Toddler
Early Learning and Care Assessment for Quality Improvement

Assessment|Toddler

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
1. Daily and Visual Schedules	❑ Daily Schedule is not posted ❑ Daily Schedule does not balance between structure and flexibility ❑ Visual Schedule is not accessible.	Daily Schedule is posted that indicates time is planned for: ◯ Outdoor play ❑ Indoor play ❑ Child and Staff initiated learning experiences ❑ Time to meet children's physical needs ❑ Photographs in Visual Schedule include children in the program.	❑ Alternate arrangements are indicated on the Daily Schedule ❑ Daily Schedule is seasonally adjusted ❑ Visual Schedule is seasonally adjusted ❑ Daily Visual Schedule is referred to.	1 2 3 4 5

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2. Program Plan	❏ A current Program Plan is not posted ❏ Program Plan does not cover the entire time children are in attendance ❏ Each room does not have its own Program Plan.	The following learning areas are planned and/or documented: ❏ One sensory daily ❏ One art daily ❏ One cognitive daily ❏ One language and literacy daily ❏ One science and nature weekly ❏ One block weekly ❏ One music and movement weekly ❏ One pretend play weekly ❏ Current Program Plan includes descriptions of the learning opportunities ❏ Evidence that individual goals of children are incorporated into the Program Plan ❏ External agencies/professionals attend meetings to plan appropriately for children with individual support needs ❍ Children who do not nap or who wake early are provided with play materials which are documented.	❏ Evidence of formal programming time given to staff ❏ Supervisor reviews Program Plans and signs them weekly ❏ Information is accessible to parents on curriculum model.	1 2 3 4 5

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3. Learning Experiences	❏ Learning experiences offered are not developmentally-appropriate ❏ Learning experiences do not promote choice for children ❏ There is no current documentation which demonstrates that observations of children are used in the development of learning experiences ❏ The play environment is not arranged into learning areas that are open and accessible throughout the day.	❏ Standardized Developmental Screening tool is completed for all children ❏ Evidence of opportunities to discuss developmental progress with families ❏ Photo documentation of learning experiences available ❏ Two or more educational play materials reflecting people with disabilities are accessible in two areas ❏ Two or more educational play materials reflecting diverse people/cultures are accessible in two areas.	❏ Activity resources accessible for families ❏ Portfolios regarding each child's development are accessible to families ❏ Enrichment program, in addition to regular program, is included monthly ❏ Time is scheduled daily for staff to prepare materials in advance of learning experiences.	1 2 3 4 5

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4. Displays	❏ Less than two displays include cultures/races ❏ More than half of the children's art work is product-oriented, not process-oriented ❏ Less than three displays include children's own artwork as well as adult-made and/or commercial materials Displays are not: ❏ Reflective of children's recent activities ❏ Developmentally-appropriate ❏ Culturally-appropriate and free of bias ❏ Displays are not at child's eye level, as much as possible ❏ Displays are arranged in a segregated manner.	❏ Displays include children in the room participating in learning experiences ❏ Two or more displays include people with disabilities ❏ Displays promote inclusion in daily living.	❏ Two or more displays are in more than one language ❏ Two or more displays include family structures ❏ Displays include family involvement in activities and/or events.	1 2 3 4 5

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5. Sensory, Science & Nature	❑ No materials for science and nature learning experiences ❑ No materials for sensory learning experiences ❑ Sensory opportunities are not available throughout the day.	❑ Permanent sensory equipment is accessible to children in the play environment ❑ Three or more developmentally-appropriate science and nature equipment and/or materials are accessible ❑ Opportunities to experience natural objects and/or events.	❑ Two or more planned and/or documented sensory learning experiences occur daily ❑ Sensory learning experiences are planned and/or documented weekly to reflect different senses ❑ Two or more science and nature learning experiences planned and/or documented weekly ❑ Science and nature learning experiences planned and/or documented daily.	1 2 3 4 5

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6. Art	❏ No equipment for art learning experiences ❏ No materials for art learning experiences ❏ Art opportunities not available throughout the day.	❏ Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use ❏ Three or more art materials include diverse skin tones.	❏ Two or more art learning experiences planned and/or documented daily ❏ Three or more art mediums are used in planned/or documented learning experiences.	1 2 3 4 5

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

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8. Music and Accessories	❏ Music is not appropriate for the age group ❏ Staff do not sing to children daily ○ Audio playlists are not available ❏ Musical instruments are not in good condition ❏ Radio is played when children are present.	❏ Three or more different types of music are available to be played to children ❏ Three or more different types of musical instruments are accessible to children.	❏ Two or more music and movement learning experiences are planned and/or documented weekly ❏ Staff sing/play songs from different cultures ❏ Props are used to enhance music experiences.	1 2 3 4 5

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9. Physical Play Learning Experiences	❏ No planned and/or documented physical play learning experiences ❏ Staff are not engaged in planned and/or documented physical play learning experiences with the children ❏ No designated safe space for indoor physical play.	❏ Physical play learning experiences are planned and/or documented for both the morning and afternoon ❏ Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate.	❏ Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon ❏ Two or more types of gross motor equipment are accessible to children in the room.	1 2 3 4 5

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10. Cognitive & Manipulative and Blocks & Construction	❏ Cognitive and manipulative materials are not accessible ❏ Block and construction materials are not accessible ❏ Block and construction accessories are not accessible ❏ Materials are not available for rotation.	❏ Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible ❏ Three or more developmentally-appropriate block and construction materials are accessible ❏ Three or more developmentally-appropriate block and construction accessories are accessible ❏ Two complete toys for each child enrolled are accessible.	❏ One planned and/or documented cause and effect learning experience offered weekly ❏ One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts ❏ Block and construction materials include three or more textures ❏ Two or more block and construction learning experiences are planned and/or documented weekly.	1 2 3 4 5

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11. Pretend Play	❏ Insufficient accessories and equipment for the number of children enrolled ❏ Accessories and equipment are in poor condition ❏ Accessories and equipment are not developmentally-appropriate.	❏ Pretend play area includes real items that are developmentally-appropriate ❏ Mirror is accessible in the pretend play area ❏ Accessories and equipment reflect cultural diversity ❏ Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus.	❏ Three or more accessories are culturally diverse ❏ Child's full body-length mirror is accessible in the room.	1 2 3 4 5

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

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13. Toileting and Diapering Routines	❏ No change table ❏ Change table is not in good condition ❏ Children are not given notice of upcoming diaper change ❏ Washroom is not adapted for use by all children ❏ Separate covered garbage is not being used for sanitary disposal of soiled diapers.	○ Current Regional Public Health toileting routine is posted ❏ Current Regional Public Health diapering routine is posted ○ Current Regional Public Health potty routine is posted ❏ Posted procedures for toileting/potty and diapering are followed by staff ❏ Washroom area includes a mirror at child's eye level ❏ Toileting and diapering is viewed as an opportunity to interact with children.	❏ Child-size sink is accessible in the washroom ❏ Toileting and diapering is viewed as an opportunity to encourage self-help skills ❏ Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level.	1 2 3 4 5

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14. Meals and/or Snack Time	❏ Individual children's needs are not met during meal and/or snack times ❏ Children do not sit in small groups ❏ No conversations and/or interactions occur during meal and/or snack times ❏ Food is not served on dishes or napkins ❏ Food is used as a reward or punishment.	❏ Meal and/or snack times are viewed as a time for socialization and conversation ❏ Equipment required for seating is appropriate for the size, ability and developmental level of the children ❏ Adult seating is accessible ❏ Staff serve food while sitting with children during meal and/or snack times.	❏ Food preparation area in the room is not used for other uses ❏ Staff use meal and/or snack times as opportunities for enhanced language learning ❏ Children are encouraged to serve themselves	1 2 3 4 5

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15. Cots and Bedding	❑ Extra bedding is not available ❑ Cots in poor condition ❑ Cot set-up interferes with the program.	❑ Sheets are changed once a week or sooner if needed ❑ Cots are disinfected weekly ❑ Resting environment includes soft music and dimmed lighting ❑ Cots are designated.	❑ Areas above cots are free of storage ❑ Cots are not used for storage.	1 2 3 4 5

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16. Health & Safety and Toys & Play Equipment Washing	❑ Schedule for toy washing does not meet Regional Public Health guidelines ❑ No schedule for toy washing ❑ Playground toys are not washed a minimum of two times a year ❑ First aid kit is not available in the room ❑ All areas are not kept in a state of good repair ❑ All areas are not maintained in a hygienic condition ❑ Play equipment, toys and materials are disorganized.	❑ Health-related resources are accessible to families ❑ Toys and play equipment washing schedule is signed and/or initialled and dated by staff ❑ All areas are safe ❑ Toys and play equipment are washed as they become soiled. ❑ Floor space with suitable floor coverings is available ❑ Safe storage space available for equipment/toys and materials.	❑ Safety-related resources are accessible to families ❍ Transitional toys used prior to meal and/or snack times are washed after each use ❑ Safety/health resources are accessible to families in their preferred language.	1 2 3 4 5

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17. Staff and Children's Hand Hygiene	❑ Current Regional Public Health hand-washing procedures are not posted ❑ Current Regional Public Health hand-washing procedures are not followed ❑ Sufficient supplies are not accessible to ensure hand-washing is conducted in a hygienic manner.	❍ Current Regional Public Health hand-sanitizing procedures are posted ❑ Evidence Supervisor reviews hand hygiene expectations with staff.	❑ A sink is accessible in the room ❑ Child-size sink is accessible in the room ❑ Real photographs are used for visual hand-washing procedure.	1 2 3 4 5

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18. Transitions and Attendance Verification	❏ Staff are not the recorders of the children's arrival and departure times ❏ Children's arrival and departure times are not recorded on the Main Attendance Record ❏ Positive interactions do not occur between staff and children during transitions ❏ Extended waiting during transitions ❏ Staff do not prepare children prior to transitions.	❏ Arrival and departure times are completed in pen ❏ Transitions are conducted in a smooth and seamless manner ❏ Attendance is verbally verified after staff transitions ❍ Portable attendance travels with each group ❍ Small groups of children who have left the room are reflected on the Main Attendance Record.	❏ Written verification of attendance after each staff change ❏ Transition play materials are available.	1 2 3 4 5

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19. Positive Atmosphere	❑ **Staff shout at children** ❑ **Staff use sarcasm, mocking or harsh words** ❑ Staff are repeatedly not welcoming ❑ Staff repeatedly do not model appropriate positive social behavior.	❑ Staff maintain a positive tone of voice ❑ Staff are patient ❑ Staff direct positive attention to all children.	❑ Staff model positive non-verbal communication skills ❑ Staff use teachable moments to further develop positive social behaviours ❑ Staff display empathy.	1 2 3 4 5

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20. Supervision of Children	❑ **Staff unaware of the number of children in the room** ❑ **Staff unaware of the location of the children** ❑ Staff are repeatedly unable to balance supervision with interactions ❑ Staff repeatedly position themselves with their back to the children.	❑ Staff work as a team to position themselves so all children are supervised ❑ Staff anticipate situations to support children's interactions and activities ❑ Staff scan the room at all times.	❑ Staff communicate with each other about the location of children ❑ Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision ❑ Supervision is conducted in a non-disruptive manner.	1 2 3 4 5

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21. Foster Children's Independence	❏ Staff repeatedly do not provide time for children to complete tasks ❏ Staff repeatedly do not allow children to make their own decisions ❏ Staff repeatedly do not encourage developmentally-appropriate self-help skills.	❏ Children are provided with choices ❏ Staff consistently follow the children's cues.	❏ Children are provided with choices within their interests ❏ Staff respond to children`s interests ❏ Staff create opportunities for enhancing self-help skills through play.	1 2 3 4 5

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

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23. Behaviour Guidance	❏ **Staff are physically abrupt with children** ❏ Staff repeatedly do not explain consequences in a calm manner ❏ Staff repeatedly do not reinforce positive behaviour ❏ Staff repeatedly do not follow through with strategies.	❏ Staff use appropriate behaviour guidance strategies ❏ Staff use developmentally-appropriate re-direction strategies.	❏ Staff respond to all children involved in an incident, to resolve the issue in a calm manner ❏ Staff model turn taking/sharing. ❏ Staff adapt expectations based on the individual needs of the children.	1 2 3 4 5

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24. Supporting Communication and Extending Children's Learning	❏ Staff repeatedly solve the children's problems immediately ❏ Staff repeatedly miss opportunities to build children's knowledge ❏ Staff repeatedly do not support children to follow through with strategies.	❏ Staff support the children's learning ❏ Staff extend verbal/non-verbal interactions with materials ❏ Staff are observed participating in play with children.	❏ Staff recall past experiences to extend current learning opportunities ❏ Staff extend children's vocabulary.	1 2 3 4 5