



# Preschool

## Early Learning and Care Assessment for Quality Improvement

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>1. Daily and Visual Schedules</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Schedule is not posted</li> <li><input type="checkbox"/> Visual Schedule is not accessible to the children</li> <li><input type="checkbox"/> Time is not planned for different learning experiences/learning periods.</li> </ul>	<p>Daily Schedule is posted that indicates time is planned for:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Outdoor play</li> <li><input type="checkbox"/> Indoor play</li> <li><input type="checkbox"/> Child and staff initiated learning experiences</li> <li><input type="checkbox"/> Time to meet children's physical needs</li> <li><input type="checkbox"/> Visual Schedule is accessible to the children</li> <li><input type="checkbox"/> Daily Schedule balances between structure and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule</li> <li><input type="checkbox"/> Daily Schedule is seasonally adjusted</li> <li><input type="checkbox"/> Visual Schedule is seasonally adjusted</li> <li><input type="checkbox"/> Photographs in Visual Schedule include children in the program</li> <li><input type="checkbox"/> Daily Visual Schedule is referred to.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

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

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
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<b>3. Learning Experiences</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning experiences offered do not reflect the current Program Plan</li> <li><input type="checkbox"/> Learning experiences offered are not developmentally-appropriate</li> <li><input type="checkbox"/> Learning experiences do not promote choice for children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is current documentation which demonstrates that observations of children are used in the development of learning experiences</li> <li><input type="checkbox"/> Learning experiences are adapted to meet any child’s individual needs</li> <li><input type="checkbox"/> Learning experiences are based on children’s interests.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Photo documentation of learning experiences available</li> <li><input type="checkbox"/> Activity resources accessible for families</li> <li><input type="checkbox"/> Portfolios regarding each child’s development are accessible to families</li> <li><input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
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<b>4. Indoor Physical Environment</b>	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> The play environment is arranged into learning areas that are open and accessible throughout the day	<input type="checkbox"/> Organized storage space available	<b>1</b>
	<input type="checkbox"/> Toys are not accessible on open shelves to children	<input type="checkbox"/> The play environment is designed to promote participation and peer interactions	<input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences	<b>2</b>
	<input type="checkbox"/> Furnishings are in poor condition	<input type="checkbox"/> The play environment is designed to promote independent use by children	<input type="checkbox"/> Environment adjusted to meet the needs of children	<b>3</b>
	<input type="checkbox"/> Room set-up does not allow for supervision of children.	<input type="checkbox"/> Floor space with suitable floor coverings is available	<input type="checkbox"/> Child height windows in doors/walls to see out	<b>4</b>
		<input type="checkbox"/> Safe storage space available for equipment/toys and materials	<input type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in at least three areas	<b>5</b>
	<input type="checkbox"/> Safe mirror at child's eye level in the playroom	<input type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in two areas		
	<input type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in two areas	<input type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in two areas.		

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<b>5. Displays</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No displays posted</li> <li><input type="checkbox"/> More than half of the children’s art work is product-oriented, not process-oriented</li> <li><input type="checkbox"/> Displays are arranged in a segregated manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least three displays include children’s own artwork as well as adult-made and/or commercial materials</li> </ul> <p>Displays are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflective of children’s recent activities</li> <li><input type="checkbox"/> Developmentally-appropriate</li> <li><input type="checkbox"/> Culturally-appropriate and free of bias</li> <li><input type="checkbox"/> Two or more displays include people with disabilities</li> <li><input type="checkbox"/> Two or more displays include cultures/races</li> <li><input type="checkbox"/> Two or more displays include family structures</li> <li><input type="checkbox"/> As much as possible, displays are at child’s eye level</li> <li><input type="checkbox"/> Photographs of current children and/or families are displayed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Additional displays are placed throughout the environment</li> <li><input type="checkbox"/> Displays include family involvement in activities and/or events</li> <li><input type="checkbox"/> Displays promote inclusion in daily living</li> <li><input type="checkbox"/> Displays include children in the room participating in activities and experiences</li> <li><input type="checkbox"/> Two or more displays are in more than one language</li> <li><input type="checkbox"/> Children's three-dimensional creations are on display.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

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<b>6. Sensory, Science and Nature</b>	<input type="checkbox"/> No materials for science and nature learning experiences	<input type="checkbox"/> Three or more developmentally-appropriate science and nature equipment and/or materials are accessible	<input type="radio"/> Three or more science and/or nature learning experiences planned and/or documented weekly	<b>1</b>
	<input type="checkbox"/> No materials for sensory learning experiences	<input type="checkbox"/> Three or more developmentally-appropriate sensory equipment and materials are accessible	<input type="radio"/> One science and nature learning experience planned and/or documented daily	<b>2</b>
	<input type="checkbox"/> No equipment for sensory learning experiences.	<input type="checkbox"/> Sensory opportunities accessible throughout the day.	<input type="checkbox"/> Opportunities to experience natural objects and/or events	<b>3</b>
			<input type="radio"/> Two or more planned and/or documented sensory learning experiences daily	<b>4</b>
			<input type="checkbox"/> Permanent sensory equipment accessible to children in the play environment	<b>4</b>
		<input type="checkbox"/> Evidence of extended science and nature projects.	<b>5</b>	

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<b>7. Art</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No equipment for art learning experiences</li> <li><input type="checkbox"/> No materials for art learning experiences</li> <li><input type="checkbox"/> Art equipment is in poor condition</li> <li><input type="checkbox"/> Art materials are in poor condition</li> <li><input type="checkbox"/> Children have access to toxic art materials.</li> </ul>	<p>A sufficient number of the following art materials are accessible:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Painting and drawing</li> <li><input type="checkbox"/> Modelling materials</li> <li><input type="checkbox"/> Collage materials</li> <li><input type="checkbox"/> Printmaking</li> <li><input type="checkbox"/> Three-dimensional materials</li> <li><input type="checkbox"/> Three or more art materials include diverse skin tones</li> <li><input type="checkbox"/> Equipment for art learning experiences is accessible to children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Two or more art learning experiences planned and/or documented daily</li> <li><input type="checkbox"/> Evidence of extended art projects</li> <li><input type="checkbox"/> Art projects are incorporated into other areas</li> <li><input type="checkbox"/> Three or more art mediums are used in planned and/or documented learning experiences.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>



	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>8. Books</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books are in poor condition</li> <li><input type="checkbox"/> Books are not accessible for independent use</li> <li><input type="checkbox"/> Less than two developmentally-appropriate books for each child enrolled</li> <li><input type="checkbox"/> Area does not include soft seating and/or cushions for sitting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books reflect three or more topics</li> <li><input type="checkbox"/> Three or more books contain real images of people and/or objects</li> <li><input type="checkbox"/> Two or more books which include diverse people/cultures are accessible</li> <li><input type="checkbox"/> Two or more books which include people with disabilities are accessible</li> <li><input type="checkbox"/> One book accessory is accessible in the book area.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books for rotation are available</li> <li><input type="checkbox"/> Books are incorporated into one other learning area</li> <li><input type="checkbox"/> Books are incorporated into three or more other learning areas</li> <li><input type="checkbox"/> Two or more books relate to current Program Plan</li> <li><input type="checkbox"/> Homemade books are accessible</li> <li><input type="checkbox"/> Three or more books which include people with disabilities are accessible</li> <li><input type="checkbox"/> Three or more books which include diverse people/cultures are accessible</li> <li><input type="checkbox"/> Two or more book accessories are accessible in the book area</li> <li><input type="checkbox"/> Two or more print materials are accessible.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

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	1 or 2	3	4 or 5	
<b>9. Language and Literacy</b>	<input type="checkbox"/> Staff do not read to children daily	<input type="checkbox"/> Three or more writing materials are accessible	<input type="checkbox"/> Language and literacy opportunities are integrated into one other area	<b>1</b>
	<input type="checkbox"/> Writing materials are not accessible	<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	<b>2</b>
	<input type="checkbox"/> Language and literacy toys/puzzles are not accessible.	<input type="checkbox"/> Toy bins and/or shelves are labelled with words and/or pictures.	<input type="radio"/> Two or more language and literacy learning experiences are planned and/or documented daily	<b>3</b>
			<input type="checkbox"/> Children have exposure to different languages	<b>4</b>
			<input type="checkbox"/> Staff use more than one form of communication	<b>4</b>
		<input type="checkbox"/> Staff provide opportunities for families to access literacy materials	<b>5</b>	
		<input type="checkbox"/> Community language and literacy experiences available to the children monthly.	<b>5</b>	

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<b>10. Music and Accessories</b>	<input type="checkbox"/> Loud background music interferes with learning experiences	<input type="checkbox"/> Three or more different types of music are available to be played to children	<input type="radio"/> Two or more music and movement learning experiences are planned and/or documented weekly	<b>1</b>
	<input type="checkbox"/> Music is not appropriate for the age group	<input type="checkbox"/> Three or more different types of musical instruments are accessible to children	<input type="checkbox"/> Staff sing/play songs from different cultures	<b>2</b>
	<input type="checkbox"/> Radio is played when children are present	<input type="checkbox"/> Musical instruments are in good condition.	<input type="checkbox"/> Props are used to enhance music experiences	<b>3</b>
	<input type="checkbox"/> Staff do not sing to children daily.		<input type="radio"/> Audio playlists are available.	<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>11. Physical Play Learning Experiences</b>	<input type="checkbox"/> No planned and/or documented physical play learning experiences	<input type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences daily	<input type="checkbox"/> Children are given the opportunity to lead outdoor learning experiences	<b>1</b>
	<input type="checkbox"/> Physical play learning experiences are not offered during inclement weather	<input type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate	<input type="checkbox"/> Designated safe space for indoor physical play learning experiences available	<b>2</b>
	<input type="checkbox"/> Indoor gross motor equipment is not available.	<input type="checkbox"/> Staff are engaged in planned and/or documented physical play learning experiences with the children.	<input type="radio"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon.	<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>12. Blocks and Construction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Block and construction materials are not accessible</li> <li><input type="checkbox"/> Block and construction accessories are not accessible</li> <li><input type="checkbox"/> Block and construction materials are in poor condition</li> <li><input type="checkbox"/> Block and construction accessories are in poor condition</li> <li><input type="checkbox"/> Block and construction materials are incomplete</li> <li><input type="checkbox"/> Block and construction accessories are incomplete.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Three or more developmentally-appropriate block and construction materials are accessible</li> <li><input type="checkbox"/> Three or more developmentally-appropriate block and construction accessories are accessible</li> <li><input type="checkbox"/> Children are able to combine materials from other areas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Block and construction materials are available for rotation</li> <li><input type="checkbox"/> Block and construction materials include three or more textures</li> <li><input type="radio"/> Two or more block and construction learning experiences are planned and/or documented weekly</li> <li><input type="checkbox"/> On-going project work is saved.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>13. Cognitive and Manipulative</b>	<input type="checkbox"/> Cognitive and manipulative materials are not accessible	<input type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible	<input type="checkbox"/> Additional cognitive and manipulative materials are available for rotation	<b>1</b>
	<input type="checkbox"/> Cognitive and manipulative materials are in poor condition	<input type="checkbox"/> Two complete toys for each child enrolled are accessible	<input type="checkbox"/> One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts	<b>2</b>
	<input type="checkbox"/> Cognitive and manipulative materials are incomplete.	<input type="checkbox"/> Cognitive and manipulative materials are developmentally-appropriate.	<input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly.	<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>14. Dramatic Play</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled</li> <li><input type="checkbox"/> Accessories and equipment are in poor condition</li> <li><input type="checkbox"/> Accessories and equipment are not developmentally-appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus</li> <li><input type="checkbox"/> Accessories and equipment reflect cultural diversity</li> <li><input type="checkbox"/> Mirror is accessible in the dramatic area.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Three or more dramatic prop boxes are available for rotation</li> <li><input type="checkbox"/> Dramatic play area includes real items that are developmentally-appropriate</li> <li><input type="checkbox"/> Three or more accessories are culturally diverse</li> <li><input type="checkbox"/> Child's full body-length mirror is accessible in the room</li> <li><input type="checkbox"/> Literacy is incorporated into the dramatic play area</li> <li><input type="checkbox"/> Accessories are added and built upon daily</li> <li><input type="checkbox"/> Children create props and accessories for the dramatic play area.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>15. Electronic Media Usage</b>	<ul style="list-style-type: none"> <li><input type="radio"/> TV/Movie watching is not documented on the Program Plan</li> <li><input type="radio"/> No planned and/or documented alternate learning experiences when TV/Movies are shown</li> <li><input type="radio"/> TV/Movie usage exceeds 45 minutes per week</li> <li><input type="radio"/> No guidelines in place for computer/electronic game usage</li> <li><input type="radio"/> Time is not limited or allocated equitably</li> <li><input type="radio"/> No guidelines in place for Internet usage.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Information, including the name and length of the TV/Movie is documented on the Program Plan</li> <li><input type="radio"/> Parent/guardians are notified in advance of all TV/Movie watching</li> <li><input type="radio"/> TV/Movie content is rated "Family" or "G"</li> <li><input type="radio"/> Posted guidelines are followed for computer/electronic game usage</li> <li><input type="radio"/> Games are rated "E" for Everyone</li> <li><input type="radio"/> Evidence that parent/guardians are notified of Internet usage.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Alternate activities are equally interesting to children</li> <li><input type="checkbox"/> Electronic media are used by staff and children to extend topics of interest</li> <li><input type="checkbox"/> Information is accessible to parent/guardians on effective use of media for learning</li> <li><input type="radio"/> Three or more educational games and computer/electronic programs are available.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p> <p><b>N/A</b></p>



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	1 or 2	3	4 or 5	
<b>16. Toileting and Diapering Routines</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Current Regional Public Health toileting routine not posted</li> <li><input type="radio"/> Current Regional Public Health diapering routine not posted</li> <li><input type="radio"/> Current Regional Public Health potty routine not posted</li> <li><input type="radio"/> No change table/mat available</li> <li><input type="checkbox"/> Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed</li> <li><input type="radio"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers</li> <li><input type="checkbox"/> Washroom is not adapted for use by all children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff</li> <li><input type="radio"/> Change table/mat in good condition</li> <li><input type="checkbox"/> Toileting and diapering is unhurried</li> <li><input type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children</li> <li><input type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills</li> <li><input type="checkbox"/> Washroom area includes a mirror at child’s eye level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Child-size sink is accessible in the washroom</li> <li><input type="radio"/> Centre provides additional diapering supplies when required</li> <li><input type="checkbox"/> Picture symbol schedule depicting toileting routine is visually accessible at child’s eye level while using the toilet</li> <li><input type="checkbox"/> Toilets are accessible within the room.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>17. Meal and/or Snack Times</b>	<input type="checkbox"/> Food is used as a reward or punishment	<input type="checkbox"/> Children are encouraged to eat food, but never forced	<input type="checkbox"/> Staff use meal and/or snack times as opportunities for enhanced language learning	<b>1</b>
	<input type="checkbox"/> No conversations and/or interactions occur during meal and/or snack times	<input type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation	<input type="checkbox"/> Children self-serve all foods	<b>2</b>
	<input type="checkbox"/> Individual children’s needs are not met during meal and/or snack times.	<input type="checkbox"/> Staff sit with children while serving food at the table	<input type="checkbox"/> Children assist with lunch/snack routines.	<b>3</b>
		<input type="checkbox"/> Children sit in small groups.		<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
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<b>18. Equipment Required for Eating and Seating</b>	<input type="checkbox"/> Insufficient eating utensils and dishes <input type="checkbox"/> Insufficient seating for children <input type="checkbox"/> No adult seating.	<input type="checkbox"/> Developmentally-appropriate eating utensils and dishes are available to support individual feeding needs and adapted as required  <input type="checkbox"/> Food is served on dishes or napkins  <input type="checkbox"/> Seating available to meet the developmental needs of the children enrolled.	<input type="checkbox"/> Extra utensils and dishes are available for easy access  <input type="checkbox"/> All seating is washable, including cushioned seating  <input type="checkbox"/> Running water is located in the room.	<b>1</b>
				<b>2</b>
				<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>19. Cots and Bedding</b>	<input type="checkbox"/> Cots are not designated	<input type="checkbox"/> The sleeping area has a cot designated for each child	<input type="checkbox"/> Sleep routines meet the needs of the children	<b>1</b>
	<input type="checkbox"/> Cots are used for storage	<input type="checkbox"/> Areas around cots are hazard-free	<input type="checkbox"/> Resting environment includes soft music and dimmed lighting	<b>2</b>
	<input type="checkbox"/> Extra bedding is not available	<input type="checkbox"/> Sheets are changed once a week or sooner, if needed	<input type="checkbox"/> Children are allowed to bring a soft toy and/or bedding from home.	<b>3</b>
	<input type="checkbox"/> Cots are in poor condition.	<input type="checkbox"/> Cots are disinfected weekly		<b>4</b>
		<input type="checkbox"/> Cot set-up does not interfere with the program.		<b>5</b>
				<b>N/A</b>

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<b>20. Health and Safety</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One or more areas in the room is/are not in a state of good repair</li> <li><input type="checkbox"/> One or more areas in the room is/are not hygienic</li> <li><input type="checkbox"/> One or more areas in the room is/are not safe.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> First aid kit is available in the room</li> </ul> <p>All areas accessible to children are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kept in a state of good repair</li> <li><input type="checkbox"/> Safe</li> <li><input type="checkbox"/> Maintained in a hygienic condition</li> <li><input type="checkbox"/> Organized.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly</li> <li><input type="checkbox"/> Safety-related resources are accessible to families</li> <li><input type="checkbox"/> Health-related resources are accessible to families</li> <li><input type="checkbox"/> Safety/health resources are accessible to families in their preferred language.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>21. Toys and Play Equipment Washing</b>	<input type="checkbox"/> No schedule for toy washing	<input type="checkbox"/> Schedule for toy washing meets Regional Public Health guidelines	<input type="checkbox"/> Toys and play equipment schedule identifies categories of toys and play equipment	<b>1</b>
	<input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines	<input type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff	<input type="radio"/> Transitional toys used prior to meal and/or snack times are washed after each use	<b>2</b>
	<input type="checkbox"/> Toys and play equipment are not washed as they become soiled.	<input type="checkbox"/> Toys and play equipment are consistently washed as they become soiled.	<input type="checkbox"/> Playground and indoor gross motor toys are washed a minimum of two times a year.	<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>22. Staff and Children’s Hand Hygiene</b>	<input type="checkbox"/> Current Regional Public Health hand washing procedures are not posted	<input type="radio"/> Current Regional Public Health hand sanitizing procedures are posted	<input type="checkbox"/> A sink is accessible in the room	<b>1</b>
	<input type="checkbox"/> Current Regional Public Health hand-washing procedures are not followed	<input type="checkbox"/> Evidence Supervisor reviews hand washing expectations with staff.	<input type="checkbox"/> Child-size sink is accessible in the room.	<b>2</b>
	<input type="checkbox"/> Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner.		<input type="checkbox"/> Real photographs are used for visual hand washing procedure	<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>23. Transitions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended waiting during transitions</li> <li><input type="checkbox"/> Children are not transitioned in small groups</li> <li><input type="checkbox"/> Staff do not prepare children prior to transitions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children are consistently transitioned in small groups</li> <li><input type="checkbox"/> Positive interactions occur between staff and children during transitions</li> <li><input type="checkbox"/> Transitions are conducted in a smooth and seamless manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff facilitate transitions to meet individual children's needs</li> <li><input type="checkbox"/> Learning experiences are planned and/or documented for transitions</li> <li><input type="checkbox"/> Transition play materials are available.</li> </ul>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p> <p><b>4</b></p> <p><b>5</b></p>



	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>24. Attendance Verification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No system of attendance verification in place</li> <li><input type="checkbox"/> Attendance records do not accurately reflect the number of children present</li> <li><input type="checkbox"/> Arrival and departure times are not completed in pen.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Children's arrival and departure times are always recorded on the Main Attendance Record</li> <li><input type="radio"/> Small groups of children who have left the room are reflected on the Main Attendance Record</li> <li><input type="radio"/> Portable attendance travels with each group</li> <li><input type="checkbox"/> Attendance is verbally verified after staff transitions</li> <li><input type="checkbox"/> Attendance is verbally verified after children's transitions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are the recorders of the children's arrival and departure times</li> <li><input type="checkbox"/> Written verification of attendance after each staff change</li> <li><input type="checkbox"/> Written verification of attendance after each group transition</li> <li><input type="checkbox"/> Visual attendance used.</li> </ul>	<b>1</b>
				<b>2</b>
				<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>25. Positive Atmosphere</b>	<input type="checkbox"/> Staff use sarcasm, mocking or harsh words	<input type="checkbox"/> Staff are welcoming	<input type="checkbox"/> Staff demonstrate flexibility	<b>1</b>
	<input type="checkbox"/> Staff shout at children	<input type="checkbox"/> Staff maintain a positive tone of voice	<input type="checkbox"/> Staff use teachable moments to further develop positive social behaviours	<b>2</b>
	<input type="checkbox"/> Staff are repeatedly impatient	<input type="checkbox"/> Staff are patient	<input type="checkbox"/> Staff display empathy.	<b>3</b>
	<input type="checkbox"/> Staff repeatedly interrupt while others are talking	<input type="checkbox"/> Staff model appropriate positive social behaviour		<b>4</b>
	<input type="checkbox"/> Staff are repeatedly disrespectful.	<input type="checkbox"/> Staff direct positive attention to all children.		<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>26. Supervision of Children</b>	<input type="checkbox"/> <b>Staff unaware of the number of children in the room</b>	<input type="checkbox"/> Staff scan the room at all times	<input type="checkbox"/> Staff communicate with each other about the location of children	<b>1</b>
	<input type="checkbox"/> <b>Staff unaware of the location of the children</b>	<input type="checkbox"/> Staff work as a team to position themselves so all children are supervised	<input type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision	<b>2</b>
	<input type="checkbox"/> Staff repeatedly do not scan the room	<input type="checkbox"/> Staff consistently balance supervision with interactions	<input type="checkbox"/> Supervision is conducted in a non-disruptive manner.	<b>3</b>
	<input type="checkbox"/> Staff repeatedly position themselves with their back to the children	<input type="checkbox"/> Staff anticipate situations to support children's interactions and learning experiences.		<b>4</b>
	<input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions.			<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>27. Foster Children's Independence</b>	<input type="checkbox"/> <b>Staff do not follow the children's cues</b>	<input type="checkbox"/> Staff consistently follow the children's cues	<input type="checkbox"/> Children are provided with choices within their interests	<b>1</b>
	<input type="checkbox"/> Staff repeatedly do not allow children to make their own decisions	<input type="checkbox"/> Children are provided with choices	<input type="checkbox"/> Staff provide spontaneous resources to allow the child to follow their own learning path	<b>2</b>
	<input type="checkbox"/> Staff repeatedly do not encourage developmentally-appropriate self-help skills.	<input type="checkbox"/> Staff provide time for children to complete tasks.	<input type="checkbox"/> Staff create opportunities for enhancing self-help skills through play.	<b>3</b>
				<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>28. Supporting the Development of Self-Esteem</b>	<input type="checkbox"/> <b>Staff do not demonstrate inclusive practice</b>	<input type="checkbox"/> Staff address children by their real name	<input type="checkbox"/> Staff assist children to process their own emotions	<b>1</b>
	<input type="checkbox"/> Staff repeatedly only use terms of endearment	<input type="checkbox"/> Staff consistently demonstrate inclusive practices	<input type="checkbox"/> Staff encourage children to identify the emotions of others	<b>2</b>
	<input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully	<input type="checkbox"/> Staff break down directions into individual steps	<input type="checkbox"/> Staff use key words with children in their preferred language.	<b>3</b>
	<input type="checkbox"/> Staff repeatedly do not show encouragement	<input type="checkbox"/> Staff focus encouragement on how the tasks are completed		<b>4</b>
	<input type="checkbox"/> Staff repeatedly do not acknowledge children’s emotions appropriately.	<input type="checkbox"/> Staff role-model how to accomplish tasks.		<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>29. Behaviour Guidance</b>	<input type="checkbox"/> Staff are physically abrupt with children	<input type="checkbox"/> Staff consistently explain consequences in a calm manner	<input type="checkbox"/> Staff adapt expectations based on the individual needs of the children	<b>1</b>
	<input type="checkbox"/> Staff expectations repeatedly do not match the developmental level of children	<input type="checkbox"/> Positive behaviour is reinforced	<input type="checkbox"/> Staff respond to all children involved in the incident, to resolve the issue in a calm manner	<b>2</b>
	<input type="checkbox"/> Staff repeatedly explain consequences in an abrupt manner	<input type="checkbox"/> Staff use developmentally-appropriate re-direction strategies	<input type="checkbox"/> Staff monitor group dynamics to anticipate situations	<b>3</b>
	<input type="checkbox"/> Staff repeatedly do not use appropriate behaviour guidance strategies	<input type="checkbox"/> Staff consistently follow through with strategies	<input type="checkbox"/> Children demonstrate awareness of classroom expectations	<b>4</b>
	<input type="checkbox"/> Staff repeatedly do not follow through with strategies.	<input type="checkbox"/> Staff model turn taking/sharing.	<input type="checkbox"/> Staff encourage children to problem solve to resolve peer conflict.	<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>30. Supporting Development of Communication Skills</b>	<input type="checkbox"/> <b>Staff do not initiate verbal/non-verbal interactions</b>	<input type="checkbox"/> Verbal/non-verbal interactions are a balance of teacher and child directed	<input type="checkbox"/> Staff extend verbal/non-verbal interactions with materials	<b>1</b>
	<input type="checkbox"/> Staff repeatedly do not build on or expand on verbal/non-verbal interactions	<input type="checkbox"/> Staff model active listening skills	<input type="checkbox"/> Staff extend children’s vocabulary	<b>2</b>
	<input type="checkbox"/> Staff repeatedly do not role-model developmentally-appropriate descriptions and directions	<input type="checkbox"/> Staff are observed participating in play with children.	<input type="checkbox"/> Staff encourage verbal/non-verbal interactions between children.	<b>3</b>
	<input type="checkbox"/> Staff repeatedly do not ask open-ended questions.			<b>4</b>
				<b>5</b>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<b>31. Extending Children's Learning</b>	<input type="checkbox"/> Staff repeatedly solve the children's problems immediately	<input type="checkbox"/> Staff encourage children to find solutions	<input type="checkbox"/> Staff balance the abilities of the child with the complexity of the learning outcomes	<b>1</b>
	<input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge	<input type="checkbox"/> Staff support children to follow through with strategies	<input type="checkbox"/> Staff recall past experiences to extend current learning opportunities	<b>2</b>
	<input type="checkbox"/> Staff repeatedly do not allow children to try for themselves.	<input type="checkbox"/> Staff support the children's learning.	<input type="checkbox"/> Staff are responsive to learning opportunities.	<b>3</b>
				<b>4</b>
				<b>5</b>