



Infant Early Learning and Care Assessment for Quality Improvement

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
1. Daily and Visual Schedules	<input type="checkbox"/> Daily Schedule is not posted	<input type="checkbox"/> Visual Schedule is accessible	<input type="checkbox"/> Daily Schedule is seasonally adjusted	1
	<input type="checkbox"/> Daily Schedule does not balance between structure and flexibility	<input type="checkbox"/> Photographs in Visual Schedule include children in the program	<input type="checkbox"/> Daily Visual Schedule is referred to	2
	Daily Schedule does not indicate time is planned for:	<input type="checkbox"/> Visual Schedule is seasonally adjusted.	<input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule.	3
	<input type="checkbox"/> Indoor play			4
	<input type="checkbox"/> Child and Staff initiated learning experiences <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Outdoor play.			5

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2. Program Plan	<ul style="list-style-type: none"> <input type="checkbox"/> A current Program Plan is not posted. <input type="checkbox"/> Program Plan does not cover the entire time children are in attendance <input type="checkbox"/> Each room does not have its own Program Plan <input type="checkbox"/> External agencies/professionals do not attend meetings to plan appropriately for children with individual support needs. 	<p>The following learning areas are planned and/or documented:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One language and literacy daily <input type="checkbox"/> One sensory daily <input type="checkbox"/> One music and movement weekly <input type="checkbox"/> One art daily <input type="checkbox"/> One cognitive daily <input type="checkbox"/> One block weekly <p><input type="checkbox"/> Evidence that individual goals of children are incorporated into the program plan</p> <p><input type="checkbox"/> Current Program Plan includes descriptions of the learning opportunities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of formal programming time given to staff <input type="checkbox"/> Supervisor reviews Program Plans and signs them weekly <input type="checkbox"/> Information is accessible to parents on curriculum model. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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3. Learning Experiences	<ul style="list-style-type: none"> <input type="checkbox"/> Learning experiences offered are not developmentally-appropriate <input type="checkbox"/> Learning experiences do not promote choice for children <input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of opportunities to discuss developmental progress with families <input type="checkbox"/> Standardized Developmental Screening tool is completed for all children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Photo documentation of learning experiences available <input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly <input type="checkbox"/> Activity resources accessible for families <input type="checkbox"/> Portfolios regarding each child's development are accessible to families. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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4. Indoor Physical Environment	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> Adults remove outdoor shoes before entering the room	<input type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in two areas	1
	<input type="checkbox"/> The play environment is not accessible throughout the day	<input type="checkbox"/> Room set up allows for supervision of children	<input type="checkbox"/> Child height windows in door/walls to see out	2
	<input type="checkbox"/> Space is not available for use as a cloakroom with sufficient room for storing outdoor clothing and personal belongings	<input type="checkbox"/> Safe mirror at child's eye level in the playroom	<input type="checkbox"/> Dressing table/bench accessible to parents	3
	<input type="checkbox"/> Floor space with suitable floor coverings is not available	<input type="checkbox"/> Shoe coverings available for parents and staff	<input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences	4
	<input type="checkbox"/> Environment is not adjusted to meet the needs of children.	<input type="checkbox"/> Mirror includes pull-up bar	<input type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in two areas.	5
	<input type="checkbox"/> Safe storage space available for equipment/toys and materials.			

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5. Displays	<ul style="list-style-type: none"> <input type="checkbox"/> More than half of the children's art work is product oriented, not process oriented <input type="checkbox"/> Displays are not developmentally-appropriate <input type="checkbox"/> Less than three displays include children's own artwork as well as adult-made and/or commercial materials <input type="checkbox"/> Less than two displays include cultures/races <input type="checkbox"/> Displays are not at child's eye level. 	<p>Displays are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Culturally appropriate and free of bias <input type="checkbox"/> Reflective of children's recent activities <input type="checkbox"/> Displays are arranged in an inclusive manner <input type="checkbox"/> Two or more displays include family structures <input type="checkbox"/> Displays include children in the room participating in learning experiences <input type="checkbox"/> Two or more displays include people with disabilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays promote inclusion in daily living <input type="checkbox"/> Two or more displays are in more than one language <input type="checkbox"/> Displays include family involvement in activities and/or events. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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6. Art & Sensory	<ul style="list-style-type: none"> <input type="checkbox"/> No equipment for art learning experiences <input type="checkbox"/> No materials for art learning experiences <input type="checkbox"/> Art opportunities not available throughout the day <input type="checkbox"/> No materials for sensory learning experiences <input type="checkbox"/> Sensory opportunities are not available throughout the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more developmentally-appropriate sensory equipment and/or materials are accessible <input type="checkbox"/> Three or more art materials include diverse skin tones <input type="checkbox"/> Permanent sensory equipment is accessible to children in the play environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sensory learning experiences are planned and/or documented weekly to reflect different senses <input type="checkbox"/> Two or more planned and/or documented sensory learning experiences occur daily <input type="checkbox"/> Two or more art learning experiences planned and/or documented daily 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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7. Books, Language and Literacy	<input type="checkbox"/> Books for rotation are not available	<input type="checkbox"/> Two developmentally-appropriate books for each child enrolled are accessible	<input type="checkbox"/> Homemade books are accessible	1
	<input type="checkbox"/> Staff do not verbally label objects and actions	<input type="checkbox"/> Two or more language and literacy toys or puzzles are accessible	<input type="checkbox"/> Toy bins and shelves are labelled with words and pictures	2
	<input type="checkbox"/> Area does not include soft seating and/or cushions for sitting	<input type="checkbox"/> Three or more books which include diverse people/cultures are accessible	<input type="checkbox"/> Three or more books which include people with disabilities are accessible	3
	<input type="checkbox"/> Books are not accessible for independent use	<input type="checkbox"/> Children have exposure to different languages	<input type="checkbox"/> Two or more books which include people with disabilities are accessible	4
	<input type="checkbox"/> Staff do not read to children daily	<input type="checkbox"/> Two or more books which include people with disabilities are accessible	<input type="checkbox"/> Language and literacy opportunities are integrated into one other area.	5
	<input type="checkbox"/> Less than three books contain real images of people and/or objects.			

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<p>8. Music and Accessories</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music is not appropriate for the age group <input type="checkbox"/> Staff do not sing to children daily <input type="radio"/> Audio playlists are not available <input type="checkbox"/> Musical instruments are not in good condition <input type="checkbox"/> Radio is played when children are present. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more different types of music are available to be played to children <input type="checkbox"/> Three or more different types of musical instruments are accessible to children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two or more music and movement learning experiences are planned and/or documented weekly <input type="checkbox"/> Staff sing/play songs from different cultures <input type="checkbox"/> Props are used to enhance music experiences. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	

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9. Physical Play Learning Experiences	<input type="checkbox"/> Designated safe space for indoor physical play learning experiences is not available	<input type="checkbox"/> Daily planned/or documented physical play learning experience	<input type="checkbox"/> Physical play learning experiences are planned and/or documented for both the morning and afternoon	1
	<input type="checkbox"/> Staff are not engaged in planned and/or documented physical play learning experiences with the children	<input type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate.	<input type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon.	2
	<input type="checkbox"/> Less than two types of gross motor equipment are accessible to children in the room.			3
				4
				5

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10. Cognitive & Manipulative and Science & Nature	<input type="checkbox"/> Materials are not available for rotation	<input type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible	<input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly	1
	<input type="checkbox"/> Cognitive and manipulative materials are not accessible	<input type="checkbox"/> Developmentally-appropriate science and nature materials are accessible	<input type="checkbox"/> Opportunities to experience natural objects	2
	<input type="checkbox"/> Materials are not developmentally-appropriate.	<input type="checkbox"/> Two complete toys for each child enrolled are accessible.	<input type="checkbox"/> Three or more developmentally-appropriate science and nature equipment and/or materials are accessible.	3
				4
				5

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11. Blocks & Construction and Pretend Play	<input type="checkbox"/> Pretend play accessories and equipment are in poor condition	<input type="checkbox"/> Accessories and equipment reflect cultural diversity	<input type="checkbox"/> Block and construction materials include three or more textures	1
	<input type="checkbox"/> Pretend play accessories and equipment are not developmentally-appropriate	<input type="checkbox"/> Three or more developmentally-appropriate block and construction materials are accessible	<input type="checkbox"/> Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus	2
	<input type="checkbox"/> Block and construction materials are not accessible	<input type="checkbox"/> Three or more developmentally-appropriate block and construction accessories are accessible	<input type="checkbox"/> Three or more accessories are culturally diverse.	3
	<input type="checkbox"/> Block and construction accessories are not accessible	<input type="checkbox"/> Pretend play area includes real items that are developmentally-appropriate.		4
	<input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled.			5

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12. Routine Care Practices	<input type="checkbox"/> A daily information chart is not completed for each child	<input type="checkbox"/> Evidence of documentation for each child's interactions and/or learning experiences during the day	<input type="checkbox"/> Daily information chart is available to be taken home	1
	<input type="checkbox"/> Daily information chart is not reviewed with parent/guardians	<input type="checkbox"/> Staff are following children's physical cues.	<input type="checkbox"/> Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development	2
	<input type="checkbox"/> Children's individual schedules are not available		<input type="checkbox"/> Children's individual schedules are followed by staff.	3
	<input type="checkbox"/> Staff repeatedly are not following children's physical cues.			4
				5

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13. Diapering Routines	<ul style="list-style-type: none"> <input type="checkbox"/> No change table <input type="checkbox"/> Washroom is not adapted for use by all children <input type="checkbox"/> Change table is not in good condition <input type="checkbox"/> Diapering is not viewed as an opportunity to interact with children <input type="checkbox"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Children are given notice of upcoming diaper change <input type="radio"/> Current Regional Public Health potty routine is posted <input type="checkbox"/> Washroom area includes a mirror at child's eye level <input type="checkbox"/> Current Regional Public Health diapering routine is posted <input type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture symbol schedule depicting diapering routine is visually accessible at child's eye level <input type="checkbox"/> Child-size sink is accessible in the washroom <input type="checkbox"/> Diapering is viewed as an opportunity to encourage self-help skills. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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14. Meals and/or Snack Time	<input type="checkbox"/> Food is used as a reward or punishment	<input type="checkbox"/> Food is always served on dishes or napkins	<input type="checkbox"/> Food preparation area in the room is not used for other uses	1
	<input type="checkbox"/> Young infants' bottles are propped up when they are being fed	<input type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation	<input type="checkbox"/> Staff use meal and/or snack times as opportunities for enhanced language learning.	2
	<input type="checkbox"/> Space and equipment for minor food preparation is not located in the room	<input type="checkbox"/> Water and refrigeration is available in the room		3
	<input type="checkbox"/> No conversations and/or interactions occur during meals and/or snack times	<input type="checkbox"/> Adult seating is accessible		4
	<input type="checkbox"/> Individual children's needs are not met during meal times	<input type="checkbox"/> Staff serve food while sitting with children during mealtimes.		5
	<input type="checkbox"/> Utensils and dishes are not available to support individual feeding needs and are not adapted as required			
	<input type="checkbox"/> Children do not sit in small groups			
	<input type="checkbox"/> Equipment required for seating is not appropriate for the size, ability and developmental level of the children.			

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15. Cribs and Bedding	<ul style="list-style-type: none"> <input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cribs in poor condition <input type="checkbox"/> Cribs are not designated <input type="checkbox"/> Sheets are not changed once a week, or sooner if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mattresses are disinfected weekly <input type="checkbox"/> Areas above cribs are free of storage <input type="checkbox"/> Cribs are not used for storage <input type="checkbox"/> Sleeping area is monitored. 	<ul style="list-style-type: none"> <input type="checkbox"/> Brief description of how each child goes to sleep is accessible <input type="checkbox"/> Resting environment includes soft music and dimmed lighting. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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<p>16. Health & Safety and Toys & Play Equipment Washing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Furniture is not sturdy and safe to pull up on <input type="checkbox"/> First aid kit is not available in the room <p>All areas of the room are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not maintained in a hygienic condition <input type="checkbox"/> Not kept in a state of good repair <input type="checkbox"/> No schedule for toy washing <input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff <input type="checkbox"/> Health-related resources are accessible to families <input type="checkbox"/> All areas in the room are safe <input type="checkbox"/> Toys and play equipment are washed as they become soiled. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety-related resources are accessible to families <input type="radio"/> Transitional toys used prior to meal and/or snack times are washed after each use <input type="checkbox"/> Safety/health resources are accessible to families in their preferred language. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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17. Staff and Children's Hand Hygiene	<input type="checkbox"/> Insufficient supplies are accessible to ensure hand washing is conducted in a hygienic manner	<input type="radio"/> Current Regional Public Health hand sanitizing procedures are posted	<input type="checkbox"/> A sink is accessible in the room	1
	<input type="checkbox"/> Current Regional Public Health hand-washing procedures are not posted	<input type="checkbox"/> Evidence Supervisor reviews hand-washing expectations with staff.	<input type="checkbox"/> Real photographs are used for visual hand-washing procedure.	2
	<input type="checkbox"/> Current Regional Public Health hand-washing procedures are not followed			3
				4
				5

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18. Transitions and Attendance Verification	<ul style="list-style-type: none"> <input type="checkbox"/> Staff do not prepare children prior to transitions <input type="checkbox"/> Children's arrival and departure times are not always recorded on the main attendance record <input type="checkbox"/> Staff are not the recorders of the children's arrival and departure times <input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Positive interactions do not occur between staff and children during transitions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrival and departure times are completed in pen <input type="checkbox"/> Transitions are conducted in a smooth and seamless manner <input type="radio"/> Portable attendance travels with each group <input type="checkbox"/> Attendance is verbally verified after staff transitions <input type="radio"/> Small groups of children who have left the room are reflected on the main attendance record. 	<ul style="list-style-type: none"> <input type="checkbox"/> Written verification of attendance after each group transition <input type="checkbox"/> Transition play materials are available. 	1
				2
				3
				4
				5

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19. Positive Atmosphere	<input type="checkbox"/> Staff shout at children	<input type="checkbox"/> Staff direct positive attention to all children	<input type="checkbox"/> Staff model positive non-verbal communication skills	1
	<input type="checkbox"/> Staff repeatedly do not model appropriate positive social behaviour	<input type="checkbox"/> Staff maintain a positive tone of voice.	<input type="checkbox"/> Staff display empathy	2
	<input type="checkbox"/> Staff are repeatedly not welcoming		<input type="checkbox"/> Staff use teachable moments to further develop positive social behaviours.	3
	<input type="checkbox"/> Staff are impatient.			4
				5

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<p>20. Supervision of Children</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff unaware of the number of children in the room <input type="checkbox"/> Staff unaware of the location of the children <input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions <input type="checkbox"/> Staff repeatedly position themselves with their back to the children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff anticipate situations to support children's interactions and activities <input type="checkbox"/> Staff work as a team to position themselves so all children are supervised <input type="checkbox"/> Staff scan the room at all times. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision is conducted in a non-disruptive manner <input type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision <input type="checkbox"/> Staff communicate with each other about the location of children. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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21. Foster Children's Independence	<input type="checkbox"/> Staff repeatedly do not encourage developmentally-appropriate self-help skills	<input type="checkbox"/> Children are provided with choices	<input type="checkbox"/> Children are provided with choices within their interests	1
	<input type="checkbox"/> Staff repeatedly do not allow children to make their own decisions	<input type="checkbox"/> Staff consistently follow the children's cues.	<input type="checkbox"/> Staff respond to children's interests.	2
	<input type="checkbox"/> Staff repeatedly do not provide time for children to complete tasks.			3
				4
				5

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22. Supporting the Development of Self-Esteem	<input type="checkbox"/> Staff do not demonstrate inclusive practice	<input type="checkbox"/> Staff role-model how to accomplish tasks	<input type="checkbox"/> Staff assist children to process their own emotions	1
	<input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully	<input type="checkbox"/> Staff address children by their real name.	<input type="checkbox"/> Staff encourage children to identify the emotions of others	2
	<input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately.		<input type="checkbox"/> Staff focus encouragement on how the tasks are completed.	3
				4
				5

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23. Behaviour Guidance	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are physically abrupt with children <input type="checkbox"/> Staff repeatedly do not reinforce positive behaviour <input type="checkbox"/> Staff repeatedly do not use developmentally-appropriate re-direction strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff use appropriate behaviour guidance strategies <input type="checkbox"/> Staff model turn taking/sharing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff adapt expectations based on the individual needs of the children <input type="checkbox"/> Staff respond to all children involved in an incident, to resolve the issue in a calm manner. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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24. Supporting Communication and Extending Children's Learning	<input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions	<input type="checkbox"/> Staff support children to follow through with strategies	<input type="checkbox"/> Staff extend verbal/non-verbal interactions with materials	1
	<input type="checkbox"/> Staff repeatedly solve the children's problems immediately	<input type="checkbox"/> Staff are observed participating in play with children	<input type="checkbox"/> Staff extend children's vocabulary.	2
	<input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge.	<input type="checkbox"/> Staff support the children's learning.		3
				4
				5