

TODDLER

Children's Services Operating Criteria Guidelines – Toddler 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 and 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.

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, 12, 13, 14, 19).

ELECT TIP (2)

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

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, 12, 13, 14, 19).

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:

Sorting bears by size - 4.9 sorting

Walking along stepping stones - 5.1 Balance

Using farm house with animals - 3.2 Expressive language, words

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

Developmental review completed for all toddlers

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

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 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 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 .

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.)

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.

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: 2.6
Identity Formation
pg. 37

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)

ELECT TIP (7)

Continuum of Development

Physical: 5.2 Fine Motor pg. 42

Physical: 5.3 Senses pg. 42

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.

7.1 No equipment for either art or sensory activities

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

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 art or sensory activities

Equipment and materials for one sensory activity (eg. Sensory bins) OR one planned art activity (eg. Finger painting) is offered to children daily. Ask staff open ended questions such as:

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

7.3 Three art and/or sensory activities offered daily

At least 3 art and/or sensory activities are offered daily

7.4 A variety of drawing tools, fabric, collage and modeling materials are in good condition and accessible for independent use.

Drawing tools, fabric, collage and modeling materials are in good condition and children can take these items from a shelf themselves

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.

ELECT TIP (8)

Continuum of Development
Cognition: 4.7 Symbol
Thought, Representation
and Root Skills of Literacy
pg. 40

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.

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.*

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

Includes at least one other accessory that is accessible in the room for children

There is at least one accessory (eg. puppets, flannel board) in the room 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 focus

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

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](#)).

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.

ELECT TIP (9)

Continuum of Development

Communication, Language and Literacy: 3.1 -3.2 pg. 38

9.1 No planned language and listening activities

Current or past program [plan/outline](#) of activities does not indicate planned language and listening activities.

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

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

ELECT TIP (10)

Continuum of Development

Social: 1.1 Social Interest pg. 35

Physical: 5.1 Gross Motor pg. 41

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.

Staff sing with children daily

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. 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 focus (eg. the bin may include rollers, paint brushes, smocks, etc. When the focus is "house painting").

ELECT TIP (11)

Continuum of Development

Social: 1.3 Parallel Play
pg. 35

Cognition: 4.7 Symbol Thought, Representation and Root skills of literacy
pg. 40

Physical: 5.2 Fine Motor; Dressing
pg. 41

11.1 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.

11.2 Accessories in good condition

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

11.3 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.](#)

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 children's eye level is in the dramatic area or in close proximity.

11.4 Kits/prop boxes 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.

12. Construction/Block Activities and Accessories

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

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

ELECT TIP (12)

Continuum of Development

Cognition: 4.1-4.9
pg. 39-40

12.1 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.

12.2 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).

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

There are enough materials and props/toys 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/toys (eg. [raceways](#), [cars](#), [people](#), [animals etc](#)) in the block area.

12.4 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).

13. 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, Duplo 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).

13.1 No variety in cognitive materials

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

13.2 Materials and toys in good condition

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

13.3 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.

One planned Science and Nature activity provided weekly

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

13.4 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.

14. 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), pulling wagons, bowling.*

ELECT TIP (14)

Continuum of Development
Physical: 5.1
Gross Motor
pg. 41

14.1 No planned physical activities

There is no current plan/*outline of activities* posted or there is no physical activity indicated on the program plan/*outline of activities* for the week.

14.2 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*.

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

14.4 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. *A choice of planned activities is offered that reflects the interests and needs of the children.*

Ask staff open ended questions such as:

- Where do you document the choice of physical activities for children?

15. Meals and/or Snack Time

15.1 Food is used as a reward or punishment

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

15.2 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 (eg. eat with your spoon).

15.3 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 (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).

ELECT TIP (15)

Continuum of Development
Communication, Language and Literacy: 3.1-3.2
pg. 38
Cognition: 4.1
Self Regulation
pg. 39
Physical: 5.2
Eating pg. 41

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.

15.4 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?

16. Equipment Required for Eating/Seating

16.1 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 to sit down at the same time for meals and snacks.

16.2 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).

16.3 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.

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. Napkins/paper towels are used for dry foods only.

16.4 Seating is arranged in small groups

During meals and snacks, children eat seated in small groups of up to about 5 toddlers.

Extra utensils and dishes are 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.

17. 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 (e.g. a portable clipboard) when they are toileting children.

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

17.1 Washroom 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 and diapering procedures are not posted

Toileting and diapering procedures are not posted nor taken by staff in the washroom and diapering area.

17.2 Sufficient supplies available to ensure toileting and hand washing 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.

17.3 Toileting and 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 adapted to meet the needs of all the children

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 child's eye level

A mirror is in the washroom [area](#) 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).

Procedures for sanitary toileting and 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 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 (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?

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

A visual depiction of the toileting routine is posted in the washroom 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.](#)

Evidence of toilet training that is appropriate to the child's developmental needs.

Children are supported with toilet training routines that are appropriate to their developmental needs and are planned with families input. Resource materials available as needed

[Ask staff open ended questions such as:](#)

- [How do you support toilet training?](#)
- [How do you work with the families to support toilet training?](#)
- [How do you share children's progress with families?](#)
- [Do you document the child's progress ?](#)

18. Change Table/Counter

18.1 No change table/counter

No separate garbage container being used for soiled diapers

Diapers **are** disposed with regular garbage.

No adaptations are made to the toilet to meet individual needs

No adaptations to toilets ie.: potties **not** available.

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

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

Potties/toilets sometimes cleaned and sanitized appropriately

Cleaning **and sanitizing** procedures **for potties/toilets are followed** 25% of the time or less.

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

Disinfectant is available in the toileting/change area

Toileting products accommodate children's needs and sensitivities

Sanitary disposal of diapers is evident

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

Sanitized toilets/potties are available for children who are learning to use the toilet. If potties are used, they

are sanitized immediately after each use

18.4 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?

19. 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.

19.1 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?

19.2 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 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?

19.3 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). Use the answer provided in 19.2 to score this question.

Children who do not nap or who wake early 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 program

The set-up of cots does not interfere with children's activities. Cot set up does not cause hazards.

19.4 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

To meet individual resting needs, 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?

20. 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.
- Toilet training schedule specific to individual children is utilized.

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

ELECT TIP (20)

Principle:
Partnership with Families pg. 75

20.1 No information completed

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

20.2 Some information completed

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

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

A toilet training schedule, specific to individual children, is maintained

Maintained by staff for children who are in the process of toilet training.

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

A daily information chart for each child 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/toileting schedule 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?

21. Cloakroom Space and Storage

21.1 No cloakroom space

There is no space for children to store their personal belongings.

21.2 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.

21.3 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.

21.4 Visual schedule of the cloakroom routine 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).

22. Health and Safety

Hazards: anything that is potentially dangerous to children such as; worn/frayed 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.

22.1 Hazards observed

One or more hazards are observed.

22.2 Some area(s) in the room are in good repair and hygienic

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

22.3 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)

22.4 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?

23. 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 requirements.

23.1 Toys and play equipment are not washed as per Toronto Public Health Guidelines

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.

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

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

23.3 Toys and play equipment are washed as they become soiled in addition to as required on the weekly posted schedule

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?

23.4 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.

24. Children's Hand Washing/Sanitizing Practices

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

24.1 Children do not wash/sanitize their hands

24.2 Hand washing/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.

24.3 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).

24.4 Staff teach children proper hand washing/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.: hand washing song etc).

Visual hand washing procedure is posted at child’s eye level and is used as needed

Picture symbols/photo’s outlining the steps children need to follow for hand washing is posted in a place accessible to children in the washroom. **Visual** hand washing procedure is **used** when necessary, such as when there is a new child in the program or for a child learning hand washing procedures.

25. Staff Hand Washing/Sanitizing Practices

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

25.1 Staff do not wash/sanitize their hands

25.2 Staff hand washing/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 a child’s nose.

25.3 Staff wash/sanitize their hands before eating, 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 each child and if they wipe a child’s nose.

25.4 Proper hand washing/sanitizing procedure is posted and followed by staff

The hand washing procedure is posted at all sinks used by staff. Hand sanitizer procedure posted in the room.

Supervisor monitors hand washing/sanitizing practices and reviews expectations with staff

Monitoring includes documentation eg. 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**.

26. Transitions

Transitions between activities and routines are planned so that children can safely change activities individually or in small groups with minimal waiting/rushing.

Transitions: when children move from one activity to another.

Small groups: one staff with a group of up to 5 toddlers.

Exceptions to small group transitions may include safety considerations such as environmental conditions.

<p>ELECT TIP (26)</p> <p>Continuum of Development</p> <p>Emotional: 2.2 Self Regulation pg. 36</p> <p>Cognition: 4.8 Memory pg. 40</p>

26.1 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**).

26.2 Children are sometimes transitioned in small groups

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

26.3 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 and language.

26.4 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.

27. 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.

27.1 No system of attendance verification 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).

27.2 Attendance verification system in place

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

27.3 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.

27.4 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 behavior is not displayed by any of the staff in the room during the assessment.
2. **Somewhat:** staff displayed the target behavior a little bit during the assessment. For example, if there are two staff in the room, both displayed the behavior a little bit, or one staff displayed quite a bit of the behavior and the other did not display it at all.
3. **Quite a bit:** staff displayed the target behavior most of the time during the assessment. For example, all staff displayed the behavior most of the time or, in the case of two staff in the room, one staff displayed the behavior all of the time while the other displayed it only a little bit.
4. **Very Much:** the target behavior is displayed almost consistently by all staff in the room during the assessment.

28. 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, and encourage a child to process the emotion by labeling (eg. "You look sad. Is it because Mommy/Daddy just left?"), provide reassurance.

ELECT TIP (28)

Principle:
 Demonstrating respect for diversity, equity and inclusion
 pg. 76
 Continuum of Development:
 Emotional: 2.6
 Identity Formation
 pg. 37

Models positive social behavior 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.

29. Supervision of Children

Balances checking and scanning 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.

30. 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 respond appropriately when children demonstrate they are tired, hungry, etc.

ELECT TIP (30)

Continuum of Development:
 Emotional: 2.6
 Identity Formation
 pg. 37

Supporting 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 getting dressed or providing opportunities for children to tidy up.

Provides time for children to explore

Children are not rushed through activities and routines (eg. Art/ sensory, hand washing, etc) but are given the opportunity to explore materials in their environment.

Breaks tasks into small steps to ensure children’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 and give positive feedback and encouragement.

31. 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 items 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 observe and 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 (31)
Principle:
Demonstrating respect for diversity, equity and inclusion
pg. 76
Continuum of Development
Emotional: 2.1 -2.6
pg 36-37

32. Behavior Guidance

Matches expectations with child’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 18 to 30 months.

Calmly explains consequences of behavior

Staff remain calm when dealing with behavioral 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. You will have to move away from your friends if you continue to hit”).

Anticipates behavior 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. A child approaches another child and attempts to remove a toy. Staff intervenes and offers a similar toy or activity. 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 (32)
Continuum of Development
Emotional: 2.1 – 2.2
pg. 36

33. Supporting the Development of Communication Skills

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 "Where's Johnny's shoes? Can you help find his shoes?"

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". Staff says "It's lunchtime. Let's go to the table."

ELECT TIP (33)

Continuum of Development
Communication, Language and Literacy: 3.1 – 3.2
pg. 38

Encourages problem solving

Staff support children to solve simple problems. For example, the child has an object they are trying to fit into a shape sorter. Staff could say "What can we do?", "Let's try the smaller shape?"

Follows children's lead

Staff follow children's lead. For example, the children are scooping snow with their hands in a tub, add objects for scooping, such as measuring cups or small shovel's

34. 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, staff may add soap and introduce a new concept such as slippery.

ELECT TIP (34)

Principle:
Play is a means to early Learning pg. 77
Continuum of Development
Cognition: 4.2
Problem Solving
pg 39