 20.3 Toileting/diapering is unhurried and viewed as an opportunity to interact and engage children in conversation and to encourage self-help skills

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

### Washroom facilities are accessible or are adapted to meet the needs of all the children

All children are able to use the washroom independently. To meet the needs of individual children, adaptations have been made (eg. there is a step stool for children who cannot reach a sink).

### Washroom area includes a mirror at children's eye level

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

### Washroom routines meet children's individual needs

Children's needs are always respected and protected during washroom routines (eg. children are able to go to the washroom when they need to, not just at the scheduled time).

### 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. During observation of a toileting/diapering routine, staff consistently follow the procedures.

### **Disposable gloves are used in addition to handwashing during outbreaks**

If staff are not using gloves on the day of the assessment because gloves are only used when there is an outbreak (eg. diarrhea, giardia), 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?

### **20.4 Picture symbol schedule depicting toileting routine at child's eye level and is used as needed**

A visual depiction of the toileting routine is posted in the wash-room at children's eye level in a place where children can see it. [Staff use the visual schedule to support children as needed, it is observed being used as a teaching tool for children who are learning to use the toilet.](#)

## **21. Cots and Bedding**

**Cots:** All children should have the opportunity to rest on a cot.

**Bedding:** All 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. Pillows are optional and may be provided by parents or the centre.

### **21.1 Cots are not designated**

Children do not rest on the same cot every day. There is nothing on the cots to identify the particular cot designated for each child.

### **No alternative activity is provided**

No alternative activity is provided for children who do not rest. Ask staff open ended questions such as:

- What happens if a child does not rest?
- What activities can children do if they do not want to rest?

### **21.2 Extra bedding is available**

Extra sheets are available if they need to be changed more often. Ask staff open ended questions such as:

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

### **Sheets are changed biweekly**

Sheets are changed at least every two weeks. Ask staff the following question:

- How often do you change the sheets on the cots?

### **21.3 Sheets are changed once a week or sooner if needed.**

Sheets are changed at least once a week, or sooner if needed (eg. when a child wets the cot/mat). Use the answer provided in 21.2 to score this question.

### **Children who wake early or do not nap are permitted an alternative activity which is documented on the program plan/outline of activities or daily schedule**

### **Cot set-up does not interfere with the program**

The set-up of cots does not interfere with children's activities. [Cot set up does not cause hazards.](#)

### **21.4 Resting environment includes soft music and dimmed lighting**

There is soft music playing in the background during rest time. The lights in the room have been turned down or dimmed and/or the curtains/blinds are closed.

### **Children are allowed to bring a soft toy/bedding from home**

Children are able to bring stuffed toys, pillows or blankets from home. Ask staff open ended questions such as:

- What happens if a child wants to bring a soft toy or blanket from home?
- What are children able to have with them when they rest?

## **22. Cloakroom Space and Storage**

### **22.1 No cloakroom space**

There is no space for children to store their 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 children's personal belongings and winter outdoor clothing.

### **Cloakroom is not overcrowded during dressing and undressing of children**

There is enough room for the children using the cloakroom to dress and undress comfortably. Staff may dress children in the room or other appropriate areas so that the cloakroom does not become overcrowded.

### **22.4 A visual schedule of the cloakroom routine is at child's eye level**

There is a *seasonally appropriate* visual/pictorial schedule that shows children how to get ready for outside play (eg. put coat on before mittens).

## **23. Health and Safety**

**Hazards:** anything that is potentially dangerous to children such as; worn/frayed carpet, broken chairs, 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.

### **23.1 Hazards are observed**

One or more hazards are observed.

### **23.2 Some areas in the room are in good repair and hygienic**

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

### **23.3 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**

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

Physical plant issues are rectified 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?

### 24. 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 etc.

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

#### 24.1 Toys/equipment are not washed as per Toronto Public Health guidelines (Extended Day programs wash toys monthly)

Staff do not wash toys and play equipment weekly 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.

#### 24.2 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.

#### 24.3 Toys and play equipment are washed as they become soiled in addition to as required on the posted schedule (Extended Day programs wash toys monthly)

Staff consistently wash toys and play equipment when they see that they are dirty or have been soiled.

Staff consistently follow the posted current schedule for washing toys and equipment.

Ask staff open ended questions such as:

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

#### 24.4 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 washing schedule is signed and dated by staff

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

### 25. Children's Handwashing/Sanitizing Practices

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

#### 25.1 Children do not wash/sanitize their hands

Children never wash their hands or use hand sanitizer.

#### 25.2 Handwashing/sanitizing practices are sometimes followed

Children wash their hands or use hand sanitizer at least 25% of the time before they eat, after toileting and if they wipe their nose.

#### 25.3 Children wash/sanitize their hands before eating, after toileting and if they wipe their nose

Children always wash their hands or use hand sanitizer 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 keep their hands clean (eg. by playing with clean transitional toys or singing at the table).

#### Staff teach children proper handwashing/sanitizing procedures

Staff teach children how to wash their hands or use hand sanitizer according to the steps outlined in the posted procedures for (eg.: handwashing song etc).

### 25.4 Visual handwashing procedure posted at child's eye level and used as needed

Picture symbols/photo's outlining the steps children need to follow for handwashing is posted in a place accessible to children in the washroom.

Visual handwashing procedure is used when necessary, such as when there is a new child in the program or for a child learning handwashing procedures.

Ask the staff or the Supervisor, open ended questions such as:

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

## 26. Staff Handwashing/Sanitizing Practices

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

### 26.1 Staff do not wash/sanitize their hands

### 26.2 Staff handwashing/sanitizing practices are sometimes followed

Staff wash their hands or use hand sanitizer at least 25% of the time before eating and serving food, after toileting and if they wipe children's noses.

### 26.3 Staff wash/sanitize their hands before eating and serving food, after toileting and if they wipe children's noses

Staff consistently wash their hands or use hand sanitizer before eating and serving food, after toileting or if they wipe children's noses.

### 26.4 Proper handwashing/sanitizing procedure is posted and followed by staff

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

### Supervisor monitors handwashing/sanitizing practices and reviews expectations with staff

## 27. Transitions

**Transitions:** when children move from one activity to another.

**Small groups:** one staff with a group of up to 8 preschoolers or up to 12 Kindergarten children

Exceptions to small group transitions may include safety considerations

### 27.1 Extended waiting during transitions

During the observation of at least two transitions, children are standing or sitting for an extended period while waiting to move to the next activity.

*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).

### 27.2 Children are sometimes transitioned in small groups

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

### 27.3 Children are transitioned in small groups

Children are always transitioned in small groups.

#### ELECT TIP (27)

Continuum of Development:

Emotional: 2.5 Regulating Attention, Emotions and Behaviour pg. 47

Cognition: 4.1 Self Regulation pg. 52

### **Positive interactions occur between staff and children during transitions**

Staff support and encourage children during transitions, excluding when they instruct or provide direction.

### **27.4 Staff facilitate transitions to meet individual children's needs**

Staff facilitate transitions by using props (eg. transitional cards, a timer, a bell, fidget toy, stop and go signs etc), visual cues (eg. a real object such as food, a coat, or refer to the visual schedule) and/or songs.

## **28. 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.*

### **28.1 No system of attendance verification is in place**

There is no procedure for recording arrival and departure times 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 (eg. 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).

### **28.2 Attendance verification system in place**

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

### **28.3 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.

### **Where applicable, when children attend school, attendance is verified and recorded for each session**

When children leave and return from school, the attendance list reflects their arrival and departure times.

### **28.4 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 (eg. 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. **Somewhat:** 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.

### 29. Positive Atmosphere

#### Maintains a positive voice tone

Staff maintain a tone of voice with children that is positive (eg. warm, welcoming, pleasant, agreeable) and not negative (eg. 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 signs of children's emotions, such as when a child is happy, sad, angry or worried. They acknowledge the emotion (eg. "You look sad") and encourage a child to process the emotion (eg. "Tell me what happened?").

#### ELECT TIP (29)

Principle:

Demonstrating respect for Diversity, Equity and Inclusion pg. 76

Continuum of Development

Emotional: 2.4 Recognize and Expressing Emotions pg. 46

Emotional: 2.5 Regulating Attention, Emotions and Behaviour pg. 47

#### Models positive social behaviour and interactions

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

#### Maintains a calm manner

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

### 30. 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 and engage them in conversation. They support each other with monitoring and supervision as needed (eg. one staff focuses on the art table, 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 activities they are involved in. Ask staff open ended questions such as:

- How do you ensure that all children in the room are supervised?

### 31. Fostering Children's Independence

#### Respecting children's decisions

Staff encourage children to make decisions for themselves (eg. to decide what colours they want to use during an art activity; to choose if they want to participate in circle; to choose to play in the block or drama area). Staff listen to and support children's decisions. (eg. "That sounds like a good decision, you do play well with her" or "Tell me why you think it's a good decision to lay on the floor right here?")

#### ELECT TIP (31)

Continuum of Development

Emotional: 2.1-2.6 pg 47

### **Supports the development of self-help skills**

Staff support children as they learn new skills instead of doing things for them. This may include coaching children through the process of tying shoes or providing opportunities for children to serve themselves during lunch.

### **Providing time for children to complete tasks**

Staff give children appropriate notice before transitions and accommodate children who need more time to finish (eg. states another time when children can complete the task or project and, where possible, provides a safe place for the unfinished project or materials until later).

## **32. Supporting the Development of Self-Esteem**

### **Addresses children by name**

Staff address children by name and do not use pet names (eg. cutie, sweetie, angel).

### **Shows respect for individual and ethno-racial diversity**

Staff show respect for ethno-racial diversity (eg. allow a child to bring chop sticks from home; greet children and parents in their own language; acknowledge and recognize celebrations such as Lunar New Year or Black History month). Staff value children's differences (eg. "Yes, she wears a beautiful hijab").

### **Responds to children's interests**

Staff listen to children to find out what interests them and incorporate their interests into activities and discussions. They may extend or expand a conversation based on the topics that children raise. (eg. "That's right, ice is cold. What else can you find that is cold?").

#### **ELECT TIP (32)**

Principle:

Demonstrating respect for Diversity, Equity and Inclusion pg. 76

Continuum of Development

Emotional: 2.1-2.6 pg. 46

Social: 1.5 Interacting Positively and Respectfully pg 44

Communication, Language and Literacy: 3.2 Using English and the Child's home language pg. 48

### **Breaks tasks into small steps to ensure children's success**

Staff give one or two step directions (eg. get your coat and come back) instead of giving multiple steps (eg. stand up, go to the cloak-room, get your boots and coat on, come back to the room and then go wait at the table).

### **Uses praise and encouragement**

Staff recognize children's achievements and give positive feedback and encouragement.

## **33. Behaviour Guidance**

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

Staff expectations match or are compatible with each child's unique abilities and developmental levels within a range of 2.5 to 5 years of age.

### **Calmly explains the consequences of behavior**

Staff remain calm when dealing with issues. They set limits and provide a clear explanation of consequences. (eg. "I am waiting for you to tidy up your lunch things so we can go to the washroom" or "Please stop hitting your friends. Hitting hurts and you will have to move away from your friends if you continue to hit").

### **Anticipates behaviour and provides alternatives and re-direction**

Staff anticipate difficult situations and provide redirection for children. Examples may include: Two children are building a puzzle together and a third child wants to join them; staff might ask the two children who had been working on the puzzle how they can work together.

It has just snowed, but staff know that the children have been looking forward to a planned bike activity; staff might say to the children "We won't be able to take the bikes out today because of the snow, but what if took out the toboggans?"

#### **ELECT TIP (33)**

Continuum of Development

Social: 1.1 – 1.9 pg. 43-45

### 34. Supporting the Development of Communication Skills

#### ELECT TIP (34)

Continuum of Development

Communication, Language and Literacy: 3.1 -3.14 pg 48-51

#### Initiates and builds on conversations with and between children

Staff extend conversations with individual children as well as between children. Examples may include: building on a child's play by asking "What do you think the mommy will do next?" or "How is the rabbit going to find food?"

Extending a conversation between two children by asking "How can you and Billy sort out who will go first?" or "I wonder if Sarah has been on a holiday like the one you just went on?"

#### Uses clear descriptions and directions

Staff use simple language when talking with children, particularly when providing information or direction. For example, staff may say: *"When we get to the gym, please sit on the floor so I can tell you what we are going to do today".*

*"When the napkins are passed to you, say to your neighbour 'please take one and pass them onto the next person'".*

#### Encourages problem solving

Staff support children to solve their own problems. For example, a child may have lost a toy that she/he brought from home. Instead of searching the room looking for the toy, staff help the child to remember when she/he last had it, to figure out where she/he might have left it. Ask "Why did that happen?" "How can you solve this?"

#### Follows children's lead

Staff follow children's lead. For example, an activity with snow in the water tub with shovel's is not interesting children, so the children are given food coloring to add to the snow and encouraged to talk about colour changes.

### 35. 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 asking "Why did that happen? Did you think that would happen? What might happen if the floor is wet and slippery?"